

# **Goal Games**



# WELCOME TO GOAL GAMES

Goal Games are fun play-based activities that take Goal life skills and add movement, competition and physical activity. They can be used as stand-alone sessions in place of Goal curriculum sessions or in combination with Goal curriculum sessions. They can also be used at community-based events, schools or other larger gatherings with youth.

#### ADAPTATION FOR SOCIAL DISTANCING

Each game in Goal games has been reviewed and adaptations have been indicated within the original game to comply with social distancing and other practices necessary to prevent or decrease the spread of COVID-19 or other viruses. These adaptations are in a box directly following the original instructions for the game.

#### PLAY AND SPORT BASED METHODOLOGY

Goal Events uses play and sport-based methodologies to transfer life skill messages through games and sport sessions. Girls learn through actively doing and being involved in a game, as opposed to learning through a lecture on a particular life skill. Session structure, although it can vary, typically looks like this:

- a. Welcome/warm up
- b. Introduction to the session theme
- c. Instructions for the game play
- d. Play! (play reflect play again)
- e. Discuss (Reflect Connect Apply)



One of the most important parts of using games and sport to transfer life skill messages is the discussion at the end. This helps girls directly **reflect** on the game and the lessons learned, **connect** those lessons to their current life and then discuss how they will **apply** them in the future. Although some games may not follow this format, most games will follow this format and structuring the discussion in this way can help coaches better transfer important skills and messages to the participants.





#### ADDITIONAL COACHING TIPS

- Make sure to do an introduction to the game/ lesson. Don't surprise the girls with the life skill at the end, but introduce what life skill they will be exploring throughout the game, so they have a chance to reflect at all stages.
- It is important to give all instructions to the girls before sending them out to the field or play space to get into positions for the game. If you wait until getting them into position, they might be too far away to hear the instructions and you will end up with a disorganised game or having to repeat yourself many times.

#### **DURING THE DISCUSSION:**

- If girls are quiet and reluctant to speak up, tell
  a personal story related to the subject you are
  discussing. This will often make the girls feel
  comfortable and might encourage some of them
  to speak up.
- Acknowledge the right answer. If a girl answered correctly, don't simply move onto the next discussion point or question but let her know, and everyone else know, that she gave the correct answer. Likewise, if a girl gives an incorrect answer, make sure to acknowledge that the answer is incorrect, so wrong information is not spread. Do this sensitively and in a way that doesn't make the girl feel shy or embarrassed. Thank her for speaking up and attempting to answer and that we are all here to learn.
- If certain girls are disrupting the game or drill, ask the team captain of the group to speak to them. If that doesn't work, speak to them yourself. If they are still causing problems, ask them to step away and sit on the side until the game is over.
- Girls can get very distracted during a Goal Game, particularly because there are lots of activities happening at the same time. Create a clap, call or response activity that will get the attention of your team when their attention starts to wane.
- Demonstrate the rules and activities of the game as coaches, or ask for volunteers to help. It is often easier for the participants to understand the rules after seeing a small demonstration as opposed to oral instruction.

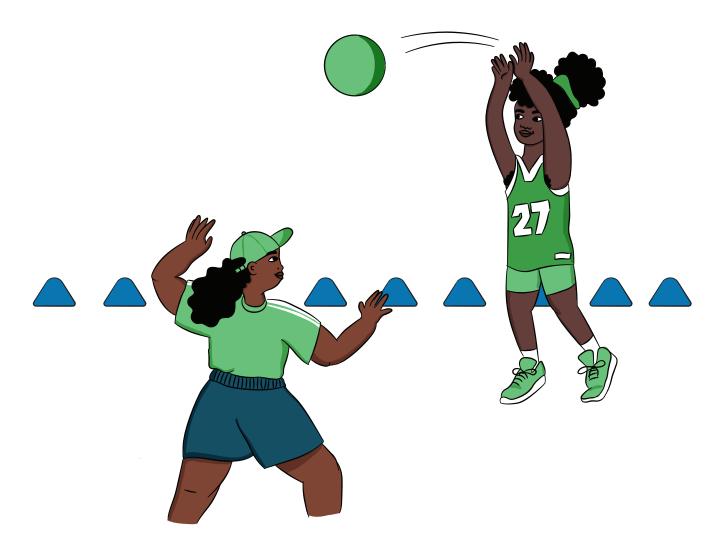
#### **COACHING IN PAIRS:**

- It is encouraged for each game to have two coaches. However, when coaching in pairs, it is important that each coach understands not only the game and how to explain it, but also, their individual role when giving instructions or delivering the game. Coaches who are confused and don't have the same understanding of the game, or who are speaking over each other, look very unprofessional and could lose the girls' interest and respect. As a coaching team, rehearse how you will give instructions and if you disagree with your partner during the game, call her aside privately later rather than arguing in front of the participants.
- Don't let injuries distract from the game or session.
   If there is an injury, make sure that one coach or volunteer takes the girl aside to assess the injury and that the other coach continues with the game or session. Ensure that the coaches understand what to do if the injury requires care (calling the first aider or getting the first aid box).
- If a particular game is not working, don't be afraid to CHANGE IT! You don't need to stick 100% to the rules in this toolkit. Feel free to change around the rules or instructions to make them either easier or more challenging. If something is confusing, alter it so that everyone will understand and enjoy it.
- If participants are playing the game and don't seem
  to understand the instructions, stop the game, bring
  everyone together and clarify the instructions again.
  It is easier to do this with everyone together as
  opposed to communicating with individual players
  during play.

## QUICK WAYS TO CREATE GROUPS WITHIN EACH SESSION:

- Mingle Game: Ask the girls to jog around within a designated area in no particular pattern and after 15 or 20 seconds, blow your whistle and hold up a number with your fingers (or shout out a number) like 2 or 4 and the participants must get into groups that size. Do this several times, ending with the number of groups you want.
- Line participants up and start from the beginning, giving each participant a number starting with 1, then 2, 3, 4 etc. If you want a total of four groups, end at the number 4 and begin with 1 again. Then, ask all the 1's to get in one group, all the 2's etc.
- Line the group up from tallest to shortest and split the groups up into the amount you need.

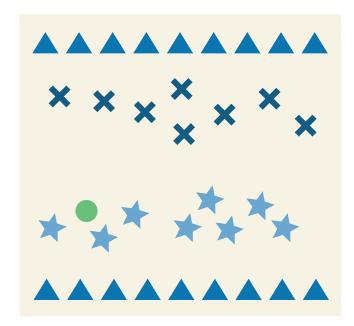
# SILENT BALL



| GOAL MODULE                                                                                                                   | Be Yourself                                      | (backpacks, rocks, rolled<br>socks) Several balls (one<br>for the game and extras | Cones or improvised markers                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| GOAL SESSIONS                                                                                                                 | Non-Verbal Communication,<br>Say It With Silence |                                                                                   | socks) Several balls (one ball<br>for the game and extras in<br>case it is thrown out |
| LIFE SKILL                                                                                                                    | Non-Verbal Communication                         |                                                                                   | of bounds)                                                                            |
| LEARNING GOAL  To understand how we communicate without using our voice (eye contact, body language and practicing awareness) |                                                  | SPACE                                                                             | Open level field                                                                      |
|                                                                                                                               | TIME                                             | 60 minutes                                                                        |                                                                                       |

#### INTRODUCTION

The objective of this game is to help participants understand the importance of non-verbal communication, by playing a game that doesn't allow anyone to use their voice to communicate. For the first round, explain the rules and let the participants play, without giving them any helpful strategies. For the second round, give them time to reflect on the strategies that worked best and try again.



#### FIELD SET UP

Create a playing grid with a line of cones at two opposite ends that represent the end line, or scoring line. Each team will be defending a line and trying score across the other line. At the sides, there should be an out of bounds area so that the participants are restricted in a certain space.

#### RULES OF THE GAME

- Ask participants to get into two teams. Each team
  has its own goal line (a line of cones on their side of
  the field).
- 2. Explain that the objective of the game is to throw the ball to a team member across the opponent's goal line. To advance the ball, team members can throw the ball to each other. Once you have the ball, you cannot move and must stand still until you have thrown the ball to someone else on your team. The ball cannot hit the ground. If the ball does, it is given to the other team.
- 3. The only other rule is that no one can talk. The game must be played in silence. If someone speaks or shouts or uses their voice in any way, she must stop what she is doing and complete one push up and then continue playing. Coaches and volunteers should be watching participants.

#### PLAY

#### Round 1

Blow your whistle and let participants play for 10 minutes. Once a team scores, the ball goes to the other team and the game continues. The team with the most goals at the end of the round wins. After the first round, stop the play and ask participants what communication strategies worked and what didn't work.

#### Round 2

Let participants play one more 10-minute round using the new strategies they discussed. Blow your whistle to end the game and call everyone together for a final team huddle.

#### Round 3

Create different rules and play for another 10 minutes with each rule. Some examples include:

- No clapping of hands
- Everyone on the team must touch or catch the ball before you can score
- · Can use your voice

#### ADAPTATION FOR SOCIAL DISTANCING

#### **RULES OF THE GAME**

- 1. Ask participants to get into two teams of no more than 5 people. Each team has its own goal line (a line of cones on their side of the field). Adjust the field size so that participants can spread out in accordance with social distancing protocols (players should never be within touching distance of one another).
- 2. Explain that the objective of the game is to throw the ball to a team member across the opponent's goal line. Note: if the ball cannot be properly sanitized or you want to reduce the incidence of sharing equipment, you can change the game so that players have to kick the ball to each other instead of throw it. In this case, participants must trap the ball with control across the opponent's goal line to score points.
- 3. To advance the ball, team members can throw the ball to each other. Once you have the ball, you cannot move and must stand still until you have thrown the ball to someone else on your team. The ball cannot hit the ground. If the ball does, it is given to the other team.
  - a. You can add a rule that nobody is allowed to guard the person who is holding the ball (so they are stationary), or must do so from beyond 6 feet.
- **4.** The only other rule is that no one can talk. The game must be played in silence. If someone speaks or shouts or uses their voice in any way, she must stop what she is doing and complete one push up and then continue playing. Coaches and volunteers should be watching participants.

#### PLAY!

#### Round 1

Blow your whistle and let participants play for 10 minutes. Once a team scores, the ball goes to the other team and the game continues. The team with the most goals at the end of the round wins. After the first round, stop the play and ask participants what communication strategies worked and what didn't work.

#### Round 2

Let participants play one more 10-minute round using the new strategies they discussed. Blow your whistle to end the game and call everyone together for a final team huddle.

#### Round 3

Create different rules and play for another 10 minutes with each rule. Some examples include:

- · No clapping of hands
- · Everyone on the team must touch or catch the ball before you can score
- · Can use your voice



#### Reflect

- How was the game? Was it fun?
- Was it hard not to use your voice to communicate?
- What other ways were you able to communicate? How important was eye contact? How about body language?
- What were examples of strategies you had to use to understand your teammates?

#### Connect

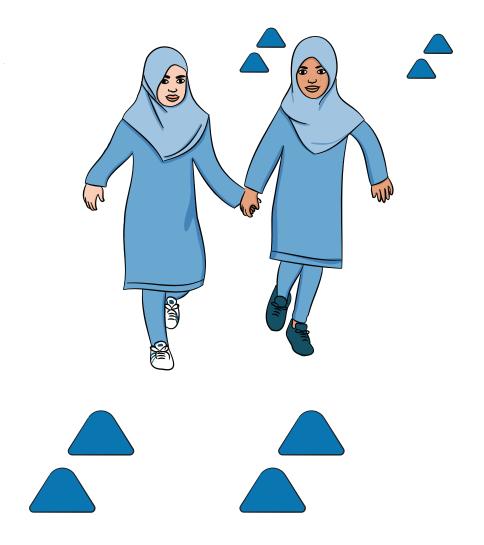
- Did you have to be more aware of what your teammates were doing? What does it mean to be aware?
- How does the game relate to how we use different ways of communication in our daily lives?
   How do we use eye contact, body language and other ways of communicating?

#### **Apply**

- How can we use different communication strategies to express what we are thinking or feeling to someone?
- What are some situations where it's important to know how to use different ways of communicating?

# **PEACE PATH**

Concept adapted from the Peace Makers Programme



| GOAL MODULE   | Be Yourself                                                                   | MATERIALS | Cones or improvised markers (backpacks, rocks, rolled up |
|---------------|-------------------------------------------------------------------------------|-----------|----------------------------------------------------------|
| GOAL SESSIONS | Conflict Resolution                                                           |           | socks) 16 balls                                          |
| LIFE SKILL    | Conflict Resolution                                                           | SPACE     | Open level field                                         |
| LEARNING GOAL | To understand the five steps to solving conflicts peacefully so everyone wins | TIME      | 45 minutes                                               |

#### INTRODUCTION

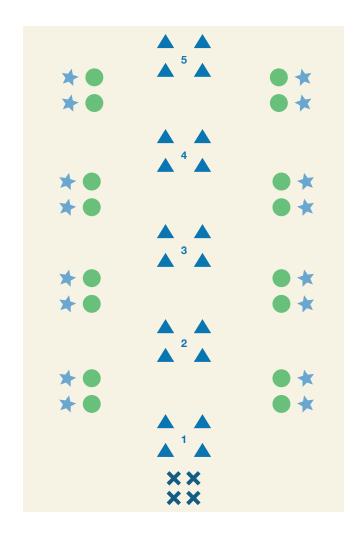
The main objective of this game is to explore the different steps that people might go through when discussing and solving a conflict. Explain to participants that they will be playing a game that represents the 5 steps, or stations, to solving a conflict peacefully. The objective will be to run to each station without getting hit by a ball and without letting go of the hand of your partner.

#### FIELD SET UP

Create 5 squares, about 2m x 2m. Position them in a line, with about five meters of space between each square.

#### RULES OF THE GAME

- 1. Ask participants to get into pairs.
- 2. Choose half of the pairs to be the "throwers" (★). They will stand between the stations, two on each side, each one holding a ball.
- Ask the rest of the pairs to stand in a line in front of Station 1 (✗).
- 4. Explain that the five stations, marked as a square with four cones, are Peace Stations. The pairs in front of station 1 without balls must try to get from station to station without getting hit by balls in between. Those holding balls between the stations must try to roll the ball and hit the legs of the participants as they race to the next station (the ball cannot hit the participants any higher than their waist). If a participant gets hit, her and her partner must return to the previous station and try again. The goal of the game is to get to the fifth peace station safely with your partner, all the while holding hands.



#### ROUND 1

All pairs without balls try to run through to the last station without getting hit. If a pair gets hit, they should go back to the previous station and try again. Stop once all pairs have had a chance to try several times to get to station 5. If the pairs are getting hit quite easily, ask the throwers to take several steps back to make it more difficult for them to hit the runners.

#### ROUND 2

Switch so that the pairs throwing are now running and vice versa. Once everyone has had a chance to run through the stations, gather the group together in a circle and move onto the discussion.

# ADAPTATION FOR SOCIAL DISTANCING

#### **RULES OF THE GAME (5 MINUTES)**

- 1. Ask participants to get into pairs.
- 2. Choose half of the pairs to be the "throwers". They will stand between the stations, one on each side, each one holding a ball.
- **3.** Ask the rest of the pairs to stand in a line in front of Station 1.
- 4. Explain that the five stations, marked as a square with four cones, are Peace Stations. The pairs in front of station 1 without balls must try to get from station to station without getting hit by balls in between. Those holding balls between the stations must try to roll the ball and hit the legs of the participants as they race to the next station (the ball cannot hit the participants any higher than their waist). If a participant gets hit, her and her partner must return to the previous station and try again. The goal of the game is to get to the fifth peace station safely with your partner.
  - a. Instead of holding hands, partners can hold either end of a rope, vest, or stick that is at least 6 feet long.
  - b. Alternatively, they may start the pathway from opposite sides, trying to meet in the middle station. If one partner gets hit by a ball, both partners must return to their respective starting points.

#### PLAY!

#### Round 1

All pairs without balls try to run through to the last station without getting hit. If a pair gets hit, they should go back to the previous station and try again. Stop once all pairs have had a chance to try several times to get to station 5. If the pairs are getting hit quite easily, ask the throwers to take several steps back to make it more difficult for them to hit the runners.

#### Round 2

Switch so that the pairs throwing are now running and vice versa. Once everyone has had a chance to run through the stations, gather the group together in a circle and move onto the discussion.

#### **OPTIONAL**

#### **Role Plays**

- **1.** Ask participants if they can think of any examples of conflicts they have with their peers or family in daily life.
- Pick one conflict and ask two volunteers to role play the conflict or describe the conflict in detail (if they are uncomfortable role playing it).
- 3. After their role-play is finished, ask if anyone has any suggestions on how to minimize or solve the conflict. Once others call out their suggestions, explain the 5 steps to solving a conflict and have the volunteers take those steps to solve the conflict.
- **4.** Once finished, engage everyone in the team huddle questions.



#### Reflect

- How did it feel running through the stations?
   Was it difficult? Could you skip a station?
- · What do you think the "throwers" represented?
- Was it possible to win the game by yourself or did you have to win with your partner?

#### Connect

- How did it feel when you made it through all 5 stations together with your partner? What do you think this represents?
- Is it possible to solve a conflict if one person wins and the other loses?
- Have you experienced different steps to solving a conflict in your daily lives? If so, which steps?

#### **Apply**

- What does it mean to have a win-win situation, where both sides come away with something positive?
- How can we use the 5 steps to solving a conflict in potential future conflicts?

#### THE PEACE PATH

Step 1: Both people in the conflict should use "I" messages to talk about how you feel.

Example: I feel angry when you call me a thief...or...I feel sad when I learn someone is talking about me behind my back.

- **Step 2:** One participant gives a possible solution, while the other listens and repeats back what they understood or heard.
- **Step 3:** The other participant now gives a possible solution, while the first participants listens and repeats back what she/he heard or understood. When thinking about a solution, think through the questions below.

#### QUESTIONS TO THINK THROUGH POSSIBLE SOLUTIONS

- 1. What is the problem?
- 2. How do I feel?
- 3. How does the other person in the conflict feel?
- 4. What could I do differently to solve this problem?

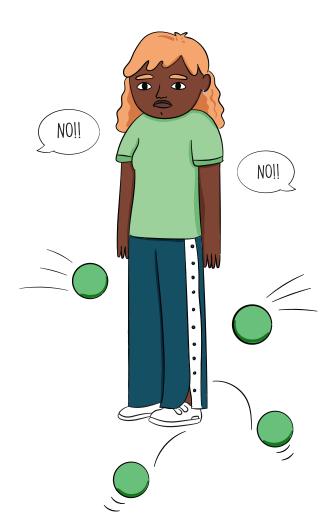
#### POSSIBLE CONFLICT STOPPERS!

- Share
- Take turns
- · Laugh it off
- Flip a coin
- · Apologise
- · Get help
- Ignore
- · Make amends
- · Talk it out
- Compromise

Step 4: Agree on a solution!

**Step 5:** Exist in peace.

# PROTECT THE BEE



| GOAL MODULE   | Be Yourself                                                      |
|---------------|------------------------------------------------------------------|
| GOAL SESSIONS | Saying No and Meaning It                                         |
| LIFE SKILL    | Using voice in confident way and teamwork                        |
| LEARNING GOAL | To practice using your voice in a loud, strong and confident way |
|               | To understand the importance of teamwork and supporting friends  |
| MATERIALS     | 4-5 balls or soft objects that can be thrown per circle          |
| SPACE         | Open flat field or indoor space                                  |
| TIME          | 45 minutes                                                       |

#### INTRODUCTION

The objective of this game is to show participants the importance of teamwork and using their voices in loud and confident ways, however, don't explain this to participants until after the game, during the team huddle.

#### FIELD SET UP

There are no field markers required for this game.

#### RULES OF THE GAME

1. Ask the girls to get into a large circle. The circle should have no more than 10 participants. If so, create multiple circles of 10 participants each. Choose one girl to be the queen bee. She will stand in the middle of the circle. The rest of the girls are regular bees. They must hit the queen bee (only her waist and below) with balls, rolled up socks or anything soft that can be thrown.

**Tip**: Let the girls develop strategies themselves for deciding how to intervene. Some girls might run and grab the balls away from the regular bees so they can't throw them anymore. Some girls might run to the queen bee and stand in front of her so that the balls don't hit her. Give the participants space to discover different ways to reach their objective.

#### Round 1

Choose two girls to be the observers. Their role is stand on the outside of the circle and watch. They are not allowed to talk or move, only watch and observe. Explain to the girls that they have 45 seconds to hit the queen bee as many times as possible. Hand out the balls to the group and start the game. Have the observers keep count of how many times the queen bee gets hit with a ball. Stop the game after the allotted time.

How did everyone feel the first round? Was it easy to hit the queen bee? How did it feel to be the queen bee? How did it feel to be the observers, unable to move or do anything?

DISCUSSION

#### Round 2

Choose a new queen bee. Keep the same observers but explain that this time, the observers have the power to do anything they want. Their goal is to protect the queen bee from getting hit with the balls. The observers must yell out "No" in a loud and strong way each time they protect the Queen Bee from getting hit by a ball. Play the activity several times, making sure different people have a chance to be the queen bee and the observers. Add and subtract the number of balls being thrown to make things harder or easier.

#### Round 3

Switch up the bee so as many people as possible (and as time allows) have a chance to be the bee, first avoiding balls by herself and then having protectors. Think about making it a competition. The bee/protector team whose bee gets hit the least is the winner.



#### Reflect

- What changed during round 2? How did the observers react? How did it feel like to be the observers with more power? How did it feel like to be the queen? How did it feel like to be the regular bees?
- How did it feel to be an observer and able to react?
   How did it feel like to have responsibility to do something and intervene? Was it exciting?

#### Connect

- Are there times in our lives that we might feel like the bee? When?
- Are there times in our lives that we might feel like the person protecting the bee? When?
- Are there times in our lives that we might feel or act like the observers? How and when?

#### **Apply**

- When we see someone being bullied or oppressed, what can we do?
- How do we ensure that we stay safe ourselves when helping others?

#### ADAPTATION FOR SOCIAL DISTANCING

#### **RULES OF THE GAME**

1. Ask the girls to get into a large circle. The circle should have no more than 10 participants, and participants should be at least 6 feet apart from one another. Put down cones to ensure everyone is following the distance guidelines. Choose one girl to be the queen bee. She will stand in the middle of the circle. The rest of the girls are regular bees. They must hit the queen bee (only her waist and below) with balls, rolled up socks or anything soft that can be thrown.

#### PLAY!

#### Round 1

Choose two girls to be the observers. Their role is to stand on the outside of the circle and watch. They are not allowed to talk or move, only watch and observe. Explain to the girls that they have 45 seconds to hit the queen bee as many times as possible. Hand out the balls to the group and start the game. Have the observers keep count of how many times the queen bee gets hit with a ball. Stop the game after the allotted time.

#### Round 2

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#### Round 3

Switch up the bee so as many people as possible (and as time allows) have a chance to be the bee, first avoiding balls by herself and then having protectors. Think about making it a competition. The bee/protector team whose bee gets hit the least is the winner.

# 28 DAYS





| GOAL MODULE   | Be Healthy                                          | MATERIALS | 30 cones or markers, each cone with one number from        |
|---------------|-----------------------------------------------------|-----------|------------------------------------------------------------|
| GOAL SESSIONS | Menstruation                                        |           | 1-30 written on it in black white board marker or a        |
| LIFE SKILL    | Understanding reproductive                          |           | marker that will rub off                                   |
|               | health                                              |           | Alternates to above (30                                    |
| LEARNING GOAL | To understand the                                   |           | rocks or small objects and<br>card taped to each object    |
|               | menstruation cycle and receive accurate information |           | with a number, or cards taped onto a stick and pushed into |
|               | that dispels common myths and misperceptions        |           | the ground if soft)                                        |
|               | and importoophorio                                  | SPACE     | Open field                                                 |
|               |                                                     | TIME      | 45 minutes                                                 |

#### INTRODUCTION

The objective of this game is to expose participants to the stages of menstruation. Explain to participants that they will be getting into teams and playing a quiz game related to menstruation. Ask the following questions to gauge knowledge: What happens during menstruation? Did anyone notice what is written on the cones/field markers? What do those numbers represent?

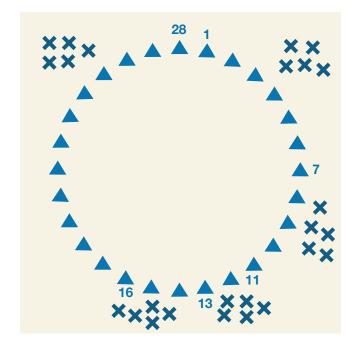
#### FIELD SET UP

Set up a large circle of cones, with a total of 30 cones. Each cone should have a number 1-30, either written right on the cone or on a piece of masking tape stuck onto the cone.

#### RULES OF THE GAME

- 1. Ask the girls to get into 5 teams of four or five and ask each team to sit in front of the cone that is the first number in their particular stage (for example, the group who has Stage 1 should sit on the outside of the circle in front of cone number
- 2. Hand each group the correct card for their particular stage. Then, ask each group what they think happens at that stage and have them read their card, or explain in their own words if they think they know. As the facilitator, explain any difficult words or concepts by providing a definition and more information.

Stage 1: Day 1-7
Stage 2: Day 7-11
Stage 3: Day 11-13
Stage 4: Day 14-16
Stage 5: Day 16-28



# STAGES OF THE MENSTRUAL CYCLE

#### **DAY 1-7**

- Because we start counting the menstrual cycle from the day you start bleeding during the month, day 1 is the first day you start bleeding
- A period can last from 3-5 days, it is different for each girl

#### **DAY 7-11**

- During this stage, the lining of the womb (or the uterus) starts to thicken
- · It is preparing for the release of the egg

#### **DAY 11-13**

 Your hormones come in and start trying to help release the most ripe or ready egg

#### DAY 14-16

· The egg is released!

#### **DAY 16-28**

- The egg travels down the fallopian tube (this is where the egg might come in contact with sperm)
- If the egg is not fertilised in the fallopian tube (by coming in contact with sperm), in a day or two, when the egg reaches the uterus, it breaks apart
- The lining of the uterus also breaks down because the egg was not fertilised and doesn't need to grow
- The body then sheds the egg and lining of the uterus, and the period starts again (which is the egg and uterus lining coming out of your body)

3. Once all groups explain their stage, explain that you will be asking them questions about menstruation and they must come up with an answer as a team. Once they have the answer, each team must send one member to run around the circle and back to their team and sit down. Once they are back with their teams, they have the opportunity to answer the question. The first person to reach their team should answer first. If she is incorrect, then the next team can try. You can also ask follow up questions to make the quiz harder.

#### **ALTERNATIVE RULES**

- 1. Rather than reading the quiz questions and letting teams send a runner right away, explain that you will read the question, give the teams 10-15 seconds to think of an answer, and then blow your whistle to signal a runner to start running around the circle. This allows for a fairer competition if there are some teams who have members with more knowledge about menstruation than others.
- 2. Rather than simply running around the circle, mix up the type of activity for each question. Other ideas are hopping, skipping, running backwards, dribbling a football or basketball etc.
- 4. After you ask each question and get an answer, make sure to clarify to the whole group what the right answer is and discuss any myths or misconceptions that could arise. It is important to clear up any misconceptions. If you don't know the answer to a certain question, make sure that you don't give the girls a wrong answer. Explain that you are unsure and will get back to the girls with the right answer later. It is very important to follow up with the girls once you have the correct answer.

#### **MENSTRUATION QUIZ**

#### TRUE OR FALSE: Once a girl has had her first period, she can become pregnant.

True. When a girl starts having her menstrual periods, it means that her reproductive organs have started working and she can become pregnant. It does not mean, however, that her physical and mental conditions are necessarily prepared for the birth of a child. In fact, because a woman's ovaries release an egg before the onset of her menstrual period, it is possible to get pregnant even before her first period.

### 2. TRUE OR FALSE: It is unhealthy for a girl to bathe or swim during her period.

False. There is no reason that a woman should not participate in a specific activity because of her period, unless she has cramps or any discomfort. She must maintain hygiene.

### 3. Can a girl talk and interact with boys after her period starts?

Yes. She can talk and interact with boys after her period starts.

### 4. TRUE OR FALSE: Menstruation is unclean.

False. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the foetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

# 5. Is the menses blood impure? Are you impure for those days when you are menstruating?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the foetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

### 6. Does menstruation mean that you are hurt inside?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the foetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

### 7. TRUE OR FALSE: A girl can get pregnant if she has sex while she has her period.

True. Sometimes the other ovary releases an egg mid-cycle, so it is possible for an egg to be fertilised even during menstruation, but it is very rare.

## 8. Is menses a means of punishment for being a girl?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the foetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation

### 9. TRUE OR FALSE: Menstrual fluid contains only blood.

False. The menstrual fluid contains cervical mucus, vaginal secretions, mucus and cells, endometrial particles as well as blood. This mixed content is not obvious since the blood stains everything red or brown.

#### 10. What is the average length of a period?

Most periods last two to eight days, with four to six days being the average.

# 11. What is the name for the time in the menstrual cycle when the egg is released?

Ovulation. During ovulation the follicle and the ovarian surface opens over the egg, allowing it to be released into the uterus.

### 12. What are physical and emotional changes you feel when on your period?

You can get headaches, feel cramping in your stomach, bloating, moodiness, pain in your lower back, your breasts become tender.

### 13. Is it okay to wear tampons or sanitary pads for a long time?

No. Wearing tampons or sanitary pads for too long can be dangerous to your body. You should change your tampon every four to six hours. Wearing it longer can cause Toxic Shock Syndrome, a bacterial infection that could lead to serious health problems and even death. Reusing pads or wearing pads for too long also is unhealthy. Once a pad becomes full, it can no longer absorb your blood, and this can cause bacterial infections, rashes and other serious health problems.

### 14. Which of the following can cause your period to be late?

- Pregnancy
- · Changes in diet
- Travel
- · Stress
- · Excessive exercise

All of the above options can cause your period to be late.

# ADAPTATION FOR SOCIAL DISTANCING

#### RULES

- 1. Ask the girls to get into 5 teams of two people or two teams of 4-5 people and ask each team to sit in front of the cone that is the first number in their particular stage (for example, the group who has Stage 1 should sit on the outside of the circle in front of cone number 1. Make sure participants are sitting at least 6 feet apart from one another. Keep girls apart by putting multiple lines of cones for girls to stand behind or have girls stay on opposite sides of the whiteboards/markers.
- 2. Hand each group the correct card for their particular stage. Then, ask each group what they think happens at that stage and have them read their card, or explain in their own words if they think they know. As the facilitator, explain any difficult words or concepts by providing a definition and more information.
- 3. Once all groups explain their stage, explain that you will be asking them questions about menstruation and they must come up with an answer as a team. Once they have the answer, each team must send one member to run around the circle and back to their team and sit down. Once they are back with their teams, they have the opportunity to answer the question. The first person to reach their team should answer first. If she is incorrect, then the next team can try. You can also ask follow up questions to make the quiz harder.
- 4. After you ask each question and get an answer, make sure to clarify to the whole group what the right answer is and discuss any myths or misconceptions that could arise. It is important to clear up any misconceptions. If you don't know the answer to a certain question, make sure that you don't give the girls a wrong answer. Explain that you are unsure and will get back to the girls with the right answer later. It is very important to follow up with the girls once you have the correct answer.

#### **COVID-19 THEMED GAME**

#### RULES

- **1.** Ask the girls to get into 4-5 teams of 2 or 2 teams of 4-5 and ask each team to sit in front of the cone for their team.
- 2. Explain that you will be asking them questions about the coronavirus and they must come up with an answer as a team. Once they have the answer, each team must send one member to run around the circle or through the obstacle course and back to their team and sit down. Once they are back with their teams, they have the opportunity to answer the question. The first person to reach their team should answer first. If she is incorrect, then the next team can try. You can also ask follow up questions to make the quiz harder.
- 3. After you ask each question and get an answer, make sure to clarify to the whole group what the right answer is and discuss any myths or misconceptions that could arise. It is important to clear up any misconceptions. If you don't know the answer to a certain question, make sure that you don't give the girls a wrong answer. Explain that you are unsure and will get back to the girls with the right answer later. It is very important to follow up with the girls once you have the correct answer.

Below are examples of questions you might ask. Please check with your local health official to make sure you have the most up to date information on the virus.

#### COVID-19 QUIZ:

1. Question: What are 3 common symptoms of the coronavirus.

Answer: Could include any three of the following:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- 2. Which of these is NOT listed by the WHO as a symptom of coronavirus?
- a. Fever
- b. Dry cough
- c. Blurred vision (answer)
- d. Nasal congestion

- 3. How long can the virus survive on plastic and stainless steel surfaces?
- a. 72 hours or more
- 4. Which organ in the body does this coronavirus primarily attack?
- a. Lungs
- 5. How is COVID-19 passed on?
- a. The virus is spread mainly between people who are in close contact with one another (within about 2 meters) through respiratory droplets that come from your mouth and nose when an infected person coughs or breathes out.
- b. A person can also get COVID-19 from touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes.
- 6. TRUE OR FALSE: COVID-19 can be passed through sexual fluids, including semen, vaginal fluids, or anal mucous.
- a. False, but saliva and other viral droplets exchanged through close contact (i.e. kissing or other physical contact) can transmit COVID-19.
- 7. Can you always tell if someone has COVID-19?
- a. No, not everyone with COVID-19 has symptoms
- 8. TRUE OR FALSE: Mosquitoes and/or horse flies can carry the virus.
- a. False
- 9. Write down one reliable source of information about the coronavirus:
- a. World Health Organization, government medical bodies (i.e. CDC), state and local health officials

Not: Facebook, social media, friends

- 10. How long does it take for symptoms to appear after exposure to the virus?
- a. 2-14 days, or some people are asymptomatic
- 11. How many seconds should you wash your hands with water and soap? (bonus if you can sing a song or verse for that long)
- a. 20 seconds

# **HYGIENE TAG**





| GOAL MODULE   | Be Healthy                                                                                                                      |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| GOAL SESSIONS | Wildfire/Learning about<br>Hygiene                                                                                              |
| LIFE SKILL    | Understanding hygiene                                                                                                           |
| LEARNING GOAL | To understand how disease spreads and why washing your hands and going to the doctor is important to stop the spread of disease |

| MATERIALS | Cones or markers to create boundary square                                                                   |
|-----------|--------------------------------------------------------------------------------------------------------------|
|           | One ball per square                                                                                          |
|           | Vests (training vests) or pieces of cloth that can be tucked into shorts or loosely wrapped around the waste |
| SPACE     | Open field                                                                                                   |
| TIME      | 45 minutes                                                                                                   |

#### INTRODUCTION

The objective of this game is to explore how bacteria and germs spread, how girls can either prevent or decrease the spread of bacteria or what they can do after getting sick. Explain to the girls that they will be playing a game that will help them understand the importance of hygiene.

#### FIELD SET UP

Create a large square grid using cones to mark the playing boundaries. The grid should be large enough so that participants can run around freely, roughly 15 m x 15 m.

#### RULES OF THE GAME

- 1. Ask participants how they think disease and sickness spreads? Ask them if they know ways to prevent getting sick, or reducing the chance of becoming sick? Give them the opportunity to answer and then explain that they will learn more about this after the following game.
- **2.** Explain that they will now be playing a game of tag. There will be two taggers, who will run around the square trying to touch everyone, or tag them.
- 3. Everyone else must avoid being touched while staying inside the square boundary. If you are touched, you become sick and must stand still and not move, with your legs spread open.

- 4. There will be one "doctor." The doctor can help the sick by crawling between their legs once they are tagged. Once the doctor does this, the person is not sick and can continue to run around once again and be part of the game.
- 5. Explain that there will also be one ball. The ball can be thrown to any participant that is about to be tagged. If you are holding the ball, it gives you immunity from getting tagged and therefore, if a tagger touches you, you are not "sick" and do not have to stand still.

#### Round 1

Play the first round with no doctor or no ball, just two taggers and the rest of the participants trying to avoid being tagged.

#### Round 2

After a minute or so, introduce one doctor.

#### Round 3

After another minute or so, hand one ball to a remaining participant.

**6.** Play for about 5 - 8 minutes and then switch up the taggers and doctor, giving other participants a chance to play those roles. Play around with the size of the square, making it smaller or larger to increase or decrease the difficulty of the game.

#### ADAPTATION FOR SOCIAL DISTANCING

#### RULES OF THE GAME

- 1. Ask participants how they think disease and sickness spreads? Ask them if they know ways to prevent getting sick, or reducing the chance of becoming sick? Give them the opportunity to answer and then explain that they will learn more about this after the following game. Have all participants put a vest (or other piece of cloth/flag/bandana) into the waistband of their shorts.
- **2.** Explain that they will now be playing a game of "tag". There will be two taggers, who will run around the square trying to grab the vests (a training vest) out of the waistbands of the other runners.
- **3.** Everyone else must avoid being caught while staying inside the square boundary. If your vest is grabbed, you become sick and must stand still and not move, with your legs spread open.
- **4.** There will be one "doctor." The doctor can help the sick by crawling between their legs once they are tagged. Once the doctor does this, the person is not sick and can continue to run around once again and be part of the game.
  - a. Alternatively, doctors can roll a ball through the legs of the people who have been tagged in order to heal them.
  - b. Or, have participants who are caught leave the playing field for X number of minutes before returning to play.
- **5.** Explain that there will also be one ball. The ball can be thrown to any participant that is about to be tagged. If you are holding the ball, it gives you immunity from getting tagged and therefore, if a tagger grabs your vest, you are not "sick" and do not have to stand still.

#### Round 1

Play the first round with no doctor or no ball, just two taggers and the rest of the participants trying to avoid being tagged.

#### Round 2

After a minute or so, introduce one doctor. Have the taggers drop the vest where the tagger freezes so that they may re-enter the game once being healed by the doctor.

#### Round 3

After another minute or so, hand one ball to a remaining participant.

**6.** Play for about 5 - 8 minutes and then switch up the taggers and doctor, giving other participants a chance to play those roles. Play around with the size of the square, making it smaller or larger to increase or decrease the difficulty of the game.



#### Reflect

• Did everyone like the game? Was it difficult to not get tagged?

#### Connect

 What gave you immunity from becoming tagged and becoming "sick?" What in our real lives can help us not get sick?

- Washing our hands with soap and water frequently, especially before we eat.
- What if we did get tagged, was there someone to help us? Can doctors help us in our real lives if we get sick, especially if it is something serious?
- If you are playing this game in a small space, what happens? If

you have a large space to play in, what happens? Does this relate to what happens when you are living in a small crowded space and how fast disease spreads?

#### **Apply**

 How can we stay safe and healthy in our communities and avoid being infected by a virus?

# RISKY PENALTY KICKS

Game adapted from Grassroots Soccer Skillz Street Curriculum

| GOAL MODULE   | Be Healthy                                                                                                                  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|
| GOAL SESSIONS | Contraception, Living With HIV/AIDS                                                                                         |
| LIFE SKILL    | Understanding risky<br>behaviour, sexually<br>transmitted infections (STIs)<br>and HIV/AIDS                                 |
| LEARNING GOAL | To understand that risky<br>behaviour can lead to<br>HIV/AIDS and other<br>consequences such as STIs<br>and early pregnancy |
| MATERIALS     | Cones or markers Balls                                                                                                      |
| SPACE         | Open field level                                                                                                            |
| TIME          | 45 minutes                                                                                                                  |



#### **INTRODUCTION**

The objective of this game is to discuss what types of behaviours are risky and could increase one's chance of getting certain STI's or HIV/AIDS. Explain to participants that they will be playing a game that explores risky behaviour and engage in specific discussions after the game.

#### FIELD SET UP

You will need one (or more, depending on how many groups you have) goals created using two field markers. The goals change size throughout the different stages of the game.

#### RULES OF THE GAME

- **1.** Have the girls form two teams. If there are many girls, create multiple teams of 6 or 7.
- 2. Each team picks a goalkeeper and creates an order for penalty kickers. Create a goal (or several) with cones six meters wide. Tell the girls that the goalkeeper represents someone who wants to have sex, and the ball represents the potential consequence that occurs when you chose to have sex. If the ball goes in, that means that the consequence became a reality.

#### Round 1

The goal should be 6 meters in width during the first round. Make it a competition by having each team go through all the penalty kickers and keep score. It should be very easy for everyone to score during the first round.

#### QUICK DISCUSSION

- Was it easy to score? Why?
- What is one way that HIV/AIDS can be transmitted? What makes it easy for HIV/ AIDS to be transmitted?
  - Having sex with no protection at all (not using a condom)
- What are other consequences of having sex with no protection?

#### Round 2

Start the next round but make the goals smaller, moving the cones two meters apart. Now have each team try to score goals. It should be a lot more difficult, not impossible, but very hard.

#### QUICK DISCUSSION

Was it harder to score this round? Why? If this round represents safe sex practices, what does that mean for your chance of feeling the consequences? Are the risks reduced?

#### Round 3

Start the last round but this time make the goals only half a meter wide so that it would be impossible for the girls to score with the goalkeeper there.

#### QUICK DISCUSSION

Ask the girls what they noticed this time? Was it impossible to score? Explain that not having sex is the only way of completely preventing getting HIV, STIs and pregnant.

#### ADAPTATION FOR SOCIAL DISTANCING

#### RULES OF THE GAME

- 1. Have the girls form two teams of 4-5 people maximum.
- 2. Each team picks a goalkeeper and creates an order for penalty kickers. Create a goal (or several) with cones six meters wide. Tell the girls that the goalkeeper represents someone who wants to have sex, and the ball represents the potential consequence that occurs when you chose to have sex. If the ball goes in, that means that the consequence became a reality.

Note: You could reorient this game to be about preventive measures against viral infection.

- Tell the players that the ball represents the virus trying to get into your body.
- During discussions, ask the girls to apply the notion of the goal becoming smaller to measures like social distancing, frequent hand-washing, disinfecting surfaces and objects, etc.

#### Round 1

The goal should be 6 meters in width during the first round. Make it a competition by having each team go through all the penalty kickers and keep score. It should be very easy for everyone to score during the first round.

#### Round 2

Start the next round but make the goals smaller, moving the cones two meters apart. Now have each team try to score goals. It should be a lot more difficult, not impossible, but very hard.

#### Round 3

Start the last round but this time make the goals only half a meter wide so that it would be impossible for the girls to score with the goalkeeper there.

#### **BASIC HIV/AIDS FACTS**

#### (FOR FACILITATOR WHEN ANSWERING QUESTIONS)

- \* Facts compiled from Goal Curriculum and World Health Organisation
- 1. HIV is a virus and is short for Human Immunodeficiency Virus. Like other viruses, it uses living human cells to make copies of itself, which go on to, infect more and more cells. HIV spreads in the body and if not treated can lead to AIDS and eventual death.
- 2. AIDS is short for Acquired Immune Deficiency Syndrome. We say that a person has AIDS when the immune system of someone living with HIV becomes so weak that they cannot fight off illness. Some of the illnesses they get are rare and uncommon in people who are not HIV-positive.
- **3.** HIV is often referred to as a silent disease because people may be infected and not know for many years. Therefore, they can easily and unknowingly transmit the disease to others.
- **4.** The only way to tell that you are HIV positive is by taking an HIV test.
- **5.** HIV can be transmitted through:
  - a. unprotected sexual intercourse (vaginal or anal) or oral sex with an infected person;
  - b. transfusions of contaminated blood;
  - c. the sharing of contaminated needles, syringes or other sharp instruments;
  - d. the transmission between a mother and her baby during pregnancy, childbirth and breastfeeding.

#### 6. Prevention

Individuals can reduce the risk of HIV infection by limiting exposure to risk factors. Key approaches for HIV prevention, which are often used in combination, include:

#### a. Male and female condom use

Correct and consistent use of male and female condoms during vaginal or anal penetration can protect against the spread of sexually transmitted infections, including HIV. Evidence shows that male latex condoms have an 85% or greater protective effect against the sexual transmission of HIV and other STIs.

#### b. Testing and counselling for HIV and STIs

Testing for HIV and other STIs is strongly advised for all people exposed to any of the risk factors so that they can learn of their own infection status and access necessary prevention and treatment services without delay. WHO also recommends offering testing for partners or couples.

#### c. Voluntary medical male circumcision

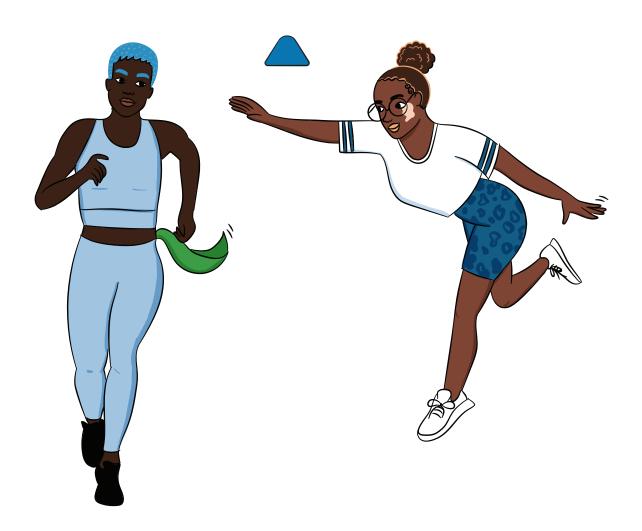
Medical male circumcision, when safely provided by well-trained health professionals, reduces the risk of heterosexually acquired HIV infection in men by approximately 60%. This is a key intervention in generalized epidemic settings with high HIV prevalence and low male circumcision rates.

#### 7. Treatment

HIV can be suppressed by combination ART consisting of 3 or more ARV drugs. ART does not cure HIV infection but controls viral replication within a person's body and allows an individual's immune system to strengthen and regain the capacity to fight off infections. With ART, people with HIV can live healthy and productive lives.

Approximately 11.7 million people living with HIV in low- and middle-income countries were receiving ART at the end of 2013. About 740 000 of those were children.

# **MY RIGHTS**



| GOAL MODULE                                    | Be Empowered              | MATERIALS  | Cones or markers                                        |
|------------------------------------------------|---------------------------|------------|---------------------------------------------------------|
| GOAL SESSIONS                                  | Know Your Rights          |            | Training bibs, headbands or some sort of cloth, one for |
| LIFE SKILL                                     | Understanding women's and |            | each girl                                               |
|                                                | girls' rights             |            | One ball                                                |
| LEARNING GOAL                                  | To understand the rights  | SPACE      | Open field                                              |
| that girls and women have globally and locally | TIME                      | 45 minutes |                                                         |

#### INTRODUCTION

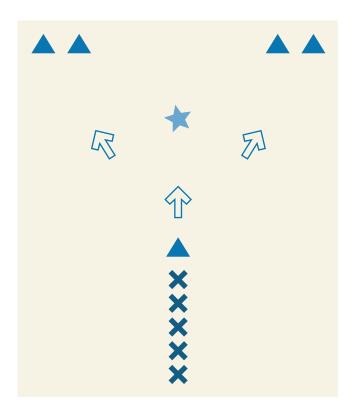
The objective of this game is to explore the different types of rights that girls and women have globally and in their communities. Explain to the participants that they will be learning about the types of rights that girls and women have in their community and universally. It is necessary for the facilitator to read all the rights cards at the end of this activity and keep only the ones that are relevant for the girls in the particular community or society they come from.

#### FIELD SET UP

Use half of a football field or basketball court to create this space. Place one cone in the middle of one end of the space and then create two small gates using field markers on the right and on the left of that cone, about 15 meters ahead.

#### RULES OF THE GAME

- Ask the girls to form one long line behind a cone. Pick one volunteer to act as a defender. She will stand between the line of girls and the two gates.
- 2. The rest of the girls standing in line will place a training bib or scarf in the waistband of their shorts or pants so that half of it is tucked in and half hangs down, able to be grabbed.
- **3.** Explain that the girls with the training bib in their shorts must run through one of the gates, either on the left or right. The defender in the middle must stop them by trying to pull the bib out from their shorts.
- 4. Each girl will go three times, once each round.



#### Round 1

During the first round the girls will run with a ball, either dribbling it with their hands, their feet or holding it. This will make it more difficult for them to make it through the gates and keep their bib at the same time. If you don't want to use balls, the girls with bibs/scarves can also skip or hop.

#### Round 2

During the second round the girls will run normally without a ball and try to get through the gates and avoid getting their bib or scarf stolen.

#### Round 3

Pick a volunteer to act as a personal defender for each girl running with a bib. The personal defender's job is to run alongside the girl with the bib and prevent or block the real defender from grabbing the bib. If the defender pulls off the bib, the participant must return to the line and try again.

- **5.** In the third round, each participant that passes through the gate safely, without losing her bib, gets handed a slip of paper with a "right" written on it.
- **6.** Once all participants have had a chance to pass through the gates safely, get in a circle and have the girls read out their rights on the small sheets of paper.

#### ADAPTATION FOR SOCIAL DISTANCING

#### RULES OF THE GAME

- **1.** Ask the girls to form one long line behind a cone. Pick one volunteer to act as a defender. She will stand between the line of girls and the two gates.
- 2. The rest of the girls standing in line (to ensure girls stay 6 feet apart, place cones on the ground) will place a training bib or scarf in the waistband of their shorts or pants so that half of it is tucked in and half hangs down, able to be grabbed.
- **3.** Explain that the girls with the training bib in their shorts must run through one of the gates, either on the left or right. The defender in the middle must stop them by trying to pull the bib out from their shorts.
- 4. Each girl will go three times, once each round.

#### Round 1

During the first round the girls will try to run through the gates while dribbling a ball with their feet. This will make it more difficult for them to make it through the gates and keep their bib at the same time. If you don't want to use balls, the girls with bibs/scarves can also skip or hop.

#### Round 2

During the second round the girls will run normally without a ball and try to get through the gates and avoid getting their bib or scarf stolen.

#### Round 3

Place a "base" made up of four cones or a hula hoop to act as safe zones for girls running through the gates. The girls may not have their bibs grabbed while in the safe zone. If the defender pulls off the bib, the participant must return to the line and try again.

- **5.** In the third round, each participant that passes through the gate safely, without losing her bib, gets handed a slip of paper with a "right" written on it.
- **6.** Once all participants have had a chance to pass through the gates safely, get in a circle and have the girls read out their rights on the small sheets of paper.



#### Reflect

- What do you think the bib represents? Does it represent our rights in our community?
- How did it feel to have the ball first? Was it hard to get past the defender?
- What was the second round like? How did it feel to get rid of the ball?
- How did it feel to have a safe zone you could go to where the defender could not grab your bib??

#### Connect

- What are obstacles in our lives that prevent us from exercising our rights?
- Where are places/what are resources/who are people in our community that act as safe zones or defenders of your rights?

#### Apply

- What actions can we take to better understand our rights?
- What actions can we take to identify who can help us or where are safe zones are?



#### Reflect

- What do you think the bib represents? Does it represent our rights in our community?
- How did it feel to have the ball first? Was it hard to get past the defender?
- What was the second round like?
   How did it feel to get rid of the ball?
- How did it feel to have personal defender, helping us keep our bibs, or rights, and get to the gates safely?

#### Connect

- What are obstacles in our lives that prevent us from exercising our rights?
- Who are people, just like the personal defenders, that can help us when we feel like our rights are being ignored or violated?

#### **Apply**

- What actions can we take to better understand our rights?
- What actions can we take to identify who can help us?

*Important:* Only pass out the cards that make sense for your community or culture. Also, feel free to add cards with rights that are not here but are relevant for the girls you are working with

#### **RIGHT CARDS**

**1. EDUCATION:** I have the right to go to school just like boys in my community. I have the right to access quality education and finish school.

- **2. HEALTH:** I have the right to have information about my reproductive and sexual health and rights.
- **3. VIOLENCE:** I have the right to be free from violence (sexual, physical, emotional and verbal) in my community and have the right to get help if I do experience violence.
- 4. FORCED AND EARLY MARRIAGE: I have the right to marry at an age that I choose to a person that I choose. I have the right to not be forced into marriage or into an early marriage, which is marriage before I reach 18 years old. Getting married early can put me at risks for pregnancy before my body is ready to carry a child, which can put me at risk of dying during childbirth.
- 5. DOMESTIC VIOLENCE: I have the right to be free from domestic violence. Domestic violence is behaviour used by one person to control the other. This includes emotional, physical, sexual and financial abuse. Some examples of domestic violence include: physical assault or the threat of physical assault, forced social isolation, withholding money or jobs, stalking, and name calling, amongst others.

#### 6. SEXUAL ABUSE WITHIN MARRIAGE:

I have the right to be free from sexual abuse in my marriage. Rape and abuse that occurs within marriage often goes unreported and sometimes isn't recognised by the survivor as abuse.

- 7. FEMALE GENITAL MUTILATION: I have the right to not undergo Female Genital Mutilation (FGM). FGM is the name for procedures that alter, cut or injure female genital organs for non-medical reasons. The practice has no health benefits and very serious harmful effects.
- **8. BE COUNTED:** I have the right to be counted as a citizen of my country and an important member of my community and access the same human rights that boys and men do.
- 9. HONOUR KILLINGS: I have the right to not be killed to save the honour of my family. An honour killing is the murder of a family member because they did something to dishonour the family. In many cases the victim is a woman who has been raped, had sex outside marriage, or wanted to marry someone that is not approved by the family.
- 10. SEX TRAFFICKING: I have a right to not be trafficked. Human trafficking is when a person is used as an object for the profit of another person. This may include prostitution, forced work or slavery.
- 11. SON PREFERENCE/FEMALE INFANTICIDE:

I have the right to not be killed or neglected because I am a girl.

**12. DOWRY MURDER:** I have the right to not be murdered because my family could not meet dowry demands by my husband's family.

# **MY COMMUNITY**





| GOAL MODULE   | Be Empowered                                                                               |
|---------------|--------------------------------------------------------------------------------------------|
| GOAL SESSIONS | Mapping Resources/Walk<br>Around Town                                                      |
| LIFE SKILL    | Accessing Resources in the Community                                                       |
| LEARNING GOAL | To understand the different resources and services women and girls have in their community |

| MATERIALS | Cones or markers |  |
|-----------|------------------|--|
|           | Balls            |  |
| SPACE     | Open field       |  |
| TIME      | 45 minutes       |  |

#### INTRODUCTION

The objective of this game is to help participants understand the resources they have in their communities. Explain that the participants will be playing a game in which they must think about the different problems or obstacles they might be experiencing in their lives and what resources they have in their community that might help them.

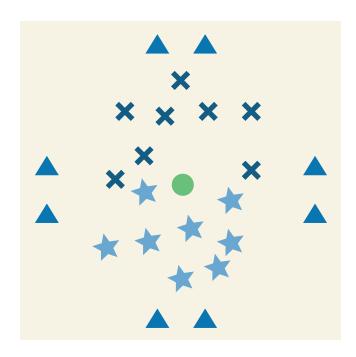
#### FIELD SET UP

Create a square grid with four goals (made my field markers) on each side of the grid. The goals should be about 1 meter wide.

#### RULES OF THE GAME

- **1.** Ask the participants to get into two teams. Both teams will be trying to score in the correct goal depending on who has possession.
- 2. Explain that the four goals, or gates, each represent a different resource in the community that the girls can access. Ask the participants to name four types of problems they might face in their community and brainstorm four different places they could go to get help. Below are examples, but this game works best if the participants themselves come up with issues they face in their community and the coach helps them understand what services there are and how to access those services.
- a. Have sharp painful pains in the abdomen area that do not go away: Local hospital, local clinic, SRHR centre
- b. Experiencing violence at home: local GBV centre, local counsellor, local NGO, friend?
- c. Don't have all my records or identity papers (passport, national identity card): local post office, local government office
- d. My family is not allowing me to go to school: Local police, local gender centre, local human rights NGO

- 3. Next, assign a resource to each goal or gate. Then, tell participants that you will call out a problem and the team with the ball must decide which resource they will go to and try to score a goal in that gate. The teams can either play handball or football, kicking the ball. The other team must try to steal the ball and kick it out of bounds.
- **4.** Once the ball is stolen, either throw a new ball to the team and continue playing the same goal or call out a new problem and throw in a new ball to start the game over.



#### Round 2

If you started playing with your hands, switch to playing with feet or the other way around.

#### Round 3

Create smaller teams and play with two teams in the middle and one team on the sideline. The minute one team scores, the losing team must get off the field and the new team must enter to play the winner. This switch should be done quickly to keep up the pace of the activity.

#### ADAPTATION FOR SOCIAL DISTANCING

#### RULES

- 1. Ask the participants to get into two teams. Both teams will be trying to score in the correct goal depending on who has possession. Limit the number of girls on the field to 1-2 players from each team to ensure that girls have enough space between them. Have the rest of the team cheer their teammates on from the sidelines.
- 2. Explain that the four goals, or gates, each represent a different resource in the community that the girls can access. Ask the participants to name four types of problems they might face in their community and brainstorm four different places they could go to get help. Below are examples, but this game works best if the participants themselves come up with issues they face in their community and the coach helps them understand what services there are and how to access those services.
  - a. Have sharp painful pains in the abdomen area that do not go away: Local hospital, local clinic, SRHR centre
  - b. Experiencing violence at home: local GBV centre, local counsellor, local NGO, friend?
  - c. Don't have all my records or identity papers (passport, national identity card): local post office, local government office
  - d. My family is not allowing me to go to school: Local police, local gender centre, local human rights NGO
- 3. Next, assign a resource to each goal or gate. Then, tell participants that you will call out a problem and the team with the ball must decide which resource they will go to and try to score a goal in that gate. The will play football, kicking the ball into the goal. The players from the other team must try to steal the ball and kick it out of bounds.
- **4.** Once the ball is stolen, either throw a new ball to the team and continue playing the same goal or call out a new problem and throw in a new ball to start the game over.

#### Round 2

Create smaller teams and play with two teams in the middle and one team on the side line. The minute one team scores, the losing team must get off the field and the new team must enter to play the winner. This switch should be done quickly to keep up the pace of the activity.



#### Reflect

 Was it difficult to score goals sometimes? Why?

#### Connect

- Is it difficult to access our community resources sometimes, just like it was hard in the game to score goals sometimes? Why?
- · What are the main obstacles?

#### **Apply**

- Are there people we can go to who might help us to access resources?
- What are the resources I might need to access as I grow older?
   Where can I find them in my community?

# ZIG ZAG SAVINGS



| <b>GOAL MODULE</b> | Be Money Savvy                                         | MATERIALS | Cones or field markers                         |
|--------------------|--------------------------------------------------------|-----------|------------------------------------------------|
| GOAL SESSIONS      | Managing Money                                         |           | Stop watch (or something to mark the time)     |
| LIFE SKILL         | Saving money                                           |           | 3 balls (or more depending on number of lines) |
| LEARNING GOAL      | To understand what it means to save money and identify | SPACE     | Open field                                     |
|                    | reasons why saving money is important                  | TIME      | 45 minutes                                     |

#### INTRODUCTION

This is a relay race game that helps participants think about what it means to save energy and time and how that can relate to saving other things in their lives, like money. Explain to participants that the objective of the game is to help them understand the concept of saving money, what it means to save something.

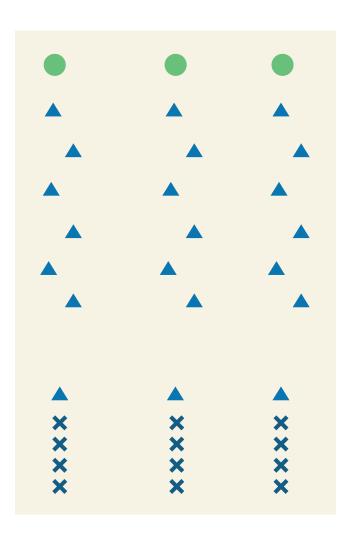
Set up three lines of seven cones (or more if there are many girls), with the lines forming a zig zag pattern (see diagram to the right). Place a ball at the end of each zig zag of cones.

#### RULES OF THE GAME

Have all the participants get into three teams and line up behind the first cone. Tell the participants that this will be a relay race.

#### Round 1

 Once you blow your whistle, the first person in line must run and touch all seven cones and the ball and then sprint back and slap the hand of the participant next in line. Once she slaps her hand, the next participant must do the same thing.



- 2. Explain that once you have run and returned to the line, sit down so that the coaches can tell who has already taken a turn.
- **3.** The first team to get their last member to complete the race through the cones and sit down wins.
- **4.** Tell the participants that you will be timing them to see how long it takes to complete the race.
- **5.** Blow your whistle and start your watch. Stop it when all of the members of the first team finish the race.
- 6. Once all teams finish, ask these questions below.
  - a. Did it take a lot of energy to run through all the cones and touch the ball?
  - b. How long did it take the fastest group?

#### Round 2

Repeat the instructions, but instead of running normally and touching each cone in a zig zag pattern, change up the style of running to the following actions:

- Hopping
- · Star jumps at each cone
- · Touching each cone with their bottoms

Time each round and let participants know how long it took the fastest team to complete the race.

#### Round 3

Repeat the relay race once last time but this time, have the participants run straight to the ball without touching the additional cones and zig zaging. Time them to see how much time they saved and ask these questions below.

- c. Was your time faster? Did you save time doing it this way?
- d. What else did you save? Did you feel less tired? Did you save energy as well?

# ADAPTATION FOR SOCIAL DISTANCING

#### RULES OF THE GAME

Have all the participants get into three teams of 3 people, or two teams of 4-5 people and line up behind the first cone. Space girls out so that they are at least 6 feet apart from each other in line. Tell the participants that this will be a relay race.

#### Round 1

- 1. Once you blow your whistle, the first person in line must run and touch all seven cones with their foot or bottom, and the ball and then sprint back and sit down at the end of your team's line. Once she sits down, the next participant must do the same thing.
- 2. The first team to get their last member to complete the race through the cones and sit down wins.
- 3. Tell the participants that you will be timing them to see how long it takes to complete the race.
- **4.** Blow your whistle and start your watch. Stop it when all of the members of the first team finish the race.
- **5.** Once all teams finish, ask these questions below.
  - a. Did it take a lot of energy to run through all the cones and touch the ball?
  - b. How long did it take the fastest group?

#### Round 2

Repeat the instructions, but instead of running normally and touching each cone in a zig zag pattern, change up the style of running to the following actions:

- Hopping
- · Star jumps at each cone
- · Touching each cone with their bottoms

Time each round and let participants know how long it took the fastest team to complete the race.

#### Round 3

Repeat the relay race once last time but this time, have the participants run straight to the ball without touching the additional cones and zig zaging. Time them to see how much time they saved and ask these questions below.

- c. Was your time faster? Did you save time doing it this way?
- d. What else did you save? Did you feel less tired? Did you save energy as well?



#### Reflect

- What were ways that you wasted your energy and time during the relays?
- What was the solution for saving time and energy?

#### Connect

 What does it mean to waste something and to save something? What are some examples in our lives?

# **Apply**

 How can this relate to money in our lives? What are ways we might waste money? What are reasons we might save money?

# **SAVINGS PLAN**

| GOAL MODULE   | Be Money Savvy                                                                                                                                                                                                                                         |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL SESSIONS | The Savings Plan                                                                                                                                                                                                                                       |
| LIFE SKILL    | Creating a savings plan                                                                                                                                                                                                                                |
| LEARNING GOAL | To understand the difference<br>between short term savings<br>plans and long term savings<br>plans                                                                                                                                                     |
| MATERIALS     | Cones or field markers                                                                                                                                                                                                                                 |
|               | Stop watch (or something to mark the time)                                                                                                                                                                                                             |
|               | 24 balls or objects to carry (If you don't have enough balls, then water balls filled with sand or water work well for this activity, as well as backpacks, rolled up socks or any other object that is roughly the size of a ball and can be carried) |
| SPACE         | Open field                                                                                                                                                                                                                                             |
| TIME          | 45 minutes                                                                                                                                                                                                                                             |



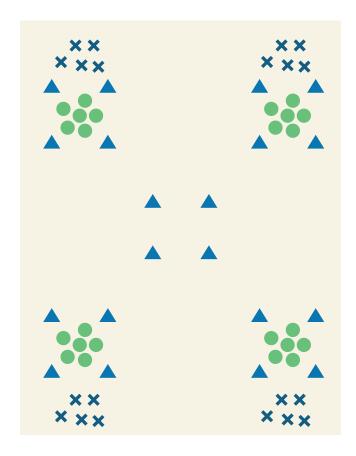
# INTRODUCTION

Explain to participants that this game's objective is to explore what a savings plan is, or how to plan saving for something and making savings goals.

Lay out the field according to the diagram to the right, creating four square bases about 1.5m x 1.5 m. Put six balls/objects to carry in each square base. Make one square base in the middle. Place between 6-8 balls in each square, ensuring there is at least one ball per team per square.

#### RULES OF THE GAME

- **1.** Ask the participants to get into four teams. Each team should pick a square and stand inside of it.
- **2.** Once participants are in four teams and inside their squares, ask them the following questions.
  - a. What does short term mean? If we had to make a goal to save something, what would a shortterm savings goal look like? (be prepared to give examples)
  - i. New football for practice next week
  - ii. Notebook for school in two weeks
  - b. What does long term mean? If we had to make a goal to save something, what would a longterm savings goal look like? (be prepared to give examples)
  - i. Next year school fees
  - ii. University fees
- 3. Next, have the entire group pick one of the categories for saving money (Emergency, Future Goals or Entertainment). Once the group picks one category, each individual team must think of 6 items that they want to save for within that category. They should think about 3 short-term savings goals and three long-term savings goals.
- **4.** Once the participants have decided on their goals, each participant within each team should get a number, starting with 1.



#### Round 1

- **5.** Once you blow your whistle, number one should pick up 1 ball and run as fast as possible with that ball to the middle cone, go around it and return with the ball to her team.
- **6.** Once number 1 returns to the group, number 2 should go, picking up one ball and repeating the same action.
- 7. The first team to finish wins. If players drop the balls along the way, they must restart from the square. Other players are allowed to help the running player initially hold all the balls, before exiting the square.

#### Round 2

During round 2, the same instructions apply except now participants must carry 3 balls. An alternative is to switch up directions so rather than running, the players must hop or walk backwards.

#### Round 3

Each player must carry 5 balls in this round

#### Round 4

Each player must carry 6 balls in this round.

# ADAPTATION FOR SOCIAL DISTANCING

- **1.** Ask the participants to get into four teams. Each team should pick a square and stand inside of it. Keep teams to 5 players each and increase the distance between squares for safety.
- 2. Once participants are in four teams and inside their squares, ask them the following questions.
- **3.** What does short-term mean? If we had to make a goal to save something, what would a short-term savings goal look like? (be prepared to give examples)
  - a. New football for practice next week
  - b. Notebook for school in two weeks
- **4.** What does long-term mean? If we had to make a goal to save something, what would a long-term savings goal look like? (be prepared to give examples)
  - a. Next year school fees
  - b. University fees
- 5. Next, have the entire group pick one of the categories for saving money (Emergency, Future Goals or Entertainment). Once the group picks one category, each individual team must think of 6 items that they want to save for within that category. They should think about 3 short-term savings goals and three longterm savings goals.
- **6.** Once the participants have decided on their goals, each participant within each team should get a number, starting with 1.

#### Round 1

- **1.** Once you blow your whistle, number one should use their feet to dribble the ball and run as fast as possible with that ball to the middle cone, go around it and return with the ball to her team.
- 2. Once number 1 returns to the group, number 2 should go, dribbling one ball and repeating the same action.
- 3. The first team to finish wins. If players lose the ball along the way, they must restart from their square.

# Round 2

**1.** During round 2, the same instructions apply except now participants must dribble 2 balls. An alternative is to switch up directions so rather than running, the players must hop or walk backwards.

#### Round 3

2. Each player must dribble 3 balls in this round



# Reflect

 What was the difference between carrying (or dribbling) one ball or two balls and carrying (or dribbling) multiple balls? Was it more challenging?

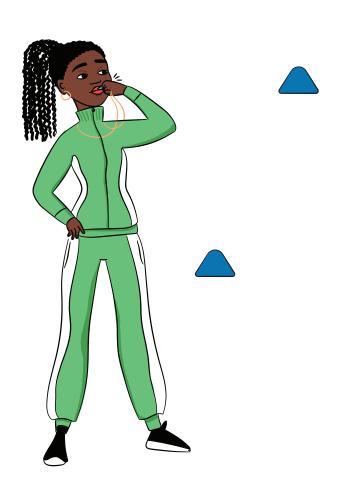
#### Connect

 How is this connected to saving money for a goal we have in life?
 What is the difference between saving for something next week and saving for something in one year? Is one easier than the other? Why?

# **Apply**

 What are strategies to be patient and save money over a long period of time?

# **CHALLENGES TO SAVING**





| GOAL MODULE   | Be Money Savvy                                                                                                                 |
|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| GOAL SESSIONS | Challenges to Saving                                                                                                           |
| LIFE SKILL    | Overcoming obstacles to saving money                                                                                           |
| LEARNING GOAL | To understand the challenges that could arise when trying to save money and discuss possible ways to overcome those challenges |

| MATERIALS | Cones or field markers                         |
|-----------|------------------------------------------------|
|           | Stop watch (or something to mark the time)     |
|           | at least 5 balls per team (but more is better) |
| SPACE     | Open field                                     |
| TIME      | 45 minutes                                     |

## INTRODUCTION

Explain to participants that the objective of this game is to explore challenges and obstacles to saving money, if not currently in their life, then perhaps in their future once they have a family or a job.

## FIELD SET UP

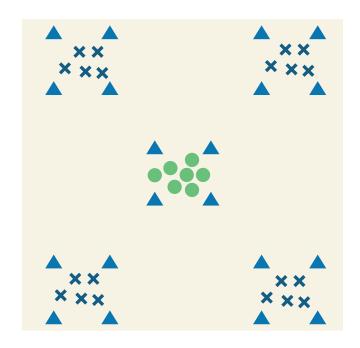
Lay out the field according to the diagram to the right, creating four square bases about  $1.5 \, \text{m} \cdot x \, 1.5 \, \text{m}$ . Place all balls in the middle square to start the game.

# RULES OF THE GAME

Ask the girls to get into four teams. Each team should pick a square on the outside and stand inside of it.

# Round 1

- 1. Explain to the girls that when you blow your whistle, one girl from each team must run out of the team square, grab a ball from the middle square and return it into her own team square. Once that girl returns, another girl can do the same. The rules are that you can only grab one ball at a time and only one person from each team can be running outside of the square at one time. If more than one girl from each team leaves a square, that team will be penalized (as a coach, you will be observing for violations to this rule). One way to ensure only one player leaves the square at the same time is to give each team a bib or scarf. The player leaving the square must be holding that bib or scarf and then hand it off when they return to the next player.
- 2. Each team will be playing at the same time. Once all the balls in the middle are gone, then teams can run to each other's squares to steal balls from other teams. The participants cannot stop another team from taking their balls but each team is free to take any ball from any of the team squares.



3. Allow the participants to play for 2-3 minutes. The goal is to try to get as many balls in the team square as possible. When you blow your whistle to end the game, the team with the most balls in their square wins.

#### Round 2

- **4.** Play the game several times, adapting the amount of balls and the type of running that participants can engage in.
- · only hopping
- · crawling
- · transporting participants on your back
- no hands allowed
- · wheelbarrow

# ADAPTATION FOR SOCIAL DISTANCING

The players should be standing behind their square instead of crowding into the square. Ensure groups are no larger than 5 and that they stand waiting for their turn at least 6 feet apart.

#### Round 1

- 1. Explain to the girls that when you blow your whistle, one girl from each team must run out of the team square, get a ball from the middle square and dribble it back into her own team square. Once that girl returns, another girl can do the same. The rules are that you can only dribble one ball at a time and only one person from each team can be running at one time. If more than one girl from each team has a ball, that team will be penalized (as a coach, you will be observing for violations to this rule). One way to ensure only one player goes at a time is to give each team a bib or scarf. The player running to the balls must be holding that bib or scarf and then drop it when the return. The next player must pick it up before they run to get a ball.
- 2. Each team will be playing at the same time. Once all the balls in the middle are gone, then teams can run to each other's squares to steal balls from other teams. The participants cannot stop another team from taking their balls but each team is free to take any ball from any of the team squares.
- **3.** Allow the participants to play for 2-3 minutes. The goal is to try to get as many balls in the team square as possible. When you blow your whistle to end the game, the team with the most balls in their square wins.

#### Round 2

- **1.** Play the game several times, adapting the amount of balls and the type of running that participants can engage in.
- Hopping
- Crawling
- Skipping



#### Reflect

- How many balls did each team "save?"
- Why was it hard to save the balls in each individual team square?
   What was happening while you were trying to save balls?

#### Connect

 Can this same thing happen when we try to save money?
 What types of challenges do we experience when we try to save money?

# **Apply**

 How can we overcome some of the challenges we might face when trying to save money?

# MAKING MONEY





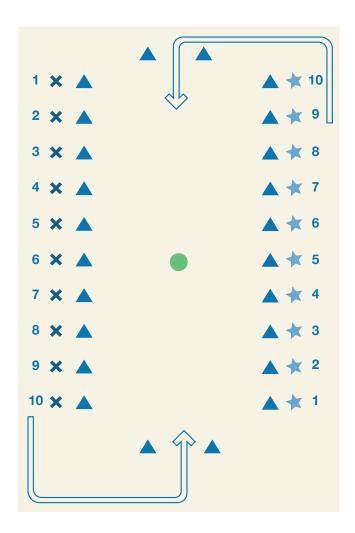


| GOAL MODULE   | Be Money Savvy                                 | MATER |
|---------------|------------------------------------------------|-------|
| GOAL SESSIONS | Ways to Make Money                             |       |
| LIFE SKILL    | Exploring career options                       |       |
| LEARNING GOAL | To be exposed to different                     | SPACE |
|               | types of careers that girls and women can have | TIME  |

| MATERIALS | Cones or field markers                    |
|-----------|-------------------------------------------|
|           | Several balls                             |
|           | Pen and paper for facilitator during game |
| SPACE     | Open field                                |
| TIME      | 45 minutes                                |

# INTRODUCTION

Explain to participants that this game will help them understand the different types of jobs that girls and women can have. While playing, they should be thinking about what type of job they might want in the future or what they think might be interesting.



Create two lines of cones, one cone for each participant in the group, facing each other, as show in the diagram below. The space between the two lines of cones should be roughly 10m, and the space between cones about half a meter. Then, on each end of the tunnel created by the lines of cones, create a small goal.

# RULES OF THE GAME

 Ask the group to get into pairs. Each pair should get a number, starting with 1. Then, have each pair think of a type of job that women or girls can do or already have in their community. If the group is

- struggling, encourage them to think outside of the box, or maybe about jobs that only men do but that women could also do if given the opportunity or education. Each pair should have one job assigned to them and no jobs should be repeated amongst the groups. Each pair should remember its job and as well as number.
- 2. Once each pair has a job, assign the participants to their correct cones according to the diagram to the right. The pairs will be split up between the two lines of cones. For the line of cones on the left, start at one end and assign number 1 to the first cone, the second cone to number 2 etc. For the second line of cones, start at the OPPOSITE end and assign that cone to the other number 1, second cone to the other number 2 etc.
- 3. Place a ball in the centre of the field and explain that once you blow your whistle, you will shout out a job. The team member that has that job must run around the back of their team members, around the corner cone and through their defending goal and try to get to the ball first. Both teams will have a team member doing this. Both participants will be trying to score on their opponent's goal. Whoever scores wins a point for their team. Players on the side can keep the ball in by stopping it from going out of bounds.
- **4.** Repeat this so that all participants have a chance to play. Change things up by calling two or three jobs at one time, so that multiple girls are running and playing. End the game by calling everyone!

# **ALTERNATIVE**

Rather than kicking the ball, this game can be adapted for handball. In this case, two or more jobs at a time must be called to the middle as opposed to just one from the start.

# ADAPTATION FOR SOCIAL DISTANCING

The cones must be 2m apart in their lines to ensure that the players are spread out.

- 1. Ask the group to get into pairs. Each pair should get a number, starting with 1. Then, have each pair think of a type of job that women or girls can do or already have in their community. If the group is struggling, encourage them to think outside of the box, or maybe about jobs that only men do but that women could also do if given the opportunity or education. Each pair should have one job assigned to them and no jobs should be repeated amongst the groups. Each pair should remember its job as well as number.
- 2. Once each pair has a job, assign the participants to their correct cones according to the diagram to the right. The pairs will be split up between the two lines of cones. For the line of cones on the left, start at one end and assign number 1 to the first cone, the second cone to number 2 etc. For the second line of cones, start at the OPPOSITE end and assign that cone to the other number 1, second cone to the other number 2 etc.
- 3. Place a ball in the centre of the field and explain that once you blow your whistle, you will shout out a job. The team member that has that job must run around the back of their team members, around the corner cone and through their defending goal and try to get to the ball first. Both teams will have a team member doing this. Both participants will be trying to score on their opponent's goal. Whoever scores wins a point for their team. Players on the side can keep the ball in by stopping it from going out of bounds.
- **4.** Repeat this so that all participants have a chance to play. Change things up by calling two or three jobs at one time, so that multiple girls are running and playing. End the game by calling everyone!

You can also adapt the topic to cover COVID-19 related learning points. You can use the same game format but discuss ways to prevent the spread of COVID-19 and other diseases. Have the players choose prevention methods (hand washing, sanitization, social distancing, wearing a mask, testing, knowledge sharing, etc.)



#### Reflect

 How did it feel to represent a specific job during this game?

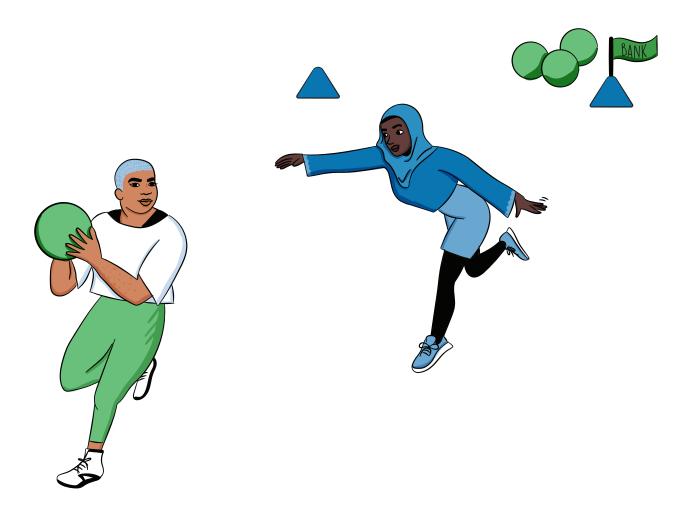
#### Connect

- Were you surprised at all the different jobs that women can have?
- Are any of those jobs difficult to have? Why? Are women supported to try and have those jobs?

# **Apply**

 What are resources or skills that might help you have a good job in the future?

# **GOING TO THE BANK**



| GOAL MODULE   | Be Money Savvy                                                                       | MATERIALS | Cones or field markers                  |
|---------------|--------------------------------------------------------------------------------------|-----------|-----------------------------------------|
| GOAL SESSIONS | To Bank or Not to Bank?                                                              |           | 20 balls or objects that can be carried |
| LIFE SKILL    | Understanding how banks work                                                         | SPACE     | Open field                              |
| LEARNING GOAL | To understand the basic functions of a bank and why it is a safe place to keep money | TIME      | 45 minutes                              |

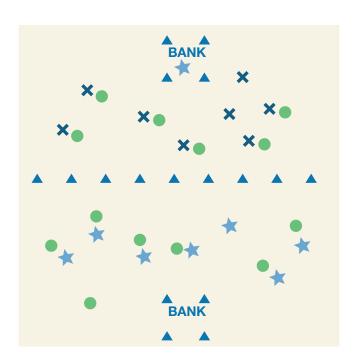
# **INTRODUCTION**

Explain to the participants that this game will help them understand how banks work and what are other safe places to keep money in their community.

Create a playing field that is roughly 20m x 20m. At the halfway point, set up a line of cones that separates one side from the other. On each side of the field, closer to the end line, create a square, outlined by four cones. There should be one ball per person per team in this game.

# RULES OF THE GAME

- **1.** Ask the girls to get into two teams, with each team on a different side of the field.
- **2.** Each team should choose one person to be the "banker." The banker will then go to the area marked off as the bank on the other team's side of the field.
- 3. Each team has 10 balls. The objective of the game is to get all their balls safely to their "banker" on the other side of the field. However, when they cross the line that separates their side from their opponent's side, their opponent can tag them. If they are tagged, they must drop the ball and return to their side. The dropped ball becomes the other team's property.
- **4.** The balls can be thrown, rolled, or handed to the banker. If the ball is thrown and the opponent touches it, then it becomes the other team's ball.
- **5.** After 30 minutes, the team with the largest amount of balls in their bank wins the game.



# ADAPTATION FOR SOCIAL DISTANCING

- **1.** Ask the girls to get into two teams, with each team on a different side of the field.
- Each team should choose one person to be the "banker." The banker will then go to the area marked off as the bank on the other team's side of the field.
- **3.** Each team has 10 balls. The objective of the game is to dribble all their balls safely to their "banker" on the other side of the field.
- **4.** However, when they cross the line that separates their side from their opponent's side, their opponent can steal their balls away. If they lose their ball, they must return to their side. The ball becomes the other team's property.
- 5. The balls can be dribbled or passed to the banker, but the banker must settle the ball close to her. If the ball is kicked and the opponent intercepts it, then it becomes the other team's ball.
- **6.** After 30 minutes, the team with the largest amount of balls in their bank wins the game



\*See Handout 1 in order to help girls discuss positives and negatives of using a bank

#### Reflect

 Was the game difficult? Why or why not? Was it hard to get your ball to the banker?

#### Connect

 How does a bank keep your money safe? What does a bank offer you besides keeping your money safe?

#### **Apply**

- What are other ways that you can keep your money safe in your community?
- What are negative aspects of having your money in a bank, or the advantages of keeping your money at home?

# **HANDOUT 1**

# ADVANTAGES TO SAVING AT HOME AND AT A BANK



# **SAVING AT A BANK:**

# **ADVANTAGES**

- Money is safer than at home
- Money on deposit sometimes earns interest
- Fees and limited access promote savings
- ✓ Need less willpower to save
- ✓ More privacy
- Access to other financial products



# **SAVING AT HOME:**

# **ADVANTAGES**

- Deposits and withdrawal are easy
- No transaction fees/ bank charges
- ✓ No age limits
- ✓ No minimum balance
- Money is available for emergencies

# **DRUG ABUSE**

\*Developed by Naz Foundation



| GOAL MODULE   | Be Healthy                                      |
|---------------|-------------------------------------------------|
| GOAL SESSIONS | Drug Abuse                                      |
| METHODOLOGY   | Play-based game                                 |
|               |                                                 |
| MATERIALS     | Balls and Domes                                 |
| SPACE         | Indoor or outdoor space of about 20 x 20 meters |
| TIME          | 45 minutes                                      |
| PARTICIPANTS  | Minimum of 10 participants                      |

# **SESSION OVERVIEW**

The objective of this game is to become aware of the effects drugs have on your body and your behavior and to make the participants understand the consequences of drug abuse.

## **KEY MESSAGES**

- Drugs affect you physically/mentally/emotionally in the short term and in the long term.
- It is important to know what the consequences are of drug abuse and understand that drugs can be addictive, which means it is more difficult to stop once you take them more often.
- Using drugs affects your performance in school and in sport.
- Drug abuse also has an impact on the people around you – on your parents, your family and your friends.
- Not taking drugs will help you go about your daily activities better.
- It is important to stand up against peer pressure.
- Good decisions can prevent substance/drug abuse that is concentrating on education and participation in sport.
- It is better for us, not to fall into peer pressure or family pressure, for drug abuse so that we may do our daily activities in a better way.

# DESCRIPTION

This a dodge ball activity in a circular form. The objective of this session is to raise awareness on the effects that drugs can have on our body and our surroundings.

For this activity you need a space of about 20x20 meters. Make a circle using marking powder, chalk or a thin rope.

## RULES OF THE GAME

Divide the participants into 2 groups: Team A and Team B. Tell Team A to make a circle by standing on the line — Team A cannot enter the circle. Team B gets to gather in the circle as shown by the red stars in the picture.

#### Round 1

Give two balls to Team A. Using the balls, Team A will try to hit the participants of Team B below the knees. Team B should run around and try to not get hit. Once someone from Team B is hit, they have to step out of the circle and wait for the game to be over. Explain that the participants in the circle represent daily activities or life goals and that hitting the participants is like reaching our goals or fulfilling your activities.

Switch the positions of the teams after a couple of minutes, with Team B on the outer ring of the circle and Team A inside the circle. Repeat the game.

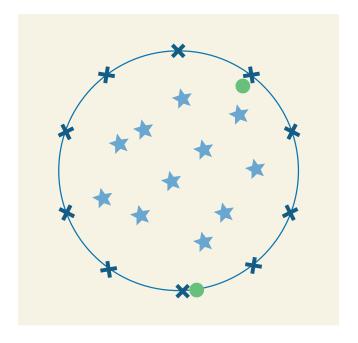
#### Round 2

Play the same game. But now, explain that the outer team has taken drugs (Note: you can pretend it is a specific drug that is common in your community). When someone from the team at the outer circle has the ball they have to spin 5 times with the ball in their hand before they are allowed to throw it.

If time allows, switch the teams and play the same game.

# **VARIATION**

If it's too difficult for those in the outer circle to hit the participants in the circle, the participants in the circle can be asked to walk instead of run.



# ADAPTATION FOR SOCIAL DISTANCING

- 1. Ensure that participants standing around the circle are 2 meters apart, reduce numbers to ensure this is possible.
- 2. Ensure participants who are in the circle running around have enough space without bumping into other players and maintaining 2 meters distance. Reduce numbers to ensure this is possible. One option could be that only one or two participants are in the middle of the circle at one time.
- **3.** Rather than throwing balls, participants on the outside must kick balls on the ground to hit the feet of the participants in the middle.



#### Reflect

- · How was it being in the outer circle?
- Was it difficult to hit the participants in the first round? How about in the second round after you had to spin before throwing?
- How did you feel after you spun around 5 times?
   What do you think the dizziness represents?

#### Connect

- What effects do drugs have on us? Can you think clearly when you have taken drugs?
- How do drugs impact us in the short-term, so the way we go about our daily activities?
  - Possible answers include:
  - Saying things we don't mean or doing things we don't actually want to do
  - Struggling doing homework and paying attention at school
  - Not being able to help out with chores around the house
  - Losing friends and having a bad relationship with parents/guardians
  - Not being able to play sports (well)
- How do drugs impact us in the long-term, so for reaching our goals?
  - Possible answers include:
  - Not able to finish school
  - Struggle to find a job and keep it for a longer period of time
  - o Cannot manage your own business

# **Apply**

- Do you know anyone who has taken drugs before?
   What do you notice about someone who has taken drugs?
- · How can you resist peer pressure to take drugs?
- Where can someone who takes drugs go to get help?
  - Possible answers include:
  - o go to a health clinic
  - talk to your parents or another trusted family member
  - o talk to a trusted teacher or another trusted adult
- What can you do to help someone who might be a drug addict/user?
  - Possible answers include:
  - share with them the negative impacts of drugs on their health and life
  - o encourage them to speak to an adult they trust
  - o point them to or go with them to a health clinic
  - start playing a sport and focus on staying healthy and fit
  - change their group of friends to friends who don't use drugs
- What impact can drugs have on the people around those who take drugs? Their parents, siblings, teachers, friends?

# SCORE AGAINST DRUGS

\*Developed by Vijana Amani Pamoja





| GOAL MODULE   | Be Healthy                                        |
|---------------|---------------------------------------------------|
| GOAL SESSIONS | Drug Abuse                                        |
| METHODOLOGY   | Play-based game                                   |
| MATERIALS     | Cones/field makers, bibs (2 sets), 3 soccer balls |
| SPACE         | Open field                                        |
| TIME          | 45 minutes                                        |
| PARTICIPANTS  | Min. 15 participants                              |

# **SESSION OVERVIEW**

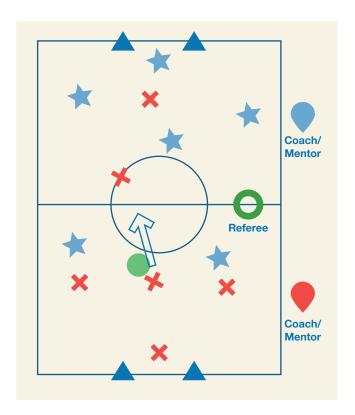
The objective of this game is to understand how drugs affect our bodies, our actions and the goals we set in our lives.

## KEY MESSAGES

- It is important to know the effects that drugs have on our body
- · Drugs affect how we make decisions and how we act
- Drugs affect how we perform in school and on the playing field
- Having a goal in life requires lots of discipline and patience. Drugs can prevent us from achieving our goals in life.

# DESCRIPTION

This is an adapted soccer game (6 vs. 6) that helps participants think about how drugs affect their bodies and how they can relate the game to real life situations. Explain to participants that the objective of the game is to help them understand the importance of staying away from drugs and keeping fit. In addition, the aim is also to learn about what to do when someone we know is suffering from a drug addiction.



Set up a soccer field of about 40ft by 20ft and create to Goal posts using cones. Optional: Draw a line in the middle and a circle around the midline as shown on the picture.

### RULES OF THE GAME

Divide the participants into 2 teams of 7 players each. Six will play for each team, and each team will have one Coach. The remaining person will be the referee.

The **RED** team represents people using drugs (Note: you can name a type of drugs that is used a lot in your community). The **BLUE** team represents people who do not use drugs.

Only one soccer ball will be used at a time. The match will be for 8 minutes each half with a short break in between.

The Coach represents the parent or the guardian of the respective teams. The Coach will stand at the touchline during the game and will also give advice to the team during the short break.

The referee represents the community leader (the referee in this case will not a take side, but remain neutral).

# Round One (first half):

- The RED team will not be allowed to run but will play soccer while walking. The RED team is also not allowed to communicate to their team mates.
- If the RED team scores, the scorer joins the BLUE team, meaning that she has fully quitted drugs.
- The BLUE team is free to run and will work hard not to allow the RED team to score.
- If the BLUE team scores they order everyone from the RED team to do 5-star jumps. This represents the consequence of using drugs.

#### Round two (Second half):

- In round 2 of the game, the teams can change roles (BLUE to RED and vice versa).
- · Repeat the game in the second half.

# **VARIATION**

The team representing people using drugs (RED) can have players play while holding hands in pairs. While the team representing the people who are not using drugs (BLUE) can still run and are free.

# ADAPTATION FOR SOCIAL DISTANCING

- 1. Decrease the size of teams so that players have enough space on the field to stay distanced. Tell players they must not have physical contact and they can only attempt to get the ball from the opposing team's player without any physical contact.
- **2.** Do not implement any variations that require players to hold hands.



#### Reflect

- How did you feel playing for the team representing people who use drugs?
- How was it not being able to run or to communicate to your team mates?
- Why did certain things happen? What strategies did you use?
- How did you feel playing for the team representing people who don't use drugs? How was it to run freely and being able to score?
- How did it feel to coach a team representing people using drugs?
- How did it feel to coach a team representing people not using drugs?
- · How did it feel to be a referee?
- How did you feel when you scored and joined the BLUE team?
- How did you feel when the BLUE team scored and ordered you to do star jumps? What do you think this represents?

#### Connect

- How can we connect the game we played thinking about the two teams in comparison to our own lives?
- How do drugs affect how you do things and make decisions?
  - Possible answers include
  - Not thinking clearly, so making decision you otherwise would not have made
  - o Saying things that you don't mean
  - Not being able to concentrate on doing homework or paying attention at school

- Drugs can impact your performance in sport not performing at your best
- What types of drugs do you see in the community?
   Are any of these accessible to children and teenagers?
- · Is there any one you know who is addicted to drugs?
- How do the community members treat people who use drugs?

## **Apply**

- How can you use the lessons learned during the game in your life?
- What can you do to help someone who might be a drug addict/user?
  - Possible answers include:
  - share with them the negative impacts of drugs on their health and life
  - o encourage them to speak to an adult they trust
  - o point them to or go with them to a health clinic
  - start playing a sport and focus on staying healthy and fit
  - change their group of friends to friends who don't use drugs
- Where could someone who uses drugs go to for help and who should they turn to or confide in?
  - Possible answers include:
  - o go to a health clinic
  - talk to your parents or another trusted family member
  - o talk to a trusted teacher or another trusted adult
- What can you do if someone who uses drugs wants to join your team?

# CYBER BULLYING

\*Developed by Naz Foundation



| GOAL MODULE   | Be Empowered    |
|---------------|-----------------|
| GOAL SESSIONS | Cyber Bullying  |
| METHODOLOGY   | Play-based game |

| MATERIALS    | 4 Red and 4 green bandanas                           |
|--------------|------------------------------------------------------|
| SPACE        | Outdoor field of about<br>50 ft. (1/2 netball court) |
| TIME         | 30 minutes                                           |
| PARTICIPANTS | Maximum 30 participants                              |

# **SESSION OVERVIEW**

The objective of the game is to raise awareness among participants about the cyber bullying: what it is, what impact it can have and how to deal with cyber bullying.

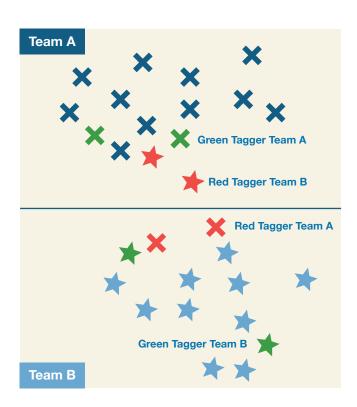
# KEY MESSAGES

- Cyber bullying can cause a lot of harm to an individual
- Social media are easy platforms for cyber bullies to attack people
- Cyber bullying is not always through threats, but sending negative or hateful messages/comments is also a form of cyberbullying
- It is important to ask for help and notify a parent/ teacher or other adult that you trust
- · Make sure to report/block the cyber bully
- · Pay attention to safe usage of social media

# DESCRIPTION

This is a tagging game to raise more awareness about the effects of cyberbullying. Explain to the participants that the objective of the game is to help them understand what cyberbullying is and what some of the ways are to go about cyberbullying.

Divide the field into two equal parts by drawing a line in between the two fields. As shown in the picture, Team A will stand on one side of the field and Team B will stand on the other side.



# RULES OF THE GAME

Split up the group into two equal teams: Team A and B. The teams cannot leave their respective fields except for two players of each team who will be the taggers in the other area (see red taggers). The red taggers represent a cyber bullies. The other participants will try to escape from the cyber-attack.

Note – The number of taggers can be increased and decreased according to participants' number and area.

#### Round 1

Select two red taggers in Team A who will go into the field of Team B and select two red taggers from Team B that will go to field of Team A. Set a timer for two minutes. The red taggers will try to tag as many people as they can from the opposing team. Once participants are tagged they need to freeze and stand still. They have been attacked by the cyber bullies. After the two minutes are finished, see which Team has been more affected by the cyber-attack. The team that won scores a point.

Gather the participants and ask them the following questions:

- What did it feel like to be tagged by the red taggers?
- What is the difference between being a bully and being a cyber bully?

Explain: Cyber bullying is like bullying but it happens on the internet or on your phone. With cyber bullying it can feel harder to escape because it can happen anywhere and anytime. Also it's easier for cyber bullies to hide who they are. Plus, sometimes other people online can see what's happening and even join in.

 What are some of the ways in which people can bully through social media?

The girls will probably give answers along the lines of 'abusing or hurtful comments', 'threats' and 'sending adult content'. In addition to their answers, go through the following list of ways in which cyber bullying can occur:

- Sending hurtful or inappropriate text messages.
- Posting statements online that are vulgar or unacceptable.
- Sending or posting pictures that are not permitted by you.
- · Making negative comments.
- Blackmailing with certain demands.
- Stalking and use of intimidation.
- · Threats of violence or death.
- Sexually explicit photos or descriptions, which is considered pornography.
- Secretly-recorded photos or videos that were taken without the subject's knowledge.
- Hate-related communications or actions.

#### Round 2

Select two new taggers from each team and send them to the opposite team. In this round, instead of calling the taggers 'red taggers' assign them one of the cyber bullying methods that were discussed. Repeat the game. The winning team gets a point

- After the game, ask those that were tagged by which cyber bullying strategy they were attacked. How do they feel about this?
- Ask the girls if they know of any ways to deal with cyber bullies. Go through the list below and name any strategies that were not mentioned yet:
- · Unfriend him/her
- · Block the bully
- · Save the evidence
- Tell an adult about the situation (e.g. parent or teacher) and ask for help
- · Report the person to the social media provider
- In some cases: get law enforcement involved

#### Round 3

Now in addition to the two red taggers, select one or two participants (depending on the size of the group) from each Team who will be the green players. The green players stay within their own field and help to protect people from cyber bullying. Each green player is assigned one of the strategies to deal with cyber bullies that were just mentioned. For example: a green tagger can be assigned "block the person", "unfriend him/her", "ask for help from an adult", or "report the person". Repeat the game, but now the green taggers can unfreeze the tagged teammates. Set the timer for 3 or 4 minutes. At the end of the game, see how many people are frozen. The team with the least frozen people will get a point.



Some of the reflect and connect questions are also addressed during the game. However, it is good to gather the girls and how a general discussion about cyber bullying.

#### Reflect

- How was it to be tagged by the red taggers and to have to freeze up?
- How did it feel being unfrozen by the green taggers in the last round?

#### Connect

- How did it feel to be chased by cyber bullies?
   And to be tagged with the different cyber bullying strategies?
- Does cyber bullying happen in our daily lives?
- Do you know of anyone who has been cyber bullied? What impact does it have on the person?

## **Apply**

- What can you do when someone is cyber bullying you?
- How can you help a friend when you think she is suffering from cyber bullies?
  - Suggestions: give them support, be an upstander stand up for others, report what you see and tell a trusted adult
- Who would you turn to for help?
- How can you protect yourself better when using social media?

# ADAPTATION FOR SOCIAL DISTANCING

- **1.** Rather than tagging players with their hands, give the "taggers" a ball and they must kick the ball to hit the feet of the other players, which would represent a "tag."
- 2. Decrease the numbers of players to ensure that players can stand at least 2 meters from each other.
- 3. Ensure all players know that there is no physical contact allowed.
- 4. Provide balls to the green players in round 3 as a way to unfreeze or help those who have been "tagged."



The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.



Goal is delivered in partnership with:



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