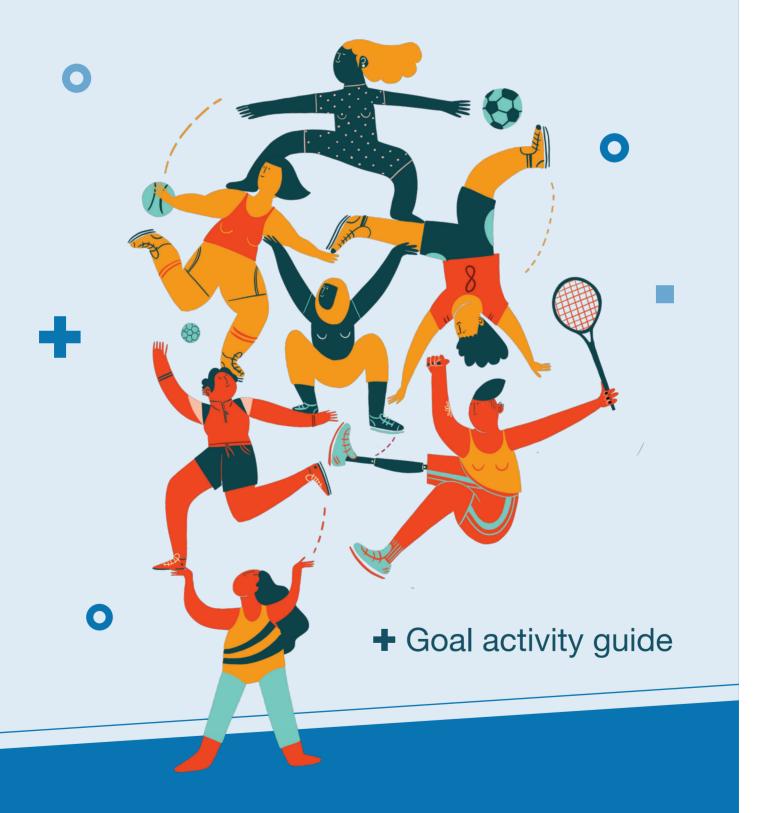


## - BE EMPOWERED



Empowering the next generation to learn, earn and grow

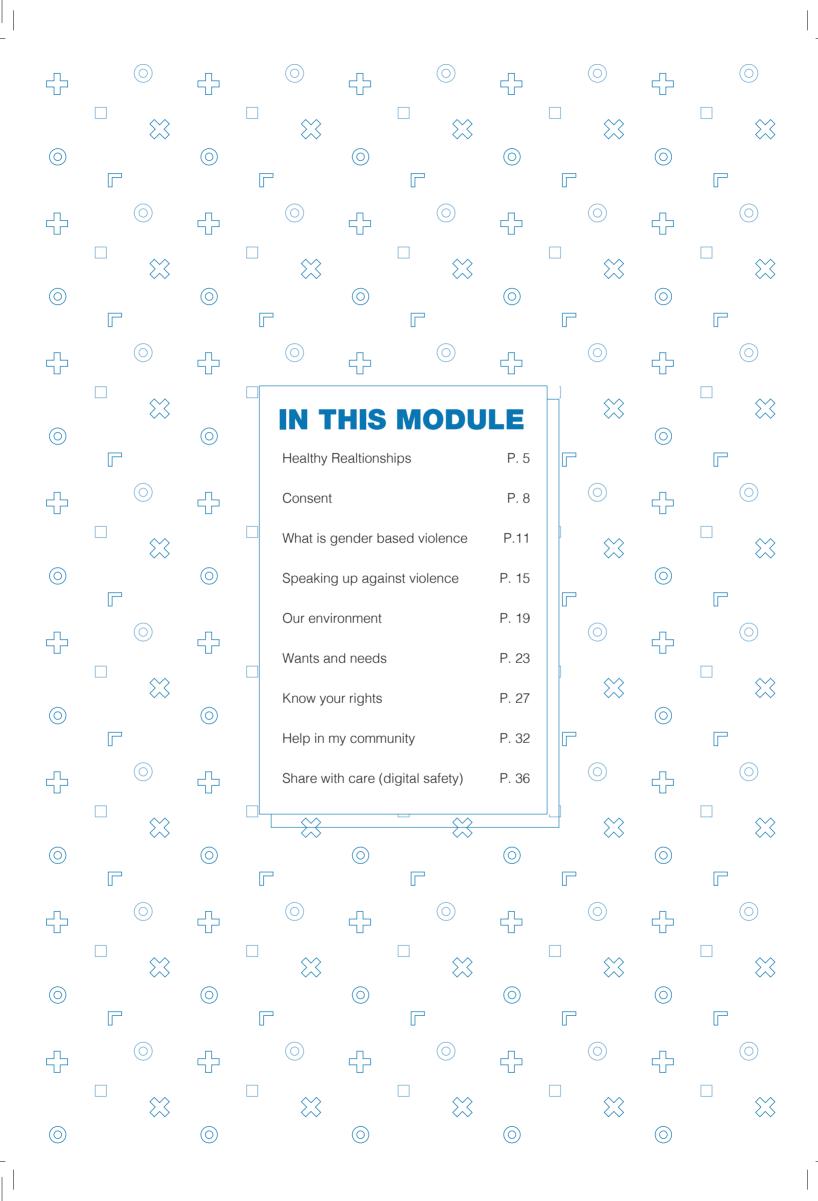




## BE **EMPOWERED**

+Goal activity guide





#### **Session 25**

## HEALTHY RELATIONSHIPS





#### Life Skill

Egalitarian attitudes to gender roles, Communication.



#### Time

1 Hour



#### **Materials**

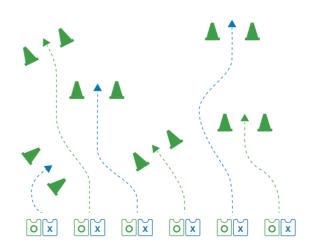
Cones or field markers.
Balls.

#### **Key Learning**

Participants will learn what healthy and unhealthy relationships look and feel like and how to get support if they are in an unhealthy relationship.

#### **Space Set-Up**

Set up a grid roughly 10m x 10m. Within the grid, lay out two cones, creating a "gate" with the two cones half a metre apart.



## **1** ■ Last Session Reflection | **0** 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 | O 2 Min.

Ask participants what types of relationships they have in their lives. Do relationships have to be with a boyfriend, or girlfriend or husband, or can we have relationships with our parents, family, friends and community members?

#### **Key Message**

Relationships are part of all of our lives. We have relationships with our family members, with our friends, with community members and with people at our school. It is important to tell the difference between a healthy relationship and an unhealthy relationship and how to get support if we find ourselves in an unhealthy relationship.

## **3**■ Main Activity | **O** 35 Min.

- 1. Ask the participants to form pairs, each player taking either the number 1 or 2.
- 2. Tell the number 1s that their objective is to pass through all the gates on the field as quickly as possible. They will play two rounds, and in each round they must lock arms and stay locked with their partner, a number 2. This activity can be done with or without a ball.
- 3. Bring the number 2s away from the number 1s so they don't hear the next set of instructions. Tell the number 2s that, during the first round, they will try to prevent their partner from passing between the gates. They can do this by pulling them in different directions or standing still so that their partner must work hard to move them, etc
- 4. Then tell the number 2s that, in the second round, they will do the opposite; they will help their partner pass through the gates as quickly as possible by running fast and working as a team and being encouraging.
- 5. Once you have explained the directions to the number 2s, bring the partners back together again and ask them to lock arms.
- 6. Tell the groups that they are starting round one and everyone will go at the same time. They must pass through each of the six gates. The fastest team is the winner.
- 7. Blow your whistle. Once the participants finish, immediately move onto round 2.

## **4**■ **Discussion** | **O** 15 Min.

- 1. What was the difference between the two rounds? Which one did you (number 1s) enjoy more? In which were you (number 1s) able to reach your objective more easily?
- 2. Which round was the healthy relationship? Which round do you think is the unhealthy relationship? Why?
- 3. How did you feel in both rounds?
- 4. What are unhealthy relationships? What do you think some characteristics are?
  - ♣ Example: Heavy constant criticism, loss of privacy, excessive jealousy, possessiveness, manipulation, name-calling and ridicule, bad temper that you fear, fear they will hurt you physically, she/he ignores you, she/he uses physical force or psychological and emotional abuse, she/he discourages you to have (non-romantic) relationships with others, she/he doesn't value you or your opinions.
- 5. What are the characteristics of healthy relationships?
  - Example: You enjoy spending time with that person, mutual respect, caring, he/she listens to you, he/she allows you to have friendships with others, you trust them and feel secure, you are not afraid they will use physical force, he/she values you as a person, he/she values your thoughts and opinions
- 6. Are all relationships perfect? Could there be negative aspects of a healthy relationship?
- 7. What did you want to do in round 1? Did you feel like you wanted to unlock arms because you were frustrated?
- 8. Why do some people stay in unhealthy relationships? For example, why do women sometimes stay with men who abuse them?
  - ➡ Example:Some people fear for their lives, they cannot break the relationship because of financial dependence, they have nowhere to go, they are embarrassed to leave, they feel it would be failure to leave, they are afraid of what others might say, they still love or care for that person, they hope that the person will change.
- 9. What can we do to support or help a friend who is in an unhealthy relationship?
- 10. What support would you want if you were in an unhealthy relationship? What kind of help exists in the community?

## **5■ Wrap-Up** |**0** 5 Min.

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

## Practice at Home

Look around in your community for signs of healthy relationships and signs of unhealthy relationships. What did you notice? Write down the different signs you saw and share them at the next session. Don't mention names or specific people, just the signs you recognised.

### BE **EMPOWERED**

#### **Session 26**

## CONSENT





#### Life Skill

Self-confidence, Respect for Others, Assertiveness.



## **Time** 1 Hour

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#### **Materials**

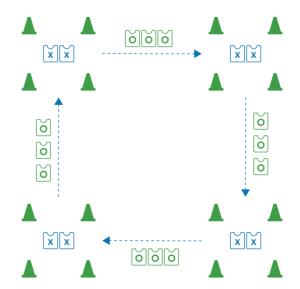
Cones or field markers. Training vests/bibs. Balls.

#### **Key Learning**

Participants will understand what consent means and the important components of giving and respecting consent.

#### **Space Set-Up**

Create four 5m x 5m squares in an open field.



## **1** ■ Last Session Reflection | **0** 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 | **③** 2 Min.

Ask participants, do they know what the word consent means?

#### **Key Message**

**Consent** is clear permission, which means that only yes means yes. It's a voluntary agreement, which means it's not something that one person does to another, but rather it's something that people decide to do together. Consent is also ongoing. This means that you have a right to say no at any time. Consent cannot happen when a person is drunk or using drugs, because they are under the influence. It's also not coercive, which means trying to change someone's no into a yes, for example, by pressuring or guilt-tripping them or getting them drunk or high. Consent is about asking, listening and respecting. Without these three steps, there is no consent. Consent is not only related to sex, but is important in all aspects of our lives where permission is needed or requested.

## **3**■ Main Activity | → 40 Min.

1. Choose four sets of partners. Each set of partners will occupy one of the squares on the field. They must come up with a physical activity and rules for their square.

Examples could be:

- ♣ If you enter this square, you must do 10 jumping jacks while singing a funny song.
- + If you enter this square, you must do 5 push-ups.
- ♣ If you enter this square, you must do 20 toe taps on the ball.
- 2. Split the rest of the participants evenly among the squares. The participants will perform the exercises/ activities according to the rules set by the pairs in the squares and when you blow your whistle, they will switch to a new square and do the activity according to the rules set in that square.



#### Round 1

All participants must go through all the squares following the exact rules set out by the pairs in that square.



#### Round 2

Repeat round 1 but this time, the pairs must explain the rules and then ask if the participants in their square are okay with the rules they have made and for their "consent" to participate. The participants then have the choice of saying yes or no, or asking that something be changed slightly.

Repeat the activity with new pairs in the squares.

## **4**■ **Discussion** | **O** 10 Min.

- 1. How did the first round feel for the pairs? Was it fun to come up with your own rules and activities?
- 2. What changed in round 2? Did that round feel any different because of the changes? Why?
- 3. What are some examples in our lives that are similar to round 2, when the pairs asked if the participants wanted to participate in the activity and the participants were able to make that choice?
  - +When friends ask us if we want to do a particular activity at the weekend, rather than just telling us what we are doing together.
  - → When someone knocks on our door at our home and asks if they can enter first, before just entering.
- 4. Why is consent important in a relationship? For example, what does consent look like if we are in a romantic relationship and our partner wants to kiss us or have sex for the first time?
- 5. Is it sometimes hard to say no to someone when they are pressuring you to do something you don't want to do? Why or why not?
- 6. What are some examples of people in your life who you can turn to for help if you feel like your answer is not being listened to or respected by another person?
- 7. What are the three important components to consent?
  - + Asking, listening and respecting
- 8. Why is consent important?

## **5■ Wrap-Up** | **0** 5 Min.

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

## Practice at Home

Share what you learned about consent with a friend or sibling. Listen to what they think about the idea of consent. Make a plan to ask, listen and respect each other when doing things together.

#### **Session 27**

# WHAT IS GENDER BASED VIOLENCE?





#### Life Skill

Rights Awareness, Critical Thinking.



#### Time

1 Hour



#### **Materials**

Flip chart paper. Markers. Cones.

#### **Key Learning**

Participants will understand different forms of gender-based violence

#### **Session Notes**

Make sure you do research on gender-based violence in your community or country before this session and prepare to answer questions the participants might have.

This is a sensitive session, so it is recommended to have a counsellor or GBV expert at the session as a support person for the participants.

#### **Space Set-Up**

In this session you will discuss an important and sensitive topic for participants. Therefore, **it is important to ensure that the space where you will conduct the session is private and safe.** Make sure the space is closed-off from strangers or any other person who is not part of the programme.

## **1** ■ Last Session Reflection | **0** 5 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 | **o** 5 Min.

Ask participants to form a circle and sit down, either on chairs or on the ground. Start the session by writing "violence" on a blackboard or flipchart. Ask the participants what they think this means and write their responses underneath. Then, proceed to share the definition and the different forms of gender-based violence (See Coach Resources).

#### **Key Message**

Many girls, women and gender non-conforming people will experience some form of violence in their lifetime on the basis of our gender differences. This violence can take different forms – including physical, psychological, or sexual violence – and can happen anywhere: at home, at school, in the streets, in our communities, and on the internet. No one deserves violence. Victims should never be blamed for violence they experience, as it is never their fault.

## **3**■ Main Activity | **0** 35 Min.

- 1. Mark three areas in the room (or mark three places on the field with cones if outdoors) with three signs: I Agree, I Don't Agree, I Am Not Sure.
- 2. Tell the participants to gather in a circle in the middle of the room or field where you are standing.
- 3. Explain that you will read a statement about violence out loud and each person must think about the statement and decide whether they agree, disagree, or do not know how they feel about it.
- 4. Once they make their decision, they must move towards the sign that matches their decision. For example, if they agree with the statement, they should go to the area of the room with the "I Agree" sign, etc. Explain that they are allowed to change their opinion at any time.

- 5. Rather than simply walking, ask participants to skip to the sign. For each statement, change the movement (walk backwards, crawl like a bear, hop on one leg).
- 6. Read out each statement (see Coach Resource) twice and give them a minute to decide where they want to stand. Once they are standing near the sign that represents their opinion, give participants of each group an opportunity to say why they think that.
- 7. After they have voiced their opinion, explain the message or dispel the myth with the suggestions below each statement. Once you discuss the statement, give them an opportunity to change places if they want.
- 8. Continue with the rest of the statements until all of them have been read out and discussed.

## 4 Discussion | 10 Min.

- 1. Was this activity difficult? Was it hard to decide on your opinion?
- 2. Did you ever change your opinion? Why?
- 3. Do you think there is ever any justification for violence?
- 4. Where do you think violence can occur?
- 5. What do you think are the types of violence that are more common in your community?
- 6. Is it difficult to have discussions about gender-based violence in your community? Why or why not?

## **5■ Wrap-Up** | **0** 5 Min.

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

### Practice at Home

Read the Stories of Violence in your Goal Workbook. Share those stories with a trusted friend or adult. Discuss what type of violence each story outlines and how that person could get help. Share what you discussed with your Goal team next session.

#### **Session Resources**

#### Definition

Gender-based Violence (sometimes called violence against women) is 'any act of violence because of someone's gender that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women. This includes threats of violence, coercion or arbitrary deprivation of liberty, whether occurring in public or private.

#### Defining different forms and types of violence

- 1. **Incest:** sexual relations between blood-related persons (such as sex between father and daughter, father and son, mother and son, brother and sister, brother and brother, etc)
- 2. **Sexual abuse:** refers to any type of intimate (sexual) physical contact between an adult and a child.
- 3. **Rape:** the use of physical force or threat in order to obtain sexual relations with penetration oral, vaginal or anal.
- 4. **Sexual exploitation:** taking advantage of, or involving children or adolescents in the sexual satisfaction of adults, including activities such as child prostitution and pornography.
- 5. **Sexual harassment:** usually through indecent proposals, obscene words and pressure to have sexual relations, which the other party does not want.
- 6. **Sexual violence:** pressuring or forcing someone to perform sexual acts (which can range from kissing to penetrative sex) against their will, or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if there has been prior consenting sexual behaviour between the individuals.
- 7. **Emotional violence:** is often the most difficult form of violence to identify. It is manifested through insults, humiliations, threats, lack of affection, etc. The consequences for men and women may be low self-esteem, distrust and emotional insecurity.
- 8. **Physical violence:** is violence which is expressed through punching, kicking, shoving and other acts which can provoke injury, endangering the health of a man or woman.

#### **Statements**

1. Girls and young women who dress "sexily" and wear revealing clothes, or act provocatively, are in some way responsible for any violence and abuse that they may experience.

The way someone is dressed is no excuse for violence. No one ever asks to be abused or harmed. Revealing clothes are never an invitation for somebody to be a victim of sexual assault or rape. Rape does not happen because of someone's choice of clothes or their behaviour; it happens because a person chooses to rape. People should never justify violence against girls and young women by blaming someone's clothes or presentation.

2. Girls are responsible for taking action to protect themselves from violence.

Violence is always the fault of the perpetrator, never the victim. The perpetrator is the one who chooses to be abusive. Girls who experience violence should never be blamed nor told they should have protected themselves. Victim-blaming is harmful and prevents the true causes of violence from being addressed.

 Elimination of violence against girls will be achieved by teaching girls to protect themselves from violence.

Girls are never responsible for the violence they experience. They should never be made to feel responsible for violence that occurs. Violence occurs because someone chooses to be violent. Elimination of violence depends on educating people that violence is wrong and unacceptable, rather than perpetuating harmful stereotypes of "respectable" and "disrespectable" female behaviour.

- 4. Girls and young women deserve the violence they experience.
  - No one deserves violence. Victims should never be blamed for violence they experience, as it is never their fault. Instead, it is the fault of the person who chooses to be violent. Everyone has the right to live a life free from violence; failure to respect this right is a human rights abuse.
- 5. **If a young woman willingly goes home with a man, she can never claim she was raped.**Consent should always be given for any sexual activity and this should be a mutual understanding among all parties of what someone is consenting to. People should always verbally consent to sexual activity. Consent can never be assumed or implied from people's behaviour. Everyone has the right to decide and change their mind and people should always respect other people's decisions.
- 6. Boys and men are to blame for violence against girls.

Not all men and boys commit violence against girls. Men and boys should never be automatically cast as a perpetrator of violence against girls. Men and boys can make great champions for ending violence against girls and working with men and boys is integral to eliminating gender-based violence. Working together should be positive for all those involved. Individual men and boys should never be blamed for actions that they have never committed.

#### Session 28

# SPEAKING UP AGAINST VIOLENCE





#### Life Skill

Rights Awareness, Critical Thinking.



#### Time

1 Hour



#### **Materials**

Flipchart. Markers. Cards with scenarios. Blindfolds.

#### **Key Learning**

Participants will understand the importance of speaking out against gender-based violence in their communities.

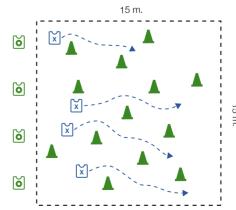
#### **Session Notes**

Come to this session prepared with contact information of places girls can call or go to for help if they or someone they know are experiencing gender-based violence.

#### **Space Set-Up**

In this session, you will discuss an important and sensitive topic for participants. Therefore, **it is important to ensure that the space where you will conduct the session is safe and private.** Make sure the space is closed-off from strangers or any other person who is not part of the programme.

Set up a 15m x 15m grid with cones spread randomly throughout the grid. Place enough cones so it would be difficult (but not impossible), to walk through blindfolded without stepping on a cone.



## **1** ■ Last Session Reflection | **0** 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?

## **3**■ Main Activity | **①** 40 Min.

- 1. Spread different cones in the field or court (you can ask participants to help with this).
- 2. Explain to them that they will need to get in pairs and that the objective of the game is to get safely (without touching the cones) to the other side of the field or court.
- 3. Ask all participants to go to the boundaries of the field and form their pairs. Once all of them are in pairs, ask one of each pair to volunteer to be blindfolded. The blindfolded players are the only ones who will walk through the field to the other side.
- 4. The player who is not blindfolded cannot walk through the field, but needs to guide their partner to the other side of the field. They must give instructions to make sure their partner does not touch any of the cones.
- 5. If the blindfolded player touches a cone, they need to go back to the starting point.
- 6. Once the blindfolded player has made it to the other side of the field or court, the partners swap roles. The player who was blindfolded will now guide their partner to the end point. The couple who reaches the end point first win.

## 2■ Introduction to Session | **0** 2 Min.

Ask participants if they know what forms gender-based violence can take. Review different types of violence from the last session.

#### **Key Message**

It is our right to live a life free of violence and our responsibility as a community to speak out against violence. Explain to participants that speaking out against violence and learning how to support those who have gone through violence will make our community a safer place.

#### **Alternate Activity**

You can add this activity if you have time, or you can have an additional session where this is the primary activity.

- 1. Ask participants to make small groups of 4 or 5 people. Once the groups are formed, give them a flipchart paper, markers and a card with one of the scenarios in Session Resources.
- 2. Ask participants to read the scenario and think of the different ways that the person in the scenario could get help. Ask them to also think about how they could help if they knew that person.
- 3. After 5-10 minutes, ask each group to share what they discussed. Come prepared with a list of resources and ways girls could find help in their community.
- 4. Have the groups switch scenarios and repeat the activity.
- 5. Discuss with the group:
- a. What are some reasons that people do not speak up against violence?
- b. What are some reasons that people may not ask for help?
- c. Who are some people who the women in the scenarios could askfor supportor help?

## **4**■ **Discussion** | **O** 10 Min.

- 1. During the game, did you trust your partner when she was guiding you?
- 2. Did you know you have the power to support and accompany a victim/survivor of violence?
- 3. Was it difficult for you to let yourself be guided? Did you ask for help?
- 4. Is it difficult to have discussions about gender-based violence in your community? Why or why not?
- 5. How can we help others we think have experienced gender-based violence?
  - + See session resources for ideas
  - + Share local resources that girls can access for help (hotlines, counseling clinics, safe spaces to report GBV)

## **5■ Wrap-Up** | **0** 5 Min.

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

## A

#### **Practice at Home**

Find someone you trust (it can be your sister, your friend or your mother) and share what you have learned in the session. Explain to them how they can support girls and women who are experiencing, or have experienced violence.

#### **Session Resources**

#### You can support and accompany victims/survivors of violence

It is incredibly difficult for some girls to share when they have experienced harassment, rape or other forms of GBV. Equipping coaches and peers with ideas of symptoms/signs to look out for in other girls can help identify when a girl is being abused.

#### Coach's note:

Educating girls about where they can go to get help for themselves if they are victims of violence, and providing emergency access numbers, resources and a self-reporting plan is important. Be sure to add local emergency numbers and local resources to the handout for how to respond to instances of GBV.

#### Stories of violence

These stories are adapted from real situations.

#### Story 1

#### A teenage girl in an abusive dating relationship who is cut off from friends and outside activities.

"I'm a student and have been with my boyfriend for the last eight months. I used to be involved with many activities like playing rugby and going out with my girlfriends. But my boyfriend doesn't like me doing these things. He says he wants me 'all to himself'. It's so sweet that he loves me that much. But sometimes I wish I could also be with my friends and playing sports, but that makes him mad and I don't want my boyfriend to split up with me."

#### Story 2

#### A young, married woman being physically abused by her husband.

"My husband and I got married last year. Although it was an arranged marriage and I was hesitant to accept my parents' choice, we had a beautiful wedding day. It started off quite well, but a few months ago I was late getting home from work and my husband was really angry. He wanted to know where I had been and was asking who I was with. I was really surprised by his reaction. He wouldn't let it go and started criticising that I wasn't cleaning the house well and that his dinner wasn't ready. When I suggested he could help out too, he started shouting about my disobedience and slapped me hard. I was shocked and crying and then he was very sorry for hitting me. He said he'd never do it again. But then a week later, he got angry and hit me again. It's been getting worse and now he wants me to quit my job, but every time he hits me he says I have done something to make him mad and that he's sorry. I am scared that his temper is getting worse and I don't know what to do. My mother says it's my duty to stay with my husband."

#### Story 3

#### A young woman who was sexually assaulted.

"I was at a friend's birthday party and met someone. We started talking and he seemed really nice. There were a lot of people there, so he asked me to step outside for a minute to get some fresh air. He took my hand and we walked outside. There was no one around. He tried to kiss me and I said no, we have only just met. But he didn't listen to me. He just laughed and said, 'don't be such a prude.' I got scared and angry and told him to stop but he became rough and pushed me to the ground. I tried to scream and get away but he covered my mouth and held me down and raped me. I am so ashamed. I know it was wrong and that he broke the law but who will believe me? Sometimes I wonder if it was my fault."

#### Story 4

A young, married woman whose husband does not want her to study or work outside the home, has no control over the household income and is regularly put down and insulted.

"My husband won't let me work. He says that earning money is his job as a husband and that he's the head of the family and besides, who would want to hire me? It's true that we have enough money for our needs but I would still like to have an interesting job as well as taking care of our little daughter. My husband keeps me like a bird in a cage. We have a beautiful house, but he decides what is bought and gives me a small allowance. He says it's my duty to be a good wife and to do what I am told and that he knows best how much money I need. Sometimes I am so embarrassed buying food, as I do not have enough money to get what we need. Then when I ask for more he explodes and does not trust that I have used my allowance well. He wants to control everything I do and I feel so stupid."

#### Session 29

## OUR ENVIRONMENT





#### Life Skill

Civic Responsibility; Rights Awareness; Leadership



#### Time

1 Hour



#### **Materials**

Cones. Balls (or other objects).

#### **Key Learning**

Participants will better understand climate change and its impact on the community around them.

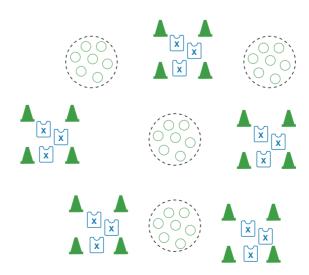
#### **Session Notes**

Use the Session Resource section to help participants think about a project they can do in their community to have a positive impact on the environment.

#### **Space Set-Up**

Create five "islands" with hula hoops, jump ropes, cones, or chalk. Note that the smaller you make these islands, the more difficult (but fun) the game will be.

Create five resource areas and place 3-5 balls (or cones, water bottles, t-shirts, etc.) in each area.



## 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 | 0 2 Min.

Ask participants if they have heard about climate change, and ask for examples of what impacts it has on the environment and communities around them.

- ♣ Explain that climate change is a change in the usual weather found in a place. This could be a change in how much rain a place usually gets in a year. Or it could be a change in a place's usual temperature for a month or season.
- ♣ Climate change is also a change in Earth's climate. This could be a change in Earth's usual temperature, or it could be a change in where rain and snow usually fall on Earth. Weather can change in just a few hours; climate takes hundreds or even millions of years to change.

#### **Key Message**

Climate change is one of the greatest risks racing our planet and its people, and has serious environmental and social consequences. Air and water pollution, droughts, loss of natural resources, and food insecurity are all impacts of climate change that threaten lives of people all over the world. The effects of climate change also make gender inequality worse, as it magnifies unequal access to education, sexual and reproductive health and rights, protection against GBV, and sustainable livelihoods.

## **3**■ Main Activity | **0** 40 Min.

- 1. Ask the participants to choose an island they would like to live on (that you have already set up) and go to that island. It doesn't matter how many people are on each island, but they all have to be able to keep both feet inside the area.
- 2. Ask the participants to give their island a name.
- 3. When you blow the whistle, participants will be allowed to leave their island and run to the resource areas and grab a ball and bring it back to their island. Participants can only have one ball at once. Let everyone return to their islands.
- 4. The second time you blow your whistle, participants will be able to run to other islands and steal their resources. If they are tagged by the members of that island before they reach the island, they must return to their own island before trying to steal resources again.
- 5. Let participants try to steal for 1 minute, and then they must return to their island.

- 6. Warn participants that one of the islands will sink into the sea very soon and participants on that island will be forced to move quickly to another island. Allow the suspense to build and then call out the name of the island that is sinking (you can either choose randomly, or choose the island with the fewest resources).
- 7. Each participant on the sunken island runs to one of the other four islands. They may bring the resources from their island with them.
- 8. The game repeats, with 1-2 minutes of everyone trying to steal resources from other islands, and then another island sinking and people running to another island.
- 9. The game continues until everyone is living on one island.

## **4**■ **Discussion** | **O** 10 Min.

- 1. How did you feel about this game?
- 2. What was your strategy? How did you decide where to try to steal from?
- 3. How did it feel to have your island sink? How did it feel to have your resources stolen?
- 4. What kind of things did the balls represent?

Resources - valuable things we need:

- food
- + clean water
- + clean air
- + shelter
- **+** money
- → people (community/relationships)
- 5. Is it possible to have too many resources?
- 6. What happens to people when they don't have enough resources?
- 7. How do the lessons learned during the game relate to communities and the resources they have?
- 8. Does climate change have a specific impact on girls and young women in some communities? If so, how?
  - ➡increase in girls dropping out of school
  - + increase in child marriage
  - + increased risk of violence
  - + fewer opportunities to work

## **5■ Wrap-Up** | **0** 5 Min.

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

### Practice at Home

Think of ways that climate change has impacted you and your community. Think about ways that you as young people can impact change in the way we treat the environment around us, even at a small scale. Think about how you might change your own behaviours and influence the behaviours of others so that they are more environmentally friendly.

#### **Session Resources**

Use the following guidelines to help participants take action on an issue, which is their Practice at Home activity. Share this information after sharing what the Practice at Home activity is and before participants leave the session.

- 1. **Identify** an issue or a problem that you care about, and think about why you care about this problem. Who does it affect? What are the consequences of inaction?
- 2. **Gather information** about the problem and who (organisations, governments, companies, for example) has taken steps to address it to find out the underlying roots of the problem.
- 3. **Decide** what changes you want to achieve. Think about goals for the short-term and long-term. It is great to be ambitious, but important to be realistic.

Changes can include:

- + changing your own attitude or behaviour.
- +increasing the knowledge/awareness of those around you.
- + encouraging people to change their behaviour
- + changing the rules within a community institution (like a school, community centre, restaurant, etc.)
- +arranging for certain people to gain access to a service they need
- 4. **Think** about who might be able to help you take steps toward the change you want to see, and talk to other people to get support and motivation.
- 5. **Think** of ideas, discuss, and create an action plan that might make the changes happen.
- 6. **Think** of the barriers and possible risks there might be with your action plan, and be sure that your actions do not cause harm to you or others.
- 7. Finalise your action plan
- 8. **Identify and gather** the team and resources you will need to implement your plan.
- 9. Carry out your action plan.
- 10. **Assess the effectiveness** of your work (short-term/long-term) and make adjustments. Seek advice/ support from others if necessary.

Do not be discouraged if the problems seem large and overwhelming. Change is possible. You can always find something you can do, no matter how small.

#### **Session 30**

# WANTS AND NEEDS





#### Life Skill

Civic Responsibility, Ability to use information, Planning for the Future



#### Time

1 Hour



#### **Materials**

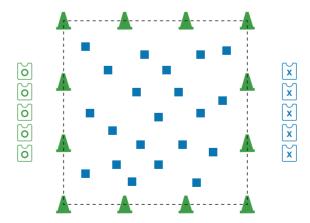
Cones or field markers. Two sets of the wants/needs cards.

#### **Key Learning**

Participants will learn the difference between our needs and wants and what is necessary to live safe and healthy lives in our communities.

#### **Space Set-Up**

Set up a 10m x 10m square made of cones. Print out two sets of the Needs/Wants cards in this session (write them out on cards by hand) and place the cards face down scattered throughout the square, mixed up. They can either be placed face down alone or underneath cones to hide them



## ■ 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 | T 2 Min.

Ask participants if they know the difference between something they want in life and something they need.

#### **Key Message**

In life, we have things we want and things we need. Things we want are nice to have, but they aren't necessary for surviving, staying healthy and being respected and loved. Our needs are things that are necessary and that we should not live without. Understanding the difference helps us understand the most important things in our lives.

## **3**■ Main Activity | **び** 40 Min.



#### Round 1

- 1. Split participants up into two teams. Each team should be standing or sitting in a line on opposite ends of the square. In the middle of the square are cones. Underneath each cone is a card with either a need or want written on it
- 2. Explain that to start the game, you will read out a word or sentence that corresponds to something written on a card underneath one of the cones. There will be two cards in the square somewhere that match what you read out as a coach.
- 3. After reading the word or sentence, you will blow your whistle. The first person from the line must run into the square and find the card that is the exact match to what you said out loud. Both teams should eventually find a matching card, as there are two.
- 4. Once the player finds the card, they must sprint back and place it next to their team. Once both players are back with their teams, read out the next card and blow the whistle for the next players in line to run out and find the match.
- 5. Play until all the cards are gone from the middle of the square.



### Round 2

- 1. Ask players to get in a circle, with the cards they just picked from the square laid face up in the middle so everyone can see. Explain that the participants are running a country and that the cards represent everything their citizens get to have in this new country.
- 2. Announce that a commission has decided that the citizens can only have 10 items from the cards and that they have to decide which 11 items they can eliminate or are not necessary. Give them some time to discuss and decide.
- 3. Once they are done, announce that the commission has decided that they must eliminate another 4 items.
- 4. Give the players time to eliminate the additional items and then ask each group to read aloud what items they have left.

## **4**■ **Discussion** | **T** 10 Min.

- 1. Which items were most commonly eliminated in the first round? Why?
- 2. Was the second round of eliminations more difficult than the first? Why?
- 3. Did you and your teammates have any disagreements over the items to eliminate? Which ones, and why?
- 4. What is the difference between 'wants' and 'needs'? Which items on the list were wants, and which ones were needs?
- 5. Do wants and needs differ for different people? Why, or why not?
- 6. Are needs related to our rights? How?

## **5■** Wrap-Up | **0** 5 Min.

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

## Practice at Home

Think about the things you have in your home and community. Do you have many wants? Do you have all of your needs? Find one person in your family that you can explain the difference between wants and needs to. How did they react?

#### **Session Resource**

#### **Wants and Needs Cards**

A personal computer	Clothes in the latest style	Clean air	Your own bedroom
Protection from discrimination	A television	Nutritious food	Clean water
The opportunity to practice your own religion	A mobile phone	School books	A new necklace
Education	The opportunity to express your opinion and be listened to	Money to spend as you like	A safe home
A bicycle	Medical care when you need it	Protection from abuse and neglect	The ability to say no to early marriage
Internet in your home			

#### **Session 31**

# KNOW YOUR RIGHTS





#### Life Skill

Civic responsibility, Ability to use information, Planning for the future.



## Time

1 Hour



#### **Materials**

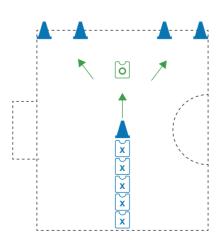
Cones or field markers. Pieces of cloth. Training vests.

#### **Key Learning**

Participants will explore the definition of a right and learn about the role rights and responsibilities have in our lives.

#### **Space Set-Up**

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



## 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 | $\bullet$ 2 Min.

Ask participants, what do they think a "right" is?

## **3**■ Main Activity | **0** 30 Min.

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



#### Round 1

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

#### **Key Message**

Rights are all the things that all children should be able to do, no matter who they are and where they are from. All children around the world are protected by the United Nations Convention on the Rights of the Child. It is important to know our rights so that when they are being taken away or violated, we can find the help we need to protect ourselves. You are born with these rights, and no one can take them away. Adults are responsible for helping protect your rights and doing what is best for you. As you grow older, you have more responsibility to make choices and exercise your rights. You must also respect the rights of others.



#### Round 2

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



#### Round 3

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

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

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#### Adaptation for social distancing

#### **Rules of the Game**

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



#### Round 1

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



#### Round 2

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



#### Round 3

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

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

#### Discussion (15 min)

#### Reflect

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

#### Connect

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

#### **Apply**

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

## **4**■ **Discussion** | **O** 15 Min.

- 1. What do you think the bib represents? Does it represent our rights in our community?
- 2. How did it feel to have the ball first? Was it hard to get past the defender?
- 3. What was the second round like? How did it feel to get rid of the ball?
  - ♣ How did it feel to have personal defender, helping us keep our bibs, or rights, and get to the gates safely? Give examples if no one can think of anything.
- 5. What are obstacles in our lives that prevent us from exercising our rights?
- 6. Who are people, just like the personal defenders, that can help us when we feel like our rights are being ignored or violated?
- 7. What actions can we take to better understand our rights?
  - → What actions can we take to identify who can help us?

## **5**■ Wrap-Up | **0** 5 Min.

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

## Practice at Home

Share what you learned about your rights with a friend at school or in your community. Watch out for their reaction. Were they surprised? Did they know these rights already?

#### **Session Resources**

#### **Right Cards**

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

#### 1. Education

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

#### 2. Health

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

#### 3. Violence

I have the right to be free from violence (sexual, physical, emotional and verbal) in my community and have the right to get help if I do experience violence.

## 4. Forced and Early Marriage

I have the right to marry at an age that I choose to a person that I choose. I have the right to not be forced into marriage or into an early marriage, which is marriage before I reach 18 years old. Getting married early can put me at risks for pregnancy before my body is ready to carry a child, which can put me at risk of dying during childbirth.

#### 5. Domestic Violence

I have the right to be free from domestic violence. Domestic violence is behaviour used by one person to control the other within the home. This includes emotional, physical, sexual and financial abuse. Some examples of domestic violence include: physical assault or the threat of physical assault, forced social isolation, withholding money or jobs, stalking, and name calling, amongst others.

## 6. Sexual Abuse Within Marriage

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

#### 7. Female Genital Mutilation

I have the right to not undergo Female Genital Mutilation (FGM). FGM is the name for procedures that alter, cut or injure female genital organs for non-medical reasons. The practice has no health benefits and very serious harmful effects.

#### 8. Be Counted

I have the right to be counted as a citizen of my country and an important member of my community and access the same human rights that boys and men do.

#### 9. Honour Killings

I have the right to not be killed to save the honour of my family. An honour killing is the murder of a family member because they did something to dishonour the family. In many cases the victim is a woman who has been raped, had sex outside marriage, or wanted to marry someone t hat is not approved by the family.

#### 10. Sex Trafficking

I have a right to not be trafficked.

Human trafficking is when a person is used as an object for the profit of another person. This may include prostitution, forced work or slavery.

## 11. Son preference / Female infanticide

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

#### 12. Dowry Murder

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

#### BE **EMPOWERED**

**Session 32** 

# HELP IN MY COMMUNITY





#### Life Skill

Ability to Use Information, Problem Solving.



#### Time

1 Hour



#### **Materials**

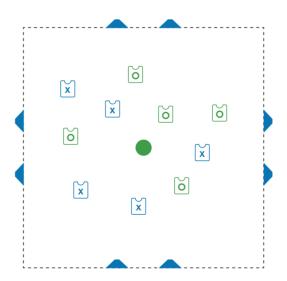
Cones or field markers. Training vests/bibs. Ball.

#### **Key Learning**

Participants will explore the different resources that exist in their community and how to access those resources.

#### **Space Set-Up**

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



## **1** ■ Last Session Reflection | **0** 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?

## 

Ask participants, what types of resources for children (people, places) do they have in their community when they need help? Ask the participants to name different types of problems they might face in their community and think of different places they could go to or people they could contact to get help. Below are examples, but this game works best if the participants themselves come up with issues they face in their community and the coach helps them understand what services there are and how to access those services.

- → If you have sharp pains in the abdomen area that do not go away: local hospital, local clinic, SRHR centre.
- → If you are experiencing violence at home: local GBV centre, local counsellor, local NGO, friend.
- → If you don't have all your records or identity papers (passport, national identity card): local post office, local government office.
- ♣ If your family is not allowing you to go to school: local police, local gender centre, local human rights NGO, a trusted adult or extended family member.

#### **Key Message**

It is important to understand where to go in our communities to get the right type of help when we need it. This ensures we stay safe and healthy, both physically and mentally. It isn't always easy to find the right type of help as a girl or young woman but through Goal, our teammates and our coach, we can find the support we need to get the help we need and deserve.





#### Round 1

- 1. Ask the participants to get into two teams. Both teams will be trying to score in the correct goal depending on who has possession.
- 2. Explain that the four goals, or gates, each represent a different resource in the community that the girls can access.
- 3. Assign a resource to each goal or gate. Then, tell participants that you will call out a problem and the team with the ball must decide which resource they will go to and try to score a goal in that gate. The teams can either play handball or football, kicking the ball. The other team must try to steal the ball away.
- 4. Once the ball is stolen, either throw a new ball to the team and continue playing the same goal or call out a new problem and throw in a new ball to start the game over.



#### Round 2

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



#### Round 3

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

#### Adaptation for social distancing

#### **Rules of the Game**



#### Round 1

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



#### Round 2

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

## **4**■ **Discussion** | **O** 10 Min.

- 1. How did it feel being the team trying to score a goal? Was it difficult to score goals sometimes? Why?
- 2. Is it difficult to access our community resources sometimes, just like it was hard in the game to score goals sometimes? Why?
- 3. What are the main obstacles to accessing some of these community resources?
- 4. Are there people we can go to who might help us to access resources?
- 5. What are the resources I might need to access as I grow older? Where can I find them in my community?

#### **Alternate Activity**

- 1. Begin by asking the girls to list the buildings and places in their communities. These may include:
  - → Bank
  - + Post Office
  - + School
  - **→** Market
  - **+** Local Government Office
- 2. Break the girls into small groups and ask each group to draw one of the institutions listed on a piece of paper. Ask them also to think of three things they can do at that location.
- 3. Once the girls have completed the session, bring them back together as a group.
- 4. Begin to draw a map of the local area with the main streets. This should be interactive ask the girls to help you.
- 5. Ask a representative from each group to place the drawing on the map. For each institution, ask them the three things they thought of to do at each location. Ask the group if there are any more. Write these down next to the location on the map.
- 6. Ask the girls which documents they should take with them to each location if they are going to access resources.

## **5** ■ Wrap-Up | **0** 5 Min.

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



#### Practice at Home

Create a community map of all the important resources you can access and put it in your room or home somewhere. Share it with a trusted adult and see if they would be able to help you learn how to access these services if you need them.

#### BE **EMPOWERED**

#### **Session 33**

# SHARE WITH CARE (DIGITAL SAFETY)



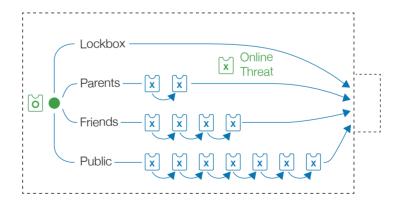


#### **Key Learning**

Participants will learn how to stay safe online and create positive digital footprints.

#### **Space Set-Up**

Set up a large field space with a goal at one end and a ball at the other. Try to leave enough space so that participants can run around. The minimum number of participants should be 10 people.



## 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 | **O** 2 Min.

Ask the participants, have they ever posted something online that they wish they could take back? Have they shared something (like a picture or video) about someone else without their permission? How might information they post or send be used by other people? Explain that anything you upload, email, or message could stay around forever online, and can be connected to you for years to come. Everything on the internet is traced (every search, web site visit, online post, email, etc.). Once it is out there, it's very difficult to remove content, and you have very little control over it if someone else reposts or shares what you sent them.

#### **Key Message**

The internet connects you to the world through messages, photos, and conversations. When you post or connect with others online, you create a "digital footprint" that others can see and is tied to you. It's extra important to be careful about what you share online, and who you share it with in order to keep safe and create a positive digital footprint.

## **3**■ Main Activity | **3** 40 Min.

- 1. Split the group into five teams as follows:
  - ♣ Online Poster (1 person)
  - + Online Threat (1 person)
  - Parents (2-3 people)
  - + Friends (5-7 people)
  - ♣ Public (Everyone else)
- 2. The online poster will be given an example of something they may want to share online (see list below), and they will decide what to share, and who to share it with. The online poster may choose one of four options:
  - + Public Post it publicly (on Facebook, Twitter, Instagram, etc.)
  - Friends Send it to your friends only (group message, WhatsApp)
  - → Parents Share it with your family (text, show on your phone)
  - Lockbox Don't share it with anyone
- If the online poster passes the ball to the team of people who represent either Public, Parents or Friends, and everyone in that group must touch the ball before they are allowed to shoot at the goal.

- 4. The online threat will try to steal the ball, but they may only intercept passes between people. This means that once the ball is touched by the last person of the team or the online poster chooses "Lockbox", the online threat cannot steal the ball.
- 5. If the poster chooses "Lockbox", they will dribble and shoot the ball in the goal (the online threat cannot steal the ball from the online poster).
- The online threat should wear a pinnie or bib of a different colour.
- 7. Have players switch in and out of the "online poster" role after each example so that every participant gets the chance to be the "online poster".

#### **Examples of content** (and the suggested correct answer)

- ♣ Your current location (Parents/Family)
- + Funny lip sync video of you and your friends (Friends)
- ♣ Petition to help your school club or team (Parents/Friends)
  ♣ Meet-up details about a party (i.e. time/address) (Friends)
- + A silly video your friend didn't know you took (Lockbox)
- ★ The password to your email account (Lockbox)
- ♣ Your football team photo (Parents/Friends)
- + Embarrassing picture of your friend that they don't know you took (Lockbox)
- → Embarrassing picture of your sibling (Family)
- ♣ A nude or partially nude photo of yourself (Lockbox)
- → Selfie of you and your bestie with their new hairdo (Friends)
- → Your best friend's phone number (Parents)
- ♣ A public event happening in the community (Public)

#### Note for coaches:

You can add other examples of content based on your context and what is common in your communities. Ask the participants if they have ideas or experiences with wanting to share something online. If players choose a different answer than the ones listed above, ask them why they chose that one and listen to their response. If it is more public than the suggested answer, ask them to think about the possible negative consequences of sharing that information with a wider audience.

## 4 Discussion | O 10 Min.

- 1. Were there some choices that were more difficult than others? Which were they? Why were they more difficult?
- 2. What kind of online threats are there when you share personal information or sensitive photos?
- 3. When is it okay to share a photo or video of someone else?
- 4. How would you feel if someone shared a video of you that you wanted to keep private?
- 5. What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
- 6. How does it feel if someone posts something about you that you do not like or are unaware of? What are some ways to avoid that?

## **5** ■ Wrap-Up | **7** 5 Min.

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



#### **Practice at Home**

If digitally connected, participants can play these games about digital safety:

https://beinternetawesome.withgoogle. com/en us/interland

#### **Password Safety**

One things you can do to keep your information safe is have a strong password to protect your accounts. It should be a word or phrase that you can remember easily. Here are some tips for creating a strong password:

- + should be at least 8 characters long
- + use a mix of both uppercase and lowercase letters
- + a very strong password will include numbers and special characters
- and remember, don't share your password with anyone else (except your parents)!

#### **Session Resources**

#### **Online Predators**

If this does not come up, be sure to mention that a danger to sharing information about yourself online is the presence of online predators. The safest approach is: if you don't know someone in real life, don't talk to them online

#### What should you do if someone you don't know contacts you online?

- ♣ Don't respond to them at all
- + If they are persistent, type, "I don't want to talk to you. Do not contact me again."
- + If they continue, block them and report their user information and don't respond anymore.

When anyone you don't know starts asking for pictures or personal information, you should say no. The more information you give them, the easier it is for them to find out more about you and this can be very dangerous. Online predators will often feel out a situation before they ask you for more information, or do research and get information from social media profiles to establish trust or make you think that they are trustworthy. If you shut the conversation down at the beginning, they are more likely to give up and leave you alone. Anything you share with them can keep the conversation going. This is also a good reason for teenagers to think about their digital footprints and the pieces of themselves they share online. For example, teenagers who share sensitive or sexy pictures or lots of personal information online are more at risk of being approached by online predators.

#### Digital footprint (or digital presence)

Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos, and texts, to "likes" and comments you post on friends' profiles. Just as your footsteps leave prints on the ground when you walk, what you post online leaves a trail as well.



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:





