



# GIRLS' VOICES Curriculum

A Collaboration by  
Girl Up and Rise Up

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## INTRODUCTION:

# GIRL UP, RISE UP & THIS CURRICULUM

**Girls are powerful. When girls are educated, healthy, and safe, they can transform their communities.** When girls stand up for other girls in need, they empower each other and make our world a better place to live. Girl Up and Rise Up are working together to engage girls to take action and advance gender equality around the world.

# ABOUT GIRL UP

A Global Movement for Gender Equality



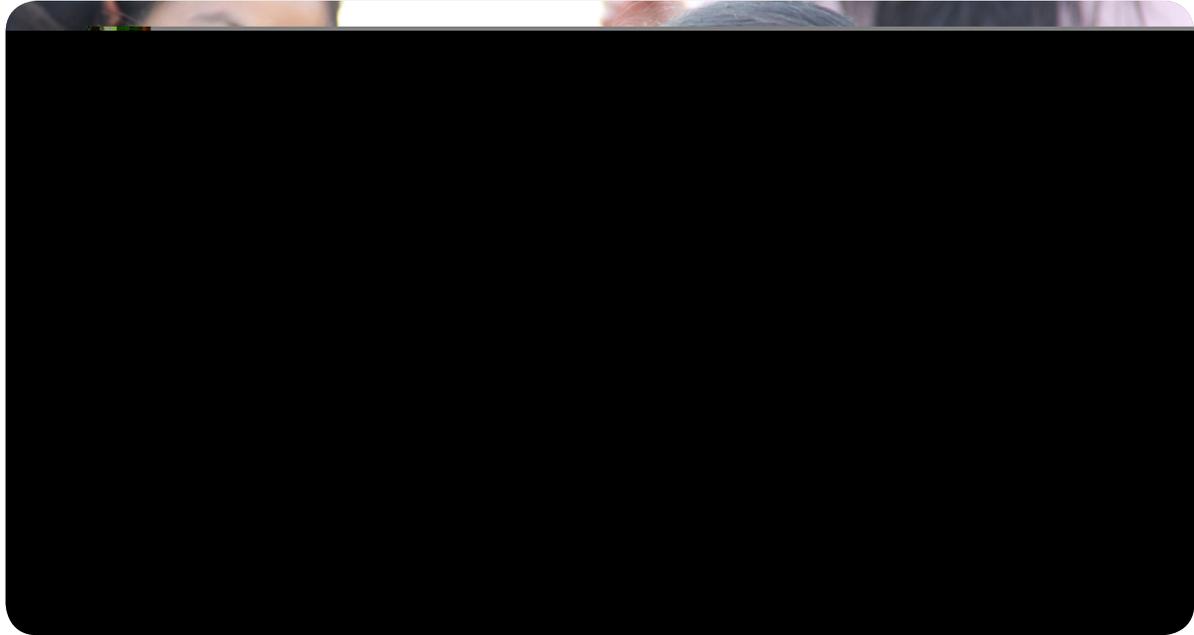
Girl Up is a global leadership development initiative, positioning girls to be leaders in the movement for gender equality. With resources in 10+ languages and 3,000 Girl Up Clubs in more than 100 countries, we've trained 48,000 girls of all backgrounds to create tangible change for girls everywhere.

Girl Up provides leadership training and gives girls tools to become gender equality advocates and activists. Through our programs, girls broaden their social impact skill set, benefit from a platform to tell their stories, and apply STEM for social good. Our girl leaders create real policy change at local and national levels, help raise millions of dollars to support United Nations programs that reach tens of thousands of girls around the world, and build community-based movements. Girl Up was founded by the United Nations Foundation in 2010, and continues to work across a global community of partners to achieve gender equality worldwide.

Learn more and register your Club at [GirlUp.org/Clubs](https://GirlUp.org/Clubs).

# ABOUT RISE UP

Activating Girls and Women for a More Just and Equitable World



## **Rise Up activates girls and women to drive exponential change.**

Girls and women have the power to transform their lives, communities, and countries. We help them tap into that power by strengthening leadership, investing in local solutions, and building movements because we believe in the power of girls and women to create a more just and equitable world.

Since 2009, Rise Up's powerful network of over 500 leaders has directly benefited 7 million girls, youth, and women, advocating for over 100 laws and policies impacting 115 million people in Africa, Latin America, South Asia, and the US.

Rise Up is building a global movement of leaders to ensure that girls can finish school, stay healthy, escape poverty, and overcome violence. Our externally validated model has contributed to improved health, education, and equity for nearly 40 million girls in Africa and Latin America. We identify the most promising girl leaders, allies, and partner organizations and invest in their vision to address the challenges facing marginalized girls through girl-centered advocacy. Our award-winning, girl-centered advocacy curriculum enables our partners to build a better life for girls everywhere.

Learn more at [riseuptogether.org](https://riseuptogether.org)

# INTENDED AUDIENCE

This curriculum has been designed specifically for Girl Up Club adult advisors, and other facilitators, to work with a group of adolescent girls who want to make change in their own community and be part of a movement for gender equality. The content has been written with the intended audience of an adult advisor, but girl leaders who are more advanced in their advocacy skills can also facilitate these sessions with their peers.

We have designed the sessions to be implemented in low-resource settings, but several of the activities require an internet connection and screening of a video. If electronic equipment, internet, or video is not available, most activities can still be implemented with some creative adaptation. For example, instead of watching a speech or talk given by a famous woman in Session 4, the facilitator can deliver a famous speech, and the group can provide feedback on her delivery.

# GOALS OF THIS CURRICULUM

Girl Up and Rise Up together created this 10-week curriculum to support girl leaders and their allies to make positive changes in their own lives and in the lives of other girls. This curriculum is to be used by girl leaders and their allies to launch girl-centered training programs, start Girl Up clubs, and bring girls together to create change. The curriculum can be used as a guide to identify the issues that most deeply affect girls in any community and can be of use in developing strategies to empower girls to raise their voices and make tangible change. Our goal is to help you think about how girl leaders can be empowered to develop solutions and identify how to effectively approach decision-makers in their community.

This curriculum is currently divided into 10 two-hour sessions that can be conducted weekly, but the sessions were created so that they can be adapted to available times. The initial sessions are not strictly cumulative, and facilitators can select the sessions to help girls jump-start advocacy ideas, build trust and relationships in the group, develop messages and stories, or develop action plans. Sessions are based on experiential learning, connecting girls more deeply to one another and using an experiential basis for increasing girls' knowledge of new concepts presented in each session. It is important to set the girls up for success so that they feel comfortable sharing the advocacy messages and their own stories. Realistically, planning and implementing advocacy activities may take more than one session.

When planning outings and activities with girls, please make sure to consult the Appendix E: Child Protection Policy as guidance when arranging for any necessary travel logistics and when dealing with any newspaper or media reporters. Be careful not to provide too much identifying information about the girls. For example, girls should be

identified only by their first names. You can share the girls' ages, but not where they are from. These precautions are for the girls' safety.

We hope this curriculum will help you feel empowered and equipped to provide youth participants with opportunities to work together, to learn new information in a safe setting, to try out new skills and knowledge, and to integrate constructive feedback from facilitators and their own peers.

In this curriculum, you will facilitate sessions that will help girls:

- 1. Learn about the issues**
- 2. Plan their activities**
- 3. Educate each other and decision-makers**
- 4. Share their story**
- 5. Make meaningful girl-led changes in their community**

# TIPS FOR FACILITATION

As the facilitator of this curriculum, you do not have to be an expert on the topic of girls' rights. Your job is to help the group reflect and learn based on participants' knowledge via small group and large group discussions, as well as the different learning activities.

However, as the facilitator, you do need a strong understanding of the materials presented in the sessions, including the information on the handouts. This means that you will want to closely review all materials and the technical information in the sessions and practice the group instructions detailed in the sessions. You will also want to think about how to adapt the sessions to fit the group you are working with, considering the various levels of age, experience, language, and reading/writing abilities of each member of the group.

Remember: Your ultimate goal as an adult advisor or facilitator is to help support girl-led community actions, so make every effort to encourage girls to take leadership roles within the group or Club. Your role is to help support the girls to set their own goals and drive their own activities, guiding them along the way to set them up for success with well-planned and attainable advocacy activities.

## PREPARING TO LEAD A SESSION

When preparing for and opening each training session or Club meeting:

- Thoroughly read through the curriculum at least twice before the session begins. There is no need to memorize the curriculum, but be familiar enough with it that you can easily envision guiding the group through each activity.
- Write down the session objectives on a large piece of paper so girls know what to expect from the session before it begins, or plan to write these down with the group at the beginning of the class.
- Prepare all materials beforehand—handouts should be printed; flipcharts and markers should be ready to go well before the session begins.
- Start and end all sessions on time and remind girls to be punctual. Be ready, however, to adapt the sessions, if needed, by adjusting the time of each activity so that you can still finish on time.

## LEADING A SESSION

While facilitating a workshop session, here are some things to keep in mind:

- Take the time to open a session with an energizer, an icebreaker, or an activity that will help participants to transition fully into the group space and focus on the topic at hand.
- Remind the girls what they did and learned in the prior session by asking the group to recall the previous session at the beginning of each new session.
- Use facial expressions that show interest; a tone of voice that is energetic, easy to hear, and clear; and movements around the room that make the whole group feel included.
- Create a space that encourages group interaction. For example, rearrange the room so that everyone can see each other easily. Placing chairs in a circle, or sitting on the ground in a circle can help everyone feel more connected to each other.
- Ask a general question that requires just a show of hands instead of verbal responses. This lets the girls participate actively without always needing to talk.
- Start group conversations, or brainstorm with an individual reflection that encourages the girls to think about the topic or question on their own before having to share it with others—the reflection can be written, or you can ask them to draw a picture for their individual response. This gives girls who might be quieter the opportunity to participate, and focuses those girls who may have many thoughts to share.
- After asking a question, don't be afraid to sit with the group in silence for a bit to give the girls time to process questions and prepare a response. Don't worry—silence can be a very good thing!
- Ask the group one question at a time. For example, instead of asking, “Who has ever written a story before, and how did it go?” just ask the first part of the question. Let people raise their hands, and then ask the second part of the question.
- Listen closely to responses! After someone speaks, offer a very short (one sentence) summary of the participant's point before moving on to the next person. This is a way to confirm that you understood them correctly and repeats the point for the whole group.
- Pay attention to the girls' facial expressions and body posture to tell you if they are interested and understanding the information. If they look confused or aren't paying attention, repeat the question or propose an energizer.
- Encourage everyone to participate by asking those who speak often to “share the air” with others who may not be so quick to respond. It may help to let the group know you'd like to hear from some of the quieter voices in the room after asking a question.
- If some girls are disruptive or not paying attention, take some time during a break to ask them how they could improve their participation and experience with the group. Then, ask them if they would like feedback on their participation in the workshop and offer them specific suggestions taking care to follow the rules of feedback.
- If the discussion seems to be going off track, briefly summarize the issues that are being discussed, and then make a specific suggestion on how to focus the discussion.

- Manage time by balancing the girls' needs to process or discuss information with the time available for the session activities. For example, if the group needs to process a very emotional or difficult issue, spend more time on the discussion, and plan to shorten a different activity or presentation.

## CLOSING SESSIONS

When closing a session, keep the following tips in mind:

- Wrap up any in-depth discussions by letting girls know that while the time for discussion has come to an end, they can continue these conversations in other spaces (such as lunch or break), or suggest that they revisit the topic in an upcoming session.
- Review the session objectives to make sure that they were reached during the session. If met, think about how to build on them in another session. If not met, think about how you can utilize the first half of the next meeting to address these objectives. Each session builds upon the knowledge gained in the previous session, so it is important to ensure the objectives for learning were achieved.
- If any activities that are essential for future sessions did not take place, adapt the curriculum to include these activities at the start of the next session.
- Let girls know how future sessions will reinforce what they just learned, or how the activities they completed will be linked with the rest of the curriculum.
- Help girls leave with a positive feeling about what they just learned in the session. For example, at the end of every class, facilitate a brief “check-out” moment by asking each girl to share one important thing she learned with the group, or one word for how she is feeling at the end of the class.

## SESSION EVALUATION

Please build in time at the very end of every session to complete a session evaluation so that the girls can easily remember what happened in the session. The evaluation is a quick way for facilitators to see how the group is doing and how much the girls are understanding and taking away from the sessions. There are four different ways to give the evaluation, depending on the materials you have available.

1. You can copy evaluation sheets (found in Appendix A, page 102-103 ) so that each club member has one and have members take 10 minutes to complete the sheet.
2. You can read the questions out loud and each girl can answer the questions on a note card.
3. You can write the questions on flip chart paper and have each girl come up to the flip

charts and write her answers on the chart.

4. You can write the questions on the flip charts and you can take down the girls' responses as they tell you verbally how they respond to each question.

Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with other facilitators or with Girl Up.

# SESSION 1

## ICEBREAKERS, INTRO TO CONCEPTS, AND GROUP AGREEMENTS

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### OBJECTIVES

After this session, participants will be able to:

- \* Feel more comfortable and supported by fellow participants
- \* Feel more inclined to participate with enthusiasm and openness
- \* Practice positive feedback
- \* Define agreements for their judgment-free zone
- \* Understand basic concepts of the curriculum
- \* Understand the basis of Girl Up and Rise Up and the role of girl-led clubs



## WELCOME & SESSION INTRODUCTION

### 10 Minutes

1. Welcome each girl into the space and ask them to share their names and some information about themselves. You can do the same!
2. Explain the topic and objectives for this week's session and the goals of the 10-session curriculum. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session:

- \* Icebreakers
- \* Pre-program assessment
- \* Girl Up overview
- \* Body language
- \* Positive feedback
- \* Group agreements
- \* Closing discussion



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Chairs or markers
- \* Printed copies of the pre-assessment
- \* Printed copies of the “positive feedback” handout OR a flip chart with the qualities of positive feedback written on it
- \* Pens or pencils
- \* Large flip chart paper

# ACTIVITY 1: ICEBREAKERS AND PRE-ASSESSMENT

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**Total Activity Time: 30 minutes**

The purpose of this activity is for participants to get to know one another and feel comfortable with each other through icebreakers. Participants will also take a pre-curriculum assessment to help evaluate their learning outcomes over this 10-week curriculum.

## 1. WORD ASSOCIATION GAME (10 minutes)

- \* Give the participants a category (e.g. fruits, vegetables, colors, cities).
- \* Start with any participant and instruct her to say an item from the category. For example, if the category is fruits, she might say “banana” or “apple.”
- \* Go around the circle until a student hesitates, repeats a word, or doesn’t answer. That participant is out and leaves the circle.
- \* Repeat with a new category until one participant is left. That participant is the winner.

## 2. CROSS IF YOU...TOO! (10 minutes)

- \* Have everyone sit in a circle with you in the center. You can either sit in chairs, or have place markers (e.g. book bags, shoes, etc.) behind each person.
- \* Stand in the center of the circle and name off something you have done, or can do. For example, “Cross (or switch with me) if you have brown eyes.”
- \* If participants have done or can do the activity/item that you named, they should cross the circle and find an open seat of someone else that answered positively.
- \* Since you should have one less chair than there are participants in the group, and you found an opening quickly, there should be one participant left in the center. This person then gets to be in the middle next and continues the game.

## 3. PRE-ASSESSMENT (10 minutes)

- \* Distribute the pre-assessment and pens or pencils.
- \* Give participants 10 minutes to complete the pre-assessment, explaining that this isn’t a test, but a way for us to measure how much they learn over the next 10 sessions.
- \* Collect the assessments when participants are done.

# ACTIVITY 2: (FOR GIRL UP CLUBS) UNDERSTANDING GIRL UP

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**Total Activity Time: 20 minutes**

The purpose of this activity is to provide background on Girl Up's impact and the Girl Up Clubs program for participants who are new to the movement. Participants will learn what Girl Up Clubs do, how they engage with each other and their communities, and the expectations of being in a Girl Up Club.

## 1. GIRL UP OVERVIEW (10 minutes)

- \* Start by describing the goals of the Girl Up movement and share some of the challenges that adolescent girls face around the world.
- \* Share the impact that Girl Up has been able to make around the world as a “by girls, for girls” movement.
- \* Optional: You can use videos found on the Girl Up YouTube channel or other resources found in the Girl Up Community, such as handouts and an introductory slide deck.

## 2. STARTING OUR GIRL UP CLUB (10 minutes)

- \* Briefly describe Girl Up Clubs, using the information found in the Girl Up Community and Club Leader Book. Explain what resources are available to Clubs, what kind of actions they can take together, and what is required of Clubs. Allow time for participants to ask any questions.
- \* Conclude this section by reciting together the Girlafesto, a resource found in the Girl Up Community and located in the Appendix of this curriculum.

# ACTIVITY 3: COMMUNICATING THROUGH BODY LANGUAGE

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**Total Activity Time: 10 minutes**

The purpose of this activity is to use drama and physical expression to help participants explore how individuals communicate with the world and how we are seen by the world. This is an important exercise as participants explore how their communication skills impact their ability to make change.

- \* Remind the group that speaking out is about free expression of our thoughts in an organized and confident way. We can also speak out by the way that we walk, dress, sit, and dance. These actions can be done very differently by different people. For example:
  - Walking: lazy vs. energetic
  - Dressing: neat vs. shabby
  - Sitting: bored vs. attentive
  - Dancing: embarrassed vs. not afraid
- \* Ask the group to think of other examples, and then to describe or demonstrate different ways of doing these activities.
- \* Select one or more students at random. Ask them to walk from one end of the room to the other, displaying an emotion through their walk. Ask the group if they can tell what is being communicated through their walking.
- \* Repeat the exercise with dancing, sitting, and talking.

# ACTIVITY 4: PRACTICING POSITIVE FEEDBACK

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**Total Activity Time: 15 minutes**

The purpose of this activity is to keep participants' behavior on target. Giving constructive feedback in an appropriate way helps other facilitators or participants improve their communication skills and will increase the effectiveness of the curriculum.

- \* Explain that feedback is a way of helping people understand how their behavior affects others.

- \* Explain the difference between negative and positive feedback using the examples below. You can role-play the examples to make it more fun.

**NEGATIVE FEEDBACK:** The following is feedback given by a classmate right after a girl finishes a speech and leaves the stage: *“You were really bad at your speech! You should learn how to talk better, because you are not good at it.”*

The negative feedback was not helpful because it did not provide a specific description of the issue to improve. It was given without being asked and it was mean.

**POSITIVE FEEDBACK:** The following is feedback given a few hours after the speech when the girl asks her classmates for feedback: *“I really enjoyed hearing you speak and especially liked how you used hand movements. One thing that I noticed was that you were walking back and forth a lot while you were speaking. In the future, you may want to plan on moving less often because it made it appear that you were nervous, and it was hard to hear you when you walked away from my side of the room.”*

The positive feedback started with a positive observation (this is really important,) and continued to describe the issue and provide a solution. The feedback was also timely because the girl asked for it. The feedback focused on things that the girl can change to make it better in the future.

- \* Review the basic qualities of positive feedback with the group using the handout “Positive feedback” at the end of this session.
- \* If you have time, invite a few of the girls to practice giving you positive feedback on how you opened the session, or how you facilitated any of the exercises earlier in the session.

# ACTIVITY 5: GROUP AGREEMENTS

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**Total Activity Time: 25 minutes**

The purpose of this activity is to help participants create group agreements that will create a safe space and define a judgment-free zone throughout the 10 sessions.

- \* Explain the importance of creating a judgment-free zone in this training, where all participants feel supported and heard.
- \* Remind participants that they will be spending a lot of time together, learning and sharing with each other, and that we want this to be a safe and fun space for everyone. Part of making this space a positive one is to create group guidelines or agreements so that we are all clear on what to expect of each other during these meetings.
- \* Ask the girls to take a moment to think individually about which guidelines or agreements would create a good learning environment and make them feel safe, happy, and included. You may want to provide an example of a group agreement, such as “arrive on time” or “offer positive feedback to each other.”
- \* In a brainstorm with the whole group, ask the girls to suggest some agreements to make sure that they create a space where everyone is comfortable and supported by their fellow participants.
- \* Once an agreement is suggested, ask for a definition of what that agreement means to ensure everyone understands the suggestion and that everyone agrees to uphold it in the group. Some suggested agreements include:
  - **Be on time.** Let’s start and end the group meetings on time.
  - **Respect.** This can mean different things to different people – define what respect means to our group.
  - **No cell phones.** Put away cell phones and pay attention. Be present in the group without distractions.
  - **Use “I” statements to express feelings or experiences.** Draw on your own individual experiences and don’t assume you can speak for all girls by beginning with “I’ve experienced” or “When that happened to me, I...” instead of making general statements like “Girls should...” or “It’s important that we...”
  - **One voice, all ears.** When one person speaks, everyone else listens.
  - **Share the air.** If you are naturally quieter, challenge yourself to speak up at least once per class. If you are naturally louder, challenge yourself to not dominate the conversation.
  - **Confidentiality.** What is shared in the group will not be shared outside of the group, and names and individual experiences will be kept private.

- **Don't judge.** We can disagree with one another without being judgmental of another person's opinion or experience.
- \* List the agreements the group comes up with on a large piece of paper.
- \* Let the group know that you will post the list of group agreements on the wall during their meetings, and that they can think about and change the agreements throughout their time together as a group.
- \* You may want to refer to the posted agreements to remind the group if they are not acting according to the agreements they chose.



### **FACILITATOR NOTE:**

You have the discretion and flexibility to suggest whatever agreements you think are necessary for the group, but it is important to have the entire group agree to follow the agreements. For example, you can make sure to include an agreement about giving positive feedback to each other.

# CLOSING REFLECTION

 **10 minutes**

1. Begin by giving an overview of what the group can look forward to for the next sessions, by briefly outlining what the plans include: telling their story, learning about public speaking, sharing video, and planning activities together.
2. Ask the girls to share what their expectations are by having them to respond to questions like these:
  - What do you hope to get out of participating in this group or club?
  - In what ways do you hope to grow or change?
  - What are you most looking forward to?

# EVALUATION

 **5 minutes**

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.

**\* SEE APPENDIX H FOR SESSION 1 HANDOUT ON PAGE 120**



# SESSION 2

## PLANNING AND GOAL-SETTING

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### OBJECTIVES

After this session, participants will be able to:

- \* Identify different strategies for goal-setting
- \* Define what it means to be “successful”
- \* Identify the similarities between the game, their own life goals, and the goals of their Girl Up Club
- \* Develop a lifeline that reflects individual achievements and challenges
- \* Analyze the meaning of life events and how these events have impacted the participants’ lives



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back, and ask them to think back on the previous week. What did they do? Review last week’s activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week’s session. Ask the group if they have any questions or comments.



## ACTIVITY GUIDE

In this session:

- \* **Basket activity**
- \* **Lifelines**
- \* **Small group discussions**



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Nine targets - these can be 9 small baskets or buckets (these should measure at least 30cm across)
- \* A total of 38 small stones (12 stones for each team and 2 stones for the facilitator's demonstration at the end of the activity)
- \* Watch or stopwatch for timekeeping
- \* Pens, markers, or pencils
- \* Sheet of writing paper (ideally A3 or flip-chart paper; A4 will work if it is all that is available)
- \* Large space where small groups can have some privacy during the small group discussion

# ACTIVITY 1: TEAM GOAL-SETTING

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**Total Activity Time: 45 minutes**

The purpose of this activity is to illustrate the importance of goals, so we know what we are aiming for in our lives. Participants will reflect on the various types of goals in their daily lives, who sets those goals, and definitions of success.

## 1. BASKET ACTIVITY (15 minutes)

- \* Divide the group into three teams (no more than 6 girls per team).
- \* Explain that each team has 3 baskets in a line and a starting point marked with tape. The scoring system is as follows:
  - The nearest basket is worth 1 point
  - The middle basket is worth 2 points
  - The furthest basket from the starting line is worth 3 points
- \* Each team will have 1 minute to throw their stones into the baskets.
- \* Each team gets 12 stones and has up to 3 minutes to set a goal and plan for themselves as to the number of points they want to make. Once they decide on their goal, they share it with the facilitator, and the facilitator makes a note of it.
- \* Each team needs to plan the activities or steps they will take to meet their goal with all the girls on the team participating. (Each girl should throw at least 1 stone during the game.)
- \* Before a team takes their turn, the facilitator shares the team's goal with the whole group.
- \* Each team has one minute to throw their stones into the baskets/buckets/circles and the facilitator keeps score while everyone else watches and cheers them on.
- \* After all teams have played, leave all the stones in place so everyone can see where they all landed and reflect on this during the discussion.

## 2. GROUP DISCUSSION (10 minutes)

- \* Facilitator leads a discussion with the girls on the activity. Questions for the teams can include:
  - What goal did you set with your team, and how many points did you make?
  - Which team scored the most points? Why do you think they were successful?
  - How did your team come up with your goal?
  - What did you think about when planning to try and meet your goal?

- How would the game have been different if you did not have to set a goal before playing?
- How would the game have been different if the facilitator set the team’s goal for you?
- Now that you’ve played the game, is there anything that you would do differently?

\* **Facilitator’s Points for Reflection:** Make sure to touch on the following points during the reflection:

- We plan and set goals all the time in our daily lives. Sometimes we set our own goals, and other times goals are set for us or are set as part of a team.
- Being successful can be defined simply as reaching your goal, whatever that goal might be. It doesn’t matter if your goal was to make 10 points or 30 points. You are successful if you reach the goal you set for yourselves, and learn something in the process.
- No one can set your personal goals except you! Other people can tell you what they think your goal should be, but unless you set that same goal for yourself, you do not have ownership of it.
- Sometimes we make the most points by setting our goal on an easier target (the closest basket) and sometimes, if we have the talent, opportunity, and determination, we can make the most points by setting our goal on the most difficult target (the furthest basket).

### 3. FACILITATOR DEMONSTRATION (20 minutes)

- \* Facilitator demonstration: Go up to the starting line with your back to the targets. Throw a stone behind you to try to reach one of the targets without looking. Ask the group if you made it and if you were close. Ask the group for hints about how to throw your last stone and then try again.
- \* Emphasize the following with the group: Whatever our goal is, we must be able to envision it. The chances of reaching our goal if we cannot see it are very slim. That’s true in our personal lives as well as with our Girl Up Club.
- \* Facilitate a discussion using the following questions:
  - What were the chances of making a basket with the first stone?
  - Did the chances of making a basket really improve with the second stone?
  - What would have improved the chance of making the basket?
  - How does this game relate to choosing a career or profession?
  - How does this game relate to setting goals for your life?
  - How does this game relate to setting goals for our Girl Up Club or girls’ group?

- \* **Facilitator’s Points for Reflection:** Make sure to verbalize the following to the group:
  - If we do not know what we are aiming for in our lives (for a career or any goal we might have) it is like throwing stones with your back turned and not knowing where we are aiming or why.
  - Even if we receive some guidance, our chances of reaching our goals are not very high unless we can see that goal for ourselves and have it in mind when we aim for it.
  - This game relies on skill and setting a goal, but also on luck. In life, we rely on these as well, but also on opportunities (like this program!) and on hard work to succeed. Succeeding in life involves a lot more work and dedication than this game will ever require!
  
- \* *For groups that are setting Girl Up Club goals:* Explain that as an official Girl Up Club, our group is required to set goals and report them back to Girl Up in a Club Kick-Off Report.
  
- \* Ask participants for their ideas of potential goals. List all ideas on flip-chart paper.
  
- \* Prioritize and rank the goals, getting input from all participants. As a group, decide what the top three goals are for the Club. Write your final goals on a new piece of flip-chart paper that you can bring back to future meetings.
  
- \* Ask for a volunteer to share these goals with Girl Up by completing the Club Kick-Off Report before the next session. To do that, log into the Girl Up Community, go to our Club page, and click on the “Reports” button to find the Kick-Off Report.

**Note:** If internet or computer access do not make this possible, a copy of the Kick-Off Report is included at the end of the curriculum for the group to complete and mail in to Girl Up through [community@girlup.org](mailto:community@girlup.org) or via mail to 1750 Pennsylvania Ave NW, Suite 300, Washington DC, 20006, USA.



# ACTIVITY 2: CREATING LIFELINES

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**Total Activity Time: 30 minutes**

The purpose of this activity is to reflect on the significant decisions and events that have taken place in our personal lives. Participants will think about both the high points and low points in their lives, and how those events and decisions have impacted where they are today.



## FACILITATOR NOTE

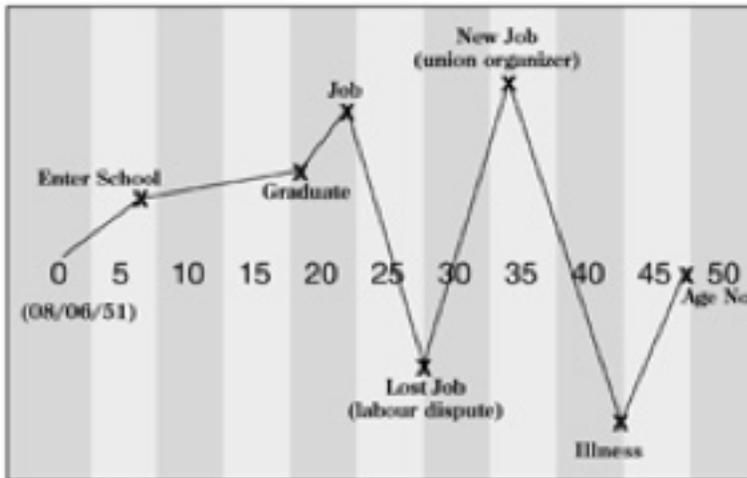
Sometimes this can be a very emotionally charged activity, so please make sure that there is enough time to complete it and that the groups have some level of privacy available to them. Have a box of tissues available, in case you need them!

## 1. LIFELINES EXERCISE (15 minutes)

- \* Introduce the lifeline exercise by explaining that a lifeline is a means of reflecting on the highs and lows of your life – at school, work, and in your personal family life. By taking time to reflect, you can identify what the high points were in your life and what resources you needed to create them and how you have been able to manage the lows, e.g. resilience, thinking positively, determination.
- \* Distribute sheets of paper. Turn the pages so they are landscape orientation rather than portrait orientation.
- \* Ask participants to draw a horizontal line across the middle of the paper. Have them write down their age at the right-hand end of the line and a 0 on the left-hand side. The 0 age refers to the moment they were born. Starting at 0, increase their age in 2-year increments.
- \* Then, ask them to write a 'plus' (+) above the horizontal line (to signify times that they look back on with pleasure) and a 'minus' (-) below the line (to signify those times when things were difficult for them).
- \* Show participants a drawing of an example lifeline, with increments for every 2 years. Encourage them to think very carefully about the course the line will take. Note that low points or high points may begin at the very moment they were born. Highlight for participants that the higher/lower the points appear, the more extreme the event.
- \* Ask participants to take a pencil and mark in the significant life events, using the 2-year increments

to help participants remember. They can include experiences which influenced their achievements, and both good and bad events that have occurred in their lives to date. They can mark the point and write a very brief label for that event, allowing themselves sufficient space, as including one event may trigger a memory of another.

- \* When they have put in all the highs and lows they can think of, they can connect the points that they have marked with a line, to form a zig-zag line as in the example below.



## 2. SMALL GROUP DISCUSSIONS (25 minutes)

- \* Divide the larger group into smaller groups of 4-5 girls per group who are approximately the same age. Facilitate a small group discussion using the following questions so that every girl has a chance to answer each of the questions.
  - How did you feel when you were making your lifeline?
  - Looking at your lifeline, which events marked you the most and why?
  - Take a close look at all the high points: pick 1 or 2 high points and describe what made them so positive.
  - Take a close look at all the low points: pick 1 or 2 low points and describe what actions you took to make things better.
  - Think about the big decisions you have made in your life. Reflect on a few decisions you've made that you feel (looking back now) have worked out well. What made them good decisions? How did you go about making these decisions?
  - Now, identify a couple of decisions that you've made in your life that you feel (looking back now) didn't work out so well. What made them poorer decisions?
  - Has anything else struck you from completing this lifeline exercise?

# CLOSING REFLECTION

 20 minutes

1. To close, have participants come back to the larger group circle and ask if they noticed any themes during their small group discussions. If the realization of universal highs and lows over time isn't raised by the girls, steer the conversation in a direction that highlights this commonality. Each person has likely faced significant highs and lows during her life thus far, and that this is a normal part of life that will continue.
2. Explain to the group that success is nearly never a straight line of wins, but rather a series of highs and lows. When we fall, but keep getting back up again to try one more time, that is true success. Explore the concept of resilience – the capacity to recover from difficulties and keep moving towards our goals – and how this will relate to their efforts as girl leaders, both in their personal lives and with their Girl Up Clubs.
3. Emphasize that just because something isn't easy to achieve, that doesn't mean it's not worthwhile and meaningful to keep trying! Especially when it comes to advocating for their rights to their decision-makers, all girl leaders must stay resilient and support one another through the ups and downs of their collective efforts and individual efforts.
4. Explain to the participants that they should keep their lifelines in a safe place so that they can refer to them in a future session.

# EVALUATION

 10 minutes

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.



# SESSION 3

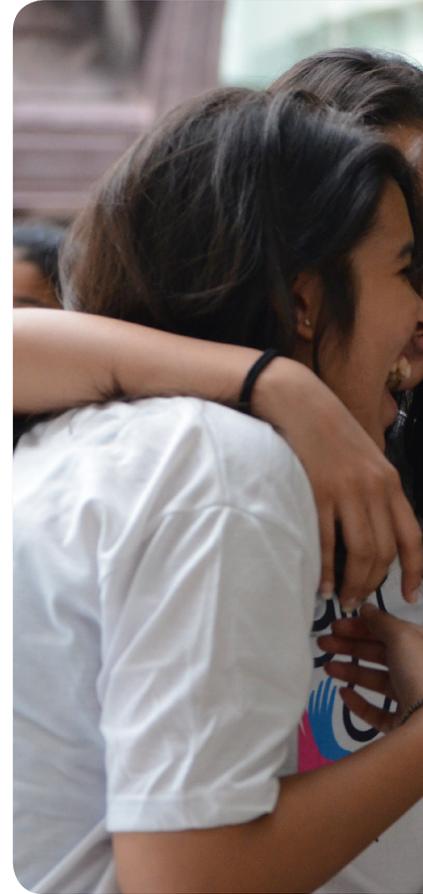
## THE PROBLEM TREE

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### OBJECTIVES

After this session, participants will be able to:

- \* Examine the specific challenges faced by girls in their communities
- \* Identify specific solutions to these challenges



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back. Ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session, showing the image of the Problem Tree as an example of what their tree will look like at the end of the session. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session:

- \* **Role playing**
- \* **Small group work**
- \* **Problem trees**
- \* **Large group discussion**



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Flipchart
- \* Printed scenario cards
- \* Problem tree diagram
- \* Notecards (at least 10 per participant)
- \* Daily evaluation sheets (2 per participant)

# ACTIVITY 1: UNDERSTANDING PROBLEMS, CAUSES AND CONSEQUENCES

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**Total Activity Time: 50 minutes**

The purpose of this activity is to identify problems in our everyday lives and explore both their causes and effects. Participants will use role playing to talk about some of the issues that they or their friends may have experienced and then, in small groups, brainstorm how this approach can be used to analyze the problems facing girls in their communities.

## 1. SCENARIO ROLE PLAYING (25 minutes)

- \* Read the demonstration scenario at the end of this session to the group. You may have to read it more than once. Ask the whole group to think about the scenario and identify which parts of the scenario were the main problem, the immediate cause, and the immediate consequence (or result).
- \* After the group identifies the core problem, immediate cause, and the immediate consequence of the demonstration scenario, have them make the negative statements into positive statements. For example:
  - Problem: “A. cannot afford to buy a ball” becomes “A. can afford to buy a ball”
  - Causes: “The jobs that A’s parents have don’t pay very much, so they cannot earn enough money and the cost of balls is very high” becomes “The jobs that A’s parents have pay well, so they can earn enough money and the cost of balls is affordable.”
- \* After the negative problem and causes are changed to positives, ask the group: If the positives were true, would the girl in the scenario ever have experienced the consequences that you described in the scenario?
- \* Divide the group into small groups of 3-5 girls per group. Give each small group a card with a scenario on it (see scenario cards at the end of this session) and ask them to take five minutes to prepare to act out their scenario. Let them know they will have a maximum of three minutes to perform their scenario. For example, if a group had scenario 3, one participant would be D. and others could be her friends and the teacher. Any other participants would help them prepare for their performance and play minor characters that move the story along.
- \* Invite each group to perform their scenarios. Allow three minutes per group to perform.
- \* After each performance, ask the entire group to identify the core problem, immediate cause, and immediate consequence from each scenario. There are likely to be several problems identified with several causes and consequences—talk through each of them until you identify the main core problem as a group.

## 2. SMALL GROUP EXERCISE (25 minutes)

- \* Divide the group into small teams (about 4 girls per team). You can mix up the groups from the previous activity.
- \* Distribute three cards or large post-its, per participant, and ask participants individually to write down what they see are the three biggest challenges that girls face in their communities.
- \* Ask them to look at the three challenges individually, and pick one that they see as the most important to address in the next year and draw a star on that card.
- \* Explain that problems should be:

**LARGE:** *Affecting a large part of the community*

**CURRENT:** *Problems that exist now, not those that could exist in the future or that are dependent on some other decision. For example: “if the principle disagrees with the girls”*

**SPECIFIC:** *Avoid vague concepts or things that can easily be misinterpreted. For example, rather than saying “girls are not studying,” say “girls cannot access education.”*

- \* When they're finished, ask each participant to place her cards on a wall or flipchart located in front of the small group. If they see cards with similar problems, they should group them together.
- \* Once all girls in the small group have placed their cards, ask the small group to analyze if any of the problems written on the cards is the cause or the consequence of another of the issues written on the cards. If it's a cause, place it below (the tree's roots), and if it's a consequence, place it above (the tree's branches/leaves).
- \* Ask each group to identify which of the problems they identified they feel is the largest priority for the group.

# ACTIVITY 2: CREATING A PROBLEM TREE

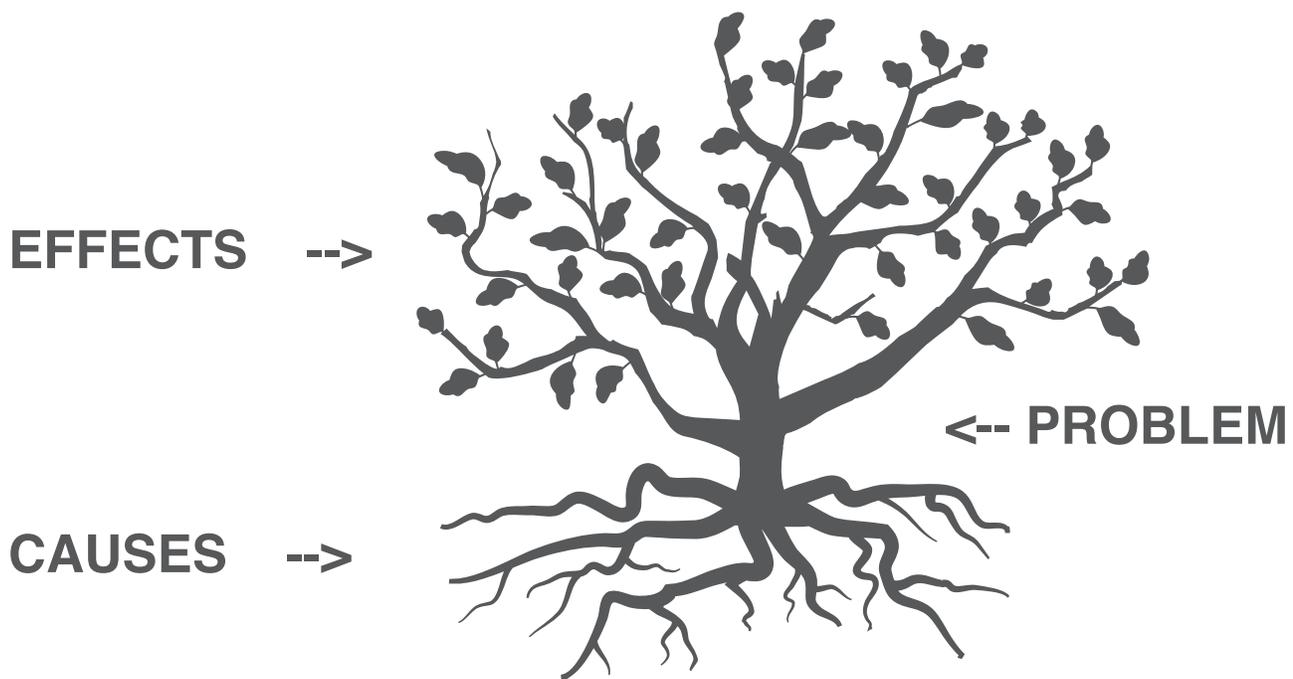
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**Total Activity Time: 45 minutes**

The purpose of this activity is for participants to understand how to create a problem tree that identifies the root causes, effects or consequences of problems in their everyday lives. Using the Problem Tree approach, participants can think about how to create solutions to their problems.

## 1. SMALL GROUP EXERCISE (25 minutes)

- \* Participants should remain in the same small groups from the previous activity. Show the Problem Tree diagram on the flipchart as a tool to help clearly visualize the causes and consequences (or effects) of a problem.
- \* Explain that each team must create a Problem Tree about the problem they chose in the previous activity. How to construct the Problem Tree:
  - Ask them to write down the core problem on the tree trunk.
  - Explain they have 15 minutes to identify this problem’s causes and write them down on the roots. Then, they will have 15 more minutes to write down the problem’s consequences or effects on the tree branches.
  - Explain why it’s important to work on causes and consequences separately, always linking them directly to the problem on the trunk.
  - There must not be any link between branches and roots other than through the tree trunk!
  - Ask each team to choose one or two girls to present their work to the large group after the break.



## 2. GROUP DISCUSSION (20 minutes)

- \* Have each team choose a representative to share their Problem Tree with the large group, with a maximum of 5 minutes per team for the presentation. Leave some time for questions, clarifications, and feedback for each team.
- \* After all teams have presented, facilitate a discussion about the trends or differences that may appear across all the problem trees. If two or more problem trees address the same key problem, move them close to one another to better compare and contrast them.
- \* Now, ask each of the small groups to return to their tree and to turn these Problem Trees into Solutions Trees, by turning the causes into positive statements.
- \* Create positive statements which often include words like: improve, increase, or decrease.

# CLOSING REFLECTION

 10 minutes

1. After all the Problem Trees are turned into Solution Trees by each of the small groups, invite the large group to brainstorm what kinds of changes would they want to see. How can they make the solution real in their communities? Who they would want to talk to or influence to make these solutions a reality?
2. Write the ideas on a flipchart, and tell the group we will revisit these ideas in a future session. Invite the participants to share what they learned during the session, or found most meaningful to them as leaders.
3. Tell the participants that for the next session, they will need to bring a favorite written poem, song lyrics to any song they like, or other piece or writing (like a speech or part of an essay) to share with the class.

# EVALUATION

 10 minutes

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.

**\* SEE APPENDIX H FOR SESSION 3 FACILITATOR GUIDE ON PAGES 121-125**



# SESSION 4

## OUR BASIC TOOLS: VOICE AND BODY

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### OBJECTIVES

After this session, participants will be able to:

- \* Identify and practice the basics of vocal variety (tone, volume, tempo)
- \* Identify and practice the basics of oral presentations (pace, pronunciation)
- \* Identify and apply the elements of body language as a key form of communication
- \* Effectively evaluate vocal variation and body language
- \* Understand how our body language influences how others see us
- \* Understand how body language influences how we see and feel about ourselves

## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back and ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session:

- \* **Voice variation exercises**
- \* **Body language exercises**
- \* **Analysis of the use of voice**
- \* **Analysis of emotions and how we show them**
- \* **Public speaking practice**



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Flipcharts with markers
- \* Goals written on flipchart
- \* Projector and screen (if available)
- \* Internet connection (if available)
- \* Laptop for projector (if available)
- \* Cards with emotions written on them, one card for each emotion
- \* 5-7 examples of written lyrics to popular songs, printed poems or speeches that you can share with the group

# ACTIVITY 1: UNDERSTANDING THE VOICE

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**Total Activity Time: 30 minutes**

The purpose of this activity is to demonstrate the impact that your voice has when communicating with others. Participants will understand that vocal variation is an important tool in conveying your ideas and influencing others.

## 1. DEMONSTRATION AND DISCUSSION (10 minutes)

- \* Start the session by using a different voice than you have previously been using. For example, speak with weak/low energy and in a monotonous tone to welcome the session.
- \* Ask the group to write on a card, or take a moment to think about the following:
  - What did you notice about my voice right now?
  - How did my change in voice affect you and why?
- \* Discuss the answers to these questions with the group, taking note of the different words used to describe the change in voice on the flipchart and the different effects the change had on the listeners. Wrap up the discussion by noting how the changed voice was different from the regular speaking voice of the facilitator, noting how it affected the listeners' attitude and attention to what was being said.

## 2. OVERVIEW OF VOCAL VARIATION (20 minutes)

- \* Share the basics of vocal variety that are identified below and review what we mean by each component. The voice is our instrument that we play every day and we must use all its variety.
- \* Ask the group to share examples of each component below, as you review them and write each component on a flip chart.

\* **KEY POINTS TO INCLUDE:**

- **Emphasis** - can be used to highlight a “key word” so that the listener will know it is important. This can be done by raising the VOLUME of your voice or DRAWING out the key word. For example: We *all* have values, whether we are aware of them or not! By emphasizing the word “ALL” in the sentence, the speaker wants to ensure that individual participants reflect on the fact that they have values. Have participants read the following sentences out loud and take turns emphasizing a different word to see how it changes the sentence meaning:

1. *Her grandmother died yesterday.*
2. *I want a new car.*
3. *This dinner is delicious.*

- **Lower Volume** - creates expectations and increases the listener’s attention. For example, talk in a hushed voice and point out how the participants lean in and become quiet themselves because they want to pay special attention.
  - **Crescendo** - is the gradual and steady increase of loudness or volume of a sentence. When an idea is expressed aloud, the speaker can increase crescendo to increase expectations or draw attention. For example, many speeches end with a higher energy and get louder to build momentum. (If possible, play a recording of a speech by an important figure.)
  - **Tone** - is the quality or way we alter our voice to express emotion. For example, you can focus on speaking in a commanding way from your chest to connote authority and strength. Alternately, you can focus on speaking in a softer or more melodic tone to connote more empathy or emotion (in Western culture).
  - **Tempo** - is the speed at which we speak. We can talk quickly to express urgency. When we speak slowly and draw out the words more, it can give more emphasis to what we are saying.
  - **Pauses** - are silences between our sentences that give focus to what is being said and create anticipation in the listener. Silence allows the listener to interpret the meaning of what they are hearing.
- \* Provide some audio or video recordings of strong speakers for the participants to listen to, especially of speakers who the girls admire. These can be parts of longer speeches that will give the group an idea of the speaker’s topic and how she uses voice and body to communicate her message effectively. See the resource in Appendix F.

# ACTIVITY 2: UNDERSTANDING EMOTIONS AND BODY MOVEMENT

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**Total Activity Time: 15 minutes**

The purpose of this activity is for participants to understand how nonverbal behaviors and body movement impact the effectiveness of your communication. What you communicate is more than the words that come out of your mouth.

## 1. GROUP DISCUSSION (10 minutes)

- \* Tell the group that we will now analyze changes of emotions in the voice and the effect it has on listeners. Ask the group:
  - How is energy transmitted in the voice? (Strong tone, with variety in sentences)
  - How is insecurity communicated? (Using too many words, saying “um” or “for”, low tone)
  - How is anger communicated? (Short words, sharp diction, strong tone)
  - How is tenderness transmitted? (Elongated pronunciation of words, many vowels, much inflection, tone soft but clear)
  
- \* Discuss the answers to these questions with the group, taking note of the different words used to describe the change in voice on the flipchart and the different effects the change had on the listeners. Wrap up the discussion by noting how the changed voice was different from the regular speaking voice of the facilitator, noting how it affected the listeners’ attitude and attention to what was being said.
  
- \* Now we’ll analyze the body movements that accompany the changes of emotions in the voice examples just before. Discuss the different body movements and how they are interpreted. Body movements include: gaze, body posture, facial expression, movement of hand/arm and whole-body movements from one place to another. Ask the group:
  - What body movements accompany the emotion of tenderness?
  - Energy?
  - Insecurity?



## FACILITATOR NOTE

During the reflection, make sure to emphasize that to be effective, body movement must be congruent to what is being communicated verbally. The movements should reflect the words that are being said and the emotion you want to communicate.

## 2. ACTING EMOTIONS (5 minutes)

Deal out cards randomly to each participant, with one emotion written on each card.

Emotions should include:

- Sadness
- Insecurity
- Anger or Rage
- Happiness or Joy
- Self-confidence
- Urgency
- Disgust
- Fear
- Surprise
- Empathy
- Anxiety
- Amazement or Wonder
- Surprise
- Defensiveness

\* Each participant must interpret the emotion on her card for 20-30 seconds using only body movements. They must not use any kind of vocal expression. After they finish their performance, the audience will try to guess which emotion was being represented.

\* After each performance, take a minute to analyze the movements which best represented the emotion. Pay attention to the following components:

- **Gaze or Look:** A direct look at audience members that establishes a connection and attracts attention. Looking down (on the floor or at a clock) communicates uncertainty or concern.
- **Using Hands:** Crossing hands against the body or putting hands in pockets communicates being defensive or distant. Moving the hands too much can be distracting. Use hand movements to emphasize certain words or important ideas.

- **Facial Expression:** Smiling and nodding of the head indicate that one is open and attentive.
- **Movement within the Space:** Varying posture is recommended, as long as it is not forced. Leaning on something (chair or table) can lower energy and connote boredom.



## FACILITATOR NOTE

Participants will need to bring a written poem or reading with them for this next activity – it can be a praise song, war cry, address, speech, or favorite song. The facilitator should have a selection of at least 5-7 options for the girls to choose from in case some members of the group arrive without a written piece.

# ACTIVITY 3: USING BODY AND VOICE

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**Total Activity Time: 30 minutes**

The purpose of this activity is for participants to practice what they have just learned about vocal variation and body movement, providing a safe space for self-critique and growth.

## 1. VOCAL DELIVERY PRACTICE (20 minutes)

- \* Each participant chooses 5-10 lines of their selected reading. The selection can be memorized or written down. If the participants do not have a reading, ask them to recite the national anthem or another well-known, short song.
- \* Each girl prepares her selected song or reading individually for 5 minutes.
- \* Each participant comes forward to read or recite the piece in front of the group in fixed position without movement (to work the voice).

- \* The audience gives feedback as the voice was used. They should follow the rules of positive feedback covered in the very first session, taking time to praise the things she did well and making specific suggestions as to how she might improve her delivery. Take into consideration the following components:
  - **Pronunciation:** Was the reading clear? Was her reading easy to understand and follow?
  - **Tempo:** Were tempo and pauses used well?
  - **Tone:** Was the desired emotion and meaning of the words transmitted through her voice?
- \* Allow 2-3 people to provide feedback on the voice, volume, and demonstrated facial emotions. Facilitators offer feedback at the end for each participant.
- \* After all participants have received feedback, everyone reads their selection before the group again, this time with body movement.
- \* Allow 2-3 people to provide feedback on the use of space and body movement, using the guidelines of positive feedback.

## 2. REFLECTIONS (10 minutes)

- \* Each participant takes four minutes to write down a self-critique about their two personal appearances. Ask volunteers to share their critiques aloud to the group.
- \* Ask each participant to share their favorite technique they have learned about how to use their voice and body language to communicate, especially as girl leaders who are trying to improve their communities.
- \* Ask participants how they felt while reading their poetry employing different body and vocal tools. For example, did they feel more powerful? More able to captivate their audience? More confident?
- \* Ask the group how they think they can apply these techniques to accomplish the goals they set out for their Girl Up Club. Pose the question, “How do you think you will be received by decision-makers if you incorporate some of these techniques?” Make sure the conversation includes what type of vocal and body-based communication styles would also be interpreted negatively when speaking with decision-makers.
- \* As a small piece of homework, ask everyone to choose at least one technique that they would like to practice before coming back to Week 5. Explain that they will be asked to share about the different reactions they experienced when trying out the new technique in their communication with the group.

### 3. POWER POSES (20 minutes)

- \* Screen the TED talk on how body language influences how others see us and how body language can also change how we see ourselves. Social psychologist Amy Cuddy shows how “power posing” — standing in a posture of confidence, even when we don’t feel confident — can affect testosterone and cortisol levels in the brain and might even have an impact on our chances for success. (Video at <https://bit.ly/1he9hAR>).
- \* If time is short and does not allow to screen the entire 20-minute video, start the video at minute 10:25, explaining to the participants that Amy Cuddy identified the poses that animals and people both take when they are showing power, and then experimented with those poses on college students. She describes her findings.
- If you are not able to screen a video, you can describe power poses with the group.
- Conduct a simple experiment with the group by asking one girl to practice a high-power pose for three minutes and asking another to practice a low power pose for three minutes. Then, have them read their poem/piece once again.
- Ask the speakers to reflect on how they felt after practicing the power pose and how they felt as they were reciting their song or poem.
- Ask the audience to react to the difference between the two girls’ performances.



# CLOSING REFLECTION



**10 minutes**

1. Reflect in the group on how voice and body language can help us mentally and physically prepare to lead, speak, and perform.
2. Invite the participants to share what they learned during the session, what they took away from the session about their own voice and body, and what they found most meaningful to them as leaders.

# EVALUATION



**10 minutes**

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.

**\* SEE APPENDIX H FOR SESSION 4 RESOURCE ON PAGE 133**



# SESSION 5

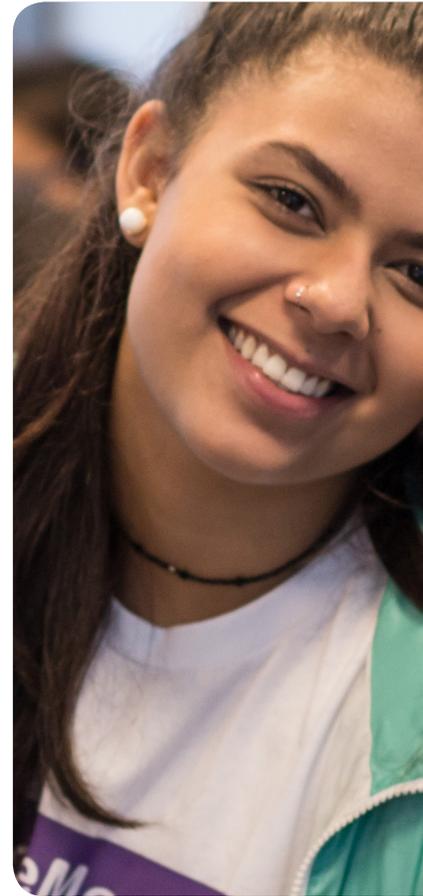
## DECISION-MAKER EDUCATION

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### OBJECTIVES

After this session, participants will be able to:

- \* Define decision-maker education
- \* Identify and practice effective strategies to educate decision-makers
- \* Communicate from both an evidence-based and personal perspective



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back and ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session:

- \* **Strategizing**
- \* **Role playing**
- \* **Decision-maker education**



**120 Minutes**



## MATERIALS

For this session you will need...

- \* 2 facilitators
- \* Flip chart paper
- \* Markers
- \* Two spaces for the group to conduct a role play
- \* OPTIONAL: LCD projector
- \* OPTIONAL: Poder, the LGL film available on YouTube

# ACTIVITY 1: DEFINING DECISION-MAKER EDUCATION AND WHY IT IS IMPORTANT

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**Total Activity Time: 40 minutes**

The purpose of this activity is to show participants that they have already done decision-maker education with people in power in their own lives and to highlight strategies that were effective and ineffective for getting what they wanted. Participants will also watch the film *Poder* to observe successful and unsuccessful negotiation and educational strategies.

## 1. GROUP DISCUSSION (15 minutes)

- \* Ask the whole group of girls to think about their experiences trying to convince their parents to let them have or do something. Have them write down or draw what the situation was and what they had to do to convince their parents to let them do or have what they wanted.
- \* Ask for volunteers to share a little about their situation and what they had to do to persuade their parents. As the girls give examples, write down the strategies they used on chart paper in the front of the room. Make sure to get good details from each person who shares. Ask them to describe:
  - How did they approach their parents? When? Where? In what tone?
  - What materials did they share with them?
  - How long did they spend trying to convince their parents?
  - What was the result? Did they have to negotiate? Did they succeed or fail?
- \* Using the girls' experience as a basis, facilitate a group definition of decision-maker education. Make sure the core of the definition includes that a part of educating decision-makers can be a direct appeal made to policy-makers on a particular issue that is significant within the current political and social context.
- \* Ask the group to name examples of the kinds of decision-makers that they might want to educate in terms of the issues identified in the problem tree exercise. The list could include:
  - Office of the President or Prime Minister
  - Cabinet and ministries
  - Religious leaders
  - Members of the legislature or parliament
  - Leaders of institutions (like companies)
  - United Nations officials
  - Head of School or Head Teacher
  - Local village chief
  - Parents or community elders

## 2. SCREENING AND ANALYSIS OF *PODER* (25 minutes)

- \* Screen “Poder,” the LGL film (16 minutes), which is available on YouTube for free screening at <http://bit.ly/1rfYCTR>
- \* Facilitate a group discussion of the film using the following questions:
  - What were the girls’ strategies to make a change in their community? What were they trying to do? Some strategies might be:
    - Being persistent
    - Using the mayor’s daughter as an example of someone who would benefit
    - Doing a survey (showing the mayor evidence)
    - What decision-maker were they trying to educate? What did they want him to do?
    - What did the girls do when they were discouraged? What would you have done?
    - What was the final strategy that worked with the mayor? Why do you think it worked?
- \* Using the film as an example, highlight that some decision-makers will be on their side, some will be against, and others will be neutral or not want to do anything about the issues the girls present. It’s most important to identify those who are on their side and mobilize them to act! They should also persuade those who are somewhere in the middle.
- \* Using the film, highlight how important it is for the girls to know the decision-maker’s goals. Are they interested in re-election? Public recognition? Are they motivated by a moral or ethical accomplishment? Then, ask the girls to think about how they can frame their goals so that they align with decision-makers’ goals.

## ACTIVITY 2: EDUCATING DECISION-MAKERS: HOW WE DO IT

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**Total Activity Time: 10 minutes**

The purpose of this activity is explain how to run an effective meeting with a decision-maker, including the importance of having strong data and facts to articulate your point.

### 1. OVERVIEW OF EFFECTIVE MEETINGS (10 minutes)

- \* Explain that to educate decision-makers, the girls must provide clear and accurate information. Using the girls’ examples from the previous activity, showcase that they have all already done decision-maker education with people in power in their own lives. The difference is that now they will be doing it with policy-makers and decision-makers outside of their personal lives.

- \* Building trust with policy-makers and forming two-way relationships are the key to successful advocacy: you help me, I help you. They must persuade, mobilize, and strategize with policy-makers, and in-person meetings are an effective way to do that.
- \* Ask the girls to identify what resources they might bring with them to a meeting with a decision-maker. What do they need to educate and persuade the decision-maker? Ideas might be:
  - Data supporting your arguments (for example: the number of girls who are affected and the location of these girls). This information could be gathered in written reports or by going to specific institutions or government officials and requesting the information.
  - Your very own story! When we tell our own experiences and those of our friends and family, we add to the evidence. Our own stories are important ways to inform and educate people on issues that matter to us.
  - The names of other groups that are collaborating with you. These can be other students, teachers, organizations, or other interest groups. You can bring their names on a signed petition, in the form of letters, or even by video messages or social media messages.
- \* Highlight how important it is to have a clear and concise “ask” for the decision-maker. What is it that the girls would like the decision-maker to do as an important first step in addressing their issue? The ask might include:
  - Setting up a follow-up meeting
  - Releasing a public statement about the issue
  - Sharing information about the issue with their colleagues or other decision-makers
  - Convincing one of their colleagues to meet with the group
  - Making a specific proposition or casting a vote on the issue
  - Making a campaign promise or commitment
- \* Explain that at the very end of any meeting, the participant will want to leave behind material for the decision-maker to think about further—this can include reports, letters of support, pictures, stories, etc. They should also leave their contact information via a follow-up email, letter, or business card, so that the decision-maker has it easily available.

# ACTIVITY 3:

## ROLE PLAY: CREATING A STRATEGY

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**Total Activity Time: 45 minutes**

The purpose of this activity is to have participants practice what they have learned in the last two activities. The girls will split into two groups to role play and then they will debrief about what strategies were effective and ineffective.

### 1. ROLE PLAYING (30 minutes)

- \* Give the group three minutes to identify an important issue that impacts their lives. Ideally, this should be one of the issues already identified by the participants in the problem tree in Session 3.
- \* After the group has agreed on an issue to address, divide the girls in two smaller groups.
- \* Separate the groups into two different spaces, so they cannot hear or be distracted from the other group. One facilitator should go with each group.
- \* Divide the smaller group by half once again into two groups.
  - Group one will be the policy-makers (targets) and influential players
  - Group two will be the decision-maker educators
- \* **Group 1:** will play the role of policy-makers (targets) and influential players related to the issue that the group identified. Give this group two minutes to decide which relevant targets and influential people they will each play based on the selected issue. Targets could be government officials, community leaders, traditional authorities, etc. depending on the issue. Influential players could be the first lady, popular news or talk show hosts that shape public opinion, vice ministers, etc. Each person should take on a specific identity using the target or influential player's first and last name and position. The more these characters are based in reality, the better.
- \* Each person must write their target or player's name and title clearly on a regular sheet of paper and tape it to herself so that it is clearly visible to the other group. Based on their identities, the targets or players must formulate responses to the educators and try to foresee the tactics that the girls will use to convince them. They should base these responses in reality and, as much as possible, hold the same opinions as their real-life counterparts.
- \* **Group 2:** will play the role of decision-maker educators. Give this group two minutes to identify for themselves whom they will play. They can take on the role of leaders who would be trying to educate the targeted decision-makers—they can be teachers, parents, community or religious leaders, or they can play themselves. If they decide to play themselves, they should base their tactics and approaches on their own experience as much as possible.
- \* Each group has 10 minutes to prepare the ways they will communicate to either approach or respond in the meeting.

- \* The decision-makers should use what they just learned in the previous activity to help them foresee how they might react to the educators' approaches. For example, they might try to avoid meeting by referring the educators to another target or influential person in the group. The decision-makers must really listen to the information presented by the educators and make decisions based on their role and the information presented.
- \* Though the educator group will not have time to fully prepare materials and statements, they should spend the bulk of their time framing their issue and developing tailored messages for each target in the other group.
- \* Have each group briefly introduce themselves to the others using their role-play identities. Ask that each group pay special attention to whom the other is playing, as this will influence their strategy and responses. There are no scripts, so it is OK to improvise!

## 2. GROUP DISCUSSION (15 minutes)

- \* Reunite all participants to debrief. Facilitate a discussion by asking targeted questions for both educators and targets. Questions can include:
  - \* Educators:
    - How did you decide which strategies you would use?
    - Why did you think those strategies would be the most effective with this group?
    - Thinking back on your role play, was there something you wish you have been able to share with the decision-maker – a story, report, or argument that you wish you had time to make?
  - \* Targets:
    - How did you decide how to react to the educators?
    - How easy was it to put yourself into the shoes of your decision-makers?
    - Did you find yourself believing your targets' opinions at all?
    - Were any of the girls' educator strategies particularly effective?
- \* Ask the whole group the following questions:
  - Did anything surprise you from this exercise?
  - Was there an unexpected argument or opinion that you did not see coming?
  - What did you learn here that might influence the way you meet with decision-makers in the future?
  - Was there any specific strategy that you did not see used that might have worked well in this scenario?

# CLOSING REFLECTION

 10 minutes

1. Ask each girl to use a paper and pen or pencil to answer the following questions for herself—she can either write down the answers or reflect on each question:
  - How did it feel to speak up for something you cared about to someone in a position of power?
  - Have you ever seen yourself as an advocate before? What was that experience like?
  - How ready do you feel to do this in real life?
2. Ask volunteers to share what they wrote or reflected on. Sharing is optional.
3. Remind the group that they will have more opportunities to practice talking to decision-makers in other sessions and that in their action plan, they might have the chance to speak to actual decision-makers about issues important to them.

# EVALUATION

 10 minutes

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.

# SESSION 6

## SELECTING ISSUES AND DECISION-MAKERS

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### OBJECTIVES

After this session, participants will be able to:

- \* Choose an issue to advocate for as a group, based on the problem tree activity
- \* Identify how policy decisions are made for the issue the group selected
- \* Create a visual map of decision-makers
- \* Practice effective strategies to engage specific decision-makers on their issue
- \* Communicate from both an evidence-based and personal perspective



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back and ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



## ACTIVITY GUIDE

In this session:

- \* Identify issues
- \* Identify steps in decision-making
- \* Map decision-makers visually
- \* Strategize
- \* Large group discussion
- \* Mapping exercise
- \* Strategizing

**120 Minutes**



## MATERIALS

For this session you will need...

- \* Problem tree developed by girls in Session 3: The Problem Tree
- \* Flipchart paper
- \* Markers
- \* Notebooks
- \* Pens
- \* Handout: Creating an Advocacy Strategy

# ACTIVITY 1: IDENTIFYING AND SELECTING ISSUES

---

**Total Activity Time: 30 minutes**

The purpose of this activity is for the group to identify the issue they want to advocate for. They will begin to create a strategic plan for how to engage decision-makers.

## 1. RANKING ISSUES AND GROUP SHARING (15 minutes)

- \* Review with the whole group the Problem Tree that they developed in Session 3.
- \* Ask participants to rank the issues that they identified with from most important to least important individually in their notebooks.
- \* When everyone has finished ranking the issues, invite them to share their three most important issues with the group. While each participant shares, write the issues on flip chart paper. If an issue is repeated as being in the top three, place a tally or star next to the repeated issue to keep track of the rankings.

## 2. GROUP DISCUSSION (15 minutes)

- \* Facilitate a discussion to decide together which issue they want to address as a group. The individual rankings clearly identify a key issue for the entire group. It may be, however, that the girls have all ranked differently and then need to discuss the ways that each issue is important to identify the best issue to address at this time.
- \* To help with the process, write down the following questions—one question per flipchart—and facilitate a discussion with the group until all questions are answered fully:
  - What specifically can we do about this issue as a group?
  - What impact are we trying to achieve? What do you hope will be different immediately after you advocate on this issue?
  - Where do you want change to take place (e.g., in a region, a community)?
  - Is this the best time to advocate for this issue? (e.g., consider the person you are addressing, when they could make the change you would like to see, how long it will take to implement the change you want to see).
- \* Identify an issue to focus on by the end of the discussion. Remind the girls that they can always advocate on one issue for now and address a different issue together in the future.

# ACTIVITY 2: UNDERSTANDING THE DECISION-MAKING PROCESS

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**Total Activity Time: 35 minutes**

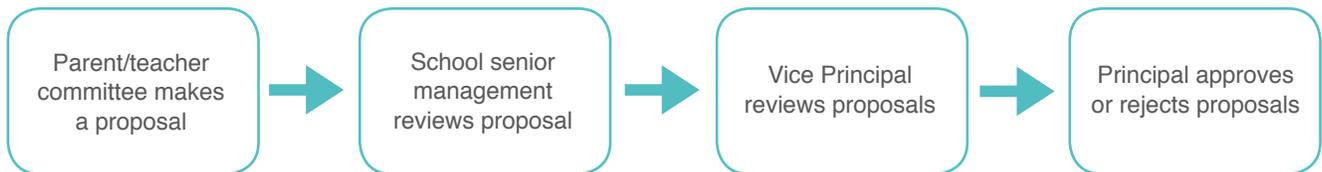
The purpose of this activity is to analyze the decision-making process and create a visual strategic plan for the issue the group has decided to advocate for – they will identify the decision-maker(s) to go after, mapping key groups or individuals to target.

## 1. GROUP DISCUSSION (20 minutes)

- \* Explain that it's important to know which decision-makers can make change on their selected issue, and the steps that those decision-makers will have to take to make that change. Sometimes we may think we know who the correct decision-makers are, but they may not actually be the people with the decision-making power. In order to advocate well, we need to “connect the dots” and understand how the decision we want to see gets made.
- \* Facilitate a discussion to analyze the decision-making process for the chosen issue. Guide the discussion with the questions below and write down answers on flip chart paper. If the group does not know the answers to any questions, help the girls strategize how they can find the answers.
  - What organization, policy-making body, or decision-maker will have the final word on the decision you are trying to influence? The decision-makers may be a group of people (like a committee or board) or just one person (like a religious leader, a director, or a representative).
  - What is the formal decision-making process for the institution or group you are trying to create change through?
  - What are the steps in the formal decision-making process that the group is trying to influence?
  - When will each step take place?
  - Who has power at each stage of the decision-making process?
- \* As needed, help the participants identify who really has the ability to make the final decisions that will bring about the change they would like to make. For example, is it the relevant minister? Or the most senior official in a specific department?

## 2. VISUAL MAPPING (15 minutes)

- \* Now work together to form a diagram or other kind of visual representation of the decision-making process for your issue. An example based on a school district might look like this:
- \* Ask the group to identify what behind-the-scenes actions might happen during the decision-making process. Who influences these decision-makers? Mark these on your diagram in another color.
- \* Write the names of those with power on the diagram at each stage. If you can, use different colors to show what kind of power each person has – formal or hidden. You can also use different colors to show what people have power at the different levels of decision-making; For example, creating the policy verses implementing the policy at the local level.
- \* Identify where in the decision-making process invisible norms and attitudes have the most influence. These might include gender bias, judgment from conservative religious groups, or disapproval by traditional authorities. Show these in a different color if you can.
- \* Ask the girls to think about which stages in the process they can influence as a group. How can they influence at these stages? What relationships can they build to help have a greater influence?
- \* Highlight those stages in the process where the girls can intervene on the diagram.



### FACILITATOR NOTE

If the girls cannot identify specific individuals at the time of this exercise, please plan with them how to get this information before the next meeting. Think with them about who, specifically, they might ask for more information, and complete the diagram at the beginning of the next meeting with that information.



# ACTIVITY 3: CREATING A STRATEGY FOR CHANGE

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**Total Activity Time: 30 minutes**

The purpose of this activity is to create a strategic plan outlining how to target and influence the decision-makers to make change on the chosen issue.

## 1. GROUP DISCUSSION (20 minutes)

- \* Facilitate a discussion to help the group build a strategy for change.
  - What specific changes do you want your decision-maker(s) to make? What will be different after that change?
  - What stage of the decision-making process can we influence first?
  - By when do those changes have to take place? (Name a specific date if possible.)
  - Is there an upcoming opportunity (event, decision, special day, or deadline) that could help bring attention to this issue?
  - Which decision-maker or group of decision-makers do you want to influence first?
  - How do you want to reach out to the decision-maker?
- \* Review the strategies for educating decision-makers around key issues, which include:
  - Meetings: In-person interaction with a small group of girls or key community members in a nearby location (requires planning for transportation)
  - Letters: Handwritten or typed letters from girls and community members
  - Community meetings or town hall meetings: Held in neutral community spaces and inviting all members of the community, including the decision-makers
  - Media forums: Social media, radio, TV
  - Signed petitions: Petitions signed by community members requesting attention to a particular issue
  - Letters of Commitment: Letters that the girls can write and ask the decision-maker to sign in public to commit themselves to change with a specific timeline

- \* Now, consider other important factors by asking the group the following questions:
  - What do the decision-makers care about most?
  - What groups or individuals have influence over the specific decision-maker we are trying to reach? Are there any other people or groups you know of who are advocating for this same issue? How can you work with these other groups so that our work can complement their efforts?
  - Are there any important people you know who can help you in your strategy? These may be people who the decision-maker admires and respects or might be personal friends, family members, and business partners. How can you convince them to join you in your cause?
  - Are there any groups or specific individuals you know who will work against you as you try to address this issue? What can you do to help lessen their negative impact on your work?

## 2. HANDOUT (10 minutes)

- \* Share the handout Creating an Advocacy Strategy with each participant and explain how completing all pieces of the strategy wheel will help them begin to develop an effective advocacy strategy.
- \* Give the girls about eight minutes to complete the workshop individually or in pairs, writing down all the ideas discussed in today's session.
- \* Explain that we will be revisiting and further developing pieces of this strategy in future sessions, so that we can effectively make the change we want to see.

# CLOSING REFLECTION



**10 minutes**

1. After all the problem trees are turned into solution strategies by each of the small groups, invite the large group to brainstorm who they would want to talk to or influence to make these solutions a reality. What's next?
2. Write the ideas on a flip chart and tell the group we will revisit these ideas in a future session. Invite the participants to share what they learned during the session or what they found most meaningful to them as leaders.

# EVALUATION



**10 minutes**

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.



# SESSION 7

## DEVELOPING MESSAGES FOR DECISION-MAKERS

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### OBJECTIVES

After this session, participants will be able to:

- \* Clearly communicate a message to others
- \* Name the Five C's to create effective messages for decision-makers
- \* Develop a strong message for decision-makers



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back and ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session, participants will do...

- \* Telephone game
- \* Group Discussion
- \* Small Group work



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Flipchart paper with The Five C's of Messaging
- \* Markers
- \* At least one printed copy of handout on framing
- \* Handout: Developing Effective Messages for Decision-Makers

# ACTIVITY 1: TELEPHONE GAME

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**Total Activity Time: 10 minutes**

The purpose of this activity is to show participants how messages can easily get lost or become something different if the original message is not clear and concise.

## 1. TELEPHONE GAME (5 minutes)

- \* Position the group in a line or circle with some space between the girls. They should be able to comfortably put their hands on their hips and not touch another girl.
- \* Explain the rules:
  - “I have a message that I will whisper into (name of first person)’s ear. She is going to whisper the statement into (name of second person)’s ear...and so on.” Designate clockwise or counter-clockwise direction.
  - “The trick is that each person can only say the statement once, no repeating! Whatever the listener hears, they must repeat as best they can to the next person.”
  - “The last person will be (name of last person). When the statement comes around to that person, she will say aloud what she heard.”
- \* Confirm that everyone understands the directions to whisper and only say the message one time—no repetitions!
- \* Whisper a message once in the first person’s ear. Once you have said the message, write it down quickly on a piece of paper.
- \* The first person whispers what she heard in the second person’s ear. This goes around the circle until the last person has heard the message.
- \* Have the last person say the message that she heard. Then read the original message.
- \* Compare what the last person heard to the original statement.

## 2. GROUP DISCUSSION (5 minutes)

- \* Facilitate a discussion to highlight key takeaways from the game:
  - How is it possible that (last person) heard “...” when the original message was “...”?
  - What made it possible for the message to become so different?
  - What would have made it possible for us to remember the message better?

# ACTIVITY 2: EFFECTIVE MESSAGING

**Total Activity Time: 50 minutes**

The purpose of this activity is for participants to understand what makes an effective and strong message. They will learn to identify and construct a message following the 5 Cs: clear, connects, compels, concise, and continual.

## 1. GROUP DISCUSSION (25 minutes)

- \* Begin with a discussion on what makes for effective messaging. Questions can include:
  - What is a message? How do we define it?
  - How do we give messages to each other?
  - How do we make sure that our message is understood?
- \* Provide examples of different “messages” to show how they are received and understood.
  - If I ask, “Do you understand?” and you say, “Yes,” does that really help me know if you understood or not? How or why not?
  - If I say, “The meeting is today?” to one person versus another, each one will assume I mean a different meeting. Which meeting am I referring to? We need to be specific!
  - Consider if I said, “If I don’t come in the next 20 minutes, it means I am not coming at all.” What happens to the meaning if the listener only hears the end of the sentence? We need to make sure that the listener hears our entire message.
- \* Ask the group to share how they think this is relevant interacting with decision-makers.



### FACILITATOR NOTE

Explain that when we educate decision-makers, the messages we create about our issues are extremely important. Messaging simply means “telling your story” in the most effective way that clearly communicates your purpose and goals to your specific audience.

## 1. REVIEW THE FIVE C'S (10 minutes)

- \* Begin with a discussion on what makes for effective messaging. Questions can include:
  - What is a message? How do we define it?
  - How do we give messages to each other?
  - How do we make sure that our message is understood?
- \* Provide examples of different “messages” to show how they are received and understood.
  - **Clear** – A good, clear message makes three or four simple, easily understandable points that address the problem, the responsible party or institution, and the solution.
  - **Connects** – A strong message connects not just with your mission or core values, but also with the values of your audience. Make them feel strongly about your message!
  - **Compelling** – A good message makes the audience care about the issue you are talking about. Ask yourself: why should my audience care about this? How can I make them care? How can I make it important to them?
  - **Concise** – A good message is short and sweet. You need to get your point across with direct words that inform the listener about the facts of your issue.
  - **Continual** – A well-developed message finds a way to repeat and remind the listener of what the main message is. Make it easy to remember with a brief, powerful phrase that you and your audience can repeat.
- \* Explain the following scenario to show how to use the Five C's effectively:
  - Imagine: there are many people, young and old, in your community who smoke cigarettes. You want to help educate people about the dangers to stop them from smoking, so you go to each home in your community to deliver your message:
  - “Smoking kills! If you continue to smoke, you will develop medical problems and affect the health of children around you. Remember, smoking kills, so don't do it!”
  - This message is very clear, concise, and continual, but is it compelling and does it connect? This depends on your audience. If you are talking to an audience of older people who have children, this message is very compelling and connects. But what if you are talking to an audience of young people? They may not care about the way it affects their health, because they smoke to be cool. The following message is framed for this audience:
    - “Smoking is NOT cool! It makes your teeth yellow and it makes you smell bad. Remember, smoking is NOT cool!”
    - Now imagine that you are talking to someone who already smokes—how would the messages above make them feel? How would you have to change your message so that they would listen and quit smoking? An example might be:
      - “Smoking is a hard habit to break, but you can do it!”

- \* Reiterate that depending on your audience, you must be ready to package or frame the content of your message in a way that is compelling and connects to your audience.

### 3. REFLECTIONS ON FRAMING STORIES (15 minutes)

- \* Ask the girls to describe what they see in the Handout: on page 127, the framed photograph of the close-up of a girl. Ask participants to tell you a little bit about what they can tell about the girl based on the framed photograph—how old is she? What might she be doing? Possible answers include:
  - She is young
  - She is happy
  - She is proud because she is looking at the camera
  - She looks like she is school-aged—maybe 15 years old?
- \* Now hold up the Handout: Frame #2, the framed photograph of the girl and the baby. Ask the girls again to think about and describe what they see in this photograph of the same girl, but with a different frame around it. Possible answers include:
  - She is a young mother, maybe a sister who must take care of her younger sister
  - She is on her way to the market with her baby
  - She works hard
- \* Ask the girls: How did your impression of the girl and her life change when you saw the photograph of her framed differently? Why did the new frame change your thinking about the girl and her story?
- \* Draw the similarity between the actual photograph and the picture we paint with our words when we tell a story. Our stories also create a frame for our listener. We tell the listener what is important and deserves attention. We define our story and tell the audience what our story means.

**\* SEE APPENDIX H SESSION 7 FOR FIGURES 1 & 2 ON PAGES 135-136**

# ACTIVITY 3: DEVELOPING YOUR ADVOCACY MESSAGE

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**Total Activity Time: 35 minutes**

The purpose of this activity is for participants to put what they learned about how to construct an effective message into action. They will identify the decision-maker(s) they want to target and craft a message directed at them.

## 1. GROUP DISCUSSION (15 minutes)

- \* Explain that we will be developing a targeted message for decision-makers based on their problem tree. That message will include an “ask”, the specific, concise request for their decision-maker on how to take action to bring about change.
- \* Facilitate a large group discussion exploring the issue the girls decided to address. As girls share their ideas, write down the responses on flip chart paper:
  - Who will we target with our message?
  - What request are we making to our decision-maker?
  - What will be the best way to communicate that message?
  - How can we package or frame that message in a way that the decision-maker will care about it? What should we focus on most?
  - Who is the best messenger for our message?

## 2. SMALL GROUP EXERCISE (20 minutes)

- \* Distribute and review the Handout: Developing Messages for Decision-Makers on page 129-130.
- \* Ask the girls to work together in small groups to develop a message to their target decision-maker about their issue, including their “ask”. Depending on the size and ability of the group, the girls can work in pairs, in small groups of three or four, or even all together, with your help in writing down their final responses on flip chart paper.
- \* Give the group 10-15 minutes to complete the handout in their small groups.
- \* Invite a few small groups to share out their message.

# CLOSING REFLECTION



**10 minutes**

In a circle, ask the group to share what they learned during the session and what they found most meaningful to them as leaders. What have they learned about effective, strong messaging? Why is effective messaging so important to our work as advocates? How can we continue improving our messaging on our journey as advocates?

Before the end of this session, ask the girls to bring any pictures or items to share that might help them tell their story better for the next session. These can be printed pictures of themselves and their family or items that are very meaningful to them.

# EVALUATION



**10 minutes**

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.

**\* SEE APPENDIX H FOR SESSION 7 HANDOUTS ON PAGES 137-140**

# SESSION 8

## RAISING YOUR VOICE, TELLING YOUR STORY

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### OBJECTIVES

After this session, participants will be able to:

- \* Develop their own personal story
- \* Develop a written description of who they are and their biggest challenges and accomplishments
- \* Verbally communicate for up to three minutes who they are and their biggest challenges and accomplishments
- \* Strategically link their personal stories to their advocacy issues



## WELCOME & SESSION INTRODUCTION

### 10 Minutes

1. Welcome the group back and ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session:

- \* **Writing exercises**
- \* **Feedback in pairs**
- \* **Elevator pitches**



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Flipchart paper
- \* Markers or pens
- \* Notebooks
- \* Lifeline developed in Session 2
- \* Worksheet: Telling Your Story (or the questions from the worksheet written on flip chart paper)

- \* Optional: Video camera (camera or phone with video capability)

# ACTIVITY 1: DEVELOPING YOUR STORY

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**Total Activity Time: 45 minutes**

The purpose of this activity is for participants to understand how to develop and tell their personal story, both verbally and in written form, and how to refine their story using positive feedback.

## 1. REFLECTIONS (5 minutes)

- \* Explain that in this activity, the group will be developing and refining key messages to share with the decision-makers that they identified so that their voices—girls' voices—are heard loud and clear. Messages are best received in the context of a personal perspective and story, so developing their own story will make them more effective advocates.
- \* Write down the questions below on flip chart paper so that everyone can see them. Ask the girls to look at their lifeline exercise completed in Session 2 and quietly reflect on these questions to themselves as you read the questions. Pause for reflection after each question.
  - Is there a story about your life that you have wanted to tell? What is this story and why is it important to you?
  - What are some of the challenges that you have faced being a girl in your community? What are some of the things you like about being a girl?
  - Tell us about one important event in your life that influenced you to become a leader in your family, school, or community. How did your own experiences influence you to become a girl leader?
- \* Ask everyone to use the responses to those questions to draw a picture of their story. Remind them to think about the problems that were identified in the problem tree session, and how they and other girls they know have been affected by those issues.

## 2. INDIVIDUAL WRITING EXERCISE (20 minutes)

- \* Pass out the handout *Telling Your Story* to all participants and explain that this workshop will help them think through what makes their story special and meaningful.
- \* Ask the girls to take the next 20 minutes to complete the workshop and then write their own story in their notebook. Use the prompts from the worksheet for inspiration to start developing their story.
- \* Optional: If participants are unable to write their story down, use this time to record each girl sharing her 1-2-minute story on video. As each girl is being recorded, the other girls should practice reciting their story with a partner.

### 3. PRACTICING AND FEEDBACK IN PAIRS (20 minutes)

- \* As individual girls complete their stories, pair them together to share their story. They can go off to a corner of the room to read or tell their story out loud to one another. Allow 10 minutes for pairs to exchange stories. If some pairs finish early, switch the individuals in the pairs so that they can practice telling their story to a different girl.
- \* Encourage the girls to listen carefully to their partner as they read or tell their story out loud. Afterwards, they should ask themselves the following questions:
  - Did you learn something important about your partner from her story? What was it?
  - Was any part of the story confusing to you?
  - Was there anything you wanted to know more about? What did you want to know and why?
  - What else could the story have included to make it even more interesting?
- \* Ask the girls to give each other positive feedback (keeping in mind the guidelines to positive feedback from Session 1) to help refine their stories.
- \* Provide everyone with time to change and clarify their stories based on the feedback received from their partners. Ask them to write up a clean copy of the story on a piece of paper and hand it in to you for safekeeping.



#### FACILITATOR NOTE

The most important thing is to make that the girls feel comfortable sharing their stories. Explain that they are free to tell whatever story they want to tell and can talk about any specific part of their life that they want to discuss with other people. Remind the girls that they must tell their own stories and your role is to help them tell it in the way that most empowers them.

# ACTIVITY 2: CONNECTING STORIES TO ADVOCACY

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**Total Activity Time: 50 minutes**

The purpose of this activity is to have participants hone their personal stories and understand why stories are an effective advocacy tool to use when influencing their decision-makers, through the concept of an elevator pitch.

## 1. OVERVIEW OF AN ELEVATOR PITCH (5 minutes)

- \* Explain that sometimes we need to communicate our story and our advocacy message very quickly – under three minutes, and sometimes in as little as 30 seconds! A concept to explain that is called an elevator pitch, or what you would want to communicate with someone to inspire them to act in the time it takes to ride up an elevator together.
- \* Share tips for crafting a good elevator pitch with the group:
  - **Lead with a hook** – Inspire with your personal story! You can also back your story up with powerful statistics, especially statistics that speak to the issue in your country or local community.
  - **Keep it relevant** – Tie your story and issue into any relevant current events. Did something recently happen in your community? Is it connected to any current policy debates?
  - **Be specific** – Identify both your issue and your solution. You can explain that we'll discuss and practice clear and effective messages in the next session.
  - **Make it urgent** – Why is it important to act now? What happens if we don't act now?
  - **Remember your 5 C's** – Your message should be clear, concise, continual, compelling, and connect with your audience.

## 2. PRACTICING IN PAIRS (25 minutes)

- \* Pair the girls in two and explain that we are going to practice the concept of an elevator pitch using a silly prompt: What should the national fruit be?
- \* Explain that the girls should first take a few minutes to write notes of how they would make their pitch for a national fruit in 60 seconds or less to their policy-maker, leading with their own personal story as a hook.
- \* Encourage them to think through how their own personal story connects with their advocacy ask.
- \* Then ask the girls to practice with each other, taking turns making their pitch as if they were in an elevator with a decision-maker.
- \* Encourage the girls to give each other positive feedback after they each have both made their pitch. Did the story create a hook? Was there a strong ask and sense of urgency? After receiving the positive feedback, each girl can refine her approach and make her pitch again.
- \* With about five minutes left, ask for a few volunteers to make their pitch to the entire group.

## 3. WRITING EXERCISE (20 minutes)

- \* Explain that now it's time to go back to the advocacy message for the issue you've identified as a group and find compelling ways to connect your personal stories to that message, to help inspire the change we want to see.
- \* Let the girls know that one way to hone their story and connect it to their advocacy efforts is by focusing on a particular aspect of their lives, which they might be able to represent through a photo or object.
- \* Ask the girls to review their stories and reflect on their experiences. Read the following questions, pausing in between to give them time for reflection:
  - How does the issue we've chosen relate to your life and personal experience?
  - Are any of the events in your lifeline closely related to our advocacy message?
  - What part of your life are you most proud of and want to share?
- \* Give the girls about ten minutes to write down how their story connects to the issue chosen by the group. Optional: If participants are unable to write their thoughts on paper, they can share with each other in pairs. Encourage them to keep in mind the tips for making a good elevator pitch as they write their reflections.
- \* Ask for a few volunteers to share how they've connected their story with their advocacy issue and message. Encourage them to stand in front of the group to share.

# CLOSING REFLECTION



**10 minutes**

In a circle, ask the participants to share what they learned during the session. What did they find most meaningful to them as leaders with a powerful story to tell? How did it feel to write down their stories? If it was difficult, what made it difficult? If it was easy, what made it easy?

Close the session by asking participants to commit to themselves how they will continue telling their own story.

# EVALUATION



**10 minutes**

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.



# SESSION 9

## PLANNING, MEETINGS AND PRACTICE

---

### OBJECTIVES

After this session, participants will be able to:

- \* Identify specific roles in the advocacy planning process
- \* Communicate their advocacy message effectively
- \* Confirm meetings with relevant decision-makers
- \* Plan and strategize activities to educate decision-makers



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back and ask them to think back on the previous week. What did they do? Review last week's activities with them. Ask the group what they most remember about the previous meeting—why did they remember doing it?
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



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## ACTIVITY GUIDE

In this session:

- \* Activity planning
- \* Role playing
- \* Feedback exercises
- \* Energy ball toss



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Handout: Tips for Meetings with Decision-Makers
- \* Handout: Activity Planner
- \* Flipchart paper with potential activities written on it
- \* Phone camera or regular camera
- \* Phone (for confirming calls)
- \* Computer with internet connection (for sending invitation emails)

# ACTIVITY 1: IDENTIFYING AND PLANNING ADVOCACY ACTIVITIES

---

**Total Activity Time: 50 minutes**

The purpose of this activity is for the group to identify which activities they would like to plan that would be effective in targeting the decision-makers they have identified, in order to produce change.

## 1. GROUP DISCUSSION (20 minutes)

- \* Facilitate a brainstorm by asking: What are some of the activities we have identified that could bring attention to our issue? Some of the activities could include:
  - Community or town hall meetings
  - Individual meetings with decision-makers
  - Interventions or statements at planned meetings (school board or city council meetings)
  - Activities to mobilize support (flyers or announcements)
  - Interviews with media (radio, newspaper)
  - Blog posts
  
- \* Explain that the group will now work together to identify which activities they would like to plan to effectively target their decision-makers and produce change. Help them prioritize the activities with questions like:
  - What would bring the most attention to our issue?
  - How could we get the attention of the key decision-makers who have the power to make the changes that we want to see?
  - What kinds of activities might convince the decision-makers to make the changes we want to see?
  - What should we try first? And then next?

## FACILITATOR NOTE



You can suggest that the group think of several activities that are interrelated so that they can all work together and accomplish different parts of the same goal. For example, one activity might be informing other girls about the issue by making posters and murals to gain support. A second activity might be a petition gathering signatures from girls and adults who are in favor of making the change. Another activity might be a private meeting with the main decision-maker to share the petition and some of the posters. A final activity might be a community meeting where girls share their messages and the decision-maker is invited to speak and sign a letter of commitment to make change.

## 2. ACTIVITY PLANNING WORKSHEET (20 minutes)

- \* Tell the group that it's now time to create an action plan. Share the handout Activity Planning and review the different parts of the worksheet.
- \* Help the group complete the worksheet together and identify roles so that all of the girls participate in some way. As they complete each section, help them consider all the resources they will need (e.g., funds, materials, people) and how much time they need to make their activities a reality.
- \* Encourage them to work together on the activities. For example, if only a few of the girls are meeting with decision-makers or making presentations, facilitate a space for them to practice and receive feedback from the girls who are not presenting.
- \* Encourage the girls to build support for their advocacy activities with other allies outside of their group who could help support their cause. Who can they reach out to for support? Ideas could include other girls outside the group and other organizations (schools, groups, etc.).
- \* Ask how they could reach out and build good relationships with allies. Some ideas include:
  - Share information (video, messages, law, or policy) with organizations or groups of people who you think will support the girls.
  - Invite allies to an event sponsored by the girls: (a rally, speaking event, etc.).
  - Offer allies the opportunity to place their logo on any materials developed for the group's activities.
  - Offer allies a space to disseminate information or have a table to share their own materials at a group activity or event.
  - Ask for time to make announcements at activities or meetings held by allies (for example at a community town hall meeting, church services, during school assemblies).

### 3. SCHEDULE YOUR MEETING (10 minutes)

- \* If they are planning in-person meetings, discuss with them the steps that they should take to reach out to decision-makers appropriately and how to secure a meeting.
- \* If possible, ask the girls to complete these steps during the session:
  - Call the office of the decision-maker at least 2-3 weeks before you would like to meet with them.
  - Ask to speak with the scheduler. Introduce yourself and mention the name of the school that you attend or the city where you live.
  - Tell the scheduler which issue or policy you would like to discuss with your decision-maker and request a meeting (usually 15-30 minutes). Be sure to mention how many people will be at the meeting.
  - If you cannot meet directly with the specific decision-maker, ask if you can schedule an appointment with another person who can meet with you.
  - Ask for a mailing address or email address where you can send a follow-up letter or email confirming your appointment. Your follow-up letter should contain your Club's name, address, and a phone number where they can leave a message for you.
- \* Review the handout on Tips for Meetings with Decision-makers.

## ACTIVITY 2: REHEARSING AND CONFIRMING

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### Total Activity Time: 35 minutes

The purpose of this activity is for participants to practice their speeches, stories, or presentations for their advocacy activity in front of their peers so they become comfortable and are better able to articulate their points when talking to their decision-makers.

### 1. ROLE PLAYING (25 minutes)

- \* Explain that the more comfortable the girls are with their message, the more clearly they can deliver that message to their targeted decision-makers.
- \* Facilitate role playing of a decision-maker meeting so that the girls can practice their speeches, stories, or presentations. Different girls can take on the role of the decision-makers.
- \* Encourage the girls playing the decision-makers to ask difficult questions and take their roles seriously. The more comfortable the girls can feel with their materials (speeches, presentations, charts, information, etc.), the more confident and empowered they will feel.
- \* Model and encourage positive feedback through the role play with the aim of improving messages and stories. Remind the group that good feedback is specific and names things that can be changed to improve, and it always first highlights a positive aspect for the receiver.

- \* Ask for an example of positive feedback or share your own: “I really liked the way you started your speech because your personal story really captured my attention. For me, it would be even better if next time you can take your time speaking and not rush through the end of the speech.”

## 2. CONFIRMING THE MEETING (10 minutes)

- \* Conclude this activity by helping the girls identify how they can confirm their meeting with their decision-maker (once scheduled). Explain that options for confirming the meeting include:
  - Calling the appropriate person (e.g., scheduler) to confirm the meeting date, time, and location, as well as how many girls will be attending the meeting.
  - Sending an email or letter confirming the meeting date, time, and location. You can also highlight the issue you’d like to discuss and confirm the number of girls who will be attending the meeting.
- \* Ask the girls to identify who will be in charge of confirming the meeting and when they will reach out to confirm the appointment.

# ACTIVITY 3: ENERGY BALL TOSS

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**Total Activity Time: 10 minutes**

The purpose of this activity is to show participants how other people’s energy affects them and how they, too, affect other people’s energy.

## 1. GAME AND DISCUSSION (10 minutes)

- \* Ask girls to stand in a circle. Form an invisible ball of energy in your hands (as if you were forming a ball of dough). The ball can change shape as you form it—it can be tiny or grow into a big heavy ball.
- \* Explain that you are going to throw the ball to a girl and that you are going to make a sound as you throw the ball. Explain that whoever catches the ball must repeat the sound you made when you threw it and then that girl can change the ball (making it larger or smaller, heavier or lighter) and throw it to another girl, making a new sound when she throws it.
- \* The energy ball can be thrown around from one girl to the next with each girl changing the ball and the sound before tossing it to another girl.
- \* Once everyone has gotten a chance to play, ask the girls how they felt doing this activity. What does this activity have to do with working together?
- \* Close by reminding the girls that as they work together, they share their energy with each other and also with girls and people outside of the group.

## CLOSING REFLECTION



10 minutes

In a circle, ask the participants to share what they learned during the session, or found most meaningful to them as leaders.

## EVALUATION



10 minutes

Ask for the girls' feedback using one of the four methods shared in the Session Evaluation section at the beginning of this curriculum. **See Session Evaluation sheet found in Appendix A on page 102-103.** Use the information and feedback collected to adjust the sessions and your facilitation style as needed. You do not need to share these evaluations with anyone—they are for your benefit as a facilitator to learn about what went well and how to change the session to make it better for next time.

**\* SEE APPENDIX H FOR SESSION 9 HANDOUT ON PAGES 142-144 AND FOR SESSION 9 WORKSHEET ON PAGES 145-146**



# SESSION 10

## DEBRIEFING YOUR ADVOCACY ACTIVITY

### OBJECTIVES

After this session, participants will be able to:

- \* Analyze different components of their advocacy activities with decision-makers
- \* Strategize on how to change and improve activities with decision-makers in the future
- \* Identify future decision-makers to target
- \* Strategize how to share their messages with other girls



## WELCOME & SESSION INTRODUCTION

### 5 Minutes

1. Welcome the group back and congratulate them on completing their advocacy activities! Take time to celebrate for a moment—clapping, high-fiving, and acknowledging the group's hard work.
2. Explain what the topic and objectives are for this week's session. Ask the group if they have any questions or comments.



---

## ACTIVITY GUIDE

In this session:

- \* **Debriefing**
- \* **Group discussion**
- \* **Kind words exercise**



**120 Minutes**



## MATERIALS

For this session you will need...

- \* Phone camera or regular camera
- \* Markers
- \* Flip chart paper
- \* Blank pieces of paper (1 piece per girl)
- \* Pens or markers (1 per girl)
- \* Handout: Post-Assessment

# ACTIVITY 1: DEBRIEFING ADVOCACY ACTIVITIES

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**Total Activity Time: 40 minutes**

The purpose of this activity is to debrief with participants about how their advocacy activity went. They will discuss what went well and what could have gone better, to help inform their future advocacy activities.

## 1. RECALLING OUR ACTIVITIES (15 minutes)

- \* Ask the girls to recall the group's advocacy activities:
  - What advocacy activities did the group do together?
  - What were the roles that each of the girls had in each of the advocacy activities?
  - Who did the advocacy activities target and why?
  - What were the goals of the advocacy activities? What did the group want to accomplish by doing these specific activities?
  - Who were the key supporters and allies?

## 2. DEBRIEFING (25 minutes)

- \* Remind the group of the rules of Positive Feedback that they have been practicing throughout their time together. Stress how important it is to follow these guidelines as we make suggestions on what they can improve.
- \* Facilitate a discussion about the advocacy activities by asking:
  - How did you feel immediately after the advocacy activity?
  - Why did you feel that way?
  - What was the best thing about the advocacy activities for you? What was your favorite part?
  - What were some challenges that we encountered? What made it difficult?
  - What do you think we could do better next time? How can we improve our planning? How could we improve the logistics of our activities (travel, making appointments, follow up, etc.)?
  - How could our messaging be even stronger?
  - Who could we get to support us next time?
- \* As the girls share, write down their positive comments on one page and the things they would like to improve on another page of flip chart paper.

# ACTIVITY 2: WHAT'S NEXT?

---

**Total Activity Time: 40 minutes**

The purpose of this activity is to continue the group's advocacy momentum by talking about other activities they can do in the near future to continue advocating for their issue.

## 1. GROUP DISCUSSION (30 minutes)

- \* Facilitate a discussion to capture ideas of different activities the group can do together in the future. Some questions to ask are:
  - What are key follow-up activities we need to do to make sure our message inspires and reminds the decision-makers to take action?
  - Are there any activities that we'd have liked to do together, but didn't get a chance to plan?
  - What other things could we do together to bring more attention and support to our issue?
  - What are some related issues that we might work together on in the future?
- \* As the girls share their ideas, write them down on a piece of flip chart paper. Then take a moment to read back the list of ideas and highlight any similarities between the ideas.

## 2. SHARE ADDITIONAL IDEAS (5 minutes)

- \* Offer the group some additional activity ideas that were not yet mentioned that they could do with this group as well as with their school or community. Ideas include:
  - Video exchanges with other Girl Up members from around the world
  - Address an issue at their school (e.g., dirty bathrooms, bullying) using the Problem Tree and other tools learned in this curriculum
  - Every girl can write letters or send messages to their community leaders to continue to advocate for important issues
  - Invite girl or women leaders (e.g., community leaders, local business owners) from the community to speak to the group or school
  - Host a poster or mural-making contest at a school or community space with positive messages about girls. The best looking and most inspirational poster wins! After the contest, the girls can put the posters up around their school or community.
  - Connect with local government officials and arrange visits to local offices of interest
  - Organize a talent show for girls in your school, and each class can organize a dance, song, or skit about girl-related issues to perform for the school or community
  - Mentorship: Each of you can pair up with a younger girl whom you can mentor and teach important lessons learned during these workshops

- Start a monthly community forum where you can talk to members of your community about issues that affect girls like you

### 3. WRAP UP (5 minutes)

- \* Highlight to the girls that they can do any of these activities that they see as important to their lives. They can tie activities to important holidays and celebrations, like the International Day of the Girl on October 11.
- \* If any of the activities mentioned holds a special interest for the girls, allow them time to talk about what that event might look like and when they might start planning it. Allow time for girls to commit to the next action they will take to raise their voice.
- \* Thank them for all their hard work and support of each other throughout this learning process.
- \* Remind them that their journey in advocacy does not end here—it is only the beginning!
- \* If you have a camera, take a group picture of all of the girls together. Take some serious shots, some silly ones—be creative! If you can, share the pictures with the group via email or text

## POST-ASSESSMENT

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15 minutes

1. Remind the group of the Pre-Assessment that they took at the beginning. Explain that they will now take the assessment once again, to see how much they have learned through these sessions.
2. Distribute the Post-Assessment and pens or pencils. Give them 10 minutes to complete the post-assessment. Collect all completed surveys when the participants are done.

# CLOSING ACTIVITY: KIND WORDS

---



20 minutes

The purpose of this activity is to debrief with participants about how their advocacy activity went. They will discuss what went well and what could have gone better, to help inform their future advocacy activities.

- \* Ask the girls to form a circle, seated either in chairs or on the floor. Ask each girl to take a blank sheet of paper and write their name clearly in large letters in the middle of the sheet. Tell girls that the goal of the exercise is to help them know the positive qualities the rest of the group sees in them.
- \* Explain that they will all have one minute to write positive qualities, skills, and strengths on each participant's sheet. The more detailed they are, the more meaningful the comments. Remind them they must not write negative comments about anyone and they must write something on everyone's sheet of paper.
- \* Tell girls to pass the sheet of paper to the person sitting at their left. Give each person one minute per sheet. The girls should pass the sheets with names to one another until they have written on everyone's sheet of paper.
- \* At the end of the activity, invite the girls to look over their individual sheets.
- \* Ask the them the following questions:
  - How do you feel reading what your fellow club members have written?
  - What have you learned here during these past weeks?

**“ I RAISE UP MY VOICE – NOT SO I CAN SHOUT BUT SO THAT THOSE WITHOUT A VOICE CAN BE HEARD... WE CANNOT SUCCEED WHEN HALF OF US ARE HELD BACK. ”**

**– Malala Yousafzai**

Girl Leader and Nobel Peace Prize Recipient

# APPENDIX

# APPENDIX A

## SESSION EVALUATION

WEEK: \_\_\_\_\_

DATE: \_\_\_\_\_

AGE: \_\_\_\_\_

1. Mark the phrase that you most agree with:

\_\_\_ **All** of the topics covered were very useful to me as a girl leader

\_\_\_ **Some** of the topics covered were very useful to me as a girl leader

\_\_\_ The topics covered were **not** very useful to me as a girl leader

Explain your answer a bit more here: How were the topics useful or not to you?

2. What were the most useful knowledge and skills that you gained from participating in this session?

3. What were the least useful knowledge and skills that were included in this session? Why?

4. What could we improve next time?

5. This session improved my ability to educate decision-makers and advocate for girls' rights: Yes  No

Please add any other comment you would like to make about the session facilitation:

## EVALUATION

Girl Up and Rise Up strive to understand the impact this curriculum is making to amplify girls' voices, training and inspiring girl leaders to make change. Facilitators should ask all participants to complete the enclosed assessments during the first and last sessions of the curriculum.

These assessments are not tests, but a way to help us measure what participants learned through this curriculum. We need to know what knowledge girl participants had at the beginning and compare it to what knowledge they have gained at the end of the 10 sessions. This information can help measure the impact of the program and improve our resources in the future.

The pre-assessment is given only once at the very beginning of the first week's session only. The post- assessment is given only once at the very end of the final week's session. There are two different ways to give the pre- and post- assessments, depending on the materials you have available.

- You can make individual copies of the assessment for each participant and have them take 10 minutes to complete the assessment.
- You can read the questions out loud and each girl can answer the questions on a note card. If you use this method, you will need to compile their answers before sending to Girl Up.
- You can facilitate it as a focus group by reading the questions out loud and writing down their individual responses on chart paper to be transcribed at a later date. In this case, each girl would have a chance to respond to each question.

**Girl Up Clubs:** Please share these assessments with Girl Up by combining the data and sending it either by email to [community@GirlUp.org](mailto:community@GirlUp.org) or by mailing them to 1750 Pennsylvania Ave NW, Suite 300, Washington DC 20006, USA. Check out the Appendix of this curriculum for a quick way to compile your assessment results. Girl Up will award your club bonus points in the Girl Up Community and send you a package of Girl Up goodies as a thank you!

# APPENDIX B

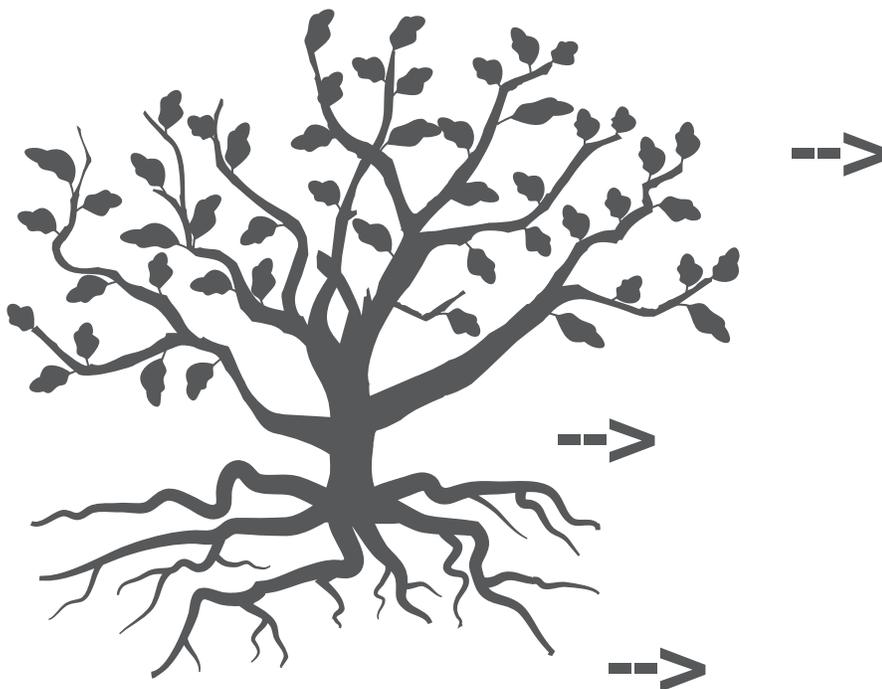
## PRE-ASSESSMENT

NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

Please mark with an X the box next to the choice that best answers the question, or fill in the blank.

1. A Problem Tree helps us think about the causes and effects of societal problems. Where would you locate the words problem, consequences, and causes on this Problem Tree? Write them next to the arrows below.



2. Which of these would you bring to a meeting with a decision-maker (i.e. religious leader, community leader, mayor, principal)? (You can choose more than one)

- Information supporting your argument
- Your story
- Name of supporters
- All of the above

3. Which of these describes an effective message for decision-makers?

- Clear and simple
- Complicated and long
- Uses lots of big words
- Difficult and short

4. List three different things that you can do to change your voice when you are making a presentation:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. List three different things you should think about when setting a goal for yourself:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. Please tell us briefly what you expect from this Girl Up Club:

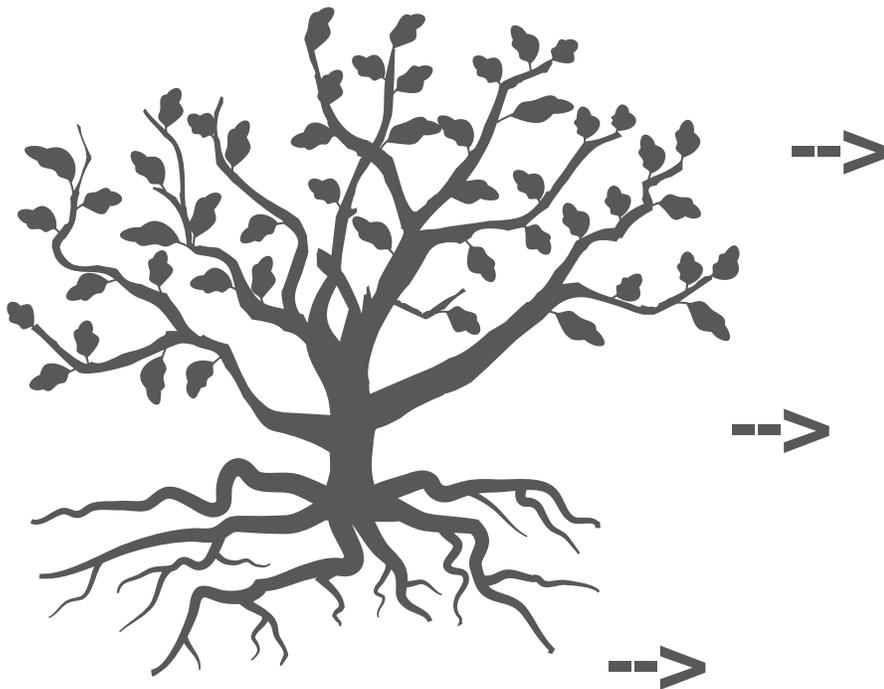
# POST-ASSESSMENT

NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

Please mark with an X the box next to the choice that best answers the question, or fill in the blank.

1. A Problem Tree helps us think about the causes and effects of societal problems. Where would you locate the words problem, consequences, and causes on this Problem Tree? Write them next to the arrows below.



2. Which of these would you bring to a meeting with a decision-maker (i.e. religious leader, community leader, mayor, principal)? (You can choose more than one)

- Information supporting your argument
- Your story
- Name of supporters
- All of the above

3. Which of these describes an effective message for decision-makers?

- Clear and simple
- Complicated and long
- Uses lots of big words
- Difficult and short

4. List three different things that you can do to change your voice when you are making a presentation:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. List three different things you should think about when setting a goal for yourself:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. Please tell us briefly what you expect from this Girl Up Club:

# APPENDIX C

## PRE AND POST-ASSESSMENT COMPILED RESULTS

You can compile your pre-assessment and post-assessment results on this sheet for evaluation purposes. Girl Up Clubs should share this information with Girl Up by scanning it and emailing it to [Community@GirlUp.org](mailto:Community@GirlUp.org) or by mailing it to 1750 Pennsylvania Ave NW, Suite 300, Washington DC 20006.

NAME OF GIRL UP CLUB: \_\_\_\_\_

NAME OF GIRL UP CLUB ADVISOR: \_\_\_\_\_

LOCATION OF GIRL UP CLUB: \_\_\_\_\_

# OF PARTICIPANTS WHO COMPLETED PRE: \_\_\_\_\_

# OF PARTICIPANTS WHO COMPLETED POST: \_\_\_\_\_

1. A Problem Tree helps us think about the causes and effects of societal problems. Where would you locate the words problem, consequences and causes on this Problem Tree? Write them next to the arrows below.



### CONSEQUENCES

# Correct Pre:  
# Correct Post:

### PROBLEM

# Correct Pre:  
# Correct Post:

### CAUSES

# Correct Pre:  
# Correct Post:

2. Which of these would you bring to a meeting with a decision-maker?  
(You can choose more than one)  
All of the above # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  
3. Which of these describes an effective message for decision-makers?  
Clear and simple # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  
4. List three different things that you can do to change your voice when you are making a presentation:  
Volume: \_\_\_\_\_ # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  - Tone: # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  - Speed/Tempo of Speech: # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  - Emphasis on words/phrases:  
# correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  - Pauses/moments of silence: # correct Pre: \_\_\_\_\_  
# correct Post: \_\_\_\_\_
  
5. List three different things you should think about when setting a goal for yourself:  
Envision the goal clearly: # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  - Base it on our own personal experience and lives:  
# correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  - Be strategic: # correct Pre:\_\_\_\_\_ # correct Post:\_\_\_\_\_
  
6. Now that you have completed the 10-week curriculum, please tell us briefly what you expect from this Girl Up Club moving forward:

# APPENDIX D

## GIRL UP KICK OFF REPORT

Congratulations on starting your Girl Up Club or continuing your Club for a brand-new school year! At Girl Up, we would love to support you this year and need a few details from you on your Club. Please meet with your Club leaders and complete the kick-off report below. When you finish, please share your thoughts with us at Girl Up by emailing a picture or scan of the completed report to [clubs@girlup.org](mailto:clubs@girlup.org).

**SCHOOL YEAR:** \_\_\_\_\_

**NAME OF GIRL UP CLUB:** \_\_\_\_\_

**YOUR NAME:** \_\_\_\_\_

**GOAL #1 FOR YOUR CLUB THIS YEAR:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**GOAL #2 FOR YOUR CLUB THIS YEAR:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**GOAL #3 FOR YOUR CLUB THIS YEAR:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**HOW MANY CURRENT ACTIVE MEMBERS DOES YOUR CLUB HAVE NOW?**

**HOW MANY OF THOSE CURRENT ACTIVE MEMBERS ARE RETURNING MEMBERS? (FOR RETURNING CLUBS ONLY):**

\_\_\_\_\_

**CLUB PRESIDENT:** \_\_\_\_\_

**PRESIDENT'S EMAIL:** \_\_\_\_\_

**ADULT ADVISOR:** \_\_\_\_\_

**ADULT ADVISOR EMAIL:** \_\_\_\_\_

**VICE PRESIDENT OR CO-PRESIDENT:** \_\_\_\_\_

**TREASURER:** \_\_\_\_\_

**SECRETARY:** \_\_\_\_\_

**PUBLIC RELATIONS (PR) OFFICER:** \_\_\_\_\_

**OTHER:** \_\_\_\_\_

# APPENDIX E

## GIRL UP PROGRESS REPORT

Congratulations on finishing your school term! Please meet with your Club leaders and reflect on the experiences you had this term as you complete the report below. When you finish, please share your thoughts with us at Girl Up by emailing a picture or scan of the completed report to [clubs@girlup.org](mailto:clubs@girlup.org).

**SCHOOL TERM:** \_\_\_\_\_

**NAME OF GIRL UP CLUB:** \_\_\_\_\_

**YOUR NAME:** \_\_\_\_\_

**HOW MANY NEW MEMBERS JOINED YOUR CLUB THIS YEAR? (For new clubs that started this term, this will be the same number as your total number of members):** \_\_\_\_\_

**HOW MANY TOTAL MEMBERS WERE IN YOUR CLUB THIS SEMESTER?**

**# OF ACTIVITIES COMPLETED THIS TERM:** \_\_\_\_\_

**AMOUNT OF MONEY FUNDRAISED THIS TERM (put N/A if you did not fundraise):** \_\_\_\_\_

**WHAT FEATURED CHALLENGES DID YOU PARTICIPATE IN THIS SEMESTER:**

\_\_\_\_\_

**DID YOUR CLUB MEET ITS GOALS? (Y/N/ALMOST)**

\_\_\_\_\_

**Please Explain:**

**ADDITIONAL COMMENTS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**ADULT ADVISOR EMAIL:** \_\_\_\_\_

**WHO WILL BE YOUR CLUB PRESIDENT NEXT TERM? (Include both Name and Email)** \_\_\_\_\_

**DO YOU HAVE ANY ADDITIONAL COMMENTS, QUESTIONS, CONCERNS YOU WANT TO SHARE WITH GIRL UP? TELL US HERE:**

# APPENDIX F

## THE GIRLAFESTO

I AM A GIRL. BRIGHT,  
ABLE, OUTSPOKEN, SOFT-  
SPOKEN, SERIOUS, SPIRITED,  
ADVENTUROUS, CURIOUS, AND  
STRONG. I AM ME. I FOLLOW.  
I LEAD. I LEARN. I TEACH. I  
CHANGE MY CLOTHES, MY HAIR,  
MY MUSIC, AND MY MIND. I HAVE  
A VOICE THAT SPEAKS, IDEAS  
TO STAND ON, AND A WORLD  
TO STEP UP TO. I MATTER.



**AND SO DOES SHE. SHE MAY  
LOOK DIFFERENT AND TALK  
DIFFERENT, BUT SHE IS LIKE ME.  
SHE IS A GIRL. AND TOGETHER,  
WE WILL RISE UP. BECAUSE  
WHILE WE ARE STRONG,  
TOGETHER WE ARE STRONGER.  
AND TOGETHER, OUR VOICES  
WILL CHANGE OUR WORLD.  
YOU SEE A GIRL. WE SEE THE  
FUTURE.**

# APPENDIX G

## CHILD PROTECTION POLICY

Girl Up and Rise Up are committed to the safety, security and well-being of all participants. We strive to promote and protect the rights of girls in all activities, especially all young people below the international age of majority (18 years). The following is a summary of Rise Up’s full Child Protection Policy.

### APPROPRIATE BEHAVIOR

#### When working with girls, ADULTS MUST ALWAYS:

- \* Act in the best interests of the girls involved in any activity.
- \* Avoid inappropriate physical contact with a girl. If a girl is hurt or distressed, the adult must do their best to comfort or reassure her without excessive touching. Understanding local norms around physical contact between children and adults and ensuring that all physical contact is appropriate and initiated by the girl is key. Adults must make sure that, if any form of manual or physical support is required, it is provided openly and appropriately.
- \* Behave in an appropriate and professional manner; ensure that language is moderated in the presence of girls and refrain from adult jokes or comments that may cause discomfort or offense.
- \* Plan activities in advance to ensure they take into account the age range and ability of all participants. Facilitators should take into account the age, gender, nature of the activity, physical demands, and any special needs of the individuals when planning activities for the group.
- \* Be familiar with the procedures for reporting concerns or incidents at your organization and partner organizations, and make sure you know how to contact the Designated Person (person responsible for reporting of acts that may violate this policy).
- \* Immediately report any concerns relating to the welfare of a girl in your care to the local Designated Person. Adults should do this whether the concerns are based on allegations from the girl or their own suspicions.

- \* Maintain confidentiality when possible and appropriate, unless the girl discloses information that indicates past, present, or future harm to self or others, as well as any past, present, or future abuse of the girl.
- \* Give enthusiastic and constructive feedback rather than negative criticism.
- \* Treat all young people equally and with dignity and respect their human rights.
- \* Involve parents/guardians wherever legally-mandated and in the best interest of the girl(s).
- \* Ensure that a written record is kept of all incidents involving girls that raise potential red flags about their safety and/or well-being, along with details of the subsequent action taken/treatment given.

## **INAPPROPRIATE BEHAVIOR**

### **When working with girls, ADULTS MUST NEVER:**

- \* Hit or otherwise physically assault or abuse them.
- \* Develop physical or sexual relationships with them.
- \* Develop relationships with them that could in any way be deemed exploitative or abusive.
- \* Use language, make suggestions, or offer advice that is inappropriate, offensive, sexually-provocative, or abusive.
- \* Condone, or participate in, behavior towards a girl that is illegal, unsafe, or abusive.
- \* Act in ways intended to shame, humiliate, belittle, degrade girls, otherwise perpetrate any form of emotional abuse, discrimination, differential treatment, or favoring of particular girls to the exclusion of others.

- \* Be alone in a room with a girl under the age of 18. If such a situation becomes necessary, the door must be left ajar and another adult must be notified of the situation.
- \* Use the full name of a girl in any kind of media posts, including newspaper articles, social media, radio or TV interviews. If a full name is required, then omit the girls' city of residence and their age. In general, avoid sharing any kind of personal information with media that could make girls a target.
- \* Invite a girl with whom they are working to stay overnight and unsupervised at their home, or visit a girl's home without another adult present.
- \* Visit a girl in her home if there is not a parent or guardian present.
- \* Transport girls without another adult in the vehicle.
- \* Use any computer or other electronic device to view, download, distribute, or create indecent or inappropriate images of girls. (In many countries it is a criminal offence to do so.)
- \* Engage in rough, physical, or sexually provocative games with, or in front of, girls.
- \* Allow girls to use inappropriate language or to engage in inappropriate touching of adults or other girls.
- \* Administer medication, unless specifically trained and in a situation where the medication is necessary to ensure the safety and well-being of the girl.
- \* Take chances when common sense, policy, or practice suggest a more prudent approach.
- \* Allow allegations made by a girl or concerns about their welfare to go unrecorded or not acted upon.

# APPENDIX H

## SESSION HANDOUTS

# GIRLS' VOICES CURRICULUM

## SESSION 1 HANDOUT: POSITIVE FEEDBACK

### ***WHAT IS POSITIVE FEEDBACK?***

**It begins with what the person did well.** We all need to be recognized and rewarded for what we do well! When giving feedback, start by giving positive feedback and encouragement on what the person did well.

**It only describes what we saw and doesn't assume we know why it was done in a certain way.** As observers, we cannot know what another person's reasons are for doing or saying anything—we can know only what we see or hear. By describing your observation and your reaction, you leave the person free to use your feedback and you reduce the likelihood of defensiveness on their part.

**It is specific rather than general.** Feedback is most helpful when it provides specific examples of behaviors that the person might change, rather than general comments that reflect inadequate or poor performance.

**It is directed toward behavior that can be changed.** Feedback only increases people's frustration when it focuses on something they cannot change (for example, a stutter).

**It is well-timed.** In general, feedback is most useful if given as soon as possible at a time when the person is able and ready to listen to it.

**It is requested.** Feedback is most useful when the receiver asks for it. If feedback is not asked for by another person, you can still offer it as an option to them if they would like to hear it.

**It takes into account the feelings of the person hearing the feedback.** Feedback can be destructive when it focuses only on our own needs and doesn't take into account the needs and feelings of the person receiving it.

**It is given in the spirit of help and not to judge.** The tone of feedback can be even more important than the content. The people hearing feedback will be able to respond positively to your suggestions if they feel cared about, appreciated, and respected.

# GIRLS' VOICES CURRICULUM

## SESSION 3: FACILITATOR GUIDE

### ***PROBLEM-CONSEQUENCE-CAUSE SCENARIOS***

Please adapt these scenarios to reflect the group that you are working with and the issues in your local community. You can change the names of the girls in the scenarios to names that are common in your community. You can choose three of the scenarios below that best reflect to your group, or change the scenarios so that they will better reflect the girls you are working with. Often the girls will identify several problems and causes for each scenario. You will find some of the more obvious problems, causes, and consequences below.

#### **DEMONSTRATION SCENARIO:**

Girl A. is a young girl who really wants a ball to play with, but she doesn't have any money. She asks her mother, who works as a maid, and her father, who is a farmer, for money to buy the ball, but they say "No, it is too expensive." Even though her parents said "no," A. takes money from her father's wallet to buy the ball. The next day, her mother sees her with the ball and reprimands her for stealing.

**Problem:** A. cannot afford to buy a ball.

**Causes:** The jobs that A's parents have don't pay very much, so they cannot earn enough money, and the cost of balls is very high.

**Consequence:** A. steals money and gets in trouble with her mother for stealing.

#### **SCENARIO 1:**

Girl B. is a bright science student at Secondary School. Her science teacher, is a very good teacher but B. still has problems in his class. One day, B. returned to the classroom to pick up a textbook she had left behind and found her teacher alone. He offered to give her extra tutoring for science, saying that the extra tutoring will lead to a good grade in his class. Several times during the tutoring classes B's teacher approached her for sexual favors. Finally, B. accepted his proposal and is too ashamed to tell anyone about it.

**Problem:** B's teacher demands sexual favors in exchange for good grades.

**Causes:** The teacher is sexually abusing his students from his position of power and no one knows about it.

**Consequence:** B. is being sexually abused, is ashamed, and doesn't tell anyone.

## SCENARIO 2:

Girl C. has two younger brothers and one younger sister. In her home, C. and her sister are expected to do all of the house work, which includes cooking, cleaning, and going to the market. The boys do not have such responsibilities. While the girls are doing housework all day, the boys get to go to school. The girls want to go to school, but C's parents tell them that girls don't need education. Instead, girls should focus on becoming good housewives.

**Problem:** C. carries a heavy load of housework. Neither of the girls goes to school.

**Causes:** Cultural beliefs that girls should do housework and not have a role outside of housewife.

**Consequence:** C. and her sister are not educated and will not be able to have professional careers in the future.

## SCENARIO 3:

Girl D. has joined a new group of friends at her boarding school. Tonight, they plan to sneak out of school and try to persuade her to go with them. D. is scared because she knows that this is against school rules. Eventually her friends convince her to go with them. While they are at the disco, a sugar daddy buys them lots of beer. D. has never tasted beer before and tries to refuse but her friends convince her and she gives in. As they are trying to sneak back to school, the teacher on duty finds them. They are to be expelled from school.

**Problem:** D. has to make the choice of going out with her friends or following the rules.

**Causes:** D's friends are a bad influence and the school rules are strict.

**Consequence:** D. is expelled from school.

#### SCENARIO 4:

Girl E. is an excellent student. Her favorite subjects are math and history. She is full of great ideas and always raises her hand in class when the teacher asks a question. One day, when the teacher asks the class a question about history, she offers her thoughts. The teacher acknowledges her and appears to listen to her response. A few minutes later, another boy repeats what E. has said, almost word for word. This time the teacher congratulates the boy on his great idea and praises his intellect. E. is so disappointed that she decides not to participate in class any more. As a result, her grade in the class suffers.

**Problem:** E. is not given credit for her ideas in class.

**Causes:** E's teacher is showing some bias favoring a boy, and the boy doesn't give E. credit.

**Consequence:** E's grade is lower than the boy's grade, and her self-esteem is also low.

#### SCENARIO 5:

Girl F. is 17 years old and loves going to school. Her father has promised to keep her in school even though other girls her age are getting ready to be married. Her uncles visit her house and convince her father to marry F. to a wealthy man they all know as soon as she graduates from school. F. doesn't want to get married, but she feels like she has to even though she really wants to keep studying and become a university professor. F. finally agrees to marry the man.

**Problem:** F. is getting married when she doesn't want to be.

**Causes:** F's father and uncles are making decisions about F's life.

**Consequence:** F. is married against her will and may not be able to continue studying.

#### SCENARIO 6:

Girl G. is a great football player, and her dream is to become a professional athlete. She wakes up early in the morning to practice with her brother, and after school they go to a nearby field to practice. She would love to be part of a team, but her town does not have a girls' team. Next time there are

tryouts for the school team she goes. She's confident she'll make the team. She's better than at least half of them. After the tryout the coach gets them all together and announces who made the team, and G is not on the list. The coach tells her that girls are not allowed on the team because they might distract the boys on the team.

**Problem:** G. is not allowed to join the boys' football team.

**Causes:** The coach does not want to give opportunities to girls because they could distract the boys.

**Consequences:** G. cannot join the football team, she has no opportunity to practice her skills, and the team misses out on a strong player.

## SCENARIO 7:

Girl H. is 12 and was just invited to stay overnight at a friend's house for the first time. She's really excited and runs home to tell her mom and ask permission. Her mom tells her she can't go because she is still too young and argues that in their house girls must be at least 15 to stay over at a friend's house. H. gets angry and screams at her mom that her brother stayed over at a friend's house when he was 12. H. goes to her room, locks the door, and refuses to have dinner with the family that night. Her mom tells her she is being very disrespectful, and H. is not allowed to do any fun activities for a whole month.

**Problem:** H. is not given permission to stay overnight at a friend's house.

**Causes:** Her mom does not give her permission claiming that she must be 15, although that rule does not apply to her brother.

**Consequences.** H. reacts strongly towards her mom and is not allowed to do anything fun for a whole month.

## SCENARIO 8:

Girl J. ran for class president against a popular girl in school. J has good grades, and spends most of her time in the library studying and talking to her friends in the school yard. She has a lot of really good ideas, has great passion for helping others, and has leadership potential. The girl she ran against does not have a work plan or strong ideas, but she is well-liked and pretty. J. loses the election. As expected, the new class president does not do much, and class events are not organized.

**Problem:** J. runs for class president and loses.

**Causes:** Kids in school don't have a strong class president and they don't take part in interesting activities.



# GIRLS' VOICES CURRICULUM

## SESSION 3 HANDOUT

### ***PROBLEM-CAUSE-CONSEQUENCE SCENARIOS***

Print this page of scenarios, and then cut out the individual scenario cards that you want to use to distribute to the small groups for the role-playing exercise.

**SCENARIO 1:** Girl B is a bright science student at secondary school. Her science teacher is a very good teacher, but B. still has problems in his class. One day, B. returned to the classroom to pick up a textbook she had left behind and found her teacher alone. He offered to give her extra tutoring for science, saying that the extra tutoring will lead to a good grade in his class. Several times during the tutoring classes B's teacher approached her for sexual favors. Finally, B. accepted his proposal and is too ashamed to tell anyone about it.

**SCENARIO 2:** Girl C. has two younger brothers and one younger sister. In her home, C. and her sister are expected to do all of the house work, which includes cooking, cleaning, and going to the market. The boys do not have such responsibilities. While the girls are doing housework all day, the boys get to go to school. The girls want to go to school, but C's parents tell them that girls don't need education, instead, they should focus on becoming a good housewives.



**SCENARIO 3:** Girl D. has joined a new group of friends at her boarding school. Tonight, they plan to sneak out of school and try to persuade her to go with them. D. is scared because she knows that this is against school rules. Eventually her friends convince her to go with them. While they are at the disco, a sugar daddy buys them lots of beer. D. has never tasted beer before and tries to refuse but her friends convince her and she gives in. As they are trying to sneak back to school, the teacher on duty finds them. They are to be expelled from school.

**SCENARIO 4:** Girl E. is an excellent student. Her favorite subjects are Math and History. She is full of great ideas and always raises her hand in class when the teacher asks a question. One day, when the teacher asks the class a question about history, she offers her thoughts. The teacher acknowledges her and appears to listen to her response. A few minutes later, another boy repeats what E. has said, almost word for word. This time the teacher congratulates the boy on his great idea and praises his intellect. E. is so disappointed that she decides not to participate in class any more. As a result, her grade in the class suffers.

**SCENARIO 5:** Girl F. is 17 years old and loves going to school. Her father has promised to keep her in school even though other girls her age are getting ready to be married. Her uncles visit her house and convince her father to marry F. to a wealthy man they all know as soon as she graduates from school. F. doesn't want to get married, but she feels like she has to even though she really wants to keep studying and become a university professor. F. finally agrees to marry the man.



**SCENARIO 6:** Girl G. is a great football player, and her dream is to become a professional athlete. She wakes up early in the morning to practice with her brother, and after school they go to a nearby field to practice. She would love to be part of a team, but her town does not have a girls' team. Next time there are tryouts for the school team she goes. She's confident she'll make the team. She's better than at least half of them. After the tryout the coach gets them all together and announces who made the team, and G. is not on the list. The coach tells her that girls are not allowed on the team because they might distract the boys on the team.

**SCENARIO 7:** Girl H. is 12 and was just invited to stay overnight at a friend's house for the first time. She's really excited, and runs home to tell her mom and ask permission. Her mom tells her she can't go because she is still too young and argues that in their house girls must be at least 15 to stay over at a friend's house. H. gets angry and screams at her mom that her brother stayed over at a friend's house when he was 12. H. goes to her room, locks the door, and refuses to have dinner with the family that night. Her mom tells her she is being very disrespectful, and H. is not allowed to do any fun activities for a whole month.

**SCENARIO 8:** Girl J. ran for class president against a popular girl in school. J. has good grades and spends most of her time in the library studying and talking to her friends in the school yard. She has a lot of really good ideas, has great passion for helping others, and has leadership potential. The girl she ran against does not have a work plan or strong ideas, but she is well liked and pretty. J. loses the election. As expected, the new class president does not do much, and class events are not organized.



# GIRLS' VOICES CURRICULUM

## SESSION 4 RESOURCE

### VOCAL VARIATION EXAMPLES

The below individuals and video links provide excellent examples of vocal variation. Facilitators can choose from this list when demonstrating vocal variation (Activity 1), or can choose country-specific examples of people that girls in your group would admire.

- The TED talk by Liberian activist Leymah Gbowee, called “Unlock the intelligence passion greatness of girls” (14+ minutes total): <http://bit.ly/1i9fZlo>
- Michelle Obama’s speech, especially starting at minute 18:00 of the recording: <http://bit.ly/2assOwS>
- The last minute of Maya Angelou’s poem, “On the Pulse of Morning”, starting at minute 5:15, located here (6+ minutes total): <http://bit.ly/1wl0Kjf>
- Graca Machel on Africa, beginning at minute 3:00 of the recording (40+ minutes total): <http://bit.ly/2F6KTha>
- Ellen John Sirleaf speech on Gender at the World Bank: <http://bit.ly/2n6uEtR>
- Rose Molokoane speech (10 minutes): <http://bit.ly/2DzefIF>
- TED talk by Malawian girl leader, Memory Banda on fighting against child marriage (12+ minutes total): <http://bit.ly/1dRfAZk>
- Malala Yousafzai speaking to the UN in 2013 about girls’ education, starting at minute 1:25 of the recording (19+ minutes total): <http://bit.ly/1xES3Ap>
- Ngozi Okonjo-Iweala’s TED talk “How Africa can Keep Rising” (15 minutes total): <http://bit.ly/2GdEK4k>
- Viola Davis speaking the 2018 Women’s March (17+ minutes total): <http://bit.ly/2n4QrIU>

# GIRLS' VOICES CURRICULUM

## SESSION 6 HANDOUT

### CREATING AN ADVOCACY STRATEGY

Complete each section to begin planning out a strategy to achieve your



# GIRLS' VOICES CURRICULUM

## SESSION 7: FIGURE 1

### FRAME #1



# GIRLS' VOICES CURRICULUM

## SESSION 7: FIGURE 2

### FRAME #2



# **GIRLS' VOICES CURRICULUM**

## **SESSION 7 HANDOUT 1**

### ***DEVELOPING MESSAGES FOR DECISION-MAKERS***

**Who is your target decision-maker or audience?**

### **OUTCOME**

**By the end of my message or presentation, \_\_\_\_\_ will (do or decide):**

**Why should your audience care deeply about the outcome?**

**Why do YOU care deeply about this outcome?**

## **ISSUE**

**What should they know about the issue/problem you are addressing? Include facts and specific examples that will impact your audience and establish a background.**

**Describe the situation/problem, explaining the dangers or consequences of the problem:**

**Provide the solution and explain the benefits of your solution:**

**Close in the most impactful way possible – people remember most what they heard last! Summarize the most important points and offer them a personal story to make your point.**

# GIRLS' VOICES CURRICULUM

## SESSION 7 HANDOUT 2

### *DEVELOPING MESSAGES FOR DECISION-MAKERS*

Tips on Developing Effective Messages for Decision-Makers:

#### THE FIVE C'S OF MESSAGING

1. **Clear:** Focus on three or four simple easily understandable points. Do they address the problem, the responsible party or institution, and the solution?
2. **Connects:** Make sure your message connects not just with your mission or core values, but also with the values of your audience. Make them feel strongly about your message!
3. **Compelling:** Ask yourself: Why should my audience care about this? How can I make them care? How can I make it important to them?
4. **Concise:** You need to get your point across with words that inform the listener about the facts of your issue/problem.
5. **Continual:** Repeat the message. Keep it consistent and keep it in front of your audience with a brief, easy to remember and powerful phrase that you and your audience can repeat.

How to make your audience listen right away:

#### OPEN WITH THE WORD YOU

You are here today because....  
How many of you know a girl who....  
You might be wondering...  
You may be thinking....

## **OPEN WITH A POWERFUL STATISTIC**

Every 24 minutes, a girl in the world gets married.

## **OPEN WITH A PERSONAL STORY**

I never thought I would love school so much.  
When I was born...

## **OPEN BY PAINTING A PICTURE WITH WORDS**

Imagine this...

**Formula for your “ask,” the specific, concise message for decision-makers:**

## **I/WE CALL ON/URGE/DEMAND/ASK**

-----

**(Decision-maker)**

**TO** -----

**(end problem or address issue)**

**BY** -----

**(doing this specific action)**

**BY** -----

**(time)**

# GIRLS' VOICES CURRICULUM

## SESSION 8 WORKSHEET

### *TELLING YOUR STORY*

Your Name and Age: \_\_\_\_\_

Who is in your family and where do you live? What are some of the most difficult parts of life for you and your family?

What are some of the challenges that you have faced being a girl in your community? What are some of the things you like about being a girl?

Tell us about one important event in your life that influenced you to become a leader in your family, school, or community. How did your own experience growing up a girl in your country influence you to become a girl leader?

What would you like to be when you are older and why?

What would you like to change about your own life? Your mother's life? Your little sister's life or your baby cousin's life? Why?

# GIRLS' VOICES CURRICULUM

## SESSION 9 HANDOUT

### *TIPS FOR MEETING WITH DECISION-MAKERS*

#### **PREPARE MATERIALS AHEAD OF TIME**

Preparing documents with targeted information about your issue is a great way to approach decision-makers. Be as specific as possible when you are asking them for something, especially when it involves taking a specific action or making a specific change in their policy. Write out the exact language that you would like that specific decision-maker to use.

- \* **Include your full contact information on all of the materials.**
- \* **Do your research!** If you do not know the answer to a question and it is not in any documents you have prepared, tell the decision-maker that you will try to find out and then provide the information promptly in a letter, email, or call to their staff. (Do not ever make a statement providing information that you are not sure about because it impacts your future trust with that person!)

Some documents you will want to prepare before your meeting may be:

- **Overview** (one page) with key points in simple language that include the facts and the main arguments for your issue.
- **Documents with more details**, including data and personal stories and pictures.
- **Sign-on letters** that are very clear about the actions to be taken and include a timeline when possible.

#### **TIPS FOR IN-PERSON MEETINGS**

Be smart about the number of in-person meetings that you request because decision-makers often keep very busy and tight schedules. Limit these meetings to the most important points of your work. Bring the most key people and partners to these meetings.

- \* **Be a good listener.** You will learn a lot of information from the decision-makers' views and concerns about your issue by listening closely. Have a conversation and make sure you are not doing all the talking.
- \* **Research your decision-makers.** Know as much about their personal history, voting record, and public statements on your issue as possible. Use past newspaper articles, speeches, statements, TV interviews to research how they feel and what they have said previously about your issue.
- \* **Prepare an opening for the meeting.** Use brief, clear statements. Think about how to pitch your goal. Use important pieces of information (facts and numbers) as well as your personal story to make your argument. Begin with a general explanation of your issue, including any necessary background information. Remember that you have very limited time, so be brief and get to the point quickly.
- \* **Share personal stories.** Share how your own work, life experiences, and/or family have been impacted by the issue that you are talking about. You can bring any pictures or items to share that help tell your story better. These can be printed pictures of yourself or your family, or items that are meaningful to you.
- \* **Bring materials.** Leave behind any materials about the issue that you are discussing. If it is not written down, the person will be much less likely to remember it. Written materials are also a good basis for their staff to inform others of your issue and you can leave them a print-out of the information you shared with them along with all of your contact information.
- \* **Take notes and say thank you.** During the meeting, take notes to keep a record of your conversation so that you can share it with other people working with you on this issue. Be sure to follow up with a thank you (a phone call or written message) that reminds the decision-maker of some part of your meeting specifically so that your target is more likely to remember you. Handwritten notes stand out more than a thank you email and using pictures to remind them of your meeting together is also a great way to help them remember you!

## TIPS FOR TALKING TO SUPPORTIVE DECISION-MAKERS

- \* Motivate them to make this issue a top priority for them to act on.
- \* Involve them in strategizing on how to solve the issue that you are addressing.
- \* Ask if they will speak publicly about the issue (if they agree, you can offer to draft or review their speech or comments and attend an event or interview with them).
- \* Get tips from them on how to talk to other decision-makers who may not be as positive as they are about your issue.
- \* Thank them for their support on your issue and provide them with positive feedback.

## TIPS FOR TALKING TO NEUTRAL DECISION-MAKERS

Talk to those decision-makers who you think are pretty neutral or don't have a strong opinion of your issue. You might persuade them to fully support you. Do not waste your time on approaching those decision-makers who are very much opposed to your issue because your chances of changing their opinion are very limited.

- \* **Ask the undecided decision-maker to tell you about their position on your issue.** If their position on the issue agrees with yours, ask what you can do to strengthen their support and how you can get others to help support your issue. If their position is different from yours, ask what information or show of public support is necessary to change that position. Have on hand a variety of details, data, and stories, tailored according to what you think the undecided decision-maker most cares about.
- \* **Involve partners.** Partner with other groups whenever possible and be sure to mention the number of people involved in the groups that support you.
- \* **Frame your issue.** Make sure to give context for your issue in a way that affects them based on their own family, constituents, job, etc.
- \* **Make a specific and direct “ask.”** For example, can they sign a letter? Vote a certain way? Have the person make this commitment out loud so that it is clear and you heard it directly from them. Nodding, agreeing or saying yes does not really tell you that they are committed to taking the action you want them to take!

# GIRLS' VOICES CURRICULUM

## SESSION 9 WORKSHEET

### **ACTIVITY PLANNING**

#### **ISSUE**

(What problem are you addressing?)

#### **ACTIVITY OBJECTIVE**

(What is the specific purpose of your activity? What do you want to accomplish?)

#### **SPECIFIC ACTIVITIES**

(What will you do?)

#### **ROLES & RESPONSIBILITIES**

(Who needs to do what?)

#### **RESOURCES**

(What will you need to do it and where/how will you get it?)

## **TARGET AUDIENCE**

(Who are you addressing?)

## **TIMEFRAME**

(When will you need to do it?)

## **RESULTS/EVIDENCE**

(How will you know you have succeeded? How will you be able to show evidence of your success to other people?)

## **ALLIES**

(What other individuals or groups might support your efforts? How can you reach and engage them?)





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