

AGILE Life Skills Component

Refining life-skills Programme
Content in line with the Evidence

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MODULE ONE

EDUCATION

SESSION 1

SETTING THE STAGE

Total Time: 80 minutes

Materials Needed:

- Circles cut out of Paper (6 inches across) – with each girl's name hand printed boldly in the centre
- Blackboard & Chalk
- Flipchart paper (4 sheets)
- Coloured Markers (2-3 boxes, multi-coloured)
- 4 plain sheets of paper, torn into 8 smaller squares
- Scarves or blind folds
- **Girls:** Writing books & Pencils

Part 1: Introducing ourselves: 35 minutes
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Objectives: To enable each girl to appreciate her own strengths and uniqueness.

Activity:

1. **Welcome the girls.** Talk briefly about purpose of Safe Spaces (SS) i.e., building a group of life-long friendships. (5 minutes)
2. Organize the girls into small groups of four to five. Pass out each girl's name badge. Give each group some coloured markers. Ask the girls to **decorate their badges in preparation for introducing themselves** with pictures or symbols depicting their special qualities. Encourage creativity. The Mentor and Cascading/Community Mentor should also make a badge. When finished, ask them to tape the badges on themselves. (10 minutes)

Discussion:

1. The mentor introduces herself and explains her badge.
2. Ask the girls to re-join the large circle. Have them introduce themselves and explain their badges one by one, starting with you. (20 minutes)

Part 2: Ground Rules: 10 minutes

Objective: To agree upon a set of rules to encourage trust within the group.

Activity:

1. Explain to the group that during our time together, it will be helpful if everyone agrees to some basic rules of conduct. Suggest a few ideas and topics like punctuality, mutual respect, not laughing at others, not dominating the group etc. (2 minutes)

2. Place a flipchart paper on the floor in the middle of the circle. Ask any girl who has an idea for a ground rule to suggest it. If everyone agrees to it, ask that girl to come into the circle to draw a symbol of her choice to represent that rule. (For example, punctuality could be drawn as a clock, listening could be drawn as an ear). *Important: Let the girls CHOOSE the symbols and let the girls DRAW their own pictures.* (2 minutes)

3. Once all the rules have been drawn on the paper, ask the group to go through them one by one, to make sure everyone is clear about them all. **Write a phrase clearly next to each symbol.** If any girl can read, have them read the phrase to the group slowly and give the girls time to copy the phrases and pictures into their books (4 minutes)

4. It is very important to make sure that confidentiality is on the list, that is, that everything said in the room remains in the room.

5. Post the flip chart on the wall, and ask the group to try their best to remember our rules. Keep the rules with the other materials that are kept in the community, and assign one girl the job of bringing the rules to every group. (2 minutes)

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

Part 3: Trusting Each other 35 minutes

Trust and Support

Objective: Establish the importance of trust & mutual support within the group.

Activity:

1.
 - a. Invite a volunteer to walk slowly in a straight line across the meeting area while blindfolded. After putting on the blindfold, turn her around several times before she attempts to reach a specific point on the opposite side. Instruct the group to remain silent and give no guidance at all. When she reaches the other side, ask her to take off the blindfold. Compare how close she is compared to where she intended to reach.
 - b. Ask her how she felt about *receiving no guidance* from the others.
2.
 - a. Repeat the exercise again, this time with verbal encouragement (only) from the others. [They should not guide her by touch at all.]

- b. Ask her how she felt about *receiving some guidance* from the others.
3. a. Finally, repeat the exercise again, this time allowing the other girls to use their hands as well as their voices to guide the girl. Observe how much closer she is to her destination.
- b. Ask the girl how she felt *receiving guidance* from the others.
4. Repeat steps 1-3 with another volunteer. (30 minutes)

Discussion:

1. Ask the girls how their experience in this exercise relates to other real-life experiences they have had. (5 minutes)

SESSION 2

BUILDING FRIENDSHIPS

Total time: 80 minutes

Materials Needed:

- Blackboard & Chalk
- Coloured markers (1 box, multi-coloured)
- Girls: Writing books & Pencils

Recap of Last Activity: 5 minutes
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Part 1: Building Friendships: 45 minutes

Objective: To discuss qualities of a friend and to foster friendships within the group

Activity:

1. Ask the girls to sit in a circle. Explain that this session is about friendship. Ask some girls to give a definition of a friend: "A friend is someone who..." (5 minutes)
2. Ask them to think about a quality they have that they can share with their friends. For example, someone might say she is a good listener. Hand each girl a quarter sheet of paper to draw a picture representing that quality she possesses. (15 minutes)
3. One by one, each girl should say her own special quality as she places her picture into the middle of the circle. (5 minutes)
4. On the board, mentor should write two headings (in Hausa): "Qualities we possess" and "Desired Qualities" The mentor should jot down these qualities that girls draw under the first heading.
5. Explain: we give to our friends, and we also need to take from friends. Ask each girl to think about what she needs from a friend. For example, someone might say "honesty" or "trustworthiness." **Now, ask each girl to say what she needs from a friend from the qualities represented in the pictures in the circle as she takes it from the circle (other than her own).**
6. When everyone has taken a picture, ask if anyone would like to comment on how the activity made her feel. Emphasize that friendship is a two-way street in which both people give and take. (15 minutes)

Discussion Guidelines:

- What is the problem in this situation?
- How would you help a friend in this situation?
- What would you like your friend to do if you were in this situation?
- What would not be helpful for a friend to do?

Divide the girls into three groups to discuss how to apply the good qualities of friendship when faced with challenging situations. Mentor and cascade/community mentor can read one situation (see below) aloud for each group. Allot only 10 minutes per situation. Then rotate situations so each group gets to discuss all.

Situation #1: Binta is from another state. Because her mother was sick, she was sent to live with her auntie's family. The girls in her new neighbourhood think she has a funny accent and wears strange clothes. One girl, Fatima, imitates Binta and makes the other girl laugh. You feel sorry for Binta, but you are one of Fatima's best friends.

Situation #2: Amina and Zuwaira have been classmates since they were five years old. Both have studied hard and done well. Their teachers say they are excellent students, but lately Zuwaira has been studying less and less. Amina is wondering if something is wrong and she tries to talk to Zuwaira. Zuwaira says: "Why should I study anymore? I'm going to be married in a year, so why do I need an education?"

Situation #3: Mardhiyyah and Sohaila are good friends. Sohaila got a boyfriend six months ago, and since then she has started acting different and wearing a lot of makeup and accessories. Mardhiyyah doesn't have a boyfriend, and the changes in her friend's behaviour are making her uncomfortable. Mardhiyyah is not ready to grow up so fast, but she is worried that her friend is leaving her behind.

(25 minutes for all three situations)

Bring the group back together. Compare each group's ideas of how to handle each of the 3 situations (5 minutes).

SESSION 3

MY PERSONAL ROAD

Total Time: 80 minutes

Materials Needed:

- Blackboard & chalk
- Flipchart paper
- Coloured Markers
- Paper (40 pieces)
- Ground Rules from last week (post on wall)
- Girls: Notebooks and Pencils

Recap of Last Activity: 5 minutes
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Part 1: My Personal Road (50 minutes)
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Objective: To facilitate reflection on the participant's lives and factors influencing them.

Activity:

1. Mentor draws a winding road on the board. Explain how the characteristics of a road (its bends, turns, intersections, bumps, rocks, trees, etc.) can represent changes and events in our own histories. Explain that bends in the road could be important changes, boulders could be dangerous moments, and the environment such as trees could represent family and community influence. Today, each of us will draw a road representing our own life. (5 minutes)

2. Ask the participants to sit quietly together and think silently about important moments in the course of their lives, from birth to the present moment. (5 minutes)

3. Ask each participant to draw the journey of her life in the form of a road in her notebook. You can suggest what some characteristics of the road may represent, but the participants should feel free to draw their road as they like. Emphasize that each person only needs to include those events or situations which they feel comfortable sharing with the group. (15 minutes)

Note: The mentor, cascade/community mentor, evaluator, and ethnographers should circulate and look at each participant's work to make sure they understand the exercise.

4. When everyone has completed their road, have them discuss their roads in small groups. Ideally, there should be at least one staff personnel with each small group. (10 minutes)

5. Now bring the entire group together. Ask each participant to discuss her road. Each person should decide on the level of detail they wish to speak about: they may wish to focus on a particular time or bend in the road, or take the group briefly through the

whole journey. At the end of each person's story, other participants can ask questions if they wish, always respecting the privacy of the person. (15 minutes)

- Since the experience of constructing and sharing our own roads of life can be an emotional one, it is important to balance feelings of vulnerability with positive feedback. One person at a time faces away from the group while people mention the most positive qualities and values of that individual. At the end of each round, the group hugs and/or congratulates the individual. This process helps to bring the group closer together and encourages a feeling of identity within the group. (15 minutes)

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 4

RIGHT TO EDUCATION

Total Time: 80 minutes

Materials Needed:

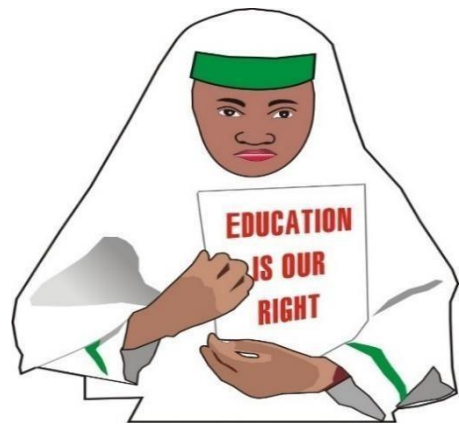
- Flip chart papers
- Markers
- Colour cards

Recap of Last Activity: 5 minutes
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Learning Objectives:

At the end of this unit, girls should be able to:

- I. Explain the concept of education and its importance.
- II. Discuss basic human rights and identify education as a human right.
- III. Identify legal documents recognizing education as a human right.



Unit Summary:

Every girl has a right to quality education and should be supported to attend, learn, stay in school and complete their education.

Unit Assessment:

- Why is education important?
- What are basic human rights?
- Is education a right or a privilege for all girls?

Facilitation Steps: Activity 1 (35 Minutes)

1. Ask girls to explain the meaning of “education” in their own words.
2. Draw a padlock and key on a flipchart to show education is key to other human rights. Discuss other human rights that may be more easily accessible when one is educated and why. (e.g., freedom of speech, when one is educated, they are more likely to have the ability to speak up about their beliefs.)
3. Ask girls to share their understanding of what constitutes human rights.
4. Use the facilitator’s notes to discuss what qualifies as a human right, as well as the existing human rights laws.
5. Ask girls to explain what basic human rights means in relation to the right to education.
6. Facilitate Activity 1.1.1 and close the class reemphasizing their right to education.

Part 2: Activity 2 (40 Minutes)

1. Ask girls to sing any song they know which is related to education.
2. Divide the girls into groups of 3 or 4 and support each group to compose 4 lines of a song about education as their right (they should be guided to write the lyrics of the song and rehearse it together).
3. Have each group perform their part of the song with the other groups repeating after them.
4. After each group has shared their song, combine all lyrics into one song and sing the combined song with the girls until they can sing it all.

Facilitators Notes

Education is the **process** of learning or gaining knowledge. **Education** also means acquiring general knowledge and developing the powers of reasoning and judgment.

Human Rights: Basic human rights are the entitlement of every human being. A right is something that no one should be able to take from you.

Some examples of human rights include:

- The right to education
- The right to life
- The right to liberty and freedom
- The right to live your life free of discrimination
- The right to control what happens to your own body and to make medical decisions for yourself
- The right to freely exercise your religion and practice your religious beliefs without fear of being prosecuted for your beliefs
- The right to be free from prejudice on the basis of race, gender, national origin, colour, age or sex
- The right to be free from slavery
- The right to freedom of speech
- The right to freedom of thought

Examples of legal documents that support education as a right of every child:

Universal Declaration of Human Rights (1948):

Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

Convention on the Rights of the Child (1989):

States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: a) make primary education compulsory and available free for all.

Charter on the Rights and Welfare of the African Child (1990):

States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of [the right to education] and shall in particular: a) provide free and compulsory basic education.

SESSION 5

IMPORTANCE AND BENEFITS OF EDUCATION

Total Time: 80 minutes

Material Needed:

- Flip chart papers,
- Markers,
- Colour cards

Recap of Last Activity: (5 minutes)
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Objectives:

At the end of this unit, girls should be able to:

- I. Identify the benefits of education to the individual, family and community.
- II. Identify potential avenues for their own development that they can achieve through education.

Unit Summary: This unit demonstrates that education has many benefits and impacts on our lives. An educated girl is an asset to herself, family and community. The girls are guided through the benefits of girls' education, at the individual, household and community level.

Activity 1: Unit Assessment (30 minutes)

- What would you like to become/do with your education? How do you intend to use your work to improve yourself, family, community, state and country?
- Name 2 benefits that result from educating a girl?

Activity 2: Facilitation Steps (45 minutes)

- Begin the class by explaining to the girls that education has many benefits on their lives. Ask for ideas on some ways they think education can impact the life of the individual or the lives of community members.
- Record their answers on a flipchart. Be sure to highlight or emphasize the most relevant answers by circling or underlining them. If possible, use two papers, one for the answers concerning the individual and one for answers that concern others.
- Use the Facilitator's Notes to fill in any points the girls have missed.

Read the case study in Activity 3 and discuss as a class the questions at the end of the case. Emphasize the points that explain why educating girls is important.

Lami is a girl from Kuje community. She attended primary and secondary school and university where she graduated as a medical doctor. She got married and has 3 children. She works in the Kuje community health centre as the only female doctor. As a doctor she is able to take care of her extended family and supports other community members as well. Most of the time, Lami is called upon to assist pregnant mothers and their children whenever the need arises in the community and her family is very proud of her. Her parents are well known and respected because of their daughter's role in the community and they enjoy community goodwill. Now, Lami is seen as a role model to others in her community.

Questions

1. How has education improved Lami's life?
2. How has education affected her family?
3. How has Lami completing her education helped the community?
4. Discuss what would have been Lami's situation if she had not gone to school.

Activity 3: Case Study

Facilitator's Notes

Benefits of Educating Girls

- Education helps the girl to make informed decisions about her life.
- Education opens up better opportunities to become a professional (have a job).
- Education makes it more likely that the girl/woman will be involved in decision-making within the family, community, State and Nation.
- Education helps her to be a good mother to her children and help them with their studies.

SESSION 6

LEARNING AND STAYING IN SCHOOL

Total Time: 80 minutes

Material Needed:

- Markers and
- Manuals
- Flipchart

Recap of Last Activity: (5 minutes)

METHOD: Discussions, brainstorming, case study, group work and plenary session

OBJECTIVES:

At the end of this unit, girls should be able to:

- Discuss how girls can successfully enroll, attend and complete basic education.
- Identify the different barriers that prevent girls from enrolling, attending and completing school
- Suggest possible actions that can be taken to address these barriers

UNIT SUMMARY:

This unit contains a discussion of barriers to girls' education that girls face. This unit identifies and categorizes those barriers into individual, family, school and community levels and identifies solutions to these barriers.

UNIT ASSESSMENT:

- Name 4 reasons why it is important for girls to go to school, stay in school and complete their education.
- What activities do girls need to avoid to ensure successful completion of education?

FACILITATION STEPS: (70 minutes)

1. Read the case study in Activity 1
2. Generate discussions from the case study and note the responses on the flipchart.
3. Facilitate activity 2
4. Have each group present their response to their question.
5. Generate additional responses from the discussions.
6. Brainstorm as a class idea for overcoming barriers to education.
(Establishing allies, advocating for yourself, brother's/husband's help with household work, Girl's Flora for support and suggestions, etc.)
7. Have the girls commit to an action meant to be a first step towards counteracting these barriers.

(Talking to parents about the importance of educating girls, discussions about sharing chore responsibility, talking to peers about creating a support/discussion group, compile a letter to community/government leaders about needs of girls in their community, etc.)

Activity 1: Case Study

Mr. Haruna has two children Bala and Binta. He chose to send Bala to school but denied Binta the opportunity. He said there was no need to spend the scarce family resources on a girl. The father agreed to send his daughter to his maternal uncle in Lagos to serve as a maid. Fortunately, her uncle decided to enroll her in school until she graduated as a nurse. Back home, Bala dropped out of school due to academic challenges and changed to vocational training. One day Mr. Haruna fell ill and was taken to the city hospital where Binta works as a trained nurse. At the time, Binta was already married with two children. She ensured her father got the best treatment until he was completely well. Now she visits the community regularly to render counselling services to pregnant women. Mr. Haruna regrets his actions and advises other fathers to send their daughters to school.

Questions:

- Why was Binta not attending school? Why was Binta discriminated against?
- Explain how the knowledge and skills acquired through education improved her life.
- What would have happened to Binta if she had not completed her schooling?
- Why do you think Mr. Haruna became an advocate for girls' education?

Activity 2: Group Work

Divide the girls into 3 groups. Assign one question to each group. (Answers should be based on the case study and scenarios in your community)

- Identify the different barriers within your community that prevent girls from going to school, staying in school, completing their education or studying further.
- What opportunities exist within your communities for girls/young women who are educated?
- Who are the people in a girl's life that can make her stop going to school or support her to complete her education?

Wrap Up: 5 minutes

MODULE TWO

EMPOWERMENT

SESSION 7

SELF-ESTEEM

Total Time: 80 minutes

Materials Needed:

- Blackboard & chalk
- Plain sheets of paper (one per girl, plus 5 extras)
- Crayons or Coloured markers
- Girls: Writing books & pencils

Recap of Last Activity: (5 minutes)
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Objective: To define self-esteem and have the girls identify sources of their own self-esteem.

Part 1: Self-Esteem (35 minutes)

1. Tell the girls that today we are going to learn about self-esteem. Start by having them stand up and form two circles, one inside the other. Have half of the girls stand in the inside circle and the other half of the girls make a circle around them. Ask the girls in the inside circle to put their arms around each other, close their eyes, and lower their heads. The mentor(s) should join the outer circle. Everyone is to be silent during this activity except for the mentor. Ask the girls in the outside circle to walk around in circles:
 - Give a pat on the back to someone who makes her own decisions and sticks to them. (Wait a few moments between sentences so the girls can get all the way around the circle.)
 - Touch the head of someone who is friendly and understanding.
 - Give a pat on the arm to someone who works well with others.
 - Touch the shoulder of someone who is recognized and respected in your school or community.
 - Touch the shoulder of someone who makes us feel confident. (10 minutes)

Note to mentor: If any girl is not being touched on the head, back or shoulder by the other girls the mentor should ensure that everyone feels appreciated.

2. Once you have gone through the activity, have the girls in the inner circle change places with the girls in the outer circle and repeat the activity. (10 minutes)
3. Have the girls sit down? Ask them, how did you feel when another classmate touched you? (Happy, good, proud, confident) Write the girls' answers on the board. (5 minutes)
4. Ask the girls to give examples of good self-esteem. Use the girls' answers from the activity to help define self-esteem. (5 minutes)
 - Self-esteem describes how people feel about themselves. People with self-esteem feel [insert the girls' words here... happy, confident, proud].
 - People with high self-esteem respect themselves and know that they are worthy of love and respect from other people.
 - High self-esteem is not the same as thinking you are perfect or better than other people. It is an internal belief about yourself, not based on comparing yourself to others.
5. Ask the girls why is it good to have self-esteem? (5 minutes)
 - Self-esteem allows us to believe in ourselves so that we can accept new challenges and try new activities.
 - It lets us feel comfortable with ourselves and with other people so we can develop healthy relationships.
 - Self-esteem helps us gain self-confidence, be assertive, and accept ourselves exactly as we are.

Part 2: Defining our Strengths (30 minutes)
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1. Tell the girls we will now define our *own* strengths. It is easy to complement our friends and tell them what we love about them, but sometimes it can be harder to compliment ourselves.
2. Ask the girls to think about a time when they did something that made them really proud. Perhaps they cooked dinner all by themselves when their mother was not feeling well. Or maybe they stayed after school one day to help the teacher clean up. Perhaps they walked a friend home from school when she was sad.

3. With that example in mind, ask girls to then reflect on the skills, abilities or strengths that allowed her to succeed in that situation.
4. Seat girls in a circle. Give each girl a plain sheet and put all of the markers in the middle of the room to share. Give the girls 10 minutes to draw a picture of the time when they did something that made them proud. Around that drawing they should add names of the skills, abilities and strengths that allowed them to succeed. (10 minutes)
5. At the end of the 10 minutes, ask for a volunteer to present her picture and tell her story. Ask the girl which skills, abilities or strengths allowed her to succeed in this situation. If time permits, have each girl come up and present her drawing. At the end of each presentation, have the class clap for her. (20 minutes)
6. Once everyone has presented, thank the girls for sharing and have everyone give themselves one more round of applause. Reaffirm that each girl in this room is special, unique, and wonderful in her own way.

Wrap up the lesson by saying there will be many times in our lives when other people insult us, put us down, or don't believe in us, and if we can remember the two activities from today and all of the things, we love about ourselves, we will be better to get through the hard times. (5 minutes).

Wrap Up: 5 minutes

SESSION 8

GOAL SETTING

Total Time: 80 minutes

Materials Needed:

- Blackboard & chalk
- Flipchart paper (3 sheets) & coloured markers
- Masking Tape
- **Girls:** Writing books & pencils

Objective: To understand the purpose of setting goals and to identify what makes a good goal for one's future.

Recap of Last Activity: (5 minutes)
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Part 1: Setting Goals (25 minutes)

Activity: Tell the girls that today we are going to learn about setting and achieving goals. First, you are going to read them two stories: (5 minutes)

The Story of Khadija

Khadija lives in a village with her mother and six brothers and sisters. From the time she was little, Khadija's parents told her she would be married when she was 14 or 15. So she helped her mother cook and care for the younger children and never thought of a different life. She was married at 15 and had her first children – twins – at 16. Her husband is a farmer, but barely brings home enough money to feed Khadija and her twins. Khadija doesn't want to continue living this way, but she doesn't know what else she can do.

The Story of Safiya

Khadija's friend, Safiya, lives in the same village with her parents and four brothers and sisters. As a little girl, Safiya learned how to knit from her grandmother and she was very good at making baby hats and sweaters. She dreamed of knitting hats and sweaters for her village and making some money to support her family, like her grandmother did. So, when she was 12, Safiya asked her grandmother if she could have her old set of knitting needles and leftover yarn and she made a few sweaters with them. She sold the sweaters and used the money to buy more yarn. Safiya got married when she was 18 and had two daughters. She continued to knit hats and sweaters and sell them, and she uses the extra money to send her daughters to school. She plans to teach her daughters to knit and hopes they will be able to make some money for their families someday.

Discuss the stories with the girls, asking the following questions: (10 minutes)

- a. How are the stories of Khadija and Safiya similar? How are they different?
- b. What goals did Khadija and Safiya set for themselves?

- c. How did they achieve these goals?
- d. What helped motivate Safiya to meet her goals?
- e. What obstacles did each girl encounter?

Explain; setting goals for your future can help you ensure that you lead a life you are satisfied with. In this lesson we will learn about how to set good goals.

Ask: the girls “what are some of the characteristics of a good goal?”. Write some of their suggestions on the board.

Explain: we are more likely to achieve a goal if it is: *specific, realistic, and something we are willing to work hard to achieve*. Underline the suggestions on the board that match these definitions of a good goal. Discuss what makes the underlined suggestions good goals (Is it specific enough? Realistic? Are we ready to work hard towards achieving it?) (5 minutes)

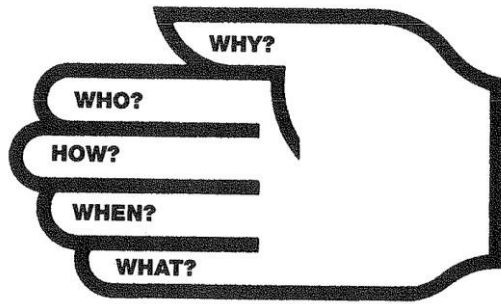
Activity: Tell the girls to think of one goal for themselves related to their education or professional future. Ask a few volunteers to say their goals out loud. For each goal stated, discuss as a class whether it is *specific, realistic, and something she is willing to work hard to achieve*. If the goal doesn't fit these criteria, work together with the girl to modify or change her goal until it does. (5 minutes)

Part 2: Achieving Goal (45 minutes)

Objective: To teach girls a way to break down the steps towards achieving a goal.

Activity:

1. Pass out the sheets of paper to each of the girls. Draw the hand on the board and have the girls do the following activity in their journals.
2. Ask the girls to write the goal they identified for themselves at the top of their sheets. The mentor and community mentor should walk around the room to help the girls write out their goals. If they are unable to write their goal and are becoming discouraged, encourage them to draw a simple picture representing their goal.
3. Tell the girls that now we will discuss the steps to take towards achieving a goal. Introduce the “five friends” of a good plan to achieve a goal by holding up your hand and listing one of the friends for each finger. The five “W” words can be translated into Hausa or kept in English, depending on how the mentor believes it would be easiest for the girls to remember when setting their own goals in the future.



4. (5 minutes)
 - WHY? The reasons for working toward a goal.
 - WHAT? Which knowledge and skills, as well as resources or materials are needed to achieve the goal
 - WHO? The person who will carry out the plan.
 - HOW? The step-by-step actions required.
 - WHEN? The time each step will take, and the goal achieved.
5. **Break:** Play a memory game to learn the “five friends.” Erase the hand on the board, stand up and raise one hand in front of them. Go around the circle and have each girl name the “five friends” on her fingers. Those who name them correctly can sit down. Others try again. Keep going until each of the girls has listed the “five friends” correctly. Tell the girls that now they have the “five friends” at their fingertips so they can set good goals and make plans to achieve them. (15 minutes)
6. Tell the girls that now they will each practice making a plan to achieve the goals they set for themselves earlier in the lesson. They can either write or draw the answers to each of the five friends on their sheets of paper. The mentor and cascade/community mentor can once again walk around the room and help the girls to write down their answers. (15 minutes)
7. Ask for a few new volunteers to come up and present their plans to the group. Encourage the girls to give feedback and suggestions to one another at the end of the presentations. (10 minutes)

SESSION 9

COMMUNICATION

Total Time: 80 minutes

Materials Needed:

- Blackboard
- chalk (or flipchart paper, tape & coloured markers)
- **Girls:** Writing books & pencils

Recap of Last Activity: (5 minutes)
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Part 1: Communicating And Active Listening (25 minutes)
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Objective: To define and demonstrate effective verbal and non-verbal communication skills; to identify good, active listening skills.

Advance Preparation: As the girls begin to arrive in class, ask for three volunteers to participate in today's role-play (one volunteer can be the Cascade/Community Mentor). Take 10 minutes to work with them in private to explain the scene they will act out. One volunteer will play the MOTHER, one girl will play the FATHER and one girl will play the daughter named RAHAMA.

Activity 1: Role-Play

Today we will be doing a role-play demonstrating good and bad communication skills. Before you start, ask the girls to list different types of communication (written, spoken, non-verbal/body language) and examples of these types of communication (i.e., rolling eyes, shouting, writing a note, walking away). Discuss non-verbal communication – how people use body language to express many different emotions. Ask the girls to observe these different forms of communication during the skit.

Bring the actors to the front of the class to begin the role-play. Set the scene by saying: *“Rahama lives at home with her seven siblings. She is 12 years old, the eldest daughter to her parents.”*

Mother: Rahama will soon be 13. Maybe we should keep her home to help with the younger ones.

Father: Yes, the school fees are going up now, it's getting too expensive.

(Rahama, who was listening to this conversation while sweeping the floor, enters the room suddenly).

Rahama: (*very upset, with voice raised*) Baba, Mama - why do you always favour my younger ones? I really want to study further! I want to graduate from my JSS with my friends.

Mother: (*shocked and angry*) We will decide whether to keep you home or send you to school. Go inside!

(*Rahama, crying and upset, leaves the room*).

Father: Wait a minute, maybe our daughter has something to say about this.

Mother: No, she's just an ill-mannered child. (15 minutes)

Discussion Questions:

- What happened in the scene? How did Rahama behave? How did her parents behave? What messages did their body language give?
- Ask "the girl": How did you feel as Rahama? Did you feel like your voice was heard?
- Ask "the father": Why do you think your character behaved like he did? What was he thinking?
- Ask "the mother": How did you communicate with your daughter? How did you feel communicating this way? What might you do differently next time?
- What do you think will happen to Rahama? How could she have addressed the situation differently? (10 minutes)

Activity 2: Role-Play Revised (45 minutes)

1. Divide the girls into groups of three. Ask each group to develop a 2-minute skit that shows how Rahama could communicate her wishes to her parents more effectively, and how her parents could communicate with her better also.
2. Give the groups 10 minutes to prepare their skits. (5 minutes)
3. Ask three groups (or more if time allows) to present their revision of the skit. (10 minutes)
4. Sit in a circle and congratulate the girls on their good acting. Then ask:
 1. How was the communication improved?
 2. What happens when girls listen to their parents? And what happens when parents listen to their girls?
 3. How can we promote better communication within our own families?

Probe for ideas such as:

1. Ask a respected relative to talk with our mother or father
2. Find a quiet time to talk to one parent alone
3. Show that you are willing to listen and try to understand your parents' perspective.
4. Explain your own ideas in a non-confrontational way.

5. Seek out a brother or sister for strategy and in talking with parents. (10 minutes)
5. Explain to the girls that communication is a two-way process. When one person is speaking, what is the other person doing? (Listening). So, is listening part of good communication? (Yes). Explain that you will demonstrate the difference between good listening and poor listening.
6. Call upon one of the girls to tell you what they did that morning. As she tells her story, demonstrate poor listening (frowning, looking around, poor eye contact, looking bored, yawning, and showing impatience).
7. Next, ask the girl to repeat her story. This time, demonstrate good, active listening as she talks (maintaining eye contact, nodding your head to say “yes,” leaning towards the girl to show interest, asking for clarification by saying “tell me more”). (5 minutes)
8. Ask the girls to reflect on the different listening behaviours by asking:
 1. How did the “listener” behave the first time? The second time?
 2. How do you think the storyteller felt the first time? The second time? You can ask the girl who told you the story to comment here about how she felt. (5 minutes)
9. Ask the group to think about someone in their lives who is easy for them to talk with. What makes it easy for them to talk with that person? Then ask the group to think about someone who is difficult to talk with. In pairs, ask them to explain to their partner the characteristics that make that person difficult to talk with. (5 minutes)

In closing, ask each of the girls to state one way in which they will practice good communication or listening skills in the upcoming week (i.e. by telling their friends when they need help with something, by nicely asking their parents for something they need, if they have an argument with their sister, by explaining why they are frustrated instead of storming out of the room when they get angry, by being attentive listeners in school, by being a good listener when a friend has a problem). (5 minutes)

SESSION 10

Decision-Making

Total time: 80 minutes

Materials:

- Large pad of paper
- Markers
- Masking tape
- **Girls:** Writing books and pencils

Recap of Last Activity: (5 minutes)
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Part 1: Challenges in Making Decisions (30 minutes)
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Objective: To strengthen girls' ability to implement difficult decisions thoughtfully; to strengthen analytic and communication skills.

Discussion:

1. Ask girls to think about a time when they made a decision but had trouble carrying it out. (*Example: telling a friend that she hurt your feelings*).
 2. Ask: What are some things that can get in the way of carrying out a decision?
 3. Now let's take an imaginary decision. Imagine you have decided you want to graduate from (*insert name of local senior secondary school*). This is your dream. (*Note to mentor: number and write down the answers to these questions on the pad of paper – you will need these pieces of paper for the literacy section*).
- **STEP ONE: What might make it easier** to carry out your decision? (*Examples: maintaining good grades, getting parental support*).
 - **STEP TWO: What are the most likely barriers** you will face in carrying out this decision? (*Examples: funding shortages, lack of contacts, parents*).
 - **STEP THREE: Is there a supportive person** you could tell? Who might this be? (*Example: friend, teacher, relative, parent, someone who values education*).
 - **STEP FOUR: What are some possible risks** you face? (*Examples: conflict with a parent, disapproval from community*).
 - **STEP FIVE: How would you carry out your decision** according to your plan?
 - **STEP SIX: If barriers arise** such as (*use example of a barrier they mentioned in Step 2*), how will you change your strategy?

Part 2: Decision-making: Role-Play (45 minutes)

1. Divide the girls into 3 groups. Tell them: each group should come up with a 3minute skit about a girl who makes a difficult decision.
2. Explain: The groups can choose from the following three topics. More than one group can choose the same topic if they wish. *Read each topic out loud, slowly.* If the girls have a topic of their own, they can choose to use that topic for the skit with your approval. (10 minutes)

Possible topics:

- **TOPIC 1:** A girl wants to become a teacher, but she needs to stay in school longer to become qualified. Her community members are already talking and wondering why a mature girl like her is still in school.
- **TOPIC 2:** A girl's parents just announced she will get married in six months. She is afraid they will be disappointed if she tells them she is not ready for marriage.

If time allows, you may take a quick break from this example and ask the girls what month she will get married if the wedding is in six months away. This will teach math and counting exercises based on the calendar year).

- **TOPIC 3:** A girl finds out her best friend is being harassed by an older boy and the friend asks her to promise not to tell anyone because the boy is the son of a close friend of her father. But the first girl is worried for her friend's safety.
3. **Remind groups:** In the skit, show at least two barriers that come between the girl and the realization of her dream. Show how she overcomes these obstacles by **skillful communication** or by **changing her strategy**. (5 minutes)
 4. Give each group 15 minutes to plan and practice their skit, and 3 minutes each to perform it. (25 minutes)
 5. Ask girls what they learned from the skits. (5 minutes)

SESSION 11

ASSERTIVENESS

Total Time: 80 minutes

Materials Needed:

- Blackboard & chalk
- Flipchart paper (3 sheets) & coloured markers
- Masking Tape
- **Girls:** Writing books & pencils

Recap of Last Activity: (5 minutes)
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Advance Preparation: Think of a song that talks about a strong woman (or about a woman who convinces a family member to do something. If you don't know the words by heart, find someone who knows and write down the words so you can teach it to the girls.

Objective: To distinguish between being aggressive, assertive, and passive; to encourage effective assertiveness skills.

Activity:

1. Start by telling the girls that today we are going to discuss what it means to be assertive. Being assertive means that the girls express their thoughts, feelings, and beliefs in a straight-forward and confident way. Being assertive is a good way to achieve balance between being aggressive – blaming or criticizing others – and being passive – not standing up for oneself.
2. Read the following story to the girls:

Hauwa was so glad that the school day was over. She had two exams that day and was looking forward to meeting her friends at the nearby kiosk for some snacks. She had just enough money to buy a zobo drink and some fried wara. She bought them and went to sit with her friends. Just as she was about to start eating, Abdulhamid came up behind her and took one. "Good fried wara" he said, "Can I have another?" Before Hauwa could answer, her friend Hafsah said, "Can I have one too? I'm still so hungry" and took some. Then another friend said, "If you sit here you have to share your food with us," and he proceeded to take more of Hauwa's fried wara.

3. Ask the girls to think about the scenario and what they would do if they were in Hauwa's position. Then read the following four responses that Hauwa could have and ask them to indicate whether the response is passive, aggressive, or assertive:

Response 1: Hauwa grabs the *fried wara* and says she is going to eat all of them herself. (Aggressive)

Response 2: Hauwa apologizes to her friends for not sharing her *fried wara* and lets them eat all of them. (Passive)

Response 3: Hauwa explains to her friends that she has been looking forward to having the *fried wara* all week and that she'll share some *fried wara* with them as long as they leave enough for her. (Assertive) (15 minutes)

4. Tape three pieces of flipchart paper side-by-side on the blackboard. On one sheet write "Mai Tsiwa or Mafadaci" (Aggressive), on another write "Mai Jajircewa" (Assertive) and on the third write "Matsoraciya" (Passive)
5. Ask the girls as a group to define what it means to be aggressive and write the answer on the top of the first sheet. Next, ask them for examples of ways in which a person acts aggressively. Write these examples beneath the definition. Repeat this step for the other two sheets, asking the girls to define and give examples of "assertive" and "passive."
6. The final product should look like the example below: (20 minutes)

MAI TSIWA, MAFADACI (Aggressive)	MAI JAJIRCEWA (Assertive)	MATSORACIYA (Passive)
Expressing your feelings in a threatening way. Insisting on your rights while denying another's rights. ● Shouting ● Demanding ● Not listening to others ● Saying others are wrong ● Leaning forward ● Looking down on others ● Wagging finger or pointing at others ● Threatening ● Fighting	Telling someone exactly what you want without being rude or threatening. Standing up for your rights without denying the rights of others. ● Know what you want to say ● Be specific about what you feel and what you need from the other person ● Look the person in the eye ● Don't whine or be sarcastic ● Hold your body confidently	Giving in to the will of others. You hope to get what you want without actually having to say it. Ineffective way to stand up for your rights. ● Talking quietly ● Giggling nervously ● Looking down or away ● Sagging shoulders ● Avoiding disagreement ● Hiding face with hands

7. Finally, give the girls a chance to assess their own assertiveness privately and confidentially in their notebooks. For each statement you read, have them write **M** if the statement is true most of the time, **S** if it is true some of the time, and **N** if it is

never or almost never true. (You can change the first letters to match the Hausa words for most, some, and never.)

- a. I can express my feelings honestly.
- b. When I say how I feel, it is not to hurt someone else.
- c. I have the courage to express my views, even if others disagree.
- d. I offer solutions to problems instead of just complaining.
- e. I respect others' rights while standing up for my own.
- f. I ask my friends for a favor when I need one.
- g. I take responsibility for my own feelings instead of blaming others.
- h. If I disagree with someone, I don't use verbal or physical abuse.
- i. I can admit when I'm angry.
- j. I can say "no" without guilt or an apology.
- k. If someone is doing something to me that I don't like, I tell that person to stop.
- l. I ask for help when I am hurt or confused.

Ask the girls to count how many times they each scored M. For 0-4 times, they need to work harder at being assertive. For 5-9 times, they are somewhat assertive but could improve. For 10-12 times, they are good at being assertive and should keep practicing. (10 minutes)

- 8. Break the circle and pair girls to practice assertive ways to ask for what they want or need. Point out this can be done by asking for what you want and refusing what you do not want. Read the following scene and ask each girl to practice an assertive response with their partner.

Practicing Assertiveness: Recently, your friend has been earning extra money by leaving at the break to go hawking in the market. She has much more pocket money than before and is wearing new jewelry these days. She wants you to come with her tomorrow, but you are feeling uncomfortable about leaving school early. What would you tell your friend? (10 minutes)

- 9. Come back together as a group and ask for volunteers to share their assertive responses to the scene. (5 minutes)

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 12

MATCHING INTERESTS TO WORK

Total Time: 80 minutes

Materials Needed:

- Markers
- Flipchart
- Magazine cut-out of different types of businesses/professions

Recap of Last Activity: (5 minutes)
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OBJECTIVES: At the end of this unit, girls should be able to:

- Define talent, interest and skills
- Identify their own talents, interests and skills
- Match skills with income opportunities in their communities
- List the type of personalities, mention 3 characteristics of each of the type of personalities
- Align personal soft skills and interest to work goals.

FACILITATION STEPS:

1. Open the discussion by explaining the key terms for the lesson.
2. Explain that learners can grow their talent into professional skills by going back to school or doing internships and apprenticeships. For example, the talent of hair plaiting can be improved through an apprenticeship at a hair-dressing salon.
3. Guide the learners through Activity 5.2.1.
4. Read the case study in Activity 5.2.2 and use the question to generate some steps of identifying how we can use skills to achieve business goals.
5. Discuss the 4 types of personality and their characteristics (see the facilitators note).
6. Request the group to reflect on their individual personality (their kind of person, character and behaviours they have) based on the meaning of temperament /personality
7. Generate discussions to show the personality traits that are good and those that needs to be improved for success at work place.

UNIT SUMMARY: In this unit, we will identify how our interests, talents and skills can help us achieve our stated goals. We will also learn about our personalities and traits of our personality types.

DEFINITIONS: There are three key terms we need to understand for the lesson today;

1. **Interests:** What I like
2. **Talents:** What I know how to do naturally
3. **Skills:** What I learnt how to do through training

Activity 1 Group Activity – Talent Matrix

Divide the participants into three, give them coloured post it notes/papers and flip chart. Ask each group to write down the interest, talent and skills of their members and post it on the group talent matrix chart. A volunteer from each group presents and the facilitator leads discussion. Have each group share skills that they have in common as well as skills that set their members apart. Be sure to make this a welcoming and empowering activity. The class should be respectful and encouraging.

Activity 2 - Case Study

Tani is a young woman who has an ambition to become a successful business woman. Tani has developed a life goal to advance professionally and realized that she needs to finish formal education to achieve this goal, so she has enrolled in an adult literacy education class within the community.

Tani wants to begin her business in the community but does not know the profitable business opportunities available. Tani took her time to make a list of different kinds of businesses in the community and asked various people in the community about their current needs, the items they need, use or want to buy that are not available. She also found out about services that are not available yet, other people in these businesses in the community and the market level, profit or how the market is moving, risks in business, if there is support available for beginners and what skills she needs to have as she begins.

Tani identified a number of businesses, but following her market study, chose to start a makeup artistry business because she has passion for it. There is also a need for the service, it is profitable, few people are doing it, the risk is low and it requires minimal capital to begin. She will also have time to go to school and take care of her family.

- What steps did Tani take in identifying the profitable businesses in the community?
- Which talents did Tani identify in trying to identify a profitable business opportunity
- Which passions did Tani pursue through this profitable business opportunity?
- Which skills did Tani identify that she either has or needs to build to achieve this business opportunity?

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

Facilitators Notes:

Temperament determines how we behave and how we interact with other people. There are many different ways that we can understand different personalities. Here

are 4 types that were originally created by the ancient Greeks, but thinking on this has developed over the years, and different names are often used for the personalities. It is important to note, no one personality is better than the other and more often than not individuals do not fit into any one category perfectly.

We all have strengths and “weakness” that come naturally to us, and these “weaknesses” often provide us with our greatest opportunity for growth. Self-reflection and acknowledgement of our personality type can help us to navigate the world more effectively and positively, as we become aware of our most effective work styles, preferred relationships, and activities that are emotionally fulfilling.

4 Types of Temperaments (personality)

Choleric - They are extroverts (outgoing and outspoken), naturally result-oriented, active, positive, practical, strong willed, quick thinking, think big, seek ambitious positions, visionary and never run out of ideas and plans. They like pressure and are easily bored when things are not happening fast enough. They are bold and like to take risks. They are domineering, decisive, opinionated, and they find it easy to make decisions for themselves as well as for others.

Sanguine - They are usually people-oriented, active, positive movement in a favourable environment. They influence their environment by encouraging others to work together, extroverted, fun-loving, playful, activity-prone, impulsive, entertaining, and persuasive, open to others, and build relationships quickly. They are animated, excitable, approachable, accepting, and trusting of others, easily amused, and optimistic.

Phlegmatic - They are naturally service oriented. They influence their environment by cooperating with others to carry out the task. They tend to not be highly ambitious and they tend to lack a sense of urgency. They are introverted, calm, unemotional, easy-going, indecisive, patient, and agreeable.

Melancholic - They are usually detailed-oriented, operate from a plan, and very private. They are introverted, logical, analytical, and factual in communication. They need information, time alone to think, and a detailed plan in order to function effectively without anxiety. They respond to others in a slow, cautious, and indirect manner. They are reserved and suspicious until they are sure of your intentions. Melancholies probe for the hidden meaning behind your words. They are well organized.

SESSION 13

LIFE AND LIVELIHOOD SKILLS

Total time: 80 minutes

Materials Needed:

- Markers
- Flash cards
- Flipcharts
- Tape

Recap of Last Activity: (5 minutes)
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Activity:

- Invite the participants to sit in a circle. Ask them the skills they require for daily living. Explain that all of us possess certain skills that allow us to live our lives. For example, the skill to write, work with others or make a decision. (20 minutes)
- Pass out three flash cards to each participant, and ask her to write the most important skill she possesses. Allow the participants 10 minutes to do this exercise. Invite the participants to display their cards on the floor. Ask them to group similar cards. Ask if the cards represent most of the skills required for leading a healthy and productive life. If not, ask them to add the remaining skills. (10 minutes)
- While the participants are busy doing their work, prepare three flash cards with the headings – “All of us have”, “Some of us have” and “None of us have”. After the participants finish writing and grouping the flash cards, ask them to arrange the flash cards in a horizontal line on the floor. Place the three cards, which you have prepared, in a vertical line next to the horizontal line of cards. Once this is done, you should be able to draw a matrix of rows and columns on the floor. (10 minutes)

All of us have	Some of us have	None of us have

Brainstorming: (20 minutes)

- Why is it that only some people have certain skills, and why are certain skills absent?

Information + Life

/Livelihood Skills



I am confident, in control,
and empowered



I know my risks and how to manage it

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 14

EMPLOYABILITY SKILLS

Total Time: 80 minutes

Materials Needed:

- Colour cards
- Flipchart
- Markers
- Magazine or pictures of people in their workplace

Recap of Last Activity: (5 minutes)
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Objectives: At the end of this unit, girls should be able to:

- Mention personal skills needed for work
- Identify the applied knowledge they require for their chosen work
- Identify the knowledge and skills required for the workplace
- Identify the skills required in interaction with people (people skills)

Unit Summary:

In this unit, we learn about the skills required for us to be employable or be able to succeed in business. These skills are grouped as personal skills, people skills and applied knowledge and skills for work or business.

Unit Assessment:

- List 5 skills required for employability.
- Mention the 4 groups of skills.
- List 4 skills you possess.

Facilitation Steps: Activity 1

- Open the class by introducing the word – “Employ” and “Ability”, facilitate a discussion to allow the students to share what they know. Supplement the discussion using local context samples.
- Tell the story of Tolu in Activity 2 and generate discussion with the questions. Remember to allow students to share what they understand by general and personal skill, applied knowledge, people skills and skills for the workplace.
- Facilitate Activity 2, encourage the students and maintain a positive environment.
- Highlight the connection between goal setting and following through on plans with action.

Activity 2: Case Study

Tolu has set her personal goal to become the Managing Director of Cola-water bottling company when she grows up. Tolu has developed a plan to work towards her goal. One of the plans is to find out what she requires to be able to get employment in Colawater bottling company, stay employed, be promoted and rise to the position of Managing Director. She has gone to the company website to find out what is required to get a job in the company. She found out that she needs employability skills such as

personal skills, people skills and workplace skills. Tolu comes to meet her mentor at the learning space to ask the following questions:

- What are personal skills?
- What are people skills?
- What skills do I need for the workplace?
- How do I acquire them?

Activity 2: Sharing our strengths

1. Arrange the girls in a circle around the room.
2. Choose a volunteer to go first.
3. Have them share a skill they have observed about the person to their right, and how they believe it will be useful. Be sure to have an appropriate positive reaction for each student. (Examples include: a group clap, acknowledgement from the facilitator, etc.) For example, Amina is very good at problem solving. She will be able to do well in the workplace, because she uses critical thinking to solve problems. (Group Acknowledgment)
4. Next, instruct the girls to think of two skills they have, and which category they think they will be most useful in. (people, workplace, personal) One at a time have each girl share their strength. Be sure to continue the group acknowledgement to encourage their self-confidence and reinforce the validity of their choice.

Wrap Up: 5 minutes

Facilitators Notes:

Workplace and Business:

- **PLANNING & ORGANIZING:** Planning and prioritizing work to manage time effectively and accomplish assigned tasks.
- **PROBLEM SOLVING:** Demonstrating the ability to apply critical thinking skills to solve problems by generating, evaluating, and implementing solutions.
- **DECISION MAKING:** Applying critical thinking skills to solve problems encountered in the workplace.
- **BUSINESS FUNDAMENTALS:** Having fundamental knowledge of the organization and the industry.
- **CUSTOMER FOCUS:** Actively look for ways to identify market demands and meet customer or client needs.
- **WORKING WITH TOOLS & TECHNOLOGY:** Selecting, using and maintaining tools and technology to facilitate work activity.

Employability skills:

Are relevant skills needed for someone to be able to work effectively. Employers always look for workers with these skills. Employability skills are sometimes called jobreadiness skills. They are transferrable skills and they include a positive attitude, teamwork, communication and analytical skills that allow you to work well with others, applying knowledge to solve problems, and fitting into any work environment. They

also include the professional skills that enable you to be successful in the workplace. These are seen as transferable because you can apply them to a job in any company.

Personal Skills:

- *INTEGRITY: Treating others with honesty, fairness and respect.*
- *INITIATIVE: Demonstrating a willingness to work and seek out new challenges.*
- *DEPENDABILITY & RELIABILITY: Displaying responsible behaviour at work.*
- *ADAPTABILITY: Displaying the capability to adapt to new, different or changing environment.*
- *PROFESIONALISM: Maintaining a professional demeanor at work, maintaining a professional appearance by dressing appropriately, using professional language when speaking with supervisors, co-workers and customers.*

People Skills:

- *TEAMWORK: Demonstrating the ability to work effectively with others*
- *COMMUNICATION: Maintaining open lines of communication with others*
- *RESPECT: Working effectively with those who have diverse backgrounds*

SESSION 15

CREATIVE THINKING AND PROBLEM SOLVING

Total Time: 80 minutes

Materials Needed:

- Old Calendars
- Flipchart

Method: Brainstorming, Folding sheet activity, Group Task, Discussion/dialogue

Recap of Last Activity: (5 minutes)
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Objectives: At the end of this unit, girls will be able to:

- I. Show creative thinking in problem solving.
- II. Identify problem solving skills

Unit Summary:

This unit introduces creative thinking, teamwork, communication and decision-making skills as important skills required in solving a problem. Everybody faces challenges every day and needs creative thinking to solve them.

Unit Assessment:

- How can creative thinking affect the decisions you make?
- Mention at least three problem solving skills?

Facilitation Steps:

1. Ask girls to brainstorm on the following terms: Critical thinking – thinking outside the box, problem solving – finding solutions to challenges, teamwork – working together with others, communication – sharing information, and decision making skills.
2. Allow girls to share experiences of challenges they have faced in life and how they solved them (**facilitator to emphasize confidentiality**).
3. Conduct the Folding Sheets Exercise in Activity 1
4. Give girls the opportunity to brainstorm and discuss the Folding Sheet activity.
5. Facilitate Activity 2 and answer the questions as a group.
6. Close the lesson emphasizing the value of teamwork and critical thinking in solving problems.

Activity 1: Folding Sheet

Divide girls into 5-6 groups and give each group a piece of large flip chart paper or old calendar sheets.

1. Each group is to fit all their teammates on to the paper such that at least one foot of each teammate is on the paper. They cannot stand outside the paper. This should be quite easy.
2. Fold the paper in half and repeat the same thing as above. Their task is the same as before: fit all their teammates on the paper. Allow them some time to think and act.
3. Fold the paper in half one more time and to try to do the same thing.

NOTE: Tell the girls that the objective of the activity is to encourage critical thinking when a difficult problem is presented. Help learners see that they often need to “think outside the box” to solve problems and should be unique in solving your problems.

Questions

1. What would have made the exercise easier?
2. Ask learners to share their feeling and experience on how they solved the problem in the above activity.

Activity 2: The Super Team

Divide the group into teams. Each team decides on a voice signal of its own as well as a physical sign (like handshake in a special way). Everyone wears a blindfold and the players are distributed over a wide space. The players have to identify the members of their group using their teams voice signal. When they meet someone, they have to show the physical sign in an attempt to find out whether the person is on the same team. No one is allowed to speak during the game. The game ends when the players find all the participants in their team.

Lead a discussion about the activity using the following questions.

- Was that game challenging?
- Were any actions more successful than others?
- What would have made the game easier?

Guide the discussion, emphasizing answers that highlight communication skills and teamwork.

Facilitator’s Notes:

Critical thinking – is the ability to think outside the box. Critical thinking requires independent and reflective thinking. It requires one to be open minded, thoughtful, and able to draw connections between ideas using logic.

Problem solving – Involves finding solutions to challenges. Problem solving often requires critical thinking, teamwork and communication to find an effective solution.

Teamwork – is working together with others. Teamwork is most valuable in groups that have found a way to be effective and efficient, utilizing the strengths of all its members, with mutual respect and appreciation.

Communication – sharing information, and decision-making skills, by speaking, writing, or some other medium. Communication is most effective when the message has clarity, respect, and a willingness to understand the other point of view.

SESSION 16

KNOWING IF I AM MAKING MONEY

Introduction: Facilitating girls' stock taking of earnings, fitting it into an earning and spending budget and having them identify potential problems and solutions relating to cash flow/budget.

Total Time: 80 Minutes

Material Needed:

- Flip chart paper
- markers

Recap of Last Activity: (5 minutes)
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Objectives: By the end of this session, girls will be able to: Practice problem-solving and budgeting skills applied to earning activities

Skills: Problem-solving

Values: Self-respect

Mentors Notes: Mentor should review this session beforehand to enable effective delivery of applying budgeting skills to earning activities. If possible, mentor should make copies of blank budget ahead of time.

Source of money	Money made in one day	Money to spent in one day	
Vegetable selling			
			Difference
Total	N	N	(Money made minus money to be spent)

Say: “Also, we might find that Lami and her sister have a problem as they do their calculations. What are the problem-solving steps we can use?” Recall any steps girls omit:

- Identifying the problem and breaking it down into parts
- Coming up with possible solutions
- Testing a solution
- Assessing the outcome

APPLY:

Lami and Halima’s Earning and Spending Budget (use problem-solving skills)
25minutes

Say: "Let's work in groups of five and use the numbers we have for Lami's and Halima's vegetable business to fill out the chart."

Say: "Let's use our problem-solving skills to come up with ideas of how to address any shortfall the girls may face in the business."

Invite volunteers from each of the groups to present the steps they might take to helping Lami and Halima.

Possible steps Lami might take:

Identifying the Problem:

- There is a shortfall of money to cover daily expenses. As a result, basic hygiene needs of girls are not covered since they cannot contribute N150 to the family.

Coming Up with Possible Solutions

- Girls complement their vegetable selling with fruits.
- Girls negotiate a lower contribution to the family.
- Girls decide to change their business to something they can do to earn more money.

Testing a Solution and Assessing Outcomes

- Girls choose one option to test and then see if they are able to cover their full daily expenses, if not then they will need to look at another option.

Source of money	Money made in one day	Money to spent in one day	
Vegetable selling			
	300	100	

		150	
		100	
			Difference
Total	N300	N350	N50 (shortfall)

AWAY: Developing our own Personal Budgets 10 minutes

Invite girls to take a blank budget home and work through it for their earning activity or that of someone else in the household.

Session 17

Exploring credit (borrowing options)

Total Time: 80 minutes

Objectives: Girls identify borrowing options available to them in the community.

Introduction: Girls explore options for borrowing in the community, reflect on possible considerations when borrowing money and decide on the best borrowing options utilizing a savings decision-making chart.

Skills: Decision making, ability to seek support, negotiation

Values: Self-respect, honesty

Materials Needed:

- Blackboard & chalk
- Writing books & pencils

Recap of Last Activity: (5 minutes)
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Part 1: Borrowing Options in the Community (20 minutes)

Read the following scenario to the group where Fati explores borrowing options in her community.

As we know, Fati is good at keeping track of money and participates in an asusu. Fati has found that at certain times of the year she needs to borrow money because she is short on cash. There are a few options for her in her community. Fati explores some of these options.

Invite a group of 3-4 volunteers to perform a role-play together that has Fati exploring her borrowing options while the rest of the group thinks about what they would do if they were Fati.

Invite group of volunteers to perform their role-play. Write the ideas down on one side of a flip chart paper.

Ask the rest of the girls if they would add anything to the ideas that the group of volunteers had. Write any additional ideas down on the flip chart.

ADD: Considerations When Borrowing Money (5 minutes)

Say: *"When thinking about our options to borrow money, we have three things to consider. First is whether the amount you will have to pay back is reasonable. It is good to find out from those lending to you what they expect back in total. Second, is*

whether the repayment conditions are possible for you. That is, are the amounts to pay in a weekly or monthly basis possible for you so you can still cover your own costs? Thirdly, find out how flexible the lender is if you encounter a problem with your repayment. This may have to do with the ability of that lender to trust you because they know enough about you."

Some ways girls borrow in the community

- Borrow from a friend
- Borrow from a family member
- Borrow from a money lender
- Borrow from family they work for
- Borrow via a shopkeeper to pay for food later

APPLY: Deciding on the Best Borrowing Option (30 minutes)

Say: "Let's look back at the ways that we came up with to borrow money for Fati and use a Borrowing Decision-Making Chart to think through the options. Let's work in groups of five." Provide each group with a decision-making chart on flip chart paper.

Say: "A benefit may be that it is a lower amount to borrow for or that the lender is flexible. A challenge may be that if the lender is a friend, you could lose that friend if you don't pay her back."

Savings Decision-Making Chart

Options for borrowing money	Benefit	Challenge

Ask girls to then come up with at least four borrowing options for Fati. After they have come up with the different options, they should be ready to provide a rationale for choosing these.

Invite: Girls to share the results of their group work and how they decided which options were best for Fati.

Ways to borrow money in the community	Benefits	Possible Challenges
A friend	Knows you and trusts you	Could lose the friend if cannot pay him/her back

A money lender	Readily accessible	Charges high interest rate
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Sample Chart

AWAY: Keeping the Conversation Going *5 minutes*

Invite girls to start their own borrowing decision-making chart. They will be asked to share one option and their reason for using it at the next session

MODULE THREE

HEALTH AND NUTRITION

SESSION 18

FOOD CLASSES AND DIETARY DIVERSITY

Total time: 80 minutes

INTRODUCTION: *This session involves a discussion about the importance of diet and nutrition in maintaining a healthy life, as well as a group activity on identifying which foods fall into the following three categories: protective foods, growth foods and energy foods.*

Recap of last activity: 5minutes

Materials needed:

- Blackboard and chalk
- 5 plain sheets of paper for group work
- Samples of locally available foods **Girls:** Writing books and pencils

Part 1: Food Classes

Objective: Understand the importance of eating different types of foods

Discussion:

1. Ask the group: "What are some problems in the community that prevent women and girls from being healthy and strong?" Possible answers may include:
 - Not enough quantity of food
 - Not enough variety of food
 - Not visiting the doctor when needed
2. Explain that one of the most important ways they can stay healthy is through diet and nutrition – what types of foods they eat. Different foods have different health benefits. Most foods fall into one of three categories:
 - Protective foods (Glow) – These foods make eyes and skin shine and help protect your body from infection. These include green, yellow and red vegetables and fruits.
 - Growth foods (Grow) – These foods help your body grow strong. They include animal meats, chicken, fish, eggs, milk, beans, soybean products and groundnuts.
 - Energy foods (Go) – These foods give your body long-term energy. They include local grains, breads, potatoes, yams, corn, bananas and fats such as butter and cooking oil.
3. Separate the girls into three groups. Give each group a piece of paper and a marker. Label (in Hausa) group 1 "Protective Foods," group 2 "Growth Foods," and group 3 "Energy Foods" – write the food groups at the top of each paper. Ask each group to take ten minutes to write or draw other local foods that fit

into their category onto their paper and encourage them to come up with foods beyond what was mentioned.

Protective Foods (Glow)	Growth Foods (Grow)	Energy Foods (Go)

4. Bring the girls back together. Ask two girls from each group to stand up with their paper and explain the drawings/list in that category. *(Note to mentor: correct or make additions to the foods drawn in each category as appropriate).*
5. To reinforce the message of healthy eating, explain to the girls that it is important to eat foods from all three of these categories to:
 - Keep your body strong to help fight infections (Protection (Glow))
 - Help your body grow, especially as your body changes during adolescence (Growth)
 - Get the energy to do work and study (Energy (Go))
6. Ask the girls to name some foods that they eat or see at home or in the markets that don't fit into these three categories (unhealthy foods). Examples include food high in sugar, salt and extra fat such as soda, candy, or fried packaged food like potato chips.
7. Healthy eating is not about variety only; it must be consumed also in the right amount or quantity. Give a sheet of paper to every participant, make them to draw a plate and divide the plates into sections to show the portion of the Go, Grow and Glow foods in her everyday meal.
 - Eat adequate diet that includes a variety of fresh foods and that is based on what is locally available and affordable.

- Make “energy giving foods” (“GO”) foods/starches the biggest part of every meal.
- Eat “body building foods” (“GROW” foods) with every meal. Whenever possible, a meal should contain some meat, fish, or other foods from animals. When properly combined, plant proteins (beans, peas, soya beans, peanuts, and other nuts) also provide good quality protein.
- Eat “protective foods” (“GLOW” foods), which include all kinds of fruits and vegetables, every day.
- Use fats and oils in moderation.
- Avoid junk food and processed foods.
- Try to eat small meals frequently and have a regular meal schedule. Take a daily multivitamin supplement to prevent micronutrient deficiencies.
- Drink at least 8 glasses (250 mls/glass) of clean water each day.

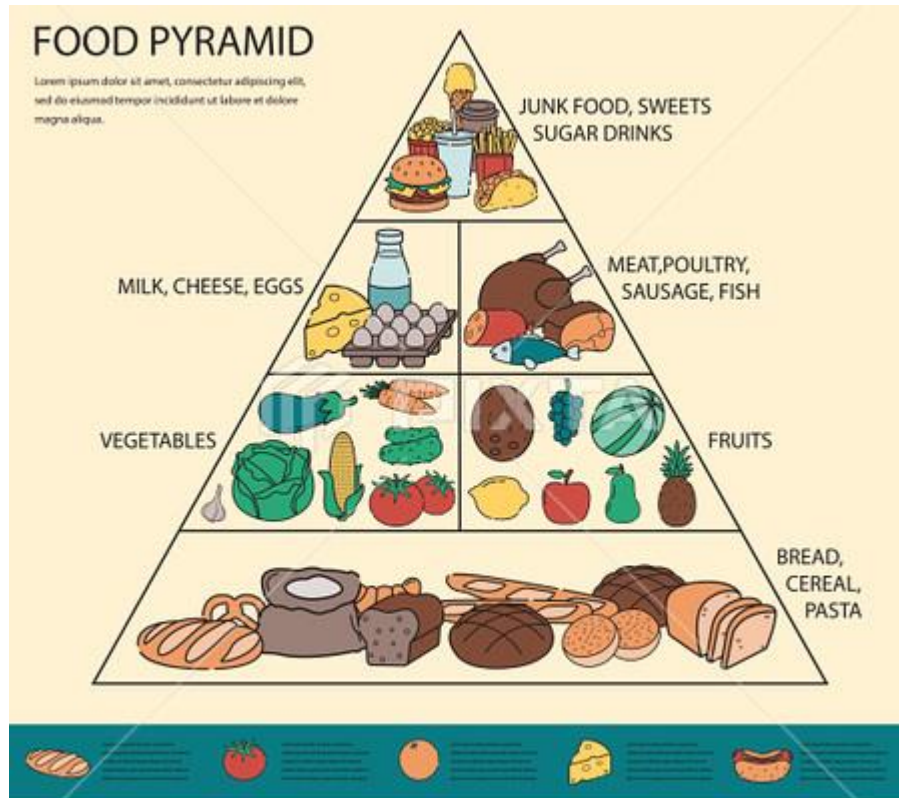
Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

APPENDIX 1

Basic Food Groups

Energy giving “GO” foods (starches) <i>Abinci mai ba da karfi</i>	Body building “GROW” foods (proteins and dairy) <i>Abinci mai gina jiki</i>	Protective “GLOW” foods (fruits and vegetables) <i>Abinci ma ba da kariya</i>	
Supply energy the body needs to work	Provide material for building and maintain the body	Protect the body and make the body shines	
• Masara (Maize meal) • Shinkafa (Rice) • Burodi (Bread) • Rogo (Cassava) • Fate (Porridge) • Doya (Yams) • Gero (Millet) • Dawa (Sorghum) • Dankali (Sweet Potatoes) • DankaliTurawa (Irish Potatoes) • Ayaba (Banana/Plantains) • Talia (Pasta, noodles)	• Wake (Beans) • Gyada (Groundnuts) • Ridi (Sesame) • Kwai (Eggs) • Kifi (Fish) • Namasa (Beef) • Nama Akuya (Goat meat) • Kaza (Chicken) • Madara (Milk) • Kindirmo (Yoghurt) • Awara (Cheese)	• Karat (Carrots) • Cabbage • Tomatoes • Kubewa (Okra) • Kale • Spinach, leafy greens • Sweet potato and cassava leaves • Pumpkin leaves • Eggplant • Mushrooms • Cucumber • Peppers	• Avocadoes • Pineapple • Mango • Oranges • Lemons/limes • Papaya/pawpaw • Ripe bananas • Pears • Local plums • Apples • Watermelon • Guavas



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Food Plate Portioning

SESSION 19

ADOLESCENT NUTRITION REQUIREMENTS

TOTAL TIME: 80 minutes

INTRODUCTION: Adolescents need a variety of foods in their diet in order to grow well and stay healthy. During this time, growth is very rapid particularly at puberty. This is why many adolescents add weight and grow tall around this time. This growth requires an increase in all the nutrients and this means you must eat more body building foods (Grow), protective foods (Glow) and energy foods (Go).

Recap of last Activity: 5 minutes

Objective: Understand the different nutrients and requirements for adolescents

Materials needed:

- Flipchart
- A stick
- Markers
- Masking tape
- Building Blocks
- Eight flip charts: Energy, Protein, Iron, Folic Acid, Calcium, Vitamin A, Vitamin C, and Iodine
- Food cards with names and illustrations of local foods
- **Girls:** Writing books and pencils

Discussion:

Ask the group: “When you eat foods, what do you get from the foods?”

Activity 1: Building Blocks of Nutrition (25 Minutes) Place the plastic building block creation in front of the girls.

Ask: What do these building blocks have to do with food?

Wait for the girls to reply. It is not expected that the girls would know the answer. The question should stimulate their interest and involve them in the discussions.

Ask: What would happen if one piece is taken out of the block creation? Or if all the pieces of one color - yellow, blue green or red were removed?

Action: Demonstrate by removing one block and have the wall fall apart.

Components of food

The body is made up of many smaller pieces and each of them has a specific role to play in the body. Like building blocks that are used to make a wall, each food group comprises foods containing different components called nutrients like vitamins, minerals, proteins, fats and carbohydrates that the body needs to stay strong and healthy. The body uses these nutrients to build our muscles, bones, blood, hair, nails,

cells, tissues and many more parts and keep them strong and healthy. These building blocks (nutrients) come in different colors and each color has a special job in the wall.

Mentors' explanation: *The foods we eat break down to elements the body needs, these are called nutrients. These nutrients are grouped into two. The nutrients the body requires in large amount are called **macronutrients**. Examples are carbohydrate, protein, fats and water. The nutrients the body require in small amount are called **micronutrients**, examples are vitamins and minerals"*

Activity 2: Racing the Food Pyramid (20minuts)

Explain: In this activity we are going to build the food pyramid using a relay race.

- Divide the participants to three groups.
- Place food pyramid grids for the teams on the floor. Divide the girls into three relay races.
- Draw start lines and ask the girls to stand behind the drawn lines. Tell the girls that each team will work with a bag of selected food picture cards/models.
- Give the teams instructions about how the race will be played.
- When it is your turn grab a food picture/model from the bag and run to the far side of the play area.
- Put the picture card/model in the food group where it belongs in the food pyramid (Go, Grow and Glow foods).
- You will then run back to your team and tag the next team member to pick a food picture card/model from the bag and run to place it on the food pyramid. Repeat these actions in your teams until all the food picture cards/models in the bag are placed on the pyramid.
- The team that finishes first with most or all the food picture cards placed correctly wins.

The mentor should stand in a position where she will be able to see what is happening in the three teams and be able to stop girls from cheating.

- Give the girls the start signal.
- Make sure that the girls take turns and participate nicely.
- Ask all the girls to come to one of the food pyramids and review the outcomes.
- Hold a discussion by going through all the food picture cards in each food group in turn.
- Ask the girls if each food picture card has been placed in the right place and provide a brief explanation to support the answer.
- For the food picture cards that have been misplaced, ask where they should be placed, again giving reasons for the change.
- When you finish commenting on one food pyramid, ask the girls to move to the other pyramid and repeat the process.

Make the participants to sit in three groups and give a copy of the Food Guide Pyramid to each group.

Ask: A. which foods are represented in the Food Guide Pyramid?

Go foods, Glow foods and Grow foods.

- **Go foods** give nutrients required to do work, walk, play and many other things. These are required in large amounts by adolescent girls. They need it to do house work, and other activities.
 - **Glow foods** help us to use the other two groups properly and protect us from infections, make us look good and shine. Adolescents need it to stay healthy, look attractive and bright.
 - **Grow foods** are required to meet the demand for rapid growth in adolescents. Every girl these category are requires these foods in higher amounts.
- b. Why is it in the shape of a pyramid?
To keep healthy, parts of the pyramid show the quantity of food to consume.
Eat more from the bottom and less from the top
- c. For whom is the Food Pyramid designed?
Families and individuals to show diversified diet

Part 2: Nutrition Needs of Pregnant Adolescents (25minutes)

Explain:

We are now going to discuss food and nutrient needs in adolescent pregnancy. Remember that nutrients are the parts of food that are good for us, including protein, vitamins, minerals and carbohydrates.

Ask: What do you think are the food and nutrition need for pregnant adolescents?
Wait for a few replies.

Explain: Getting enough of the right kinds of foods is important during pregnancy so that girls have enough energy and nutrients so that the baby grows nicely. This is true for all women, but adolescent girls need more nutrients because they are still growing as well. To get enough energy, protein, vitamins and minerals during pregnancy requires that the adolescent girls eat more and the right kinds of foods.

Getting enough iron is of special concern in pregnancy. This is because the need for iron increases in pregnancy due to the food and nutritional needs of the adolescent girl and the baby. The body's need for iron during pregnancy increases as the pregnancy goes on. When an adolescent girl does not have enough iron, anemia develops. Not having enough iron during the first 6 months of pregnancy can be harmful to the mother and the baby. It can lead to early delivery of the baby or the baby being born with a low birth weight.

Action: Facilitate a discussion using the food pyramid to remind the girls of the key messages on healthy food choices.

Say: Like we discussed before, healthy food choices are very important for pregnant adolescents. Remember to increase the amounts and kinds of food so that both the mother and baby grow strong and healthy.

Action: Divide the girls into 3 groups. Give them decks of food picture cards. Ask them to identify foods which are good for pregnant adolescents. Allow them five minutes to complete the task then ask them to return as a group and share their responses, giving reasons for the choices. Ask the other girls whether they agree or disagree and give reasons for their answer.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 20

HEALTHY EATING AND FOOD CHOICES

Total time: 80 minutes

Overview: This session involves a discussion about healthy dietary habits, an activity where the girls identify what foods they have consumed in the past 24 hours and discussion of the food pyramid.

Recap of last Activity: 5 minutes
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Now that you know the various components of food, how do you ensure they are present in adequate proportions in your meals. It is important that you learn healthy dietary habits. Among adolescents, malnutrition leads to sickness, absenteeism from work, poor performance and work outputs.

Objective: Understand food choices for healthy diet

Materials:

- Flipchart, A stick
- Markers, Flash cards, Masking tape
- Food pyramid
- **Girls:** Writing books and pencils

Activity: 1 (25 minutes)

Make the participants to sit in a circle. Pass out three flash cards to each participant and tell them what determine the food they eat (5 Minutes). Make participants to submit and sort their cards putting similar issues together. Identify the prominent factors and list out in a flipchart.

Discussion

As adolescents, many factors affect your food choice. Some of these are convenience and time, and availability, rather than food value. Your friends, what you see or hear and how you desire to look are also important. Many do not eat breakfast or eat unhealthy snacks. In every culture, there are many good foods that we have to choose from.

Activity: (20minutes)

Divide the participants into groups of three each. Pass out a sheet of paper to each participant to list the foods she consumed in the last 24-hour. Share the food pyramid poster and make participant arrange the foods into a food pyramid and explain how her food aligns with recommendation. Make each participant explains what she understands as healthy eating and guide appropriately.

Explain

Healthy eating means choosing different types of healthy foods from all the food groups. Adolescent girls should consume adequate amount of food that contains the essential nutrients needed to attain and maintain good health. The food pyramid is a simple diagram that shows the relative proportion of the various food groups that should be part of our daily meals. This is similar to food plate we used earlier.

Adolescent Girls

- ✓ Consume diet containing a variety of foods.
- ✓ Most of the energy should be derived from roots/tubers, legumes, cereals, vegetables and less from animal sources
- ✓ An increase in total food intake is very crucial at this stage, so there is need to enjoy family meals made from local produce
- ✓ Snacks especially pastries (biscuits, meat-pie etc.) and carbonated drinks should not replace main meals. If they must eat out, they should make wise food choices
- ✓ Liberal consumption of whatever fruits that is in season should be encouraged
- ✓ As females they need to consume more iron-containing foods like organ meat (liver, kidney, heart, gizzard etc), fish, poultry, legumes, cereals, citrus fruits among others to enhance body iron stores

In addition, they should:

1. Choose foods that are low in salt and
2. Limit foods that contain a lot of fat or sugar.

Discussion:

The base of the food pyramid is wider so we should eat more of those food in that group. As the food pyramid draws to the top, it gets smaller suggesting eating smaller quantities of food from these food groups. At the top of the pyramid are foods that need to be eaten less. To meet the nutrient needs essential for good health, you need to eat a variety of food from each of the different food groups daily. It is important to enjoy a variety of foods within each food group because different foods have different key nutrients. It is, however, not necessary to eat all the food from each food group at every meal. In fact, you only need to eat some of the foods such as eggs, meat and chicken a few times a week.

Activity: 3 (20minutes)

- Invite the participants to sit in a circle. Refer to the list of commonly consumed foods by each participant. Use Appendix 2 to identify the foods least represented in every day diet and identify any nutrients that may not be sufficiently supplied by the diet.

Wrap up: 5minutes

SESSION 21

COMMON NUTRITION DISORDERS

Total Time: 80 minutes

Recap of last session: 5minutes
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INTRODUCTION: Despite the importance of good nutrition for health and well-being of adolescents, many adolescents especially girls are malnourished and this present several health, reproductive and economic consequences. Malnutrition among adolescents manifests in different forms and should be prevented. In this session, we will identify some of the common features that suggest malnutrition among adolescent girls.

Objective: Understand some of the common nutrition disorders, their causes and prevention

Materials:

- Flipchart
- Flash cards (Yellow and Blue)
- A stick
- Markers
- Masking tape
- Body image charts
- Girls: Writing books and pencils

Activity 1: (10 minutes)

- Invite the participants to sit in a circle. Give each participant one yellow and one blue card.
- Ask each participant to write the three common diseases in her household, and circle the disease that is most common to young children and adolescents in the yellow flash card. On the blue card, ask each participant to write what she thinks is responsible for the disease, what her household did on the disease and how her household could prevent the disease. Allow the participants 5 minutes to do this exercise. Invite the participants to display their cards on the floor.

Discussion: Among children, more than half of the deaths could be prevented if we avoid malnutrition. Among adolescents, malnutrition leads to sickness, absenteeism from school, poor performance and school outputs. Link the listed diseases to malnutrition where possible.

Activity 2: (10 minutes)

- Make the participants to sit in a circle. Tell them to form groups of three each with girls of similar age coming together in a group. Ask them who is taller, weigh most and so on. Ask them what they think could be responsible for variation in weight and height despite being of the same age. Make them to understand that both hereditary factor and environmental factor contributed to their stature. Food and nutrition are important environmental factor. Tell them that this assessment is a measure of health.
- Then place the body image chart on the floor and ask each girl to select image she considers good,

Discussion: Among children, more than half of the deaths could be prevented if we avoid malnutrition. Among adolescents, malnutrition leads to sickness, absenteeism from school, poor performance and school outputs. Link the listed diseases to malnutrition where possible. Malnutrition can manifest in a form that we can all see if it occurs for a long time. Every height has appropriate weight to support it and when this is not done, it could indicate some forms of malnutrition. Some of the forms of malnutrition we can see include;

- To be too short
- To be too heavy
- To be weak or tired
- Have crack on the lips or corner of the mouth
- Weak eyes
- Dull skin
- Feeling dizzy

Eating healthy helps to correct these signs

Part 2: Anemia in Adolescent Girls (30 minutes)
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Adolescents are at a great risk of anemia because they grow quickly, and they do not eat enough food with an important mineral called iron to keep up with their quick pace of growth. Adolescent girls who start their menses need more iron because they are at risk due to blood loss during menstrual periods. In some cases, pregnancy can also lead to anemia. Girls who do not eat sufficiently or lose a lot of weight due to illness are also at risk of not eating enough iron rich foods.

Role Play: In this activity we are going to learn about anemia; a health problem that affects many people, especially adolescents' girls.

Ask: Does anyone know what anemia means? Wait for a few replies.

Explain: Anemia is a health condition that occurs when the blood does not have enough of one very important nutrient, we get from food called iron. When you don't have enough iron in your blood, you are anemic. Adolescent girls can become anemic because they don't eat enough of the right kinds of food and because of their menses. When girls have their menses, the amount of iron in their blood can drop through blood

loss. When you are anemic and have too little iron in your blood, you can feel very weak and tired. You can also feel dizzy from time-to-time. You may also have pale palms, feel breathless, experience headaches and may be too weak to do physical work.

Action: Ask for two volunteers to do a role play. Call the volunteers aside to give them instructions about the role play and a copy of the case scenario “Why Am I So Tired?”.

The scene will be two friends; Hajara and Habiba who bump into each other at the market.

Hajara shares with Habiba about how she has been feeling lately. Ask Hajara to act out the different symptoms she is feeling. Instruct Habiba to be the friend who listens and asks questions about her friend’s health and advises her on what to do. Emphasize that Habiba asks Hajara what she is eating to establish that she is NOT receiving enough foods with iron. Give a signal to start the role play.

The scene ends when Habiba advises Hajara to see a health worker about her symptoms and eat good food rich of iron such as meat, chicken, fish, eggs, beans, soybeans, groundnuts, and dark green leafy vegetables.

Ask: How do you feel about what you saw in the role play? Wait for a few replies and give concluding remarks.

Explain: Emphasize the role of right food choices in preventing anemia.

Why am I so tired?

- Hajara: Hi, how are you?
- Habiba: I am fine. How are you?
- Hajara: I am fine, sort of...
- Habiba: What do you mean sort of?
- Hajara: I am not sick but I am always feeling tired and weak.
- Habiba: When did you start feeling like that?
- Hajara: Oh, since about three months ago.
- Habiba: I am sorry about that. But tell me how are you feeling exactly.
- Hajara: In addition to feeling weak and tired all the time, I also feel dizzy from time to time. Often times I feel sleepy.
- Habiba: Aah...tell me more.
- Hajara: I also have severe headaches. I experience fast heartbeats and breathlessness especially when climbing stairs.
- Habiba: Let me see your palms and nail beds.
- Hajara: [shows Habiba her palms and nail beds]
- Habiba: Oh, your palms and nail beds look rather pale (asks to look at the eyes too). Your eyes look pale as well. I think you may have anemia.
- Hajara: So, what should I do? Why do I have anemia?
- Habiba: It seems to me that you are NOT receiving foods that are rich in iron. You should start eating good food sources of iron such as red meat (beef), pork,

eggs, poultry (chicken), fish, legumes (beans and groundnuts), dark green leafy vegetables

- **Explain:** Blood has enough iron by eating good food with lots of iron such as beef, chicken, fish, eggs, beans, groundnuts, and dark green leafy vegetables. Ask the participants to write down good sources of iron in their local foods.

Explain: Blood has enough iron by eating good food with lots of iron such as beef, chicken, fish, eggs, beans, groundnuts, and dark green leafy vegetables. Ask the participants to write down good sources of iron in their local foods.

<i>Signs of anaemia</i>	<i>Symptoms of anaemia</i>	<i>Causes of anaemia</i>	<i>Consequences of anaemia</i>
Low blood pressure	Easy fatigability (feeling tired easily)	Low intake of iron-rich foods	Frequent tiredness
Low pulse	Dizziness	Deficiency of vitamins e.g. folic acid, vitamin B12	Reduced attention span and poor memory
Low haemoglobin (Hb) levels	Light headedness	Parasitic infections e.g. malaria	Poor learning performance
Pallor (Pale palms, nail beds and conjunctiva)	Fainting	Hookworm infestation	Higher maternal mortality and morbidity (premature labor, antepartum/postpartum hemorrhage, puerperal sepsis)
Fast breathing	Palpitations	Bilharzia/Schistosomiasis	Decreased athletic performance Compromised growth and development
	Fast breathing	Increased requirements for iron and other essential nutrients due to changes in physiological status, e.g. puberty, pregnancy and periodic loss of blood during menstruation	Reduced resistance to infection

In pregnant adolescent, anemia may lead to:

- Poor fetal brain development
- Low Birth Weight babies
- Pre-term delivery (delivery of a baby before 36 weeks of gestation)
- Still births
- Post-partum hemorrhage (bleeding after delivery)
- Neonatal deaths (death of a baby within the first 28 days of life)
- Maternal deaths (death of a mother related to pregnancy and delivery)

How to prevent Anemia

- Consume a wide variety of foods
- Use fortified foods like flour
- Prevent malaria by sleeping under long lasting insecticide-treated nets (LLINs)
- Deworming
- Prevent infections
- Washing hands with soap/ash and clean water at critical times
- Use of supplements (100mg elemental iron and 500mcg of folic acid)

Activity: Make the participants to sit in a circle and discuss the various local meals that can be produced with the above foods. **(20 minutes)**

Discussion: The base of the food pyramid is wider so we should eat more of those food in that group. As the food pyramid draws to the top, it gets smaller suggesting eating smaller quantities of food from these food groups. At the top of the pyramid are foods that need to be eaten less. To meet the nutrient needs essential for good health, you need to eat a variety of food from each of the different food groups daily. It is important to enjoy a variety of foods within each food group because different foods have different key nutrients. It is, however, not necessary to eat all the food from each food group at every meal. In fact, you only need to eat some of the foods such as eggs, meat and chicken a few times a week.

Activity: Invite the participants to sit in a circle. Refer to the list of commonly consumed foods by each participant. Identify and discuss the foods least represented in every day diet and identify any nutrients that may not be sufficiently supplied by the diet.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 22

SANITATION AND HYGIENE

Total Time: 80 minutes

Recap of last session: 5minutes

Objective: To educate adolescents girls on safe water, hand-washing and clean latrines.

Introduction: Poor sanitation, water scarcity, poor water quality and inappropriate hygiene behaviors are disastrous and are a major cause of morbidity and mortality especially in children under five years. The physical environment and cleanliness of the environment can significantly affect the health and well-being of the family. Diseases spread quickly where there is poor sanitation and hygiene.

Mentors Prompt: Focus on teaching participants on how to prevent diarrheal diseases and other waterborne and sanitation related illnesses. Widespread adoption of safe hygiene practices through an interactive, child-centered, participatory approach to build life skills and empowers them to make good choices.

Activity

- a. Practical hand washing exercises and personal hygiene
- b. Environmental sanitation (sweeping, refuse disposal, toilet away from water sources, avoid open defecation, cleaning drainages)
1. Participatory education through teachers in school and community
2. Form sanitation and hygiene clubs within and outside the schools and communities.

An example of promoting hygiene behaviors that stresses a particular action and its effects is the sanitation and hygiene-related diagram. The diagram shows the path by which germs can spread from person to person.

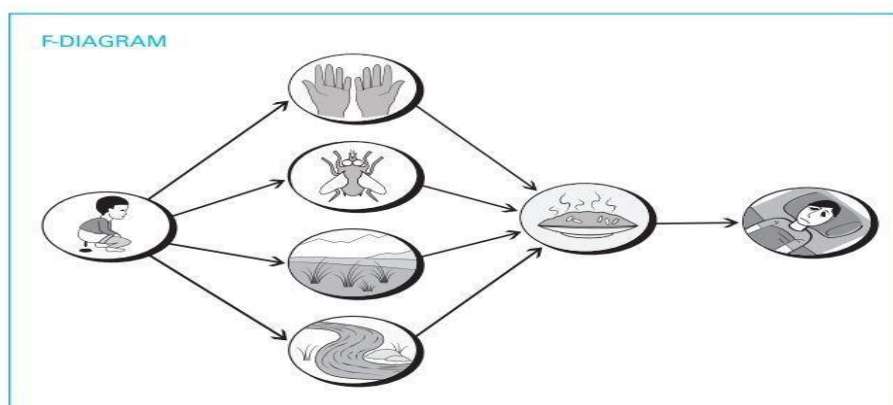


Figure F-diagram key hygiene behaviors to remain healthy.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 23

DRUG ABUSE

Total time: 80 minutes

Materials:

- Blackboard & chalk
- Masking Tape
- Scenario cards
- **Girls:** Writing books & pencils

Recap of last Activity: 5 minutes
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Objective of the session

1. Define drug abuse
2. To identify likely substances of abuse in the community
3. Discuss factors that influence drug use among adolescents
4. To discuss the dangers of drugs abuse

Activities

1. List likely substances of abuse in the community and reasons for their use
2. Discuss factors that influence drug dependence.
4. Enumerate dangers of drug abuse.
5. Give examples of drugs that can be abused

Activity 1. Knowledge of drug abuse Mentor

Ask:

- *What is drug abuse?*
- *What are the common drugs you think people take or abuse?*
- *Why do they take these drugs?*
- *What do you think these people in the picture are doing?*
- *Do we have this happen in our community?*
- *Are these drugs harmful?*

Mentor allows for some discussion and say:

These drugs become harmful when people lose control when they use them. It also becomes hard to stop using these drugs once we get use to them, it is best to say 'No' to drugs altogether.

Mentor ask:

- *What can you do differently?*
- *Is saying No to drugs easy?*
- *What can make us say No to drugs*

Facilitator allows for some discussion and shares **Diagram #3** with participants.

Mentor explain:

Educating ourselves about the risks of using drugs is good so that we do not harm ourselves or others. When we are aware of the dangers it might cause us and our loved ones, it might inform our decision to say No

Mentor discuss the signs of drug addiction with adolescents.

Warning Signs of Drug Abuse and Addiction

Mentor explain: Drug abusers often try to hide their symptoms and downplay their problem. If you're worried that a friend or family member may be abusing drugs, look for the following warning signs.

Physical warning signs of drug abuse

- Bloodshot eyes, pupils larger or smaller than usual
- Changes in appetite or sleep patterns
- Deterioration of physical appearance, personal grooming habits
- Running nose or sniffing
- Sudden weight loss or weight gain
- Tremors, slurred speech, or impaired coordination
- Unusual odours on breath, body, or clothing

Behavioral warning signs of drug abuse

- Abusing causes difficulties in one's relationships
- Engaging in secretive or suspicious behaviors
- Frequently getting into legal trouble, including fights, accidents, illegal activities, and driving under the influence
- Neglecting responsibilities at work, school, or home, including neglecting one's children
- Sudden change in friends, favorite hangouts, and hobbies
- Unexplained need for money or financial problems. May borrow or steal money.
- Using drugs under dangerous conditions (driving, dirty needles, having unprotected sex etc.)

Psychological warning signs of drug abuse

- Appearing fearful, anxious, or paranoid, with no reason
- Lack of motivation; appearing tired or "spaced out"
- Periods of unusual increased energy, nervousness, or instability
- Sudden mood swings, increased irritability, or angry outbursts
- Unexplained change in personality or attitude

Consequences of substances & drug abuse

- Stealing
- Lying/insincerity
- Selling off properties and valuables
- Denial or protection of the user

- Chronic anger
- Stress
- Anxiety
- Hopelessness,
- Neglected health
- Shame
- Stigma
- Isolation
- Impaired learning capacity
- Mental health

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.





MODULE FOUR

REPRODUCTIVE

HEALTH

SESSION 24

PUBERTY

Total time: 80 minutes

Materials Needed:

- Blackboard & chalk
- Flipchart paper & colored markers
- Masking Tape
- **Girls:** Writing books & pencils

Recap of last Activity: 5 minutes
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Part 1: Puberty: 30 minutes

Objective: To enable girls to discuss physical, emotional and social changes that occur around puberty.

1. Tell the girls: Puberty is a time when boys and girls mature. New chemicals produced in the body, known as hormones, cause these physical and emotional changes. After puberty, a girl can become pregnant and a boy can father a child.
2. Puberty usually starts between ages 8 and 15 in girls and ages 10 to 15 in boys and lasts about 2 to 5 years. Everyone starts and goes through puberty at his or her own pace. Some of the changes boys are natural developments in our bodies and other changes are shifting in the way people treat you as you become mature
3. Organize the girls into two groups. Tell the girls: I will read some points one by one. Each group should decide if what I say is a **PHYSICAL** development or an **EMOTIONAL** development. For example, if I say boys develop bigger muscles around 16 years old, is that a **physical** change or an emotional change? If I say that boys and girls start to feel moody or depressed, is that a physical or an **emotional** change? (*Check that girls understand physical is bodily changes and emotional is changes in feelings.*) These changes do not only happen in Nigeria, they happen to boys and girls all over the world.
4. Read from the following list, letting the groups decide whether it is a **physical** or an **emotional** change. If the groups disagree, let them discuss their points with each other before telling them the correct answer. At the end of the list, ask the girls to add any physical or emotional changes they have experienced or heard about.

CHANGES IN GIRLS DURING PUBERTY	
Growth in body hair	(physical)
Increase acne or pimples	(physical)
Need or desire for more independence or privacy	(emotional)
Sweat more	(physical)
Moodiness, anger, and depression (being rude, self-centered)	(emotional)
Body growth – taller, wider hips	(physical)
Feeling closer to friends than family	(emotional)
Need for extra nutrition	(physical)
Increase in sexual feelings	(emotional)
Desire to try new things (risk taking)	(emotional)
Breast growth (girls only)	(physical)
Vaginal secretions increase	(physical)
Feel embarrassed or shy easily	(emotional)
Menstrual bleeding	(physical)
Worry about body/appearance, “desire to fit in”	(emotional)
Better able to solve complex problems	(emotional)

Break: 5 minutes

If the girls are low energy, take a 5-minute energizing break – song, short game, clap sequence, etc. – to get them focused and ready for the next activity.

Part 2: Social Changes in Puberty: 35 minutes

1. Keeping girls in their groups, tell them: Now we will focus on the social changes that occur during puberty. Physical and emotional changes occur in boys and girls everywhere as a result of puberty. Social changes are the shifts that occur in your community as a result of boys and girls growing older.
2. Write “Changes in how people treat you” across the top of the blackboard. Below that, write BOYS on one side, GIRLS on the other side, and BOTH in the middle.

Ask girls: When young people reach puberty, how do people treat them differently? How do you feel puberty has affected you? Do you feel your freedom is expanding or shrinking? What about your responsibilities? For each change they list, ask them to decide whether the changes apply to girls, boys or both. If groups disagree, stop and discuss to come to a consensus. The table may look like this:

Girls	Both	Boys

3. After the girls have listed all their ideas, choose **FIVE** things from the following list that were NOT mentioned and pose these things as a question (Example: Do young men and women get more attention from the opposite sex in puberty?)

- More attention from the opposite sex
- Changes in household responsibilities
- New pressures related to marriage
- New rules about how to dress and act
- Restricted social mixing between boys and girls
- Change in the amount of freedom allowed (often different for boys & girls)
- More responsibility to earn money
- More discussion of marriage planning
- Greater chance of being pulled out of school by one's parents
- More exposure to sexual harassment
- Pressure to succeed in sports
- More exchanges of gifts and/or money

4. **Ask:** From the table we made, what do you notice about boys versus girls' experiences in puberty?

5. Put girls into pairs. Ask them to think of young girls they know who have not yet reached puberty (they may be around 9 or 10 years old). Ask them to tell their partner two ways they could help these younger girls have an easier transition into puberty.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 25

MENSTRUATION

Total time: 80 minutes

Materials needed:

- Blackboard & Chalk
- Diagram of the female reproductive system
- **Girls:** Writing books & Pencils

Recap of last Activity: 5 minutes
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Part 1: Menstruation: 30 minutes

Objective: To discuss the emotional aspects of the beginning of menstruation and to give the girls time to ask questions about this developmental process.

Activity:

1. Today we are going to talk about menstruation. Sometimes people call it (*add informal term such as 'period'*). During puberty, when a girl begins to bleed every month, that means she is developing into a woman.
2. Remind girls of the confidentiality rule by asking them: When we are telling stories about people we know, how can we protect their privacy? If no one mentions confidentiality, remind them not to use names. Instead, they can say, "I know someone who..."
3. Divide the girls into pairs. Tell them: Let's start with some comments from girls like you on the topic of menstruation
4. Bring the group back together. Ask the girls if they have any questions.

GIRL #1: “My period came to me as a shock because I had no knowledge about it. I was unsure of what was going on. I had no information on how to deal with it. Then my auntie explained to me what to do.” <i>One by one, ask these 3 discussion questions, <u>to be discussed in pairs</u>:</i> Why was she shocked? How does it feel to be shocked and surprised about your own body? Why do girls find it difficult to manage menstruation? (5 minutes)	my felt my hur the mal real disc disc	GIRL # 3: “I was happy when I got my period because I knew that meant I was growing up.” <i>One by one, ask these 3 discussion questions, <u>to be answered in pairs</u>:</i> Some girls are ready to grow up. Do you know any girls who feel ready? What are the advantages of becoming mature? How can we help younger girls feel okay? (5 minutes)
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Part 2: Female Fertility: 40 minutes

Objective: To help girls understand the female reproductive organs and biological processes related to fertility.

To help girls understand the basics of menstruation: why it occurs, when it occurs, and how to manage it.

Activities:

1. Explain female fertility using a picture of the female reproductive organs. Tape the diagram of the female reproductive system onto the blackboard.

Ovulation: When a girl is born, she has thousands of tiny eggs in her body the size of one grain of sand. The eggs are stored in the ovaries on the left and right side of her abdomen (point to ovaries). During adolescence, each month, a single egg ripens and is released from her ovaries. This is called *ovulation*. After the egg is released, it travels through a long tube toward the uterus, which is the place where babies grow inside a woman (show the migration of the egg on the diagram).

Pregnancy: A girl can get pregnant if she has sexual intercourse with a man during the days close to when she ovulates. Ovulation occurs in the middle of the menstrual cycle. This is usually about 14 days after the first day of her period, but it varies from woman to woman. If a girl has sex around the same time that she is ovulating, her egg can be fertilized by the man’s sperm and she will become pregnant. A girl can get pregnant any time after she has started menstruating as well as in the month before her first period when she is ovulating.

Menstruation: Every month, the lining of the uterus gets thicker so that the fertilized egg has a place to implant where it is protected and nourished. If the egg reaches the uterus unfertilized, this lining is not needed and comes out during the monthly bleeding. Most girls and women menstruate about every 28 days, although this can vary. Explain the calendar method of counting the cycle. *Girls should mark on calendar on the first day of period and the last day of period.*

2. Ask the girls if they have any questions about what you just explained.

Take a break from the discussion to practice numeracy using a menstrual cycle as the basis for the lesson. Ask the girls to do some basic addition to figure out the total days in a cycle. For example, ask them, "If you ovulate 14 days from today and menstruate 14 days after that, how many days until you menstruate? (28) What if you ovulate 12 days from today and menstruate 15 days after that?" (27) Continue until they've had a chance to practice addition.

3. Pose the following 3 questions to the full group. Let the girls answer as best they can. Fill in gaps as needed.

Question #1: At what age does menstruation normally begin?

- There is no "normal" time. It can happen at different ages, because we are all different. Whether it happens at 10 or 16, it is normal.
- Menstruation is often irregular when a girl first begins to menstruate. Eventually, menstruation will become more regular, although adults sometimes have irregular menstrual cycles due to stress or infection.

Question #2: Once menstruation starts, it usually happens every month. But there are two times in a woman's life when menstrual bleeding stops. When are these times?

- When a woman is pregnant (and for about 40 days after delivery).
- When a woman gets older (late 40s, early 50s, usually. When her monthly period stops completely it means she can no longer have babies.)

NOTE TO MENTOR: *Mentor should note that there are exceptions to these*

Ask the girls, "How many years until they are 45? What about 50? 52?"

Question #3 How do women and girls manage this monthly bleeding? How do they manage the discomfort they may feel?

Bleeding:

- Most women use clean piece of cloths or pads to absorb the blood.
- Rags need to be washed and dried frequently to maintain good hygiene.
- Women have to wash more often during their menstrual cycle to remain clean.

- Discuss with the girls how to take care of themselves and their hygiene during menstruation (especially while at school).

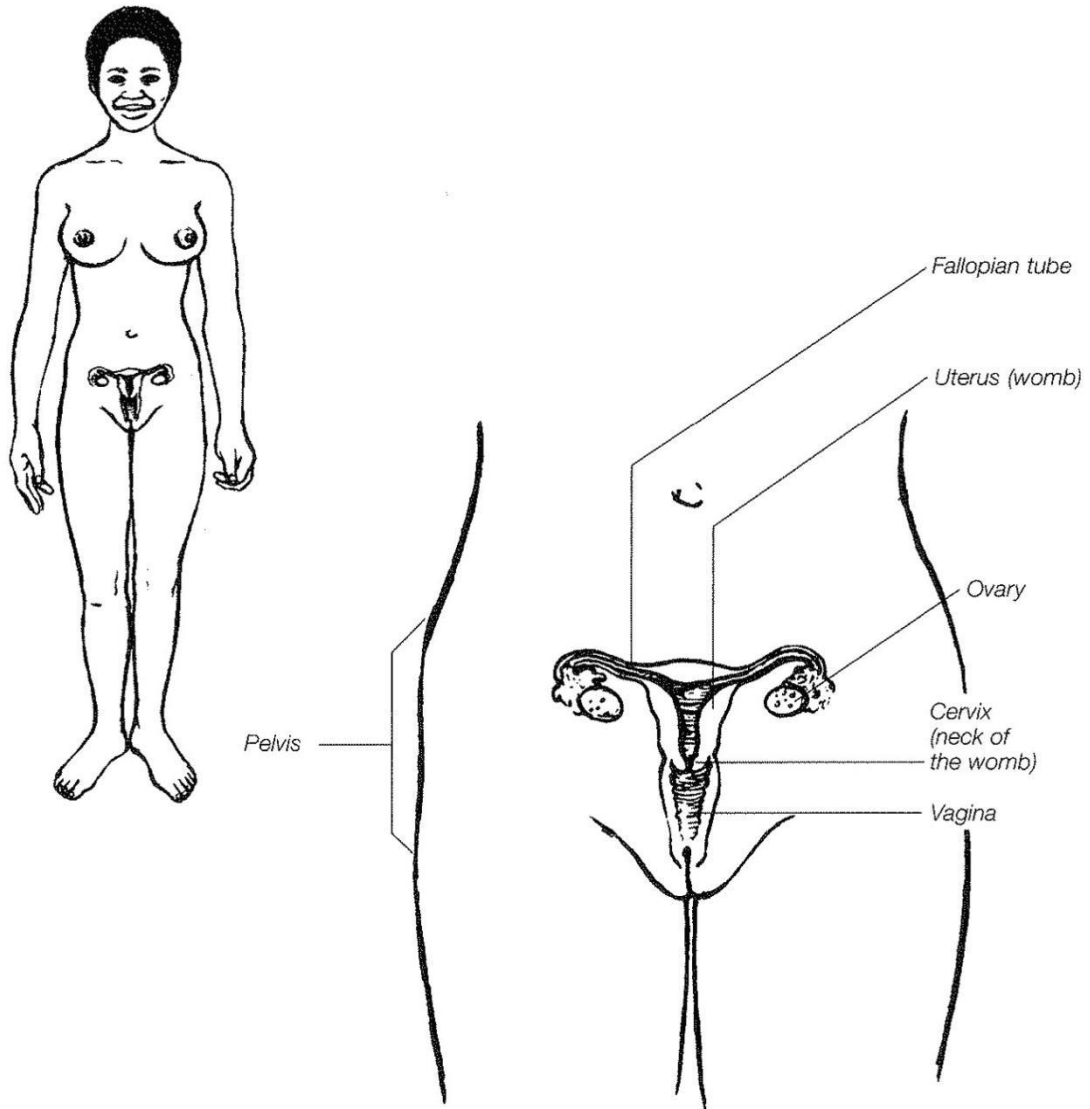
Discomfort:

- Some women feel headaches, breast tenderness, back pain, abdominal cramping or bloating, emotional sensitivity, and feel easily irritated.
- To feel better, try: walking, drinking lots of water, putting a hot water bottle on your lower abdomen and avoiding very salty and sugary foods, and soda drinks.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

FEMALE REPRODUCTIVE SYSTEM



SESSION 26

SEXUALLY TRANSMITTED INFECTIONS (STIS) (1)

Total Time: 80 minutes

Materials needed:

- “Agree” and “Disagree” signs (or blackboard and chalk to write these words on)
- Tape
- Girls: Notebooks and pencils

Recap of the last activity: 5 minutes

Part 1: Sexually Transmitted Infections (STIs) and other infections (35 minutes)

Objective: To understand common STIs, their typical symptoms and means of transmission; to understand the treatment of STIs.

Introduction: Both men and women can develop infections in any part of their body, including on their private parts. This can happen during sexual relations between married and unmarried couples if they have sexual relations. **(Note to Mentor: Discourage sexual relations between boys and girls)**

Discussion

1. Ask girls if they have learned about germs, viruses, bacteria or fungus in school. Allow a volunteer to explain what they are, correcting if necessary (they are tiny living organisms, often invisible to our eyes that can cause disease in our bodies.)
2. Today we are going to discuss the diseases that can pass through sexual contact. Ask the girls if they've heard about sexually transmitted infections (STIs) before. Ask them: Why is it important to know about STIs? Give examples of STIs (Trichomonas, Gonorrhea, syphilis)
3. Give examples of other infections related to sexual organs (Hepatitis B & C, Vaginal discharges)
4. Explain that everyone should know the signs of STIs so that if they (or their friend/sister) gets one, they should visit a doctor as soon as possible. Symptoms vary, but can include:
 - Redness or soreness of the genitals,
 - Pain during urination,
 - Sore or blisters on (or around) the genitals, near the anus, or inside the mouth,
 - Excessive itching or a rash in genital area,
 - Abdominal cramping/pain,
 - Slight fever or overall sick feeling,

- Genital Human Papiloma Virus (HPV) which causes genital warts is most often symptomless
 - Vaginal discharges (white, cheesy)
 - frothy, foul-smelling vaginal discharge, inflamed vagina vulva, perineum and inner thighs
 - Small ulcers that start off as itchy and painful blisters
 - A sexual partner who has symptoms (*sometimes one partner has an invisible infection but the other partner has visible signs*)
5. Both men and women can have an STI example HIV/AIDS, Hepatitis B & C, Vaginal discharges) like without having symptoms. However, women are more likely to have no visible symptoms, or symptoms that are easily unnoticed. Once you become sexually active, it's important to monitor your body so you will notice if anything is abnormal. The good news is that the majority of STIs (except a few such as HIV/AIDS) are completely curable if caught early.
6. However, girls and women face a higher risk than boys related to STIs. Ask the girls why they think this may be true? Be sure the following is mentioned:
- **Location of Organs:** Male organs are easily visible, female organs are harder to see, so STIs in men are easier to notice.
 - **Body Size:** Young girls face higher risk for STI than mature women because their bodies are too small to be ready for sex. So, if their partner is infected with an STI, tiny tears can occur during the sexual act that make it easier for the infection to pass into her body.
 - **Shyness in Matters of Sexuality:** Many girls have little power to protect themselves in sexual situations. Condoms will protect both partners against STIs, but girls/women are often too shy to insist on using them.
 - **Fear of Seeking Treatment:** Once infected, girls/women often feel too afraid to seek proper treatment. There are many healers selling fake medicines that do not cure the problem. Going to a proper clinic is the only way get rid of an STI permanently.
 - **Long-term Risks Higher for Women:** STIs have serious consequences for women if untreated, including infertility. To avoid this, all women need to have correct information.
7. A few weeks ago, we talked about assertiveness. If you find yourself in an uncomfortable situation with a man who is hoping to have sex with you, but you are not interested, what can you say or do to protect yourself? Let the girls give some suggestions of things they can say / do.

Activity: Agree or Disagree Game (25 minutes)
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1. Now we will play a game to check our knowledge about STIs.
2. Put the "Agree" sign on one side of the room, and the "Disagree" on the other. Ask the girls to close their eyes tightly
3. When the mentor reads a statement, the girls point in the direction of the "Agree" or the "Disagree" sign, based on their opinion, while keeping their eyes closed.

4. After each statement, girls can open their eyes. Mentor asks a volunteer to explain her reason. Share the correct answers with the whole group.

Note to mentors: The issue of condom should be treated with older and married adolescents.

Statements:

1. **A person always knows if he/she has an STI.** Disagree. Not all STIs have visible symptoms.
2. **Most STIs can be treated.** Agree. Most STIs can be cured if proper treatment is obtained. However, some (like HIV) cannot be cured.
3. **If you think you may have an STI, go to a local healer to get cured.** Disagree. It is essential to seek medical treatment from an established clinic. Even if symptoms seem to go away, the infection can remain inside the body. Until the treatment is finished, the person should avoid sexual contact and inform her sexual partner so he can also be treated.
4. **Using condoms can help prevent STIs.** Agree. Condoms can help prevent the spread of STIs if used correctly for every sexual act.
5. **A woman using tablets to prevent pregnancy is still not protected against STIs.** Agree. Oral contraceptives do not prevent STIs, so a condom is necessary for protection unless both partners are faithful to one another and neither partner has an STI.
6. **You cannot get an STI from a man who has good hygiene and a good reputation** Disagree. Hygiene and reputation do not mean he is infection free. However, men with more sexual partners are more likely to acquire STIs than men with only one sexual partner.
7. **STIs are a curse from God.** Disagree. STIs are caused by germs, which are sexually transmitted. They can be prevented by avoiding sex or by using condoms during sex (Emphasis on A = abstinence, B = Being faithful to one partner = and C = Condom).

Closing: 10 minutes

1. Ask the girls to picture someone they care about. Ask them to imagine that person is feeling ill, and is worried she has an infection on her private parts from recent relations with a boy.

2. Ask the girls how they could help this person? Where should they suggest they go? Remind the girls that one should not delay seeking treatment: the sooner she seeks treatment; the less damage the infection will have in her body.
3. Ask the girls to identify a health facility where they could take a friend who has symptoms of an STI.
4. We must remember to be supportive to friends that have STIs. They may be going through a lot of emotional and physical pain.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.

SESSION 27

HIV ROUTES OF TRANSMISSION (STIS 2)

Total Time: 80 minutes

Materials needed:

- HIV routes of transmission cards: 4 sets of the cards with pictures (see Appendix A), 4 sets of the cards with words (see Appendix B).
- “Agree” and “Disagree” signs (or blackboard and chalk to write these words on)
- Tape
- Girls: Notebooks and pencils

Advance Planning: Copies of the card slap game need to be made in advance.

You will need one set of picture cards and one set of word cards per group of 3-4 girls. The mentor and the assistant mentor also need one each set.

Recap of last Activity: 5 minutes
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Part 1: HIV: Routes of Transmission (20 minutes)

Objective: To enable girls to answer the following five, underlined questions about HIV/AIDS.

Background: For mentor to read in advance preparation for lesson (**Do not read this information to the girls – go directly to Activity Section).**

1. What is HIV?

- HIV is a virus that weakens your body’s protection system and causes AIDS.
- AIDS is a disease that has no cure and no vaccine.
- Anyone can get HIV, but you can learn how to protect yourself from it.

How is HIV transmitted?

- Having sex without using a condom
- Sharing needles for injections
- Blood transfusion, if it is not done properly

2. From mother to child, through birth process or through breastfeeding How is HIV not transmitted?

- Hugging
- Shaking hands
- Sharing utensils
- Sleeping on the same bed
- Sharing toilets

3. How can you protect yourself from HIV?

- If you ever need an injection, make sure the needle is sterile and has not been used by others.
- If you ever need a blood transfusion, your family should insist the blood is checked for HIV.
- If you have sexual intercourse, make sure your male partner uses a condom.
 - Pregnant women should be tested for HIV during ANC. If they test positive, special medicine is available to protect their unborn baby from HIV.

5. How can you help those with HIV/AIDS?

- Treat them respectfully
- Share knowledge about HIV prevention with others
- Help support their treatment process

Activity A: Agree or Disagree Game (25 minutes)

1. Put the “Agree” sign on one side of the room, and the “Disagree” on the other.
2. Explain: we will now play a game to learn about a very serious sexually transmitted infection (STI) called HIV/AIDS – what it is, how it is spread, how to protect ourselves and how to help people who have HIV or AIDS. I will read a statement, and you will point to either the “Agree” or the “Disagree” sign.
3. After each statement, I will ask one of you to explain why you agree or disagree. Then we will discuss the correct answers so everyone can learn.

Statements:

1. **HIV is a virus that weakens your body’s protection system and causes AIDS.** Agree. *AIDS is a disease that is caused by HIV infection. Anyone can get HIV (the virus that causes AIDS), but you can learn how to protect yourself from it.*
2. **There is a cure for HIV and AIDS.** Disagree. *There is no cure for HIV or AIDS. If you get it, your life will be shortened. However, HIV+ people can live happy, productive lives with good self-care.*
3. **You can become infected with HIV by having sexual relations with men.** Agree. *The more people you or your partner sleeps with, the higher the likelihood of getting HIV. However, condom use is protective.*
4. **Married people don’t become infected with HIV.** Disagree. *Married or unmarried, anyone can get it. A married person may sleep with others with HIV and infect his or her spouse.*
5. **If you stick with one partner you won’t become infected with HIV.** Disagree. *If your regular partner gets infected with HIV, you can also get the disease, if you don’t use a condom.*
6. **Women are safe from HIV as long as they use a contraceptive.** Disagree. *Of all contraceptive methods, only condoms protect us from HIV. The only way to remain 100% safe is to avoid sexual activity completely and avoid contact with contaminated blood.*

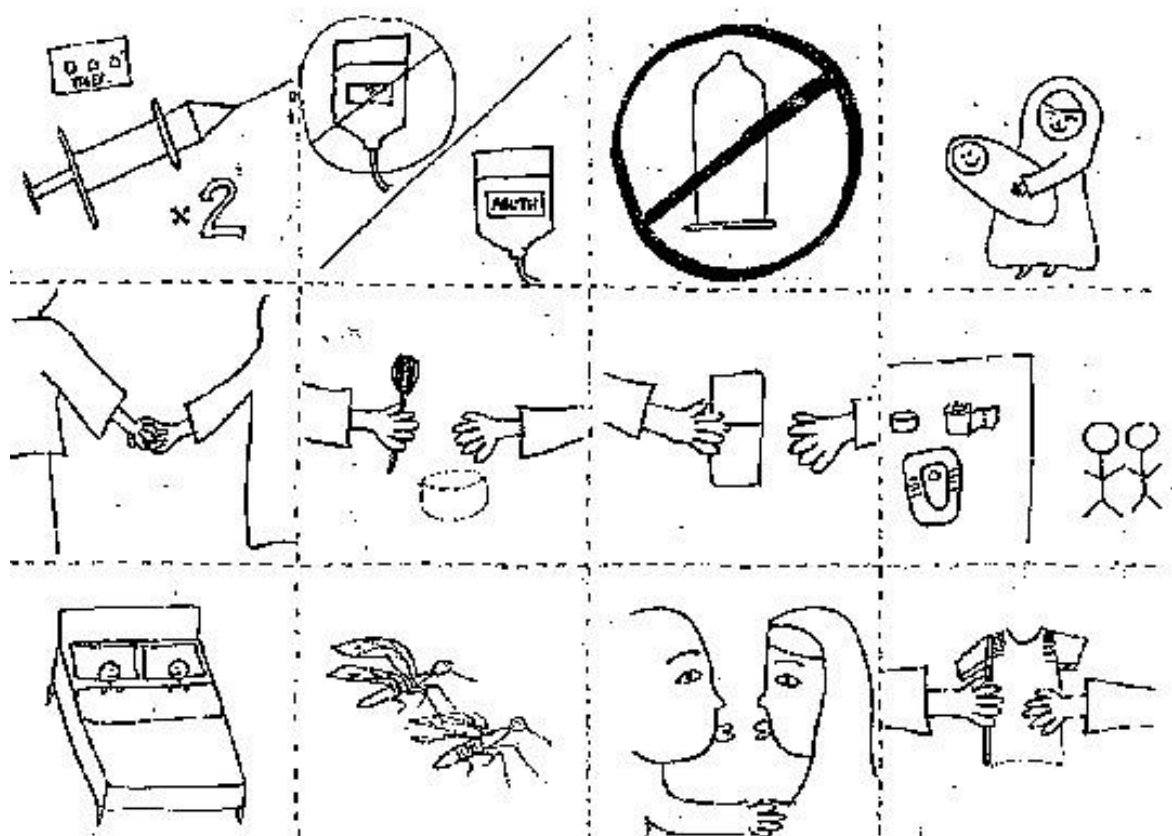
7. **You can become infected with HIV from sharing toothbrushes.** *Disagree. Getting HIV from a toothbrush is not likely, but it is best not to share toothbrushes for other health reasons.*
8. **If you have sex with people who look healthy, you won't become infected with HIV.** *Disagree. Someone who looks healthy can still have HIV/AIDS.*
9. **You can become infected with HIV from kissing.** *Agree. If there is blood exchanged during kissing -- from open sores, bleeding gums or cuts in the mouth -- there is risk of infection. Otherwise, the risk is very, very small from kissing.*
10. **Condoms can prevent you from becoming infected with HIV.** *Agree. When used correctly 100% of the time, condoms provide a barrier that the virus cannot get through.*

Activity B: Card Slap Game (25 minutes)

1. Review Background Objectives #2 and #3 again. It is important the girls understand the 4 correct modes of HIV transmission and also how HIV is NOT transmitted.
2. Divide the girls into groups of 3 or 4; give each group a set of the picture cards (Appendix A). Have each group spread the cards out with pictures face up. Explain that the pictures show the true and false ways of HIV transmission; explain each picture to ensure the girls understand its meaning.
3. Call out a mode of transmission and have the girls compete to be the first one in their group to slap their hand on top of the card. The first person in the group to hit the card also has to say whether it is a true or false way of HIV transmission. (Let the winning girl from each group say their answer before revealing the correct answer). If she is correct, she gets to keep the card.
4. In the end, the girl with the most cards in her group wins.

Wrap Up: 5 minutes

Ask the girls to summarize what they have learnt. Fill in any key points missed. Inform the girls of the next topic to be discussed.



Appendix B: HIV Routes of Transmission Cards (Words only)

Daga uwa zuwa jariri	saduwa ba kariya	ƙarin iinin da ba'a tance shi ba	Yin amfani da kan allura da akayi wa wani
Yin amfani da bayi daya	Yin amfani da kofi da kwano daya	Yin amfani da chokali da kwano daya.	rike hannu
Yin amfani da kayan sawa daya.	runguna	sauko	kwanciniya agado daya

SESSION 28

MARRIAGE

Total Time: 80 minutes

INTRODUCTION: Girls role play three different generations of women (their mothers, themselves and their future daughters) and discuss how a range of topics (e.g. age of marriage, interaction between husband and wife etc.) would differ amongst these generations. They then draw comparisons between the groups and discuss what customs they would like to change and how

Recap of last Activity: 5 minutes
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Part 1: My Mother, Myself, My Daughter (45 minutes)
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Objective: The girls will discuss changes in marriage customs across generations

Activity: 1

1. Today we are going to talk about changes in marriage customs over the generations. Let's first think about our mothers' marriages.
 - Does anyone know when your mother got married?
 - How was her husband chosen?
 - What was expected of her as a wife?
 - What was expected of your father as a husband?
2. Now, let's think about how your marriages might be different from your mothers' marriages. Does anyone have any ideas about that?
3. Divide the girls into three groups with each group representing a different generation of women.
 - **Group 1:** Imagine that you are your mothers and aunts • **Group 2:** You are yourselves.
 - **Group 3:** Imagine that you are the daughters that you will have one day
Remind all groups: Don't forget which generation you are.
4. Copy this list of "Marriage Topics" on the board.
 - Age of marriage
 - Way of choosing a husband/wife
 - Type of wedding ceremony
 - Cash and/or gift exchange
 - Living arrangements
 - Other wives in the household
 - How husband and wife interact with each other

- Decision-making within the marriage
- Number of children
- What married life is like

5. **Use symbols** to remind them of the meaning. If the girls cannot read the words, **read** the items out loud. **Explain** that the list can be used for ideas when they do the next activity. **Ask** if they have any questions.

6. **Spot quiz** the groups to make sure they remember which generation they represent. Distribute the paper and pens. Tell the group: **Discuss with your group and then draw a picture about “When you married, how you married, and what your marriage was like.”** Encourage the girls to be creative!

1. Have each group present and explain their drawing

Tips for a successful marriage

1. Everyone you marry has a weakness
2. Everyone has a dark history
3. Every marriage has its own challenges. Marriage is not a bed of roses
4. Never compare your marriage with anyone else
5. Watch-out for the enemies of marriage e.g prayerlessness, unforgiveness, stubbornness, laziness, nagging etc.
6. Marriage is hard work
7. Getting married is taking a huge risk
8. The sex of a child is determined by the father
9. Patience is an important virtue

Discussion: 25 minutes

1. *After all the groups have presented, analyze the pictures with following questions:*

- How are the three groups similar?
- How are they different?
- What choices do you have that your mothers didn't have?

2. Now, looking into the future

- How do you think marriage customs might be different for your daughters?
- Are there any customs that your mothers would have changed, if they could?
- Are there any customs that YOU would like to change? Which ones? Why?

Wrap up: 5 minutes

SESSION 29

PREGNANCY AND ABSTINENCE

Total time: 80 minutes

Skills: Knowledge of Abstinence

Values: Knowledge of Abstinence

Materials needed: Flip chart, writing materials

- Mentors Note: Review session carefully, anticipating sensitive issues
- Recognize that older girls may be more knowledgeable than younger girls
- Understand that the discussion on abstinence and marital relations may remind girls of inappropriate intimate experiences that they have had.
- The mentor should be prepared to engage in personal discussion with such girls after the session and refer them to special services. In order to do this, the mentor should consult with AGILE staff or their partners for guidance.

Objectives: By the end of this session, girls will be able to:

- I. Learn about when pregnancy occurs
- II. Explain abstinence
- III. Explain the risks of early pregnancy

ANCHOR: What It Means to Have a Family (30 minutes)

Say: “Good afternoon girls. Today we want to talk about how babies are born. “

Ask: “How many of you have an older sister or friend who has a baby?

How old was she?

How long had she been married?

Why did she have a baby?

What was it like for her being pregnant and giving birth?”

Validate: Allow the girls to raise their hands and share short responses so that many can respond. Allow time for girls to respond, and draw them out if they seem shy by reminding them that this is a space for girls only and what they share is kept between them. Clear up any myths or misconceptions based on what the girls say.

Say: “Babies are born from intimate relations or when the man’s reproductive organ enters the woman’s reproductive organ and the man ejaculates sperm inside of the woman.”

Ask: “Are there other expressions you’ve heard used to describe intimate relations?”

Allow girls time to respond and write their expressions on the board.

Say: “Everyone has the right to say no to intimate relations. Reasons for refusing to have sex include: not feeling ready, religious reasons, wanting to wait until marriage. No one has the right to force you to have intimate affairs.”

APPLY: Understanding How Girls and Women Get Pregnant (20 minutes)

Say: “Now we are going to discuss the conditions needed for a girl or woman to become pregnant.” Elicit girls’ input and record their answers on the board, drawing pictures alongside each point (or inviting girls to do so) so that all girls understand these steps.

Say: “Once a girl has started menstruating, she is able to get pregnant if she has sexual relations under these conditions;

- 1) A girl or woman needs to have had her first menstrual period.
- 2) She needs to be ovulating, which is when she releases an egg each month, about 11-15 days after she starts her period.
- 3) The man’s private part needs to be erect, or hard, and he needs to ejaculate or release his sperm inside the woman’s private part.
- 4) The man’s sperm needs to join the female’s egg, which is known as fertilization.
- 5) This embryo (joined by the male sperm and female egg) needs to implant itself inside of the uterus.
- 6) The embryo will develop into a fetus if the pregnancy continues.

Ask: Check if the girls have any questions and answer their questions or clear up any misconceptions.

Say: “What are some signs and symptoms of pregnancy?” Request input from the girls and jot down their answers. Then highlight the ones that are correct.

- Absence of period, spotting
- Nausea
- Tender breasts
- Increased weight gain or loss
- Tiredness

ADD: Understanding Abstinence and risks of early pregnancy (20 minutes)

Say: “How does it make you feel and think about your own life and having a baby? Do you have any worries or concerns?”

Validate: Repeat some of the girls’ words as they say them, especially noting the importance of listening and verbalizing feelings and concerns.

Say “If you are not ready to get married and have children, you can practice abstinence. Abstinence is the practice of refraining from sexual activity and is the only 100% effective safeguard against unwanted pregnancies and sexually transmitted diseases. Abstinence is a common practice enacted by men and women of all ages who are not yet ready to accept the risks of intimate relations. Do you have any questions about abstinence?”

Ask: “There are both health and socio-economic risks of unwanted pregnancies. What are some of the risks of having a pregnancy too early or when you are not ready?” Collect some inputs from the girls and clarify any misconceptions.

Say: Read out and explain the following risks

Health risks	Socio-economic risks
□ For the mother; Pregnancy complications, including severe bleeding, high blood pressure and convulsions (pre-eclampsia and eclampsia), damage of the reproductive organs like fistula. - fistula is the creation of an abnormal opening between structures in the body that are close to each other and in the case of women and girls, the common types are vesico-vaginal fistula (VVF) which connects the bladder and the vagina and recto-vaginal fistula (RVF) which connects the rectum and the vagina. This results in continuous leakage of urine or faeces or both through the vagina that leads to physical, emotional, psychological and socio-economic suffering”.	□ Removal from school and inability to pursue studies
□ For the baby; Premature delivery and stillbirths	□ Inability to pursue work prospects & careers

Wrap up: Sharing with Families (5 minutes)

Say: “What will you say to your family about what we did today? What is one thing you will share with them?”

Invite girls to come to the next session with any questions asked by their family members.

MODULE FIVE

GENDER- BASED

VIOLENCE

SESSION 30

GENDER BASED VIOLENCE 1

Total time: 80minutes

Materials needed:

- Writing materials
- Flipchart
- Markers
- Sticky notes
- Masking tape

Recap of the last activity: 5 minutes
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Objectives: At the end of the session, girls should be able to;

- I. Explain what GBV is
- II. Identify the various forms of violence
- III. State the effects and consequences of GBV

INTRODUCTION:

What is Gender-Based Violence?

Gender-based violence is 'any harmful act that is perpetrated against a person's will and that is based on socially-ascribed differences between males and females (i.e gender).' Harmful gender stereotypes and stereotyped gender roles are a root cause of gender-based violence (GBV) against girls. Gender-based violence exist to highlight the root cause of crises and problems of violence, which is socially ascribed gender roles that are imposed by society.

Mentor's note

- *When you start the activity, encourage participants to participate but don't pressurize them*
- *Girls need to be sensitized to hidden forms of violence or recognize the violence when it is perpetuated in different forms.*
- *Mentors must be sensitive that some topics may be emotionally disturbing for some girls. Such girls must be counselled separately.*
- *Try not to allow participants to discuss any incidents in detail in the group as the information they share may be sensitive and could be misused against them at a later point.*
- *Mentors should emphasize the need for confidentiality.*

Activity: 30 minutes

1. Read the case studies slowly, so that participants can understand properly.
2. After the case studies are read out, start discussing the story by sticking 3 chart papers on 3 walls.
3. On one chart paper, write "This is violence"; on the second chart paper, write "This is not violence"; and on the third chart paper, write "I don't know".

4. Ask the participants to go and place a sticky note on the chart which they feel conveys their position on that case study, (red = violence, green= not violence, yellow= i don't know)
5. Start the discussions at this point on why few considered that, as violence, while others did not, on what is violence and how we should recognize violence. After your discussion, read out the remaining case studies.

Case study 1: Family based Story

Usman loves his wife a lot. He takes good care of her, takes her out to the market for shopping and to other events. One day, by mistake, his wife adds extra salt in the food she served at dinner. Overcome by anger, Usman slaps his wife. Is this violence? Why?

Case study 2: Neighbourhood based story

Halima is walking to the local market. A 40-year-old man walking closely behind her was talking to her to get her attention which she ignored. In anger, the man touched her buttocks and walked pass her. Halima, just looks at him and walked away. Is this violence? why?

Case study 3: School based story

Farida was going to school playground to play with her female friends during break. On her way, she met a group of male students playing. Immediately they started passing abusive remarks at her and humming a film song. Then they burst out laughing. The girl turns back and looks in their direction and walked away quietly.

Is this violence?

- Initiate discussion on each story after it is read out.

Discussion points:

- Are these incidents realistic?
- Have you seen or experienced such incidents?
- What types of violence do you see in the stories? (Emotional, verbal, physical, sexual violence?)
- What are the effects of such violence?
- Who faces violence? (Anyone can face violence at different times in their life However the ones who are vulnerable, such as women, are more prone to being abused)
- Is violence justified?
- What can we do to stop violence?
- Discuss various ways in which girls can take the lead in stopping violence

Effects of GBV on boys and girls

Gender Based Violence can have adverse effects on girls and can be traumatic. GBV can impact upon all areas of girl's lives, including, health, and education, the development of relationships, recreation and social activities.

Activity: 40 minutes

Mentor places a flip chart on the wall and asks volunteers to say some of the effects of GBV on girls and write it on the chart.

Note to Mentor: mentor should guide girls' responses to reflect on the following effects of GBV;

- Feelings of fear, shame, anger etc.
- Underachievement in school
- Difficulties in sleeping and nightmares
- Distracted behavior
- Outbursts of temper and aggression
- Regressive behavior such as thumb sucking, bed wetting etc.
- Reluctance to eat
- Complaints of tummy pain or pain in other parts of their body
- Low self-esteem and confidence
- Reluctance to engage in social activities, or self-harm

Types of GBV: There are many types of GBVs

Mentor asks girls to mention types of GBV they know;

- Sexual violence (rape, sexual assault, sexual harassment)
- Physical violence (hitting, slapping, beating)
- Emotional violence (verbal, psychological abuse)
- Economic violence (denial of resources e.g. money, food, access to health facilities etc)
- Harmful traditional practices (early marriage, female genital mutilation)

Mentors Note: Categorize the list mentioned accordingly.

Consequences of gender-based violence

These include serious, immediate, short term and long-term impacts on the sexual, physical and psychological health of survivors.

Health consequences of GBV: This includes unwanted pregnancies, complications from unsafe abortions, sexually transmitted infections including HIV, injuries, mental health and psycho social effects (e.g. depression, anxiety, post-traumatic stress, suicide and death). Violence also affects children's survival, development and school participation.

Social consequences of GBV: This extends to families and communities. Families can be stigmatized because of gender-based violence. For example, when children are born following a rape, or if family members choose to stand by a survivor, fellow members of their community may avoid them.

Economic consequences: This includes the cost of public health and social welfare systems and the reduced ability of many survivors to participate in social and economic life.

Sexual abuse: Sexual abuse refers to any action that pressures or coerces someone to do something sexually they don't want to do. It can also refer to behavior that impacts a person's ability to control their sexual activity or the circumstances in which sexual activity occurs, including oral sex, rape etc.

Sexual abuse could be any of the following:

- Touching of someone 's vulva or vagina
- Touching of breasts
- Touching of buttocks
- Touching of anus
- Touching of penis
- Unwanted kissing or touching
- Unwanted sexual activity • Rape or attempted rape.

Defining Different Types of Violence

- Incest: Sexual relations between blood-related persons (such as sex between father and daughter, father and son, mother and son, brother and sister, brother and brother etc.).
- Sexual abuse: Refers to any type of intimate (sexual) physical contact between an adult and a child. It can also be engaging in sexual activity between an adult and child. *Note to Mentor: Having sexual activity with the consent of a child is still termed sexual abuse.*
- Rape: The use of physical force or threat in order to obtain sexual relations with penetration (oral, vaginal or anal).
 - Sexual exploitation: Taking advantage of or involving children or adolescents in the sexual satisfaction of adults, including activities such as child prostitution and pornography.
 - Sexual harassment: Is manifested through indecent proposals, obscene words and pressure to have sexual relations, which the other party does not want.
 - Sexual violence: Pressurizing or forcing someone to perform sexual acts (can range from kissing to penetrative sex) against their will or making sexual
 - comments that make someone feel humiliated or uncomfortable. It does not matter if there has been prior consenting sexual behavior between the individuals.
 - Emotional violence: Is often the most difficult form of violence to identify. It is manifested through insults, humiliations, threats, lack of affection, etc. The consequences for men and women may be low self-esteem, distrust and emotional insecurity.
 - Physical violence: Is violence which is expressed through punching, kicking, shoving and other acts which can inflict injury, endangering the health of a man or woman.

Wrap up: 5 minutes

SESSION 31

UNDERSTANDING GENDER ROLES

Total time: 80 minutes

Recap of last activity: 5 minutes

OBJECTIVES: At the end of this unit, girls should be able to:

- I. Learn the difference between someone's biological sex as male and female and their gender roles as men/boys and women/girls
- II. Explain how negative and positive bias is associated through gender roles
- III. Distinguishing between sex and gender; Understand gender bias and gender roles.

INTRODUCTION: Girls review two case studies, where a girl is discriminated against in class, and where a girl was interested in learning male dominated trades, and boys were interested in learning female-dominated trades. Students use case studies to brainstorm why gender discrimination happens, how it affects opportunities for girls to lead, and how these can be overcome, as well as non-traditional gender roles girls may be involved in.

MATERIALS NEEDED:

- Flip chart
- Markers
- Flash cards
- Picture of boy and girl

UNIT SUMMARY:

This unit covers the differences between sex and gender. There are often different ideas of the gender roles of girls and boys which in some circumstances can inhibit girls. These gender roles can be changed, by understanding the root of the belief and by challenging its validity.

UNIT ASSESSMENT:

- How has gender impacted girl's education in the community?
- Do girls and boys always have equal opportunities to learn? Why?

FACILITATION STEPS:

1. Open the class introducing the lesson.
2. Follow the instructions for Activity 1.
3. Discuss the questions in Activity 1 as a group.
- Challenge any perception that is not grounded based on an accurate definition of sex. Emphasize the note about society included in the Facilitator's Notes. Emphasize the girls' ability to change their own, and their communities' perception of gender.

- Read the case studies in Activity 2 and allow girls to discuss and answer the questions.

Activity 1. Gender Roles And Sex (70 minutes)

Write the following below statements on flash cards (card board)

- Carrying pregnancy, impregnating a woman, cooking food, going to the farm, breastfeeding, giving birth, caring for children, cleaning the house, washing cars, driving cars, climbing trees, politics, engineering, hairdressing, carpentry, tile laying, going to school.
- Draw a table as below on a flipchart and ask participants to stick the cards in the sections they prefer to identify the statement(s) that holds true for both men and women and those that can only be true for either men or women but not both.

MEN	WOMEN	MEN AND WOMEN

Explain the definitions for gender and sex, and how we think of men and women are influenced by our society.

Questions:

Knowing the definitions for “gender” and “sex”, which statements would you consider a gender role for men/boys or for women/girls and which statements would you consider a biological distinction of sex for males and females?

Ask the girls: Which statements are circumstances that can change and which circumstances will always stay the same?

Case A: A teacher read the scores of JSS1 students so that the whole class could hear. Taiwo’s score indicated he failed the subject. The teacher advised Taiwo –“try harder; you know you are a boy. You have to continue your studies”. Fatima however, had a high score in the same subject. Surprised, the teacher remarked “How can a girl score so high? Did you copy from your friend?”, but some students responded saying “NO!” Fatima is a brilliant girl.” While others added – “She is the future Minister of the Federal Republic of Nigeria”.

Case B: The youth in Haske community plan to learn a trade at the Community Trade Centre. The girls desired to learn motor mechanic, welding, woodwork, painting,

computer operation and driving. The boys also showed interest in tailoring, weaving, bakery and dancing. This new direction of skill interest informed the Trade Centre Administration to require new participants to complete a personal information form. The Trade Centre Administration was then able to include both girls and boys in the activities that interested them most, regardless of their sex.

Facilitator's Notes:

Gender refers to socially determined roles and relations between men/boys and women/girls. For example, girls are expected to do house chores while boys are expected to play football. Because society decides on the type's roles for men/boys and women/girls, society also decides how those roles can change. Gender roles also change over time. The expectations of a grandmother and grandfather when they were girls and boys will be slightly different to the expectations of their granddaughters and grandsons because society changes.

Sex, on the other hand, refers to biological distinctions between male and female: males and females have different body parts and functions that define their sex. Sex distinctions are inherent in the physical make up and do not change, they are biological. For example, women have a womb to carry pregnancies while men do not.

NOTE ABOUT SOCIETY:

Society is made up of families, parents, children, teachers, religious and social leaders, doctors, etc. but most importantly it is made up of "us" and "you and me". If we are society then we decide gender roles but we can also change them if we want.

Wrap up: 5 minutes

SESSION 32

GENDER DISCRIMINATION AND ITS EFFECTS ON EDUCATION

Total Time: 80minutes

Recap of last activity: 5 minutes

Materials needed:

- Picture depicting gender discrimination and equality
- Information charts

OBJECTIVES: At the end of this unit, girls should be able to:

- I. Explain the term 'gender discrimination'.
- II. Identify how gender discrimination affects girls' education.
- III. Mention ways to overcome gender discrimination.
- IV. Identify people that influence a girl's education, work and life choices.

Introduction: Girls discuss case study where Aisha was denied a classroom leadership role for being a girl, and suggest ways to overcome gender discrimination in the community (e.g. being assertive, education and awareness, etc). In another activity girls' compare the activities boys and girls do in a day, and discuss how gender roles affect girls education (e.g. disproportionate amount of chores) and how to alleviate some of this burden on girls.

Unit Summary:

The unit covers the concept of gender discrimination, and how it affects girls' education. This unit also facilitates discussions on how to overcome it.

Unit Assessment:

- What are the effects of discrimination on the girl-child in their community?
- List four ways to reduce gender discrimination.

Facilitation Steps:

1. Read the case study in Activity 1 and lead discussion using the questions at the end of the case study.
2. Ask girls what they see as the importance of education from the case study and emphasize on the points explaining why educating the girl-child is important.
3. Facilitate Activity 2 answering the discussion questions at the end, brainstorming ways to alleviate the time poverty of girls/women.

Activity 1: Case Study (35 minutes)

Aisha is an intelligent and hard-working girl in secondary school. She is in Mr. John's class. As a result of her brilliance, she was one of the pupils who were nominated for the post of class monitor. Even though the nomination was in favor of Aisha, her class teacher favored Chike, a boy, who was the runner-up. Mr. John's reason for choosing

Chike over Aisha was that in the history of the school, no girl has ever become a class monitor and she is an intelligent and hard-working girl.

- What were the problems Aisha faced based on this story?
- Was Aisha fairly treated? If yes, why? If no, why not?

Suggest ways to overcome gender discrimination in our schools and communities:

1. Developing positive self esteem
2. Being assertive
3. Surrounding oneself with a good support system
4. Through education and creating awareness
5. Through government policies

Activity 2: Time Poverty Exercise (35 minutes)

Using a flip chart/ black board, draw two parallel lines running horizontally across the board. Label the top one Men/Boys and the bottom Girls/Women

Men/Boys Wake

up _____ Bed

Women Girls Wake

up _____ Bed

Starting with the top line ask the girls questions to fill out the timeline. Start with “What time do boys wake up?” Fill in items such as when they go to school, when they study, chores, time with friends, dinner, etc.

Next complete the line for Women/Girls using the same method. Be sure to include household chores (morning and night), helping their mothers, work, school, etc. The two lines should look drastically different with the number of activities a girl must complete compared to boys the same age. Lead a discussion asking the following questions.

- How do the two lines look different?
- Are girls expected to do more than boys are doing? Why?
- Does it seem harder to find adequate time for studying in the bottom line? How do you think this impacts girls’ education?
- What would alleviate some of the burden on girls pursuing their education?
- Does anyone have any ideas on how to achieve this? (Talk with family, ask brothers and husbands to take over some chores, etc.)

Facilitator’s Notes

Gender roles are attitudes, privileges, opportunities, and activities that are socially determined about men/boys and women/girls. Gender roles are the active expression of gender identity.

Gender discrimination: a situation in which someone is treated less well because of their expected role as women/girls or men/boys.

In many parts of the world, girls often experience gender discrimination as they pursue their education.

Barriers to Girls' Education: for girls, the barriers to education are multiple and may include:

- Poverty
- Values, behaviors and traditions that limit their opportunities
- Gender-based violence in schools or at home
- Child marriage
- Distance to school and safety concern
- Harmful cultural practices such as Female Genital Mutilation (FGM) or circumcision, breast ironing etc.

***Breast ironing is the crushing of the female adolescent breast membrane to delay or disguise the stage of puberty.

Module One Assessment:

- Identify ways in which education benefits girls in their communities.
- Identify if there are specific roles for boys and girls in your schools and community?
- How can you support more girls to attend, complete and further their education in your community?

Wrap up: 5 minutes

SESSION 33

MAPPING SAFETY

Total time: 80 minutes

Introduction: This session involves drawing a large map, and noting which spaces are safe and unsafe spaces, as well as discussion on safe and unsafe places and safety planning.

Materials Needed:

- Blackboard & Chalk
- Flipchart paper (4 sheets)
- Colored Markers (2 boxes, multi-colored)
- Tape
- Girls: Writing books & Pencils

Recap of Last Activity: 5 minutes

Part 1: Safety

Objective: Encourage the group demarcate safe and unsafe spaces, and discuss how to increase safety

Activity: (70 minutes)

1. Work with the girls to draw a large map on the ground or a large piece of flipchart paper. Make sure all participants can see what is going on and contribute actively. First ask girls to draw important features such as rivers, roads and key buildings to orient the group. Then fill in the map with other community landmarks like markets, mosques, schools, shops, fields, and sports fields. Write labels next to the pictures. *You may wish to begin the exercise by taking a walk around the area to note safe and unsafe spaces.*

Discussion:

- a. Ask, “Where do you feel safe walking during the day.” Circle those places with a coloured marker. After circling these areas, ask **why** they feel these areas are safe.
- b. Ask, “Where do you feel unsafe walking during the day.” Circle those places with another colored marker. After circling these areas, ask **why** these areas are not safe.
2. a. Ask, “Where do you feel safe walking at night.” Circle those places with another coloured marker. After circling these areas, ask **why** they feel these areas are safe.

- b. Ask, “Where do you feel unsafe walking at night.” Circle those places with another colored marker. After circling these areas, ask **why** they feel these areas are unsafe.

3. Ask:

- Which gender (and age) groups can be found in these places?
- Which places are risky for boys also? When? Why?
- What times of day are these places safe? At what time do they become unsafe?

Why?

- Can you tell about any seasonal changes in safety in these places? Why?
- Does anyone tease you or harass you as you go about your business?

4. Ask about safety nets

- Are there adults in the community who will help you if you are in trouble in one of the places?
- If you didn’t have a place to sleep, is there someone in the neighborhood who would take you in?
- Do you have someone to turn to in difficulty?
- If you needed money urgently, is there someone you could borrow from?

5. Ask if anyone has ever:

- “Slapped you or thrown something at you that could hurt you?”
- “Pushed or shoved you?”
- “Twisted your arm or pulled your hair?”
- “Hit you with a fist or something else that could hurt?”
- “Threatened you with a gun or knife?”
- “Is it OK for teachers to invite you to their home to get a grade?”
- “Is it OK for someone to invite you to a strange place (empty house, uncompleted building, shop, etc) to collect money for what you are selling?”
- The last time this happened, did you tell anyone about it? Who?
- Do you know a place you could go for help if something like this happened to you?

6. Safety planning

- How can girls avoid danger in the community?
- Are there times when we have to go to riskier places? Why?
- How can we remain safer if we have to pass through those places? • Do you have a plan to avoid harassment in the streets? Tell us...

Mentor should advise girls to keep away from unsafe areas, keeping bad company, avoid being alone in isolated areas with strangers and unfamiliar relatives.

Wrap up: 5 minutes

SESSION 34

SAFE AND UNSAFE TOUCHES

Introduction: Students play a tag game; the mentor holds a discussion on safe and unsafe touches and a demonstration is held to showcase how to stay away from unsafe touches.

Total Time: 80 minutes

Materials needed:

- Sheets of paper for drawing,
- Chalk
- Chalkboard

Recap the last activity: 5 minutes

Objectives: By the end of the session, the girls will be able to:

- Identify different types and sources of safe and unsafe touches Articulate ways to stay safe and respected.

Mentors note:

- Before the session begins, mentor should ask girls to share their discussion with their parents and siblings about the previous session.
- Mentor should be able to relate the previous session with this one and make sure that all forms of unsafe touches are stated.

Mentor: Playing the Tag Game

Welcome the girls.

Ask a few of them to remind the group about the focus of the previous meeting (Staying Safe in my Community).

Tell them they are going to participate in a game called “Tag”. Select a girl who will ‘untag’ any ‘tagged’ girl. Tell them the game is about each of the girls trying to reach “safe” locations without being touched by the mentor. Mark two places in the meeting room (with a cardboard, piece of paper, stick or any other object). Tell the girls that one location represents a ‘safe’ location (show them) while the other represents an ‘unsafe’ location (show them). When it is the turn of each girl, she will try to reach the ‘safe’ location without being touched (tagged) by the mentor. If she is touched before she reaches the ‘safe’ location, she should stand still where she is until the selected girl touches (untags) her.

Play the game with 3 to 5 girls running to the ‘safe’ location. Ensure that at least one of them is ‘tagged’. Thank all the girls for their participation and ask them to return to their seats.

ADD: Safe and Unsafe Touches

Share with the girls that just as there are safe and unsafe locations in their community, there are also touches that are safe and unsafe for their bodies.

Ask each girl to draw her body on a sheet of paper and draw a big circle around the picture. (If writing materials are not available, ask one of them to draw the picture of her body on the chalkboard/wall while you invite another girl to draw a big circle around the picture drawn by the first girl).

Share with the girls that the circle they drew around their body indicates their personal spaces which they should be careful about who enters.

Ask the girls to mention (or write) those people they can/should allow in the circle to touch them. Then invite some of the girls to mention some people they will allow in their circle for safe touches. Write these on the board (or ask one of them to write if they can). The following are expected to be on the list: sisters, mothers, fathers, grandma/grandpa, female friends, aunts, older female relatives/friends.

Invite the girls to mention the kinds of safe touches that they can expect from the people on the list. (Expected responses should include hugging and holding hands. Mentor should be prepared to explain why kissing is not a culturally safe touch, except between married couples).

Share with the girls that some touches are unsafe, whether from the people that we allow in our circles or others. Ask the girls to mention some of these unsafe touches and write their responses on the board. Expected responses should include the following:

- Hitting
- Touching one's private parts such as breasts, vagina, buttocks, or belly
- Man asking a girl to touch his penis
- Forced kissing of any part of the body

APPLY: Demonstrating How to Stay Away from Unsafe Touches

Invite four volunteers to form two pairs. In the 1st pair, one girl is to act as a 'boy' while other remains as a girl of the same age with the 'boy'. In the 2nd pair, one girl will act as an older 'boy'/man' while the other will act as a girl. Tell the two pairs what they are to do.

Inform the girls that the two pairs will demonstrate how to stay away from unsafe touches.

In the first pair, the girl playing boy opens 'his' arms and asks the girl for a hug. The girl politely and firmly says 'No, I don't hug males. She swiftly moves away.

The 'man' in the second pair makes the same request. The girl replies very firmly and threatens to shout if the 'man' gets closer. She too walks/runs away very quickly.

Share with the girls that they must refuse firmly any request for/attempt at unsafe touch, stay away from situations that pose the risk, and report any such incidents to their parents or respected older ones.

AWAY: Ensuring Safe Touches

Share with girls that they should always ensure that they avoid unsafe touches and also encourage their female friends to do the same. They should be ready to share their experiences on the topic at the next meeting.

Wrap up: 5 minutes

SESSION 35

NEGOTIATION

Total time: 80 minutes

Recap of the last activity: 5 minutes
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Objectives: At the end of this unit, girls should be able to:

- Practice negotiation, refusal and dialogue skills mention at least three reasons why negotiation is important.

Introduction: Collectively brainstorm ways to address negotiation and role play scenarios to practice suggestions

Materials Needed

- Flip charts
- Markers
- Color cards

Method

- Role play
- Discussion
- Refusal

Unit Summary:

This unit examines how negotiation helps us reach a positive agreement and how saying “No” (refusal skill) helps us uphold our values and reaches our goals. Negotiation skills help girls to create dialogue with friends and family about issues they are passionate about, as well as help to set boundaries for themselves. When girls are unable to walk away from a situation, there are ways to approach the conversation with effective communication skills, and tools for girls to find an ally who will aid them in their refusal and any potential consequences.

MENTORS NOTE: Divide the girls into groups of 2-4.

UNIT ASSESSMENT:

- What is negotiation?
- How can you say “No” without being rude?
- When are you permitted to say “No” firmly and walk away?
- What is dialogue?
- What are three reasons why negotiation is important?

FACILITATION STEPS:

1. Ask the girls if they have ever gone to the market and how they buy item(s) in the market (Probe for pricing).
2. Explain to girls that pricing is a form of negotiation.

3. Tell girls that negotiation is *communication aimed at reaching an agreement* while refusal skills *tell someone that you do not want to do a particular thing. It means being able to clearly say "NO."*
4. Discuss with the girls on methods to approach parents when there is disagreement on certain issues/cases. E.g. career choice and dropping out of school to marry.
5. Facilitate Activity 1
6. Ask them to give reasons why negotiation is important in their lives.
7. Initiate a class discussion based on discussion points with guidance from the facilitators note.

Activity 1: Role Play on Negotiation

Facilitators Notes

Negotiation is a way of getting one's needs met without using guilt, anger or intimidation. It is a discussion aimed at arriving at a peaceful agreement.

Dealing with peer pressure

Participating in a team's game

When purchasing goods

Leadership tussles etc.

Refusal Skills: This involves the use of the word 'No' in an emphatic and clear manner.

Examples: No, I don't want you to touch me there. No, not at this point. No, I do not want to get involved in this relationship. No, I don't want to sell on credit.

When on a date

When someone you aren't interested in makes romantic advances

When dealing with peer pressure

When being asked to do something outside of your values

Characteristics:

Use the word 'NO' in words and action using body language with a strong business like tone.

Look directly at the person maintaining a serious expression.

Stand straight into the person's eyes and avoid sending mixed signals then leave the scene.

Dialogue: An effective dialogue is an effort to reach acceptable conclusion to all parties.

Discussion points:

Tell the girls that if they find themselves in a situation where they are being pressured to do something that is against their values, they should say "NO", depending on the situation, walk away. If the girls cannot walk away from the situation, for instance if it is their family, discuss how they can find support elsewhere. Emphasize the importance of a strong ally or advocate who can help them to discuss the difficult issue with their parents, sharing their perspective and concerns safely and respectfully.

- Discuss with the girls' methods to approach parents when there is disagreement on certain issues/cases. e.g. career choice and dropping out of school to marry.
- To create a play demonstrating their negotiation/refusal skills (suggested answers include negotiating with parents in career choice, in dropping out of school to marry, farming or hawking instead of going to school).
- After all groups have presented, ask the class to give reasons why negotiation is important in their lives.

Wrap up: 5 minutes

SESSION 36

Right to be Safe from Abuse

Duration: 80 mins

Objectives: Understanding and identifying types of abuse

Overview: This session involves a discussion on abuse and outlining all the different types of abuse

YOU HAVE THE RIGHT TO BE SAFE AND FREE FROM ABUSE

Activity 1:

- Mentor tells girls that in today's class, we will be discussing about abuse,
- Mentor ask girls if they have ever heard or seen a victim of abuse,
- Mentor ask two volunteers to share their stories,
- Mentor uses flash cards showing girls different form of abuses,
- Mentor ask girls to relate the stories in the flash cards they have seen.



Physical Abuse



Sexual Abuse



physical Abuse



Emotional Abuse



Physical Abuse



Emotional Abuse



Financial Abuse



Neglect Abuse

Even when an adolescent takes these precautions, she/he still might experience violence and abuse. It is important to know what the different types of abuse are so that you can recognize when you or someone you know is being abused. People need to look out for each other, help each other prevent abuse, help each other escape and recover from abuse. There are different types of abuse that most children and vulnerable adults show by their behavior that something is wrong rather than talk about it or report it.

Women and girls have a critical role to play in keeping each other safe

- Warn each other about people or locations that are unsafe.

- Share their experiences of abuse so that others feel safe to share their own and can learn from their experiences.
- Keep an eye on each other.

Men and boys have critical roles to play in ensuring safety of girls. They can:

- Walk their female friends home to make sure they arrive safely.
- Speak up for women and girls when they hear any talk that is disrespectful or inappropriate.
- Discourage friends from taking advantage or manipulating women and girls when they are vulnerable.
- Speak up when something happens to them or they observe abuse of any kind.

What is abuse?

- Abuse is an action by one person or a group of people, which causes harm to or injures another person or group of people.
- Abuse may threaten life, self-esteem, or health, • Abuse is done on-purpose.

What are the types and signs of abuse?

Physical Abuse

Physical abuse is causing physical harm to another person's body. This can be through beating, shaking, throwing, poisoning, burning, drowning, or otherwise causing physical harm to another person. Physical abuse can happen in the community between strangers or with someone they know. It can also happen among family members and intimate partners. Physical abusers often employ emotional abuse to keep the abused individual from leaving. The abuser will often blame the abused for their behavior, actions, or words as a cause for their physical abuse, followed by apologies and promises to change their behavior. There is never an excuse for physical violence. Regardless of subsequent events it is never the fault of the person who suffered the abuse. The person who uses physical abuse, chooses to use violence rather than other methods to manage their anger or resolve problems.

Signs of physical abuse:

- Injuries or bruises
- Burns
- Scratches
- Broken bones
- Bite marks

Emotional Abuse

Emotional abuse is most often seen in verbal attacks or insults from one person to another. Insulting someone's intelligence, behaviors, name calling, disgracing; all these behaviors fall under emotional abuse, and like sexual abuse, can cause lifelong issues. Emotional abuse is denying someone the chance to say what they are thinking, using words/actions to say someone is worthless, unloved, unvalued, or stopping someone from taking part in normal daily and social life. Emotional abuse can also include confinement; when someone is blocking your ability to make social connections. Examples would include jealous behaviors that prevent the survivor from talking, meeting friends, family or restraining their mobility i.e. not allowing someone to leave the house or only when monitored.

Signs of emotional abuse:

- Loss of self-esteem
- Worried or uneasy behaviour
- Extreme fear of any new situation
- Extreme mood swings

Financial Abuse (Denial of Opportunities)

Most often perpetrated against women (and girls) are financial abuses, this type of abuse denies access to education, property, economic opportunity, or limits someone's access to money. Denying a person, the right to work, or not allowing someone access to funds to control someone behaviour or actions, are all forms of financial abuses.

Neglect

Neglect is when parents or caregivers do not provide food, education, clothes and shelter for people under their care. They do not protect them from physical and emotional harm; does not ensure that they are properly guided, or does not provide medical care.

Signs of neglect:

- Constant hunger
- Poor personal hygiene
- Untreated medical problems
- Constant tiredness

Sexual Abuse/ Sexual Assault

This means making someone (male or female) take part in sexual activities without their consent. Examples of sexual abuse include:

- Being forced to watch sexual activities.
- Being forced to kiss, rub, touch your private areas or those of another person (molestation).
- Forced or attempted penetration against your will, commonly referred to as rape or sodomy.
- Threats
- Drugging

Sexual abuse is not just committed by adult males. Women and other children can also commit acts of sexual abuse. Sexual assailants can be strangers to the victim, or a close personal friend or family members. Regardless of a child's feelings, under the law, a child (anyone under the age of 18) cannot give consent to have sexual activities. Adults who have sexual activities with children are committing a crime and can be punished by law.

Signs of sexual abuse in Children and Vulnerable Adults (Adults at Risk):

- New adult words for body parts that is out of the norm.
- Nightmares, bad sleeping
- Becoming withdrawn, clingy, or insecure
- Sudden unexplained personality changes, mood swings, or outbursts of anger
- Unaccountable fear of particular places or people
- Changes in eating habits
- Talk of a new, older friend and unexplained money or gifts
- Self-harm (cutting, burning or other harmful activities)
- Physical signs, such as, unexplained soreness or bruises around genitals or mouth, pregnancy
- Running away

Any one sign does not mean that someone is being sexually abused, but if there are several warning signs you should begin to ask questions and consider getting help.

SESSION 37

GBV 2 - THREATS OF VIOLENCE

Total time: 80 minutes

Materials needed:

- Flip chart board and paper
- Writing books and pencils

Recap of the last activity: 5 minutes

Part 1: Threats of Violence in my Community

Objectives: By the end of this session, girls should be able to:

- Identify threats of violence in their communities (schools, Markets etc.)
- Discuss a personal safety plan

Activity: Playing game of cat and mouse (30 minutes)

1. Inform the participants that they will be playing the cat and mouse game. Instruct that all the girls will form a circle and hold hands. Some girls will act as mice while others will act as cats. Both the cats and the mice are outside the circle, but the inside of the circle is the safe space where the mice can run into and be safe from the cats. The mice are therefore expected to run into the safe space while being chased by the cats. The girls that form the circle are to allow the mice to run in and out of the circle without being caught by the cats.
2. Allow the participants to play the game for about 10 minutes with 2 or 3 girls acting as cats and another 2 or 3 girls acting as mice (depending on the space and the number of girls).
3. Stop the game and thank the girls for their active participation.
4. Say: "We are all girls and young women here. There are no cats and mice here, are there? Now, let's think about the following questions about real cats and mice:
 - Why do cats pursue mice?
 - What are the possible things that the cat can do to a mice?
 - Which is stronger and bigger between the cat and the mice?"
5. Take note of the different responses from the girls and write them down. Read the responses from the girls as shown on the flip chart.
6. Highlight the following:
 - The cat is bigger and stronger than the mice.
 - The cat can do much harm to (or even kill) the mice if the cat catches it.
 - Cats pursue mice by instinct and to satisfy their hunger. It is therefore a violent contest between the cats and mice.
7. Invite the girls to compare the cat and the mice to the situation in the community.
8. Say: Just as the cats are bigger and stronger than the mice, there are bigger and stronger people in the community who could also be threats to weak and less protected individuals.

9. Ask girls to form groups of four to come up with different categories of people who can compare with the cat and the mice in the community and why the stronger people can be violent toward the weak ones.
10. Allow the representatives of the groups to present their responses. Summarize the responses of the participants on the different patterns and reasons for violence in the community.

Mentor's note:

- Emphasize the following patterns:
 - Men are usually bigger and stronger than women and girls.
 - Boys are also usually stronger than girls
 - There are occasions when stronger men/boys are a threat to younger men and boys just as older women/girls can be violent to younger women/girls.
- Reasons:
 - People become violent when they are under the influence of alcohol and drugs.
 - Some people believe that violence is the best way to educate children or deal with disagreement.
 - Poor communication can also lead to violence between people.
 - Some men become violent when they want to satisfy their sexual desire.
- Say:
 - Violence is never acceptable. We should therefore always explore ways to protect ourselves as in cases of violence in the home and community.
 - Just as the circle of girls protected the 'mice' from the 'cats' in the game we played, there are people that can constitute our circle of safety in the community."

Activity

- Invite girls to form groups of 4 and suggest the circles of safety that can protect young girls from violence in the community.
- Invite each group to share the strategies they came up with and then summarize with the following:
 - Our relatives can constitute our circle of safety from external violence
 - The police and other organizations including NGOs can also constitute part of our safety circle against both domestic and external violence
 - Just as the 'mice' ran into the circle for safety from the 'cats' in our earlier game, girls should also be ready to approach their 'circle of safety' when faced with threats of violence

Wrap up: 5 minutes

SESSION 38

GENDER BASED VIOLENCE (REFERRING CASES)

Gender Based Violence (Referring cases)

Activity1:

- Mentor brainstorm with girls on why people do not report abuse
- Mentor provide sticky notes to girls and ask each girl to write out her reason
- Mentor ask girls to stick all cards on the wall
- Mentor ask a volunteer to read out all points on the wall
- Mentor provide more light to what girls have written and discuss reasons why people do not seek assistance when abused.

Mentors Note: mentor should stress to girls the need to maintain confidentiality if someone approaches you with such concerns and the need to open up to an older and trusted person if need be.

REASONS PEOPLE DO NOT SEEK ASSISTANCE WHEN ABUSED

Becoming a victim of abuse is scary during the abuse but also in the aftermath of abuse. Victims fear further attack, blame from their families or partners, community shame, disbelief or even ostracism.

FEAR: Victims of abuse have been through something awful. Many times they are afraid that if they tell someone they will face consequences. Fear of further abuse or attacks from the perpetrator, or fear of the reaction of others.

SHAME: Often times, victims fear the blame of the community or their families. They fear that people will say they somehow brought it on themselves or had done something to bring the abuse on themselves. These attitudes are wrong, it is never the fault of the survivor of violence/abuse. Abuse, especially sexual, can also be seen as shameful and abuse victims will often prefer to talk to their peers rather than adults. As peers, we need to look out for each other.

**WHAT TO DO IF
SOMETHING
HAPPENS TO
YOU OR TO
SOMEONE YOU
KNOW**

They are afraid that the victims may not get suitors to marry them.

Seeking assistance from the proper authority when a friend has been abused and making sure that they are properly taken care of and protected. **We, girls in particular, must look out for and protect each other.**

TELL SOMEONE:

Seek Assistance: Seek assistance from an adult you trust: police officer, parent, teacher, religious leader, or friend. Your confidant will report the incident according to the chart below. Do not be afraid! These adults have been educated on the rights of the victim/survivor, and will do what they can to protect your identity, and expose the perpetrator. Your state has a proper protocol for handling instances of abuse. When you tell a guidance counsellor, a school official, a teacher, etc., they will know who to tell so that you are supported with your safety, health, mental, emotional needs, and justice. The government, community leaders and the police have partnered to ensure that all reports of abuse properly followed up with survivors of abuse are properly taken care of using a reporting protocol and a referral system.

ADVOCATE FOR YOURSELF:

Seek Healthcare: Seek proper healthcare to prevent long term consequences. A person who has experienced physical or sexual violence should tell someone they trust to help them see medical attention if it is required, as soon as possible (within 3 days/72 hours) because this can help prevent health related consequences. **You deserve treatment, respect, proper care and you are allowed to seek it out.** Even if it is past the 3 days, a survivor can seek out medical assistance at any time.

Find an Ally: Find someone who can help you through the healing process; mentor, Guidance Counsellor, gender champion, trusted adult, friend, family, etc.

If you are an Ally it is your role to support a survivor in any way possible. Encourage them to see medical services, listen to their experiences, and support them to seek assistance. Do not question their experience; as your job is to help them get the assistance they need.

REMEMBER:

Do not be ashamed, this is not your fault! A person should never blame themselves for an experience of violence/abuse that they experience. You will recover. You are not alone. You are a survivor!

The person who is abusing you is committing a crime that is punishable by law, even if they are your parents, a caregiver, a family member, or a teacher. There is someone out there who is willing to listen to you, without judging or condemning you.

You have the right to be heard at any time no matter the form of abuse. You don't have to suffer in silence. You can also help a friend or family member that you are worried about. No matter the kind of abuse, or who is being abused, you can tell someone you trust until something is done to stop the abuse.

**SPEAK OUT!
DO NOT REMAIN
SILENT!**

If you ever feel you are in danger or you have questions or are confused- you can seek out a counsellor, school principal, gender champion, or facilitator. These people are trained to handle these questions and help you!



SEEKING ASSISTANCE AFTER AN ABUSE:

What happens next?

- Train students to expose any abuser
- Students to discuss proper mode of dressing

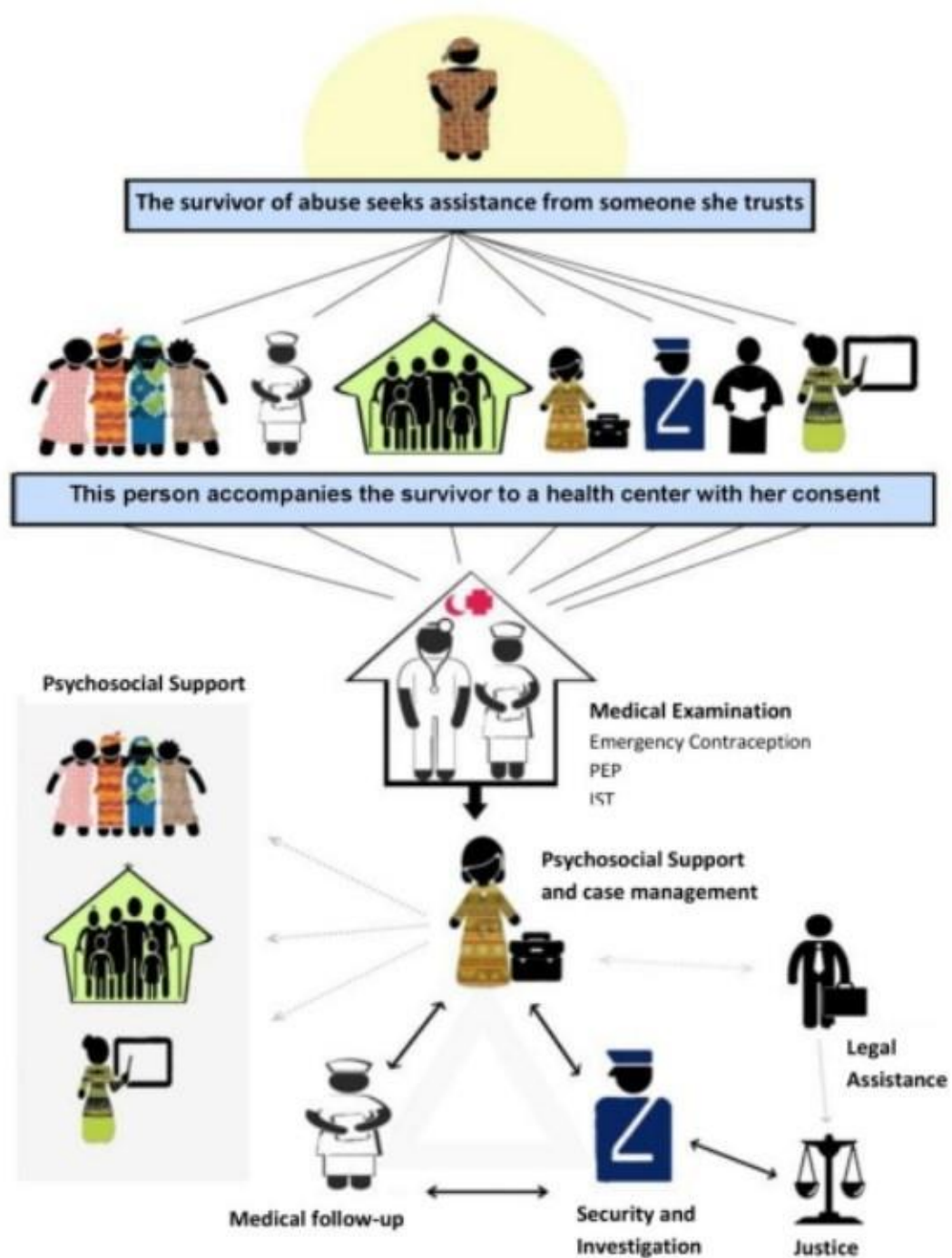


Figure 3.7

Activity 2:

- Group girls into 5, ask each group to brain storm and role play on one form of abuse (each group taking a different form of abuse).

MODULE SIX

CLIMATE CHANGE

SEASON 39

CLIMATE CHANGE

What is Climate Change?

Session Objective: To build awareness of the environment and foundational understanding of climate.

Total Time: 80 minutes

Materials Needed:

- Blackboard and chalk
- Weather forecast for tomorrow
- Girls: Writing materials and paper

Recap of Last Activity: 5 minutes
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What is our Environment?

Objective: To build foundational understanding and awareness of the environment, human-environment interactions, and the relationship between the health of our environment and the health of our bodies and communities

Activity: Where do we live?

Activity type (Step 1): Group discussion (25 minutes)

- To introduce the module and the topic of climate change
- Ask girls to tell you about their observations in their environment.
- Their activities that might depend on the environment, and how the weather impacts their ability to engage in these activities.
- Ask the girls to draw on a piece of paper a picture of their community starting from their house, the land around their house, the path to islamiyyah, mosque, market, source of water and farm.
- Tell them to draw both natural and human-made landmarks. □ Give them about 5 minutes to complete their drawing.

Step 2 Discussion:

- Place all the drawings together side-by-side
- Tell them to observe each other's drawings and compare them.
- Engage in a discussion about
 - The common things they drew.
 - Things that might be absent from their drawings.
 - Keep these drawings for Session 4 and 5

Below are some sample questions to get the discussion started.

1. Observe:

- What do you notice everyone drew about our community and our environment?
- Describe what you see.
- Did anyone draw elements of nature? (For example, did anyone draw trees, plants, water sources, etc?)
- If no one drew aspects of nature, ask them why not.
- Is it because they do not notice nature in their environment or because there is not much nature around them?

2. Compare:

- Ask them to think about our community in real life.
- Is there more nature or more human-made structures in our community?
- What do you think our community looked like 30 years ago?
- Would there have been more nature or more human-made structures?
- What do you think happened to the trees and the animals as our human-made structures were built?

3. Think:

- How does our natural environment help to keep us healthy and well?
- Encourage the girls to think about the trees, flowers and plants, animals, insects, the quality of the air we breathe, clean water, etc.

Possible responses:

- Water nourishes our bodies, our livestock, and our crops.
- Trees help create the air we breathe.
- Trees provide us with shade when the days are very hot.
- Trees and shrubs provide homes to small animals that help eat pests that might harm us or our crops.
- Some insects help to pollinate flowers that help some vegetables to grow
 - Flowers connect us with nature, making us feel good (mental health).
- Trees provide us with wood to cook or to warm our houses.

If our natural environment plays such an important role in keeping us healthy and well, what can we do to keep our natural environment healthy and well?

Possible responses:

- Do not litter especially plastic waste.
- Do not cut down trees unnecessarily.
- Alternate the types of crops we plant on the same plot, and rotate plots.

4. Think: Where does our food and water in our community come from? -

Can you trace the source all the way back to its beginning?

- If the girls say that food comes from the market, encourage them to think about the farms that grow the food.
- What helps the crops to grow?
- Encourage them to think about the sun, the soil, water, and the people that have to plant, grow, and harvest the food.

- If the girls say that water comes from the tap/water pump or from the water well
- Ask them:
 - How the water got into the tap/well.
 - Encourage them to think about how rain settles into the earth, and then people find ways to draw that water up from the earth.

End the discussion by helping the girls to understand that:

- If there is not enough rain or too much rain,
- If the temperature is too hot or too cold, this imbalance in the natural environment can affect our health and wellbeing.
- Ask the girls if they remember the most recent
 - Flood
 - Extreme storm
- Ask them to describe what happened and to consider its impacts and its causes.
 - What did you do to keep yourself safe?
 - Did you know this event was going to happen?
 - What was the impact of the event? - What happened to your farms?
 - Your water sources? Your homes?
 - What do you think caused these events?

Explain to the girls that scientists believe these extreme weather events like heat waves, flooding, and extreme storms are increasing in frequency because of *climate change*. And that these events are going to have an impact on our community that we need to be prepared for. And that if we are prepared, we can also play a role in reducing the impact and adapting to a new environment.

What is the weather? What is climate?

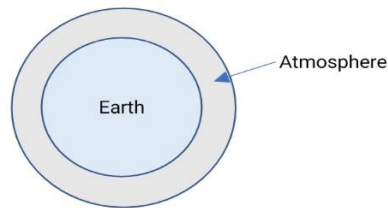
Ask the girls if any of them have heard of climate change. Ask them to give examples of what they think climate change is. Write down their responses on the chalkboard. Be prepared for responses that confuse climate change for weather or for seasons, which will be discussed later.

Presentation (25 minutes):

One of the first steps to understanding climate change is being able to differentiate between the weather and the climate.

To understand this, we need to understand what the *atmosphere* is.

(On the chalkboard, draw a large circle to represent planet Earth, and then draw a larger circle surrounding Earth to represent the Earth's atmosphere, like below.)



Explain to the girls that

- The atmosphere is the layer of gas that surrounds Earth.
- We often call this “air”—the same air that we breathe.
- The atmosphere is made up of many different types of gases. - Mostly *nitrogen* and *oxygen*. Nitrogen makes up 78% of this gas which is mixed with Oxygen (21%), water vapour (variable) argon (0.9%), carbondioxide (0.04%) and trace gases.

Weather refers to the day-to-day variations in the *atmospheric conditions* in a particular place and time. Weather reflects the short-term conditions of the atmosphere over days, weeks, and sometimes months. Weather can be sunny, cloudy, rainy, dry, windy, snowy, hot, or cold. For example, today in ____, Nigeria, it is ____°C and (sunny, rainy, dry, cold). Tomorrow, the weather forecast suggests it will be a low of ____°C and a high of ____°C and (sunny, rainy, dry, cold).

Climate refers to the weather of a specific region over a long period of time, like 30 to 50 to 100 years. Climate reflects long-term average conditions of the atmosphere and determines the types of plants and animals that live in an area (e.g., tropical versus desert versus arctic). Climate can also be described as sunny, cloudy, rainy, etc., but in reference to the average temperature or average conditions. For example, January in Nigeria is usually very dry with a dusty, cold harmattan wind, and average daily temperatures ranging widely from lows around 9°C to highs around 30°C.

Home work: Conversation with Elders about the Environment, the Weather, and Climate (10minutes)

Ask the girls to share with their grandmothers or grandfathers or other older persons around them, what they have learned so far about the difference between weather and the climate and about climate change, and to interview her/him about what the climate was like in Nigeria 30 years ago.

Here are a few starter questions; the girls can develop their own questions in small groups or individually.

1. Was [my birthday month] hotter/colder, drier/wetter, or the same, 30 years ago?

2. What do you remember your elders talking about when they talked about the signs in the environment that would signal the weather patterns were about to change?
3. Can you describe how these signs have changed today? Are they more unpredictable? Out of place?
4. For grandfathers: How has farming changed? Any changes with the fertility of the soil or the amount of rain? How are these changes in climate and the environment impacting livelihoods in our community?
5. For grandmothers: How have securing cooking fuel, water, and other household resources harvested from the natural environment changed? How is this impacting women's time?
6. What changes in wildlife, pests, or plant life have you noticed between today and when you were my age?
7. How have the changes in climate impacted our cultural practices? (E.g. timing of wedding season, traditional foods and food sharing practices, pastimes, hobbies, leisure activities and lifestyles etc.)

The girls can also share the drawing they made from Activity 1 as a conversation starter, asking their grandmother or grandfather or other older person around them, what has changed in the community since they were children. Were there as many human-made structures as today? Were the fields larger and did they produce more abundant crops? Were there more abundant water sources? More trees? More wildlife?

Climate change also affects social life like insecurity, wars etc. scarce resources (less food, less cultivated lands) result in conflict and wars.

SESSION 40

WHAT ARE THE CAUSES AND IMPACTS OF CLIMATE CHANGE?

Session objective: To build scientific understanding of the causes and impacts of climate change.

Total Time: 80 minutes

Materials Needed:

- Blackboard and chalk
- Sunny day (or a strong desk lamp that emits heat)
- One thermometer
- Glass jar with lid (or any see-through container with a lid)

Recap of Last Activity: 5 minutes
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Part 1: What are the Causes of Climate Change?

Objective: To understand the scientific basis of climate change, including the greenhouse effect.

Recap (5 minutes):

- Ask the girls whether they remember the difference between *weather* and *climate*.
- Ask the girls what they learned from their elders about what Nigeria or their community was like 30 years ago, or even 60 years ago.

Presentation (15 minutes):

- Scientists who study the climate have noticed that, compared to more than 100 years ago, the average global temperatures on Earth have begun to rise.
- This phenomenon has been described as “global warming.” This means that, compared to 100 years ago, the Earth’s average temperature has gotten hotter by about 1°C.
- This might seem very small, but the impact on Earth’s climate by just a tiny fraction of a degree can be large.
- For example, with just a 1°C increase in average temperatures, we have already begun to see a higher frequency of extreme storms, variable rainfall and drought, extreme heat waves, rising sea levels, and more all around the world.
- Remember that one really hot day can be a natural variation of *weather*. But if lots of days are hotter than usual, and if this happens for many years, this means that the *climate*—Earth’s weather patterns—is changing.
- This is called **climate change**.
- Climate change is a change in the Earth’s climate.
- Scientists agree that this change is being caused by human activity.

- We'll talk more about the types of activities that have caused temperatures to rise, later.

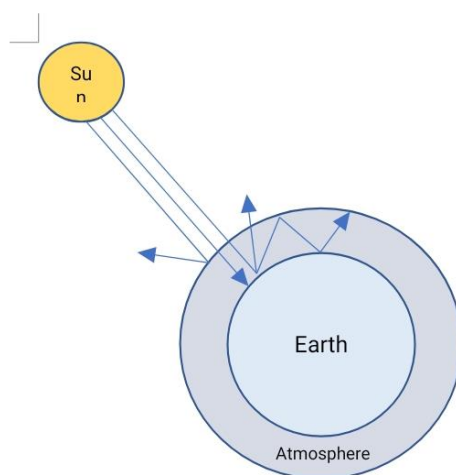
For now, let's first understand how temperatures can rise.

(Draw a picture of Earth and the Atmosphere again, like in Session 1. Add a sun to the diagram.)

- Earth gets all its energy from the sun, and this energy makes life on Earth possible.
- It helps plants grow, which feed the animals.
- Both plants and animals provide humans with food to grow.
- Under "normal" conditions,
 - Some of this energy gets absorbed by the Earth, some of it bounces back into space.
 - Some of it gets trapped in the Earth's atmosphere by something called **greenhouse gases**.

Draw several arrows from the sun heading toward Earth to represent the sun's energy, heat, and light.

- *Draw one arrow "bouncing" off the Earth's atmosphere, draw another arrow being "absorbed" by the Earth,*
- *Draw a third arrow bouncing off the Earth and returning to space.*
- *Draw a fourth arrow—or, from the third arrow—bouncing off the Earth but remaining trapped in the Earth's atmosphere, like below.*
- These greenhouse gases are necessary and important to keep the Earth the perfect temperature for plants, animals, and humans to thrive.
- Greenhouse gases help to capture heat from the sun and redistribute that heat around the Earth like a warm blanket.
- Without greenhouse gases, the Earth would be too cold for life.
- The most common greenhouse gases are carbon dioxide, methane and nitrous oxide.



Let's do an activity to better understand the greenhouse gas effect.

Activity: What is the Greenhouse Gas Effect?

Activity type: Science experiment

Time: 5 minutes to set up

If it's a sunny day:

- Ask the girls to go outside and to select a spot directly in the sun.
- Place the thermometer on a stable surface and read the temperature.
- Record the temperature somewhere.
- Place the thermometer in the glass jar and close it.
- The glass jar represents the Earth's atmosphere, and the air inside the jar represents greenhouse gases.
- Place the jar in the same location that the thermometer was in for Step 2
 - Let the jar sit in the direct sun long enough for the temperature inside the jar to rise.
 - You may wish to carry on with the lesson and to return towards the end of the session to read the temperature on the thermometer.

If it's a cloudy day:

- Set the experiment up like above, but under the direct light of a strong desk lamp, preferably one that generates a bit of heat. Read the temperature of the thermometer outside of the jar, and then later after the thermometer has been sitting inside the closed jar for about half an hour.
- Return to the glass jar and read the temperature on the thermometer.
- Compare this new temperature reading with the temperature you recorded at the beginning of the activity.
- What is the difference between the two readings?
- How much hotter is the second reading compared to the first?

Presentation (10 minutes):

Over the last hundred years, human activity has caused the amount of greenhouse gases in the Earth's atmosphere to rise too quickly, trapping more and more heat in the atmosphere and causing the Earth's average temperature to rise—or, to get too hot. We will observe this impact with our experiment with the glass jar later today.

- Can you think of some types of human activities that have caused the level of greenhouse gases to increase?
[Give the girls a minute to offer their responses.]
- Human activities like burning coal and oil to fuel our cars, planes, houses, factories, and buildings; raising large amounts of livestock like cows; and cutting down forests to build more houses and roads or large-scale farms are all major contributors to the rise in greenhouse gases.

- These activities release high amounts of greenhouse gases and/or harm Earth's natural ability (like trees) to remove greenhouse gases from the atmosphere.
- Nearly all scientists around the world are certain that the climate is warming, and that
- Human activity is the primary cause.
- Scientists also have proof that the changes that are happening now are getting worse.

What are the Impacts of Climate Change?

Objective: To understand the global impacts of climate change as well as the local impacts in Nigeria

Presentation (10 minutes):

- Now you understand the **greenhouse effect**. This is how greenhouse gases help to warm the planet by trapping heat in our atmosphere.
 - But when there are too many greenhouse gases.
 - The amount of heat trapped gets too high, causing the weather patterns to change over time.
 - The rainy season might not start or stop the way that it has for as long as your elders can remember.
 - The amount of rain might not be the same—it might be too much, causing flooding, or it might be too little, causing drought.
 - The harmattan season may have more bitterly cold days than your elders may remember. And the hot season may have more extreme heat waves. Storms are becoming more intense—blowing roofs away or destroying our homes
- This process of change is called **climate change**. Human activities are causing more heat-trapping greenhouse gases to get into the atmosphere, making average temperatures rise. This is causing our *weather patterns* to change.

Now let's think about the ways that climate change impacts us.

Discussion (15 minutes):

These are various impacts of climate change. Let's think about what may cause this impact to happen, and what it means for us as people.

- Draw the table below and label the columns.
- Write in the list of climate change impacts on the chalkboard.
- Ask the girls to brainstorm the climate causes, and write them into the table as the girls name the correct possible causes. Help the girls generate their responses if they are unsure.
- Facilitator may need to explain that warmer temperatures and warmer oceans create more intense storms because hotter air holds more water vapor and transfers more heat, creating stronger winds and heavier rainfall.

CLIMATE CHANGE IMPACT	CLIMATE CAUSE	IMPACT ON US
Lower crop yield	- Drought, - Flooding	- Food prices will get higher - Food insecurity will increase - Potential for famine - Increase conflict over resources - Other ideas?
Water scarcity	Drought	- Water shortage - Water prices will get higher - Increase time spent looking for freshwater sources - Increase conflict over water resources - Worsened living conditions for humans - Animals and crops die off - Other ideas?
Migrating pests (mosquitoes, locusts, armyworm)	- Hotter temperatures, - Increased humidity	- Increase in diseases like malaria - Destruction of crop and vegetation - Other ideas?
Sea level rise	- Melting glaciers, Warming oceans, - Large mass of ice formed by snows on mountains that moved very slow down the valley	- Increased coastal flooding - Increased saltwater intrusion into freshwater sources - Loss of livable/habitable land - Other ideas?
Intensified storms	Hotter air temperatures, Warming oceans	- Increased flooding - Increased destruction to property - Crops washed away - Loss of lives (humans and animals) - Other ideas?
Desertification	Drought, Hotter temperatures, Deforestation	- Habitat loss and loss of biodiversity - Crop failure - Worsened living conditions for humans (and animals) - Other ideas?
Poor air quality	- Hotter air temperatures, - Increased air pollution	- Increased respiratory illnesses, like asthma, allergies etc. - Worsened living conditions for humans - Other ideas?
Other ideas?		

Other impact of climate change on us are

- Meningitis, cholera, dysentery, Gastrointestinal illness like diarrhea
- Skin cancer
- Affects the body's nervous and respiratory system, liver and kidney damage
- Fungi diseases
- Climate change has already increased the risk of nearly 60% of all known infections and diseases including tick and mosquito borne diseases and water borne diseases.

Homework: Identify Climate Change Causes and Impacts near You**Time: 5 minutes**

- On the way home today, observe your environment and make a list of how climate change could affect your community, or ways that climate change already is affecting your community.
- Think about the potential causes and the potential impact.
- Think about the potential effect it could have on you and your family.
- Write these down and be prepared to talk about it at our next session.

SESSION 41

What are the Social Drivers & Impacts of Climate Change?

Session objective: To build *social* scientific understanding of climate change and its underlying causes and impacts.

Total Time: 80 minutes

Materials Needed:

- Blackboard and chalk

Recap of Last Activity: 5 minutes
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What are the Social Drivers of Climate Change?

Objective: To understand the social scientific drivers of climate change and to appreciate the relationship between human and planetary health.

Recap (5 minutes):

- Ask the girls to volunteer to read their observations of climate change causes and impacts that they recorded for their homework.
- Ask them to talk about how they think it could impact their family.

Presentation (10 minutes):

In the last two sessions, we learned about the scientific causes of climate change. We talked about the *greenhouse effect* and how this process is necessary to keep the Earth the right temperature for life on this planet.

- We observed this effect with our experiment with the glass jar under the sunlight.
- We talked about how this process happens because of *greenhouse gases* in the *atmosphere*, and we played a game to demonstrate how greenhouse gases trap heat.
- But, if the amount of greenhouse gases in the atmosphere gets too high, these gases trap too much heat and the Earth begins to warm too much.
- The higher temperatures affect weather patterns,
 - Making rainfall more variable
 - Storms more intense and frequent
 - Hot season will be hotter and drier
 - The quality of air poorer, etc.
 - This is called *climate change*.
- Climate change has negative impacts on our health and wellbeing by
 - Affecting our crops and increasing food prices.
 - Damaging our homes.
 - Causing displacement and migration.
 - Leading to conflict over resources.
- Remember *climate* is the weather patterns observed for a region over a long period of time, and *weather* is the day-to-day variations of atmospheric conditions in a specific place.
- You can have a really hot day when you least expect it and that be natural variation in the weather.

- But when you have a really hot day when you least expect it, repeatedly, and over many years, that is climate change.
- Climate change has been in existence for as long as there has been differences in temperature (i.e hot and cold seasons).
- It can be natural or human induced.
- Let's talk about how human activity is the cause of climate change.
 - Activities like **burning coal** to
 - Power our homes
 - Cars and trucks
 - Planes and boats
 - Factories are causing more greenhouse gases to enter our atmosphere by trapping more heat in the atmosphere and warming the planet.
 - In Nigeria, **gas flaring** is a common practice used by companies as they extract oil from the ground, not only releasing excess greenhouse gases, but also destroying nearby crops and hurting people's health in nearby communities.
 - **Industrial agricultural practices** like large-scale livestock rearing or monocropping (growing the same crop year after year on the same piece of land) is also generating more greenhouse gases while also degrading the nutrient quality of our soils.
 - **Deforestation and burning of biomass** (like wood, plants, waste from farms or households, etc.) is also contributing to climate change by emitting large quantities of greenhouse gases while destroying Earth's natural balancers of greenhouse gases.
 - Trees and healthy soil are important absorbers of greenhouse gases, and biodiversity is important to maintaining a healthy environment, too.
 - When these are absent or reduced in significant quantity, we lose our ability to remove greenhouse gases naturally from the atmosphere.
 - Today, we're going to learn a bit more about the underlying causes of climate change. In particular, we're going to learn how scientific processes (like the greenhouse effect) can be affected by human processes (like economic development).

Activity 1: How are scientific and social scientific causes of climate change connected?

Activity type: Small Group Discussion

Time: 10 minutes

- Divide the girls into three groups to discuss the role that humans play in either worsening or helping the environment in the following situations.
- Mentors can read the situation aloud for each group
- Breaking up the scenario into pieces if helpful for listening comprehension.
- Allot approximately 10 minutes of discussion for the scenario.
- Use the discussion guide to further engage the girls' thinking about the environmental issues and social (human) drivers, hidden and unhidden.

Discussion Guide:

Use the following sample questions to get the discussion started:

1. What is the environmental issue in the situation?
2. What is the human cause driving the issue?
3. Is there an “unseen” or “hidden” cause that you can think of?
4. How might the human drivers in the situation contribute to worsening climate change?
5. What could be done to make the situation better?

Scenario: Mairo’s father has just recently engaged her to be married to a man in a nearby village in Kaduna state. She is only 14 years old and will become the man’s second wife. Her family is struggling to feed, clothe, and educate her 7 siblings, and her father believes that she, her mother, and her siblings will be better off if she were to marry. The man whom Mairo is engaged to marry is one of her father’s creditors, having lent her father a large plot of land and provided him with seeds, fertilizer, and pesticides to start cotton farming. Traditionally, Mairo’s family has farmed rice, beans, and millet, but as their family grew in size Mairo’s father felt pressured to start growing a single cash crop to help him generate more income to feed and educate all of his children. But the unpredictable rains and flooding over the last 5 years has led him to lose his entire crop twice. For 3 of those years his yield was far below what he expected, and he could not find buyers for the little cotton that he was able to produce. As a result, he has not been able to pay off his creditors. Mairo is concerned about getting married; she enjoys going to school, which will likely stop after she is married and pressured to start bearing children. At school she has heard about an organization in Kaduna that is teaching farmers in the state about the importance of soil health and how to use techniques like crop rotation to improve soil nutrients, drip irrigation to help in times of drought, integrated pest management to minimize damage and disease to crops caused by armyworm, locusts, and other pests, and agroforestry land management practices. She wants to learn more and try these techniques to help her father and family. What can she do?

[Possible discussion topics: monocropping, drought and flooding, loans and debt, early marriage, birth spacing, food shortage, climate-smart agriculture]*

Part 2: Who is Most Impacted by Climate Change?

Objective: To build awareness and understanding of the concept of climate justice and factors that drive climate vulnerability

Presentation (20 minutes):

In the scenarios that we just discussed, there are people who suffer more than others. This suffering is influenced by people’s *vulnerability*. What does vulnerability mean?

[Ask the girls to brainstorm what they think vulnerability means.]

- **Vulnerability** describes the degree to which someone is exposed to the risk of being harmed or negatively impacted by an event.

- This could be their risk of exposure to being attacked because they are part of a specific group of people (e.g. a religious or ethnic minority) or because they identify or present in a certain way (e.g. as an adolescent girl or woman).
- Someone could be vulnerable to illness like cancer or asthma because they live close to a source of pollution and they risk being exposed to higher levels of irritating pollutants in the air or to contaminated water than people who live farther away from that source.

[On the blackboard, draw a picture of a cliff with a house near the edge of the cliff. Ask the girls how vulnerable they think the family is that lives in the house. After they have finished responding, draw a swing hanging from a tree that is located even closer to the edge of the cliff than the house. Ask the girls how vulnerable they think the person is that swings on the tree swing in comparison to a person inside the house. See the picture below as an example of what to draw; contextualize it as necessary.]

Source: <https://www.dreamstime.com/stock-illustration-house-cliff-cgi-lonely-edgesingle-tree-swing-hangs-far-above-image96650518>

Our level of vulnerability can change; depending on the *hazards* that are present, as well as how prepared we are for the risks that are associated with the hazard.

In the context of climate change, global warming affects everyone around the world. Everywhere, temperatures are rising, causing changes in weather patterns everywhere, making our seasons more variable, and increasing the frequency, duration, and intensity of weather-related events like drought, flooding, storms, and heat waves. All coastal communities around the world are being affected by sea level rise caused by the process of water expanding as it gets hotter (thermal expansion) and by the melting of the Earth's major ice caps. Glaciers and snow that typically cover the world's tallest mountains are increasingly receding or becoming drier.

All of these climatic events are called **climate hazards** increasing our vulnerability to the impacts of climate change, including loss and damage to our buildings, biodiversity loss (mass die off or extinction of plants and animals due to sudden changes in their habitat), crop failure, and more.

- **Climate vulnerability** is both our *risk of exposure* to the negative impacts of climate change
- And our *capacity to adapt* and to cope with these impact
- But, like the picture we just drew, some communities and some people are more vulnerable to the impacts of climate change than others.
- Scientists estimate that of the 7.7 billion people on Earth
- Between 3.3-3.6 billion people are highly vulnerable to climate-related disasters because they are either exposed to more climate hazards and/or have lower capacity to adapt.
- Different countries and different communities (and different species of plants and animals) experience climate vulnerability differently.

Note to Mentor: climate vulnerability is also the degree to which a system is susceptible to, or unable to cope with adverse effects of climate change including climate variability and extremes.

Vulnerability can be broken down into two major categories;

1. Economic vulnerability based on socio economic factors.
2. Geographic vulnerability.

There are 3 dimensions of vulnerability to climate change

- I. Exposure
- II. Sensitivity
- III. Adaptive capacity

Let's go through some examples:

[Draw the table below and fill in the “answers” while you discuss each scenario.]

Scenario	Climate hazard	Population most impacted	Climate vulnerability
A heat wave rages across the country, killing hundreds of people in the urban slums and in rural villages	Heat wave	Poor communities	Poverty and lack of access to air conditioning means poorer communities are less able to cope during a heat wave. Improper ventilation because houses are built closely together
An island community has lost its only fresh water source and all of its coastal farmland after a major cyclone caused the ocean to rise several meters	Sea level rise, saltwater intrusion, intensified extreme storms	Low-lying small island nations	Geographic location and formation of these small island nations puts them at high risk of climate change
The nearby well has dried up and the only source of water for drinking, cooking, and cleaning is a two hour walk away	Drought	Women and girls	Traditional gender roles place the burden of fetching water on girls and women, putting them at higher risk of exposure to gender-based violence and increased time poverty

Repeated flooding has led to massive crop failure in the rural parts of the country and a mass influx of laborers from the villages to the city	Variable rainfall, flooding	Agricultural households in rural areas, female-headed households, women and girls	Agricultural livelihoods put farmers at higher risk of being impacted by variable rainfall and flooding; poverty and lack of industries puts these households at greater risk of needing to migrate during periods of economic shock to search for alternative livelihoods; women are at greater risk of sexual exploitation and girls are at greater risk of early marriage
A cyclone swept through 6 countries last month, but 2 of the poorest countries that got hit have not been able to rebuild or recover or to restore electricity	Cyclone	Poorer countries	Lower economic status means poorer countries have less access to money and resources to be able to rebuild after a major climate-related disaster, leaving their people to suffer for longer periods of time

- It's also important to remember that in many cases those who are the most vulnerable to climate change are often the ones least responsible for causing it.
- Remember that climate change is caused by human activity like;
- Burning of coal to create energy to fuel buildings and homes,
- Cutting down trees in large quantities to turn trees into timber for construction or paper products,
- Raising large quantities of cattle for beef.
- Much of these activities have historically been driven by rich countries as they developed economically and increased their quality of life and levels of consumption.
- These historic activities over the last 200 years have led to our present extreme levels of greenhouse gases and to the impacts of climate change that countries like Nigeria have already started to feel.
- Meanwhile, countries in Africa, again like Nigeria, have just started to increase their levels of greenhouse gas emissions as they start to develop, and as small pockets of Nigerian society start to increase their levels of consumption as a result. But nonetheless, countries in Africa are experiencing the worst impacts of climate change. Climate of any place is affected by;
 - a. Distance from the equator
 - b. Heights above sea level
 - c. Ocean currents
 - d. Direction of prevailing winds
- Why? Because their climate vulnerability is high.

- Their level of exposure to climate hazards and the risks of negative impacts are worsened by inequalities,
- Including gender inequality and economic inequality. These inequalities also mean there is less access to resources needed to adapt to and cope with the negative impacts of climate change.

These resources include;

- Knowledge and information
- Technology
- Materials
- Money
- Voice and political power.

What we are talking about now is about climate justice.

- **Climate justice** is the recognition that the impacts of climate change are not evenly distributed across the globe or across different populations.
- And that this uneven distribution of vulnerability is influenced and informed by historically unequal relations of power between groups of people (like between men and women, between tribes, and between rich and poor countries).

As a result, actions taken by

- Governments, communities, and people to address climate change need to also take into consideration who is most responsible.
(historically),
- Who is most impacted,
- Who should receive a greater amount of support and who should provide it
- And how relations of power can be made more equal through the process.
- With greater awareness of climate justice,
- Climate vulnerable communities can gain the knowledge and skills to take action to minimize or avoid the negative impacts of climate change.

Activity 2: What is climate justice?

Activity type: Small Group Discussion

Time: 15 minutes

- Have the girls return to their three groups to discuss how issues of climate justice are reflected in the scenario from Activity #1.
- Mentors can re-read the situations aloud for each group.
- Allot approximately 5 minutes for the scenario to have sufficient time to discuss the scenario.

Discussion Guide:

Use the following sample questions to get the discussion started:

1. What is the climate hazard(s) or environmental hazard(s) in the scenario?
2. Who or what groups of people are being impacted the worst?
3. What is this group's level of exposure to this hazard?
4. What is this group's capacity to adapt to the impacts of this hazard or to cope with it?
5. Can you think of whose actions contributed to the hazard in the first place? Is the burden fairly carried?

Module 2: Climate Risk and Vulnerability

Module objective: To build critical awareness of climate risk and vulnerability for communities in Nigeria, as well as the skills to reduce these risks and vulnerabilities and to build greater climate resilience and adaptive capacity.

SESSION 42

WHAT ARE THE CLIMATE VULNERABILITIES AND RISKS IN MY COMMUNITY?

Session Objective: To deepen understanding of climate risk and vulnerability by applying it to one's own community and local environment.

Total Time: 80 minutes

Materials Needed:

- Marker and flip chart
- Girls: Writing materials
- The girls' drawings from Session 1
- 1 or 2 sheets of paper split into 5 pieces
- Marker

Recap of Last Activity: 5 minutes
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Objective: To identify climate hazards in one's own community

Recap (10 minutes):

Briefly recap some of the discussion from the previous session.

- Remind the girls that climate justice is the recognition that the impacts of climate change are unequally borne by the most vulnerable because of historic inequities and discrimination and unequal relations of power.
- To address issues of climate injustice
- These vulnerabilities and risks must be removed through our climate actions by restoring power.
- Voice and agency to the most vulnerable.

Activity: What are the climate hazards in my community?

Activity type: Group Discussion and Group Work

Task 1: Identify the hazards

Time: 25 minutes

1. On the chalkboard, make a large chart like the one below
 - Leaving plenty of space in each box to write each event's associated climate hazards later.
 - Label this table: "Extreme Weather and Climate Events."

Extreme Weather & Climate Events

STORMS	HEATWAVES	DROUGHT
EXTREME RAINFALL	CHANGING RAINFALL PATTERNS	INCREASED TEMPERATURES

2. Write the following list of hazards to the side of the chart, and label this list "Hazards."

Hazards

- Heatstroke
- Dengue
- Increased malaria
- Increased risk of wildfires
- Water shortage
- Wind erosion
- Desertification
- Flooding
- Flash flood
- Landslide
- Erosion
- Severe wind
- Storm surge

- Sea level rise
- Infrequent and unpredictable rainfall
- Delayed or early rainfall
- Increased water evaporation
- Avalanche

Ask the girls whether they are familiar with all the words on the board.

- Take a few minutes to define any words needed.
- Move on to the next step after the girls feel comfortable with the different terms.

3. Ask the girls to call out which extreme weather/climate event is associated with which hazard(s).
 - The facilitator can either write these hazards on the chart in the appropriate cell as the girls call out a connection,
 - or the facilitator can ask each girl to come up to the chart and write one hazard for one extreme weather/climate event until the girls have gone through the entire list of hazards and feel they have satisfactorily filled out the chart.
 - Alternatively, depending on how many girls there are, the facilitator can assign one or two hazards to each girl
 - Ask the girl to write their specific hazard on the chalkboard for any of the extreme weather/climate events she thinks it is associated with.

*Note, some hazards are associated with multiple extreme weather/climate events.

- For example, “increased risk of wildfires” is associated with drought, heat waves, and increased temperatures.

4. Ask the girls to choose the extreme weather/climate events or hazards that they think have the biggest impact on their community.
 - The girls can choose up to 5 extreme weather/climate events or hazards.
 - They can do this collectively by coming to an agreement through discussion.
 - Or they can do this individually by voting which they think is the single most impactful event/hazard by placing a * (star) next to event label on the chart or the hazard in the list.
 - Select the 5 events/hazards with the most stars
 - Write each down on a piece of paper and tape these on a wall somewhere for the girls to be able to reference during the rest of the session.

*Note: Save this list of 5 events/hazards for Sessions 44 -46.

Task 2: Map these hazards in your community

Time: 25 minutes

1. Divide the girls into groups of 2 or 3.
 - Have them look at their drawings and to choose one drawing to use for their small group work.

2. Ask the girls to consider what additional places or things (natural or humanmade) they might add to this drawing of their community
 - Including important places/things that appear on the other girls' original drawings or places/things from the list below that may be important resources, but they did not draw originally.
 - Agricultural field
 - Bank
 - Clinic/Hospital
 - Church
 - Factory
 - Forest
 - Garden
 - House
 - Lake
 - Local government office
 - Market
 - Park
 - Public restroom
 - River
 - Road/Bridges
 - School
 - Store
 - Trees
 - University
 - Well Water
3. Have the girls look at the list of 5 extreme weather/climate events and climate hazards that are listed on the chalkboard.
 - Ask them to draw a * (star) next to the landmarks in their drawing that they believe to be most vulnerable to the impacts of each extreme weather/climate event and hazard.
 - For example, if one of the climate hazards selected is "increased water evaporation," then you might place a * (star) next to the farm fields in the drawing (because the fields are vulnerable to lower water absorption and therefore are at risk of crop failure)
 - Another star next to the water well and the lake (because the well or lake is at risk of evaporating and running dry).
5. Ask the girls to discuss in their groups why and how they think these landmarks are vulnerable to the extreme weather/climate event or hazard before placing a * (star) on their drawing.
 - Give the girls a 2-minute warning before moving on to the next part of the Session, which will shift from thinking about the places and things that are most vulnerable to thinking about the people who are most vulnerable.

*Note: Save the girls' climate hazards maps for Session 45.

SESSION 43

WHO ARE THE MOST VULNERABLE TO THESE CLIMATE HAZARDS?

Session Objective: To consider how climate vulnerability intersects with climate hazards in one's own community.

Total Time: 80 minutes

Materials:

- Flip chart and marker
- Girls: Writing materials: The girls' drawings from Session 1
- 1 or 2 sheets of paper split into 5 pieces
- Marker

Recap of Last Activity: 5 minutes
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Activity type: Small Group Work (20 minutes)

Task 1: Map the economic activity in your community

1. using the back of one of the girl's drawings, ask each small group to make a two-column table, like the one below.

Job/Work	Resources Needed

2. Ask the girls to think about the jobs or work that people do in or at the places (natural and human-made) in their drawings.
 - Make a list of this jobs/work under the left side column.
 - For example, if the girls drew a bank in their community map, they would write down "banker" on the left side.
 - If they drew an agricultural farm, they would write down "farmer."
 - If they drew a newsprint shop, they would write down "journalist."
 - If they drew a saloon, they would write down "hairstylist."
 - A home may be the location of handicraft work or soap making—write these kinds of jobs down, too.

- If the person performing this job is more likely to be a woman, place a ♀ (female) symbol next to it.
3. Ask the girls to think about what resources these people use to get to their job, to complete their job, or to get the work from their job to customers.
- Think about things like a bicycle that someone might ride to get to the field or seeds to plant on the farm, or a truck to deliver the vegetables to the market in the city.
 - Write these resources and tools down next to the list of jobs and people.
 - If access to this resource is made harder if the person performing this job is a woman.
 - Place a ♂ (male) symbol next to it to indicate that men are more likely to have access to this resource.
- For example, if it is unlikely that a woman can drive a truck to the market and more like that a man would, place a ♂ symbol next to it.

Use the list below to help stimulate their thinking:

- Bicycle
 - Boat
 - Bus
 - Car
 - Cell phone
 - Cow
 - Donkey
 - Electricity
 - Land
 - Money
 - Pig
 - Radio
 - Solar power
 - Tools
 - Truck
 - Water
4. Ask the girls to consider which of the jobs/work they have brainstormed together might be more *resilient* to climate change—that is, more able to face the climate hazard or to respond or reorganize so that they can maintain their activities with little disruption or disturbance.
- Similarly, which jobs/work might be more vulnerable to disruption or disturbance in the face of the climate hazard?
 - Ask the girls to discuss in their small groups their reasons why, and place a * (star) next to those jobs that the small group agrees is most vulnerable to climate change.

Task 2: Map the care economy in your community

Time: 20 minutes

1. On the back of another girl's drawing, ask each small group to make another two-column table, like the one below.

Care Jobs/Work	Resources Needed

2. Ask the girls to think about the jobs or work that people do in their community that are responsible for the education, health, and wellbeing of community members. - These may be paid or unpaid jobs.
 - Make a list of these care jobs/work under the left side column. For example: teacher, nurse, doctor, parent, in-home care worker (for special needs, sick, or disabled people), mentor, religious leader, etc.
 - If the person performing this job is more likely to be a woman, place a ♀ (female) symbol next to it.
3. Ask the girls to think about what resources these people need in order to be able to engage in this kind of care work.
 - Think about things like time, knowledge, training, trust, relationships, social services, etc.
 - Write these resources down next to the list of care jobs.
 - If access to this resource is made harder IF the person performing this job is a woman, place a ♂ (male) symbol next to it.
4. Ask the girls to consider which of these care jobs/work might be more *resilient* to climate change—that is More able to face the climate hazard or to respond or reorganize so that they can maintain their activities with little disruption or disturbance.

Consider which care jobs/work might be more vulnerable to disruption or disturbance in the face of the climate hazard.

Ask the girls to also consider whether the people performing these care jobs are paid.

If the job is a paid job, place a # (money) symbol next to that job.

Remind the girls to consider the economic shock that might happen as a result of the extreme weather/climate event or climate hazard.

If the person performing the care job/work does not receive an income from this work (e.g. the work is unpaid domestic work)

Can this person continue to perform this care job/work in the event that his/her household has experienced a sudden loss of income or loss of livelihood?

Or, does a household economic shock from climate change actually increase the burden of care (e.g. care for siblings increases when schools are shut down due to physical damage of school buildings)?

Discuss in their small groups their reasons why, and place a * (star) next to those care jobs/work that the small group agrees is most vulnerable to climate change.

Debrief (10 minutes):

Ask the girls to focus on the large group for a brief inter-activity discussion.

1. How are the places, things, and people you drew or named connected to and/or dependent on each other?
2. When one place, person, or thing is impacted by an extreme weather/climate event or exposed to a climate hazard, how does this impact another place, person, or thing?
3. How might this play out globally? If one place, person, or thing in Nigeria is impacted by climate change, how might this impact another place, person, or thing in Niger or in Chad?
 - **Explain** to the girls that this interdependency illustrates how *systems* work.
 - A **system** is a group of things that work together as a whole.
 - Your body is a complex system with different organs, muscles, cells, neurons, etc. working together as one.
 - The jobs that we discussed earlier today illustrate how our human systems (our economic activities, our society, our health) interact, connect with, and are interdependent with the natural world.
 - When one thing is impacted negatively, a whole chain reaction happens to all the things that are related and connected together in that system.
 - For instance, if a garden is flooded, not only are the plants destroyed, but the people and animals relying on those plants for income and food are also impacted.
 - Understanding these connections is important because they help us think about how different people in our community are impacted by climate change differently and at different times.
 - The most vulnerable members of our community (our “system”) may be most at risk of exposure to climate hazards and experience the negative

impacts of climate change first, but eventually every member of our community will, too, because we are all interconnected

*Note: Save the lists of jobs for Session 45.

SESSION 44

HOW DOES GENDER IMPACT CLIMATE VULNERABILITIES AND SOLUTIONS?

Session Objective: To build awareness of how gender impacts the experience of climate change; to build integrated thinking toward addressing climate vulnerability through gender empowerment.

Total Time: 80 minutes

Materials Needed:

- Flip chart and marker
- 5 climate hazards
- Girls: Writing materials

Recap of Last Activity: 5 minutes

Part 1: What Does Gender Inequality Have to Do with Climate Change?

Objective: To understand how gender inequality exacerbates climate vulnerability

- Begin with a recap of the Homework assignment by asking the girls to share what they learned from their elders.
- If the girls had the chance to ask their elders about who in the community has been impacted by climate hazards the most.
- Then ask the girls whether they can spot any patterns in the characteristics of those people/groups that have been most impacted.
- It may help if the facilitator writes a list on the blackboard of the types of people that the girls mention in their responses (e.g., farmer, woman, shopkeeper, etc.)
- Ask the girls to try to identify common characteristics that may have contributed to increasing the vulnerability of these individuals/groups to the climate hazard.
- Was it their socioeconomic status?
- Was it their gender?
- Was it their location in relation to the hazard? Etc.
- If the girls had the chance to ask their elders about solutions (e.g., how to reduce their community's vulnerabilities to climate hazards, or examples of how the community worked together to solve a big climate or environment-related challenge)
- Ask them what they learned.
- What was the outcome of the solution or collective action?

Discussion (20 minutes):

Today we are going to dig a little deeper into underlying root causes of climate vulnerability by learning more about how *gender inequality* worsens vulnerability - How climate change worsens gender inequality.

The story of Talatu

Talatu is a 14-year-old girl living in a rural village in northern Nigeria. Her father is a farmer, but often leaves for the city in search of work for several months because food prices are so high these days and the family needs an additional income. Her mother tends to the crops when her father is not around. But for the last several years in a row, they have not been able to identify the right time to plant seeds. Twice they've had to replant in the middle of the growing season because the rains did not come as expected.

Because their crops have failed multiple times, Talatu's mother has also had to leave for the city for weeks at a time to sell her traditional handicrafts and soaps, leaving Talatu, who is the eldest of 6 children, behind to take care of her younger siblings. When her mother is gone, Talatu cannot go to school because she must act as the head of household, tending to their vegetable garden, cooking for her siblings, making sure her brothers get to school, fetching water, and keeping house. Talatu looks forward to her mother's return so that she can go back to school, too.

This year, Talatu's father wasn't able to plant at all because the rains never came, forcing him to move to the city for the season. And because the land was so dry, an unseasonal cloud burst (sudden heavy rain) caused massive flooding in her village, damaging their home and their reserved food stocks. Talatu and her siblings had to stand on a table for hours until the waters receded. As a result of her father's longer absence and the flash flood, her mother has had to leave for the city as well. With Talatu leaving school repeatedly and for longer periods of time, she no longer feels motivated to go back to school because she has fallen so behind on her schoolwork. The wells are drying up and she and the eldest of her younger siblings have had to travel longer distances to search for water, forcing her siblings to also leave school. She knows which wells not to return to in the future because the men at these wells make her feel very uncomfortable and violated. One threatened her to do things with her body that she did not want to do in exchange for two jerrycans of water. Several months later, Talatu finds out that she is pregnant from the incident by the well. When her father returns, he is furious and begins to talk of marrying her off. She doesn't want to marry, nor does she want to have a child. She doesn't understand how her life came to be this way.

Gender inequality describes how people of different genders are not equal because

- Social and cultural norm
- Beliefs and attitudes suggest that one gender (often women) is inferior to another (often men).

Gender inequality manifests in many ways, from limiting the mobility of women and girls (e.g., girls are unable to travel to another village without a male chaperone or without the permission of a male relative).

To constraining opportunities for women and girls (e.g., girls are more likely to be out of school than boys because they are expected to take care of the house or younger siblings).

To affecting their health and wellbeing e.g.

- Girls and women are more likely to suffer physical, sexual and emotional violence from boys and men.
- Gender inequality also affects boys and men negatively, but in different ways.

How does gender inequality affect Talatu and her family? [Give the girls a few minutes to respond and discuss]

Gender inequality exacerbates girls' and women's climate vulnerability by exposing girls and women to climate hazards and increasing their risk of harm.

And also, by reducing girls and women's ability to adapt to the impacts of climate change (this is called **adaptive capacity**), and to be better able to cope with.

- To bounce back from climate-related disruptions and disasters (this is called **climate resilience**).
- Identify what the climate hazards are in Talatu's story.
- How did these hazards make existing gender inequalities worse?
- How does gender inequality increase Talatu's vulnerability to these hazards?
- How does it expose her to increased risk and harm?
- How did it reduce her ability to adapt to climate change effectively?
- Can you think of other ways in which gender inequality can exacerbate girls' and women's climate vulnerability?
- If there is interest and time to deepen the girls' ability to identify how gender inequality and climate vulnerability are linked, use the following examples to guide the discussion further.
- Also, it may help to draw the figure below on the blackboard and,
- As the discussion unfolds, write in examples of vulnerability to specific climate hazards that are made worse by gender inequality.
- You can use the list below as a starting point.

Possible examples to discuss:

- If gender norms dictate that girls wear long clothing that impede her ability to run, climb, or swim, she is more likely to be injured or to perish in the event of a climate hazard like wildfires, flood, or a landslide that requires her to move quickly to safety.
- If gender practices are likely to discourage girls and women from attending mixed sex public meeting spaces, they are less likely to be exposed to important public information about climate hazards or public information about how to adapt to or reduce their risk of exposure to these hazards.
- If customary law does not allow girls and women to own land, they are unlikely to have access to extension services that can teach them how to use climatesmart agriculture techniques like drip irrigation, intercropping, or agro ecology that are more adapted to drought conditions, ultimately lowering her and her family's food security in dry spells.
- If policies do not allow or discourage women from opening a savings account in their own name, women have less financial autonomy in times of environmental shocks and have less resources to begin an alternative source

of livelihood should climate conditions destroy her or her family's main source of livelihood.

Additional examples of gender inequality that exacerbate climate vulnerability (be sure to also point out how gender inequality may affect boys and men, too):

Gender inequality	Climate Hazard	Climate vulnerability
Limited or no education for girls	Drought, extreme storms, wildfire, flood	· Cannot read or interpret weather warnings · Unlikely to learn new climate-smart technologies
Constrained mobility without a chaperone	Wildfire, flood	· Cannot move quickly to shelter or safety
Disproportionate care burden of the young, sick, and elderly	Extreme temperatures, extreme storms, flood	· Increased exposure to climate-related illnesses (like heat stroke) · Increased likelihood of mortality in the face of natural hazards
Disproportionate domestic burden	Drought	· Increased time poverty · Decreased access to sustainable and adaptable livelihoods
Lack of access to menstrual hygiene products, sexual and reproductive health services, and sanitation facilities	Drought, flood	· Increased exposure to illness (like UTIs) or discomfort (like constipation) · Decreased bodily autonomy · Increased pressure to engage in transactional sex · Increased exposure to gender-based violence

Activity 1: How does climate change impact girls and women in my community?

Activity type: Small Group Discussions (20 minutes)

- Divide the girls into their small groups from Session 4
- Have them look over their community climate hazards map and their job charts.
- The facilitator may need to remind the girls of the 5 climate hazards they selected in the previous session that served as the girls' reference point for considering climate vulnerability.

Task 1: Reflect on the impact of climate change on women's livelihoods -

Take a look at your job charts, including the care jobs chart.

- Remember that these were some of the jobs that you identified that different people in our community do in/at the places you drew on your community map.
 - Choose any of the reflection prompts below.
1. Reflect on the jobs that you marked with a ♀(female) symbol,
 - Discuss amongst yourselves how the 5 climate hazards you selected previously might affect these female workers in ways that are unique because of their gender.

2. Reflect on the jobs that you marked with a * (star), indicating a climate vulnerable job.
 - Given what you know now about how gender inequality exacerbates the impacts of climate change by increasing girls' and women's climate vulnerability,
 - Would you revise your conclusions about which jobs (and the people that perform them) are most vulnerable to the impacts of climate change - Why? Why not?
3. Look at the right-side column of your job charts and the resources needed for each job. Focus on the ones marked with a ♂(male) symbol, and the jobs that you marked with a \$ (money) symbol.
 - Be sure to include the first jobs list where it is assumed that all the jobs listed are paid jobs.
 - Reflect and discuss with each other how gender inequalities might make it harder for women in these jobs to adapt to climate change and/or to bounce back from a climate-related emergency.
 - For example, you might have marked a ♂(male) symbol next to "seeds and land" for a farmer job. This would symbolize that being a female farmer makes it harder to access to seeds and land than for a male farmer.
 - You might have marked a \$ (money) symbol next to training for a nursing job, indicating that becoming a nurse requires money to pay for the training needed.
 - Reflect and discuss amongst each other how climate change might affect women in these jobs more than men.
 - Why? Why not?

Task 2: Reflect on the gender aspects of your community map

Take a look at your community climate hazards map and the places that you marked with a * (star) to indicate where the most vulnerable locations are in your community to the 5 different climate hazards. Given what you know now about how the impacts of climate change can be made worse by gender inequality, are there any new places on your map that you would mark as creating more risk for women and girls? Are there any places that you previously marked as vulnerable that you would consider less vulnerable than you initially thought? Why? Why not?

Part 2: What Does Gender Equality Have to Do with Climate Change?

Objective: To illustrate how gender empowerment and gender equality is vital to building climate resilience and adaptive capacity for girls and women and their communities

Transition:

- Ask the girls: What is the opposite of vulnerability?
- Allow them some time to reflect and respond.

- We have been talking about climate vulnerability and climate risks for some time now.
- It might sound very scary and very sad, But if we are better able to identify climate hazards we can better prepare for them and the potential impacts they bring.
- If we can better prepare, then we can better adapt, cope, and bounce back from climate-related disasters in ways that help us and our families and communities thrive.

This is called building our *climate resilience* and *adaptive capacity*. [Ask the girls if they remember what these terms mean.]

Activity 2: How can empowered girls and women help address climate change?

Activity type: Small Group Discussion (15 minutes)

- Divide the girls into four small groups (mix the girls up this time) and assign them to one of the following stories.
- Have them read or have a mentor read the story out loud and to think about how the actions of the young women helped to increase their own and their community's climate resilience and adaptive capacities.
- Mentors may need to simplify the stories for better comprehension.

Sarai's story

Sarai's village was experiencing an unprecedented drought. The rainy seasons were not starting on time, not lasting as long, and not raining enough. As a result, the wells had run dry and Sarai noticed that the girls and women in her village were suffering the most. Not only were they spending more time to traveling farther distances to collect water, but their daughters and sisters were not able to go to school and not able to engage in other productive work, like making handcrafts and other items to generate income.

Sarai felt like she needed to do something, so she gathered the women and girls in the village for a meeting to discuss the village's challenge with water. The other women expressed how the drought was affecting them the most in their families, and that they needed to work together to address the water scarcity issue. They agreed that they must raise their voices as women to demand their village leadership pursue a solution. Sarai organized a meeting with the village leaders expressing the challenges women were facing with the drought and water crisis. There they learned that one possible solution was to install a water pump that would be able to dig very deep into the ground to pull water up for them to use, saving them hours a day from traveling far away to a water source. Sarai helped to encourage one of the village leaders to write a letter to the local government official requesting that a water pump be installed in their village. She also convinced one of the leaders to go with her to the city to hand deliver the letter to the official. Through her leadership, several months later the local government sent trucks and workers to install a water pump for her village.

*This story was adapted from the film, **Marcher Sur L'eau**, by Aïssa Maïga.*

Jumai's story

Jumai grew up watching her country undergo extreme desertification. A mixture of drought, soil degradation, and wind erosion has led to massive crop failure and the forced migration of many families. For those families who have stayed behind, the environmental shocks and loss of income has led to increased gender-based violence against women, with men acting out their frustration and anxiety through violence. In other instances, families were beginning to force their daughters into early marriage to use the bride price as a source of income in times of hardship. Seeing all of this, Jumai felt powerless to help the girls in her community. How could one young woman do anything to stop the gender-based violence and forced marriage happening around her? Worse, no one around her wanted to talk about what was going on, and no one seemed to be connecting the rise in gender-based violence to the deteriorating living conditions made worse by climate change.

Then, an idea struck Jumai. If no one would talk about the social impacts of climate change, then she would. And she would do so through stories. By telling the stories of the girls and women suffering the most, Jumai could help raise awareness about the connections between gender inequality and climate change. She had always admired the cartoons she saw on television and thought it would be a good way for her audience to understand the more difficult content she wanted to share.

Jumai started working on her graphic novel, interviewing women and girls from around northern Nigeria, collecting their stories and thinking about how they were similar to each other and how they were different.

She thought about what their vulnerabilities were, and how gender inequality helped to explain these vulnerabilities. She also thought about how to tell the stories of boys and men in her book because she realized that the violence they were committing against girls and women was rooted in harmful gender norms, not because they were inherently violent. And to stop the violence, she needed to show that boys and men were part of the solution, too. By telling stories, Jumai felt that she was able to use her voice to give voice to the voiceless, and to bring to light the things hidden beneath the surface.

Fatuma's story

Fatuma grew up as the first girl in a family of 7 children. As a girl, she was always meant to keep out of sight. Her parents did not see any reason to send her to school, preferring to send her brothers instead. However, Fatuma knew that if she did not go to school, she would face a future of hardship just like the other women in her village who were struggling to feed their many children. One year, her brother took some pity on her and gifted her his enrollment fees. She excelled at school and studied hard to give her parents no reason but to let her stay in school. She eventually even went to college and studied nutrition.

When she wasn't in school, she was helping her mother with rice farming, trying to contribute to improving the food security of her household and community. But the local market price for rice was lower than the cost of growing it. Fatuma recognized that her community needed an alternative food source that would be hearty enough to grow amidst increasingly variable weather conditions, nutritious and affordable for poor

families, profitable enough to become a viable livelihood for households, and cheap enough to grow that poorer farmers could participate. Drawing on what she learned at school, Fatuma realized that growing pumpkins could be the solution. Pumpkins require low production costs and are a high yield, are rich in vitamins and minerals, can be combined with rice flour to make porridge, and nearly all parts of the pumpkin (its seeds, leaves, stem) can be consumed, leaving very little food waste. Fatuma started her business with very little money and with very little support from her family, being a woman with very little resources. But in just two years, she has been able to grow her business by over 200% and now employs 20 staff. She has also trained and worked with thousands of young farmers (the majority of whom are women with children) to grow pumpkins and to start their own businesses. Fatuma has shown her community that girls can do anything they put their mind to.

Read more about Fatuma here: <https://www.feedthefuture.gov/article/pumpkinspowerful-profitable-and-full-of-potential/>

Ladidi's story

Ladidi is from the Lake Chad region of northern Nigeria, which has experienced enormous effects from climate change. Due to drought and rising temperatures, the lake has lost nearly all of its water. As a result, families in the region have very little access to water or a source of income. Many of the men, desperate for an income but without the skills or opportunities to get a job outside of farming, have been recruited by militant groups to commit acts of violence and terrorism in exchange for money. Because of this increased insecurity and armed conflict in the region, many girls and women, who have to walk longer distances to get water, have been abducted, targeted for sexual violence, and forced into child marriage.

Ladidi recognizes the connections between the environment and gender. On the one hand, climate change is displacing families and causing men to lose their livelihoods, resorting to violence or creating conflict over scarce resources. On the other hand, women's day to day activities in the region are so dependent on the environment that they often come into the crossfires of violence being perpetrated by men. Yet because education levels are so low in the region, and because very few people know about or understand climate change, no one was trying to find out ways to make things better. Ladidi decided to start organizing an educational campaign.

Today, Ladidi travels around northern Nigeria and the Lake Chad region visiting schools to teach children and young people about climate change and how to recognize the signs and its social effects so that they can help their friends and each other. She also speaks with farmers and links them with resources to help introduce them to climate smart agricultural techniques and technologies. This will help them farm even under very dry conditions and be less susceptible to being recruited by militant groups. She hopes to increase local awareness of the connections between climate change and gender so that communities can be better prepared to adapt in ways that allow everyone to thrive.

Read more about Ladidi here: <https://www.wen.org.uk/2020/08/26/whys-climatejustice-a-feminist-issue-oladosu-adenike/>

Discussion Guide:

Use the following sample questions to get the discussion started.

1. In the story that you read, what are the gendered vulnerabilities putting women at greater risk of experiencing the negative impacts of climate change?
2. What did the young women do to try to help reduce the climate vulnerabilities of other women in their community?
3. What obstacles stood in their way, and how did they overcome these?
4. Describe how the girl's actions helped to improve the climate resilience of their community.
5. Describe how the girls' actions help her community adapt to the impacts of climate change.
 - After the small groups have had a chance to discuss with each other - Bring all the girls back to the large group.
 - Ask one girl from each group to summarize the story for the entire group,
 - And another girl from each group to summarize what they thought was the most memorable point from their small group discussion.

Homework: Write your own climate resilience story

- Ask the girls to create their own story of a young woman in their village who is taking action to
- Reduce her own, her families, or her community's climate vulnerability.
- The girls can model their story off of a real story that they have witnessed or heard about, or they can make up a fictional story based on themselves or a fictional character.
- The story should have a clear climate hazard
- Illustrate the unique climate vulnerability faced by the main character or by her community
- It should showcase a set of actions that the girl takes to reduce this vulnerability and to increase her or her community's climate resilience.

SESSION 45

WHAT ARE WAYS TO MITIGATE AND ADAPT TO CLIMATE CHANGE?

Session Objective: To build foundational understanding of climate mitigation and adaptation.

Total Time: 80 minutes

Materials Needed:

- Flip chart and marker
- Girls: writing materials

Recap of Last Activity: 5 minutes
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Part 1: What are the Actions to Adapt to Climate Change in Nigeria?

Objective: To understand climate adaptation and its importance in Nigeria

Activity 1: What does climate resilience look like?

Activity type: Skit/Performance (30 minutes)

- Divide the girls into small groups of three. In their small groups:
- Have one girl volunteer her story to serve as the basis of the group's role play.
- Have another girl read the story to the rest of her small group. (about 5 minutes)
- The small groups should discuss their story to be sure that everyone in the group understands the story, including the climate hazard, the climate vulnerability, the action taken, and the resilience gained. (about 5 minutes)
- The girls should now come up with roles for each member of the group, as well as a short script to act out the story. (about 10-15 minutes)

When developing the skits, the girls should ensure their skit has at least three parts:

- a. pre-action (setting the scene)
- b. the action (the climax—what the main character does to address her or her community's climate vulnerability)
- c. post-action (what happens as a result of the action taken)

Give each small group about 5 minutes to perform their skit for the rest of the group. After each group performs their skit, ask the rest of the girls to respond to some of the questions below:

1. Can you identify what the climate hazard was in the story?
2. What kind of vulnerabilities did the main character or her community face? What factors created this vulnerability? Was gender inequality a factor?
3. What did the main character do to reduce this vulnerability?
4. How did her actions increase her resilience, or that of her community?
5. Would you have done the same thing? If not, what would you have done differently under the same circumstances?

Presentation (10 minutes):

- We've talked a lot about the causes and impacts of climate change over the last several sessions, including those causes and impacts that are hidden from plain sight and can affect some groups of people more than others.
- We've also talked about vulnerability, risks, and hazards that can put some groups, especially girls and women, in harm's way when it comes to the impact of climate change.
- What we're talking about today are *climate solutions*.

This is something that we've already begun to see through our skirts, and through some of the stories we discussed last time.

- **Climate solutions** are the actions we can take to address our individual and collective risks and to reduce or eliminate the climate hazards in our environment.
- Climate solutions are also the actions we can take to help stop climate change by stopping the activities that are making it worse.
 - We must remember, though, that greenhouse gases stay in the atmosphere for a long time after they have been released—sometimes for decades.
 - This means if we were to stop doing the things that are causing climate change today (mainly, burning coal and oil to fuel our homes, cars, and buildings), we would still see the effects of the greenhouse gases already in the atmosphere for many generations—until your children's children are grown up. This makes climate change a long-term problem.
 - And this means learning to *adapt* to the ways that climate change is changing the planet is very important.
 - This is especially the case for countries like Nigeria where the impacts of climate change are already hurting communities, especially the most vulnerable.
 - And because climate change was historically caused by the activities of rich countries while their economies grew over the last 200 years, these countries have a greater responsibility to take greater actions against climate change than poorer countries.
 - They also have a responsibility to help poorer countries to adapt to the impacts of climate change.
 - But as poorer countries develop they will require the same degree of energy for their economies to grow, and it would not be fair to let climate change delay their development.
 - Nigeria's economy is one of the fastest growing economies in Africa, and it has one of the highest levels of greenhouse gas emissions on the continent. So, all countries, including Nigeria, will have to take action against climate change.
 - But how? And what can you do? Especially if this problem is not going to go away very quickly? [See if the girls have any ideas, before proceeding.]
 - One of the answers is we need to do things to help our communities adapt and to deal with the effects of climate change by adapting our human and natural systems.

- This kind of action is called **adaptation**.
- Adaptation actions are very important for Nigeria because they help to build people's *climate resilience* and *adaptive capacity* to the impacts of climate change already happening in the country.
- Ask the girls if they remember what climate resilience and adaptive capacity is.
- We learned during our last session that our adaptive capacity can be constrained by things like gender inequality.
- Gender norms and harmful gender practices can limit girls' and women's access to important resources, information, and time to engage in activities that could help her or her family to adapt to the impacts of climate change.
- But achieving gender equality can help improve girls' and women's adaptive capacities and, as a result, their resilience to climate shocks.

Part 2: What are Actions to Mitigate Against Climate Change in Nigeria?

Objective: To understand climate mitigation and its importance in Nigeria

Presentation (5 minutes):

- The second thing we can do are those actions that attempt to fix the underlying problems. Actions that help to stop climate change from getting worse.
- By reducing or stopping the human activities that release greenhouse gas emissions into the atmosphere.
- This kind of action is called **mitigation**.

[Ask the girls if they remember the first two sessions where they learned about the Earth's Atmosphere, Greenhouse Gases, and the Greenhouse Effect. The facilitator may want to take a few minutes to remind them of these terms, possibly drawing the figure from Session 2, Part 1, to help remind them. Perhaps even ask the girls if they find it surprising that something like the greenhouse effect can have such a strong impact on human society like those impacts that have been discussed throughout this program.]

In Nigeria, mitigation activities are important to ensure that as Nigeria continues to grow and develop, it does so without releasing harmful greenhouse gas emissions. As one of Africa's largest and fastest growing economies, it will be important that the country makes sustainable choices that promote the health of its soil, quality of its air, cleanliness of its water, etc.

SAY: If we take care of the Earth, the Earth will take care of us

Activity 2: Which action is more sustainable?

Activity type: Small Group Discussion (15 minutes)

Divide the girls into small groups. Either write the pairs in the list below on the chalkboard, or call them out one pair at a time.

1. Have the girls discuss in their small groups, which action in each pair of actions is the more sustainable option.
2. Then determine whether that action is mitigation action or adaptation action.
 - Remind the girls that mitigation reduces or stops the release of greenhouse gases.
 - Adaptation helps people deal with the impacts of climate change.
 - Some actions can be “win-win” that are both mitigation and adaptation.

Rotating crops every year*	Planting the same crop every year
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["win-win" | Mitigation: Crop rotation encourages biodiversity and improved soil health, including absorbing greenhouse gases like carbon and nitrogen | Adaptation: Crop rotation helps farmers adapt to pests and weeds that are made worse by rising temperatures]

Using energy from burning coal (fossil fuels)	Using energy from the sun (solar power)*
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[Mitigation: Burning fossil fuels is the main culprit of greenhouse gas emissions; using an alternative source of energy like the sun, wind, or water is a much more sustainable source of energy]

Clearing trees for farmland	Managing trees and farmland together*
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["Win-win" | Mitigation: Agroforestry methods of land management enables greater biodiversity and improved soil health by integrating trees and shrubs into cropping and livestock land | Adaptation: Agroforestry provides a layer of resilience against climate shocks and enhanced food security]

Using a clean cookstove*	Burning firewood to cook
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[Mitigation:

- Burning firewood or other biomass (organic matter) for cooking releases both greenhouse gases and harmful pollutants that make women (who typically are responsible for cooking) to develop respiratory illnesses and premature death.
- It also promotes deforestation and forest degradation.
- Clean cook stoves use different technologies to mitigate against the release of gas and pollutants, and some use renewable energy like solar.

Planting trees to prevent desertification*	Using water harvesting methods to retain water during dry periods*
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This one is a trick question. Both are sustainable options, but dependent on context. -

- Planting trees is an important way to help prevent desertification (mitigation),
 - But can be ineffective if a single species of trees is used or if surrounding villages have not been taught how to care for the trees.
 - Indigenous water harvesting methods can be a regenerative method to encourage natural tree growth (mitigation and adaptation).

Clear drains of rubbish and litter*	Provide rubbish bins and encourage recycling*
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This one is a trick question.

- Both are sustainable options, but depend on context
 - Clearing drains can help to prevent flooding in flood-prone areas (adaptation)
 - while encouraging recycling can help to curb waste that can contribute to climate change, especially in high consumption/high waste areas (mitigation).
- Homework: Nature Helps Nature Hunt Nature hunt:**
- On your way home, go on a “nature hunt” and identify the natural things around you.
 - Write these down and think about how you benefit from them.
 - For example, if you pass the market and see fruits and vegetables, write down fruits and vegetables.
 - You benefit from these because they provide your body with nutrients, vitamins and energy.
 - If you enjoy watching birds in a particular place, or if you like to hang out with your friends in a meadow, this is nature supporting your mental health.
 - If you get water from the river or a well, or if your family’s home is protected by a large tree, write these down.
 - Think about how nature helps to take care of you. Now, what can you do to take care of nature so that it can continue to take care of you?

SESSION 46

WHAT ARE CLIMATE-SMART LIVELIHOODS?

Session Objective: To build interest and a basic understanding of green jobs and climate-smart livelihoods

Total Time: 80 minutes

Materials Needed:

- Wall space to tape sheets of paper
- 5 climate hazards (from Session 42), each written in large font on a small piece of paper
- “Hazards” and “Community” written largely on 2 sheets of paper
- 7 sheets of paper or flip chart paper
- 8 sheets of paper, split in fourths to create at least 30 pieces (will need both front and backsides of the paper)
- 12-20 beans, or similar sized smallish objects that match the number of participating girls (“votes”)
- 40-50 small pebbles (“climate hazards”)
- Markers
- Tape
- Girls: Writing materials,

Part 1: How Can Individual and Collective Actions Contribute to Resilience?

Objective: To understand what actions and decisions we can take as individual and as a community, and the different impact that these actions can have on climate change and our climate resilience and adaptive capacity.

Recap of Last Activity: 5 minutes
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- Ask the girls to volunteer their list of things that they identified in nature as part of their homework assignment, “Nature helps nature hunt.”
- Ask them to share how these things help to take care of them (physically, mentally, and emotionally).
- Ask them if they thought of ideas of how they can help take care of these aspects of nature.

Presentation (5 minutes):

- Thinking about how nature nurtures us and how we can in turn nurture and protect nature is a fundamental part to building *climate-smart livelihoods*.

Climate-smart livelihoods are ones that meet two objectives:

- 1) They enable communities to meet local and global basic needs, like food security and economic development, without having a negative impact on the environment or degrading/destroying natural resources that future generations will need to meet their needs.

- 2) They reduce vulnerability and build resilience of people and communities to the short-term risks and long-term stresses of climate change and other shocks to human and natural systems.
- Climate-smart livelihoods are created through a combination of individual and collective actions.
- Some of these actions are more long-lasting and impactful than others, and the types of actions that are most impactful depend on local contexts and local circumstances.
- Today, we're going to consider the type of decision making and future thinking that is required to build climate-smart livelihoods.

Activity 1: How Can We Act to Adapt?

Activity type: Game

Time: 45 minutes

This activity has been adapted from *Act to Adapt*, and can be supplemented with *Resource Cards*, or played with self-made cards (This adaptation uses self-made cards). The game is part of the *Y-Adapt curriculum developed by PLAN International, the Red Cross Red Crescent Climate Centre, the Engagement Lab at the Emerson College, the Philippines Red Cross, and PLAN Philippines*.

Objective of the game: Players will see how climate hazards pose a risk to community resources, and how individual and collective “climate-smart” action (both mitigation and adaptation) can help to build community resilience by reducing climate impacts, adapting human and natural systems, and stopping climate change.

Task 1: Choose your community resources (30 minutes) Set

up:

1. Label each of the 7 flipchart papers with one of the following resource categories (left column) at the top of the paper:

Resource Category	Example
- Organizations/Institutions	Local Village Council, NGO, bank, market, etc. (groups or organizations that serve your community)
- Jobs/Work	Example: Farmer, teacher, etc. (activities that people in the community do that provide income)
- Mobility/Communication	Example: Bicycle, donkey cart, cell tower, etc. (things that help people be more mobile or to interact and connect with each other)
- Knowledge/Skills	Example: School, university, NGO, etc. (places that provide people with information and skills)
- Health/Care	Example: Clinic/hospital, doctor, gym, etc. (things that help people become healthier)
- Nature	Example: Trees, river, cow, goat, garden, etc. (things that are part of the natural environment)

2. Create 7 “stations” for brainstorming by placing 1 flipchart paper at each location with several markers

Brainstorm:

1. Divide the girls into 7 groups and have each group start at a different station.
2. Explain to the whole group what each of the stations represents, running through the examples (right column, above) if needed.
3. Give the girls 1 minute to brainstorm and write down on the paper. The people, places, and things in their community that they think fits into the category. They can think back to previous Sessions (e.g., their community map from Session 1, their jobs charts from Session 5 etc.)
4. After 1 minute, have the girls rotate to the next category, read what the previous group listed, and then add to it.
5. Continue to rotate until all groups have had the chance to visit each station once (six rotation).
6. Ask each group to take their paper and lay them on the floor, creating a line of the seven categories.

Ranking:

- Working individually now,
- Explain to the girls that they will now vote on which 3 things they think is the most important resource across all the categories.
- Each girl has only 3 votes, which will be represented by an “X” mark, and she can use these 3 votes however way she wants to. She could:
 - a) Give 1 resource all 3 of her votes (XXX)
 - b) Give 1 vote to 3 different resources (X) (X) (X)
 - c) Give 1 vote to 1 resource and 2 votes to another resource (X) (XX) - Give the girls about 5 minutes to do this.

Create Community Resource Cards:

1. On the board write the following list of systems (left side column):

<u>System</u>	<u>Description</u>
People	Do people become smarter, more mobile, or healthier because of this?
Social	Is this a group, organization, or person that helps your community? Or does this help people interact with each other?
Structure	Is this a human-made landscape or construction?
Nature	Is this part of the natural environment?
Livelihood	Does this provide money, income, food, or jobs?

2. Divide the ~30 pieces of paper evenly amongst the girls and have them write their name on the front and back of the card toward the bottom of the page.
3. Then divide the list of check-marked items amongst the girls. You can do this in one of two ways. Either:
 - a. Have the girls choose 5-7 items on the lists on the floor that have an "X" mark next to it, cross it out on the list,
 - And then write these items in large letters on the front of their pieces of paper (1 item per paper).
 - If there aren't 30 items check-marked on the list,
 - permit the girls to make duplicate cards of the items that have more than 1 "X" mark.
 - b. Divide and assign the items to each girl.
 - Write down each of the "X" marked items onto each of the 30 pieces of paper.
 - If there are not 30 items checked, create duplicate cards of those items that have more than 1 "X" mark.
4. On the backs of the girls' pieces of paper
 - Have them look at the list of systems on the board and write down whether the item they have selected fits into any of these systems.
 - For example, if they have the item "school" on the front of their Resource Card
 - Then on the back of the card they should write down "people" (because schools help people become smarter),
 - Social (because schools help their community and helps people in the community interact with each other),
 - Structure (because typically schools are human-made structures), and
 - "livelihood" (because schools provide livelihoods for teachers, school leaders, and school staff).

* For duplicate cards, be sure that the girls filling in these cards have written in the same systems on the backs of the cards.

- * If there is sufficient time, ask the girls to check each other's cards to make sure they have selected the right systems for each item.

Task 2: Act to Adapt (40 minutes) Set

up:

1. Create the "Resource chart" on the wall by taping the "Hazards" and "Community" cards side-by-side at the top, taping a line down in between. These will serve as your column headings. Tape the 5 hazards from previous session in a single column down the left. (See diagram below).

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- This Resource chart will help the facilitator keep track of how the players on the Community Team are adapting their community resources in the face of climate hazards.
- As the game progresses through each climate hazard,
- The facilitator will tape resources cards under the appropriate team's column (Hazards or Community),
- Depending on whether the Community team is able to successfully adapt the resource to the climate hazard.
- Give each girl a bean ("vote") and
- Have them stand in a large circle with their resource cards. Tell the girls to remember where they are standing, as this will be their position for the entire game.
- Make the community by having every girl put their Resource Cards down in the middle of the circle on the floor with the item name facing up.
- Have the girls do this one at a time, reading aloud the name of their Resource Card.
- Be sure that the resource cards are spread around, spaced out, and mixed up well.
- The girl should return to her previous position on the circle.

- Pick 2 players to be on the Hazard Team. They should not be near each other on the circle. Replace these players' beans with 7 pebbles each.

How to play:

1. The team with the most Resource Cards is the winner.
2. The Hazard Team represents the 5 climate/environmental hazards from Session 4. Their aim is to "destroy" as many Resource Cards as possibly. Each Resource Card that is "destroyed" goes to the Hazard Team.
3. The Community Team aims to "protect" as many Resource Cards as possible by adapting them. Each card that is not destroyed after 5 rounds is kept by the Community Team.
4. The game ends after 5 rounds.

How the Hazard Team gets cards:

1. For each round, the Hazard Team's pebbles represent the hazard for that round (e.g., a flood, a storm, a drought, etc.).
 - Without moving from their position on the circle
 - The Hazard Team members should toss the pebbles on the Resource Cards.
 - They must toss the pebbles all at the same time.
2. If a pebble lands and stays on a Resource Card, this resource is destroyed and belongs to the Hazard Team.
 - The card is removed and taped to the Resource Chart under the "Hazards" column and next to the specific hazard for that round.
3. Whoever's name is on the destroyed Resource Card joins the Hazard Team.
 - The facilitator should give this player 7 pebbles in exchange for their bean.

How the Community Team gets cards:

There are 2 ways the Community Team can protect its Resource Cards:

1. Individual actions: Individuals actions protect Resource Cards for 1 round only.
 - To take an individual action, you give your bean to the facilitator, which allows you to flip over 1 of your Resource Cards.
 - On the back of each card, you have listed the different systems associated with this resource.
 - For these flipped cards to be destroyed by the Hazard Team, the number of pebbles that land on the card must be more than or equal to the number of systems listed on it.
 - For example, if your Resource Card has 3 systems listed, then it needs at least 3 pebbles on it to be destroyed during that round.
 - Individual actions only last one round, and at the end of the round the cards will be flipped back over.
2. Community actions:
 - Community actions protect Resource Cards for the rest of the game.

- To take a community action, you will need to place your bean on a resource card in your community circle. For the Card to be protected, it must receive votes from 1/3 of the community.
- The facilitator will then move the protected card to the Community section of the Resource Chart, next to the specific hazard for that round.
- It will remain protected for the rest of the game.

Number of votes needed for community action									
Number of community team players									

Practice Round 1:

1. Reveal the hazard that will impact the community (make up a climate hazard for the practice round).
2. Give the Community Team 1 minute to discuss with the people next to them what action they should take.
 - Players cannot move from their spot on the circle.
 - They should think about which resources are both important and particularly vulnerable to the hazard for that round.
3. Get opinions from the Community Team on what to protect by asking them to raise their hand if they have a specific Resource Card that they think should be protected.
 - Select someone and ask her to say which resource she would protect and why.
 - Ask the rest of the Community Team to raise their hand if they agree. Repeat this with three different Community Team members.
6. Choose half of the players to take community actions by voting with their beans which resource they want to protect.
7. Have them place their bean on the Resource Card, reminding them how many votes are needed to protect a resource.
 - Count the votes (beans) on each Resource Card.
 - If there are enough votes to make a community action to protect the resource
 - Move the card to the Resource Chart under "Community" and next to the hazard for that round.
8. Choose the remaining half of the players to take individual actions.
 - These players should give their vote (bean) to the facilitator and then flip over the
 - Resource Card of their choice.
 - Let the Hazard Team toss their pebbles.
7. Show everyone which Resource Cards were protected and which ones were destroyed.

- Move the destroyed cards to the Resource Chart under “Hazards” and next to the specific hazard for that round.
- 8. The Community Team players of the destroyed Resource Cards should now join the Hazard Team, trading their bean for 7 pebbles with the facilitator.
- 9. Flip any cards protected by individual actions back over so the name of the item is facing up,
- 10. and redistribute one bean to each of the remaining Community Team members, and 7 pebbles each to the old and new Hazard Team members.

Practice Round 2:

1. Reveal the hazard that will impact the community (make up a climate hazard for the practice round).
2. Give the Community Team 1 minute to discuss with the people next to them what action they should take.
 - Players cannot move from their spot on the circle.
 - They should think about which resources are both important and particularly vulnerable to the hazard for that round.
3. Get opinions from the Community Team on what to protect by asking them to raise their hand if they have a specific Resource Card that they think should be protected.
 - Select someone and ask her to say which resource she would protect and why.
 - Ask the rest of the Community Team to raise their hand if they agree. - Repeat this with three different Community Team members.
4. This time let everyone on the Community Team choose whether they want to take an individual or a collective action.
 - Have these players close their eyes, and instruct them to take a step forward if they want to take a community action or to stay where they are if they want to take an individual action. - Have them do so on the count of three.
5. Community Team players that stepped forward should take their community action first by placing their vote/bean on the Resource Cards that they want to protect.
 - Remind them how many votes are needed to protect a card.
6. Count the votes on each Resource Card. If there are enough to make a community action to protect the resource, move the card to the Resource Chart.
 - If the Community Team did not have enough votes to protect a card,
 - Point this out to the Team and let them know that in the future they may want to better communicate how they are going to vote, or they may want to take an individual action instead.
7. Individual actions can go next.
 - These players should give their vote (bean) to the facilitator and then flip over the Resource Card of their choice.
 - If no Community Team members chose to take an individual action, ask them why.
8. Let the Hazard Team toss their pebbles.
9. Show everyone which Resource Cards were protected and which cards were destroyed.

10. Reset the game completely.

Play the game:

- Restore all Resource Cards to the community circle,
- Distribute beans to Community Members, and pebbles to only 2 Hazard Team players to start.
- Play for 5 rounds, going through each climate hazard on the Resource Chart. The team with the most Resource Cards after 5 rounds wins the game.

Debrief (5 minutes):

Ask the girls to discuss the following questions with their neighbor:

1. What did you notice while playing this game?
2. What was the difference between community and individual actions? Which types of actions created the most resilience?
3. What was your strategy?
4. What happened to your community resources with each new hazard?
5. Were there any Resource Cards that were destroyed that you wish you and your team had adapted?
6. Which resource do you think is the most important to protect in real life from extreme weather and climate hazards in your community? How is this being “climate-smart”?