



futuremakers
Standard Chartered Foundation

■ BE YOURSELF



✚ Goal activity guide

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





futuremakers
by Standard Chartered



BE YOURSELF

+ Goal activity guide



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

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Session 1

WELCOME TO GOAL



Life Skill
Communication



Time
1 Hour



Materials

Blindfolds,
bandanas
or pieces of cloth
to cover the eyes
of participants.

One small piece
of paper for each
participant.

Key Learning

Participants will learn about the Goal Programme and get to know their teammates.

Session Notes

As a coach, it is important that you make everyone feel welcome and included on this first day! This will set the tone for the rest of the programme. Learn everybody's names and use their names often in the session, and take time to say hello or give a huge high five to each person!

Space Set-Up

Large, open area either outside or inside, free from any obstacles that might cause a participant to trip or fall.



Each piece of paper should have only one of the following animals written on it: **bird, cow, dog, horse.**

The number of participants you have will determine how large the groups will be (if you want groups of 4 participants, you would need 4 cards of each animal, as an example).

Feel free to change the animals if there are more familiar animals to participants in your community.

1. Introduction to Session | ⌚ 5 Min.

Ask participants to form a large circle. Welcome everyone and explain a little bit about the Goal Program and what the participants can expect in the next couple of months!

2. Main activity | ⌚ 40 Min.

1. Ask participants to form a large circle. Welcome everyone and explain a little bit about the Goal Program and what the participants can expect in the next couple of months!

A) The Goal Programme is about you - your life, your desires, and your Goals! This programme has been designed to give you the tools and skills you need to feel confident and do the things in your life that you have dreamed about. After you complete the Goal programme, you will:

- Know more about at least four key life skills: communication, health and hygiene, rights and responsibilities, and financial literacy.
- Be able to play a new sport – and feel healthy doing it.
- Have made new friends .
- Have developed skills as a leader.
- Have discovered goals for your future.

B) The Goal Programme and our sessions will be a safe space where you can ask questions about anything, free from judgement. We will all support each other and the coaches will always be here for you!

2. Next, explain that before we start learning and playing, we have to meet each other.
3. Keep participants in the circle and hand each one a small piece of paper, folded so no one around them can see it.
4. Ask participants to quickly look at the paper without showing it to others and remember their animal.
5. Hand out a piece of cloth to each participant and ask them to cover their eyes.
6. Explain that once you say “go”, participants must, while blindfolded, make the noise of their animal. While doing this, they must listen and try to find other participants in the group who are making what they think is the same noise of the same animal, and group with them.
7. Once the participants think they have found their group, they can take the blindfolds off and show each other their animals. If they made mistakes, that is okay, let them find the right groups quickly.
8. Next, explain that in each group, participants have to introduce themselves by sharing: their names, their favourite food, how many brothers and sisters they have and who is one person that inspires them in their lives. Give the participants 5-10 minutes to do this, depending on how large the groups are.
9. Lastly, ask participants to think about some points in common everyone might have and some differences, and ask a volunteer from each group to share those with the larger group.

3. Discussion | ⌚ 10 Min.

1. How does it feel to be a part of the Goal Programme? Is it exciting or are you unsure still?
2. How does it feel to have a whole group of new friends?
3. What are you most looking forward to during the next couple of months? What are you excited about?
4. What questions do you have?

4. Wrap-Up | ⌚ 4 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

After today's session, tell your siblings, a guardian or a friend at school about the Goal Programme. Share with them what you think you might learn over the course of the next couple of months. Try to tell at least three different people.

GROUND RULES



Life Skill

Respect for Others,
Understanding
Consequences



Time

1 Hour



Materials

Cones.
Flip chart.
Paper.
Markers.

Key Learning

Participants will develop Goal Programme rules of behaviour together as a group and define what they mean by a safe space.

Session Notes

Social distance adaptation: rather than tagging, have girls wear a belt with a piece of cloth hanging out. In order to “tag” someone, you must pull the piece of cloth out of the belt.

It is best to set up the field space for the main game before the sessions starts, so you don’t waste time setting up during the session.

Space Set-Up

Ideally this game would be played outdoors on a grass field or sports court but could also be played indoors inside a large classroom, if necessary. It is important to move any objects that would cause participants to trip or fall while running.

1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask participants why ground rules for the Goal Programme might be important. Share the key message after their input.

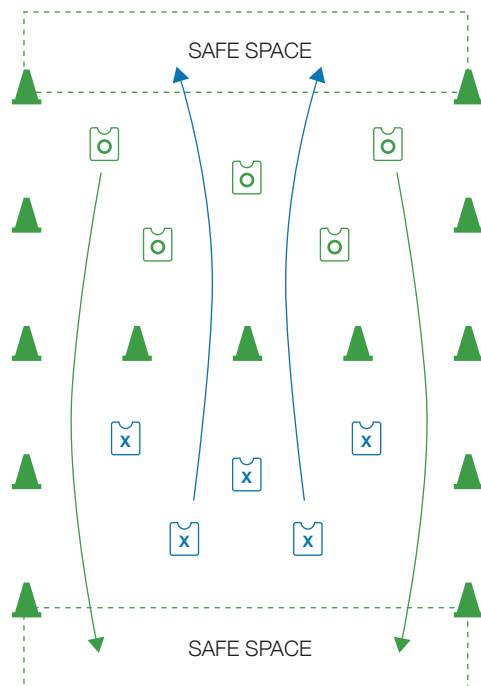
Key Message

To make sure that Goal is a safe and inclusive space, it is important that we all come up with guidelines on how to treat one another over the course of the next couple of months.

3. Main Activity | ⌚ 40 Min.

1. Divide the group into two teams (x o). Each team will take one side of the field/space.

2. Explain to participants that the goal is to get your team to safety across the endline of the other team's field without getting tagged. If you do get tagged, then you must go back to your side and try again. As well as trying to reach the other team's safe space, you can also try to tag participants from the other team who try to run through your field.



3. Let the girls play for 15 minutes or until one team successfully gets their whole team to safety.

4. Once the game is over, gather the girls in a circle.

5. Explain to participants that just like in the game, we need to create a safe space in the Goal programme, and to do that, we need to all come up with some guidelines that we can follow as a group to make sure everyone feels included, respected and is having a good time.

6. Take a sheet of flipchart paper and tape or pin it up on a board or wall.

7. Have the participants raise their hands and suggest rules or guidelines. Write them neatly on the large piece of paper. If they are having trouble, prompt them with these important examples:

- + Listen carefully and don't interrupt when others are speaking.
- + Respect the opinions of everyone, even if you don't agree
- + Do not share other participants' stories outside the Goal sessions. What is discussed by you during sessions will not be repeated outside with other people unless it has to do with your immediate safety, in which case the facilitators will have to tell someone.
- + Do not make fun of other girls or mock their opinions or perspectives.
- + Respect time: don't be late for sessions.
- + Don't be afraid to ask questions; there are no such things as stupid questions.
- + Sharing is voluntary; no one can force you to share something you do not want to share.
- + Wash your hands before and after each session and if you feel sick, don't come to the session.

8. Once all the suggestions are written up, have the participants vote on each rule. If a majority of girls vote yes, keep the rule up; if not, remove the rule.

9. Once all the rules are voted on, have each participant as well as all the coach sign the flip chart paper. Make sure to hang the sheet up at each session, where the participants can see it. It might be necessary to go over the rules in later sessions as a reminder.

4. Discussion | ⌚ 10 Min.

1. Will it be easy to follow these guidelines? Why or why not?
2. How can we remind ourselves each session?
3. Could some of these rules or guidelines apply to our lives in our homes or at school?

5. Wrap-Up | ⌚ 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

Share the Goal Ground Rules with a friend in your neighbourhood, or at school, or with a teacher or trusted adult. Ask them if they think anything is missing. Come to the next Goal session with some ideas.

Session 3

SECRET WHISPERS



Life Skill
Communication



Time
1 Hour



Materials
Cones
or field markers.

Key Learning

Participants will learn why good communication is important, various methods of communication, as well as the negative consequences of miscommunication and how to avoid those situations.

Session Notes

Social distance adaptation: let each participant roll a sheet of paper into a cone and use it to perform the whisper.

Space Set-Up

Set up a long line of cones across an open field or court. Try to leave enough space between the cones so participants can run/sprint between them (5 metres or more). Each group should have a minimum of 6 people, so at least 6 cones in the line. If you have more participants, add more cones, or create two separate groups.

1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

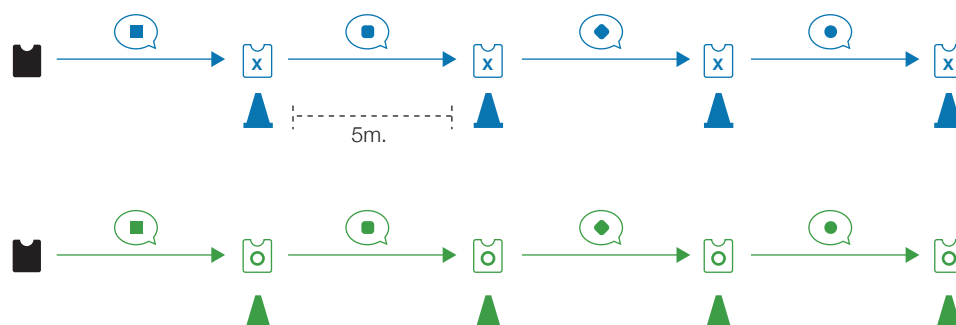
Ask participants, have they ever been in a situation where there was miscommunication? Explain that in all forms of communication (verbal and non-verbal) there is a chance for miscommunication, which could cause misunderstanding, confusion and potentially harm to ourselves or others.

Key Message

Communication is one of the most important skills in life, and something we practice every day. It allows us to transmit and receive information. When we communicate through words and sounds, it requires active listening to ensure we understand what the other person is trying to say. When there is miscommunication, it can have negative consequences for ourselves and others, so we need to come up with strategies to avoid it.

3. Main Activity | ⌚ 40 Min.

1. Ask each participant to find an empty cone and stand next to it.
2. Explain that you will whisper a sentence into the ear of the first participant at the first cone. You will only whisper the sentence once and will make sure no one else can hear. **The participant is NOT allowed to ask you to repeat it or for any clarification.**
3. The first participant must then run to the second cone and whisper the same sentence as they heard it to the second participant. Again, they are only allowed to whisper the sentence once, no repeating or asking for clarification.
4. The second participant must then run to the third cone and whisper the sentence as they heard it to the third participant.
5. Repeat these steps until the last participant has received the sentence. Ask that last participant to say out loud the sentence they heard and compare it to the original sentence.
6. If the sentence has changed, get each member to reproduce what she heard and check at what point the sentence changed.
7. Repeat the same game three more times but rather than running between cones, ask participants to hop on one foot, skip, crab crawl, side shuffle or any other sort of (funny if possible!) movement.
8. If you want, make it a competition between groups to either finish the fastest or be as close as possible to the original sentence.



4. Discussion | ⌚ 10 Min.

1. How did you feel during the game, when you were practicing communication?
Was it difficult? Easy? Why?
2. Why do you think it was hard to pass the correct message along?
3. Why do you think it was difficult to hear the correct message?
4. Are there any situations in your lives when you have had miscommunication with someone?
5. What could be the different impacts of miscommunication?
 - + The miscommunicated message could cause someone to do something that is harmful to them or others.
 - + The original message was true but the miscommunicated message became a lie or not truthful and the lie is spread to a large amount of people.
 - + It could cause confusion and delays.
9. How can we do better at communicating in our daily lives?
10. What are strategies we can take to make sure that we don't miscommunicate something, or spread a message that is not true?
 - + Being an active listener.
 - + Looking the person you are speaking to in the eyes.
 - + Asking others to repeat their message, or clarify their message.
 - + Not communicating in a hurry, taking your time.
 - + Ensuring the person who is giving us information is trustworthy and honest before we share it with others.

5. Wrap-Up | ⌚ 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

Play this game with your family or friends in your neighborhood. Ask your mother or father (or any adult you trust), have they ever been in a situation where there was miscommunication, and what was the impact of that?

SAY IT WITH SILENCE



Life Skill

Respect for Others,
Understanding
Consequences



Time

1 Hour



Materials

Cones
or improvised
markers
(backpacks, rocks,
rolled-up socks).
Several balls
(one ball for the
game and extras
in case it is thrown
out of bounds).

Key Learning

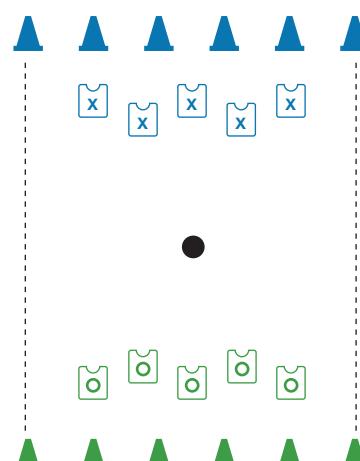
Participants will understand the importance of non-verbal communication and strategies to communicate more clearly using their body language.

Session Notes

Social distance adaptation: there is an alternative activity included for this session. As you are designing the session, think about your participants and which method would resonate best with them.

Space Set-Up

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



1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask the participants what they think good communication looks like.

Key Message

People communicate not only with words, but also with their bodies, their gestures and facial expressions. We usually express our mood and attitude with non-verbal communication. It has great influence on how we communicate with others! Being good communicators helps avoid confusion and makes us better leaders in our communities.

3. Main Activity | ⌚ 40 Min.

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

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



Round 1

Blow your whistle and let participants play for 10 minutes. Once a team scores, the ball goes to the other team and the game continues.

The team with the most goals at the end of the round wins. After the first round, stop the play and ask participants what communication strategies worked and what didn't work.



Round 2

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



Round 3

Create different rules and play for another 10 minutes, trying a couple of minutes with each rule. Some examples include:

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

Adaptation for Social Distancing

Rules of the game

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

Coaches and volunteers should be watching participants to make sure they don't use their voices. Play!



Round 1

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



Round 2

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



Round 3

Create different rules and play for another 10 minutes, trying a couple of minutes with each rule. Some examples include:

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

4. Discussion | ⌚ 10 Min.

1. How was the game? Was it fun?
2. Was it hard not to use your voice to communicate?
3. What other ways were you able to communicate? How important was eye contact? How about body language?
4. What were examples of strategies you had to use to understand your teammates?
5. Did you have to be more aware of what your teammates were doing? What does it mean to be aware?
6. How does the game relate to how we use different ways of communication in our daily lives? How do we use eye contact, body language and other ways of communicating?

7. How can we use different communication strategies to express what we are thinking or feeling to someone?
8. What are some situations where it's important to know how to use different ways of communicating?
9. What happens when we are trying to communicate something positive with our words but our body language is the opposite? Might others get confused? What are some of the consequences of people being confused?
10. By being good communicators, how can we create positive change in our communities?
11. What are some important tips when communicating with others?

- + Look into a person's eyes when talking to her or him.
- + Vary the tone of your voice. Changing your pitch, volume and quality will show others that you are engaged.
- + Make sure your face is expressing the emotions you want to communicate.
- + Listen actively. When someone is speaking, instead of thinking about what you are going to say, really try to listen to what the person is saying.
- + Combine your verbal communication with your non-verbal communication so you are even more clear in what you are trying to say.
- + Ask questions. We are better communicators when we ask questions to better understand what people want so we can respond correctly.

5. Alternate Activity | 30 Min.

Part 1


1. Divide the group into pairs.
2. Ask one of each pair to volunteer to share an amusing or interesting story from their life.
3. Give a couple of minutes to think of the story before starting.
4. Explain that they have to repeat the story 4 different times. Each time the listener and the storyteller have to stand a different way – facing each other; back to back; the speaker standing and the listener sitting; and at an angle.
5. Tell the pair to discuss the following questions:

- + In which position did the speaker feel most comfortable sharing their story? Why?
- + In which position did the listener feel most comfortable? Why?

Part 2

1. Tell the participants to switch partners.
2. Explain that they will have to act out (i.e. not using their voice) answers to questions you will ask out loud.

3. Explain that after you (the coach) read the question out loud, one member of the pair has to act out the answer and the other person has to guess what the answer is.
4. For each question there should be two answers acted out. A positive and a negative answer.

 Coaching tip: Tell them to switch their mood from a positive mood to a negative mood when answering the questions.

5. After you read out each question, ask the participants to switch roles in who answers.

Questions to read out loud for Part 2:

- + How was your day today?
- + Do you like doing sports?
- + I heard you went on a holiday recently; did you enjoy it and what did you do while you were gone?
- + I heard you went to town and bought some things.
- + Was it fun and did you enjoy it?
- + I heard you went to your grandparent's house to eat last week. What did you eat? Was it delicious?

6. Discussion | ⌚ 10 Min.

1. What was the most difficult position to communicate in during part 1? Why do you think that?
2. What was the best position to communicate in during part 1? Why do you think that?
3. How can we use our bodies to communicate things that are positive?
How about things that are negative?
4. What happens when we are trying to communicate something positive with our words but our body language is the opposite? Might others get confused? What are some of the consequences of people being confused?
5. By being good communicators, how can we create positive change in our communities?

7. Wrap-Up | ⌚ 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

Try to communicate with a friend or sibling using only non-verbal communication. See if your friend or sibling can understand what you are trying to communicate. Try to express an emotion or a mood or feeling if you can. Share how it went during the next Goal session.

Session 5

PEER PRESSURE



Life Skill

Negotiation,
Refusal skills,
including resisting
social pressure.



Time

1 Hour



Materials

Cones
or field markers.

Key Learning

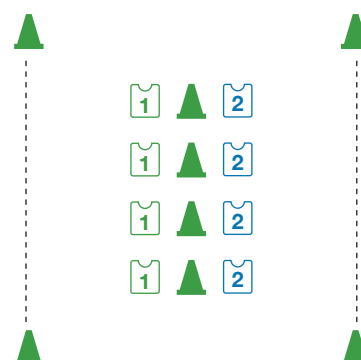
Participants will understand what peer pressure looks and feels like and strategies to avoid negative peer pressure in their lives.

Session Notes

If you prefer, rather than labelling the two groups 1 and 2, label them with an example of a type of peer pressure situation (e.g. drinking alcohol or skipping school) in order to reinforce the message of peer pressure and help find solutions to avoiding or resisting it.

Space Set-Up

Create a grid as shown in the diagram. Each pair should have a corresponding cone in the middle. The number of pairs you have will dictate the number of cones you will need in the middle. add more cones, or create two separate groups.



1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask participants if they know what peer pressure is. Have they ever experienced it in their life, either positive or negative?

Key Message

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

3. Main Activity | ⌚ 40 Min.

1. Create a grid with two lines along the sides and then use cones to create a line down the middle.
2. Divide participants into pairs so everyone has a partner. One participant in each pair will be the number 1 and the other participant will be number 2.
3. Participants must stand on one side of the line, directly across from their partner on the other side.
4. Next, you will call out either 1 or 2. If you call 1, the participant who is 1 must run and try to tag participant 2. Participant 2 must try to run to the end line on her side before being tagged by player 1. Play several rounds with different starting positions, switching who is chasing and who is tagging. Example starting positions could be:
 - + Push up starting position.
 - + Sitting starting position.
 - + Lying flat on the ground starting position.
 - + Increase or decrease distance between players 1 and 2.

4. Discussion | ⌚ 10 Min.

1. Was it difficult to avoid being tagged? What were some strategies you used to make it to the line without being tagged?
2. How about being the tagger; what were the strategies you used to tag your partner?
3. What is peer pressure? What does negative peer pressure look like?
 - + Negative peer pressure is when our friends or peers try to influence us in a negative way by getting us to make a decision that is bad for us and/or harmful to others around us, such as pressuring us to smoke or do drugs, skip school, or not listen to our parents.

4. What if, in the game, the tagger represented someone trying to pressure you to do something you know is wrong or you don't want to do. How can you resist this pressure?

- + Look for support from friends who are making healthy choices or who won't judge you or leave you if you make a decision that is different to theirs.
- + Avoid friends or peers who are pressuring you.
- + Be confident in yourself and your own decisions, say no in a strong way and don't make excuses.
- + Look for positive role models.
- + Walk away from the situation.
- + Find other things to do with friends.
- + Suggest something else to do.

5. Is it always through words or actions of our friends that we feel pressure? What are other ways we feel pressure?

- + From television through advertisements telling us how to dress and what to do.
- + From society telling us what beautiful is and what it means to be a woman or a girl.
- + From our community which sometimes tells us how we must act in order to be an "ideal" woman or female.
- + Through TV programmes showing us how we should act around males or men.

6. Is it harder to avoid this type of pressure? Why or why not?

7. What are strategies to resist this pressure and influence and just be ourselves?

- + Find friends or groups of people that like and do what you do and don't care if you don't conform with what society or the community says you should be like.
- + What you see on TV, the internet and in commercials is not real. Females spend hours with make-up artists and professional hair stylists to look like they do. Try to ignore these standards and focus on being a better person on the inside.
- + Be proud of the way you were born, how you look and your interests. You are unique and special. Be confident as that person.

5. Wrap-Up | ⌚ 5 Min.

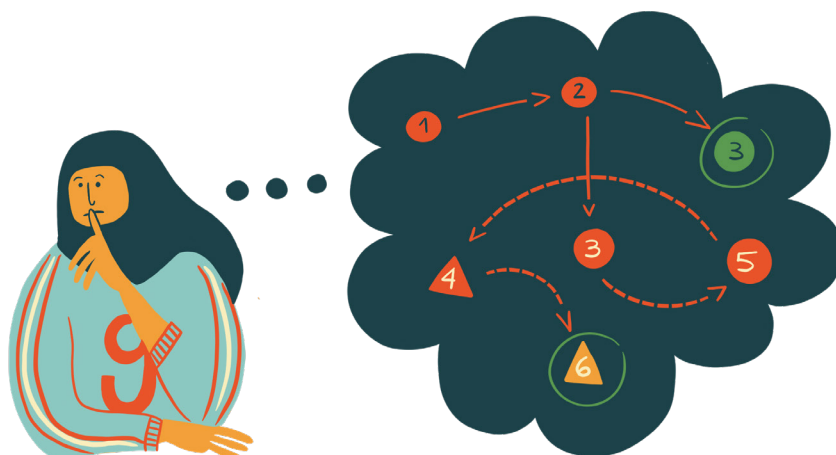
1. Repeat key message.
2. Introduce Practice at Home.




Practice at Home


Pay attention to the different ways your friends or other groups of students at your school or community try to pressure each other, both in positive ways and negative ways. How often is it positive? How often is it negative?

MAKING DECISIONS






Life Skill
Decision-making,
ability to use
information.



Time
1 Hour



Materials
Cones.
List of scenarios.

Key Learning

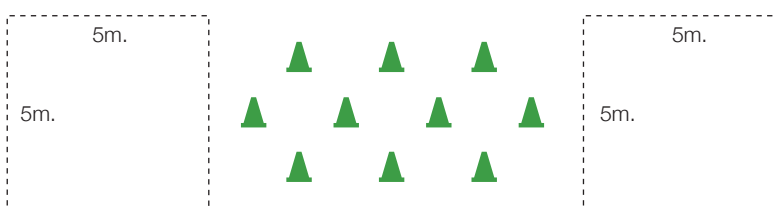
Participants will explore how to make better decisions through a process of comparing risks and benefits.

Session Notes

Social distance adaptation: ensure that the cones are far apart and that the participants do not touch each other.

Space Set-Up

Create two squares, roughly 5 metres x 5 metres. In between the squares, scatter cones or other objects.



1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask participants if they have ever had to make a difficult decision, or were unsure what decision to make when faced with a choice.

Key Message

We have to make decisions every day of our lives. Some decisions are easy to make and the right choice is clear. Others are more difficult and require us to consider different perspectives and consequences. It is important to take our time with difficult decisions and consider the benefits and risks before making a final choice.

3. Main Activity | ⌚ 40 Min.

1. Set up two large squares across from each other. Spread a large collection of cones or other objects around the space in between the squares. Tell participants to stand on the outside of the squares and objects, facing you.
or benefits to making one decision over the other. If they can think of a benefit, they should run to the middle, grab a cone and run to the benefit square. If they can think of a risk, they should do the same but run to the risk square.
2. Explain to the participants that one square represents “risks” and the other square represents “benefits” of a certain decision. Explain that risks and benefits are part of a decision-making process that we can go through before we make a final decision.
3. Read scenario 1 out loud to the group. Once finished, ask participants to think about any risks
4. Once everyone has either chosen a risk or benefit, ask participants to say their risk or benefit out loud.
5. After everyone has shared, tell the participants to return their cones to the middle and line back up and wait for the new scenario.
6. Continue with the next scenario.

Scenarios:

Go through as many scenarios as you can with the time you have allocated. If the session is running long, identify five of the most important scenarios and go through them first. Then if you have time you can continue with the other scenarios.

1. Should I join the local basketball team even though I don't have any friends on the team?
2. Should I cut my hair in a style that I don't like but my friends said I should because it is popular?
3. Should I skip school with my best friend because she wants to hang out with a boy she likes but is too afraid to do so alone?
4. Should I stay out late with my friends the night before my final exams?
5. Should I try to join the local football team, even though my parents think that it is not an appropriate sport for girls?

6. Should I drink alcohol when I am out with my friends because everyone else is drinking and if I didn't, they might make fun of me?
7. Should I look at my friend's answers during an exam because I don't know the answer to a question?
8. Should I share a mean photo on Facebook of another girl, even though I know that it will make her upset?
9. A group of my friends are making fun of another girl in my class, they want me to join in the teasing, should I?
10. One of my teachers keeps making inappropriate comments about my body that make me uncomfortable. My friends don't think that I should tell anyone because it might get the teacher or me in trouble, should I tell someone?

4. Discussion | ⌚ 10 Min.

1. Was it difficult to come up with benefits and risks to the different scenarios? Why or why not?
2. How can you use this list of benefits and risks to make a final decision?
3. Can we reach out and ask for help when we have to make big decisions in our life? Who might we be able to reach out to for support?
4. Will we sometimes make the wrong decision? Or wish we had made a different decision afterwards? If so, what can we do?

5. Wrap-Up | ⌚ 5 Min.

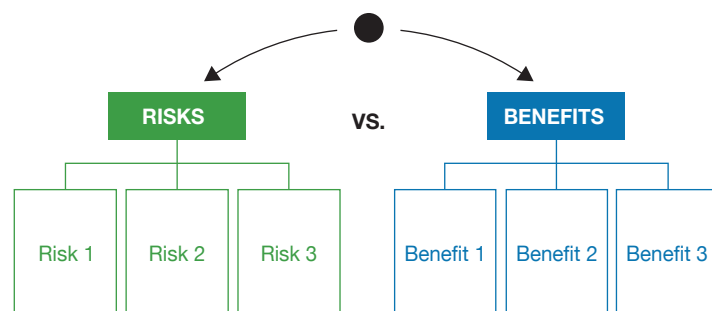
1. Repeat key message.
2. Introduce Practice at Home.

Practice at Home

Ask a trusted adult what the hardest decision they have ever had to make was. Ask them the process they went through to make the final decision. Share with them the decision-making process you learned about in this session. Write down a decision you have to make in your Goal Workbook and think of the possible risks and benefits of making that decision.

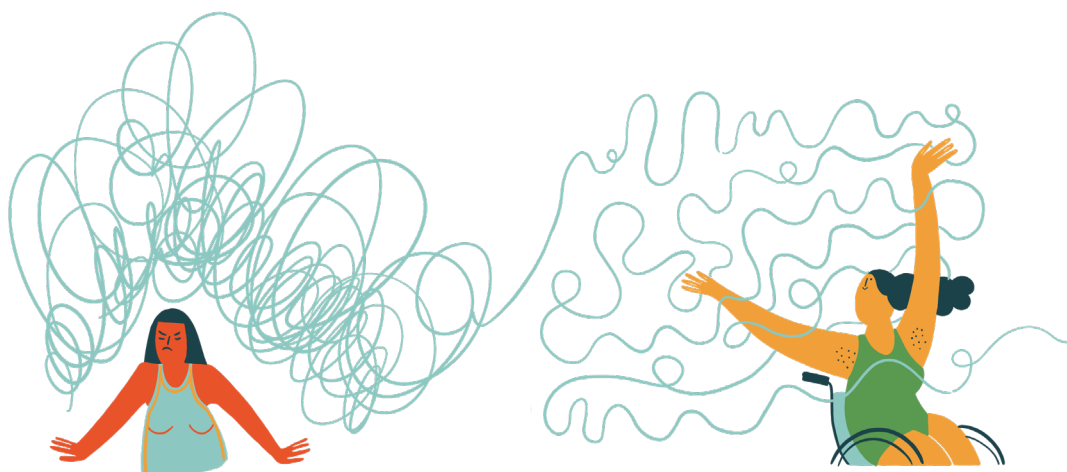
Session Resource

Use this visual tool to help participants visualise the process. Explain that they can draw this in a notebook and fill it in whenever they have to make a difficult decision.



Session 7

MANAGING CONFLICT



Life Skill

Conflict Resolution,
Problem Solving.



Time

1 Hour



Materials

Cones.

Key Learning

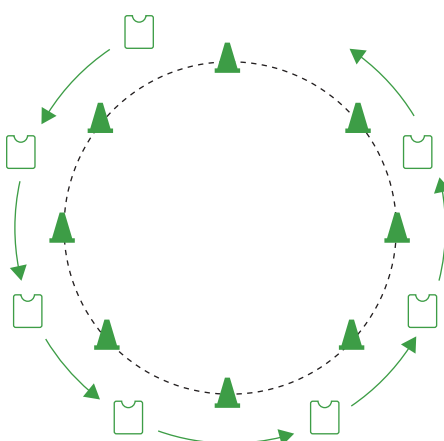
Participants will learn strategies for how to address conflicts in their every-day lives by applying clear communication practices and active listening.

Session Notes

Social Distance Adaptation: ensure that the cones are far apart and that the participants do not touch each other. If you have a small group of participants, you can just use one group.

Space Set-Up

Set up cones in a circle in a clear and open space. There should be one cone less than the total number of participants (□) in each group. If you know the number of participants, you can estimate the number of groups and set the circles of cones up before the session.



1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask the group, have any of them been in a conflict recently?

Key Message

Conflicts are a part of our everyday life. When confronted with a conflict, remember to first understand each person's perception of the conflict (needs and interests). Practice your communication skills (verbal and non-verbal), as well as active listening in order to collectively find a solution that works for everyone.

3. Main Activity | ⌚ 40 Min.

1. Divide the participants into even groups of 6 to 12 people.
2. Provide each group with cones that equal 1 less than their group number (i.e., 7 cones for a group of 8 participants).
3. Have the participants create a circle with the cones, with about 1 metre between them.
4. To play, the participants must walk (or jog) around the cones as the coach plays music (or sings a song!). The coach will stop the music at random intervals, and as soon as the music stops, the participants must try to be standing on a cone. The key rules are:
 - + There can only be one participant per cone.
 - + The participant who is not on a cone will be eliminated.
 - + Whoever is eliminated must take a cone with her, and the circle will be adjusted to leave equal distances between the cones.
5. The song plays again and the game repeats until there is 1 winner.
6. The game will inevitably cause conflict and arguments (participants might argue that they were the one who got to the cone first). Have a short discussion before playing the second round.

Short Discussion

- + How did you feel after playing the first round?
Was it fun, hard, easy?
 - + How did it feel to get eliminated from the game?
 - + Were there arguments or conflict?
What caused them?
 - + If there weren't arguments, was there ever a moment you felt like arguing but maybe you didn't? Why?
 - + What are strategies you can use to address the conflicts that came up? (e.g. share a cone, both participants agree on who will be eliminated, no arguing).
7. Play the game again with some of the solutions that the participants offered. Rather than just walking, have participants hop, hop on one foot, skip, crab crawl or do other movements as they move around the circle. You can also add a ball and have participants dribble the ball around the circle.
 8. Play multiple rounds if there is time.

4. Discussion | ⌚ 10 Min.

1. Was the game better once we figured out how to resolve conflicts?
2. Have the participants share examples of conflicts or arguments that happen in everyday life. This could range from fighting with your siblings over time in the bathroom, to a teammate making a mistake, to doing chores, to arguing with friends or family.
3. Put the participants in groups of 2 to 4 and ask them to think of examples of bad ways to respond to conflict situations (2 minutes).
4. Bring the group together and ask the participants to share.
5. Put the participants back into their groups and ask them to think of examples of good ways to respond to conflict situations (2 minutes).
6. Discuss the “4 Steps to Conflict Resolution” with the group in the Coach Resource section.

5. Wrap-Up | ⌚ 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

Ask the participants to reflect on the steps to conflict resolution. Challenge them to follow those steps if they have a conflict with a family member or friend. Encourage them to talk to their parents or a mentor about how they solve conflicts they face.

Session Resource

Four Steps to Conflict Resolution

1. Understand

Everyone needs to understand what the conflict is about. To do so, everyone needs to

- + Say what they feel about it without interruption.
- + Listen to what others have to say without interrupting them.
- + Try to put themselves in the other person's shoes and try to understand their point of view.

2. Avoid making things worse

Do not make nasty and mean remarks that are intended to hurt the other person's feelings. Do not make personal remarks about the other person's looks, gender or things they are uncomfortable about that may have happened in the past. Do not raise your voice or shout or try to physically hurt the other person.

3. Work together through active listening

Make 'I' statements, like: 'I feel hurt when...'; 'I need to feel or be...'; 'I hear what you're saying, but I feel...'. Use your active listening skills – think about your non-verbal communication and body posture and comment on what has been said to make it clear you are listening and understand. Once everyone has listened to each other and seem to understand what the problem is, then try to look for a solution together.

4. Find the solution

Together, think about ways to resolve the conflict. Think of as many solutions as you can, even if they seem silly at first. Involving another person may be helpful, to write down your ideas or suggest ways of making your ideas work.

GIRLS AND BOYS



Life Skill

Egalitarian attitudes to gender roles.



Time

1 Hour



Materials

Cones.
Bibs.
Flip chart, chalk board, or white board and writing utensils.
Tag belts (if socially distanced).

Key Learning

Participants will learn about the biological and social differences between boys and girls and how this impacts the way society views and interacts with them.

Session Notes

Social distance adaptation: rather than tagging, have participants wear a belt with a piece of cloth hanging out. In order to “tag” someone, you must pull the piece of cloth out of the belt.

Space Set-Up

Set up a large rectangle with the cones. In each corner, create a smaller box with the cones: these will be the “safe spaces” during the tag game.



1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Explain that in this session, we will be learning about biological and social differences relating to boys and girls in our community.

Key Message

The differences between boys and girls can be placed in two categories: biological and social. Biological differences are things that most of us are born with (girls have vaginas, boys have a penis). Social differences are created by our community (our community says boys should have short hair and girls should have long hair). Biological differences usually do not change with time but social differences can and do change.

3. Main Activity | ⌚ 35 Min.

1. Select a few participants to be “taggers” and ask them to wear the bibs.
2. Explain to the participants that the small squares in the corners of the grid are safe spaces, where the tagger cannot tag them. The participants can only stay in these spaces for 4 seconds, and only 2 players can be in the safe zones at one time. The taggers cannot enter the corner squares.



Round 1

Ask the participants for 4 characteristics that describe girls and women – assign one characteristic to each corner. When the girls enter the safe space, they must say the characteristic out loud. Play for 5 minutes or until everyone is tagged.



Round 2

Switch the taggers. Ask the participants for 4 characteristics that describe boys and men – assign one characteristic to each corner. When the participants enter the safe space, they must say the characteristic out loud. Play for 5 minutes or until everyone is tagged.

3. After round 2, pause for a discussion.

Short Discussion

- + What are some of the characteristics you used to describe girls? And boys?
- + Are these characteristics always true?
- + Can girls be [insert “boy” characteristic]?
Can boys be [insert “girl” characteristic].
- + How are these characteristics learned?
- + How do they make you feel?



Round 3

Switch the taggers. Ask the participants for 4 examples of how they want society to view them – assign one characteristic to each corner. When the participants enter the safe space, they must say the characteristic out loud. Play for 5 minutes or until everyone is tagged.

Short Discussion

- + How does it feel to be able to choose how you describe yourself?
- + What are some other examples of how you want society to view you?

5. On your flip chart, chalk board, white board, etc. list some of the examples that the participants gave in the game for boys/men and girls/women and ask them to add some more examples.
 6. Explain the difference between sex (biological difference) and gender (socially-constructed difference).
 7. Ask the participants to label the characteristics that are on the list.
-

4. Discussion | 15 Min.

1. How does your community view women or girls? What does it mean to be an “ideal” girl or woman? Why?
2. How does your community view boys or men? What does it mean to be an “ideal” boy or man? Why?
3. Do you think boys and girls are raised the same way? Why or why not?
4. What characteristics attributed to women and men are valued as positive or negative by our society?
5. How do the differences and inequalities in being a woman or man affect our daily lives?
6. What are the influences that affect our perceptions and behaviours about being a woman or a man? Our family? Our friends?
7. What effects do you think the media (television, magazines, radio, etc.) has on our perceptions regarding the meaning of being a man or woman?
8. How can we, in our own lives, challenge some of the negative expectations of how men should act?
9. How can we challenge some of the negative expectations of how women should act?

5. Wrap-Up | 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

In conversations over the next week, think about how you describe girls and boys. Challenge yourself to use different descriptors and to challenge traditional “norms.” Come to our next session with examples of how you have used this lesson.

Session 9

GENDER IN OUR COMMUNITY



Life Skill

Egalitarian attitudes
to gender roles.



Time

1 Hour



Materials

Flipchart
or Chalkboard.
Pens/Markers
or Chalk.

Key Learning

Participants will explore how gender, or our social identity as a girl or boy, impacts access to or availability of work and other activities in our community.

Session Notes

Social Distance Adaptation: stay 6 feet apart from others.

You could do this activity in smaller groups if large groups are not allowed to gather.

Tips on sensitive discussion sessions

- + It is important for participants to understand how gender influences our lives in order to bring about any change in prescribed roles and norms.
- + Keep emphasising that boys, as well as girls, can benefit from less rigid gender norms and arrangements. Remember that many students have already chosen less conventional gender roles and feel good about themselves.
- + Support learners' efforts to process their feelings. Challenging our own attitudes, or the norms of people around us, can be difficult or confusing. But it is possible and can be empowering.

Space Set-Up

Come up with 10-15 different types of work (you can use the examples on the next page for inspiration, and ask your participants for more ideas), and write them each on individual pieces of paper. Fold the pieces of paper in half and put them in a small bowl or basket (or you can hold them in your hands).

Types of work examples

- + Cooking
- + Shopping for clothes
- + Caring for the sick
- + Gardening
- + Washing clothes
- + Filling water
- + Sweeping/cleaning
- + Taking care of children
- + Washing dishes
- + Dropping children off at school
- + Watching TV
- + Shopping for food
- + Drinking alcohol

Indoors: On a flipchart paper, create a chart (like the one below) that has three columns, titled “Type of Work,” “Who does this work at home?” and “Who does this work outside the home?” Have the same number of rows as you have pieces of paper (10-15).

Outdoors: Set up three boxes that are clearly marked with “Man”, “Woman”, and “Both” next to each other in your space.

1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

There are some types of work that are typically done by women inside the home (and are unpaid), but done by men outside the home (and are often paid).

Key Message

The way our community sees and thinks about us, or our social identity as a boy or girl, man or woman, often impacts what we can and can't do. One example is what our communities think is appropriate regarding what type of work we as girls or women should do versus what type of work boys or men should do and where it is appropriate for that work to be done (either inside the home or outside of the home).

3. Main Activity | ⌚ 40 Min.

Type of work	Who does this work at home? Man/Woman/Both	Who does this work outside the home? Man/Woman/Both



Round 1

1. If you are inside, paste the prepared sheet with 'Type of Work' and 'Who Does this Work at Home' on the wall so that all the participants can see it. If you are outside, place the boxes in front of the group.
2. Ask a participant to volunteer to go first, and they will select a piece of paper from the basket with a type of work on it, for example, "Washing Dishes".
3. They will stand in front of the group and act out the activity without speaking while the rest of the group guesses what the type of work is.
4. Once someone in the group guesses it correctly, ask the participants whether that type of work is done by Men, Women, or both in the home.
5. Based on the consensus of the group, the person acting out that action will place the piece of paper in the relevant box, or write 'male', 'female' or 'both male and female' in the column next to the type of work listed.

6. Repeat with the rest of the pieces of paper, having different participants act out each action.



Round 2

1. Put all the pieces of paper back in the basket.
2. Repeat Round One, but this time ask the participants whether that type of work is done by Men, Women, or both, outside the home.
3. Based on the consensus of the group, the person acting out that action will place the piece of paper in the relevant box, or write 'male', 'female' or 'both male and female' in the column next to the type of work listed.
4. Repeat with the rest of the pieces of paper, having different participants act out each action.
5. Engage the participants in a discussion about the gender division of work, using the discussion questions.

4. Discussion | ⌚ 10 Min.

1. Are there certain types of work that are more commonly done by men? Are there certain types of work that are more commonly done by women? What are the reasons for these differences?
2. At home, what decisions are made by women and what decisions are made by men?
3. Who usually decides which type of work should be done by whom within the home and outside the home?
4. Are there certain types of work that are done by women at home and by men outside the home as an occupation? What do you think are the reasons for these differences?
5. Are these divisions in roles okay? If yes, why? If not, why not?
6. Do you think it is possible to change these gender differences in work and decision-making? How?

5. Wrap-Up | ⌚ 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

After today's session, you will get the chance to observe the role that gender plays in your community throughout the week. At the beginning of next session, you will have the chance to discuss what you observed. Encourage participants to write down answers to the questions below, and ask their own questions.

The main question you will try to answer is, "How does my community reinforce or challenge traditional gender roles?" You can choose to focus on one part of your community (i.e. school), or think about what similarities and differences there might be between your home, school, and public places in how they reinforce or challenge traditional gender roles.

Session 10

POWER WITH



Life Skill

Egalitarian attitudes
to gender roles.
Self-esteem.
Respect for Others.



Time
1 Hour



Materials

Soccer Ball.
Cones.

Key Learning

Participants will understand the different types of power dynamics in their community and how Power With is a positive way of using power.

Session Notes

Social Distance Adaptation: have participants stand 6 feet apart from one another.

Tips on sensitive discussion sessions:

- + In our society/culture, there are many different types of relationships in which one person might have more power over another person. These may be determined by sex, social class, caste, age, position, etc.
- + There are also other types of power relationships in our lives and communities. Think of relationships between youths and adults, students and teachers, employees and bosses. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object and the other person may feel oppressed. Sometimes those people may, in turn, treat others like objects in some of their other relationships.
- + It is important to connect this discussion with gender relationships and power imbalance between men and women and how they treat each other in society or in a family. It is important as a facilitator to emphasise the role of power in relationships and in our lives. And to reinforce that women, and all people, have the right to make decisions about their body, life, health, sexuality, work and social participation. We should not allow women, or anyone, to be treated as objects.

Space Set-Up

Set up a football field with goals at either end. Depending on how many participants you have, you may want to change the size of the field to make it easier to play.

Substitute football for handball if that is better for your participants.

1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask the participants how they would define power.

Key Message

There are different types of power that we can have in a relationship. Sometimes people use power over others to control them or a situation in a negative way, creating unhealthy relationships. Other times, people can have power to use their own voice and make their own decisions, or create power with others to amplify a collective voice and change your community in a positive way. Healthy, respectful relationships between individuals and groups of people mean using power to support each other.

3. Main Activity | ⌚ 45 Min.



Round 1: Power Over (15 min)

1. Separate the group into two teams for football or handball. Team 1 is allowed to tag members of Team 2 during the game. Once someone is tagged they must leave the game. Team 2 cannot tag anyone.

2. Play a game of football for 5 minutes, or until all the members of Team 2 are tagged.

3. Have the teams switch roles, and play for another 5 minutes.

Short Discussion

POWER OVER: Implies having control over someone or a situation in a negative way, generally associated with the use of repression, force, corruption, discrimination and/or abuse. This type of power takes something from someone else and then uses it to dominate and impede others, and prevent equality.

- + How did it feel to play this game as the team with the power to tag their opponents?
- + How did it feel to play this game as the team who was being tagged?
- + Did the game feel unfair? Why?
- + How might this relate to relationships you have or know of in daily life?



Round 2: Power To (15 min)

1. Repeat Round 1 without tagging, but this time Team 1 is the only team allowed to run with the ball. Team 2 must only trap and pass the ball to their teammates; they are not allowed to run with the ball.

2. Play for 5 minutes, then have the teams switch roles.

Short Discussion

POWER TO: This type of power refers to the individual ability to act, as well as the ability to influence your own life. It refers to having resources, ideas, knowledge, tools, money, and the ability to convince yourself and others to do something. With a large group of people with this kind of power, we form 'power with'.

- + How did it feel to play this game as the team with the power to run?
- + How did it feel to play this game as the team who could not run?
- + How did having the ability to run change how you played?
- + How might this relate to the power you have in your daily life?
- + Can you think of examples in your daily life where you have the ability to control your life and use your voice?



Round 3: Power With (15 min)

1. During this round, the two teams will be playing together as one team trying to score goals together. The rules will change a bit. The combined team can score in both goals but before they can score a goal, they must pass the ball to each player on the field (so everyone has to touch the ball once before it goes in the goal).
2. Play for 5-10 minutes. After each goal, the participants have to again pass it around until everyone touches or receives a pass and then someone can attempt to score.
3. Count up the number of goals at the end to see how many the single combined team was able to get.

Short Discussion

POWER WITH: This means having power based in collective strength – having power with other people or groups, finding a common territory among different interests and constructing a common goal that benefits everybody in the relationship. This type of power combines the talents and knowledge of various individuals and is based on support, solidarity and collaboration.

- + How did it feel to play together as a single team? How did it feel to have a single goal?
- + How is this an example of Power With?
- + Can you think of examples in your daily life when you've used power with others to achieve a common goal?
- + What type of power helps us create positive change in our communities? Why?

4. Discussion | ⌚ 5 Min.

1. What was your experience of participating in this activity?
2. How can this activity help us think about, and perhaps make changes in, our own relationships?
3. What are examples of what power could look like in our community, particularly between people in relationships (either romantic or not).

✚ Throughout many of the activities we will discuss the unequal power balances between men and women in intimate relationships and the serious repercussions this can have for the risk of STIs, HIV and unplanned pregnancy. For example, a woman often does not have the power to say if, when and how sex takes place, including whether a condom is used, because of longstanding beliefs that men should be active in sexual matters and women should be passive. In other cases, a woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. However, it is important to remember that power in and of itself is not always bad. Power means strength and it is how we use this strength that makes the difference.

5. Wrap-Up | ⌚ 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.

Practice at Home

In your community, see if you can identify relationships that use Power Over, Power To, and Power With. Write down examples of each relationship dynamic and come to the next session with these ideas.

Session 11

WHO IS A LEADER?



Life Skill

Leadership.
Self-confidence.



Time

1 Hour



Materials

Cones.
Objects
(cones, water
bottles, t-shirts,
cups, balls, etc.).
Blindfolds.
Balls.

Key Learning

Participants will explore what leadership means and learn that there are many different types of leaders, styles of leadership and characteristics/qualities that define a leader.

Session Notes

Social Distancing Adaptation: have participants stand 6 feet apart from one another in the circles, make the circles very large and play outdoors.

For homework, participants will be asked to think of a leader they admire and write down three qualities they feel make them a good leader. Come to the session with a couple of examples in mind from your community/country.

Space Set-Up

Create a 15m x 15m grid with clear boundaries. Put objects (cones, water bottles, t-shirts, cups, balls, etc.) inside the grid, spread around the grid.

This should make it difficult to walk through the grid in a straight line without stepping on or hitting one of the objects

1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask participants, how would they define a leader?

Key Message

There are many different qualities and characteristics that define a good leader. Not all leaders have to have the same types of qualities and characteristics because all leaders are different. We all have the ability to be unique leaders.

3. Main Activity | ⌚ 35 Min.

Have the group divide into pairs. Explain that there will be four rounds of this game, and the goal of each round is to get across the grid without touching any of the obstacles. If your partner touches one of the objects in the grid, they must return to the outside of the grid and try again. After each round, have the partners switch roles and repeat the round.



Round 1:

One partner will be blindfolded, and the other partner will stand on the edge of the grid and give their partner verbal directions like “Left, Right, Straight, Stop” while they try to walk through the grid.



Round 3:

One partner will be blindfolded and place their hands on the shoulders of their partner. The non-blindfolded partner will walk in front and walk through the grid with her partner behind her.



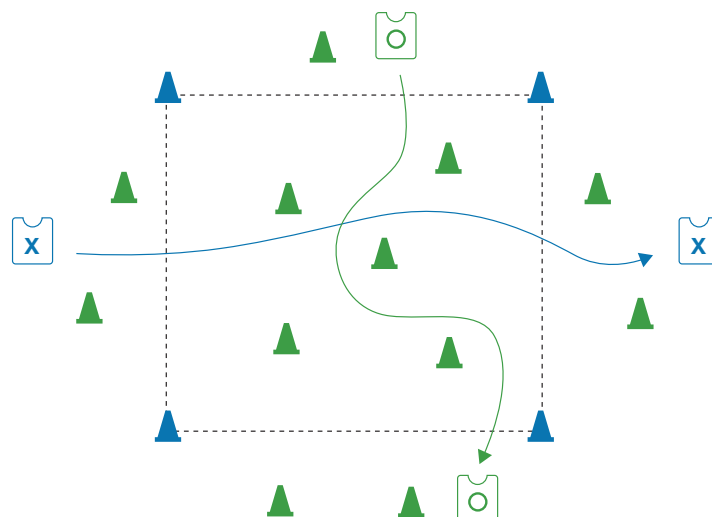
Round 2:

One partner will be blindfolded, and the other partner will walk with them through the grid, but are not allowed to speak. They are able to tap their partner on the shoulders or back to tell them where to go.



Round 4:

This time there are no blindfolds. Give each set of partners a ball which they have to keep between them without using their hands as they cross the field of obstacles. They might do this by facing back-to-back, and keeping the ball wedged between their backs.



4. Discussion | 🕒 15 Min.

1. What challenges came up during the different rounds of this game?
2. Which round made both people feel the most empowered?
3. How do these rounds reflect different leadership styles you've seen or experienced in your everyday life?
4. What are qualities or characteristics you associate with being a good leader?
5. Are there leadership qualities that are more often associated with girls or boys?
6. Are there different ways to be a good leader?

5. Wrap-Up | 🕒 5 Min.

1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

Think of a leader you admire (e.g. mother, community leader, celebrity, politician) and think of the qualities you believe make them effective leaders. Write down a list of these qualities.

BE YOURSELF

Session 12

WHO AM I?



Life Skill

Self-awareness.
Communication.



Time

1 Hour



Materials

4 small pieces
of paper
per participant.
Pencils/
colouring pencils/
crayons.

Key Learning

Participants will explore what identity means and how they understand their own identity.

Session Notes

If useful, in advance you can create some cards with general characteristics that participants could use to describe themselves.

Space Set-Up

This session can be done in an indoor or outdoor space. Remember to make sure that the space is clear of any objects that could harm girls and yourself.

1. Last Session Reflection | ⌚ 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

1. What did we learn during the last session?
What was the key message?
2. Who did their Practice at Home activity?
How did it go? Who can share what they learned?

2. Introduction to Session | ⌚ 2 Min.

Ask participants to share what they think “identity” means. After you hear some ideas, explain the key message below:

Key Message

We often define who we are using a lot of different characteristics, beliefs and interests, 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. Thinking about who we are also helps us think about who we want to be and the goals we have in our own life.

3. Main Activity | ⌚ 30 Min.

1. Ask participants to make groups of 4 or 5 (you can change this number depending on the total participants!). Give each of the participants 4 pieces of paper.
2. Ask them to reflect on who they are and how they would describe themselves. Ask them to think of their different characteristics, beliefs (such as: nationality, race, gender, religion), what they like to do, and what they do not like to do.
3. Once they have reflected on this, ask them to write on each of the pieces of paper one word that describes them (e.g. creative, sporty, outgoing, a sister, etc.) or a phrase about something that they like to do (footballer, netball player, painter). These will be their “cards”.
4. Each of the participants will end up with 4 cards with different characteristics or things that describe them. Ask them not to share their answers with their peers yet!
5. Ask for a volunteer in each group. This first participant will act out the word or phrase that describes her so the rest of the group can guess. The group will have 30 seconds to guess what is written on the card. The moment the group guesses her word or phrase, the participant doing the acting will move on to act her next card and so on, until the group has guessed the four things that describe her.
6. If the group does not guess what is written on the card in 30 seconds, it's okay! At the end of the participant's turn, she can reveal any card that was not guessed.
7. Once the first participant has finished acting out her cards, the second participant starts, and then the third one and so on, until everyone has shared the qualities and characteristics that describe them.

4. Discussion | ⌚ 10 Min.

After having guessed everyone's characteristics, have the participants discuss the following questions:

1. Was it easy or difficult to choose characteristics and things to describe yourself? Why?
 2. Are we defined by just one thing? Or by many things? Give examples.
 3. Why is it important to remember that we are defined by many characteristics or qualities?
 4. How do other people, like your family and friends, influence who you are?
 5. Why do you think is important to know yourself?
 6. Does our identity change over time? Do we grow and learn and change our ideas and how we see ourselves?
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5. Alternate Activity | ⌚ 40 Min.

1. Ask the participants to gather in small groups (4 or 5, depending on the total number of participants).
 2. Give each of the participants an A4 piece of paper and some materials to write and colour, such as colouring pencils, pens and crayons.
 3. Explain to them that they need to draw a river, which will be their "River of Life".
 4. Ask them to identify three key aspects that have influenced who they are. They can use words, phrases or drawings to express this. The first key aspect is where they were born, their family, their culture, etc. They could draw this at the beginning of the river.
 5. The second aspect is the people and experiences that have influenced them to be who they are, that helped them to define who they are. They can add this information in the middle of the river.
 6. The third aspect is to describe who they are right now, how they see themselves, what they like and what they do not like.
 7. After 20 minutes, ask the participants to quickly share with each other their "River of Life". If there is some time, ask them to tell each other where they would like their river to take them: how do they see themselves in the next 2 or 3 years.
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6. Discussion | ⌚ 10 Min.

1. Was it easy or difficult to identify the moments, experiences or people who have influenced you on your "river of life"? Why?
2. Why is it important to think about who or what has influenced us to be who we are today?
3. How does this help us know who we are today?
4. Can this help us understand goals for our future? Or what direction we want to take in life? How?

Activity Notes: you can create your own River of Life and quickly share it with the participants so they get to know you and they gain a better idea of what the activity is about.

7. **Wrap-Up** | ⌚ 5 Min.

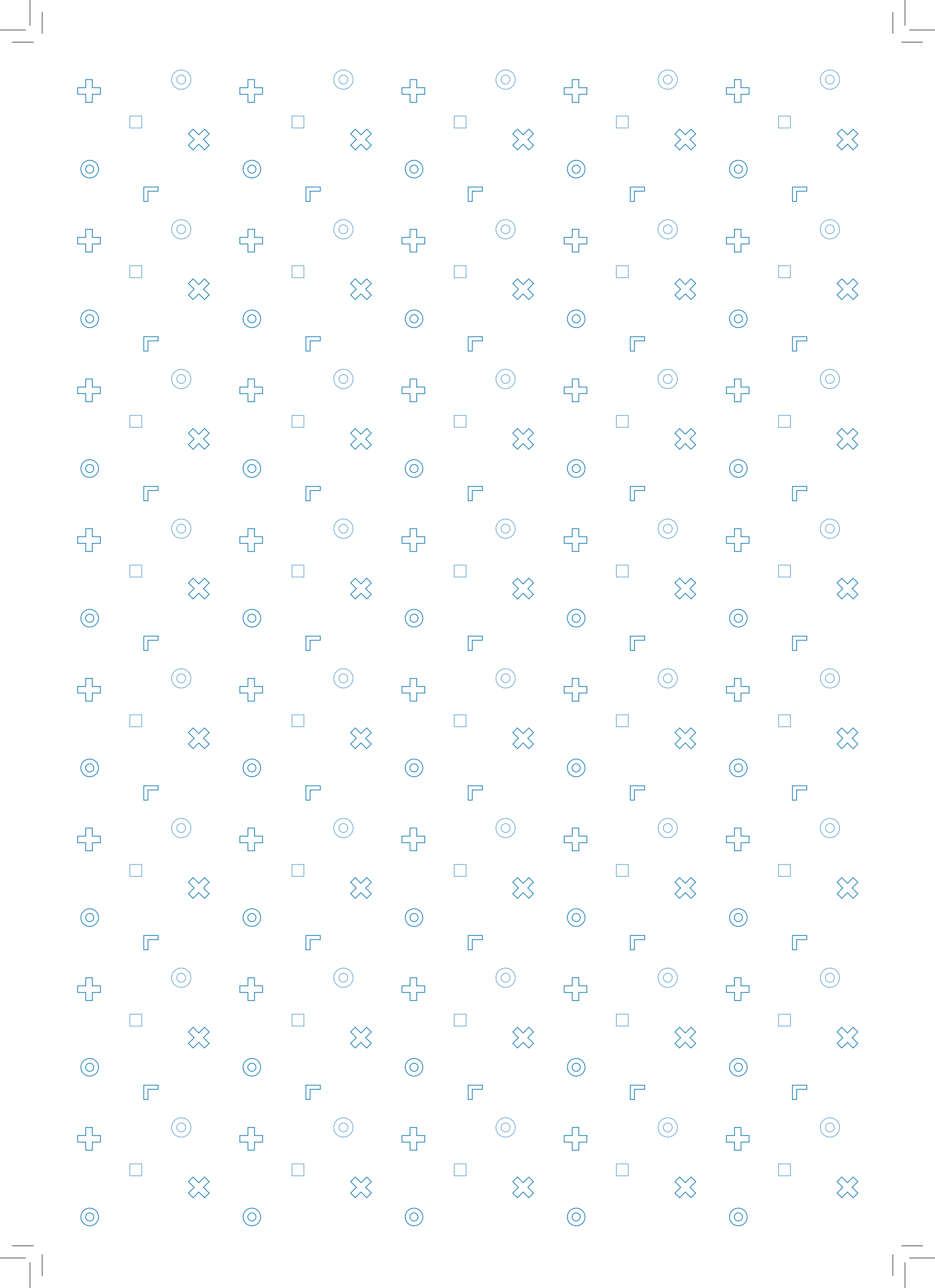
1. Repeat key message.
2. Introduce Practice at Home.



Practice at Home

Share with your parents, siblings or friends the four qualities or things you chose to describe yourself. Ask them what they think. Would they have added another quality? Ask them about the changes they have seen in you in the last years. Has your personality or the things you like changed? Write down in your Goal Workbook examples of ways your personality might have changed as you've grown up.







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.



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