



**futuremakers**  
by Standard Chartered

# Goal@home

An activity book  
for Goal girls



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



# WELCOME!

We can't always make it to the pitch or court and play sports with our friends. For the days we can't gather, this activity book is a great way to keep learning about Goal topics and staying active. The Goal@Home Game Book has lots of fun exercises that you can do by yourself or with a group of friends or family members at your home. Share the activities with those around you so they learn too. The Goal@Home Game Book is divided into three sections:

## **BE BRAVE**

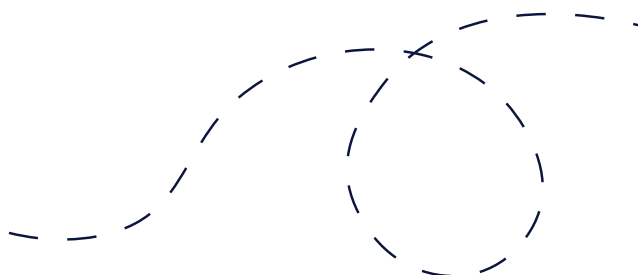
This section includes a variety of activities that help you learn about Goal topics through colouring, storytelling, drawing, mazes, and fun quizzes.

## **BE ACTIVE**

This section shows you ways that you can stay active at home by introducing you to fun yoga poses, new ways to stretch your muscles and ways to increase the strength of your body using different items around your home. This section will also help you focus and stay mentally calm when maybe you might be feeling anxious or nervous, through meditation exercises and calming breathing techniques.

## **BE CREATIVE**

This section will introduce you to famous female athletes from all of the countries where Goal is being implemented. You will get to read about the athletes and then colour in a picture showing them playing their sport. The greatest thing about this section is that you can cut out the pages in this section and keep them for future inspiration!





BE BRAVE

## ACTIVITY 1

# WHO AM I?

We often define who we are, using a lot of different qualities, characteristics and beliefs such as our race, nationality, religion, ethnicity, gender, what we like to do, what sport we play, our favourite food and other personal interests. We are not just one thing, but many things all at once and that is what makes each one of us unique and important.

Some aspects of our identities are consistent over our lives; others change as we gain skills and have different roles in life.

Some aspects of our identities feel very central to who we are no matter where we are; others might not feel as important or depend on the situation.



### MATERIALS I NEED FOR THIS ACTIVITY

Colouring materials/pens/pencils



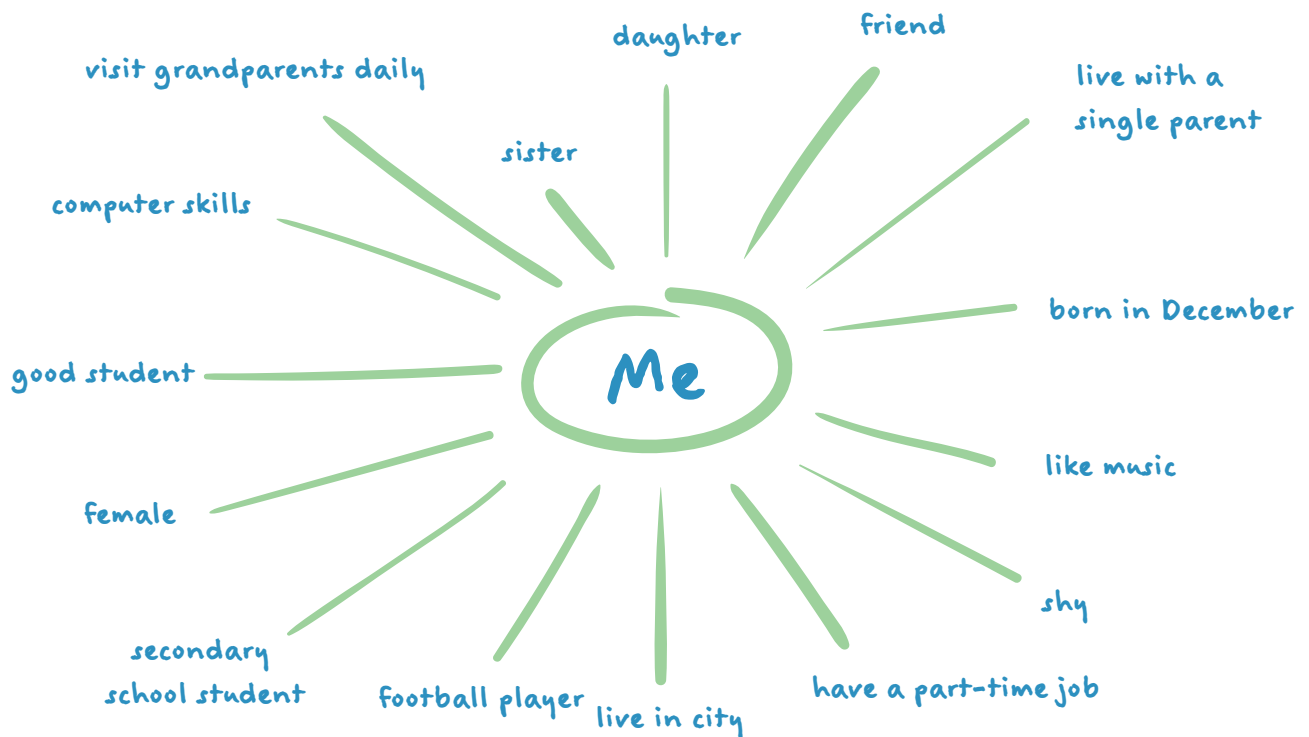
### LET'S GO

1. Close your eyes and take a couple of minutes to think about all the things that make you you! These could be things like where you are from, what religion you follow, cultural traditions that you and your family take part in, what sports you like to play.
2. Once you have thought about these things, create an identity map. This is a drawing of all the things in your life that you think make you who you are. This identity chart can look like whatever you want, but we have also created a template for you below if you want to use this.

#### Categories you can use if you consider them part of who you are, or your identity:

- Location: Where you live now, where you were born
- Age/generation
- Personal interests: what sports you play, what food you like, favourite music
- Gender
- Relationships: sister, mother, aunt, niece, friend
- Education: level at school, grades and/or awards achieved
- Physical appearance: height, colour of your hair or eyes
- Personality: shy, outgoing, funny, serious
- Religious or spiritual beliefs





### REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message:** We are not just one thing, but many things all at once and that is what makes each one of us unique and important.

1. What are parts of my identity that I consider important for myself?
2. How do other people define me? What labels do they put on me? Is it the same way I see myself or different?
3. Can our identities change? Has the way I see myself changed as I have grown older?



### CONNECT

Share your identity map with a friend or someone in your home. See if they were surprised in any way about what you wrote. Ask them if they would have added anything else based on how they see you.



## ACTIVITY 2

# MY GOALS

Do you ever think about what you will be like and what you will be doing in 5 years? How about in 10 years? Having goals in our lives is exciting and important. They help us focus on what we want to achieve and guide us in determining the right steps and actions to take.



### MATERIALS I NEED FOR THIS ACTIVITY

Colouring materials/pens/pencils



### LET'S GO

1. Have you ever created a vision board? Vision boards are creative ways to draw and write out how you see yourself in 3 years, 5 years, or even 10 years.
2. Take some time to think about where you see yourself in the future. Try answering some of the questions below if you need help.
  - a. Do you still want to be in school?
  - b. Will you learn a new skill? Or pick up a new sport?
  - c. What friends will you have?
  - d. Will you be working? What type of job do you want?
  - e. Will you start your own business?
3. Use the template to the right to draw or write how you see yourself in 3 years, 5 years and 10 years. Have fun and be creative. While drawing and imagining yourself in the future, think about the steps you need to take to achieve those goals.



### REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message:** Goals help us focus on what we want to achieve and guide us in determining the right steps and actions to take.

1. Based on how I see myself in the future, what type of goals could I create for myself?
2. Do I feel comfortable sharing my goals with a close friend, or my Goal coach? Why or why not? If I share my goals, how could others help me?
3. What steps can I take now to get closer to achieving some of my goals?



### CONNECT

Put your final vision paper up on your wall in your home where you can see it each day. If you don't feel comfortable doing that, share it with a friend or someone you trust.

3 years

5 years

10 years

**ACTIVITY 3:**

# START NEGOTIATING

Negotiation is a dialogue between people with the goal of reaching a beneficial outcome for all. It can help us access resources, solve problems, avoid conflict, and build better relationships. It can also be a skill that helps us reach our goals. In order to negotiate, we need to understand our own needs and wants as well as the needs and wants of the person we are negotiating with. This will help us keep our desired outcome in mind but also better understand the person we are speaking to and what outcome they want. Below are four steps we can take to better negotiate in a situation.

**MATERIALS I NEED FOR THIS ACTIVITY**

Pen or pencil

.....

**LET'S GO**

Read the story below. Put yourself in the young woman's shoes and think about how you would approach this situation. Finish the story by writing your own words describing how you would act, or negotiate, in this situation. Remember the four steps as you finish the story. If you would prefer, record the rest of the story on your phone, or tell a friend or family member how you think this young woman should negotiate with her father and mother.

**Understand Yourself**

- Understand your own interests and needs before going into a negotiation
- Know all the options that exist

**Understand the Other Person or Other Group**

- Take time to understand their needs and interests
- Choose your approach based on the person you are negotiating with

**Together**

- Identify the shared interest between you and the other person
- Identify the obstacles that you might face

**Build**

- Brainstorm creative solutions
- Decide what really matters

*"Hi. I am 14 and I really want to go back to school next year. Unfortunately, my mother's grocery store closed this year and my father is not working at the moment. I know that my family can't afford my school fees for the next year right now but I also know that both my mother and father believe that education is important. I told my parents that I would like to speak to them and I enter the room..."*



BE BRAVE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## REFLECT – WHAT DO YOU THINK?

**Key Message:** Negotiation is an important skill that helps us access resources, solve problems, avoid conflict and build better relationships.



## CONNECT

#### ACTIVITY 4:

# PEER PRESSURE

You may often end up in situations where you find yourselves doing something that makes you feel uncomfortable or unsafe. Yet you do it because your friends are doing it. Sometimes it is hard to say no to your friends because you want them to like you. However, you must remember that it is okay and that you always have the right to say no to something that you don't feel right about. In situations where you feel conflicted, you need to take charge.

#### **Stop to think and ask yourself some questions:**

- Could this cause me problems? Will I end up doing something that breaks the rules at home or is not legal?
- As a result of my actions, will people I respect and love be hurt or feel betrayed?
- Will someone be hurt – their body or their feelings? Will I be safe?
- Do I feel good about this?

#### **Assess the situation – think about what is happening.**

**You need to be able to recognise peer pressure that is not good for you and can lead to difficult situations. Think twice when others try to influence you with statements such as:**

- “Everyone does it”
- “No one will know”
- “You’re just scared”
- “Who’s going to find out?”
- “You are no fun”
- “Go on, I dare you”

#### **Take action to avoid trouble. Think quickly.**

- Decide which strategy to use for saying NO.
- If this is a situation where you are being bullied or might be in danger, you must ensure your safety first. This might mean agreeing to think about it and then saying NO, when you are in a safer place or not alone.



#### **MATERIALS I NEED FOR THIS ACTIVITY**

Pencil or Pen



#### **LET'S GO**

On the next page are scenarios with different options. Draw a line to the action that you think you should take in that scenario, if it were you.



*Your friends come over to your house in the morning and instead of going to school, they want you to go into town with them. You know that if you go with them, you will miss the chance to learn new things and get better grades on your exams. Your friends laugh at you when you tell them this. They say you are too scared to do anything and if you don't go with them, you are a bad friend. You tell them that it feels wrong but you are also afraid to lose them as friends.*



*You are with a group of friends who laugh at and say rude things to another girl passing by. Your friends don't like her so they start insulting her and gossiping about her, saying things like she has many boyfriends and is ruining her reputation. You know it isn't true and you try to stop your friends. But when you say something, your friends start laughing at you. They say that because you are defending her, you must also be like her.*

You go with your friends and try to avoid your mother finding out. She works really hard and is always busy, so she probably won't notice.

You go into town, but tell your friends you won't do this again.

You make up an excuse, saying that you have to take care of your little brother today because he is sick.

You tell your friends that you want to go to school because it is important to you and if they keep pressuring you, then they are not good friends.



You start laughing at the girl along with your friends and add false additional false comments about her.

You laugh a little and try to blend into your group of friends so that the girl being teased doesn't see you

As soon as your friends start laughing at the girl and making comments, you make up an excuse that you have to go to the bathroom, or that your mother is expecting you at home and you leave the group and get away from the situation.

You tell your friends that what they are doing is not okay. How would they like it if other girls tease and bully them? Tell them to stop and if they don't, you aren't going to be friends with them anymore.

[illegible]

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message:** You always have the right to say no to something that you don't feel right about or safe doing.

1. Why did you choose the response that you did?
2. Is it hard to always stand up to a group of friends? Do we have to sometimes make up an excuse to get out of the situation?
3. How can we positively influence our friends and peers around us?



Share your reflection with a friend or trusted adult or your Goal Coach. Maybe they can help you to come up with strategies to use when resisting negative peer pressure.

## ACTIVITY 5:

# KEEPING HEALTHY DURING COVID-19

COVID-19 has had a big impact on our community, but there are very important and simple steps we can take to stay safe and healthy. We should share this information with others so they can stay safe and healthy as well.

## MATERIALS I NEED FOR THIS ACTIVITY

Colouring materials (pen, pencil, crayons)

## LET'S GO

1. Memorize the following five steps to stop COVID-19. These are recommended by the World Health Organization (WHO) and are supported by lots of research. It works!
2. Create a poster (use the blank page following this activity if you want) with these five key messages. Add colours to your poster and make it appealing and fun.
3. Put the poster in your home to remind your family members the importance of these five steps. Take pictures of your poster and send it to friends. Share the message. You can help other stay healthy and safe.



## REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message: Sharing correct information about staying healthy and safe with people in our community is important. There are simple steps everyone can take.**

How can I help others around me follow these 5 steps? How can I remind myself to follow them?



## CONNECT

Put this poster up in your house so everyone can see it. If you are able to, create several posters and hand them out to friends to put in their houses as well.

**Hands:** It starts with your hands. Wash your hands frequently with soap and water or an alcohol-based solution.

**Elbow:** Cover your nose and mouth with a bent elbow or tissue when you sneeze or cough. Dispose of tissue immediately and wash your hands.

**Face:** Avoid touching your face, particularly your eyes, nose or mouth to prevent the virus from entering your body.

**Distance:** In terms of social interaction, take a step back. Stay at least one to two meters distance from others.

**Feel:** If you feel unwell, stay home. Please follow all instructions provided by your local health authorities.



**ACTIVITY 6:**

# KNOW THE FACTS

## ABOUT COVID-19

There is a lot of information about COVID-19 in our communities. Some of this information is supported by research and is factual, while other information is false. False information about COVID-19 hurts our whole community. Let's separate facts from myths so we can stay healthy and safe and stop COVID-19.

**MATERIALS I NEED FOR THIS ACTIVITY**

Pen/Pencil

**LET'S GO**

1. Take the quiz below by marking your answer:  
*True or False*
2. You can find the answers on the following pages.
3. If you check your answers and get one wrong, no problem. Erase the wrong answer and mark the right answer so that you know what is true and what is false.

**STATEMENT**

1. COVID-19 is the same thing as the flu	True	False
2. COVID-19 is spread through dirty drinking water	True	False
3. COVID-19 is preventable	True	False
4. COVID-19 only affects the elderly	True	False
5. COVID-19 is a big risk for people who have other illnesses	True	False
6. Face masks can help prevent the spread of COVID-19	True	False
7. The safest way to avoid COVID-19 is to stay home	True	False
8. Some people with COVID-19 don't even feel sick	True	False
9. Everything you read about COVID-19 is true	True	False
10. COVID-19 is a sexually transmitted infection (STI)	True	False
11. Touching our faces contributes to the spread of COVID-19	True	False
12. We need to support each other to beat COVID-19	True	False
13. It's okay to feel scared or anxious	True	False
14. Things will get better	True	False

## ANSWERS

### COVID-19 is the same thing as the flu - FALSE

Flu and coronavirus (COVID-19) are both illnesses with similar symptoms that are spread primarily through close contact with someone who has the virus. However, COVID-19 is spreading quicker than flu and the risk of dying is higher in people infected with COVID-19 than those with flu.

### COVID-19 is spread through dirty drinking water - FALSE

The virus spreads mainly between people who are in close contact with one another (within about 2 meters) through respiratory droplets produced when an infected person coughs or sneezes.

A person can also get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes.

### COVID-19 is preventable - True

Closely follow government guidelines related to “social distancing,” which means creating physical space to slow the spread of the virus.

People can help protect themselves from COVID-19 and other respiratory illness by:

- Avoiding close contact with people who may have the virus. Avoid crowded places and stay at least 2 meters from other people in public spaces
- Avoiding touching your eyes, nose, and mouth with unwashed hands.
- Washing your hands often with soap and water for at least 20 seconds. Wash your hands for about as long as it takes to sing “Happy Birthday” twice. Use hand sanitizer if soap and water are not available.

If you have symptoms of COVID-19, including fever, cough, and shortness of breath, keep from spreading respiratory illnesses by:

- Staying home when you are sick.

- Covering your cough or sneeze with a tissue, then throw the tissue in the trash. You can also sneeze or cough into your shoulder.
- Clean and disinfect frequently touched objects and surfaces.

### COVID-19 only affects the elderly - FALSE

People over the age of 60 are more likely to get sick from COVID-19 and die from the disease. However, people of all ages have tested positive for the virus and have died from it.

Even people your age can get COVID-19 and experience mild, moderate, or severe symptoms that can require hospitalization

### COVID-19 is a big risk for people who have other illnesses - TRUE

People with underlying medical conditions may be at higher risk of serious complications from COVID-19. This includes people living with HIV, heart disease, diabetes, hypertension, asthma, and lung disease.

People with underlying medical conditions should continue to adhere to medications, keep appointments with medical professionals, and closely follow health care workers’ instructions.

### Face masks can help prevent the spread of COVID-19 - TRUE

Cloth face masks are effective. They create a barrier between your mouth and nose and those around you. This makes it more difficult for the droplets that spread coronavirus through coughs, sneezes and talking to reach other people. The most effective masks have three layers of fabric.

Cloth masks mainly keep you from unknowingly spreading the disease to others, but some studies indicate that they may help protect you from large droplets and serve as an indirect reminder to avoid touching your face.

**The safest way to avoid COVID-19 is to stay home - TRUE**

Staying at home means that you come into less contact with others who might be infected.

**Some people with COVID-19 don't even feel sick - TRUE**

Many people with COVID-19 don't even feel sick or may only experience mild symptoms.

That's what makes the virus so dangerous: we can pass it on to others, such as grandparents, without even knowing it.

**Everything you read about COVID-19 is true - FALSE**

There is a lot of false information about COVID. Make sure you get your information from a trusted source, like a trusted doctor or the local health department. If you have access to the internet, you can also find information from the World Health Organization, which is a trusted global source of information.

**Touching our faces contributes to the spread of COVID-19 - TRUE**

Yes, touching our faces could transmit the virus from our hands to our body through our nose, mouth or eyes. The Coronavirus that causes Covid-19 is believed to be spread mostly by inhaling droplets released when an infected individual coughs or sneezes. But these droplets can also land on surfaces that we touch with our hands. If we touch our faces, there is a chance that these droplets pass through our mouths and into our bodies.

**We need to support each other to beat COVID-19 - TRUE**

We can beat COVID-19, but we all need to contribute and work together.

Support the elderly and people who may be sick by doing things for them that help them stay at home, such as buying groceries and doing errands.

Avoid hoarding supplies, such as food, cleaning supplies, and paper goods.

Encourage friends and family members to follow all guidance from local health authorities.

**It's ok to be scared or anxious - TRUE**

You may feel scared, nervous, or anxious over the next few months. That's ok! Most people will experience these feelings.

Use the following tips to feel better:

- Focus on what you can control, such as handwashing and social distancing.
- Reach out to family and friends by phone and text.
- Do individual exercises, such as running or walking.
- Avoid too much news and social media.
- Practice Take 5 Breathing: Breathe in for 4 seconds and then breathe out for 4 seconds. Repeat for 5 breaths.
- Eat well, drink plenty of water, and get plenty of sleep.

**Things will get better - TRUE**

Social distancing will not last forever.

Every day, doctors and researchers learn more about the virus, which will help us treat and prevent the virus.

Support each other and take care of yourself.

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Source: GRS SKILLZ COVID Curriculum

Notes

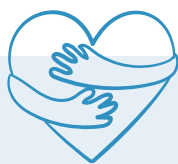


### REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message:** We must get information about our health and COVID-19 from trusted sources (local health authorities or the World Health Organization for example) because there is a lot of misinformation out there. If we spread misinformation, we could hurt ourselves and others.

1. Why is it important to only spread information that we know is true?
2. What might happen if we share information that is false?
3. Where can we find information that is reliable and true?



### CONNECT

Share this quiz with your friends and family. See how they do. If they get any answers wrong, share the right information with them so they can also stay healthy and safe.



### HOW CAN I GET HELP? – COMMUNITY RESOURCES

To find the location and contact information for different resources related to COVID-19 and health in your community, go to the last page of this activity book.



**ACTIVITY 7:**

# MY CHANGING BODY

Big changes happen during puberty. Puberty is the time in life, usually between ages 9 and 17, when our body develops from a child to an adult. During puberty, all genders change on the inside and outside. These changes can be confusing and cause worry – but they are perfectly normal! Once you understand these changes, you can learn to listen to your body. You can practice aligning your physical, emotional and mental health in a way that makes you feel happy, strong and in control. Let's focus on the amazing things our bodies can do, rather than getting worried about exactly how we think our bodies should look.

One of the changes that happens in our bodies during puberty is we begin menstruating. In order to understand menstruation, we first need to understand the different parts of our bodies related to menstruation.

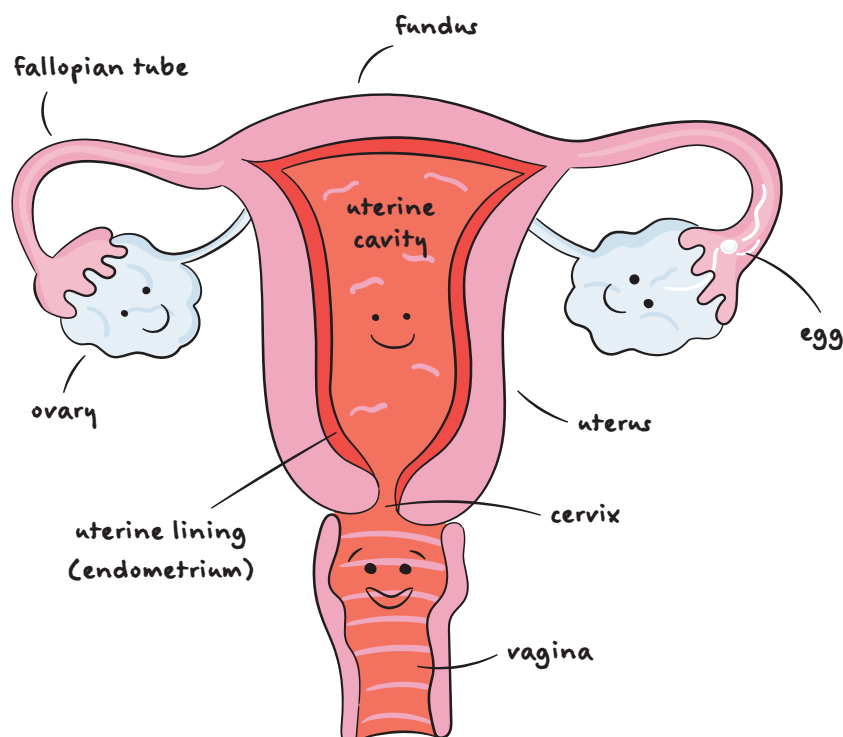
**MATERIALS I NEED  
FOR THIS ACTIVITY**

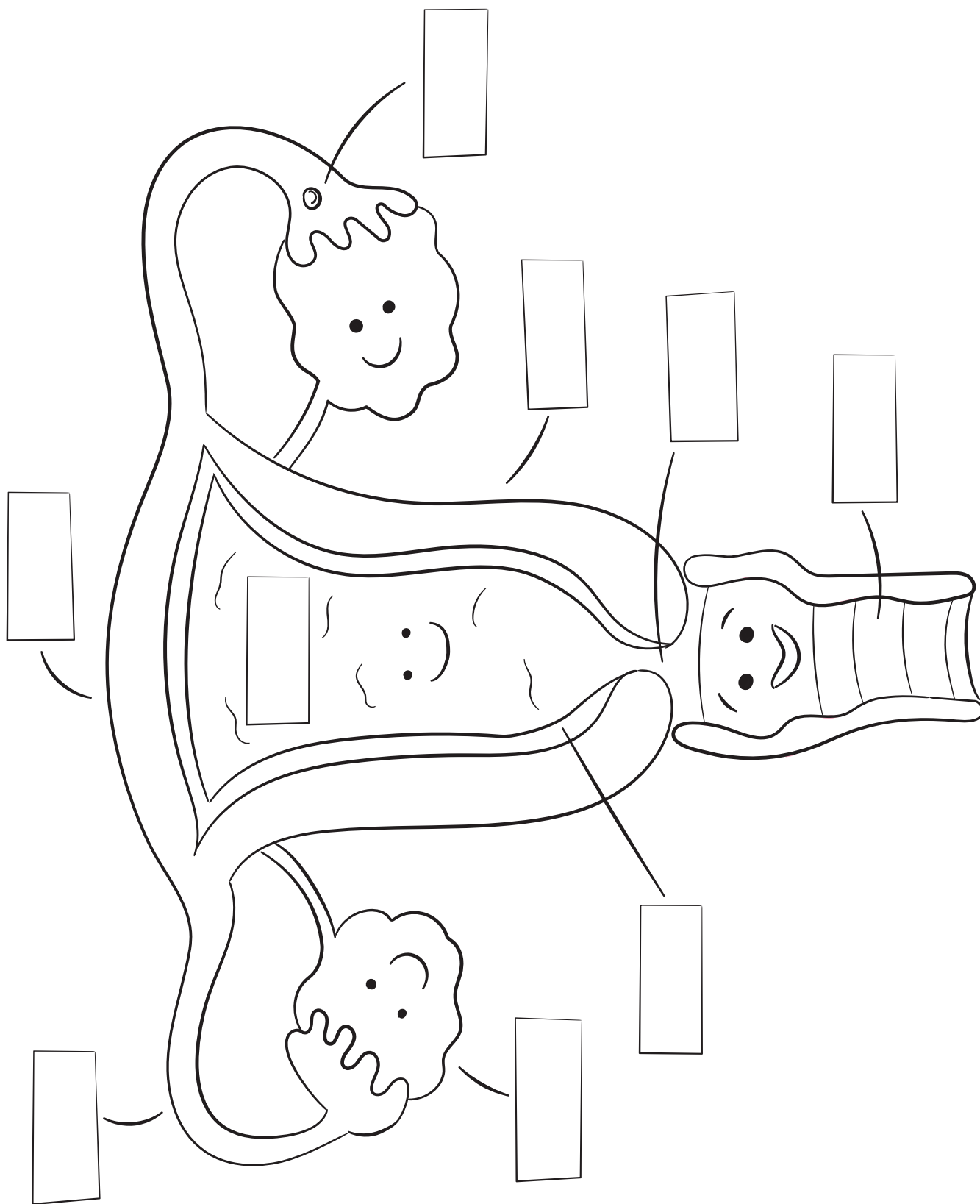
Pen/pencil

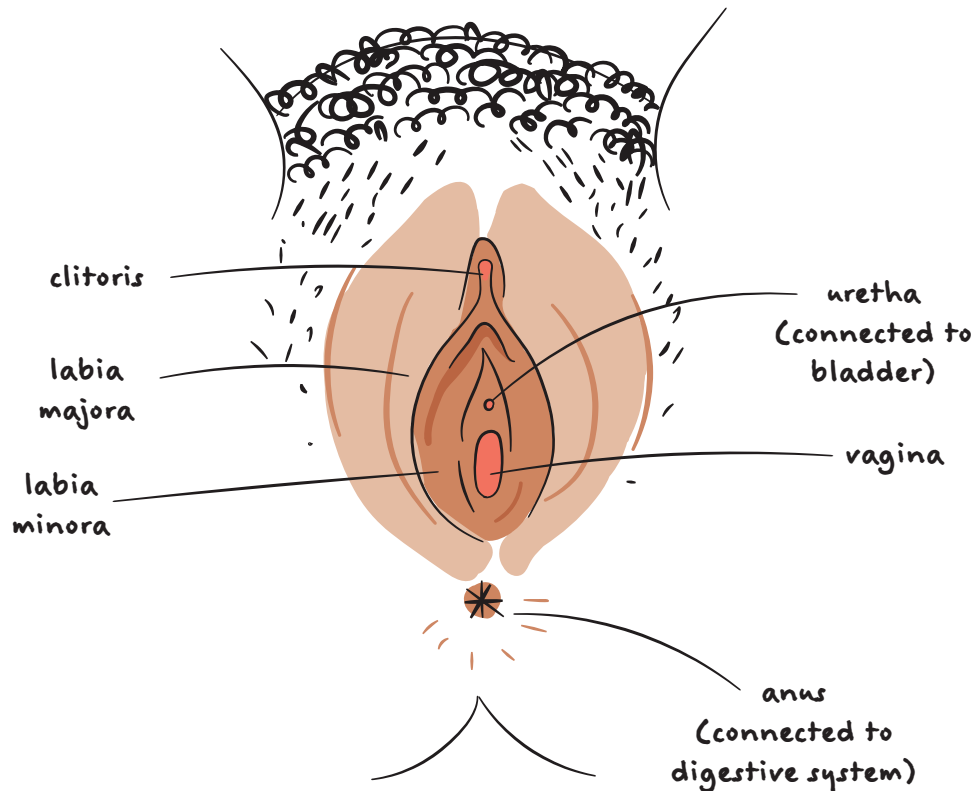
Colouring materials

**LET'S GO**

1. Study the picture of the female reproductive system below and on the next page. Try to remember the names of the different parts of the system and read about the role and function of each part.
2. Once you feel like you have memorized each part, turn to the next page and quiz yourself by labelling the parts with their correct name in the picture and colouring each part in.







### REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message:** Let's focus on the amazing things our bodies can do, rather than getting worried about exactly how we think our bodies should look.

1. Have I gone through puberty? How do I know?
2. Was it scary to get my period for the first time? If I don't have it yet, am I scared to get my period?
3. Is it exciting to learn about how my different organs support my body as it changes?



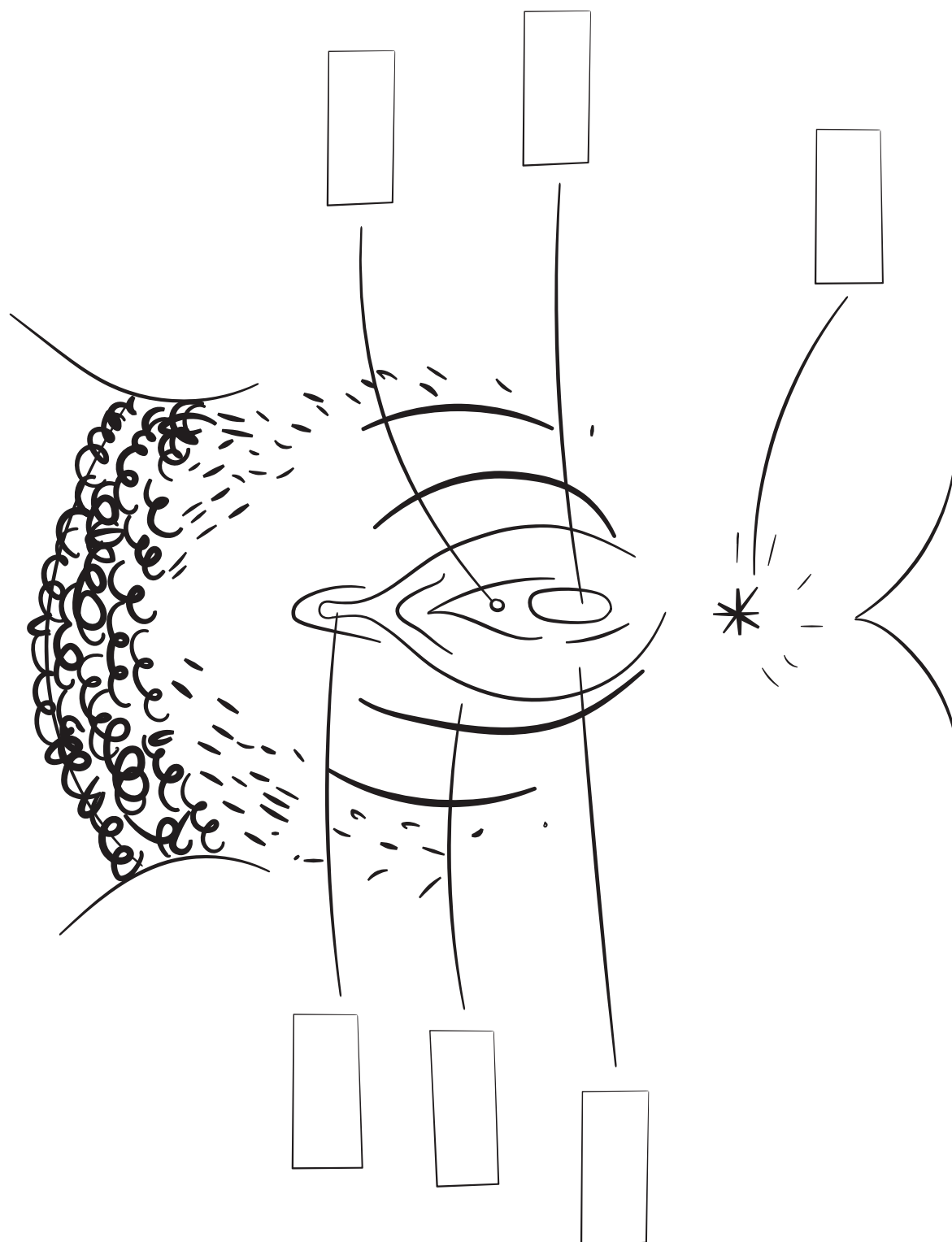
### CONNECT

There is a lot to learn about our bodies, particularly our reproductive systems and how they change during puberty. Not everyone always has the right information. Find someone in your home or community that you can go to with questions. This could be your Goal coach or a trusted adult.



### HOW CAN I GET HELP? – COMMUNITY RESOURCES

To find the location and contact information for different resources related to your health in your community, go to the last page of this activity book.



## ACTIVITY 8:

# STAYING CLEAN AND HEALTHY DURING MENSTRUATION

## What happens during menstruation?

During the menstrual cycle, which includes four phases, an egg ripens and leaves one of the ovaries, in a process called ovulation. The eggs are microscopic (very tiny), so you can't feel them moving. Usually only one egg is released from one ovary during each menstrual cycle. While the egg is getting ready to be released, the endometrium (lining) of the uterus becomes thicker and increases the amount of blood and nutrients that come to the uterus from other parts of the body. Isn't it amazing that this is all happening and we can't even feel it?

A period is the process when a thick fluid consisting of blood, uterus lining, and cervical mucus leaves our body through the vagina as part of the menstrual cycle. Some periods last 2 to 3 days and others can last 6 to 7 days. The number of days can be different for the same woman every month. When girls first start their period, they usually only menstruate for 2-3 days. The number of days can increase as they get older. Other young women start with longer periods lasting 6-8 days, and then get shorter periods when they become older.

The amount of menstrual flow coming out of the vagina may seem a lot, but women actually only lose between 50 to 80 millilitres (4 to 6 tablespoons) of fluid during all the days of their menstruation. Menstrual flow usually does not just rush out of the vagina throughout the period. Most periods start as a stain, which becomes a trickle of blood, and then ends as a stain again. The colour of menstrual flow usually changes during the days of a period.

On day 1, menstruation may start as a thick brownish red stain. The menstrual flow then becomes a dark blood red when the flow is heaviest and fastest. On the last days, there may be very little flow or just a few stains. Menstrual blood is not diseased, toxic or dangerous. It is not a curse. It is actually a normal, healthy part of being female.

One of the most important things during menstruation is to stay clean and healthy. Check out the activity below and learn about different ways to stay clean and healthy.



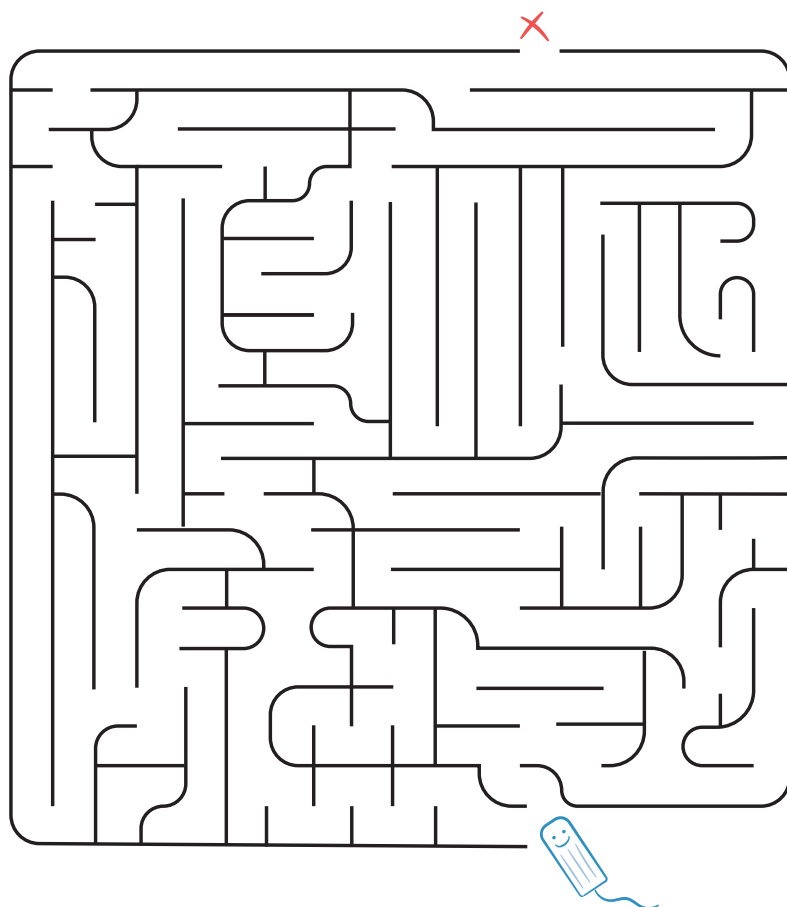
## MATERIALS I NEED FOR THIS ACTIVITY

Pen/pencil



## LET'S GO

1. Try to navigate the maze by drawing a line all the way through from start to finish without drawing over any of the thick black lines (the walls of the maze).
2. As you draw your line toward the finish, you might hit some dead end spaces. Re-trace your line until you find another route.
3. As you navigate the maze, read about how to stay clean and healthy while you are menstruating.

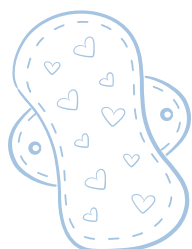


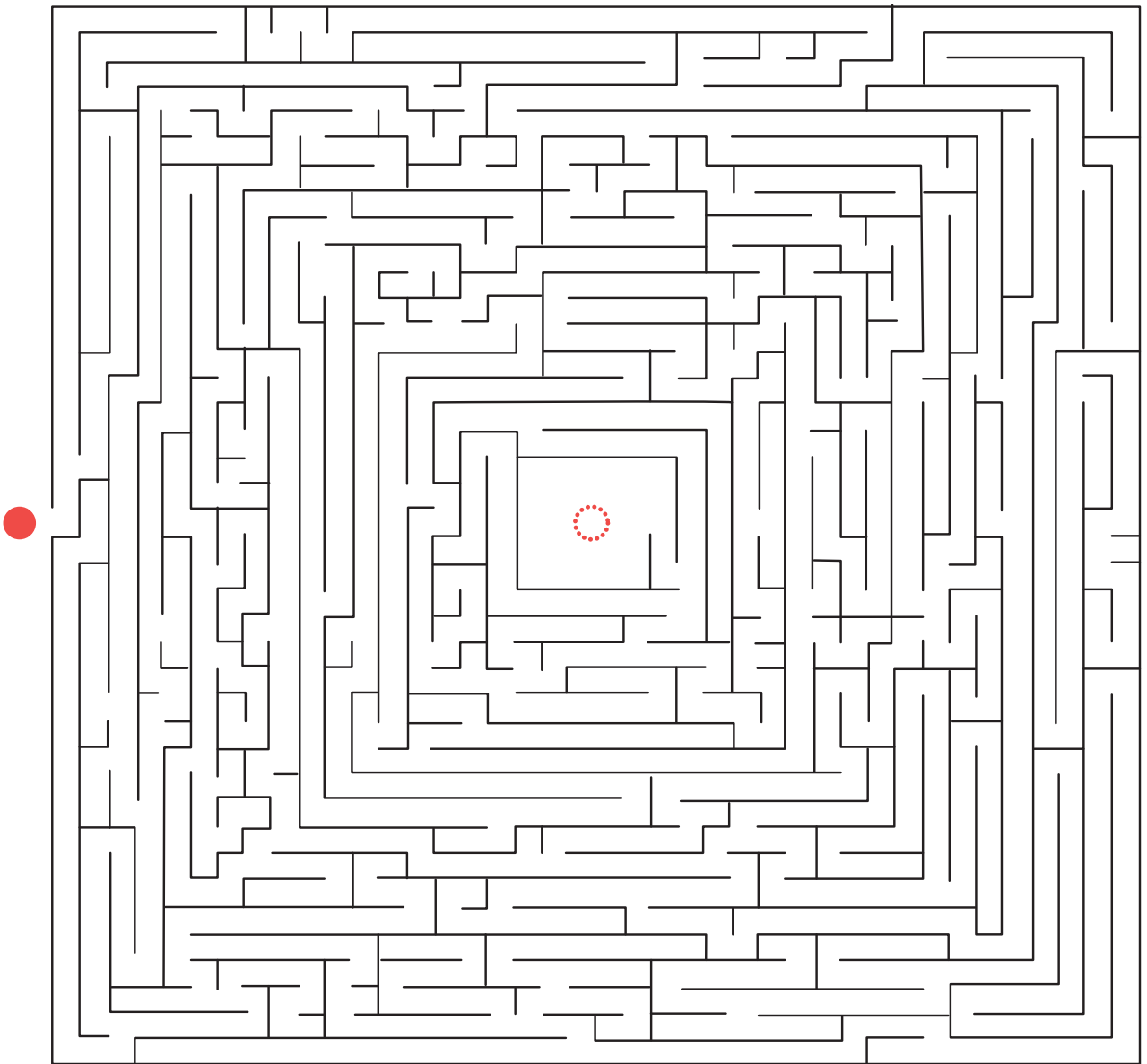
## MANAGING YOUR FLOW

With the right kind of products to effectively manage menstrual flow, we can continue with our normal lives while menstruating. Products that can be bought include pads worn outside of the vagina, as well as tampons, sponges, and menstrual cups that are inserted into the vagina in order to collect menstrual flow. Most girls begin using pads when they get their period. Pads are placed in your underwear (there's often a sticky side to attach to your underwear). Some pads are disposable (you throw them away after one use), while others are reusable (you wash and dry them to use them again). You can seek advice on what to use. You might ask older women in your family, friends or teachers for help. In the end, remember that you are in charge of your own body. It is your choice how to manage your menstrual cycle.

## KEEPING REUSABLE PADS CLEAN

- Soaking in cold water first is essential for removing blood from all materials, not just cloth pads. It's important to avoid hot water during the first rinse, because it worsens the blood stains. Leave for minimum 30 minutes.
- Facing the used side downward facilitates the soaking routine. This is a great tip gained from user experience: The blood "falls" out of the fabric to the bottom of the water bucket, as opposed to setting deeper into the pad if soaked facing upward. Try it out and notice the difference!
- Rinsing until the (cold) water runs clear after the soaking process, will clean most of the blood out of the fabric.
- Washing with soap further helps remove blood. You can wash your pad by hand, or in the washing machine along with other clothes.
- Pulling the wet cloth pad into shape helps to keep its form and avoid cotton shrinkage.





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### STAYING HEALTHY

Washing your vaginal area with water cleans away menstrual fluid. Use clean water and don't use any soaps or chemicals near your vagina, which could cause irritation and infections.

Unfortunately, many girls around the world don't have access to clean water or safe and effective menstrual products. They end up using ineffective products such as pieces of clothes or even newspapers to manage their menstruation. These solutions can lead to infections. If you need support in managing your menstruation, ask your Goal coach!



## Notes

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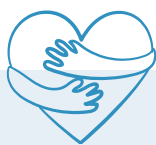


### REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message: Menstrual blood is not diseased, toxic or dangerous. It is not a curse. It is actually a normal, healthy part of being female.**

1. Is it hard for you to stay healthy and clean during your menstrual flow?
2. Do you feel embarrassed to do different activities while menstruating? Why or why not?
3. Who can you talk to about menstruation?



### CONNECT

Share the information you learned from this activity with a friend or someone in your family. Help them understand how important it is to stay healthy and clean while menstruating.



### HOW CAN I GET HELP? – COMMUNITY RESOURCES

To find the location and contact information for different resources related to your health in your community, go to the last page of this activity book.



## ACTIVITY 9:

## WHAT IS CONSENT?

Do you know what the word consent means? Consent is clear permission, which means that only yes means yes. It's a voluntary agreement, which means it's not something that one person does to another, but rather it's something that people decide to do together. Consent is also ongoing. This means that you have a right to say no at any time. Consent cannot happen when a person is drunk or using drugs, because they are under the influence. It's also not coercive, which means trying to change someone's no into a yes, for example, by pressuring or guiltting them or getting them drunk or high. Consent is about asking, listening and respecting. Without these three steps, there is no consent.



## MATERIALS I NEED FOR THIS ACTIVITY

Pen/Pencil



## LET'S GO

1. Read the scenarios in this activity. In each scenario, you will be asked a series of questions. Try to answer them based on the information you learned about consent above.
2. If you can, discuss your answers with your Goal coach the next time you see her or talk to her.
3. If you can't, turn the page over to read more information on each scenario and compare your answers to that information.

HOW CAN I GET HELP? –  
COMMUNITY RESOURCES

To find the location and contact information for different resources related to your health in your community, go to the last page of this activity book.



## REFLECT – WHAT DO YOU THINK?

Close your eyes and take a deep breath, hold it for 5 seconds and then do a big exhale. Then, read the key message from this activity and answer the questions below in your blank journal pages at the end of this Game Book.

**Key Message: Consent is about asking, listening and respecting. Without these three steps, there is no consent.**

1. Is it sometimes hard to say no to someone when they are pressuring you to do something you don't want to do? Why or why not?
2. Is there someone you can turn to for help if you feel like your answer is not being listened to or respected by another person?



## CONNECT

Discuss these scenarios with your Goal coach. Consent is an important topic and our Goal coaches can help us understand if things are still confusing.



## STORIES - WHAT DOES CONSENT LOOK LIKE?

Desiree and Rosemary are best friends and are at a party together. Desiree notices that Rosemary is drinking a lot of alcohol and is starting to get drunk. John, a boy at the party, approaches Rosemary. John asks Rosemary if she wants to go somewhere more private with him. Rosemary nods her head and John grabs her hand to walk away. Desiree can see that Rosemary is very drunk.

- What do you think about this situation?
- Is consent possible in this situation? Why or why not?
- What could Desiree do to help her friend?
- What could one of John's friends do?

Jamal and Leila have been boyfriend and girlfriend for 6 months. Jamal feels he is ready to have sex. Jamal invites Leila over to his house one night when his parents are working. Alone in the house, Jamal talks with Leila about wanting to have sex and Leila tells him she's not ready. A little later while kissing in Jamal's room, he asks her again about having sex. Leila shakes her head and looks away. Jamal is disappointed but doesn't ask again and they watch a movie.

- Was there consent in this scenario?
- What did the person say or do to let you know?
- What do you think about Leila and Jamal's relationship?

Samuel and Elena are in the library, working on a school report. Samuel begins to give Elena a shoulder massage. "This research is boring," he says. Elena moves her shoulders away from Samuel. He then puts his arms around her from behind and pulls her close to him. Elena leans forward and says, "Stop it, you're going to get us in trouble." Samuel pulls her into the corner. As Elena puts her hands on his chest and tries to push him away, he pulls her to him and kisses her.

- Was there consent in this scenario?
- What did the person say or do to let you know?

## Notes

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**DESIREE AND ROSEMARY: Is consent possible in this situation? Why or why not?** No, consent is not possible, because Rosemary is drunk and cannot make a clear decision. Even though she nods her head yes, she is drunk and therefore, giving her consent isn't possible. What could Desiree do to help her friend? What could one of John's friends do? Desiree could help her friend by stopping her from going to a private location with John. John's friends could stop him and show him that Rosemary is drunk and he should not take her somewhere because she can't consent in her state.

**JAMAL AND LEILA: Was there consent in this scenario?** Consent was not given by Leila, who tells Jamal that she is not ready. What did the person say or do to let you know? Leila said clearly that she is not ready and then later, when asked again, shakes her head no and looks away from Jamal. What do you think about Leila and Jamal's relationship? Jamal asked for consent, listened to Leila's response and respected her answer by not pushing forward and trying to have sex. Jamal respects Leila and Leila feels comfortable enough with Jamal to say no when she doesn't want to do something.

**SAMUEL AND ELENA: Was there consent in this scenario?** No consent was given in this scenario. What did the person say or do to let you know? We know this because Elena does not say yes or agrees to Samuel kissing her and tries to push him away with her hands when he pulls her toward him to kiss.

ANSWERS

**ACTIVITY 10:**

# PREVENTING PREGNANCY

A person (or couple) who intends to have heterosexual intercourse but does not want a pregnancy can use a contraceptive. Contraception can be defined as any method used to prevent pregnancy. Different methods are used in different ways and at different times. Most governments, and most people, recognize the benefits of contraception and the right to use it.

In the past, many men expected women to assume the entire responsibility for preventing pregnancy. Nowadays, many males share this responsibility.

For example, a male can share such responsibility by:

- abstaining from sex without contraception;
- communicating with his female partner before having sex;
- educating himself about different contraceptive methods;
- using condoms correctly and consistently;
- where appropriate, using other male methods such as withdrawal or vasectomy;
- accompanying his female partner to a family planning clinic; and
- supporting his female partner in using her contraceptive method.

**MATERIALS I NEED FOR THIS ACTIVITY**

Pen/pencil

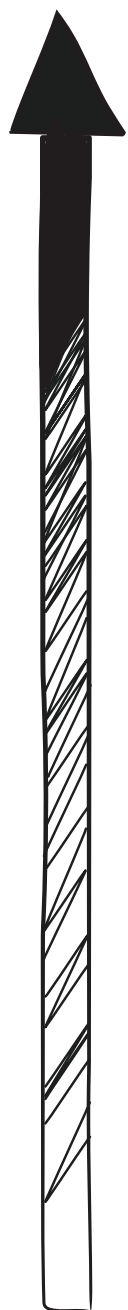
Colouring materials

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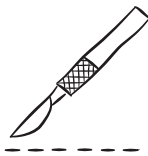
**LET'S GO**

1. Understanding the different methods for preventing pregnancy is important. Colour in the images while learning about different methods and how effective they are.
2. Some of these methods might not be available in your community.

**MORE EFFECTIVE** *Less than 1 pregnancy per 100 women in one year*



**Implants**



**Vasectomy**



**Female Sterilization**



**IUD**

After procedure, little or nothing to do or remember. Vasectomy: Use another method for first 3 months.



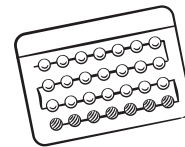
**Injectables**

Get repeat injections on time



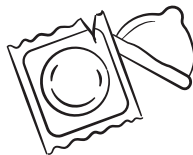
**LAM**

(for 6 months): breastfeed often, day and night



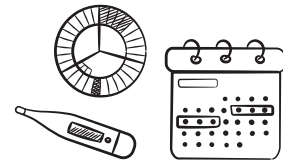
**Pills**

take a pill each day



**Male Condoms / Female Condoms / Diaphragm**

Use correctly every time you have sex

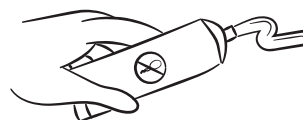


**Fertility-Awareness Based Methods**

Abstain or use condoms on fertile days.



**Withdrawal**



**Spermicide**

Use correctly every time you have sex

**LESS EFFECTIVE** *About 30 pregnancies per 100 women in one year*

Adapted from Who 2006



### REFLECT – JOURNAL

1. Were all those methods of contraception available in my community? If not, which ones are?
2. Do I feel embarrassed asking about contraceptives? Why or why not?
3. Do I know someone I can talk to about contraception?



### CONNECT

Finding trusted adults to speak to about contraception is important. Connect with your Goal coach to discuss things you still don't understand or have questions about. There are also some local resources below!

### HOW CAN I GET HELP? – COMMUNITY RESOURCES



To find the location and contact information for different resources related to your health in your community, go to the last page of this activity book.

## ACTIVITY 11:

## MY RIGHTS



As humans on this earth, girls have rights, just like everyone else. Unfortunately, millions of girls continue to struggle to claim their rights around the world. The first step to claiming our rights is know what they are!

Two conventions on women's and children's rights promote girls' rights in law: the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC). CEDAW promotes women's and girls' rights and requires countries to eliminate discrimination based on gender. The CRC on the other hand, guarantees the rights of all children without discrimination in any form. It obliges countries to ensure that each child – boy or girl – within their jurisdiction has all the rights recognised in the Convention. Girls' rights are also addressed in many regional instruments, most notably the African counterpart of the CRC, the African Charter on the Rights and Welfare of the Child (ACRWC).

**MATERIALS I NEED FOR THIS ACTIVITY**

Pen/Pencil

Colouring materials

**LET'S GO**

1. Read each statement. Choose three statements and create three posters on the following blank pages that represent what you think these rights look like in real life!
2. Be creative and have fun. You don't have to be a professional artist to make an amazing poster that shows others how important these rights for girls are!

**Child/Early Marriage:** I have a right to not get married as a child, which is before the legal age that my country has written in its laws, usually before 18 years old. Getting married too early could force me out of education, increase my risk of violence, abuse or ill health and even lead to early death.

**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.

**Health:** I have the right to have information about my reproductive and sexual health and rights.

**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.

**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.

**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.

**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.











## This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. In the bottom right corner, there is a small, simple black line drawing of a person's head and shoulders, facing left. The drawing is minimalist, showing only the outline of the head, neck, and shoulders.



1. How does it feel to know that I have the same rights as anyone else in my community?
2. Do I always see people treated the same, particularly women and girls, in my community?
3. Where can I go if I feel one of my rights being violated?



Tell someone you trust in your family about the rights that girls have! Show them your posters and see if they want to help you colour the posters and hang them up.



To find the location and contact information for different resources related to your rights in your community, go to the last page of this activity book.

**ACTIVITY 12:**

# HEALTHY RELATIONSHIPS

We are all part of a community, whether it is our family, or those who we live near in our neighbourhood or building, at our school or in our sport programme. We form relationships with people in these communities as well. Our mothers and fathers, our siblings, our friends, other relatives, our teachers. Sometimes, these relationships are healthy and make us feel good and safe. Sometimes, some relationships might make us feel not very safe, and not respected. It is important to think about and understand what types of characteristics we are searching for in healthy relationships.

**MATERIALS I NEED FOR THIS ACTIVITY**

Pen/pencil and colouring materials

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**LET'S GO**

1. Take some time to think about all the different types of relationships you have with people in your life. You will create a relationship map. Make it fun and colourful to show all the ways you are connected to people around you.
2. Take a look at the empty circles on the next page. In the smallest circle, write your name (or draw a picture of yourself).
3. Next, think about the different people in your life. Just outside that small circle, write the names (or draw simple pictures) of those who are closest to you.
4. In the outer circle put the names (or pictures) of those who are not as close.
5. Next to each name, write what type of relationship you have with that person (mother, uncle, friend, relative, cousin, teacher etc.).





## REFLECT – JOURNAL

1. Think about all the things that you value in the different relationships you have with those around you in your map? What is most important to you?
2. What do you think are healthy and unhealthy characteristics of a relationship? See if you agree with the list below. Add your own characteristics to this list.

Healthy Relationship	Unhealthy Relationship
Both people are treated with respect	Calling someone names
Both people feel happy and safe	Physically hurting someone
Both people are treated fairly	Being disrespectful
	Making decisions for the other person that they don't agree with or puts them in danger
	Forcing someone to do something they don't want to do or puts them in danger



## CONNECT

Share your relationship map with someone in your family that you trust, or a good friend. Ask them what they value in a relationship and share with them what you value.



## HOW CAN I GET HELP? – COMMUNITY RESOURCES

To find the location and contact information for different resources related to violence in your community, go to the last page of this activity book.

Me

## ACTIVITY 13:

# MAP MY COMMUNITY

Knowing where to go (or who to go to) in your community when you need an answer to a question, or help with a problem related to your health, your education or your rights, is very important. In this activity, you will think about your community and what resources exist, both people and places, that you can reach out to when you need help or want to talk about an issue you are facing.



### MATERIALS I NEED FOR THIS ACTIVITY

Drawing materials



### LET'S GO

1. Make a list of important places in your community where you can get help with an issue you are facing. Remember, these could be physical places or just people you know (such as your Goal coach, your favourite aunt or the school nurse), that might help you or have answers for you. Below are some questions to help you think of different issues you might face.
  - a. Where can you go to get help or advice on health related issues (questions about menstruation, changes inside and outside of your body, safe health practices)?
  - b. Where can you go to get help with issues related to violence in your community?
  - c. Where can you go to get help with issues related to your education?
  - d. Where do you go if you want to send a letter or communicate with someone?
  - e. Where do you go to update your identity documents?
  - f. Where do you go if you feel like your rights are not being respected?
  - g. Where do you go if you see someone breaking a law or not respecting the rights of someone else?
2. Next, use the blank page labelled My Community to draw a map of your community. The map should include important places and people, resources in our community, that support us when facing different issues in our lives.
3. Make the map colourful and fun and make sure it includes all the important places and people that you have in your community



### REFLECT – JOURNAL

1. Were you able to identify many resources in your community?
2. If you couldn't identify a person a place for a specific issues, who can help you? Could you call your Goal coach, who might be able to help you identify the right resource?
3. Are all the places you named safe places to go for an adolescent girl? If not, could someone go with you? Who could go with you?



### CONNECT

Share your map with your Goal coach, a friend or someone in your family. Ask them if they have anything to add to the map.



## ACTIVITY 14:

# LEADERSHIP

Not all leaders have the same personality traits or characteristics – there are many different qualities that leaders can have. Malala Yousafzai is the youngest Nobel Prize laureate who is often recognized for her courage as a young female leader. When Malala was a young girl, she spoke out publicly in support of girls' rights and education in Pakistan during a time where educating girls was subject to harsh punishments by the Taliban, who controlled Malala's hometown. Due to her recognition as an activist, Malala was targeted by the Taliban and shot when she was just 15. She survived this attack and has continued to promote girls' education and rights around the world, her courage is unstoppable.



### MATERIALS I NEED FOR THIS ACTIVITY

Coloured pencil or pen



### LET'S GO

1. On the next page you will find two copies of the same image. There are 5 differences between the two photos.
2. Try to spot and circle each of the 5 differences.



### REFLECT – JOURNAL

1. Think of several leaders whom you admire.
2. What are some characteristics that make them leaders?
3. How do you think you exhibit some of these characteristics?



### CONNECT

Share the challenge with family and friends to see if they can spot the differences. Open up a discussion about what they think makes a great leader.





1. Freckles removed 2. extra pleats in the curtain 3. watch missing from left arm 4. Yousafzai written in Sentence case 5. bottom of scarf yellow.  
Original Image: Copyright by World Economic Forum / Jakob Polacsek used under Creative Commons License 4.0 <https://ftic.kr/p/FDhtyE>

ANSWERS

## ACTIVITY 15:

# POSITIVE AND NEGATIVE REACTIONS TO STRESS

Stress and anxiety can stem from many different sources in our lives. Situations where we are out of control or surrounded by unpredictable events can increase the stress and anxiety that we feel. COVID-19 has made all our lives feel a bit out of control. We don't get to see our friends as much and our normal daily routines have changed a lot. There are a lot of ways we can cope with the stress in our lives. Some of these are positive and some negative.

### What are some of the physical signs of stress?

Possible signs may include:

- Racing heart
- Shaking hands
- Shaky legs
- Clenching fists
- Reddening of the skin
- Headaches
- Tenseness
- Muscle spasms

### What are some of the emotional signs of stress?

Possible signs may include:

- General feelings of anxiety
- Feeling overwhelmed
- Inability to focus
- Avoidance behaviors
- Inability to make decisions
- Fight or flight response
- Acting out

### What are some healthy and unhealthy reactions to stress?

POSITIVE REACTIONS	NEGATIVE REACTIONS
Ask for help from people around you that you trust	Getting into a fight
Try to reflect on and understand your feelings through writing	Eating unhealthy foods
Find ways to relax (exercise, drawing, meditating, singing, dancing, creative activities, being outside)	Taking drugs or drinking alcohol
Keep your sense of humour (tell jokes and smile)	Not talking to anyone and staying silent
Take action if you can (if you are able to avoid or get rid of the thing causing you stress, try to do so)	Sleeping too much and not moving our bodies
Play with a pet animal	Refusing to see friends
Laugh or Cry!	Acting rude to others around us
Listen to music	



### MATERIALS I NEED FOR THIS ACTIVITY

None



### LET'S GO

Think about what you learned related to positive and negative reactions to stress in our lives and fill in the table below to help you come up with specific actions that you can use next time you feel stressed or anxious that are positive.

STRESSOR	My Actions – Positive Reactions to Stress
Being unprepared for a big exam	
Hearing a false rumor about a friend	
Getting delayed because of traffic	
Death of someone in your family or a close friend	
Being assigned a task you don't know how to do	
Being bullied at school	
Disagreeing with parents	
Being pressured by friends to do something you don't want to do	
Being afraid you might catch a virus or someone in your family might catch a virus	
Seeing violence in your community	



### REFLECT – JOURNAL

1. Do we feel better when we react in a positive way to reduce stress or react in a negative way? Does reacting in a negative way really make us less stressed in the long term?
2. Do we know someone we can speak to when we are stressed? Could our Goal coach help?



### CONNECT

Share your strategies with your family or a friend. Tell them that next time they see you stressed, to remind you about these different strategies. You can even put these strategies up in your room to remind yourself each day about positive ways to deal with stress.



### HOW CAN I GET HELP? – COMMUNITY RESOURCES

To find the location and contact information for different resources related to stress and mental wellness in your community, go to the last page of this activity book.



## ACTIVITY 16:

# MANAGING STRESS & ANXIETY

There are steps we can take to reduce stress in our daily lives, especially during moments in our lives when we don't feel in control.



Talking to people you trust can help you a lot. Contact your friends and family in safe and socially distanced ways. Tell jokes, share your feelings and discuss the stress and anxiety you might feel.



If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.



Don't use smoking, alcohol or other drugs to deal with your emotions. If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.



Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency. When you know the facts and precautions you can take, you will feel less stress because you can take action.



Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.



Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.



### MATERIALS I NEED FOR THIS ACTIVITY

None



### LET'S GO

Labyrinths are classic meditative techniques designed to help relieve stress and anxiety. Unlike a maze, a labyrinth only has one path, so you can be free of distractions or hurdles. Following the labyrinth path can help focus your thoughts and your breathing and clear your mind of distractions.

1. Take deep breaths to begin to relax and focus on the entrance to the labyrinth.
2. Place your pointer finger from your left hand on the entrance of the labyrinth. If you find this too difficult at first, use your right hand. However, over time, keep trying your left hand. This helps keep the mind focused on the meditation due to the challenge it presents.
3. Slowly trace the pattern of the labyrinth with your finger allowing your mind to clear from extra thought and focus solely on following the path of the labyrinth. Try to not jump ahead with your eyes or finger.
4. "Walk" to the centre of the labyrinth and rest momentarily, taking deep breaths observing how you are feeling.
5. Retrace your path out of the labyrinth.
6. Sit back, breathe deeply and relax. Observe how you are feeling again.



### REFLECT – JOURNAL

1. How did you feel before the labyrinth? How did you feel after?
2. How did it feel to only focus on completing one task?
3. What are some other ways that you can relieve stress and anxiety?



### CONNECT

Share this labyrinth with friends and family for a quick stress relief activity.

















# COMMUNITY RESOURCES



BE ACTIVE

## ACTIVITY 1:

# YOGA

Whether you are young or old, no matter what country or city you live in, yoga has the power to calm our mind and strengthen our body. Don't be intimidated by yoga. Yoga is for everyone.

A set of specific exercises, called poses, combined with specific breathing techniques and meditation principles are the building blocks of a yoga class. Yoga is not one-size-fits-all: The best yoga workout for you will depend on your individual needs and goals.

The benefits of a regular yoga practice are wide-ranging. In general, a complete yoga workout can help keep your back and joints healthy, improve your overall posture, stretch and strengthen muscles and improve your balance. Yoga also has a restorative side that is deeply relaxing and rejuvenating. In addition, yoga's focus on the breath can calm you and help you learn to be more mindful of your body.

The building blocks of yoga are poses. These are good ones to learn and do often.



### MATERIALS I NEED FOR THIS ACTIVITY

A flat area with a blanket or soft mat



### LET'S GO

These 10 poses are a complete yoga workout. Move slowly through each pose, remembering to breathe as you move. Pause after any pose you find challenging, especially if you are short of breath, and start again when your breathing returns to normal. The idea is to hold each pose for a few, slow breaths before moving on to the next one.

Want to watch videos related to the yoga poses below? Scan this QR code, which will take you to the Goal YouTube Channel.



### REFLECT – JOURNAL

1. How did my body feel after doing some of these yoga poses? What was my favourite?
2. Did the poses help me concentrate? Was I focused on my breathing?



### CONNECT

Teach your favorite yoga pose to a friend or someone in your family. Make a commitment to doing one pose a day for a couple of minutes.

## 1. CHILD'S POSE

This calming pose is a good relaxing position. You can use child's pose to rest and refocus before continuing to your next pose. It gently stretches your lower back, hips, thighs, knees and ankles and relaxes your spine, shoulders and neck.

**Do it:** When you want to get a nice gentle stretch through your neck spine and hips.

**Skip it:** If you have knee injuries or ankle problems. Avoid also if you have high blood pressure or are pregnant.

**Modify:** You can rest your head on a cushion or pillow. You can place a rolled towel under your ankles if they are uncomfortable.

**Be mindful:** Focus on relaxing the muscles of the spine and lower back as you breathe.



## 2. DOWNWARD-FACING DOG

Downward-facing dog strengthens the arms, shoulders and back while stretching the hamstrings, calves and arches of your feet. It can also help relieve back pain.

**Do it:** To help relieve back pain.

**Skip it:** This pose is not recommended if you have wrist problems, have high blood pressure or are in the late stages of pregnancy.

**Modify:** You can do the pose with your elbows on the ground, which takes the weight off your wrists.

**Be mindful:** Focus on distributing the weight evenly through your palms and lifting your hips up and back, away from your shoulders.



### 3. PLANK POSE

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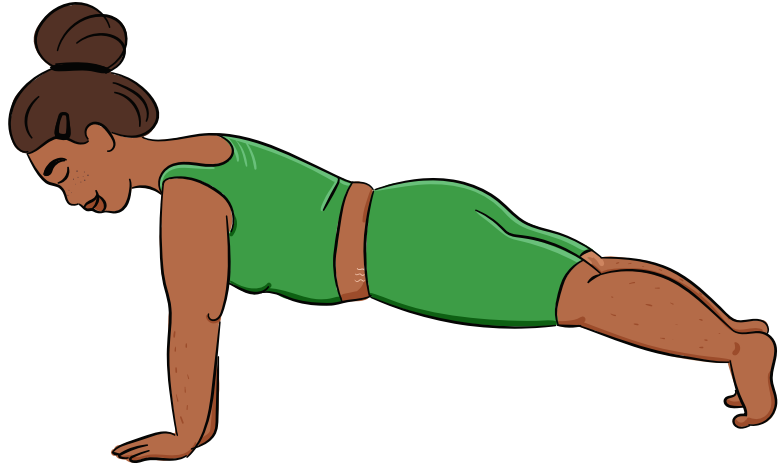
A commonly seen exercise, plank helps build strength in the core, shoulders, arms and legs.

**Do it:** Plank pose is good if you are looking to strengthen your abs and build strength in your upper body.

**Skip it:** Avoid plank pose if you have pain in your wrists. It can be hard on your wrists. You might also skip it or modify if you have low back pain.

**Modify:** You can modify it by placing your knees on the floor.

**Be mindful:** As you do a plank, imagine the back of your neck and spine lengthening.



### 4. FOUR-LIMBED STAFF POSE

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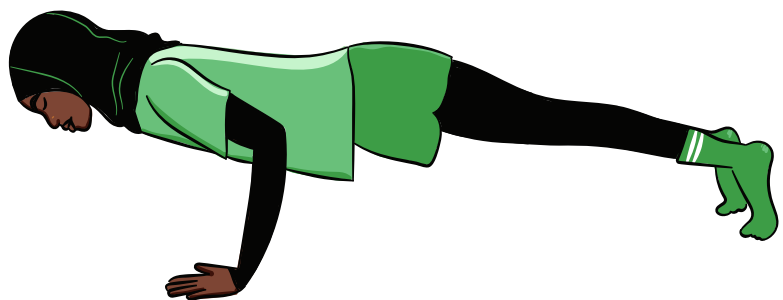
This push-up variation follows plank pose in a common yoga sequence known as the sun salutation. It is a good pose to learn if you want to eventually work on more advanced poses, such as arm balances or inversions.

**Do it:** Like plank, this pose strengthens arms and wrists and your abdomen.

**Skip it:** If you have lower back pain, a shoulder injury or are pregnant.

**Modify:** It's a good idea for beginners to modify the pose by keeping your knees on the floor.

**Be mindful:** Press your palms evenly into the floor and lift your shoulders away from the floor as you hold this pose.





## 5. COBRA POSE

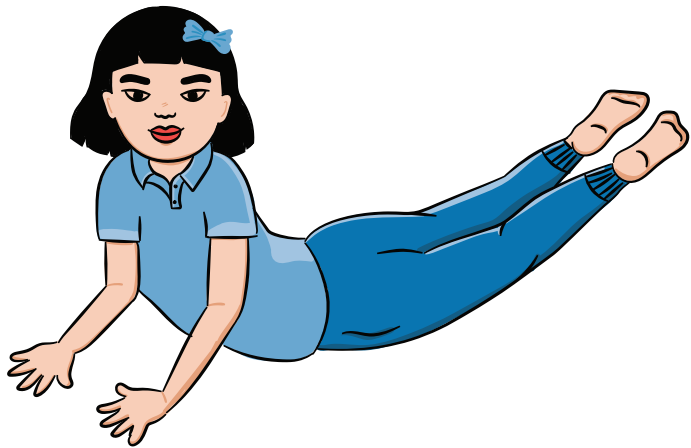
This back-bending pose can help strengthen the back muscles, increase spinal flexibility and stretches the chest, shoulders and abdomen.

**Do it:** This pose is great for strengthening the back.

**Skip it:** If your neck or spine hurts, spine or neck, a low-back injury

**Modify:** Just lift up a few inches, and don't try to straighten your arms.

**Be mindful:** Try to keep your navel drawing up away from the floor as you hold this pose.



## 6. TREE POSE

Beyond helping improve your balance, it can also strengthen your core, ankles, calves, thighs and spine.

**Do it:** Great for working on your balance and posture.

**Skip it:** You many want to skip this pose if you have low blood pressure or any medical conditions that affect your balance.

**Modify:** Place one of your hands on a wall for support.

**Be mindful:** Focus on your breath in and out as you hold this pose.



## 7. TRIANGLE POSE

Triangle, which is a part of many yoga sequences helps build strength in the legs and stretches the hips, spine, chest, shoulders, groins, hamstrings and calves. It can also help increase mobility in the hips and neck.

**Do it:** This pose is great for building strength and endurance.

**Skip it:** Avoid this pose if you have a headache or low blood pressure.

**Modify:** If you have high blood pressure, turn your head to gaze downward in the final pose. If you have neck problems, don't turn your head to look upward; look straight ahead and keep both sides of the neck long.

**Be mindful:** Keep lifting your raised arm toward the ceiling. It helps keep the pose buoyant.



## 8. SEATED HALF-SPINAL TWIST POSE

This twisting pose can increase the flexibility in your back, while stretching the shoulders, hips and chest. It can also help relieve tension in the middle of your back.

**Do it:** To release tight muscles around the shoulders and upper and lower back.

**Skip it:** If you have a back injury.

**Modify:** If bending your right knee is uncomfortable, keep it straight out in front of you.

**Be mindful:** Lift your torso with each inhale, and twist as you exhale.



## 9. BRIDGE POSE

This is a back-bending pose that stretches the muscles of the chest, back and neck. It also builds strength in the back and hamstring muscles.

**Do it:** If you sit most of the day, this pose will help you open your upper chest.

**Skip it:** Avoid this pose if you have a neck injury.

**Modify:** Place a pillow between your thighs to help keep the legs and feet in proper alignment. Or you can place a pillow under your pelvis if your lower back is bothering you.

**Be mindful:** While holding this pose, try to keep your chest lifted.



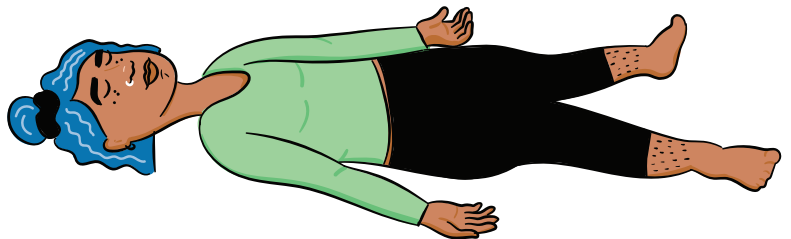
## 10. SAVASANA POSE

Like life, yoga classes typically end with this pose. It allows for a moment of relaxation, but some people find it difficult to stay still in this pose. However, the more you try this pose, the easier it is to sink into a relaxing, meditative state.

**Do it:** Always!

**Modify:** Place a blanket under your head, if that feels more comfortable. You can also roll up a blanket and place that under your knees, if your lower back is sensitive or bothering you.

**Be mindful:** Feel the weight of your body sinking into your mat one part at a time.



## ACTIVITY 2:

# GETTING STRONG

We don't need a lot of equipment (or really, any equipment sometimes) to get our bodies strong. There are a lot of movements and exercises we can do in our homes or right outside that will build our muscles, help us with our balance and make us feel healthy!

Below are a few things you need to keep in mind before you start these exercises.

### Safety Workout Tips:

- Stand with your feet hip/shoulder-width apart and your toes pointed straight ahead. Slightly bend your knees and keep your hips in line under your shoulders.
- Flex your stomach muscles before beginning the movements. This should feel like you're pulling your belly button in towards your spine. Do NOT lean back too much so it hurts your back!
- Always stare straight ahead so that you don't hurt your neck.
- When extending your legs and arms, keep them slightly bent at all times.



### MATERIALS I NEED FOR THIS ACTIVITY

None



### LET'S GO

**Beginners:** 10 of each (without stopping), then work your way up to 20 over a few weeks.

**Intermediate and Advanced:** 20 repetitions of each exercise, two or three times. You can also do each exercise for 20 seconds at a time. See how many weeks it takes to you be able to do each exercise for a minute each!



### REFLECT – JOURNAL

1. What was your favourite exercise? Why?
2. Why is it important to keep our bodies strong?



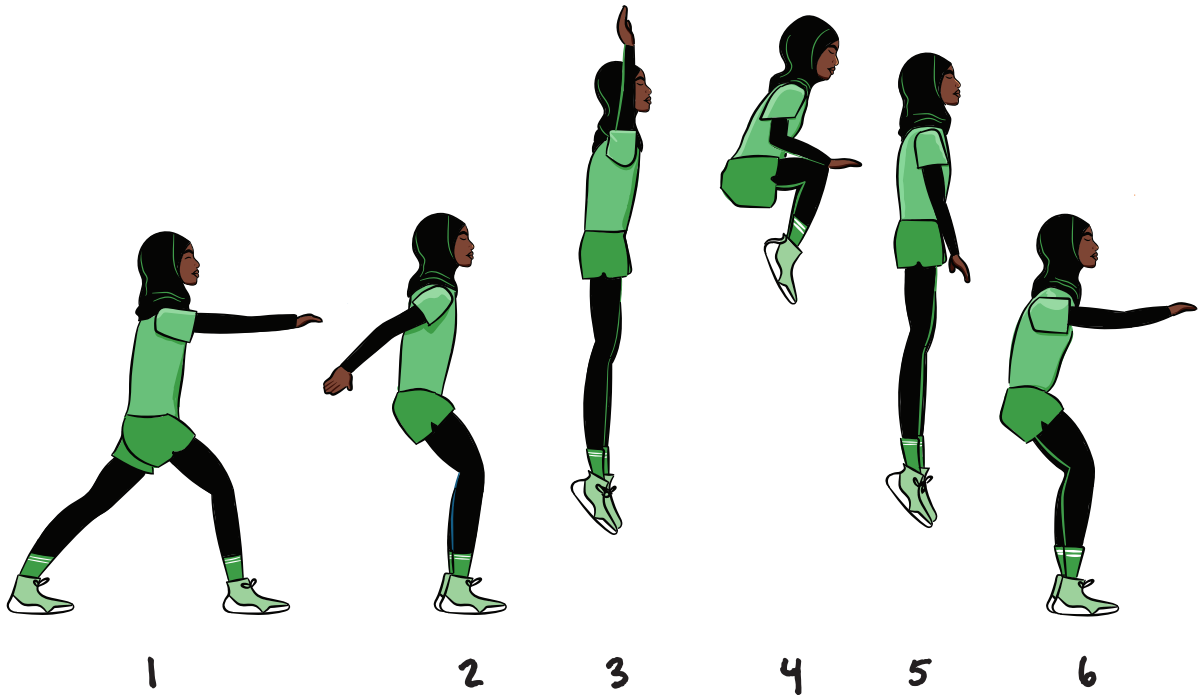
### CONNECT

Teach your favorite exercise to a friend or someone in your family. Hold a competition to see how many of one exercise you can do in one minute.

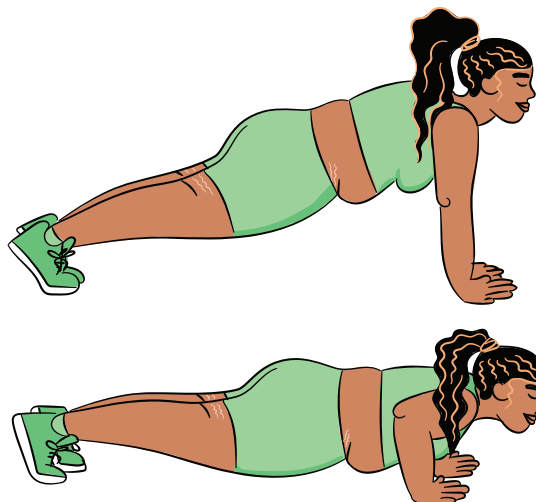
Want to watch videos related to the exercises below? Scan this QR code, which will take you to the Goal YouTube Channel.



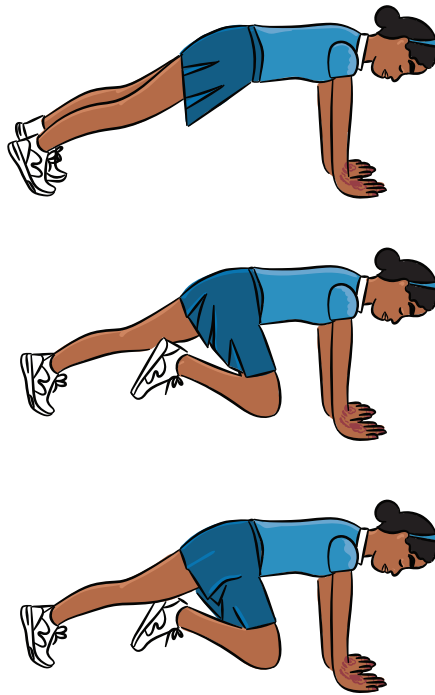
**Tuck Jumps:** Start standing tall. Jump up and tuck feet and knees up, then return with a soft landing.



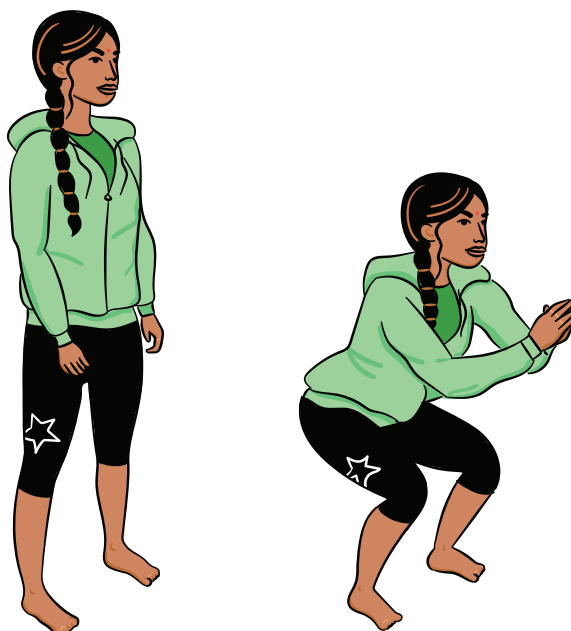
**Push-ups:** Start in a plank position on toes and hands. Lower body slowly towards the ground and return to the top. Keep the body straight.



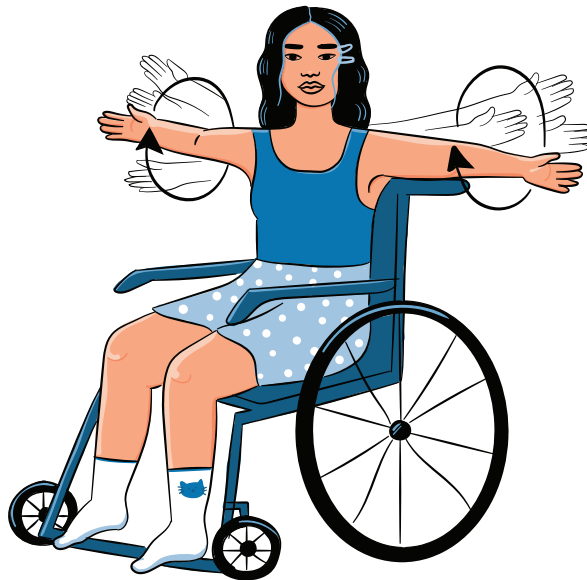
**Mountain Climbers:** Start in the same position as a push-up. Bring one leg up under the chest and then back. The other leg does the same motion, similar to running with hands on the ground. Keep the body straight.



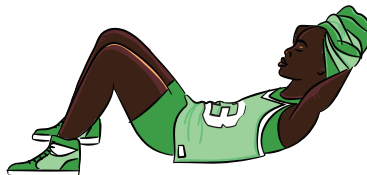
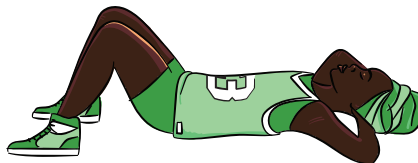
**Body Squats:** Start standing tall. Squat toward the ground until thighs are parallel to the floor, then return.



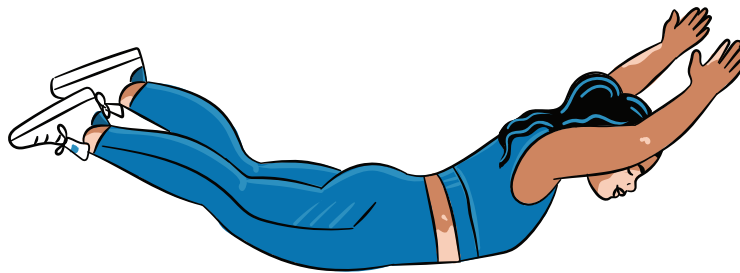
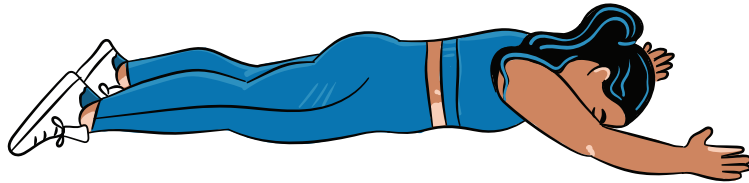
**Arm Spins:** Start sitting straight or standing tall. Extend arms out to the side and spin them in small circles, Clockwise, then counter-clockwise.



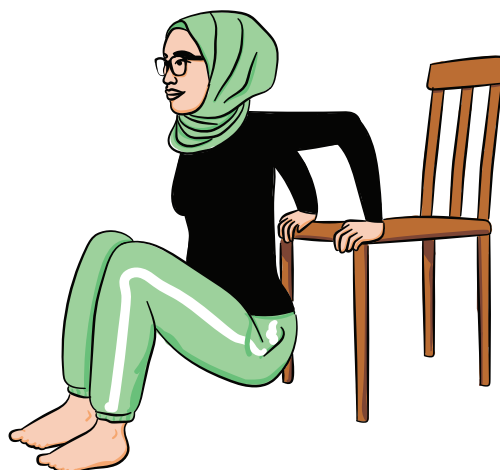
**Bent-Knee Sit Up:** Start on floor with knees bent. Tighten abdomen and then sit up toward knees and return. Arms can go on the chest or behind the head, but do not pull the head up.



**Superman:** Lie flat on your stomach. Lift arms and legs up off the floor at the same time and hold, then return to the floor.



**Chair Dips:** Start with hands on a table chair and with the body straight. Lower the body slowly down, then up to work the back of the arms.





**ACTIVITY 3:**

# BELLY BREATHING

Diaphragmatic, or belly breathing, is natural to all mammals (including humans). It's a state of deep breathing that's controlled by a large muscle in our abdomen called the diaphragm. When you take air in through your nose, it travels into your lungs. If you take a shallow breath, only the chest cavity expands. Breathing deeply involves more of your body — the diaphragm contracts and both the belly and chest cavity expand. Belly breathing and the “fight or flight” response to stress or anxiety (two feelings we all experience) can't occur at the same time. When our bodies switch into “fight or flight” mode, we engage in shallow breathing. We're ready for battle. On the other hand, belly breathing reduces our heart rate and triggers a relaxation response. It slows us down.

Want to watch videos related to belly breathing and stress relief? Scan this QR code, which will take you to the Goal YouTube Channel.





### MATERIALS I NEED FOR THIS ACTIVITY

None

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### LET'S GO

It's best to start practicing belly breathing when you are already relaxed. This way you can build awareness of what being calm feels like. Once you have the feeling of belly breathing mastered (practice it daily), you can apply it to stressful moments.

1. Start by breathing normally. Do you notice anything? What parts of the body move as you breathe? What does it feel like?
2. Now lie on your back, relax your muscles and place your hands on your belly.
3. With your mouth closed, breathe in for four seconds or until you feel your whole chest fill with air, all the way down to her belly.
4. Hold in the air for four seconds.
5. Slowly blow the air out until it's all gone. If you are having difficulty breathing slowly, exhale through a straw.
6. Repeat until the body feels relaxed. Do you notice anything different from before? What does it feel like?

Include belly breathing as a regular part of your routine, when waking up or before going to bed. With practice, it can become a familiar strategy that you can use at any age to relax and reduce anxiety and stress in your life.



### REFLECT – JOURNAL

1. How did it feel to take belly breaths slowly? Was it hard at first?
2. What do you think will happen if you practice belly breathing?
3. Do you think this technique might help you during times of stress or anxiety?



### CONNECT

Teach belly breathing to a friend or someone in your family. Try doing it together each morning or afternoon. During the day, when you feel your stress increasing, take a minute to do some belly breaths slowly and see if it helps lower your stress.

## ACTIVITY 4:

## BODY SCAN

The body scan is an activity that uses meditation. Meditation is a way to train the mind. Most of the time, our minds are wandering — we're thinking about the future, dwelling on the past, worrying or daydreaming. Meditation brings us back to the present moment, and gives us the tools we need to be less stressed, calmer and kinder to ourselves and others. Meditation is a training of our attention. It allows us to step out of distracted thought, and helps us arrive in the present moment in a balanced and clear way.

For many of us, stress not only has mental and emotional symptoms, it has physical symptoms too: headaches, back pain, and heartburn are just a few of the stress-related ailments we may experience. In fact, sometimes we are so caught up in our stress, we don't even realize our physical discomfort is connected to our emotional state. That's when a body scan meditation can be particularly useful and effective, allowing us to check in with our bodies.

**MATERIALS I NEED FOR THIS ACTIVITY**

None

**LET'S GO**

1. Get comfortable. Lying down is preferable, particularly if you're doing a body scan meditation before you fall asleep. If that's not possible or comfortable, sitting comfortably is also an option.
2. Take a few deep breaths. Let your breathing slow down, and start breathing from your belly instead of from your chest, letting your abdomen expand and contract with each breath. If you find your shoulders rising and falling with each breath, focus more on breathing from your belly, as though a balloon is inflating and deflating in your abdomen with each breath. For more practice, try these breathing exercises.
3. Begin by bringing your attention into your body.

4. You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor.
5. Take a few deep breaths.
6. And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply.
7. You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.
8. You can notice your legs against the chair, pressure, pulsing, heaviness, lightness.
9. Notice your back against the chair.
10. Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.
11. Notice your hands. Are your hands tense or tight? See if you can allow them to soften.
12. Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.
13. Notice your neck and throat. Let them be soft. Relax.
14. Soften your jaw. Let your face and facial muscles be soft.
15. Then notice your whole body present. Take one more breath.

### Tips

- Practice this body scan meditation anytime you feel stress or several times throughout the day as a regular practice.
- If you don't have a lot of time, you can do an abbreviated version of this body scan meditation by just sitting and noticing any place in your body that you're carrying tension, rather than moving from part to part. This will become easier the more you practice the body scan meditation.
- The body scan meditation can promote body awareness, stress awareness, and relaxation. Practice it often. You can also try progressive muscle relaxation, breathing exercises, or visualization exercises for releasing stress and tension in your body.



### REFLECT – JOURNAL

1. How did it feel to think about each part of your body? How did your mind feel?
2. Do you think this technique might help you during times of stress or anxiety?



### CONNECT

Lead someone you know, a friend, a family member, in a body scan activity. Have them close their eyes and you can read out the steps in this activity slowly, giving them time to reflect and think as they mentally scan their body. Afterwards, ask them how they felt.



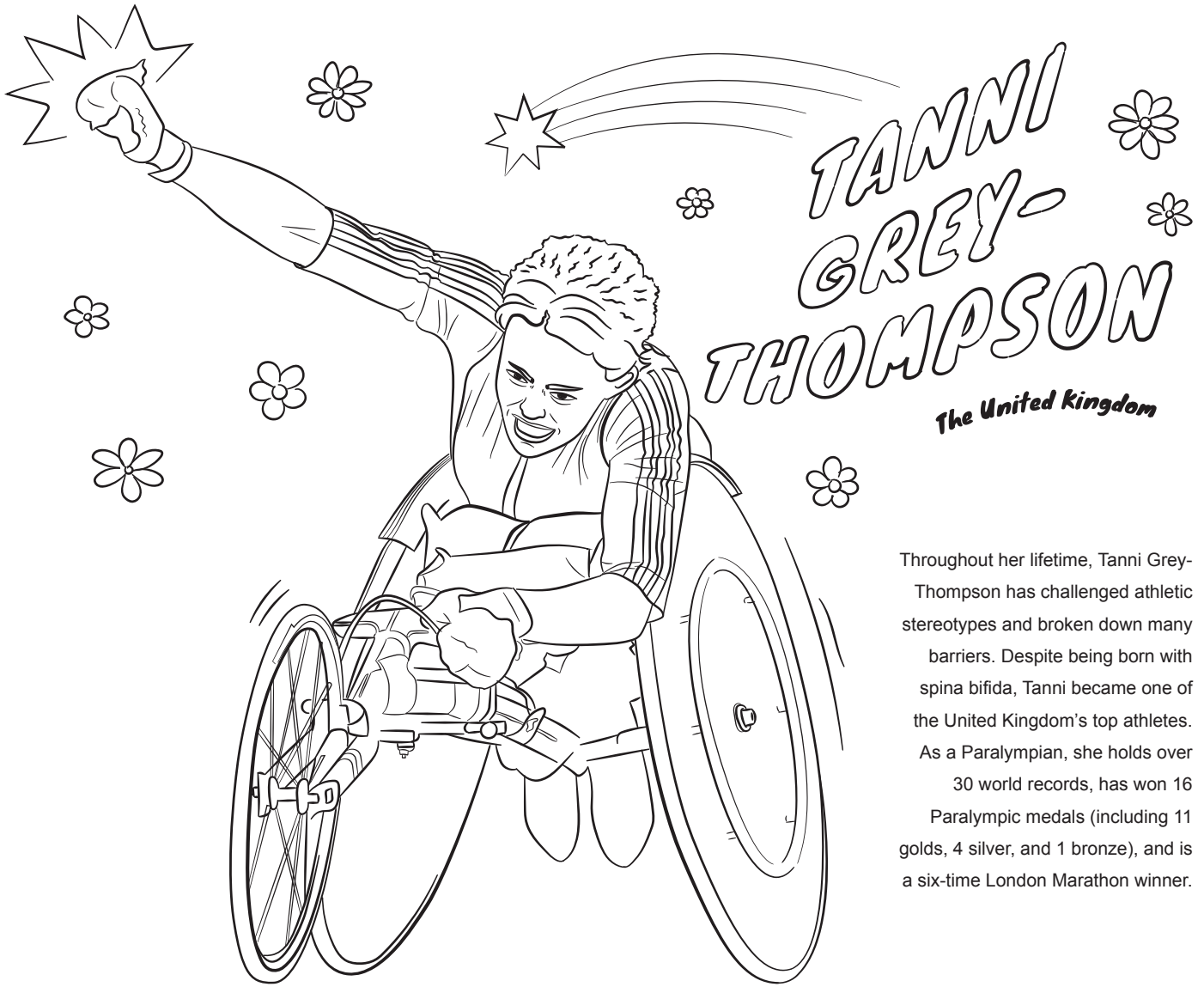


This image shows a blank sheet of white paper designed for writing. It features horizontal blue or grey ruling lines spaced evenly down the page. A single vertical dashed green line runs parallel to the left edge, creating a narrow margin. The paper is otherwise completely empty, with no text or markings.

BE ACTIVE



BE CREATIVE



Throughout her lifetime, Tanni Grey-Thompson has challenged athletic stereotypes and broken down many barriers. Despite being born with spina bifida, Tanni became one of the United Kingdom's top athletes. As a Paralympian, she holds over 30 world records, has won 16 Paralympic medals (including 11 golds, 4 silver, and 1 bronze), and is a six-time London Marathon winner.



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**Prompt:** What are some obstacles or challenges that you have overcome? Describe or draw these obstacles.





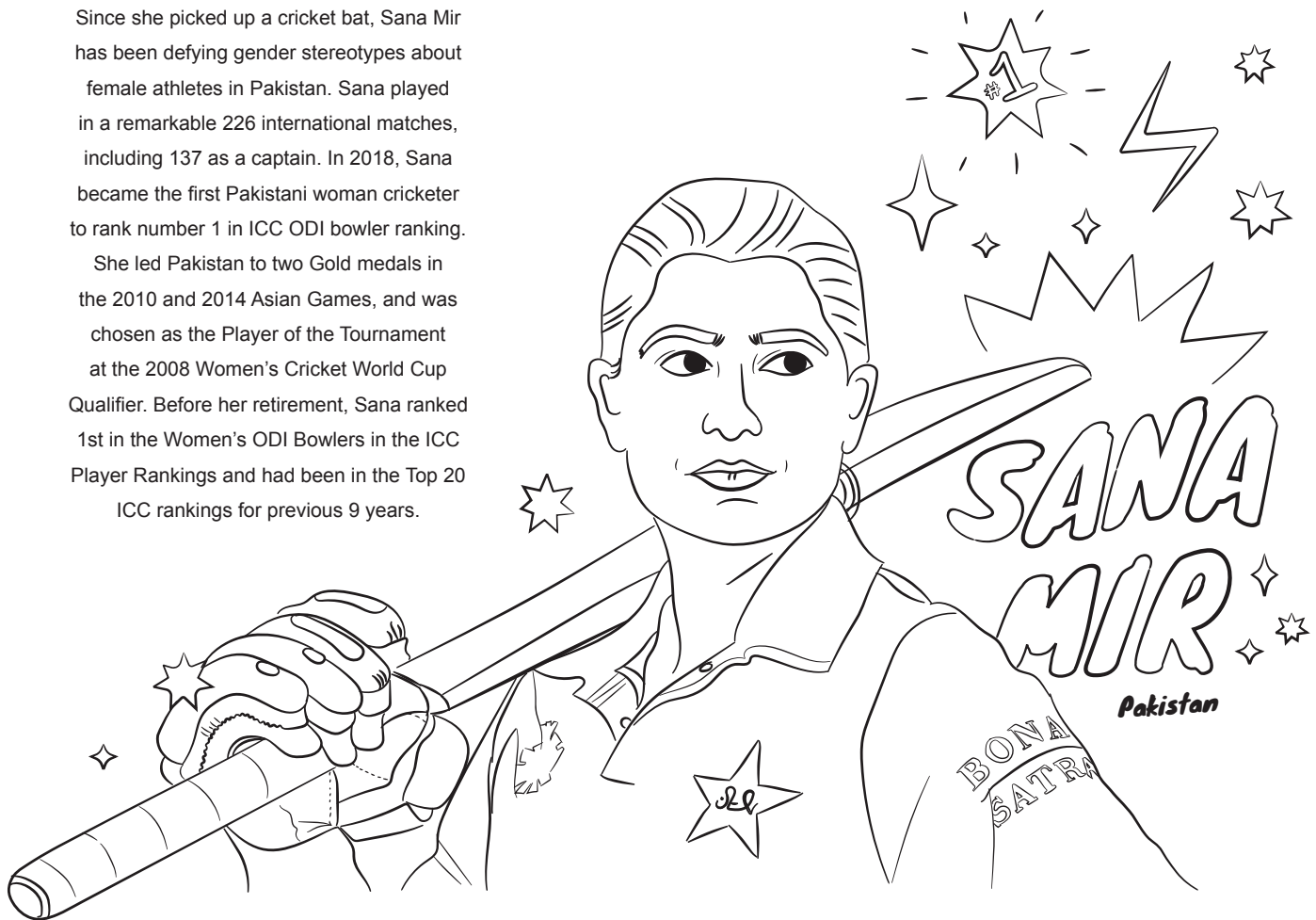
Nadin Dawani dreamed of being a world champion athlete since she was a little girl. After winning the gold medal at the 2012 Asian Taekwondo Championships in Vietnam, Nadin became the first Jordanian Taekwondo competitor to be named Asian Champion. Nadin has made multiple appearances representing Jordan at the Olympic Games, including the 2012 Summer Olympics in London where she was Jordan's flag bearer. Since retiring from the sport, Nadin has continued to find ways to create impact internationally, and is now head of international relations at the Jordan Olympic Committee and a member of the International Olympic Committee Athletes' Commission. She is also co-chair of the World Taekwondo Athletes' Committee.



**Prompt:** What are some of your dreams and goals? Draw a picture that represents your dreams.

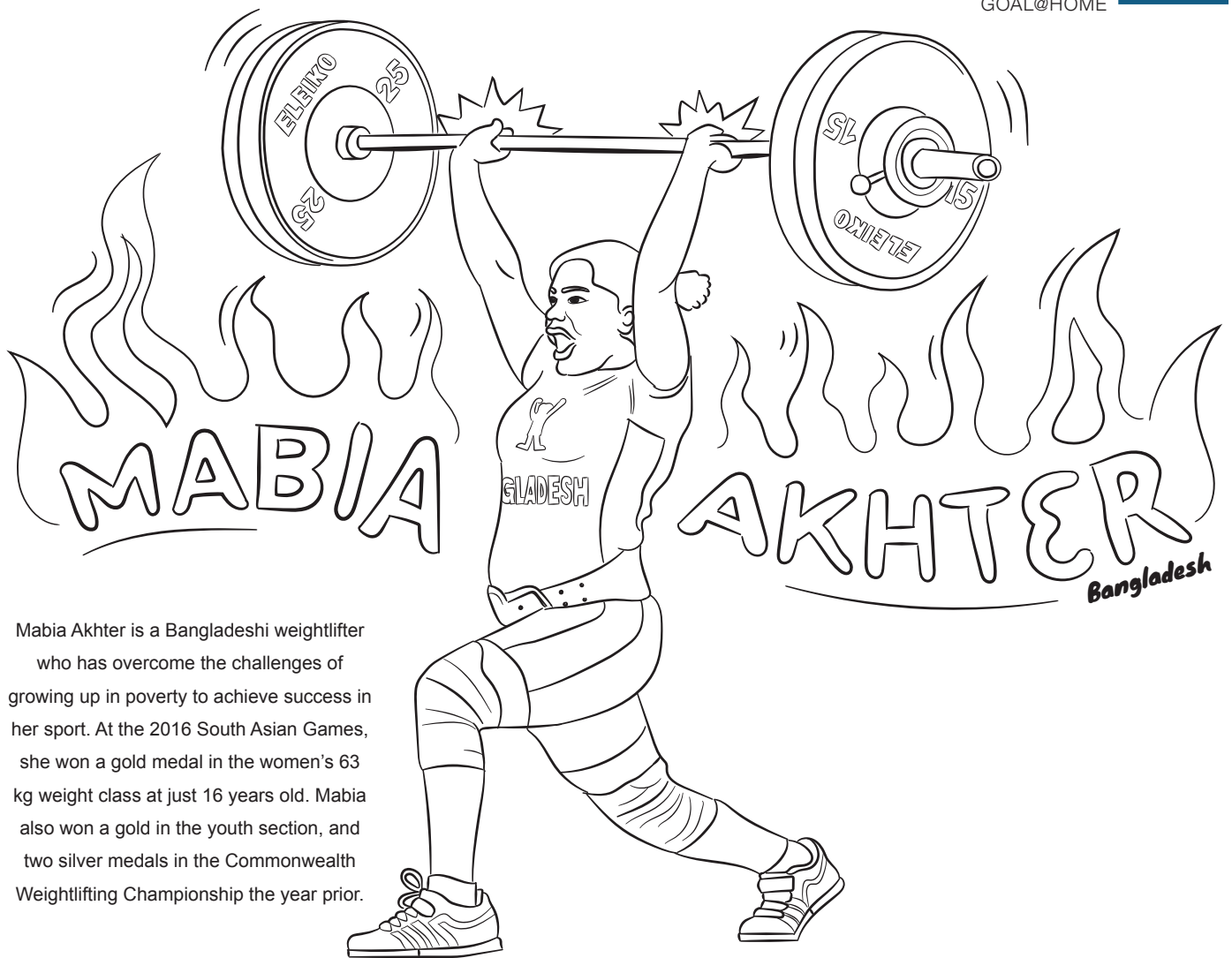
Since she picked up a cricket bat, Sana Mir has been defying gender stereotypes about female athletes in Pakistan. Sana played in a remarkable 226 international matches, including 137 as a captain. In 2018, Sana became the first Pakistani woman cricketer to rank number 1 in ICC ODI bowler ranking.

She led Pakistan to two Gold medals in the 2010 and 2014 Asian Games, and was chosen as the Player of the Tournament at the 2008 Women's Cricket World Cup Qualifier. Before her retirement, Sana ranked 1st in the Women's ODI Bowlers in the ICC Player Rankings and had been in the Top 20 ICC rankings for previous 9 years.



**Prompt: What are some accomplishments that you are proud of achieving?  
Describe or illustrate why these accomplishments make you feel proud!**

accomplishments



Mabia Akhter is a Bangladeshi weightlifter who has overcome the challenges of growing up in poverty to achieve success in her sport. At the 2016 South Asian Games, she won a gold medal in the women's 63 kg weight class at just 16 years old. Mabia also won a gold in the youth section, and two silver medals in the Commonwealth Weightlifting Championship the year prior.



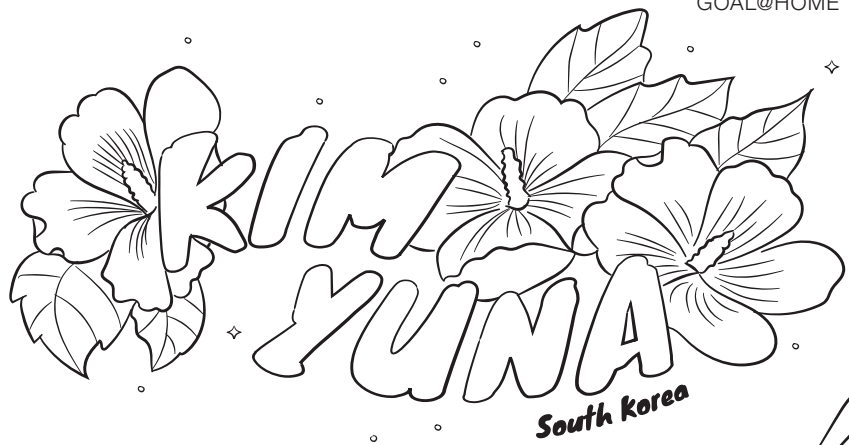
**Prompt:** What are some things that you feel can be a weight or a burden? Draw a picture of you as a weightlifter, like Mabia, successfully lifting those weights!



As the first Asian-born player to be inducted into the International Tennis Hall of Fame, Li Na is one of the most recognized Chinese athletes in history. Over the course of her career, Li won nine WTA Tour singles titles including two Grand Slam singles titles at the 2011 French Open and 2014 Australian Open. Her rise to greatness came after those victories, which made her the first Grand Slam singles champion from Asia. Prior to this, she was the first player representing an Asian country to appear in a Grand Slam singles final, a milestone she achieved at the 2011 Australian Open. Additionally, Li was the first Chinese tennis player to break into the world's top ten rankings.



**Prompt: How does play sports make you feel? Draw a picture of yourself playing a sport!**



There are very few South Korean athletes, more accomplished than figure skater Kim Yuna. Her many achievements include being a three-time Grand Prix Final Champion, six-time South Korean National Champion, two-time World Champion, and two-time Olympic medalist, including winning the Gold in 2010. Kim is the first figure skater ever to complete a Career Super Grand Slam by also winning the Junior Grand Prix Final and the Junior World Championships in 2005 and 2006. Kim broke multiple world records, including being the first female figure skater to score above 200, 210, and 220 points.

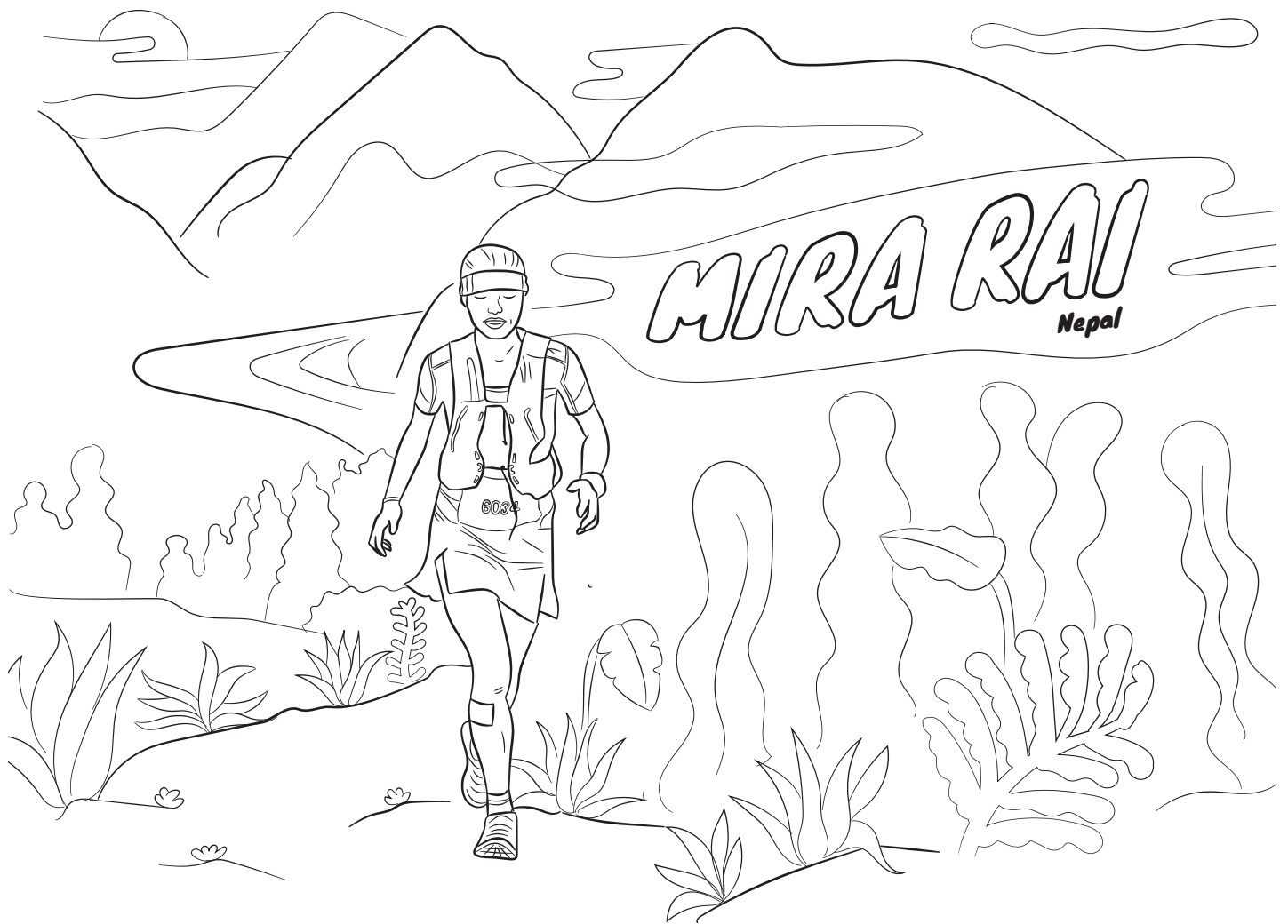


**Prompt:** What is something you would like to be recognized for? This can be any achievement, from Best Footballer in the World to Best at Making Others Smile!

This Award is  
to recognize

for

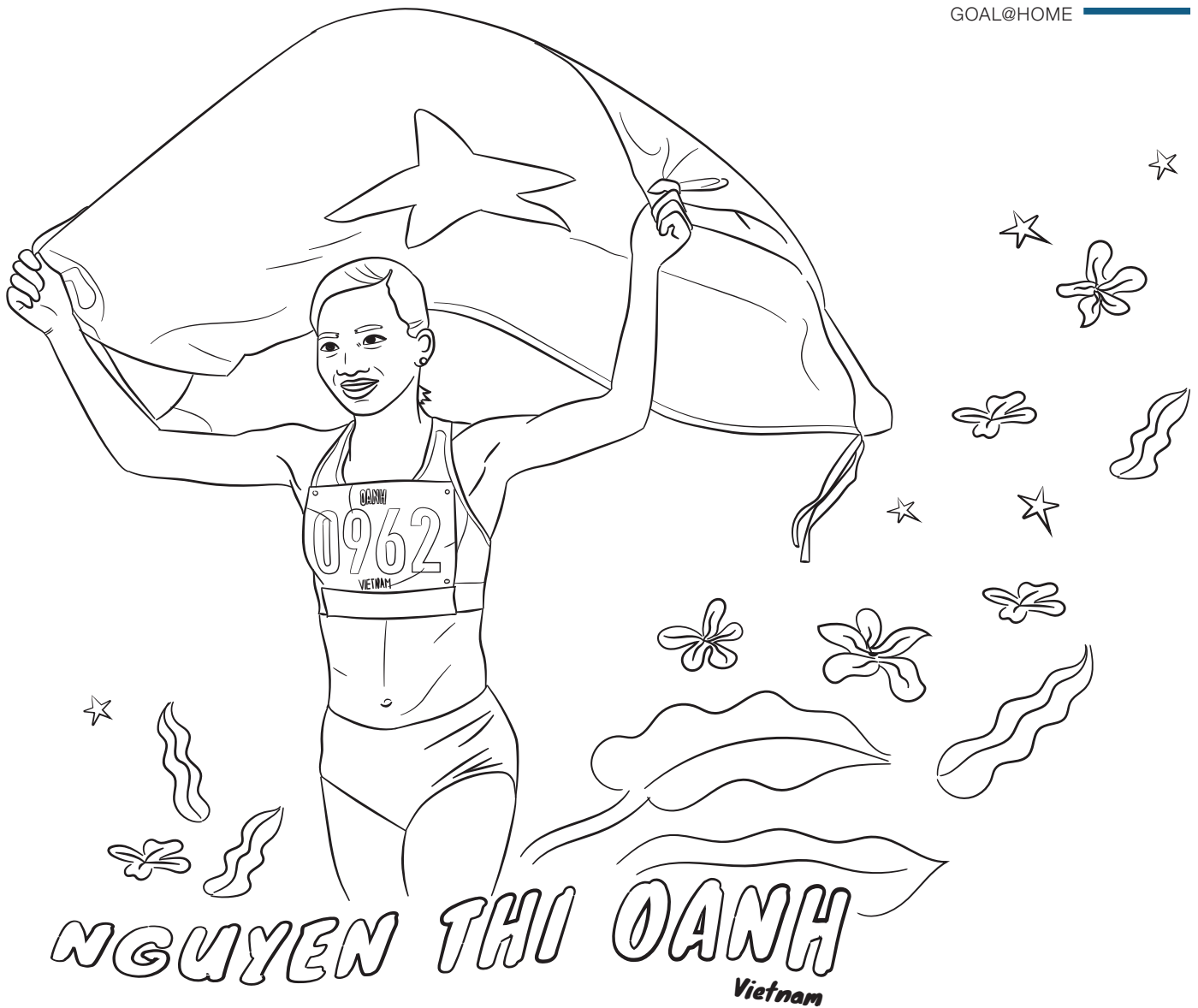




Mira Rai takes running to an entirely new level as a trail/sky ultrarunner, but her conquering of the rocky trails, high altitudes and extreme distances is a testament to her determination. When she was just 15, Mira joined the Communist Party insurgents as a child soldier in order to financially support her family and escape traditional, constricting barriers impacting her as a Nepalese woman. It was during her time as a soldier that she found a passion for running, and now she is an internationally recognized ultrarunner who has won 14 ultramarathons and set multiple world records. In collaboration with Hong Kong Trail Running Women, Mira is using her experiences to create a path for a new generation of young female athletes and Nepali women to access athletic training, education, and professional development.



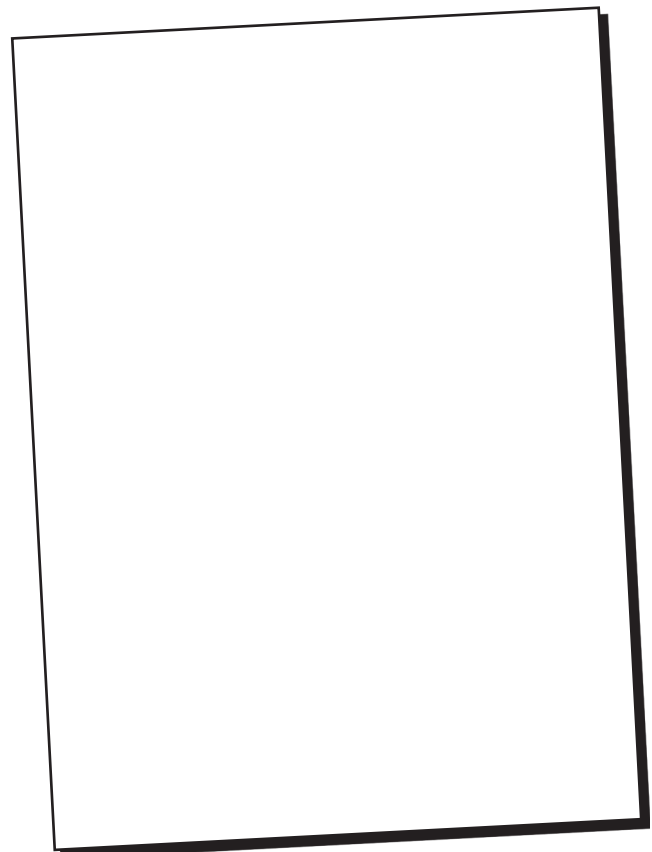
**Prompt:** Think about the biggest challenge that you have faced this year and how you were able to overcome it. Draw a picture of you climbing a mountain (the challenge) and celebrating reaching the top!



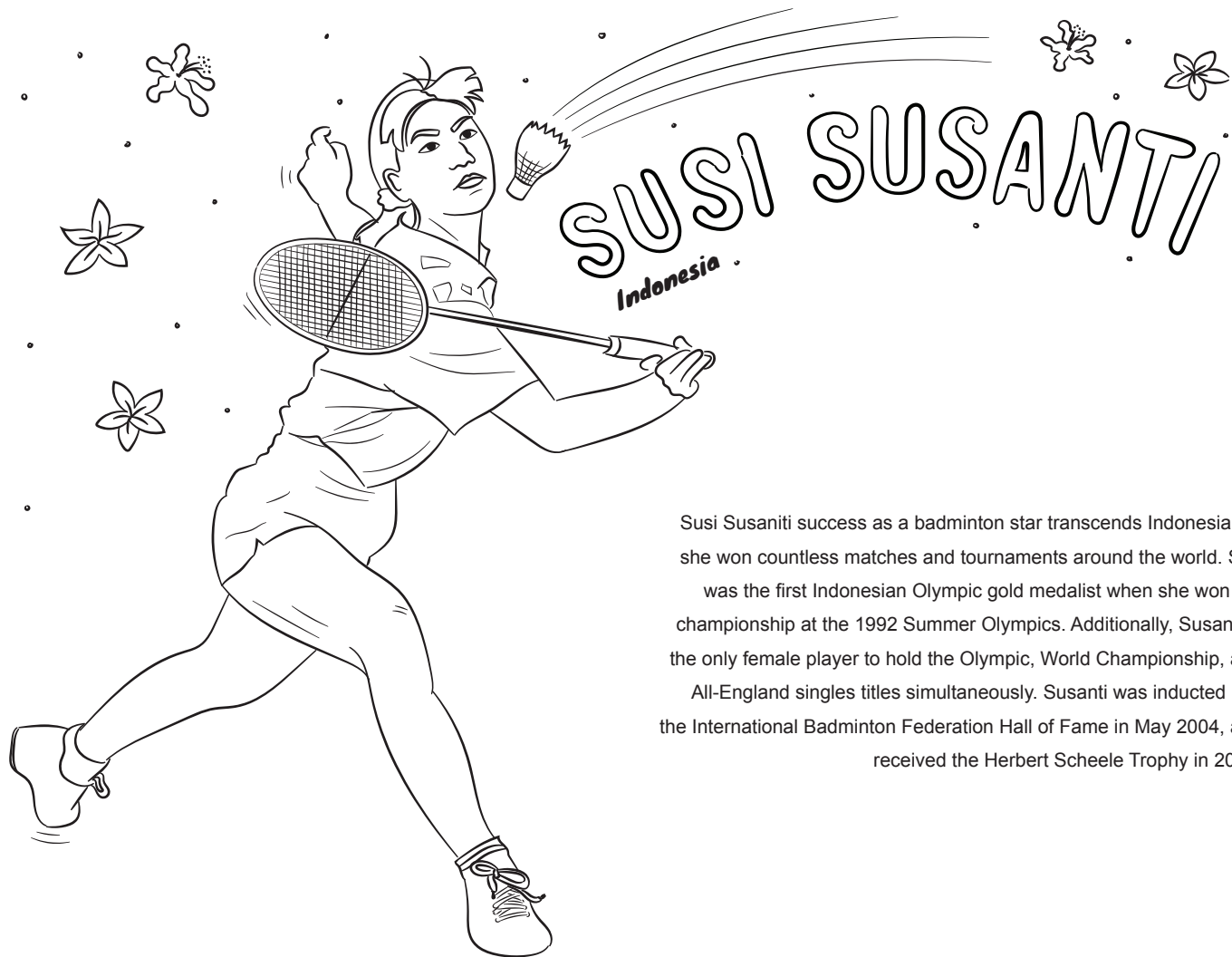
Nguyen Thi Oanh became a breakout track star in Vietnam during the Southeast Asia Games in 2019, where she won gold in the women's 1,500 meters and 3,000 meters steeplechase, as well as the 5,000 meters hurdles. Remarkably, she won the latter two races in the same day in addition to break the SEA Games record in the 5,000M hurdles. What makes Oanh's story even more incredible is that she was diagnosed with glomerulonephritis in 2014, when her kidneys became so inflamed that she had to stop training for some time. After her successful showing at the SEA Games, Nguyen was selected as the 2019 Athlete of the Year by over 200 Vietnamese sports journalists.



**Prompt:** Imagine yourself on the cover of a book or a magazine – what would the title of your story be? Draw the image.







Susi Susanti's success as a badminton star transcends Indonesia, as she won countless matches and tournaments around the world. She was the first Indonesian Olympic gold medalist when she won the championship at the 1992 Summer Olympics. Additionally, Susanti is the only female player to hold the Olympic, World Championship, and All-England singles titles simultaneously. Susanti was inducted into the International Badminton Federation Hall of Fame in May 2004, and received the Herbert Scheele Trophy in 2002.



.....  
**Prompt:** Draw a picture of your “support system.” This can include family, friends, coaches, teachers, mentors, etc.





Prompt: If you could be the best at anything in the world, what would it be and why? Be creative!

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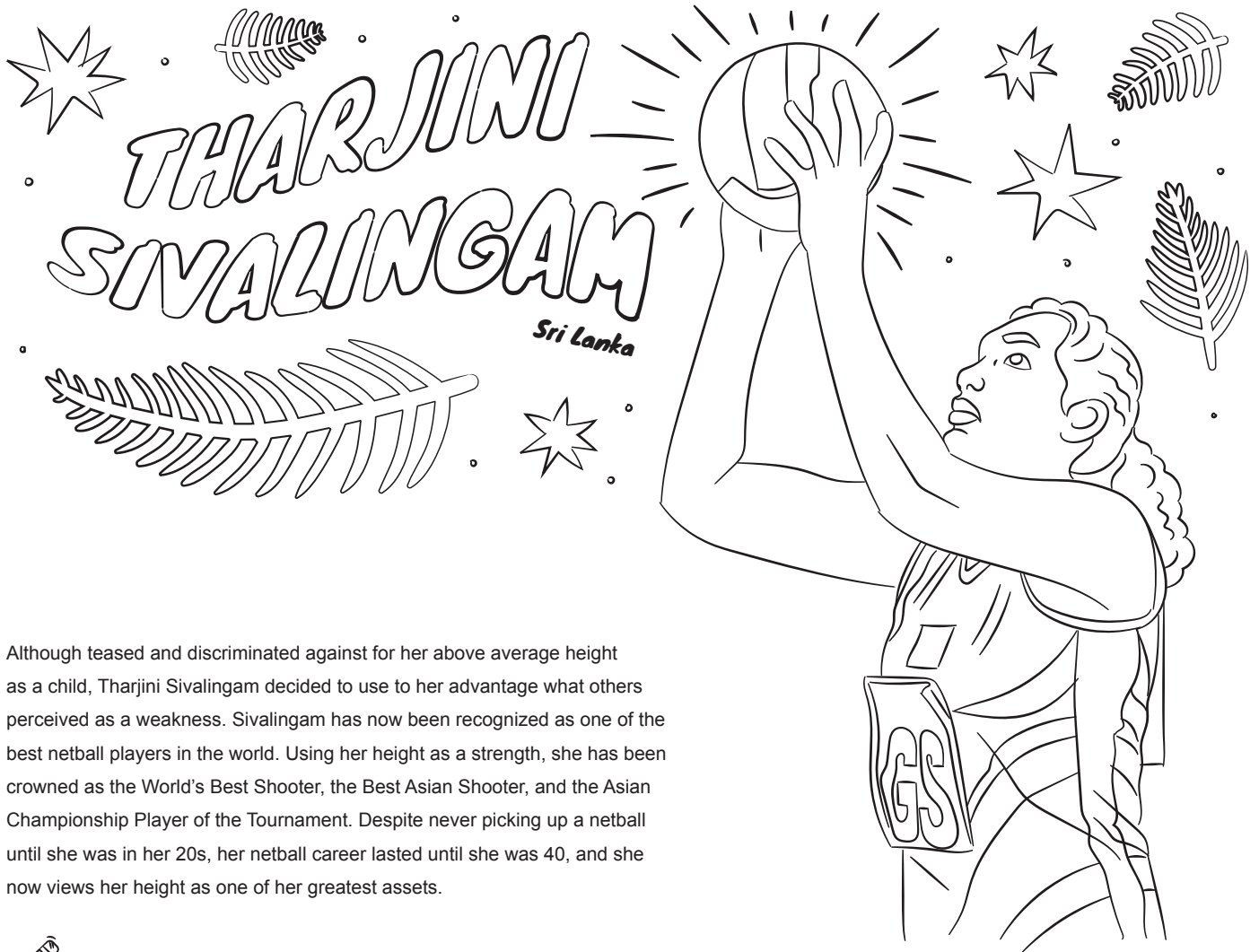


P.T. Usha  
India

Despite being born into poverty and facing many health issues as a child, P.T. Usha is widely recognized across India as the "Queen of Track and Field." At the 1980 Olympic Games in Moscow, Usha was the youngest Indian sprinter, at the age of 16. At the pinnacle of her career at the 1985 Asian Games, Usha set a record for the most gold medals won at a single event in the history of the games.



Prompt: What do you do to relax, have fun, and clear your mind?  
Draw an illustration of this.



Although teased and discriminated against for her above average height as a child, Tharjini Sivalingam decided to use to her advantage what others perceived as a weakness. Sivalingam has now been recognized as one of the best netball players in the world. Using her height as a strength, she has been crowned as the World's Best Shooter, the Best Asian Shooter, and the Asian Championship Player of the Tournament. Despite never picking up a netball until she was in her 20s, her netball career lasted until she was 40, and she now views her height as one of her greatest assets.



.....  
Prompt: If you could have a superpower, what would it be? Draw it in an image.



Growing up in the conservative culture of the UAE, Nada Al Bedwani is familiar with being told she cannot compete in sports because she is a woman. Yet despite the culture factors limiting girls' participation in sports, Al Bedwani picked up swimming at the age of 14. Just 5 years later, she became the first female to represent the UAE in swimming at the Olympics in Rio de Janeiro and the youngest female to carry the UAE flag in the Opening Ceremony. She is now determined to train for the 2024 Olympics and is a leader in the movement to change the mentality discouraging girls from playing sports in the UAE.



**Prompt:** Athletes often train using the same routine every day or week. What are some of your daily routines? Is there anything that you hope to add to your routine?

#### My Daily Routine

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- \_\_\_\_\_
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#### Routine Goals

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### Why do they inspire you?

[illegible]



Fabienne St. Louis is a Mauritian professional triathlete that has been recognized as one of the elite African triathlon champions. After competing in the 2012 London Olympics and the 2014 Commonwealth Games, St. Louis was confident in her chances of qualifying for the 2016 Summer Olympics in Rio de Janeiro. However, she was diagnosed with cancer in 2015 and underwent treatment in the spring of 2016. Despite these immense hurdles, St. Louis pushed herself to get in shape and succeeded in qualifying for the 2016 Olympics.



Prompt: Think of 10 things that you like about yourself. List and/or draw them below.

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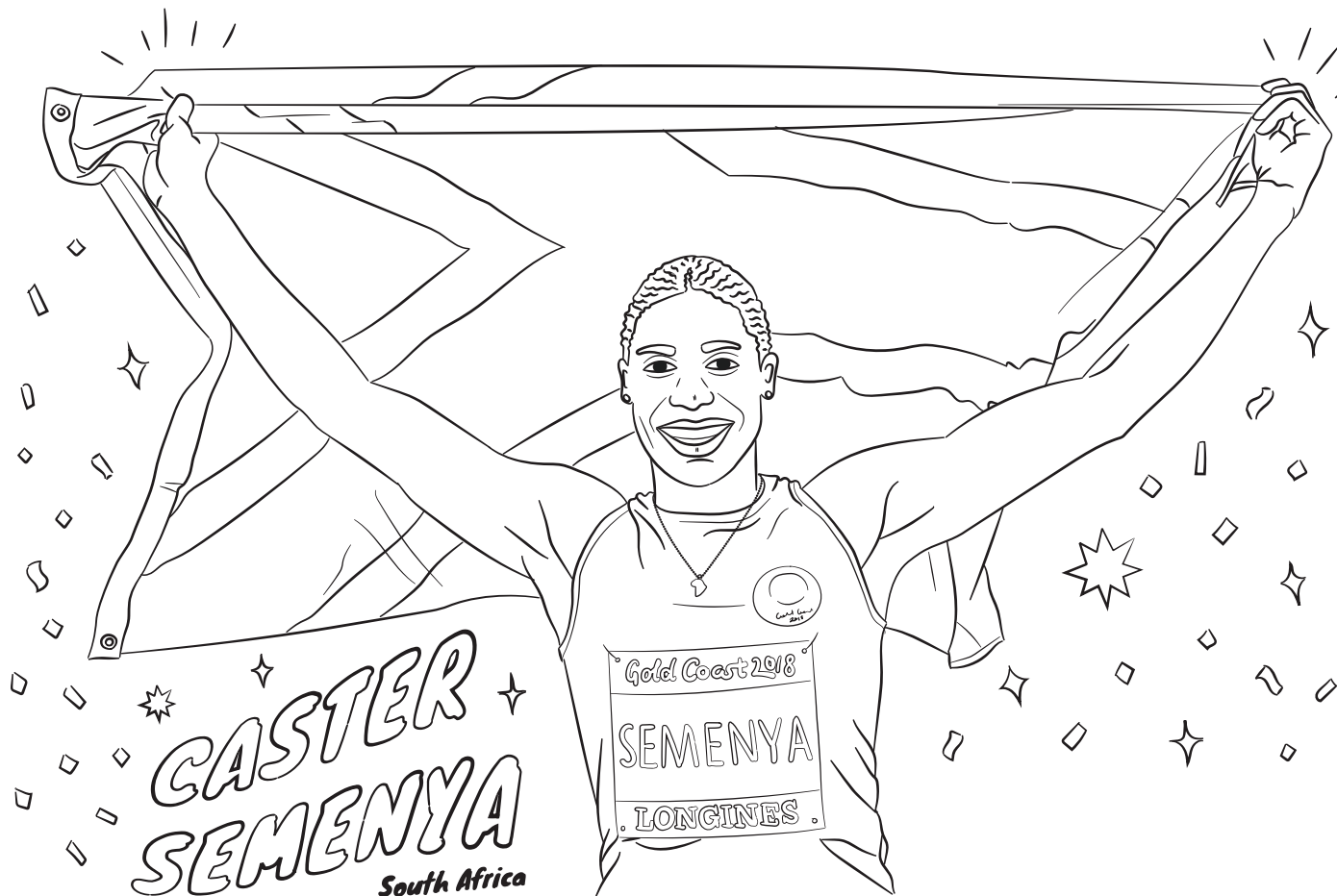
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Sophia Mwasikili is the current captain of the Tanzanian Women's National Football team, the Twiga Stars. Her journey to this position is a story of resilience and determination in the face of a culture in which girls did not often play football. Sophia is one of the many young women who have had to fight many odds and challenges to achieve her dream and she encourages girls and young women every day to not give up on their dreams.



Prompt: Think of something new that you would like to try in the next 6 months, this could be an activity, a food, a routine, anything that you like! Draw yourself trying something new.



Caster Semenya is one of today's most recognized African athletes. As a middle-distance runner, she has won multiple Olympic gold medals and World Championships and set multiple world records in her track and field events. Semenya has also been at the center of a "sex development" ruling by an international athletic federation because of her higher than average levels of testosterone. This ruling has led to specific restrictions in the three events in which Semenya has traditionally competed, stopping her from competing. Despite this discrimination, Semenya is now determined to pursue other events and continues to train at the highest level.



Prompt: What are some things that you are proud that you have accomplished?  
List or draw 5 of them.

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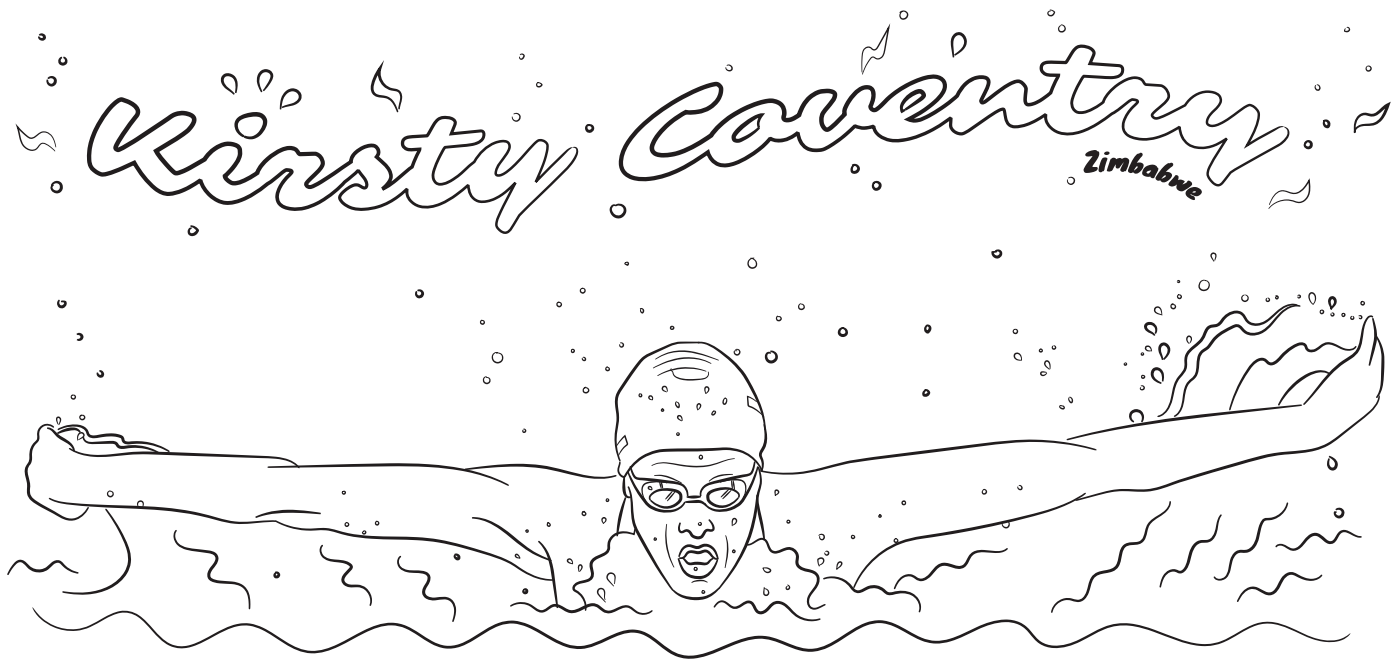




Few expected a small girl from a rural village in Uganda to make it to the world stage in track and field, but Dorcus Inzikuru surpassed all expectations. Inzikuru was on top of the world as she won gold in the 3000m Steeplechase at the 2005 World Championships and World Athletics Final, as well as the 2006 Commonwealth Games. With her first win, she ended Uganda's 33 year wait for an athletics world title.



**Prompt:** Think about your community. What makes you proud about being from your community? Write or draw one of these reasons that you are proud.



With seven Olympic medals in swimming, Kirsty Coventry is the most decorated Olympian from Africa and won all but one of Zimbabwe's Olympic medals from 2000-2016. Despite her immense success in the pool, Kirsty's dedication to sports, and specifically girls' involvement, has continued since her retirement. She is currently the Minister of Youth, Sport, Arts and Recreation in the Cabinet of Zimbabwe as well as a member of the International Olympic Committee. Kirsty was also elected to be the Chairperson of the IOC Athletes' Commission, the body that represents all Olympic athletes worldwide.

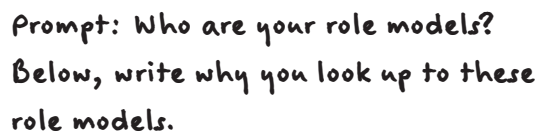


Prompt: If you could say one sentence to all the girls in your community, what would you say?

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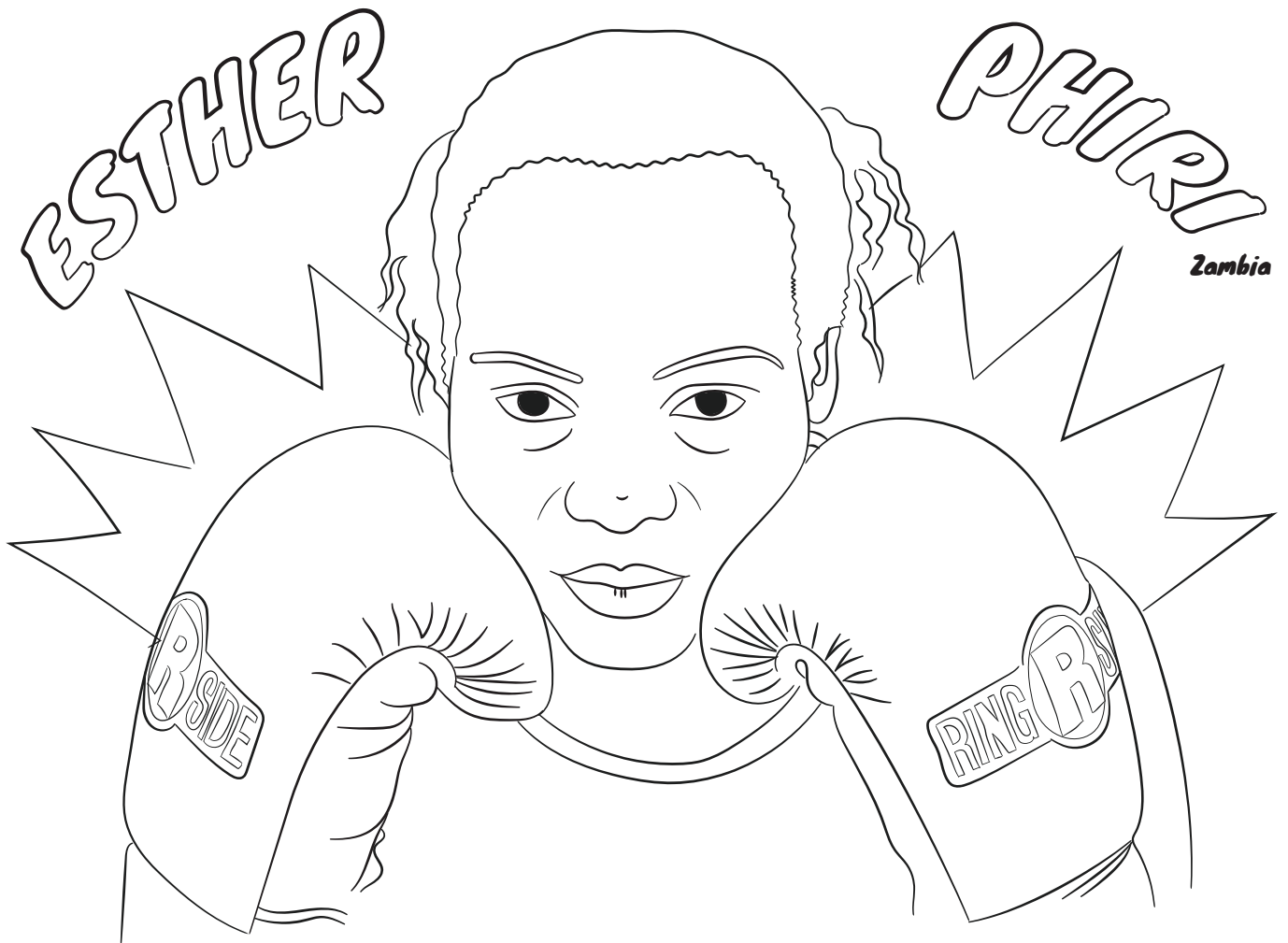


Elizabeth Addo is one of Ghana's most successful women football players in history. She has been recognized across the Ghanaian National Team and her club teams as a fantastic midfielder with great scoring ability. Since making her Black Queens debut in 2012, she has earned over 25 caps, including at both the 2016 and 2018 Women's Africa Cup of Nations tournaments, scoring 10 goals. One of her personal goals is raising awareness about women's football and increasing access to the sport in her home country. Addo emphasizes that football was her way of achieving her dreams, and hopes to continue to spread that message.



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**Prompt:** Think about your "happy place" – this can be anywhere or when you are the happiest. Draw your happy place below



As a young girl, Esther Phiri helped her family earn a living by helping her mother sell merchandise on the streets in Lusaka before she shot to stardom in the boxing world. At the age of 16, Phiri dropped out of school and became a single mother after her family struggled financially. She began boxing as a part of an HIV-awareness sports programme and was the only girl in the program. In 2006, Phiri's dreams of becoming a champion were realized when she won the Women's International Boxing Federation's Intercontinental Junior Lightweight title. Phiri continues to train at the same gym and takes pride in being a role model for girls in her home country.



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**Prompt:** What is a skill that you do not have yet, but would like to learn? Draw a picture of you doing this skill



Gina Bass is a record-holding sprinter and was the Gambia's first female Olympian and the flagbearer for her home country at the 2016 Olympic Games in Rio. Despite these incredible accomplishments, she still fights against the low wages track and field athletes, especially women, earn in the Gambia. Despite these challenges, Bass's dream is to break the world record in the 200m sprint, and she is determined to achieve her goal.



**Prompt:** Think about a moment when you were very proud of what you accomplished. Draw that moment here and remember how you felt in that moment!

# Share Your Answers!



1. What was the most important lesson from the section Be Brave? Why?
2. What was your least favourite thing about this activity book? Why?
3. What was your favourite thing about this activity book? Why?







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:

