# GO AL

## GOES DIGITAL

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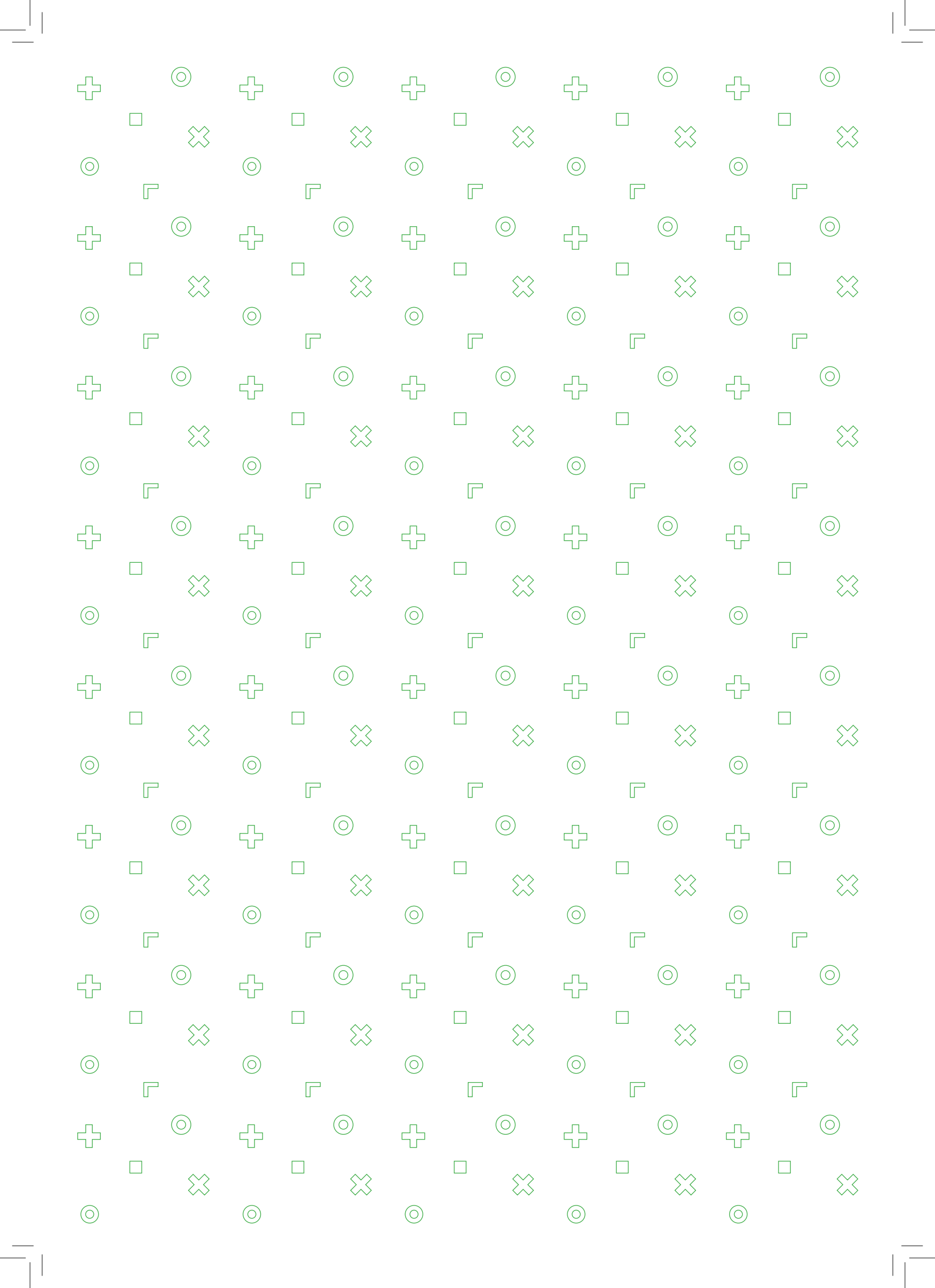
**futuremakers**
by Standard Chartered

# GOAL
## Goes Digital

A Guide for using Digital Tools and Platforms
to Deliver Goal Sessions to Participants

**Empowering** the next generation **to learn, earn and grow**

# IN THIS MODULE

# INTRODUCTION

This guide will give you suggestions and strategies around how to use different forms of technology to supplement sessions in the Goal Curriculum or reach participants during times where in-person activities might not be possible. It also includes methods to engage with your participants digitally through messaging and social media, and some tips on how to engage with participants online in a safe way.

### How to use this guide
This guide should be used as a resource to explore additional ways to connect with the participants in your programme beyond the physical, in-person curriculum. Only in emergency situations where participants cannot gather in person should digital activities be used instead of the regular Goal sessions and activities.

### Role of technology in the curriculum
The focus of the sessions should not be on technology, but instead we should think about how we can use technology to enhance the lessons learned through the curriculum. Remember that the most important thing is that the participants are connected to one another and have access to the key messages and content of the curriculum. Try to take an integrated approach that incorporates both technology and non-digital elements to reinforce the key life lessons and achieve a stronger impact.

### Role of technology in participants' lives
More and more girls are growing up with access to the internet and online activities than ever before. Learning how to use technology as a positive force in life is important, as it can open up access to new information, opportunities, and communities. With a healthy combination of access, adult support, and awareness of opportunities and risks in the digital space, girls can think critically about the content they find and share online, and become responsible digital citizens.

However, girls' access to technology varies significantly between and within communities. Many barriers play a role in limiting girls' access to technology, including:

- Prohibitive costs of mobile phones and data.

- High volumes of chores/household responsibilities meaning they have limited time available for leisure and media consumption.

- Strict oversight and restrictions of their media consumption by parents and other gatekeepers.

- Low levels of various types of literacy, including digital literacy, media literacy, information literacy, and reading and writing skills.

Ways in which you can expand access to media and technology for girls, and support their digital education include:

- Public screenings of films and TV programmes.

- Providing equipment (mobile phones/tablets/internet access) to those working with girls.

- Establishing community listening groups and providing them with cheap DVD players or radio transmitters to help access content.

- Working and communicating with parents and other gatekeepers to gain their support and demonstrate the benefits of girls accessing certain media and content.

# DIGITAL SAFETY

Below is a list of guidelines to follow to ensure the privacy and safety of your participants online. Before you engage participants online, talk openly about both the risks that exist on the internet, and risky online behaviours.

Even if participants are not connected to social media, discuss and set ground rules for how members of the group will act responsibly online and create a culture of respect in digital spaces. Discuss cyberbullying and the impact that online harassment can have (see Session 33, Share with Care, in the Goal Curriculum for activity ideas).

## Guidelines for Telephone and Mobile Device Interactions

**Privacy**
- Do not share the name, telephone number, or any other personal information of any participant or their parent, guardian, or caregiver.

- Keep all contact and personal information of a participant and their parent, guardian, or caregiver in a secure location with a password (for example, on your mobile device with a passcode).

- If your mobile device contains contact and personal information of a participant or their parent, guardian, or caregiver and that information is compromised (your mobile device is hacked, lost, or stolen) immediately notify your supervisor.

- If requesting video or audio content, obtain consent from the participant and their parent, guardian, or caregiver both before and after receiving the content.

**Group Messaging**
- During one-to-one messaging via SMS or WhatsApp, make sure participants know that they, or you, can delete their text, photos, or information at any time. If they are unable to delete their own information, make sure they know they can request you to delete the information from your device on their behalf.

- Maintain zero tolerance for bullying and disrespect in group chats.

- Moderate group chats for inappropriate language and content.

- Immediately flag and, if necessary, delete inappropriate content shared in a group chat.

**Social Media**

Social media can have great benefits, such as allowing participants to access information and interact with others in new and interesting ways. However, it can also expose them to risks related to privacy, online bullying, or harassment.

- Remind participants that if they are under 13 years old, they should not be using social media services like Facebook, Snapchat, Instagram, Twitter, etc. If your participants are under 13 years old, do not use social media to engage with them.

- Recommend that participants check the privacy settings of any social media network they are using. In most cases, the default privacy settings will make your posts and information easily accessible to the public. Encourage them to choose the options that keep their social media profiles the most private, so that they are only sharing information with people they know.

- Recommend that participants be vigilant about accepting or declining friend requests, and only accept requests from people they know and have a relationship with in real life.

- Maintain zero tolerance for bullying or harassment on social media. This includes writing offensive or derogatory content.

- Encourage your participants to think critically about how they present themselves on social media, and consider how sharing information on social media will impact them in the future.

- Advise them that they should avoid sharing their location, home address or personal documents.

- And as well as giving the participants online advice, also pause and think about what you post on social media, especially as it relates to the Goal programme or your organisation.

# DIGITAL ENGAGEMENT METHODS

There are many ways you can engage with participants using technology, but not all options make sense for every context. Choose the ways that make the most sense for your community, and remember that it is important to meet the participants where they are. When deciding what digital engagement methods to use, consider factors such as:

- participants' access to technology (and what kinds)

- their levels of literacy (and technological literacy specifically)

- whether they need permission to access technology

- their frequency of access

If your participants are using social media, you can try to introduce important life-skills material into their newsfeeds. If they are able to message or SMS, you could send reminders for Goal session Practice at Home exercises during the week. If they are not digitally connected but have access to a radio in their home or community, you can try to think of ways to create programming that can reach participants in their homes with lessons about gender norms.

### 1. Video Sharing

Sharing videos can be a great way to communicate with one another and show a certain place, situation, or activity from your own perspective. If you are sharing a video about a certain topic with the group, make sure it comes from a veritable source and contains verified information. Watch the entire video before sending it to anyone to make sure there is no inappropriate or offensive content, and that the lessons involved are consistent with the key messages of Goal sessions.

One option for sharing video content is the Goal YouTube Channel, where you can find videos with play-based activities, physical exercises, and games to play. We hope to also be able to include videos made by coaches and participants about Goal sessions topics, and strategies to facilitate Goal sessions.

You can also have participants create videos themselves and send them to the group. Set some ground rules and remind participants about being safe online and being conscious of what they are sharing and who they are sharing it with. If possible, restrict the video-sharing to the Goal group, either in group messages or on a Goal-specific platform or page. Remind participants that they must get consent from others both before filming them, and before sharing the video with others.

There are plenty of fun ways you can involve video-sharing with your group, and the best videos are usually ones that are specific to the context and norms of your participants. Below are some possible examples of videos that your participants could create:

- A video discussing what they have learnt after a Goal session.

- Music videos: coming up with a dance or story to go with their favourite song.

- A summary of a book they have read or a film they have watched and what they thought about it.

- A tour of their neighbourhood (remind girls that they must ask permission to film anyone or identify anyone in the video).

- Filming something that has made them happy that day.

- Filming themselves doing a game or physical activity agreed upon by the group.

- A video of something they have cooked or eaten, describing the process of making it.

- A "Letter to My Future Self". At the beginning of the Goal journey, have girls record themselves and ask questions to their future self and send the video to you. At the end of the Goal programme, send the videos back to each girl individually and allow them to reflect on their journey throughout the Goal programme and how their goals may have changed.

## 2. Video Conferencing

Video conferencing can be a great way to engage participants if you cannot gather in person, because you are still able to connect participants by bringing them together and allowing them to interact and collaborate. It is also possible to use video conferencing to bring in external guests or experts to discuss some of the topics covered in the Goal curriculum with the group. There are plenty of ways you can do video conferencing, such as the group video calling feature in apps such as Facebook Messenger and WhatsApp, or through video conferencing platforms such as Zoom or Skype.

Zoom in particular is a useful video conferencing platform that has interactive features that can engage your participants in fun and interesting ways. For example:

- You can share your screen so that participants can view something you would like to show them (such as a file, poster, image, chart, etc.).

- You can create breakout rooms for collaboration. On Zoom you can do this either automatically or manually, where you can assign individuals or groups into different rooms. You are able to float around and join different rooms to check in on how the discussions are going. You can also control the time limit on these sessions.

- You can also use the poll or chat function to ask questions and get feedback from your participants.

More information on how to use Zoom can be found here:
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Depending on the objectives of the session, you can use small group video conferences or larger group video conferences to do an activity or discuss Goal session topics. Before you have a video conference with everyone, be sure to write out an agenda of everything you would like to cover. This way your meeting can stay on track and you can cover all of your points. Be sure to include times for participants to ask questions, take a break, or participate in a fun icebreaker or energiser!

**Icebreakers for Live Video Sessions**

There are plenty of icebreakers that can be adapted to Zoom to give your participants an opportunity to connect in a fun way. Be creative about adapting or creating games, energisers, or icebreakers that can be played through a video conference! Examples can be found here to get you started:

- "I Spy" – you can do this with virtual backgrounds if there are concerns about participants' environments, but one person will start by saying "I spy" and then describe something they notice in the background of someone's Zoom video. Everyone else on the call will search all video backgrounds they see and guess which person's background is being described.

- Scavenger Hunts – Come up with a list of items or descriptors of items that your participants would have around their home. Read them aloud, and ask the group to run around their home and find the items and bring them back to the screen. Examples of these could be: something warm, something blue, a towel, something that you think tastes yummy, a ball, something that describes how you're feeling today, etc.

- "Who's who?" – Have participants privately message you a fact about themselves (either beforehand or during the call), and then have everyone turn off their video cameras. After you read one of the facts aloud, have people guess who the person is based on the clue. If they guess correctly, that person turns on their video and can explain the story or significance behind that fact. The game continues until everyone has been guessed and everyone's video is on.

### 3. Messaging

Messaging can be an effective way of reaching participants with key information and messages about Goal curriculum topics. When creating a strategy around messaging, be intentional about the purpose of the message - information and messages that include an emotional element or a call to action will be more effective in getting people's attention and helping them connect the message to their own lives.

WhatsApp, Facebook Messenger, Viber, or SMS messaging are all popular ways to connect one another via text messages. When choosing a platform, be sure to ask the girls what kind of platform they are already comfortable using, and think about which platform serves your community context the best. Be aware that storing large apps can take up a lot of space on a phone, and some rely on using a large amount of data to send files or messages. Choose what makes the most sense for your group!

If the girls in your community have access to a phone (either their own, their sibling's, or their parent's), you may be able to connect them to each other and convey key messages from the Goal curriculum. Messenger groups can be used as Q&A tools, discussion platforms, and ways to share images, videos, and recordings. You could use messaging services to:

- Send scenarios through WhatsApp/SMS so that participants can apply what they have learnt from the Goal curriculum to real life situations and respond describing how they would act in that situation.
- Send out a topic or a story, and create small discussion groups so that girls can message each other about discussion questions.

- Send out a set of guiding instructions for a craft or drawing challenge, and have participants send pictures of what they create back to the group.

- Check in with girls individually via text asking how they are feeling that day, and if they would like the opportunity to talk to a facilitator on the phone.

## Tips
Use the following recommendations to create and send your own messages.
As a general guideline, SMS/WhatsApp messages should:

- Be short (under 200 characters).

- Include a piece of information and an action step.

- Use terms and ideas from the curriculum.

- Be positive and focused on tangible actions rather than problems.

- Reflect and reinforce accurate information.

- Be sent no more than twice weekly.

- Be fun!

## Examples

**AHHHHH CHEWWW!** Sneeze or cough into your elbow to prevent spreading germs. Take a photo of yourself sneezing like this. Send it to your friends and tell them why it's important!

Find someone you trust (it can be your sister, your friend or your mother) and share what you learned during the Identifying Gender Based Violence session. Have a conversation about how you would like to support each other if you experience any form of violence.

**Case Study:
Right to play (Pakistan)**
In Pakistan, Right to Play coaches have been leading adapted Goal sessions from their homes, delivering modified games and play-based sessions with a focus on psychosocial activities via WhatsApp. Through this process, they have been able to engage not only Goal participants, but also their family, friends and neighbours.

### 4. Radio/TV

Communicating through Radio and TV can help you communicate key Goal messages to a wide audience, and can open a space for dialogue between girls and parents, guardians, and siblings because it can reach them in their homes. Get creative about what kind of content you could create for radio or TV programmes! Here are a couple of ideas to kick off a creative thinking session:

- Create a radio drama with stories and songs about young people. Ask participants if they would like to submit stories or songs to be aired on the radio/TV programme.

- Invite a community leader to do an interview on the radio/TV programme talking about their leadership journey.

- Design public service announcements, on topics such as staying safe and practicing good hygiene during the coronavirus pandemic, or ways to cope with self-isolation and activities that will help you practice being mindful in your everyday routine.

- Ask participants what they would like to hear or learn more about on the radio, and try to involve them as much as possible in creating the content.

### Tip

Ask participants what they would like to hear or learn more about on the radio, and try to involve them as much as possible in creating the content.

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**Case Study: YEF (Nigeria)**
YEF implements Goal in Nigeria and is adapting the Goal curriculum to be delivered through a new radio programme called "Goal on Air". Through the programme, YEF will be working on reaching adolescent girls in their local communities who might not be able to gather in-person.

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**Case Study: Right to play (Pakistan)**
During periods of restricted mobility due to the coronavirus pandemic, Right to Play looked for alternative ways to engage with their Goal participants. Through a collaboration with the government, Right to Play was asked to deliver play-based games through Tele Schools, an academic TV channel. This is a widely used platform and will allow Right to Play to reach a very large number of children with these play-based games and key messages.

## 5. Learning Platforms

Google Classroom is an online platform that is used to connect students and teachers in a digital "classroom" environment. If you and the girls in your community have high internet connectivity and access to smartphones or computers, you may be able to use this platform to connect to your participants and facilitate Goal sessions. There are a lot of functions involved in Google Classroom, and some of the main ones are:

- You can create classes, distribute assignments, send feedback, and keep all materials in one place.
- You can upload assignments that participants will be able to download to their own devices and complete on their own or in groups.
- You can start live video meetings in your Classroom with the participants to present material or facilitate discussions.

*Note that in order to use Google Classroom, you and all of your participants must have a Gmail account.

**Resources for learning how to use Google Classroom:**
- Getting Started Guide:
  https://drive.google.com/file/d/0B__OTXR_u3RbbzNlVDhhc1cydGc/view

- Video tutorials:
  https://edu.google.com/teacher-center/products/classroom/?modal_active=modal-video-UEFgW--0094

> **Case Study: WOMEN:Girls (Malaysia)**
> During the COVID-19 pandemic, WOMEN:Girls were quick to respond to the lockdown measures that restricted the in-person gathering of their participants. They set up a Google Classroom with their Goal participants to deliver the Goal curriculum to the girls, with participants submitting online assignments and receiving individual feedback from coaches. Through video conferencing, they also hosted weekly check-in sessions with the girls to monitor their mental wellbeing and offered support for girls during a stressful time.

## 6. Social Media

**Facebook**

Facebook offers many opportunities and mechanisms to connect with people, and can be used to create group messages, pages, and groups with Goal participants. You can use Facebook to share status updates and photos, or comment on someone else's posts, but there are other ways to virtually connect with people as well. Facebook Messenger allows you to create group or direct messages between people who have Facebook accounts, and use these as a forum for chatting, texting, and sending pictures and videos. Facebook also has a feature called "Watch Party", where a host can pick out of a selection of Facebook videos and line them up for the party to watch. The host can invite their friends, and they can see and hear each other, as well as comment on the videos.

**Instagram**

Instagram can be used as a platform to share photos, videos, and important information with Goal participants in a fun and engaging way. It can also be a space where you connect with one another by hosting virtual events or sharing event information to participants. For example, you can use Instagram Live to stream live videos to your followers through their Instagram Stories to engage with your participants and other followers.

There are a number of functions you can use when you livestream on Instagram:

- You can ask your viewers a question in your Instagram Story using the questions sticker before you go live with the question you would like to ask. You can then access any answers users send you from the livestream and address them in your video.

- You may also add a guest to participate in the live video, and you and your guest will appear in the video via a split screen. This can be useful for live interviews or discussions you'd like to have with another person.

- You can also add face filters to add some fun or humour to your livestream.

**Tip #1**

Note that if your Instagram account is "Private", your livestream can only be seen by those you have allowed to follow you. This is the safest option for controlling who has access to both this content and to the personal information of the girls you work with. You can also turn off comments on an Instagram Live video so that users are not able to leave comments on the video for all to see.

**Tip #2**

Before you begin your livestream video, it is important to map out what you would like to accomplish by filming it. This will keep the video focused and on track. Writing down (and structuring) all the points you would like to include should help make your video easier to follow, and ensure you get across all your key messages.
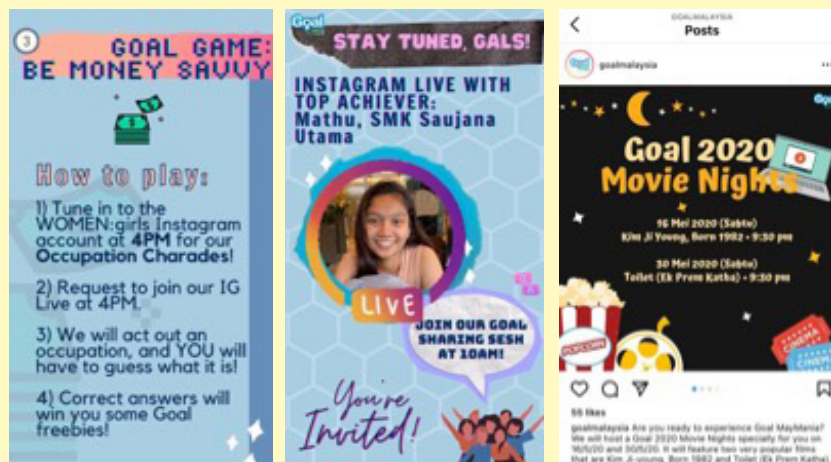
**Ideas for Social Media Engagement (Instagram or Facebook Live)**
There are plenty of fun ideas of ways you can engage girls on social media, and some ideas are listed here. Be sure to ask the participants what they would like to see or do with one another on social media too!

- Invite an expert or community role model to come and speak with you. Bringing in someone from outside can help energise the group and give participants an opportunity to ask questions and get new perspectives, as well as allowing you to engage with more members of your community.

- Host a tutorial or a workshop on how to make something, like creating a craft, cooking a meal, or playing a song.

- Go on a walk and point out things in your neighbourhood that make you happy or are important to you. Remember not to film or identify anyone without their permission (this might take some preparation before you start filming).

- Host a Q&A session about a particular topic covered by the Goal curriculum that the participants would like to know more about.

**Case Study: WOMEN:Girls (Malaysia)**
WOMEN:Girls organised several online Goal activities on social media, using creative ideas to bring girls together and encourage digital connections between them. Some of their activities included Instagram Live sessions with Role Models and Peer Leaders, a Goal movie night, and a Goal games night. Some examples of their activities can be seen here:
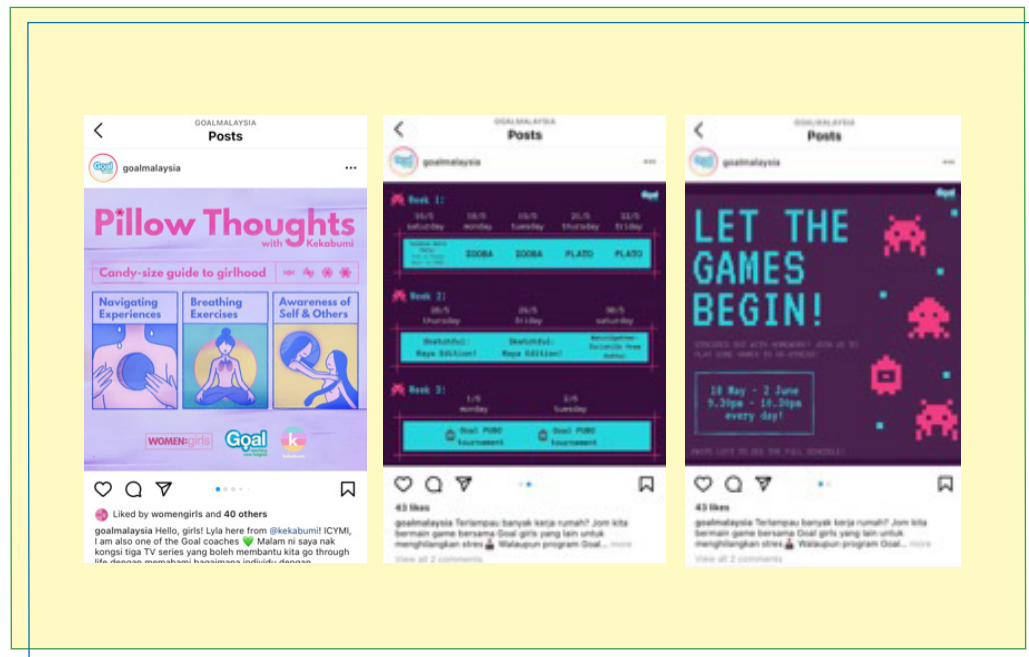
### 7. Phone/Hotline

Creating a phone outreach strategy or hotline can keep your participants engaged in areas where widespread digital connectivity might not be possible. Phone outreach plans can help keep participants engaged in programming and allow you to check in with them one-on-one to see how they are doing. This can be an opportunity for them to ask questions, discuss their emotional and physical wellbeing, and connect with someone outside their home.

Hotlines can give participants an outlet during times of isolation, or if they have direct questions they would like to get answers to. If you do not have the ability or resources to staff this hotline, you may also want to consider connecting your participants to local or regional crisis hotlines or other phone numbers in case they have questions or need to talk through what they are feeling with a professional. Limitations include the fact that girls generally do not have their own phones and parents or older siblings who own the phone may be away from the house, and that phone holders often change numbers for different rates with different providers.

### Tip

To ensure the success of a phone strategy, it is important to collect and regularly update contact information for all participants.

**Case Study: Girl Determined (Myanmar)**
Girl Determined used a phone outreach strategy to engage girls directly during times of isolation during the COVID-19 pandemic. By gathering girls' contact phone numbers during enrollment, and through a series of tracing calls, explanations, and appointments, they were able to form a working contact list of over a thousand girls across the country.

"Girl Determined staff conducted rounds of phone calls focused on different themes, such as mental health and wellbeing. They developed a mental health awareness lesson plan and trained members of their team to conduct these sessions over the phone with girls over a 30 minute call. The call is structured so that their team member talks through with each individual girl some of the key signs of stress and anxiety – lack of sleep, changes in mood, loss of appetite, and some possible ways to reduce stress through activities like reading, singing, physical exercise, and social connection—all rooted in a girl's actual experience and what she identifies as a helpful stress-reducer for her. By the end of the call, each girl is able to design a plan to identify and respond to moments of stress or stressful situations."

Girl Determined also runs a Girls' Crisis Line where girls are able to call and receive non-judgemental support from a trained staff member available 24/7.[1]

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1. Brooke Zobrist and Katie Craig, "Supporting Girls' Mental Health During COVID-19", Global Giving Project Report, December 14, 2020.

# DIGITAL ENGAGEMENT TIPS BY ACTIVITY

If you are unable to gather with participants in person, and/or would like to re-create the types of activities that can be found in the Goal Curriculum digitally, here are some strategies for how to facilitate discussions, group and partner activities, role plays, individual activities, and field trips online. You will know best what strategies make sense for your group and what activities will be successful in your context. Because much of Goal depends on participants feeling emotionally and physically safe during activities and discussions, it is important to revisit ground rules and perhaps set additional rules for how your group will behave online so that everyone feels safe and comfortable participating.

# **Goal** coaching guide

## 1. Large Group Discussion

**Video Conference Strategy**
To have a large group discussion virtually, you can have everyone call in to a conference call or video conference and start the discussion that way. The flow of the discussion will be very similar to how we would have a discussion in person. Introduce the topic and follow the discussion questions suggested for the session in the Goal Curriculum. Make sure to communicate the key message and encourage girls to think about this topic at home and look for examples of it happening in their communities. During the discussion, encourage participants to share their feelings and experiences, as many may feel more shy sharing over the phone/camera than in person.

**SMS Strategy**
To conduct a large group discussion through SMS or messaging, you can introduce a topic for discussion in a large group message on WhatsApp or SMS text. Ask some guiding questions to structure the discussion and invite participants to respond to you and each other via text. An example of messages you can send about one such topic can be found below.

- Session/Topic: Peer Pressure
  - ✚ Q: Have you heard of the term peer pressure? Can someone try to give a definition?

    **Possible answer:** Peer pressure is a negative or positive influence from your peers that encourages you to behave in a certain way.

  - ✚ Q: Have you ever experienced peer pressure, either positive or negative, in your life?

  - ✚ Q: Would anyone like to share an experience they have?

    **Follow-up questions:** Was this an example of positive or negative peer pressure? Why did you feel pressured to act or behave that way? What would have happened if you hadn't behaved the way they wanted?

  - ✚ Q: What are some ways we could resist peer pressure and just be ourselves?

    Find friends or groups of people that like and do what you do and don't care if you don't conform with what society or the community says you should be like.

    Be proud of the way you were born, how you look, and your interests. You are unique and special – be confident as that person.

- **Key Message** (send at the end of the discussion): Peer pressure is a negative or positive influence from your peers that encourages you to behave in a certain way. Being influenced by our friends to do positive things in our life, like going to school, studying hard for our exam, showing up to sports practice, is a good thing. However, being influenced by our friends to do things we know are not correct (skipping school, doing drugs, disobeying parents or other trusted adults) could hurt us and our futures.

## 2. Small Group Discussion

**Video Conference Strategy**

Invite the participants to have small group discussions with video conferencing or conference call technology, or create smaller groups on platforms like Zoom with its breakout rooms feature. Give participants questions and discussion topics ahead of time, and ask that one participant self-nominate as the note taker so they can report the learnings back to the whole group via group video conference or group text. Ask participants to include you in these small groups where it is appropriate, and/or make sure to check on all the groups while they are discussing in Zoom breakout rooms.

**SMS Strategy**

Similar to the large group discussions, introduce a topic and ask a set of questions to get responses from participants about the topic. In this case, you may want to create smaller group messages so that participants feel like they have more opportunity to contribute. If you create several group texts with fewer participants, make sure you are given access to each one so that you can monitor the discussion and watch out for possible instances of exclusion or inappropriate behaviour.

## 3. Partner Activity

**Phone/Video Conference Strategy**

In order to simulate partner discussions or activities, you can assign pairs who are able to contact each other through phone or video conference technology, give them a task or activity, and encourage them to work together. Examples include:

- Introducing a question or topic for discussion and have partners talk about it over the phone or video chat.

- Having the partners interview each other about a specific topic related to a Goal Session. Examples could include asking about when they first thought of themselves as a leader, or what kind of leader they would like to be. Ask if the pair would feel comfortable presenting this information to the whole group.

- Having the girls come up with a short 5-minute dance with their partner over the phone, without being able to see the other person. Ask them each to record a video of themselves doing the dance and send it to their partner to see if it looks the same.

**SMS Strategy**

If participants are only able to message each other because of low-connectivity or high data costs, you can recreate partner activities through SMS messaging as well. You can assign each participant a buddy, and give the pair a task they can do together via text. Examples include:

- thinking of a creative solution to a problem
- quizzing each other on Goal topics from the Goal at Home Workbook
- creating a song about a Goal topic together

## 4. Role Play

**Video Conference Strategy**
Break into smaller groups and assign each group a different role-play or scenario that they will have to act out and discuss. At the end, have each group perform role-plays for the whole group over video chat, and share the learnings from the discussion they had about the topic.

**SMS Strategy**
Introduce a scenario through a group message, or to each girl individually and have participants respond with how they would act or choose to behave in this situation. Ask them why they chose that course of action and to reflect on how they made that decision.

## 5. Drawing/Journaling Activity

**SMS Strategy**
Through SMS messaging you can send a journaling or drawing prompt, or instructions about how to make a certain craft, or send a picture of an outline they should fill out. Girls can complete the activity on their own, and then send you or the group a picture of what they have drawn or created.

## 6. Field Trip/Scavenger Hunt

**Video Strategy**
This is a great strategy if there are no restrictions on walking around your community. You can record a video of you walking around your home, neighbourhood, or town, and pointing out things that you notice along the way. These can be things that you haven't noticed before, resources for girls to be able to use if they need something, or just things that make you happy. Encourage the girls to do the same and send them to the group. That way participants are able to go on virtual field trips from the safety of their own homes!

**SMS Strategy**
You can also go around your house, neighbourhood, or community and just send pictures of things you find or places you often go to. You can send these pictures and descriptions to the groups and give participants the opportunity to ask questions about them. Examples include:

- A picture of your mum, dad, or guardian and what kind of leader they are.

- A picture of your family, and a favourite memory you have together.

- A picture of your pet, and a story of why you chose its name.

- A description of the sounds you hear when you walk outside your door.

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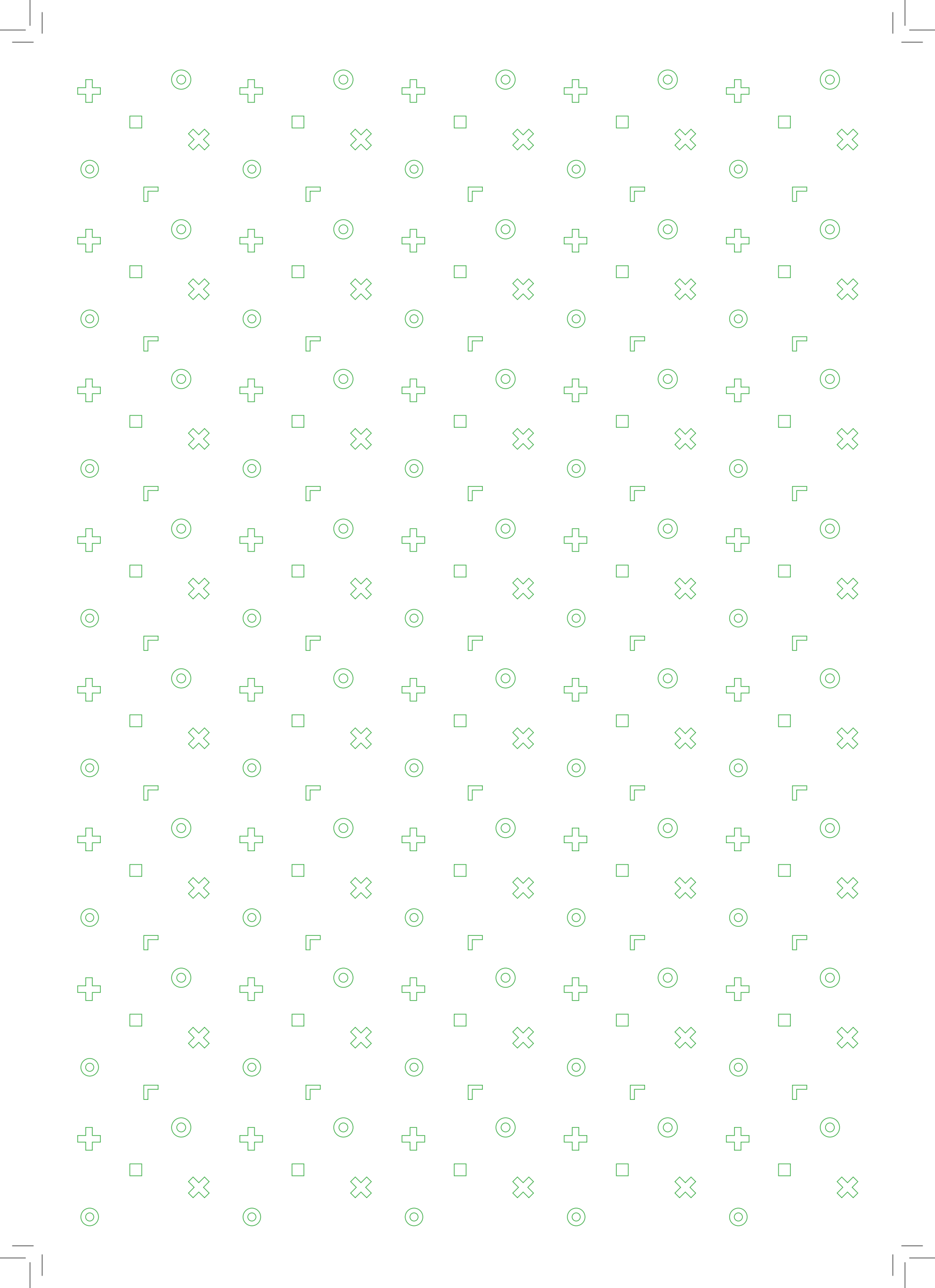
The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.

**Goal is delivered in partnership with:**