



futuremakers
Standard Chartered Foundation

■ BE HEALTHY



+ Goal activity guide

Empowering the next generation to learn, earn and grow





futuremakers
by Standard Chartered



BE **HEALTHY**

+ Goal activity guide



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

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Session 13

BODY IMAGE



Life Skill

Health,
Self-esteem.



Time

1 Hour



Materials

One cone
or item
to indicate
the middle
of a circle.

Key Learning

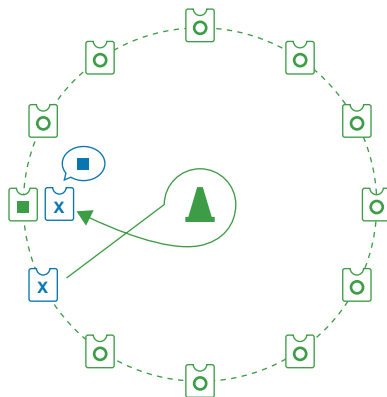
Participants will explore the meaning of body image and understand what a healthy self-body image means.

Session Notes

Social distance adaptation: Participants should be spaced out in the circle and not have to tag each other's hands.

Space Set-Up

For Part 1, you need an outdoor space with one cone in the middle of a circle of participants. For Part 2, you need a closed private space or an outdoor space that is private. .



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 what they think body image means. What is positive body image? What is negative body image?

Key Message

Body image is how we perceive our bodies and the relationship that we have with our bodies. Having a healthy, positive body image is an important aspect to developing self-esteem and respecting ourselves.

3. Main Activity | ⌚ 40 Min.

Part 1

1. Ask the participants to stand in a large circle around the cone.
2. Explain that 2-3 participants will run to the middle of the circle, around the cone, and towards another player on the outside of the circle.
3. When they reach the player on the outside, they will say the player's name loudly (although careful they don't get too close if social distancing), tag their hands, and switch places with that player. The player from the outside of the circle will then run towards the cone in the middle, then towards a new player on the outside and repeat the process.
4. There should be 2-3 players running in the circle at the same time.
5. After 2 minutes, pause the game and switch the exercise that the participants must do to get to the other player (this can be any exercise: shuffles, skips, stretches, lunges, etc.).
6. Instead of shouting the other participant's name, this round they must say something that they like about themselves or something they are proud of themselves for (I like my hair, I like my football skills, I am proud that I get good grades in school, I am proud that I am a girl).
7. Play for 2 more minutes, then switch the exercise.
8. For the last round, the participants must say something that they like or admire about the other player (I like your laugh, I admire your courage, I admire your leadership).

9. Play for another 2 minutes.

Part 2

This activity should be conducted in an enclosed, private space to ensure comfort.

1. Ask the participants to sit in a circle.
2. Ask them to close their eyes and breathe deeply and relax.
3. Explain to them that you are going to name different body parts and they should either touch the body part or visualise that part in their mind.
4. Emphasise to the participants that it is important they keep their eyes closed during this activity and they should only do what they feel comfortable doing.
5. Slowly and softly name the following body parts one by one and give some time to the participants to point them out:

Head, Forehead, Eyebrow, Eyelid, Nose, Cheek, Lips, Chin, Ears, Neck, Chest, Stomach, Hands, Fingers, Waist, Genitals, Hips, Buttocks, Legs, Knees, Feet, Toes.

Be sure to use the terms for the body parts that are commonly used and known in the context that you are working.

6. During the activity, observe the participants' reactions and expressions.
7. After the activity, tell them to breathe slowly and to gradually open their eyes.
8. Guide the discussion using the points given next.

4. Discussion | 10 Min.

1. How do you feel after doing this activity? Was it fun? Uncomfortable? Comfortable? Why?
2. Do you feel anything different about your body? If so, what?
3. How do girls and women usually feel about their body in your community?
4. Do girls and women like to look at themselves in the mirror? When? Why?
5. What sort of relationship do girls and women have with their body? Why?
6. Do you think it is important for girls and women to fee

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.

OUR POSITIVE QUALITIES



Life Skill

Health,
Self-esteem.



Time

1 Hour



Materials

Arts & crafts session: paper, drawing materials, any other available arts material (glue, scissors, coloured paper, leaves, glitter, flowers, etc.).

Game session: Cones, footballs.

Key Learning

Participants will explore how the society we live in influences how we define beauty, and discuss healthier ways to value the unique people we are through our qualities and characteristics.

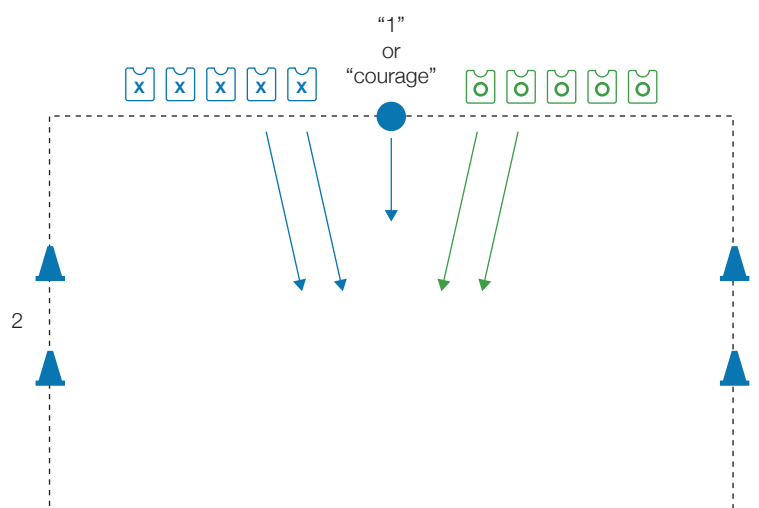
Session Notes

You can conduct either the game session or arts and crafts session depending on time and resources. You could also assign the arts and crafts activity as a Practice at Home.

Space Set-Up

For an arts and crafts session – a workspace (indoors or outdoors) large enough for the participants to work in small groups, and a table or area to lay out art supplies.

If doing the game 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 participants, how would they define beauty?

Key Message

Many factors influence how we feel about our bodies, and often society, television, and social media influence how we define “beauty,” which usually means a certain body type or physical appearance. In reality, physical appearance does not determine a person’s value. The wonderful characteristics and qualities that each individual has makes them unique and special.

3. Main Activity | ⌚ 35 Min.

Option 1: Arts & Crafts

1. Have the participants gather for a short discussion to begin the activity. Discuss the following prompt/questions:

- + Do society and the media depict all kinds of body types as attractive?
- + What qualities do they define as beautiful?
- + What kinds of messages and images do adolescents receive from movies and advertisements about how they should look and what their bodies should be like?
- + Ask them how this makes them feel.

2. Explain that in small groups of 2-4, the participants will have 20 minutes to think about a message that they wish advertisements and social media would give. So, for example, rather than focusing advertisements on the best hair colour to have, or the best body type to have, what do girls wish to see in an advertisement (for example, the characteristic of loyalty and friendship, or honesty in a friend)?

3. Next, ask them to imagine a product or message that reflects a quality or characteristic that they would value in a friend, role model, teammate, etc., and use the art materials to design an advertisement or social media post for this product or message.

4. Encourage the participants to be creative, and remind them that the product need not be logical or scientific. The advertisement can take any form the group chooses.

5. Explain to participants that they will get a 5-minute warning before time is up.

6. When time is up call the participants back together to present their advertisements.

Option 2: Game

1. Divide the participants into two teams and have them stand in two lines along the sideline, facing the field, with the coach in the middle.

2. Label one goal “1” and the other “2.”

3. Explain that each round, two players from each team will step onto the field and the coach will roll the football onto the pitch and call 1 or 2.

4. The teams will then try to win the ball and score in whichever goal the coach calls.

5. Play until everyone has had at least 1-2 chances to play.

6. Pause the game for a quick discussion.

7. Explain that now, Goal 1 will be “Physical Appearance” and Goal 2 will be “Inner Quality”.

8. This round, instead of calling out 1 or 2, call out one of the qualities, characteristics, or descriptions below. The participants must decide if these are a physical appearance or an inner quality, and then try to score in whichever goal corresponds.

+ Physical appearance: long hair, fair skin, tall, skinny legs, thin waist, clear complexion, brown eyes, dark hair.

+ Inner qualities: courage, positive, energetic, leader, brave, smart, funny, supportive, creative, empathetic, good listener, respectful, honest.

+ Add to these lists if you can!

9. Play several more rounds using these descriptors.

10. If the players get one incorrect, ask them why they selected the answer they did, and explain to them the alternative answer.

4. Discussion | 10 Min.

1. Begin the discussion by asking how the participants define beauty.
2. Think about when you were nine years old. How do most young children feel about their bodies and how they look? Do most young children worry a lot about their looks?
3. What happens during adolescence? How do adolescents feel about their physical appearance?
4. Do society and the media depict all kinds of body types as attractive? What qualities do they define as beautiful? What kinds of messages and images do adolescents receive from movies and advertisements about how they should look and what their bodies should be like?
5. Think about the qualities of a good friend, teammate, family member, partner, role model, classmate. What are some of those qualities?

+ Examples: intelligent, honest, good sense of humour, hardworking, courageous, kind, artistic, musical, athletic, generous, fair, good listener, loyal, and other such qualities of character. Generate at least eight to ten qualities and write them down.

6. Ask the participants, does physical appearance determine a person's worth?

+ Example: a person's worth is not determined by body type and appearance, but by all of the incredible qualities that they listed above.

5. Wrap-Up | 5 Min.

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




Practice at Home

Think about your friends, family, and role models. What are the inner qualities and characteristics that you admire about them? Come to the next session prepared to share some of these qualities.


Session 15

HYGIENE TAG






Life Skill
Health,
Decision Making.



Time
1 Hour



Materials
Cones or
field markers.
Ball.

Key Learning

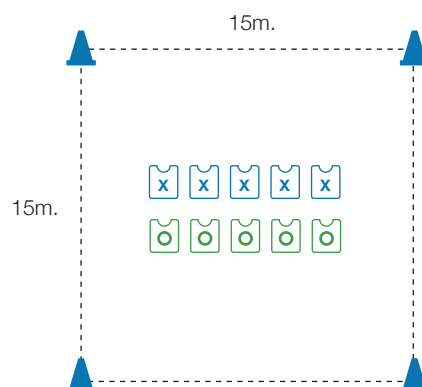
Participants will learn how to maintain proper hygiene and its importance in stopping the spread of diseases and viruses in the community.

Session Notes

Include information on any local health guidelines, particularly if there are any health concerns in the community at that current time.

Space Set-Up

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



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 how a virus spreads. Explain that viruses spread from person to person mainly through the tiny droplets that are produced when a person carrying the virus coughs or sneezes. Germs are also passed along when you touch mucus droplets from someone else on a surface like a desk and then touch your own eyes, mouth, or nose before you get a chance to wash your hands. Viruses like the flu can live 24 hours or longer on plastic and metal surfaces like tables, doorknobs, and cups.

Key Message

Washing our hands with soap and water, and maintaining proper hygiene, are important steps to take to stay healthy and safe in our communities. Whether we are in the middle of a pandemic or not, we should all make sure to do our part to stop the spread of viruses and diseases in our community.

3. Main Activity | ⌚ 30 Min.

1. Explain that they will now be playing a game of tag. There will be two taggers, who will run around the square trying to touch or tag everyone.
2. Everyone else must avoid being touched while staying inside the square boundary. If you are touched, you become sick and must stand still and not move, with your legs spread open.
3. There will be one “doctor.” The doctor can help the sick by crawling between their legs once they are tagged. Once the doctor does this, the person is better and can continue to run around once again and be part of the game.
4. Explain that there will also be one ball. The ball can be thrown to any participant that is about to be tagged. If you are holding the ball, it gives you immunity from getting tagged and therefore, if a tagger touches you, you are not “sick” and do not have to stand still.



Round 1

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



Round 2

After several minutes, introduce one doctor.



Round 3

After another few minutes, hand one ball to a remaining participant.

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

4. Discussion | 🕒 10 Min.

1. Was it difficult to not get tagged? Was it difficult to be the tagger? Why or why not?
2. What gave you immunity from being tagged and becoming “sick?” What in our real lives can help us not get sick?
 - ✚ Washing our hands with soap and water frequently, especially before we eat.
 - ✚ Staying at least 2 metres distance from others.
 - ✚ Avoiding people who we know are sick.
 - ✚ If we have symptoms, staying quarantined or isolated until we feel better.
 - ✚ Wearing masks.
3. What if we did get tagged - was there someone to help us? Can doctors help us in our real lives if we get sick, especially if it is something serious?
4. If you are playing this game in a small space, what happens? If you have a large space to play in, what happens? Does this relate to what happens when you are living in a small crowded space and how fast disease spreads?
 - ✚ Think about how fast a virus can spread in the air between people in a closed room vs. an open field or space.
5. How can we stay safe and healthy in our communities and avoid being infected by a virus?
 - ✚ 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 the 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 metres distance from others whenever you can.
 - ✚ Feel: if you feel unwell, stay home. Please follow all instructions provided by your local health authorities.
6. Ask the participants true or false questions and see how many the group gets correct!

- | | | |
|---|---|---|
| 1. Sneezing or coughing into my hand is okay as long as I wipe my hand afterwards. False | 5. It is not necessary to wash your hands after urinating. False | 9. Washing with soap and water cleans dirt and germs off your body. True |
| 2. Touching my eyes, nose and mouth frequently brings germs into my body and can make me sick. True | 6. Clean clothes are less likely to carry germs. True | 10. If you have access to sanitary napkins, you should change them twice a day. True |
| 3. It does not matter how long my nails are because germs cannot live underneath finger-nails. False | 7. Water that has been frozen is always clean and safe to drink. False | 11. You don't need to wash underwear. False |
| 4. Garbage bags are full of germs. True | 8. Boiling water makes it clean and safe to drink. True | 12. The area around the vagina can be kept clean by washing it with water. True |

5. Wrap-Up | 🕒 5 Min.

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



Practice at Home

Count how many times you wash your hands during a day and come to the next session ready to share the number. Challenge your family at home to wash their hands before and after eating and see if you can get your whole family involved in proper hygiene.

Session 16

ALCOHOL AND SUBSTANCE ABUSE



Life Skill

Health
(substance abuse),
Decision Making
Understanding
Consequences.



Time
1 Hour



Materials

Cones/
field markers.
Training vests/
pinnies (1 or 2 sets).
3 footballs.

Key Learning

Participants learn about the negative impact of alcohol and substance abuse.

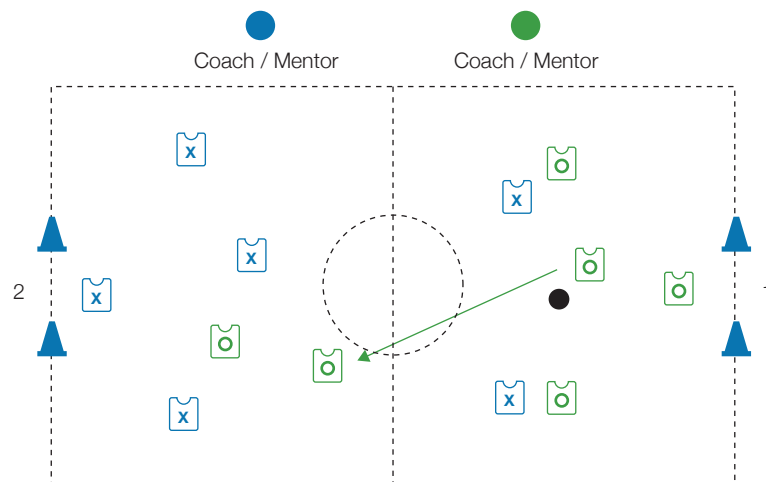
Session Notes

Read through additional information about the impact of drugs on the body, and how substance abuse can impact your life and your relationships with others.

You can add more players to each team if you have more participants, or have two games going on simultaneously.

Space Set-Up

Set up a soccer field of about 25m by 10m and create goal posts using cones.



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 been in a situation where there were drugs or alcohol present. Was there any peer pressure involved in the use of drugs or alcohol?

Key Message

Drugs have a negative effect on how we make decisions and act, how we perform in school and on our physical and mental health. Abusing alcohol and substances can negatively impact our relationships with our friends and family. It's important to keep our minds and bodies healthy so we can focus on achieving our goals, staying safe, and keeping our communities and ourselves healthy.

3. Main Activity | ⌚ 35 Min.

This is an adapted football game (6 vs. 6) that helps participants think about how drugs affect their bodies, their minds, and their communities. Explain to participants that the objective of the game is to help them understand the importance of staying away from drugs and keeping healthy.

1. Divide the participants into 2 teams of 7 players each. 6 will play for each team, and each team will have 1 Coach. You can take the role of the referee. To differentiate the teams, give each team different colored bibs/pinnies (or just give one team bibs/pinnies).
2. Team 1 will represent people who use drugs (Note: you can name a type of drug that is used a lot in your community). Team 2 will represent people who do not use drugs.
3. The Coach represents the parent or the guardian of the respective teams. The Coach will stand at the sidelines during the game and will also give advice to the team during the short break.

4. The referee represents a community leader, and will remain neutral to both teams.

5. Only one ball will be used at a time. Each half of the match will last 8 minutes, with a short break in between.

Play! (15 min)

- ✚ The players on Team 1 will not be allowed to run or communicate verbally to their team-mates. They have to play silently, and by walking only.
- ✚ If a player on Team 1 scores, they will join Team 2. Moving to the other team symbolises quitting drug use.
- ✚ The players on Team 2 are free to run and communicate with each other.
- ✚ If a player on Team 2 scores, everyone from Team 1 has to do 5-star jumps (or similar exercise). This should represent the consequence of using drugs.

4. Discussion | ⌚ 10 Min.

1. How did it feel to be playing for the team representing people who use drugs?
 - ✚ How was it not being able to run or to communicate with your team-mates?
 - ✚ How did you feel when you scored and joined the other team?
 - ✚ How did you feel when the other team scored and ordered you to do star jumps?
 - ✚ What do you think this represents in our daily lives?

2. How did it feel to be playing for the team representing people who don't use drugs?
 - + How was it to run freely and be able to score?
 - + How did it feel to have people come and join your team once they scored?
3. How did it feel to be the coach of the teams?
4. How did it feel to be a referee?
5. How can we compare the experiences of the two teams to situations in our own lives?
6. How do drugs affect how you do things and make decisions?
 - + Not thinking clearly, so you may make decision you otherwise would not have made or say things that you don't mean
 - + Not being able to concentrate on doing homework or paying attention at school.
 - + Negative impacts on your overall health – not performing at your best on the field.
7. How do your community members treat people who use drugs?
8. How can you use the lessons learned during the game in your life?
9. What can you do if you see a friend abusing or addicted to drugs?
 - + Speak to a trusted adult who might be able to get that friend some help.
10. Where could someone who uses drugs go to for help and who should they turn to or confide in?
 - + They could go to a health clinic.
 - + They could talk to parents or another trusted family member.
 - + They could talk to a trusted teacher or another trusted adult.

5. Wrap-Up | 5 Min.

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



Practice at Home

Remember the peer pressure session? Peer pressure is often one way that we could be introduced to alcohol or drugs. Come up with a plan for how to say no or avoid drugs and/or alcohol in a peer pressure situation. If you need help coming up with a plan, ask for help from a friend, sibling or trusted adult. Come to the next session with some ideas to share with others.

Session Resource

Stress management, media presence and advertisements, and peer pressure are all reasons why more and more young people are experimenting with different substances at an earlier age. Those who abuse substances/alcohol may not realise that their behaviour affects and hurts their families and those who love them.

It is important not to moralise or preach about not using drugs, but instead inform young people of the negative impacts of substance use and suggest alternative methods of de-stressing and relaxing. Life skills training can enable them to think about the consequences of using drugs and help them make good choices, learn how to say no to peer pressure, and develop healthy coping skills.

What drugs do people use ?

Apart from medications, drugs people use for recreation include alcohol, tobacco, caffeine, marijuana, inhalants (such as gasoline, glue, cleaning fluids), cocaine, and heroin. Drugs affect the mind and body, sometimes permanently. Some are more dangerous than others, and their effects differ by individual. Alcohol and tobacco are the most commonly used drugs worldwide. In recent years, girls' and women's use of tobacco has increased dramatically in some countries.

Why do some people choose to use them ?

Substances of different types are used to give someone a 'kick' or a 'high'. The use of alcohol and substances is often habit forming and can quickly become addictive. Reasons people use drugs or consume alcohol include:

- + to reduce anxiety in social situations
- + to appear mature and confident
- + to avoid feeling or dealing with problems, including boredom and loneliness
- + to fit in socially or to have fun
- + to stimulate their minds or stay awake
- + to enhance sensory perceptions or feel "high"
- + to reduce appetite or avoid eating (to lose weight)
- + to relax or to sleep
- + to cope with trauma

Why do some people choose not to use drugs ?

- + because it's bad for their health
- + because it is illegal (in some cases)
- + to avoid risk of contracting HIV
- + because they can solve their problems in other ways (through friendships, support systems, sports, or playing games)
- + because they have better ways to relax
- + because of religious, cultural, or moral values
- + because they want to be in control of themselves and their actions

What is addiction ?

When people use a drug regularly, they can become dependent on or addicted to it. Many drugs can be addictive, including some medications, such as painkillers, diet drugs, or sleeping aids, and people may become addicted without recognising that they are. Many people find it difficult or impossible to stop using a drug once they are addicted to it. Overcoming an addiction requires determination, strong willpower, belief in oneself, and a supportive environment, often including professional treatment or involvement in a treatment program.

What serious problems can result from using or abusing drugs ?

Adolescents' substance abuse is a major public health problem in many countries. Drug use leads to numerous serious problems, including:


- + causing accidents while driving under the influence of alcohol or other drugs.
- + behaving in ways that lead to regret as a result of poor judgment and lowered inhibitions.
- + having sex without protection against STIs, HIV, or pregnancy, as a result of diminished judgement.
- + acquiring HIV or hepatitis from sharing needles while injecting drugs.
- + overdosing on a drug to the point of poisoning and death.

Addicts may resort to desperate, degrading, or illegal measures to obtain the money to buy drugs. People who smoke cigarettes, chew tobacco, or spend a lot of time near those who smoke may develop cancer or other life-threatening diseases. A pregnant woman's use of some drugs, both legal and illegal, can harm the fetus.


Session 17

PUBERTY AND OUR BODIES






Life Skill
Health



Time
1 Hour



Materials
Cones.
Bibs to indicate taggers

Key Learning

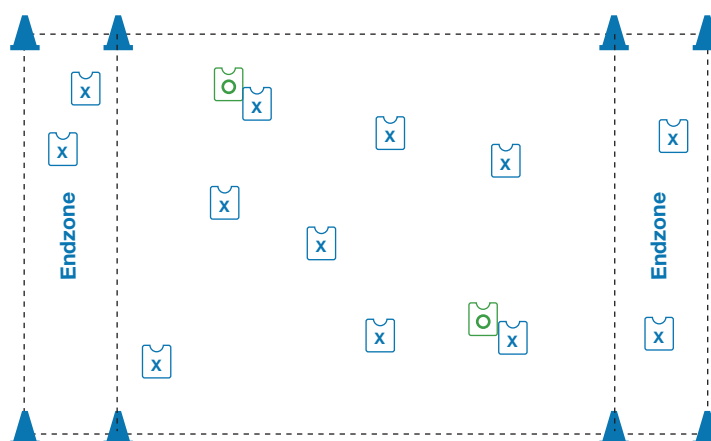
Participants will learn about the changes that happen to their bodies and changes in how the community perceives them during puberty.

Session Notes

Try to have local resources and additional information available for the participants should they have additional questions.

Space Set-Up

Set up a large rectangle with the cones. At each end of the rectangle, create a small “endzone.”



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 | ⌚ 10 Min.

Ask participants if they know what puberty is and what happens to boys and girls during puberty. Explain to the participants that during puberty, everyone's body undergoes certain physical changes.

Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. *For additional definitions, visit the glossary of terms in the coaching guide.

Hormones don't only change bodies on the outside; they create changes on the inside too! You can use the chart below to discuss the changes that occur to girls, boys, and everyone. To create discussion, you can draw the three columns on a sheet of paper, and ask the participants what happens to girls, boys, or both when they reach puberty. Make sure that you discuss everything listed below!

GIRLS	BOYS	BOTH
<ul style="list-style-type: none">+ Your menstruation cycle, or period, will begin (usually between the ages of 9-14).+ Your breasts will begin to get larger and develop.+ You might put on weight as your body shape changes and your hips widen.	<ul style="list-style-type: none">+ Your voice will get deeper.+ Your body will begin to change shape – you will become taller, heavier, and broader.+ Your penis will get longer and thicker and your testicles will get larger.+ You will start having erections (where the penis gets hard and stiff).+ Your body will start to produce sperm which is released through your penis during ejaculation.	<ul style="list-style-type: none">+ Arms, legs, hands, and feet may grow faster than the rest of the body.+ You will notice more hair growth on your legs, under your arms, and in your pubic region.+ Your skin will likely become more oily.+ You may notice that you sweat more and that it smells more.+ You may start to see acne breakouts or spots on your face.+ You may start to feel sexual attraction towards others.+ You may experience increased mood swings.+ You may feel more uncertain and self-conscious about yourself and decisions.

Additionally, gender roles and expectations change during adolescence, which impact girls and boys differently. Explain that the game they will play next will help us understand how our gender impacts how we are treated as we reach the age of puberty.

Key Message

When we reach puberty (the exact age varies, but typically around 13), there are lots of physical changes that happen to our bodies. In addition to physical changes, society often treats girls and boys differently when they reach puberty and assigns expectations and roles based on gender that can be harmful. Understanding what these changes mean and how to care for yourself is the first step to challenging gender-based discrimination related to puberty.

3. Main Activity | ⌚ 20 Min.

1. Ask the participants to all step inside the rectangle and ask for two players to be the “taggers.”
2. Tell the rest of the participants that they must avoid being tagged by the taggers and can only stay in the rectangle. Once tagged, they must stand still until another participant touches them, which will allow them to unfreeze and continue playing.
3. After 5 minutes, pause the game and switch the taggers.
4. This time, when the participants are tagged, they must enter one of the endzones and stay there. Other participants cannot free them by touching them.
5. Pause the game after another 5 minutes, or once all players are tagged and in the endzones.

Short Discussion

Ask the participants how it felt to be tagged and have to stay in the small endzone. Ask them, what typically happens when boys enter puberty? What about girls?

✚ Example: Often, boys’ opportunities and freedoms increase when they enter puberty because they are seen as men with new responsibilities to take care of those around them. When girls enter puberty their “world” shrinks. The freedoms they had as children are often restricted, and society places limitations on them in order to “protect” them from the dangers in the community.

6. Assign two new taggers, and also assign two players who will be able to free participants from the endzones by touching them.
7. This round, the two new players can “release” the tagged players from the endzones by tagging them and allowing them to re-enter the game.
8. Play for another 5-10 minutes or as time allows.

4. Discussion | ⌚ 20 Min.

1. How did it feel to be stuck in the endzone in the first round, not being able to get freed?
2. How did the second round feel, when there were players who could free you from the endzone? Was it more fun to play the game? Why?
3. Could we relate the first round, or being stuck in the endzone, for the experience girls sometimes have when they reach puberty? How?
 - ✚ As we discussed, when girls hit puberty, sometimes our communities are fearful for girls’ safety, or that they will get pregnant or taken advantage of, so they try to keep them close to home and restrict their freedoms.
4. Why do you think this restriction of freedom happens? Does it happen to all girls? Does it depend on the family?
5. What do you notice about what boys encounter at puberty? Overall, does their freedom expand or shrink? Why do you think this happens?

6. In the second round, the players tagged in the endzone were freed. How did that feel as a player?
7. What are some examples of ways to increase girls' and young women's freedoms and opportunities during/after puberty?
 - + Examples: education, life skills training, sports, learning about sexual health and reproductive rights, opportunities to earn money, educating the community about puberty and the importance of keeping girls in school and providing them with information to stay healthy and safe.

5. **Wrap-Up** 5 Min.

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



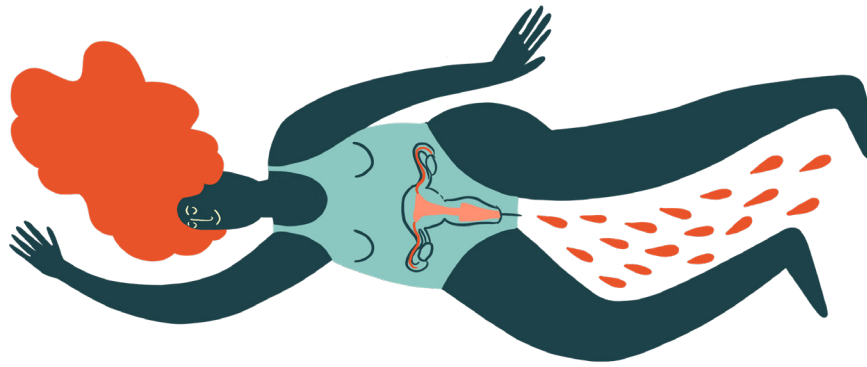
Practice at Home

Encourage the participants to study Session 17 in their Goal Workbook with diagrams of the reproductive system and familiarise themselves with the changes that occur during puberty. They can complete the blank form included in the handouts to practice.

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. Encourage participants to find someone in their home or community that they can go to with questions, like a health care worker or their Goal Coach.

Session 18

28 DAYS



Life Skill
Health



Time
1 Hour



Materials
28 cones
or markers.

Key Learning

Participants will learn about the facts and process of menstruation and discuss what is necessary to stay healthy and clean during menstruation.

Session Notes

Rather than simply running around the circle, mix up the type of activity for each question. Other ideas are hopping, skipping, running backwards, dribbling a football or basketball etc.

Rather than reading the quiz questions and letting teams send a runner right away, explain that you will read the question, give the teams 10-15 seconds to think of an answer, and then blow your whistle to signal a runner to start running around the circle. This allows for a fairer competition if there are some teams who have members with more knowledge about menstruation than others.

* Each cone with one number from 1-28 written on it in black/white board marker or a marker that will rub off.

Alternatives to above: 28 rocks or small objects and card taped to each object with a number, or cards taped onto a stick and pushed into the ground if soft.

Space Set-Up

Set up a large circle of cones, with a total of 28 cones. Each cone should have a number 1 – 28, either written on the cone or on a piece of masking tape stuck onto the cone.

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, what do they already know about menstruation? Can anyone guess why we have numbers on the cones?

Key Message

Menstruation, or a period, is normal vaginal bleeding that occurs as part of a woman's monthly cycle. Every month, your body prepares for pregnancy. If no pregnancy occurs, the uterus, or womb, sheds its lining. The menstrual blood is partly blood and partly tissue from inside the uterus. Menstruation is a natural, normal process that happens when girls reach puberty. It is important to understand what happens during this time so that we can stay healthy and take care of our bodies. It is important to have accurate knowledge to dispel any myths or misconceptions about menstruation.

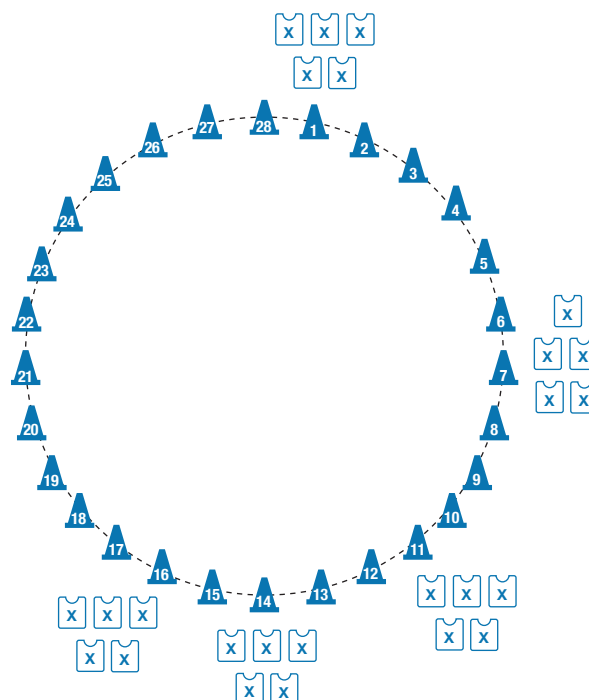
3. Main Activity | ⌚ 40 Min.

1. Divide the participants into teams of 5. Ask each team to sit in front of the cone that is the first number in their particular stage (for example, the group who has Stage 1 should sit on the outside of the circle in front of cone number 1).

- + Stage 1: Day 1-7
- + Stage 2: Day 7-11
- + Stage 3: Day 11-13

- + Stage 4: Day 14-16
- + Stage 5: Day 16-28

2. Hand each group a card that explains what happens in their particular stage. Then, ask each group what they think happens at that stage and have them try to explain in their own words if they think they know, and if not, they can read their card. As the facilitator, explain any difficult words or concepts by providing a definition and more information.



Stages of the Menstrual Cycle

Day 1-7

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

Day 7-11

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

Day 11-13

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

Day 14-16

- + The egg is released!

Day 16-28

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

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

4. After you ask each question and get an answer, make sure to clarify to the whole group what the right answer is and discuss any myths or misconceptions that could arise.

- + It is important to clear up any misconceptions. If you don't know the answer to a certain question, make sure that you don't give the girls a wrong answer. Explain that you are unsure and will get back to the girls with the right answer later. It is very important to follow up with the girls once you have the correct answer.

4. Discussion | ⌚ 10 Min.

1. Should girls and women be prohibited from doing certain things when they are having their menstruation cycle? Why or why not?
2. Where do societal taboos around menstruation stem from? Do you think this has anything to do with gender? Why?
3. What are the common problems girls and women experience during menstruation? (For example, access to clean cloth or sanitary napkins, privacy to change and clean, pain, discomfort, etc.)
4. Are there any days in the menstruation cycle when a girl or woman is more likely to become pregnant? Why do you think so? Is it important for girls and women to have this information?
5. Does the consistency of the white discharge change during the menstrual cycle? Why is it important to know about this?

6. In our community, what (or how much) do you think girls and women know about these issues?
7. Do you think it is important for girls and women to maintain personal hygiene? Why and how?

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 Resources

Menstruation Quiz & Answers

1. TRUE OR FALSE: Once a girl has had her first period, she can become pregnant.
True. When a girl starts having her menstrual periods, it means that her reproductive organs have started working and she can become pregnant. In fact, because a woman's ovaries release an egg before the onset of her menstrual period, it is possible to get pregnant even before her first period. It does not mean, however, that her physical and mental conditions are necessarily prepared for the birth of a child.
2. TRUE OR FALSE: It is unhealthy for a girl to bathe or swim during her period.
False. There is no reason that a woman should not participate in a specific activity because of her period, unless she has cramps or any discomfort. The most important thing is to maintain good hygiene.
3. Can a girl talk and interact with boys after her period starts?
Yes. She can talk and interact with boys after her period starts. Having your period does not mean a girl will be in danger when talking to males or negatively impact others in any way.
4. TRUE OR FALSE: Menstruation is unclean.
False. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the fetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds, which results in menstruation.
5. Is the menstrual blood impure? Are you impure for those days when you are menstruating?
No. Menstruation is a completely natural and normal part of any girls' life. There is nothing impure about menstrual blood.
6. Does menstruation mean that you are hurt inside?
No. Menstruation is a normal and natural part of any girls' life and does not mean she is hurt inside. It is necessary for our body to go through menstruation to prepare
7. TRUE OR FALSE: A girl can get pregnant if she has sex while she has her period.
True. Sometimes the other ovary releases an egg mid-cycle, so it is possible for an egg to be fertilised even during menstruation, but it is very rare.
8. Is menstruation a means of punishment for being a girl?
No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the foetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation

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

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

10. What is the average length of a period?

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

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

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

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

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

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

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

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

• Pregnancy • Changes in diet • Travel • Stress • Excessive exercise

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

Session 19

MENSTRUATION MYTHS



✓
Life Skill
Health

🕒 **Time**
1 Hour



Materials

Cones
or other markers,
coloured bibs,
a football (or other,
this can be played
with many different
sports).

Key Learning

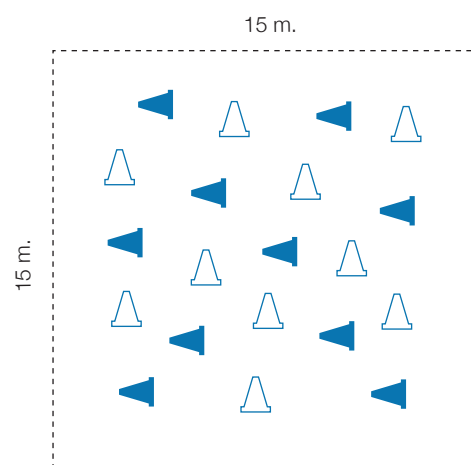
Participants will be able to tell the difference between menstruation facts and menstruation myths in their community.

Session Notes

Be sure that you adapt the Coach Resource (Menstruation Truths and Myths) to reflect the myths that exist in your community. Feel free to replace certain statements in the Coach Resource section that reflect the realities of your community.

Space Set-Up

Create a 15 m x 15m grid.
Inside the grid, spread out
20 cones throughout the
entire space.
Ten of those cones should
be layed on their side or upside
down and ten should be right
side up.



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 can think of any changes to a girl's routine or daily life (that aren't physical) that happens when she starts menstruation.

Key Message

There are lots of changes that happen when a girl goes through menstruation, not just physical. Society often assigns different expectations to girls and young women after they begin to menstruate, limiting their freedoms. Girls are given information about menstruation from many sources – family, friends, teachers, the public – and it is important to know what is a fact and what is a myth.

3. Main Activity | ⌚ 35 Min.

1. Divide the participants into two teams, Team 1 and Team 2.

2. Explain to the participants that when you blow the whistle, Team 1 must try to flip all the cones that are upside down or laying on their side, to right side up. Team 2 must do the opposite, flip all cones that are right side up upside down or knock them onto their side.

3. Both teams will be trying to accomplish their goal at the same time. The game will last for 1 minute, then you will blow your whistle to stop.

4. Have the participants count the number of cones right side up and those that are upside down or laying on their side. If the number of cones that

are right side up is higher, then Team 1 wins. If the number of cones that are upside down or laying on their side is higher, then Team 2 wins.

5. After this first game, explain that the winning team must try to decide if the statements you will read are true or false (see Session Resource for statements). Read 1 statement and allow them to discuss. If they don't know, allow the other team to try and answer. Then, provide the correct answer. Repeat with 2 more statements.

6. Play several more rounds of the game, each time inviting the winning team to answer true or false to three statements, until all statements are read. Increase or decrease distance between players 1 and 2.

4. Discussion | ⌚ 10 Min.

1. Where do we get our information about health and menstruation? Is this information always accurate?
2. What are some trusted sources of information about menstruation?
3. What are some steps to take to verify whether information is true or false?
4. How do myths about health and menstruation impact girls and society? Is it positive? Negative?
5. How does our community view adolescent girls when they start menstruating?
Are they given more privileges? Or responsibilities?
6. Are they treated differently? Why?
7. If you run out of time, do not feel like you must go through all statements.

5. Wrap-Up 5 Min.

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



Practice at Home

Identify a couple of sources that you can go to for valid, truthful information about health and menstruation. When you hear information about menstruation and health, make sure that you check with these sources to validate the truth.

Session Resource

1. Once a girl has had her first period, she can become pregnant.

True.

When a girl starts having her periods, it means that her reproductive organs have begun working and that she can become pregnant. It does not mean, however, that her physical and mental condition are necessarily prepared for the birth of a child.

2. Before a girl has had her first period, she can become pregnant.

True.

Because a woman's ovaries release an egg before the onset of her menstrual period, it is possible to get pregnant even before her first period.

3. It is unhealthy for a girl to bathe or swim during her period.

Myth.

There is no reason that a woman should not participate in a specific activity because of her period, unless she has cramps or any discomfort. She must maintain proper hygiene and ensure that she is using clean pads or tampons and washing regularly.

4. A girl cannot play sports when she is menstruating.

Myth.

A girl should not be limited by their menstruation - she can play, and do anything else that she would normally do, after her period starts.

5. Menstruation is unclean and the blood is impure.

Myth.

Menstruation is a natural cycle that occurs in women, and is not unclean or impure. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the fetus, if conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

6. Menstruation means that you are hurting inside.

Myth.

Although cramping is a natural side effect that many women experience while on their period, it is not always the case. Women can do anything that they would normally do while on their period.

7. A girl can get pregnant if she has sex while she has her period.

True.

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

8. Menstruation is a punishment for being a woman.

Myth.

Menstruation is a natural cycle that is a part of the life cycle. Although the side effects are not always enjoyable, this enables women to give the gift of life by bringing children into the world. It is not a punishment for being a woman.

9. Menstrual fluid contains more than just blood.

True.

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

10. If your period is late, it means that you are pregnant.

Myth.

Although pregnancy does cause a period to be late, it is not the only reason this could happen. Changes in diet, stress, travel, and excessive exercise are all reasons that a woman's period might be delayed.

11. Using a tampon will cause a woman to lose her virginity.

Myth.

It's true that hymens can be torn during intercourse, physical activity, or when a tampon is inserted. But the hymen does not "break," and virginity is an emotional concept, not just the disruption of a piece of tissue that a woman may or may not have been born with.

12. Some women do not have symptoms (PMS) from menstruation.

True.

Not all women experience side effects from menstruation, and this is completely normal. Some of the most common side effects are cramping, fatigue, bloating, and breast tenderness.

13. Having sex with a woman on her period is unhealthy and harmful to both people.

Myth.

While many women and men may feel uncomfortable with period sex, it's not at all unhealthy and won't harm anybody.

14. If you do not have your period for a long time, you will never be able to get pregnant.

Myth.

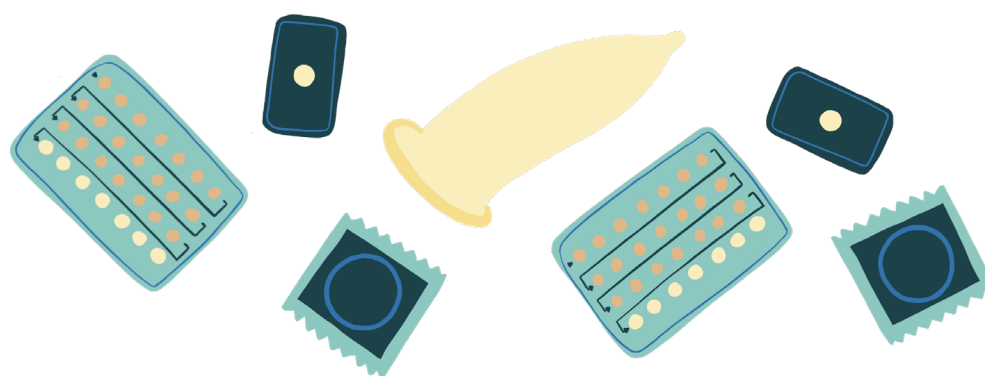
There is no medical or scientific reason that women should get a period every month during their reproductive years to be fertile. Some women experience intense, painful symptoms of menstruation and seek options to suppress their periods for relief.


15. It is helpful for girls to know information about menstruation before they have their first period.

True.


Puberty and menstruation can be a surprising and scary change for girls, even though it is a natural and normal process. Talking about what is happening to the body, how to take care of yourself, and how girls can continue their life as normal can help girls feel more prepared and comfortable when menstruation begins.

CONTRACEPTION






Life Skill
Sexual and Reproductive Health and Rights



Time
1 Hour



Materials
Cards with the names of locally available contraceptives (one on each card)
Cones.
Two balls.

Key Learning

Participants will understand the difference between different contraceptive methods available in their community.

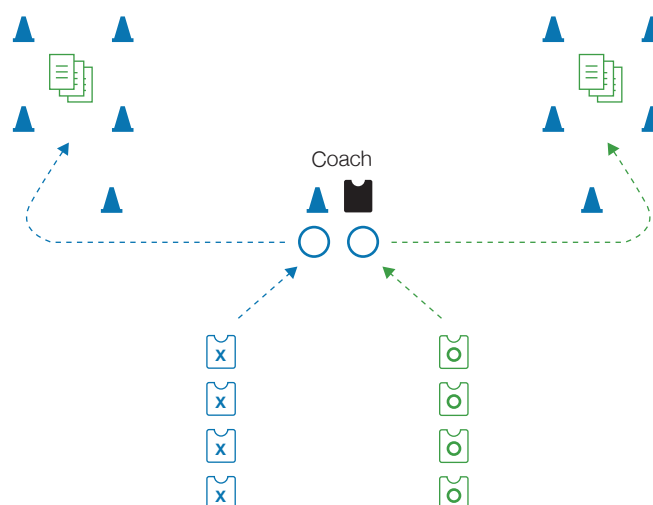
Session Notes

This is a sensitive session: make sure you speak about this topic in an appropriate way for the age and background of the participants you are working with.

It is important to include contraceptive methods on the cards that can be found locally and available to the participants. If you want to include others, do so but explain that they are not available in the community. If possible, bring in samples of models of different forms of contraception to show the participants.

Space Set-Up

Set up the field according to the diagram.



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 the following questions:

1. What does “fertility” mean?
2. When does a woman become fertile?
3. What are signs of fertility?

Key Message

Contraceptives are important tools in helping prevent early and unplanned pregnancies as well as keeping us safe from sexually transmitted infections and HIV/Aids (which we will speak about in the next session). There are many types of contraceptives and it is important to understand the details of how these different types of contraceptives can protect us. It is our right as girls and women in control of our own bodies to determine when and how we want to use contraceptives when engaging in sexual intercourse. It is also important for boys and men to learn about contraceptives so they can support us in making the right choice for ourselves.

3. Main Activity | ⌚ 40 Min.

Part 1

1. Ask participants to stand shoulder to shoulder in front of you.
2. Explain that you will read a statement and if the girls think it is true, they move to your left. If they think it is false, they move to your right.
3. After the participants move to the side they choose, reveal the right answer so everyone hears it.

Statements to Read

- + Once a girl has started to menstruate (have her period), she is physically able to become pregnant which means she is now fertile. **True.**
- + Every month, your body prepares for pregnancy. If no pregnancy occurs, the uterus sheds its lining. This is when you get your period. **True.**
- + Pregnancy happens as a result of sex between a male and a female. **True.**
- + Contraceptives can help us prevent pregnancies if used correctly. **True.**




Part 2

1. Split participants into two equal groups and have them line up behind their team's cone. Explain to them that this is a relay race in which they have to

collect as many cards as they can, which are located behind you, to your right and left.

2. When you blow your whistle, tell participants that they must run to the center cone where the coach is. Here, they will choose a direction to run by saying out loud to the coach either “right” or “left.”
3. The coach then has to throw the ball in the direction instructed by the participant. Each participant will have a ball thrown in the direction they choose.
4. With the ball in their hands (or at their feet), the participants have to then run around a cone to then proceed and collect ONE card from the side they chose.
5. They then run back with the card and ball, give the ball back to the coach and then run back to their group.
6. They then tap the next participant in line and, who will follow the same steps.
7. The game ends when all the cards are collected. The team with the most cards wins!
8. Ask each team to share, one by one, their cards. After one person shares a card, explain in detail that form of contraception (how it is used, what it helps protect from and what it doesn't as well as where it can be accessed locally).

4. Discussion | 10 Min.

1. Ask the girls how they found the activity. Was it fun? Was it hard? Why?
2. Ask them about the part where they had to choose which way they went.
Why was it important to be able to choose 'right' or 'left' by themselves?
 Explain that like in the game, it is important to make choices in our own lives about things that impact our health and rights.
3. Why is it important to make choices related to using contraception?
 Explain that we have the right to choose what happens with our bodies and what contraceptives to use. Nobody should make them do anything they are uncomfortable with.
4. Can we get help when we feel like we aren't given the opportunity to make our own choice related to contraception? From who?
 Explain that we can talk to a trusted adult if we feel like we are being forced to do something we don't feel comfortable with, or we can even speak to our Goal coach.

5. Wrap-Up | 5 Min.

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

Practice at Home

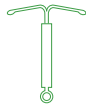
Share what you learned about contraception with an older sister or trusted adult. How did it go? What questions did they have? If you didn't know the answers to some of their questions, make sure to write them down and get accurate answers. Make sure you speak to someone you trust who can help you find more information if you need it.

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.

Reversible Methods of Birth Control

Intrauterine Contraception



Levonorgestrel intrauterine system (LNG IUD)

The LNG IUD is a small T-shaped device like the Copper T IUD. It is placed inside the uterus by a doctor. It releases a small amount of progestin each day to keep you from getting pregnant. The LNG IUD stays in your uterus for up to 3 to 6 years, depending on the device.

Typical use failure rate: 0.1-0.4%

Copper T intrauterine device (IUD)

This IUD is a small device that is shaped in the form of a "T." Your doctor places it inside the uterus to prevent pregnancy. It can stay in your uterus for up to 10 years.

Typical use failure rate: 0.8%.¹

Hormonal Methods



Implant

The implant is a single, thin rod that is inserted under the skin of a woman's upper arm. The rod contains a progestin that is released into the body over 3 years.

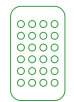
Typical use failure rate: 0.1%



Injection or "shot"

Women get shots of the hormone progestin in the buttocks or arm every three months from their doctor.

Typical use failure rate: 4%



Combined oral contraceptives

Also called "the pill," combined oral contraceptives contain the hormones estrogen and progestin. It is prescribed by a doctor. A pill is taken at the same time each day. If you are older than 35 years and smoke, have a history of blood clots or breast cancer, your doctor may advise you not to take the pill.

Typical use failure rate: 7%

Progestin only pill

Unlike the combined pill, the progestin-only pill (sometimes called the mini-pill) only has one hormone, progestin, instead of both estrogen and progestin. It is prescribed by a doctor. It is taken at the same time each day. It may be a good option for women who can't take estrogen.

Typical use failure rate: 7%.¹



Patch

This skin patch is worn on the lower abdomen, buttocks, or upper body (but not on the breasts). This method is prescribed by a doctor. It releases hormones progestin and estrogen into the bloodstream. You put on a new patch once a week for three weeks. During the fourth week, you do not wear a patch, so you can have a menstrual period.

Typical use failure rate: 7%.¹



Hormonal vaginal contraceptive ring

The ring releases the hormones progestin and estrogen. You place the ring inside your vagina. You wear the ring for three weeks, take it out for the week you have your period, and then put in a new ring.

Typical use failure rate: 7%.¹

Barrier Methods



Diaphragm or cervical cap

Each of these barrier methods are placed inside the vagina to cover the cervix to block sperm. The diaphragm is shaped like a shallow cup. The cervical cap is a thimble-shaped cup. Before sexual intercourse, you insert them with spermicide to block or kill sperm. Visit your doctor for a proper fitting because diaphragms and cervical caps come in different sizes.

Typical use failure rate for the diaphragm: 17%.

Sponge

The contraceptive sponge contains spermicide and is placed in the vagina where it fits over the cervix. The sponge works for up to 24 hours, and must be left in the vagina for at least 6 hours after the last act of intercourse, at which time it is removed and discarded.

Typical use failure rate: 14% for women who have never had a baby and 27% for women who have had a baby.



Male condom

Worn by the man, a male condom keeps sperm from getting into a woman's body. Latex condoms, the most common type, help prevent pregnancy, and HIV and other STDs, as do the newer synthetic condoms. "Natural" or "lambskin" condoms also help prevent pregnancy, but may not provide protection against STDs, including HIV. Condoms can only be used once. You can buy condoms, KY jelly, or water-based lubricants at a drug store. Do not use oil-based lubricants such as massage oils, baby oil, lotions, or petroleum jelly with latex condoms. They will weaken the condom, causing it to tear or break.

Typical use failure rate: 13%



Female condom—Worn by the woman, the female condom helps keep sperm from getting into her body. It is packaged with a lubricant and is available at drug stores. It can be inserted up to eight hours before sexual intercourse. The female condom may also help prevent STIs.

Typical use failure rate: 21%



Spermicides—These products work by killing sperm and come in several forms—foam, gel, cream, film, suppository, or tablet. They are placed in the vagina no more than one hour before intercourse. You leave them in place at least six to eight hours after intercourse. You can use a spermicide in addition to a male condom, diaphragm, or cervical cap. They can be purchased at drug stores.

Typical use failure rate: 21%.¹

Session 21

STIs

(SEXUALLY TRANSMITTED INFECTIONS)



Life Skill

Knowledge
on Sexual and
Reproductive
Health



Time

1 Hour



Materials

Cones (as many
cones as there
are participants).

Key Learning

Participants will learn what Sexually Transmitted Infections (STIs) are, how they spread and how they can protect themselves.

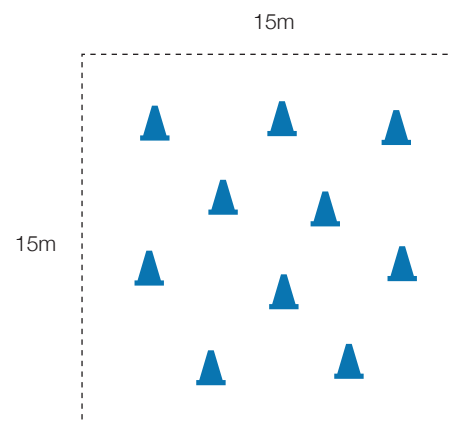
Session Notes

Social distance adaptation: As a COVID adaptation, tell the girls they can only tag other participants with one hand, and it has to be on their back (to avoid too much contact with each other), furthermore, space out the cones quite far from each other.

It might help to have a local nurse or health care practitioner join this session to help you explain in more detail what STIs are and answer questions that the participants might have.

Space Set-Up

Lay out cones inside a 15m x 15m grid on an open field. There should be as many cones as there are 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 participants, do they know what STIs, or sexually transmitted infections, are?

Key Message

A Sexually Transmitted Infection (or STI) is an infection passed from one person to another person through sexual contact (vaginal, anal or oral) or close intimate contact (such as close contact with someone's genitals or body fluids). STIs can be painful and sometimes there is no cure. We don't always know if someone has an STI, therefore, it is important to get tested and ask others to get tested to protect ourselves from STIs.

3. Main Activity | ⌚ 45 Min.

Part 1

1. Tell the participants to stand at a cone of their choice.
2. Once everyone is at a cone, explain that when a whistle is blown everyone is allowed to leave their cone and tag as many people as they can. Give them 30 seconds to run around and tag others.
3. After 30 seconds, blow the whistle again. The participants must return to their original cone as fast as possible (without tagging anyone).
4. Once everyone returns to their cone, choose a random participant and tell everyone that this was the secret tagger. Whoever was tagged by that person gets a negative point.
5. Restart the game and repeat the process. This time at the end, pick a different participant as the secret tagger. Whoever was tagged by that participant gets a negative point.
6. Repeat the game 3-4 times.
7. Tell participants to count how many negative points they collected.
8. The participants with the least negative points win.

In-Game Discussion (5 min)

1. Ask participants if they remember what STIs are from the introduction discussion.

- + An STI is an infection passed from one person to another person through sexual contact (vaginal, anal or oral) or close intimate contact (such as close contact with someone's genitals or body fluids)
- + STIs are also called sexually transmitted diseases, or STDs.
- + Antibiotics can cure some STDs (like chlamydia and gonorrhea). But some STIs (like herpes or HIV) have no cure.
- + Here is a list of some STIs:
 - Chlamydia
 - Genital Herpes
 - Genital Warts
 - Gonorrhea
 - Hepatitis B (HBV)
 - HIV/AIDS
 - Pelvic Inflammatory Disease (PID)
 - Pubic Lice (Crabs)
 - Syphilis
 - Trichomoniasis

2. How was the game? Was it easy? Hard? Was it fair?

3. Was it hard to tell who the secret tagger was before the game began? Why?

- + Explain that like the secret tagger, it's hard to know if someone has an STI.
- + Explain that like the secret tagger, who didn't know they were a secret tagger until after the game, some people don't even know that they have an STI.
- + Explain that the more times you got tagged, the more likely it was for you to get negative points.
- + Explain that just like the game, the more sexual partners you have, the easier it is for you to catch STI's.
- + Explain that the best way to avoid STI's is to not have sexual intercourse. You can also protect yourself during sexual intercourse by using a variety of methods.

Part 2

1. This game is the same as the previous game, however, one thing will change.
2. Give some of the participants plastic bags to put on the hand they use for tagging. You may choose how many plastic bags to hand out.
3. During the game, if a participant with a plastic bag tags you and that participant is chosen as the secret tagger at the end of the round, then you would not receive a negative point: you are safe.
4. Alternate between picking a participant with a plastic bag and a participant without one as secret taggers.

In Game Discussion (10 min)

1. How was this second round different than the first round?
 - + Point out that the secret tagger couldn't transfer any negative points when they had a plastic bag on their hand.
 - + Explain that like in the game, it is harder to spread STI's if certain contraceptives are used.
 - + Explain that the only two contraceptives that can prevent STI's are male condoms and female condoms.
2. Was the secret tagger able to spread their negative points with the plastic bag on their hands?
3. Has anyone ever seen a female or male condom?
 - + Provide a demonstration to the participants if possible, or use flip chart paper to draw the steps of how to properly use the condoms.

5. Wrap-Up 5 Min.

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




Practice at Home

Share your knowledge around STIs with a close friend or trusted sibling. How did they react? Did they know the information already? What questions did they have? If you didn't know the answers to some of their questions, make sure to write them down and get accurate answers. Come prepared to share their reaction with your Goal team next session.


Session 22

ALL ABOUT HIV/AIDS






Life Skill
Health



Time
1 Hour



Materials
Cards.
Cones.
Coloured cloths
or training vests
(two separate
colours, enough
for two teams,
and each participant
on the two teams).

Key Learning

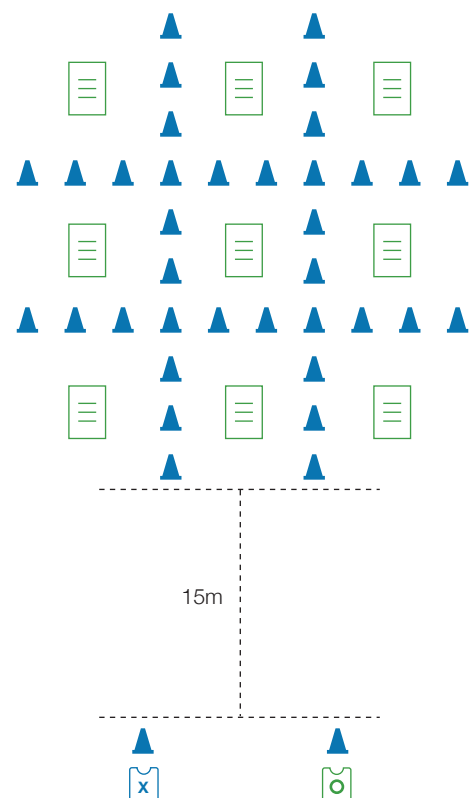
Participants will be able to tell the difference between menstruation facts and menstruation myths in their community.

Session Notes

It might help to invite a nurse or health care practitioner to join you on this session and provide participants with more information about HIV/AIDS as well as answer any questions participants might have.

Space Set-Up

Set up a space as shown in the diagram. The upper grid should resemble a Noughts and Crosses (or tic-tac-toe) board and there should be two cones about 15 metres away that both teams stand behind. Place the first set of cards face down, one in each square of the grid. Reserve the rest for round.



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 what they know about HIV/AIDS already.

Key Message

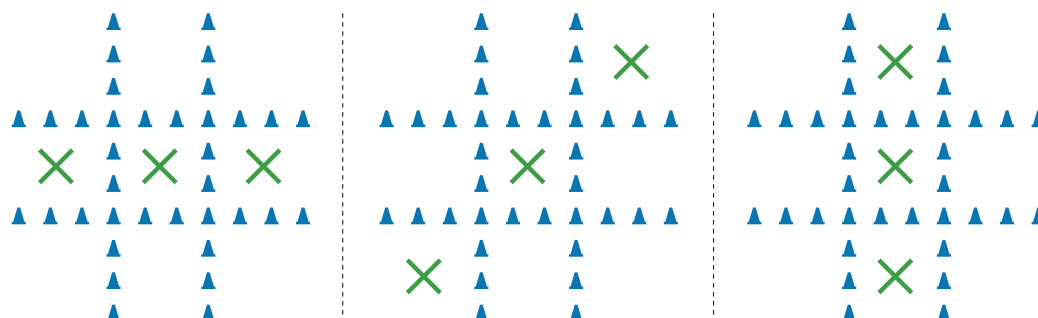
HIV is a virus and is short for Human Immuno-deficiency Virus. Like other viruses, it uses living human cells to make copies of itself which go on to infect more and more cells. HIV spreads in the body and if not treated can lead to **AIDS** and eventual death. There are many misconceptions and myths about HIV/AIDS and it is important to know the facts so we can protect ourselves and make the right choices.

3. Main Activity | ⌚ 30 Min.

1. Divide the participants into two teams. Each team should be represented by a colour and each person on that team should have that colour cloth or training vest, holding it in their hand.

2. Teams should line up behind their team cone. Explain that you are playing the game of Noughts and Crosses (or tic-tac-toe). The goal is for your team to place their colour cloth in three consecutive squares vertically, horizontally, or diagonally.

Examples



3. Explain that when you blow your whistle, the first player from each team should run to the grid and place their coloured cloth down in one of the squares. Both teams go at the same time and only one piece of cloth or training vest can be placed in one square.

4. After placing the cloth or training vest into a square, the player must grab the card in that square and run back to their team.

5. Once that player returns to their team, the next team member goes. This continues until one team wins (they get three of their colours in a row) or the game is a draw.

6. Once a team wins. Return all cloths to each team and replace the cards with new cards from your card packet. Play another round until a new team wins.

7. Once all cards have been picked up, ask individuals to read the statement on the front side. Ask the rest of the group if they think the statement is true or false. Once the group answers what they think, read the back of the card which has the right answer loud enough for the whole group to hear.

8. Continue until all 12 cards have been shared.

To watch a video of a game similar to the one described above, go to think link:

<https://www.youtube.com/watch?v=1-BsoLCEc34>

4. Discussion | 🕒 15 Min.

1. What did you learn about HIV/AIDS during this game?
2. Why is it important to understand what HIV/AIDS is and how it is spread?
3. How can we protect ourselves from HIV/AIDS? What decisions can we make to keep ourselves safe?
4. Who are people that can help us get more information, or make good decisions?

5. Wrap-Up | 🕒 5 Min.

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



Practice at Home

Make a list of all the people in your life that could support you in finding more information about HIV/AIDS and help you make good choices in your life. Keep this list in a safe place and share it with your team at the next session.

Session Resources

1. Being HIV- positive means I am going to die from the disease.

False.

An HIV-positive test result no longer means a death sentence. Advances in medical care and treatment have resulted in many people living with HIV, going on to live long and healthy lives.

2. You can tell just by looking at someone that they have HIV.

False.

You can't tell by looking at someone whether or not they have HIV. Someone can only know for sure that they have HIV if they have an HIV test. The only way for someone to know his or her HIV status is to go for HIV testing at places including HIV counselling and testing (HCT) centres, hospitals and clinics.

3. HIV is a virus that attacks a person's immune system.

True.

HIV weakens our immune system (the system used to fight infections) until it can no longer protect the body from common infections. At this point, a person is said to have AIDS.

4. HIV and AIDS mean the same things.

False.

HIV and AIDS do not mean the same thing. HIV is the Human Immunodeficiency Virus which causes AIDS. AIDS is a serious condition resulting from advanced HIV infection, in which the body's defence against some illnesses is broken down. This means that people with AIDS can get many different kinds of diseases which a healthy person's body would normally fight off quite easily.

5. HIV can be cured.

False.

Some medicines can stop HIV from multiplying in a person's body, but it cannot destroy all the HIV in the body. Therefore, HIV cannot be cured, it can only be treated.

6. You can have HIV and not feel sick.

True.

You can have HIV for many years without showing any signs or symptoms. Only when your immune system becomes very weak you may get sick.

7. HIV can be found in bodily fluids.

True.

HIV can be found in bodily fluids, such as blood, semen, vaginal fluids and breast milk.

8. HIV can be transmitted by shaking hands.

False.

HIV is transmitted through penetrative sex, blood transfusion, the sharing of contaminated needles in health-care settings and drug injection, and between mother and infant during pregnancy, childbirth and breastfeeding. Any kind of cut using an unsterilised object, such as a razor or knife, can transmit HIV. Sharing razors is not advisable unless they are fully sterilised after each use.

9. HIV can be treated.

True.

Antiretroviral medicines are used in the treatment of HIV infection. They work against HIV infection by blocking the reproduction of HIV in the body (see question 4). When a person living with HIV is on effective antiretroviral therapy, they are no longer infectious.

10. There are very few risks in life that can lead to HIV/AIDS

False.

There are many risks in life that can lead to HIV/AIDS including: having multiple sexual partners, having older partners, taking drugs and alcohol and negative peer pressure.

11. There is no stigma related to having HIV/AIDS.

False.

Stigma is thinking a person or a group is bad. For example, thinking someone is a bad person because he or she has HIV. Discrimination is treating a person or a group unfairly. For example, when people talk negatively about HIV-positive people to their friends. It makes people afraid to test, which results in more people spreading the virus and more people dying because they do not get treatment.

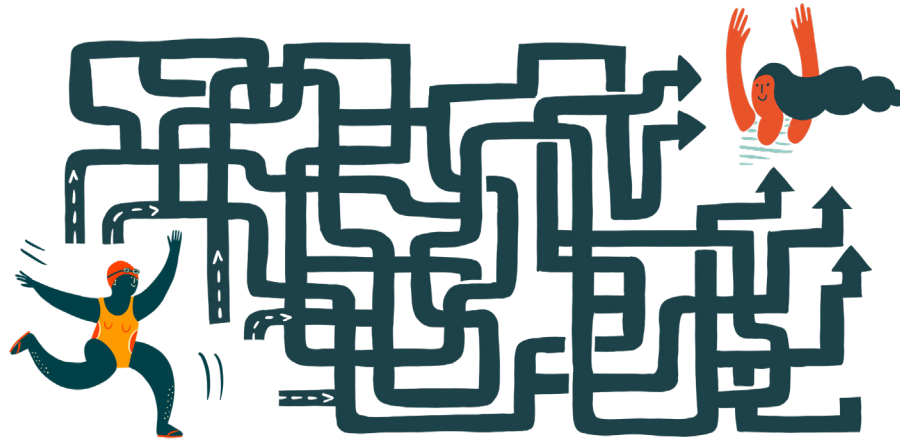
12. HIV has clear symptoms that are obvious from the start.

False.

Most people infected with HIV do not know that they have become infected. Immediately after the infection, some people have a glandular fever-like illness (with fever, rash, joint pains and enlarged lymph nodes), which can occur at the time of seroconversion. Seroconversion refers to the development of antibodies to HIV and usually takes place between one and two months after an infection has occurred. Despite the fact that HIV infection often does not cause any symptoms, a person newly infected with HIV is infectious and can transmit the virus to another person. The way to determine whether HIV infection has occurred is by taking an HIV test. HIV infection causes a gradual depletion and weakening of the immune system. This results in an increased susceptibility of the body to infections and cancer and can lead to the development of AIDS.

Session 23

RISKY BEHAVIOUR



Life Skill
Health.
Decision Making.

Time
1 Hour

Materials
Cones
or field markers.
Ball.

Key Learning

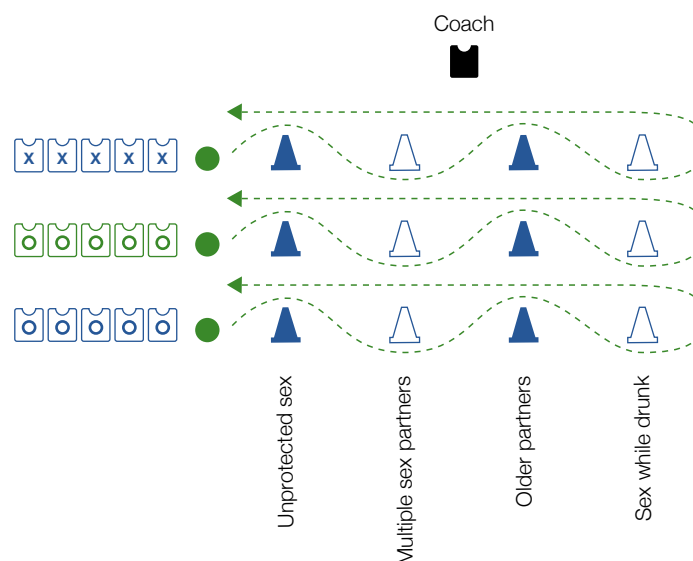
Participants will understand different types of risky activities that could increase chances of getting HIV/AIDS and the consequences for the individual and community.

Session Notes

Consider having a local health counsellor or nurse join you during this session, to help answer any questions about risky behavior and HIV/AIDS.

Space Set-Up

Set up a line of four cones for each team of 5 participants.



1. Last Session Reflection | ⌚ 2 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 | ⌚ 3 Min.

Ask participants if they could name different risky activities that increase their risk of contracting HIV/AIDS.

Key Message

There are many choices we could make that would increase our risks of getting or spreading HIV/AIDS. It is important to understand that risky decisions have consequences not only for the individuals making those decisions but can also have consequences for the community as well.

3. Main Activity | ⌚ 35 Min.

1. Explain that this game is a race between the different teams.
2. Each player must dribble the ball between all 4 cones and make a good pass to the next player on your team.
3. Tell participants that each cone represents an HIV risk in your lives:

- + Unprotected Sex: Sex without a condom.
- + Multiple Partners: Having more than one sexual relationship at the same time.
- + Older Partners: Having a sexual partner 5 or more years older than you. Older partners are more likely to have been in multiple sexual relationships. The chance that they have gotten HIV is higher.
- + Sex While Drunk: Having sex while intoxicated, which puts you at risk of making poor decisions.

4. Tell the participants to be careful not to touch the cones during the exercise.
5. If they do touch a cone, they must do 2 push-ups before they continue playing. (For those who can't do a push up, suggest a squat or a few star jumps).
6. After you have passed the ball to your team-mate, run to the end of the line and sit.
7. The first team with all members sitting is the winning team.
8. Repeat the game but now, if someone touches the cone with the ball, the whole team has to do push-ups.

4. Discussion | ⌚ 10 Min.

1. How was the game? Was it difficult? Easy? Why?
2. Did touching the cones have any consequences? What did each cone stand for?

- + Explain that each of the cones represented risky behaviour that could lead to HIV/AIDS.
- + Unprotected Sex: When you aren't using a condom, you have no protection from HIV/AIDS.
- + Multiple Partners: Having more than one sexual relationship at the same time puts you at higher risk of encountering a sexual partner with HIV/AIDS.
- + Older Partners: Having a sexual partner 5 or more years older than you. Older partners are more likely to have been in multiple sexual relationships. The chance that they have gotten HIV is higher.
- + Sex While Drunk: Having sex while intoxicated, which puts you at risk of making poor decisions. Furthermore, it is harder to protect yourself from people with bad intentions when we are drunk. Some people who have ill intentions use the opportunity to forcefully have sex with you when you are drunk.

3. Did you have to be more careful in part 2 of the game? Why?

- + Touching a cone didn't just have consequences for yourself, but for your whole team.
- + Explain that just like in the game you have to be careful about HIV/AIDS because it not only has consequences for an individual but also for their immediate community.

4. What do consequences for the community look like?

- + People around them (loved ones) will feel stressed/sad about the individual.
- + Financial pressure (due to medication).
- + The individual could experience stigma or discrimination.
- + The individual could pass it along to others in the community.

5. **Wrap-Up** | 5 Min.

1. Repeat key message.

2. Introduce Practice at Home.



Practice at Home

Find a trusted adult and discuss what you learned during this session. Try to identify someone in your life that can help you make the right decisions to keep you safe and healthy. Tell that person that you would like to count on them for support as you grow and get older.

BEING MINDFUL



Life Skill

Management
of Emotions,
Self-Regulation,
Stress Management.



Time
1 Hour

Key Learning

Participants will learn what mental health is and the steps that we can take to maintain mental well-being.

Session Notes

Here is a playlist of 18 videos on Mindfulness by an organisation called Girls Leadership:

<https://www.youtube.com/watch?v=rJ2LWO7HGS0&list=PLI615uhXqt-JE4ux4D6WppZxg0T9L9TvVI>

Space Set-Up

A field, hallway, or large classroom.

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 mental health is.

Key Message

Mental health is a way of describing someone's social and emotional well-being. It is completely normal to feel worried, stressed, or sad, and there are healthy ways to deal with these emotions so that you can feel better, healthier, and happier. Healthy eating and sleep routines, regular exercise, and developing emotional management skills are all ways to maintain mental well-being.

3. Main Activity | ⌚ 30 Min.

Note for coaches

Speak slowly, softly, and with an even tone. You don't need to adhere exactly to the time listed here, it is just a suggestion to keep you on track. Listen to the needs of your group, take longer if the group can benefit from additional meditative breathing.

1. Start the session with some mindful breathing. Have the group spread out (about 3-5 feet apart from others), and sit down.
2. Each participant will close their eyes and focus on their own breathing while they listen to the coach read through the following script:

Script

You may close your eyes or keep them slightly open. (3 seconds)

Take a moment and allow your body to settle into a comfortable position. (5 seconds)

Take a deep breath in and out. (2 seconds)

Allow your spine to lift and your shoulders to soften, falling away from your ears. (5 seconds)

Today we will practice two minutes of mindful breathing. (3 seconds)

Begin by taking a full breath in and a long breath out. (5 seconds)

Repeat that big breath in, and long breath out, and keep breathing like this. (5 seconds)

With each breath, feel your chest and stomach gently rise and fall. (7 seconds)

We're now going to count our breaths silently. (3 seconds)

On your next inhale, count silently to yourself, one, and as you exhale, one. (2 seconds inhale, 2 seconds exhale)

Now on the next breath count again to yourself, two, and as you exhale, two. (2 seconds inhale, 2 seconds exhale)

Now continue counting your breaths for eight breaths. (30 seconds)

- + If you notice the mind is wandering away from where we are, just bring it gently back and focus on yourself breathing.
- + Feel the passage of air through your nostrils and into your lungs
- + Feel your chest move as you inhale and exhale

Now with one final breath in and out, notice any sensations or feelings in your body.

When you're ready, gently open your eyes. (20 seconds)

Mindful walking

Mindful walking or walking meditation helps develop an awareness of your mental state and its connections to your physical body and environment. It can help you gain a sense of calm and connectedness, and can be done anywhere – even in a busy, crowded, or noisy place. You don't have to walk in any special way – it's more about where your attention is when you walk. If you can find a field, hallway, or large room, that will work best.

1. Ask the participants to spread out from one another in the large space.
2. Read the script aloud below as they walk around the large room or outdoor space. You should read loud enough for them to hear you as they walk, so they should not walk too far away from you.

Script

Feel the sensation of your feet in contact with the ground. Take one deep slow mindful breath – in and out.

Begin walking at a natural pace.

Place your hands wherever they feel most comfortable, whether that's at your sides, on your stomach, or behind your back.

Think about each footstep as it lifts and falls.

Feel the ground underneath your feet as you lift your foot.

Feel the muscles in your feet and legs as you take a step.

Notice the movement in your legs and the rest of the body as you walk forward.

Notice if your body shifts from side to side.

Feel how your foot rolls from heel to toe when you walk.

If you'd like, you can count your steps up to 10, and then start again at 1.

If you're in a small space, pause and choose a moment with intention to turn around.

Whatever else captures your attention, come back to the sensation of walking. Your mind will wander, so without frustration, bring your focus back as many times as you need to the feeling of your foot on the ground.

Look at the environment around you, take it all in.

Pay attention to the sounds of the world around you. Without naming them or labelling them, think about the sound.

Now bring awareness to your sense of smell. Don't push yourself to think anything at all about the smell, just bring yourself to focus on whatever smell you can sense.

What can you see? Think about the colors and objects and whatever else you see. Stay natural, not daydreaming or drifting, but with constant awareness.

Keep this open awareness of everything around you. Nothing to do, nothing to fix, nothing to change. Fully aware, and walking

Come back to the awareness of the physical sensations of walking, wherever else your mind found itself.

Notice your feet again, touching the ground. Notice the movement of your body with each step.

When you're ready to end your walking meditation, stand still for a moment, taking one deep slow mindful breath, in and out.

As you finish, consider how you might bring this sense of awareness into the rest of your day.

4. Discussion | 10 Min.

1. How did you feel before and after the mindful breathing exercise?
2. How did you feel during the mindful walking exercise?
3. What are some causes of stress in your life?
4. Are there particular times or places where you feel more stressed or worried?
5. Do you know how to recognise stress in yourself?

6. How do you feel when you're stressed? How does your body react?

- o Possible answers include:
- o feeling tired during the day
- o sleeping badly
- o a stomach ache
- o feeling irritable or becoming overwhelmed more easily
- o difficulty concentrating
- o faster heart rate

7. What do you do when you feel stressed or worried? What are things you can do to regulate your emotions when you feel stressed or vulnerable?

- o breathing exercises
- o leave the room and give yourself a break
- o drink a glass of water
- o write out how you're feeling
- o organise something
- o stretch, practice yoga
- o talk about your feelings with a trusted adult or friend

8. How could you incorporate mindful breathing and mindful walking into your life?

5. **Wrap-Up** | 5 Min.

1. Repeat key message.

2. Introduce Practice at Home.

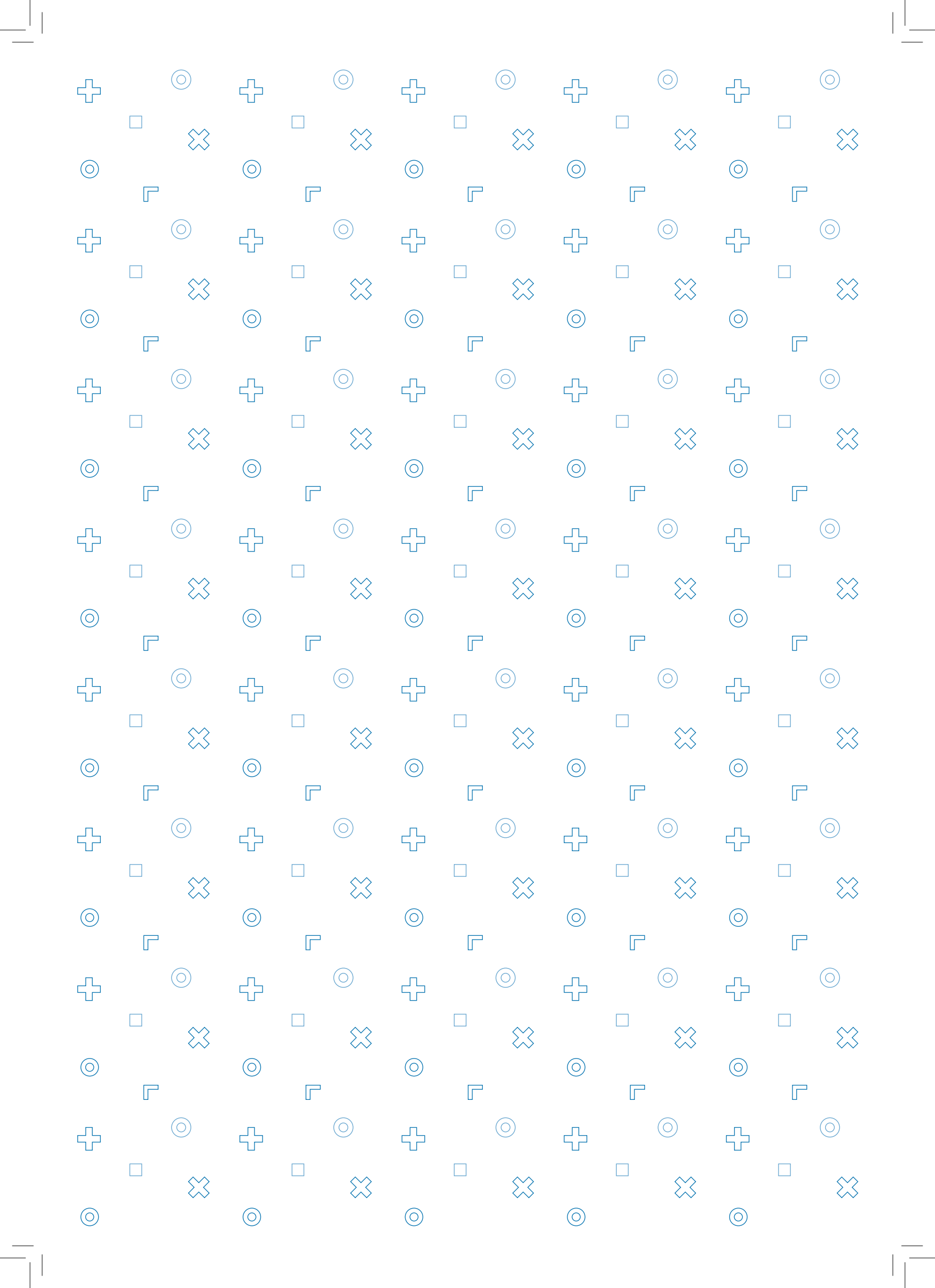


Practice at Home

Take some time this week to journal about your emotions and mental well-being.

Choose one or more of the following prompts, and write or draw whatever comes to your mind.

1. What's going well for me right now is...
2. What's not working for me right now is...
3. I know when I'm feeling good because when I feel good I...
4. What I wish I could change about my life is...





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:

