



her turn
educated. empowered. equal.

Her Turn Girls' Education and Empowerment Program

Hamro Palo
Sarkari Dhara, Lazimpat
Kathmandu, Nepal 44600
www.her-turn.org
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Foreword from the Executive Director

Dear educators, girls' rights champions and human rights advocates,

For several years, we have worked in rural regions of Nepal where issues and challenges like early/child marriage, gender based discrimination, domestic violence, sexual and gender based violence, trafficking are the girls' realities. Despite these difficult situations girls exhibit extraordinary courage, wisdom and power to address these challenges and in many ways have proven that girls know the best solutions to any problems that affect them, given the right kind of information, education and opportunities.

Her Turn - a four week long education and empowerment workshops - is about Girls. Since we began our program in 2012, we have alumni of 6,285 graduates and this curriculum has proven to guide them in the issues that matter to them most. From the subject of personal health and hygiene, to learning life skills – problem solving, building an empowered sense of self to addressing and preventing harmful practices like early/child marriage and thinking and acting for safe community and believing in girl leadership, this curriculum has produced hundreds of local women as trainers who, later served as mentors for the adolescents girls and continued their grassroots advocacy.

From 2019, we are expanding our programs and reaching out to the adolescent girls (and boys) and women in different parts of the country and we are sharing this curriculum with the individuals and organizations that work with and for girls. This is a living document prepared keeping in mind the adolescent girls in rural Nepal and as and when required; we will update this curriculum to best serve the need of the adolescent girls.

We hope this curriculum serves as a practical tool for girl's education and empowerment and strengthen women and girls leadership in general.

Anita Thapa
Executive Director
Hamro Palo

Introduction

Her Turn is a girls' education and empowerment program designed and implemented in Nepal. Her Turn was developed in 2012 based on international best practices for improving health, safety, and long-term life outcomes for adolescent girls. The development was informed by extensive field research that included interviews with rural adolescent girls, their teachers, their parents, female community health volunteers, and community leaders. Her Turn was never intended to initiate or start an organization and was instead initially implemented as a project under various Nepali NGOs. In 2016 the group of women leading the project registered it as an NGO called Hamro Palo (Our Turn) which today continues to grow. In 2017, the program's mid-term impacts were evaluated in a report funded by People in Need titled "It's Her Turn." Since 2017, Hamro Palo delivers His Chance workshops for adolescent boys that were developed jointly with People in Need. His Chance program follows similar gender-transformative approach, engages boys in discussions about their health and safety, and encourages them to challenge various forms of inequality in their communities. As of January 2019, over 6,250 of girls have participated in Her Turn workshops and over 1,200 boys have completed His Chance workshops.

After six years of implementation and a number of revisions, the curriculum, guidelines and other relevant resources are being released through the toolkit in order to share learning and approaches refined over this time period. Agencies and other development stakeholders are welcome to review, adapt and replicate this approach should they find the activities, methodologies, or content useful in their own work. Hamro Palo, the organization currently responsible for the materials and programming related to Her Turn curriculum, request that actors acknowledge contributions from the curriculum and do not refer to other programming as "Her Turn" without prior permission from the organization. It is hoped that this toolkit will be the first of a range tools aimed to share different aspects of our work in Nepal. For more information regarding the program or organization, please visit the organizations website: www.her-turn.org.

Other useful relevant resources are attached in Annex 1.

Theory of Change

IMPACT

Girls are equal contributors in their schools, communities and families, and become educated, empowered and equal women.

RESULT

SYSTEMIC OUTCOME

Girls have greater leadership opportunities and participate in school, family, and community decisions.

Communities, families and schools perceive girls as equal.

Schools, community members, girls and other stakeholders are informed to provide space for girls to make educated life decisions.

Girls and their issues are systemically addressed and included in schools, communities, and families.

PERSONAL OUTCOME

Girls have skills and agency to take on leadership roles and address issues.

Girls feel that they are equal members of their communities, schools and families.

Girls have knowledge to make informed life decisions.

Girls are empowered to negotiate their life circumstances and challenge harmful social norms and practices.

ACTIVITY

Leadership skill development, mentoring, school project, girl-led community event.

Confidence building and gender transformative activities.

Information about girls' health, safety, rights, and resources.

Gender transformative programming that equips girls with knowledge, leadership opportunities and avenues for issues based dialogue and action.

FACTOR

Girls lack the skills and capacity to act in their interests.

Girls don't feel they are equal members of their communities, schools, and families.

Girls lack information about their bodies, their rights, consequences of decisions, and resources.

Girls do not have the knowledge, confidence or skills to exercise their rights and make informed decisions.

ROOT CAUSE

Low social status of girls and women perpetuates violence, discrimination, and gender inequality

Systemic marginalization of girls, SGBV, trafficking, early school drop outs, early marriage.

VALUES

Programs that are girl-centred, school based, inter-sectoral, pragmatically oriented, interactive, inclusive and context specific.

Her Turn's theory of Change understands empowerment process as a combination of three critical mutually reinforcing factors: access to information, agency, and self-value, that together lead to informed life decisions. In this understanding, knowledge of, or awareness, is not sufficient for a person to make informed life decisions – she also needs agency and skills to plan and negotiate them with their her family members, and self value to believe that she deserves what is best for her and her future family.

Her Turn Program Methodology

Curricular Approach – scalable and replicable impact

The curriculum was designed to comprehensively address the needs identified in the formative research. The program was then launched as a four-week long workshop delivered in schools to adolescent girls aged 12-16 through interactive, girl-centred teaching methodologies. The topics covered progress from health issues, to safety, to leadership skills development. The curriculum is divided into daily sessions, about 1.5-2.5 hours long. Each session in the curriculum follows the same format, consisting of title, objectives, materials needed, notes for the trainer (which are also included in the Guidebook each participant receives), and description of activities. In the final week of the workshop, the girls receive a conditional cash grant and jointly decide what to purchase with it. These community projects typically involve upgrades to toilets and classrooms. Throughout this process, girls exercise their decision-making ability and address a need that they identify as the most important. On the last day of the workshops, the girls plan and deliver a community ceremony, to which they invite their parents, peers, and community leaders. These events serve as platforms for the participants to advocate for their rights, share what they learned, and present their public speaking skills.

Gender Transformative Approach

Her Turn uses gender-transformative approach – it engages adolescent girls in discussing, examining, and challenging harmful social norms within their contexts. It links harmful social practices, such as child marriage or menstrual restrictions, with larger inequalities stemming from low social status of women and girls. With knowledge and skills, many girls become equipped to tackle these norms and practices within their families, schools, and communities and challenge the traditional notions of girls as shy, subservient, devoid of voice and opinions. Some girls decide to advocate against child marriage, others challenge abusive behaviors of their teachers – roles traditionally reserved for people who are older and typically men. In this process, the girls transform their realities while illustrating to others the potential that empowered girls have. Within this approach, the programming team does not take an opinioned stance against a certain cultural practice unless that practice is in violation of national law. Rather, programmers and trainers should understand their role as creating safe spaces for participants to reflect upon and explore how gender has impacted their lives and how they feel about practices and norms that pertain to them as girls and future women.

Localizing Empowerment – Cascading Trainers Model

Her Turn is delivered daily to groups of approximately 20 girls by young women from the same communities the participants come from. The trainers speak the girls' mother tongues, have in-depth understanding of the issues pertaining to girls' health and safety, and are relatable. The trainers must be literate to be able to read and follow the curriculum, but they don't necessarily need to have training experience, as long as they have potential and are open to learning the approach.

These young women undergo a five-day long Training of Trainers (TOT) delivered by Hamro Palo Master Trainers in their villages. During the TOT, the young women discuss social norms of their communities, various examples of inequalities, as well as adolescent friendly, interactive teaching methodologies. These are aimed at critical thinking development and encouraging expression of opinions, and include for example group work, think-pair-share, and ask vs tell. In the second half of the TOT, the future trainers practice various activities from the curriculum in group setting and receive feedback. The process is designed to equip and empower them to competently deliver the content, and to model healthy and safe behaviors.

The TOT also teaches and emphasizes the significance of violence free environment in the workshops. In the TOT and the workshops, it is forbidden to use physical, emotional, and psychological violence, such as humiliation, yelling, neglect, or beating. This is an important factor in rural Nepal, where according to

research, 68% of students report having experienced some form of violence in school in the last six months,¹ and where corporal punishment is often socially acceptable as a form of discipline.

The TOT includes training on confidentiality and the importance of not sharing any sensitive information that might come up during workshops with others. Should someone reveal experiencing violence or harassment, the trainers are trained to offer referral support and report it to the Hamro Palo team.

While delivering the workshops, the trainers are accompanied by Observers, whose role is to help trainers in the delivery. They are also encouraged to attend the TOT and they assist the trainers by writing on the blackboard, distributing workshop materials, and controlling the classroom.

Fostering Intersectional Relationships – Meals

All the workshop participants receive a daily meal after each session. The meals are typically prepared by a school canteen or small businesses in the village and the participants take turns to distribute them. The meals encourage participants to attend and parents to send their daughters to the sessions and they serve as opportunity to practice some of the health related habits, such as hand washing. Most importantly, they provide a culturally sensitive opportunity for girls from different castes to receive and share meals with each other – something forbidden in some communities with rigid caste divisions. Some participants report that the meals were one of the first times they shared food with a girl from another caste. The space creates opportunities for informal and unstructured discussions about their lives and reflection on that day's session. It is important to remember that girls and women are often separated along caste, class, and other social divisions that are often learned at early ages. The hope is that this program also addresses and reduces some of those divisions to encourage girls to build relationships and alliances that they can obtain support from in the future.

Building Safe Spaces – Sequencing Topics

The workshops begin with a set of team building activities that are first and foremost about fostering closer relationships within the group of participants. These activities are designed to be as fun and interactive as possible but require girls to share and relate to each other's daily lives.

The curriculum is designed to progress from topics that are more socially acceptable and easy to discuss, such as nutrition, to more sensitive ones, such as various forms of violence, in order to allow a safe space for discussion to form. The space is free from corporal punishment and girls participate in the selection of the female observer that attends the workshops to give them a sense of decision making power from the beginning of the workshops and ensure that the observer is not a source of uncertainty for the teacher at the time.

Each group of participants also receives a Secret Box - a box where they can anonymously turn in their questions they are not comfortable asking in a group setting. After each session, the trainers check the Secret Box and answers the questions she finds in the following session. Secret Box ensures that participants can ask sensitive questions safely and without embarrassment.

Following is the list of topics covered in the curriculum: safe space, hygiene, puberty, menstrual restrictions, menstrual hygiene management, bullying, domestic violence, child marriage, human trafficking, sexual abuse, building confidence and self esteem, women's and girls' status, meeting a real life leader, developing inner strengths, peer support, planning community projects and community ceremony.

All the information from the curriculum is included in the Guidebooks that each participant receives. Each Guidebook also contains a referral sheet that lists resources available to violence survivors.

The language used in the curriculum is intentionally simple and easily understandable. The content is designed to be locally relevant, taking into account various practices of the communities where the program is delivered – e.g. menstrual restrictions, which vary from community to community.

Ensuring Sustainability - Mentorship Program

A longer-term engagement with Her Turn participants begins after the workshop completion. Over the course of the workshop, the participants form a Girl Support Committee in their school. The girls vote for their peers to be in the committee, and the most successful trainers become mentors for the girls. The

¹ Are Schools Safe And Equal Places For Girls And Boys In Asia? Research Findings on School-Related Gender-Based Violence. Plan International, International Center For Research on Women. 2015

committees meet monthly with their mentors to discuss various issues related to health and safety in their school and community. Jointly, they become the strongest advocates for girls' rights in their schools and communities. When they get reports of a planned child marriage or a girl missing school due to menstrual restrictions, they intervene by speaking with families of affected girls, teachers, or community members.

Since 2016, this grassroots network of Girl Support Committee members meet at least once a year at national or district level conferences. During these events they discuss advocacy strategies, meet leaders and representatives of service providers, and develop recommendations for their local authorities to create girl friendly environments. In 2018, Hamro Palo created a Girl Advisory Board that plays an important role in organization's strategy development. Hamro Palo is continuously exploring and building ways to work through these committees following the completion of the program and link them more formally into new local governance structures.

Curriculum

Guide for Trainers

Trainers' skills and competencies are crucial for the success of Her Turn. They need to be able to build rapport and trust with the participants, to model confidence and healthy choices, and to understand the approach. Below are some basic instructions for trainers that reflect the program's values.

- Prepare for each session.
 - Read the session and the notes for the trainer in the curriculum, make sure you understand everything. Don't deliver the session holding the curriculum in your hand. Instead go through it couple of times on the day before to become familiar with the content.
 - If there is something you don't understand or are not certain, reach out to project staff for explanation.
 - Do not read the notes for the trainer to the participants – they are there for you to prepare for the session's discussions and activities.
 - Think of prompt questions and examples.
 - Prepare the required materials.
 - Prepare the agenda in advance and hang it on the wall so the participants know how many and what activities to expect.
- In the beginning of each session, do a short recap of previous session. Some examples for recap questions include: what was the most surprising thing you learned on the day before? Will you change any of your behaviors after last day's session? What was the most important thing you learned? Did you share this knowledge with anyone else? Are you planning to?
- Encourage expression of opinions and honest discussions between participants. Not everyone has to agree on everything. Don't be afraid of conflicts – manage them respectfully keeping in mind that everyone has a right to their own opinion. Try to adopt "there is no wrong answer" culture in the group, so participants feel confident to say what they think.
- Ask open ended questions. When leading a discussion, think of prompts you can use to get participants interested and engaged – they should be relevant to their lives.
- Praise active participation. Encourage less active participants to speak up, but don't pressure them. Some people may need longer time to open up and that's OK.
- Avoid lecturing, instead use more interactive delivery methods, such as think-pair-share or group work. When you give a group a task, for example in group work, walk around the room and make sure everyone is participating in discussions.
- Create respectful environment by modeling respectful behavior. Do not use or tolerate derogatory language, age, caste, or any other form of discrimination.
- Be approachable and be a role model for the participants – they look up to you and it is likely they will remember you for a long time. If there are any girls with disabilities, low caste girls, married girls, girls from disadvantaged backgrounds in your group, make sure you include them equally in all activities.
- Check the Secret Box after each session and make sure you answer any questions in the next session. It is OK if you don't know the answer – you can ask the program team and they will help you find the answer.

- Be accountable. Respect your commitments to the group and ensure that each group member feels comfortable and safe.
- Coordinate with the school principal and School Management Committee – it is important they know what is happening and feel included. Be diplomatic and prevent them or other adults making decisions about community project, or other decisions that the girls are supposed to make. If the principal wants to visit a workshop session, invite her or him to one that does not involve sensitive topics. Anyone monitoring workshop sessions will affect the dynamic in the group.
- Coordinate with the food providers – make sure the food is delivered on time, fresh and healthy. Model health behaviours – wash your hands before eating and make sure the participants do the same.
- Have fun with the workshop participants!

Week 1	Focus: Health
Day	1
Title:	Girls Only: Creating a Safe Space
Topics:	Introductions; project description; group values and rules
Time required:	2 hours
Key message:	Her Turn is a workshop that helps girls become empowered. We will be working together, following the rules we decide on, to build our skills, develop relationships, and learn.
Lesson objectives:	<ul style="list-style-type: none"> • Getting to know each other. • Learning what the program is about. • Creating “Girls Only Zone”. • Setting the rules for our group. • Creating the group identity.
Materials required:	<ul style="list-style-type: none"> • Long ribbon. • Magic stick. • A3 / A2 paper. • Sign pen. • White board, marker. • Secret box.

SESSION NOTES FOR THE TRAINER

Empowerment means being responsible for your own life and the decisions that affect it. These decisions include health, education, marriage, or work. There are various levels of empowerment: first, we are responsible for ourselves, then also for our sister, friends, and families, then for our communities and then for our country.

Empowerment is about power, strength to make your own choices and take actions. Knowledge is empowering, because when you know things about yourself, your culture, and society, you can make informed decisions – decisions you make based on a lot of information on the subject. An educated woman is more likely to be empowered.

Her Turn is a workshop to help girls become educated, empowered and equal (with boys). We will

work together and discuss various issues about our lives – our health, our safety, our relationships. At the end, we will together use funds from the project to improve something about our surroundings.

Value means how important some behaviors or things are to us. They reflect what we care most about in our lives. They help us make decisions, interact with others. Some of our needs depend on our values, for example if someone values independence and accomplishments, she might want to have a career to be independent. If someone values connections and family life, she might not want to have a great career, but happy family life – this would be an accomplishment for her. These are not exclusive. The important thing is, values drive our decisions.

Start: distribute notebooks, Guidebooks, pens and bags.

ACTIVITY 1: WHAT DOES IT MEAN TO BE EMPOWERED? (20 MINUTES - ASK VS TELL)

1. Ask the participants what is empowerment in their opinion. After hearing participants' ideas on the definition, explain the term "empowered."
2. Ask the participants to take 10 minutes to discuss in pairs the following questions:
 - What characteristics does an "empowered / strong woman" have?
 - What it would mean for them to feel "empowered / strong" in their lives?
 - How would their lives be different if they felt strong? What would they do that they are not able to do in their current situation if they felt strong (e.g. If they were empowered they would be able to xxxxxx).
3. Ask the participants to share what they have discussed with the full group and write the participants' points on the board.
4. Explain what Her Turn is about.

ACTIVITY 2: CREATING A SAFE SPACE (GROUP DISCUSSION – 20 MINUTES)

1. Asks the participants the following questions and encourage them to actively participate.
 - What does it mean to feel safe? (Prompt: being able to say what you really think without being judged or laughed at).
 - What do you need to feel safe in this class? (Prompt: I need to feel that the trainer won't get angry if I make a mistake).
 - What rules can we make for our group so that everyone feels safe? (Prompts: what is said in the room stays in the room. We trust each other. We don't interrupt each other.) You can suggest including the right to "pass" if someone does not want to respond to a question. Write the rules on the board.
2. Add additional rules to reflect course expectations (E.g. attend every session. Inform trainer in advance if you are not able to come etc.)
3. State the requirements for receiving a Certificate of Completion clear (E.g. participants are only allowed to miss 3 out of 24 sessions to receive a certificate).

ACTIVITY 3: CLARIFYING GROUP VALUES (GROUP DISCUSSION – 15 MINUTES)

1. Describe how the rules the participants have created reflect certain values - ways of being in the world. E.g. if we do not interrupt each other, that means we listen and respect each other opinions and are curious what others have to say. We value their voices, so we do not interrupt them. Ask what the word value means to the participants.
2. Ask the participants what is the connection between values and empowerment. (E.g. when a person lives their life according to the values they believe are important, they become more powerful because they are being true to themselves and respecting themselves. Self-respect

is an essential part of feeling empowered.)

3. Asks whether any important values are missing that they would like to add to the list? (E.g. Is confidentiality – if a student shares something with the group, it will not be shared with people outside of the group – included on the list?) Encourage a discussion on which ones are most important. Add all the values on the board if all the participants agree to them.
4. If these values were not mentioned, add: respect, tolerance, no discrimination, patience, participation, enthusiasm, fun. Then ask the students what these values mean. Ask if they agree to add them to the group's values. If so, add them on the board.
5. Refer back to the rules the participants came up with for the group and ask if anything should be added based on the values they agreed were important (E.g. should one of the rules be "Everyone participates" or should participants have the option to "pass" if they don't want to share. If so how many "passes" should a participant be allowed to get in one class so that there is still a high level of participation?)
6. When the participants all agree on the values of their group, applause.

ACTIVITY 4: CREATING A GROUP IDENTITY (5 MINUTES – GROUP DISCUSSION)

1. Ask the participants to brainstorm possible names for the group and agree on a name. (Prompts: Super Girls. Champions.)
2. Ask: How does the name embody what the participants want to happen in the group? (Prompts: we want to support each other, we want to learn and grow together, we want to have a good time together.)

ACTIVITY 5: SELF INTRODUCTIONS (10 MINUTES)

1. Introduce yourself according to the format: "My name is I am ... years old. I come from My favorite color is My favorite subject at school is I have brothers and sisters. My parents work as I feel most confident when I"
2. Ask all the participants to introduce themselves according to the same format. When speaking, each participant holds on to a "magic stone" which means she is talking, listened to and not interrupted.

ACTIVITY 6: CREATING A "GIRLS ONLY" ZONE (5 MINUTES – PHYSICAL ACTIVITY)

1. Ask everyone to stand up and hold onto a long ribbon.
2. Ask the participants repeat the following vow: "I vow to be respectful, tolerant, participate in all the sessions with enthusiasm, and to listen to others" (More values that the participants came up with can be added.).
3. Cut the ribbon into smaller pieces and give each participant a piece to tie around her wrist. Explain that the ribbon is a symbol of membership in our group and commitment to make the most of the experience. Ask the participants not to take off their "girls only membership" ribbon until the end of the program but are assured not to worry if something happens to the ribbon, as the ribbon can be easily replaced.

ACTIVITY 7: GROUP POSTER (20 MINUTES – CREATIVE ACTIVITY)

1. Put a large piece of chart paper on the floor between the participants and give them color sign pens.
2. Start with yourself and instruct each participant to trace her hand so that her fingers are touching those of the next participant so that all the traced hands form a circle.

3. Ask the participants to write the values they have identified for the group from the board inside the circle made of their hands outlines (e.g. respect, tolerance, participation). Outside they write what they don't want to intrude in their safe "girls only space" on the outside (e.g. disrespect, laughing at people, being mean).
4. Ask the participants to use markers to decorate their traced hands and draw their "membership" ribbons / or paste real ribbons on the hands they have drawn on their poster.
5. Ask the participants to write their names and the name of the group at the top of the poster.
6. Ask the participants to decide where to put poster in the classroom the wall.

CLOSING

1. Introduce the "secret box". Explain this is where participants can write their anonymous questions, concerns, or suggestions and that it is called the "secret box" because everything that goes in the box is anonymous — the writer remains a secret. You will answer these secret questions on the next day. It is OK to ask anything.
2. Add that certificates will be distributed at the end of the program for the participants who finish it successfully (no more than 3 absent days).

Reflection

Journal assignment: Write about what qualities you like about yourself and what qualities you would like to develop in yourself.

Week 1	Focus: Health
Day	2
Title:	Clean Rules! Hygiene
Topics:	Microbes, hygiene, health, nutrition
Time required:	2 hours
Key message:	Microbes are invisible, but some of them dangerous and can cause sickness. However, there are ways to protect ourselves. We can do many things to be clean, stay healthy, and encourage others to stay healthy too.
Lesson objectives:	<ul style="list-style-type: none"> • Learning about the importance of hygiene. • Learning about water management. • Learning about spread of germs and diseases.
Materials required:	<ul style="list-style-type: none"> • White board, marker. • Soft ball. • Perfume. • A4 paper for a poster. • Sign pens.

SESSION NOTES FOR THE TRAINER

Hygiene is what we do to be clean. It is important because by being clean we can ensure that we are also healthy. We can learn and teach others what to do to stay hygienic and clean.

Microbes. Microbes are small living things that include viruses, bacteria, and some others. Microbes are everywhere and some of them are necessary for us to stay healthy, but some are harmful and cause sickness. When these are outside of our bodies, microbes are harmless, but when they get into our bodies, that is when we get sick.

Microbes can get into our body through openings in our skin – skin stops microbes. That means microbes can come in through cuts, our mouths, our bottoms, our eyes. We should also brush our teeth every day and shower to prevent microbes from making us sick.

Flies can carry microbes and contaminate the food we eat.

Cuts and openings in the skin let microbes into our bodies and make us sick, cause skin infections or other health problems. When we have a cut in our skin, we can gently wash it with soapy water and protect it with a band-aid so that microbes don't get in. Keep the cuts clean and covered and keep dirt out. Wash cuts once a day gently to keep them clean. Don't let children touch or scratch their cuts—our hands are full of microbes that cause sickness.

Cuts on the feet can easily become infected because they are close to the dirt the microbes live in. Worms can also enter the body through cuts on the feet. That is why it is important to wear shoes. Make sure children wear their shoes at ALL times.

Ways to stay healthy

- Wash your hands.
- Only drink water that has been treated (boiled, purified).
- Do not use standing water (from puddles for example) to bathe, drink or cook. Discourage children from playing in standing water. Try to eliminate standing water by filling it with dirt or rubble.
- Keep food covered to keep the flies away.
- When you cough, cover your mouth and ask others to do so – that stops microbes causing sickness.
- Make sure children and others use the bathroom only in the allocated space. Going to toilet in other places, like the field, can also spread diseases.

Why is hand washing important?

- The easiest way microbes get into our bodies is from our hands – when we touch something dirty, and then touch our mouth or cuts in our skin we transfer the microbes inside our body.
- Hand washing is the most important way to prevent the spread of sickness and infection
- Hand washing keeps the children and yourselves healthy – helps to prevent scabies, lice, and other unpleasant diseases.

When to wash hands?

- After using the bathroom or helping the children use the bathroom.
- Before and after eating.
- Preparing or touching food.
- After touching animals.
- Before and after visiting a sick relative or friend.
- Teach children hand washing habits to prevent the spread of sickness and keep everyone healthy.

How can we make sure the food we eat is safe?

- Water should be boiled, filtered, or purified before drinking. This is especially important for small children, elderly people, and at times when there is a lot of diarrhea or other diseases.
- Drinking enough water is also important. A cheap method to purify water is to put it in a clean clear plastic bottle and place it in the sun for 6 hours. It is important that the bottle be exposed to direct sun.
- Flies and other insects carry germs and you should prevent them from walking on your food. It is also important to keep the cooking area clean, as small pieces of food attract flies and bugs.
- Wash fruits like apples and pears before eating them. The fruits that you peel before eating, like a banana, does not have to be washed – its skin protects it.
- When you have meat or fish, make sure it is well cooked – raw meat can have parasites and cause diseases.
- Wash your hands before preparing any food.

- Do not eat food that smells bad or from cans that are swollen or squirt when opened.
- **When you eat left overs, make sure you heat them well.**

Check in: Welcome the participants and ask how they felt doing their journal assignment. Did it feel good to think about the qualities you like about yourself?

ACTIVITY 1: WHAT IS HYGIENE? (20 MINUTES – LECTURE, ASK VS TELL)

1. Introduce the word “hygiene” and ask what that means. After the participant answer, if they answered differently, explain what it is.
2. Ask the participants to think of some of the things they currently do in their own homes to stop the spread of diseases. (Prompts: cleaning hands, washing the dishes, showering.)
3. Explain that the participants will learn more about what to do at home and at school to avoid diseases and that they should share this information with their friends and families.

ACTIVITY 2: STAYING CLEAN AND STAYING HEALTHY (30 MINUTES – GROUP DISCUSSION)

1. Ask participants about the things they do at their homes to stay healthy. They have one minute to think about it. Write their responses on the board.
2. Elaborate on the participants' points by sharing the information from session notes. First ask participants, then add from the notes.
3. Ask the participants: How is keeping yourself clean and healthy related to self-respect? Start a small discussion. Prompt: taking care of your body means that you respect your body and yourself.

ACTIVITY 3: PROTECTION FROM THE GERMS (20 MINUTES – PHYSICAL ACTIVITY)

1. Spray perfume on a soft fabric ball, without letting anyone see what you are doing. Ask the participants to stand up in a circle.
2. Ask some questions to review what has already been discussed about (e.g. cleanliness and microbes) and throw the ball to a participant that is supposed to answer first. Examples of the questions: when should we wash hands? How to purify water? How often should we brush our teeth? When should we wash hands? When else? When else? How can microbes get into our bodies? How else? How else?
3. Once the ball has been passed around your group (and after they have answered the questions), asks the participants, “Did everyone touch the ball? Ok, then smell your hands.”
4. Participants smell their hands, and some will be quite surprised. Ask: “What is on your hands? (They will answer: perfume, nice smell, etc.) Did you put something on your hands? If not, how did the smell get there?”
5. Show the perfume you put on the ball when they were not looking and ask, “Can you see the perfume in your hand?” (no!) Then explain “Germs are the same way, we cannot see them, but they are still there, and just like you got perfume on your hands from the ball, we get germs on our hands from things that we touch!”
6. What does this mean: we need to wash our hands (a lot!!!) so we do not get sick!

ACTIVITY 4: TAKING ACTION (25 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4-6 people. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, and presenter). Once the groups are formed and roles assigned, ask:
2. What are some of the things you now know you can do to keep yourselves and your families healthy? (E.g., always wash your hands, or do not put your hands in your mouth).
3. Ask the participants report back to the full group and write their responses on the board.
4. Ask pairs of mixed age group students choose a healthy habit from the list and make a poster advertising the habit. Student pairs exhibit their poster to the rest of the group and decide where they will hang their poster so that others will see it and learn about how to stay healthy.

Important: from now on, the trainer and teacher observer have to make sure everyone washes their hands before meal.

ACTIVITY 5: MAKING COMMITMENTS (10 MINUTES – INDIVIDUAL ACTIVITY)

1. Ask the participants to choose a healthy habit that they want to start using and they think about what changes they will have to make in their home to do this (E.g. keeping a clean bucket of water in the kitchen area for washing hands before a meal.)
2. Ask each participant to share with the group what she decided.

CLOSING

Remind the participants about the “secret box” where they can place questions they do not want to share in group. Remind them nobody will know who wrote the secret so it is safe to ask even about difficult or embarrassing things.

Reflection

Journal assignment: How will you introduce a new healthy habit that you learned today to your family?

Week 1	Focus: Health
Day	3
Title:	Help! What’s Happening To Me? Explaining Puberty
Topics:	Adolescence, puberty, nutrition
Time required:	2 hours
Key message:	Adolescence is a period between childhood and adulthood when we undergo many changes. It can sometimes be confusing, but is easier if we know what is happening with our bodies.
Lesson objectives:	<ul style="list-style-type: none"> • Learning about our bodies: How do they change? What does it mean? • Learning about nutrition. • Learning about eating habits.
Materials required:	<ul style="list-style-type: none"> • Board and marker. • Small papers.

SESSION NOTES FOR TRAINER

Adolescence can be exciting, but also sometimes difficult time for many girls and boys. Going through physical and emotional changes during adolescents can be easier if girls understand, and are ready for them.

What is adolescence?

Adolescence is the period of life between childhood and adulthood and happens during the teenage years.

What happens during adolescence?

During adolescence, we change a lot physically, emotionally and mentally. Many girls want to gain more independence during adolescence, think about what matters to them personally, who they want to be when they grow up.

Puberty

The phase of adolescence when the body changes to become more mature is called puberty. These changes are caused by the release of female hormones into the body. They are normal, though everyone goes through them a little differently.

Physical changes during puberty

In puberty, girls experience following changes in their bodies:

- the growth of pubic, underarm, and other body hair
- increased body smell, especially under the arms
- growth of breasts
- the start of menstruation (we will learn more about it soon)
- vaginal discharge can start or change
- increase in height – most girls will gain their full height by the end of puberty
- some extra fat tissue with which the body prepares for future pregnancy – body becomes more round around the hips
- possibly more oily skin and pimples
- during puberty, the body also builds the strength of bones (bone density).

More about breasts

Girls can expect to develop breasts anytime between 8 and 15 years of age. They start from a small and sometimes painful lump underneath the nipple. It takes about five years for the breasts to develop fully – sometimes during this growth they can be sore. Breasts can have different shapes and sizes in different people, and that's OK. Breasts can also become sore before menstruation. This is caused by the water retained in the body during that time of the menstrual cycle.

Vaginal discharge

During puberty, the vaginal discharge (secretions) can start or change – this is also normal. About six months before the first period, many girls notice more vaginal discharge. This keeps the vagina moist, clean, and helps prevent infections in that area. After period starts, the discharge can be thin and sticky or thick, with a clear colour, and when we are healthy, it has no smell or has a little bit of smell that's not unpleasant. It changes over the course of monthly menstrual cycle. Normal vaginal discharge usually has no smell, and if it has, it is not unpleasant.

If you notice unusual increase in amount, smell, or other unusual symptoms, you should see a doctor.

Emotional changes during adolescence

Girls often experience many emotional changes during their adolescence. These changes are usually a result of many things happening at once, such as:

Mood changes caused by the very quick and rapid increases in hormones during puberty.

The embarrassment that many young people feel as their bodies begin to change and appear different to their friends.

The large demand on energy as the body grows and changes, which can lead to unsteady energy levels (from extreme tiredness to unending energy).

In addition, the beginning of physical changes combined with the pressure and expectations of the peers, cultural backgrounds or the community can also add to the moods, stress and feelings of girls at this time of their life.

Tips for dealing with mood changes

- Learn to recognise your mood swings and understand that these feelings won't last forever
- If you feel stressed or sad, try talking to somebody about your problems such as a trusted family member, friend, relative or teacher
- Include physical activity in your lifestyle; regular physical activity is helpful for preventing depression and anxiety. E.g. take a walk, play your favourite sport.

If low moods or depression are severe and long-lasting (i.e. more than two weeks), talk to a trusted adult.

The experience of adolescence will be different for everyone

While the physical changes that occur during puberty are similar, the timing of puberty and the degree of change will vary. Some girls may begin puberty at 10 while others may not start until 14. Physical changes and mood swings will vary depending on the individual.

Living with menstrual cycles (periods)

Beginning periods or menstrual cycles is a sign that a girl is becoming a woman. However, having periods, and coping with the social norms associated with it, can be an embarrassing and self-conscious experience for some girls.

For some girls, there can be discomfort (bloating, headaches, pain) at the start of each period; others may feel no discomfort at all. It is important for girls to understand how to use pads or cloths. Girls should be able to, and encouraged to, participate in their usual day-to-day activities during their periods and should not avoid physical activity. Physical activity may help relieve the discomfort often associated with periods.

Importance of exercise for teenage girls

Regular physical activity throughout life is important for everyone. For teenage girls, there are particular reasons why it's good to be active. Not only is physical activity important for good health and overall fitness, it can also help to deal with the often difficult transition through puberty including helping to even-out emotions and mood swings and help you feel good about yourself.

Other benefits include: making muscle and bones stronger, improving fitness, improving heart health, the opportunity to have fun and interact with friends and/or family.

Nutrition for active teenage girls

As well as keeping active, eating a balanced and healthy diet is also important for girls. Their daily food intake should include a wide variety of foods from each of the five major food groups to ensure they receive all essential nutrients. Girls who are vegetarians and also physically active, should eat plenty of foods high in protein and iron, including spinach, legumes, dried apricots, nuts and seeds.

All girls who play sport or are physically active should pay special attention to including calcium and iron-rich foods in their diet. Active girls are at increased risk of developing heat stress when exercising in hot and humid conditions. It is important that to have plenty of water before, during and after exercise.

Introduction:

Everyone sits in a circle. Explain what puberty is and why it's important. Reassure the participants that talking about puberty, body parts, etc. can be difficult and you will try to not make them feel uncomfortable.

ACTIVITY 1: BECOMING A WOMAN (15 MINUTES – GROUP DISCUSSION)

1. Pass out index sized pieces of paper. Assure participants that their comments will be

anonymous and asks the participants to write down a few things (one per card) that they notice are changing in their body as they grow up (e.g. growing taller, breast development, menstruation starts). Remind them not to put their name on the cards.

2. Remind the participants that these changes are part of puberty and that they are natural and normal and not bad. Explain further the changes and add some if not all from the session notes were covered – include emotional changes, body changes, menstruation, etc.
3. Give each participant a few index card sized pieces of paper and tell them that if they have a question about something they have noticed happening in their own body or about something they learn today, they can write it on the card (without their name) and put it in the secret box so that you can answer their question without their having to ask it out loud in front of the group.

ACTIVITY 2: WE'RE ALL IN IT TOGETHER (10 MINUTES – COMMUNITY BUILDING GAME)

1. Ask the participants to stand in a circle. Explain the rules of the game before it starts. You will shout out statements about puberty and if the participants think it applies to them, they jump inside the circle. This gives participants a chance to see that other participants feel the same things they do.
2. Shouts out statements about puberty – some examples: “Who thinks menstruation is normal?”, “Who is more emotional during puberty?”, “Who wishes they didn’t have to have a period?” “Who is confused during puberty?” “Who is happy to be growing up?” “Who likes to play with their friends?” “Who wants to become a strong woman?” “Who is afraid of leaking so people can see the stain when they have their period?” “Who WILL become a strong woman?”)
3. If appropriate, invite a participant to call out some of her own statements.
4. After the game, explain that while different girls experience different things when they grow up, they share a lot of similarities. They are not alone in this process.

ACTIVITY 3: EAT HEALTHY. THE IMPORTANCE OF NUTRITION. (20 MINUTES – GROUP DISCUSSION)

1. Ask the participants and wait for them to answer after each question. “How does what we eat affect how we grow?” (Prompt: Food can make us healthy and strong, or weak and sick.) “What happens to our body when we do not eat well?” (We can become ill.) “Why is eating good food especially important during puberty time?” (Because we are starting to grow up so our body needs more nutrients to stay strong and healthy as we grow).
2. Ask participants to think about the rules of healthy diet. Draw a line on the board and ask the participants about various foods. Put healthy food (e.g. leafy greens, fruits, milk, vegetables) on one side and unhealthy (e.g. noodles and biscuits) on the other.
3. Show the group a food pyramid illustration with categories of food: meat, vegetables, dairy, etc. Ask the participants to think of locally available and affordable examples of foods to include under each category.
4. If something important and available locally is not covered (e.g. protein, water) ask the participants where she should put it on the board.
5. Ask the participants to write down what they currently eat with a food pyramid check list in hand to assess how healthy their current diet is.
6. Divide the participants work in mixed-age small groups. Ask each group to plan a meal that includes all the categories on the food pyramid.

Reflection

Journal: How will you convince your family to eat healthier?

Week 1	Focus: Health
Day	4
Title:	It's That Time of the Month. All about Menstruation
Topics:	Menstruation in our and other cultures
Time required:	2 hours
Key message:	Different cultures have different ways of acknowledging and sometimes celebrating menstruation. These practices can also tell us how a given culture views menstruating women and girls.
Lesson objectives:	<ul style="list-style-type: none"> • Learning about cultural stigma around menstruation. • Learning about local cultural practices around menstruation. • Learning about some other cultures customs around menstruation.
Materials required:	<ul style="list-style-type: none"> • White board, marker. • World map or globe from the school.

Introduction:

1. Explain briefly what is menstruation / period: every woman bleeds every month for about 4-8 days, unless she is pregnant. It's normal and it means she is healthy.
2. Explain that many girls, parents and trainers are not comfortable talking to their daughters and students about menstruation. Explain that it's OK to feel confused and embarrassed, and ask to try to not feel too uncomfortable.

ACTIVITY 1: IT'S THAT TIME OF THE MONTH (15 MINUTES – GROUP DISCUSSION)

1. Ask the participants to brainstorm a list of all the words / expressions they use to describe the process of menstruation in Nepali or their mother tongues. Write the words on the white board.
2. Review the list and ask whether each expression has a positive, negative, or neutral connotation.
3. Ask the participants: What do these names / expressions tell us about how menstruation is viewed in Nepali culture?
4. Ask the participants: How do you feel when you have your period or when you imagine having your period? (E.g. ashamed? Happy? Embarrassed?)
5. Tell the participants that they will learn how menstruation is viewed very differently in different cultures.

ACTIVITY 2: IN YOUR OWN WORDS. (25 MINUTES – THINK, PAIR, SHARE)

1. Ask the participants to first think for two minutes, then discuss in pairs for five minutes, and then share with the group their responses to the following questions:
 - Have you heard about menstruation? From whom? (E.g. your mother, older sister, friend, trainer) What did they say?
 - What restrictions are there on menstruating girls and women in our culture? (E.g. don't attend religious function, don't go to school.)

- What are the rules regarding the cloths? (E.g. no one can see them washed and drying).

ACTIVITY 3: WHAT HAPPENS ELSEWHERE IN THE WORLD? OTHER PERSPECTIVES ON MENSTRUATION (10 MINUTES - LECTURE)

1. Ask the participants about the differences between local cultures and groups regarding menstruation practices (E.g. Hindu families will isolate menstruating girls and women, Buddhists won't).
2. Give the following examples of other cultures where menstruation is celebrated and shows the countries on the map or globe:
 - In Japan families celebrate first girl's period with sekihan – a special dish of rice with beans which color the rice red.
 - In Congo Bambuti tribe, people believe a girl during her first period is blessed by the moon.
 - In Poland in the older days there was one word that meant three things: the moon, the month and menstruation: myeshouts (miesiąc).
3. Ask the participants what the connection is between the moon and menstruation (cycles, timing). Ask the participants: why do you think it was one word for these three things? (The monthly cycle lasts one month, and that's how long approximately a moon cycle is.)

ACTIVITY 4: TAKING ACTION (15 MINUTES – DISCUSSION IN PAIRS)

1. Ask the participants to discuss the following questions in same age pairs:
 - What changes would make your life easier during your menstruation time?
 - How could you support each other during this time?
2. Pairs report back to full group. Write ideas on the board and the observer writes it down and keeps to refer to during the last week when participants will be creating their own action plans.

CLOSING

1. Remind the participants that having regular menstrual cycles is a sign that important parts of your body are working normally. It's healthy and natural.
2. Ask the participants: What did you learn today that surprised you and why?

Reflection

Journal assignment: Did your feelings about menstruation change in anyway today? Why or why not?

Week 1	Focus: Health
Day	5
Title:	Demystifying Menstruation
Topics:	Biological mechanisms of menstruation
Time required:	2 hours
Key message:	Menstruation is a body function. It means our bodies are healthy. Every

	month our bodies prepare for a pregnancy, and when it doesn't happen, they get rid of all the material that would otherwise nourish the fetus.
Lesson objectives:	<ul style="list-style-type: none"> • Learning about biological mechanisms of menstruation. • Learning menstruation hygiene.
Materials required:	<ul style="list-style-type: none"> • White board and marker. • Sanitary pad. • A paper / poster with female reproduction system. • Balloons. • Long yarn.

SESSION NOTES FOR THE TRAINER

Menstruation means monthly expulsion of blood, fluids, and tissue from the uterus through the vagina. All that forms every month to prepare the uterus for pregnancy, that's why some people call this material a "nest". If the woman doesn't become pregnant that month, this material is released and we see blood coming out of our vagina. Menstrual cycle lasts about 28 days (anything between 21 and 35 is normal), meaning you get your period every four weeks. A period lasts usually between 3 and 7 days. Menstruation usually starts sometime between the ages of 8 and 16 and ends between 45 and 60. On average, a woman menstruates for 3,000 days during her lifetime.

The blood that we see expelled is clean, free of toxins, and contains only some "good" bacteria which are normally found in the vagina. Though it might appear more, a girl or a woman loses about four tablespoons of blood every month. To manage the blood flow, over the ages women used various materials, such as grass, sponges, cotton wads and fabrics to catch the blood. In cities they sometimes use sanitary pads. In many cultures, menstruation is associated with embarrassment, and many cultures have special "code words" to describe it.

Many women and girls experience some body changes during their periods. These can include: cramps, nausea (feeling like you want to throw up), vomiting (throwing up), loose bowel movements/diarrhea, constipation, bloating in your belly area, headaches, lightheadedness (feeling faint). Some girls also feel a little sad, irritated, or emotional before and during their periods.

Period feels like a slow flow of liquid – the blood – out of vagina. It starts and stops, sometimes it goes faster and sometimes slower. It is also normal to see some blood clots on your pad – these are parts of the lining of the uterus.

Periods are usually less regular when a girl starts menstruating. They can also become irregular because of stress or a change a girl or woman is going through, like a sickness. Exercise is a good way to lessen the cramps, but some girls don't feel comfortable exercising during their periods.

It's important to stay clean and healthy during periods. We need hygiene, cloths or pads, and privacy for cleaning and washing the reusable pads. If we use cloth, it can be cotton which absorbs the liquid well and doesn't cause skin irritation. The cloth pads should be changed twice a day, depending on how heavy our bleeding is. They should be washed after each use with soap and dried in sunlight, which helps to kill germs. They should be dried on lines not stones or ground, otherwise bugs / insects can contaminate them.

If we use pads, we should dispose them after each use, ideally in a special incinerator if we have access to one. We should wash our hands before and after changing the cloth.

If you are expecting period, keep an extra cloth in your backpack. To minimize the risk of others seeing the stains, you can also wear dark colours on those days. If you get your period at school when you're in class, ask the teacher for permission to leave the classroom. Then go to the bathroom to use your supplies, which you have brought with you.

Some girls are afraid that other people will see stains on their clothes. What if there's a bloodstain on the back of your clothes? Have a friend follow close behind you when you walk to the bathroom.

If you are wearing a sweater (or anything long-sleeved) over a shirt, you can take the sweater off and tie the sleeves around your waist so that the sweater covers the spot in the back. You can also use a

scarf if you have one. Then, go to the bathroom and get a cloth or pad.

Once you get to the bathroom, you can try to wash out the spot.

If you had a leak and feel embarrassed or ashamed because you had a bloodstain that was noticed by others, remember: you have not done anything wrong or shameful. Menstruation is normal, and leaks happen. Almost every woman has experienced it. Any feeling of shame is driven by our culture's negative attitude toward menstruation. Talking about the experience with someone you trust can help you to honor your feelings, put things in perspective, and move forward.

Introduction:

Assure the participants that it's OK to feel confused and embarrassed when talking about menstruation, and remind them of their right to "pass" if something feels too uncomfortable. Remind them the rule how many times they can say "pass".

ACTIVITY 1: THE HIDDEN POWER OF BEING A GIRL. WHY DO WE MENSTRUATE? (25 MINUTES – GROUP DISCUSSION)

1. Ask the participants: "Why do women menstruate?" Wait for the participants to answer and provide information from the session notes.
2. If there are misunderstandings what happens during menstruation, explain and clarify any doubts.
3. Ask the following questions. When the participants are not sure or provide inaccurate answers, add from the session notes.
 - When does menstruating start?
 - How long does it last?
 - When does it end?
 - How much blood does a woman lose?
 - What do women use as sanitary products? (Show the sanitary pad.)
 - What else can happen (beside bleeding) during or around menstruation? (E.g. cramps, nausea, vomiting, loose bowel movements / diarrhea).

ACTIVITY 2: MENSTRUATION MYSTERIES. ANONYMOUS QUESTIONS (10 MINUTES)

1. Assure the participants that they may have questions about menstruation that have not been answered.
2. Give each participant a few pieces of paper and encourage them to write their questions down and put them in the "secret box". Remind them not to write their names on their questions.

ACTIVITY 3: GIRL POWER. HER TURN AS A SUPPORT SYSTEM (25 MINUTES – TEAM BUILDING)

1. Ask the participants to stand up in a circle. Hold a ball of yarn and ask the participants to tell the group one reason they value being part of this group. Starts yourself by saying e.g. "I like being a part of this group because I get to know you better".
2. Give the ball of yarn to one participant and ask her to tell the group her answer and then toss the ball of yarn to another participant across the circle while holding onto the end of the yarn. They continue until all participants in the circle have responded and the yarn creates a web between them.
3. Toss a balloon onto the web and list many reasons why participation in this group is important: we learn that others also go through similar problems as ourselves, we make new friends, we

crate a support group for each other, we learn from each other, our voice as a group is stronger.

4. Ask the group to tighten the web to provide better support (everyone is needed to make it work).
5. Ask the group to move the balloon around the web in a circle, passing it to each person in the group. Ask: do we value this group for same reasons? (Support, knowledge sharing, friendships, fun, etc.)

ACTIVITY 4: PROBLEM SOLVING (30 MINUTES – GROUP WORK)

1. Divide the participants into mixed aged groups of 4-6 members, so the younger can learn from the older participants. Assign time and make sure the participants have assigned roles in groups (facilitator, scribe, presenter). The participants will discuss methods to stay clean and healthy during menstruation.
2. The participants work in groups and answer specific questions:
 - What material to use for cloth? Where to get it? How and how often should the cloth be changed and washed? How should it dry?
 - Does the school toilet have safety and privacy for menstruating girls?
 - How can a girl be prepared for her period? What should she do if it happens at school?
 - What can we do if there is a visible bloodstain on our clothes?
 - How to make sure the clothes are washed and dried well?
3. At the end presenter from each group summarizes for the group. If the same point was already mentioned by another group, she goes to the next point.

CLOSING

Remind the participants that even though talking about menstruation can be sometimes difficult and some people feel embarrassed talking about it, it is important to know what is happening with our bodies. It helps us take care and stay healthy. Every woman menstruates and it is normal and healthy.

Reflection

Journal assignment: Have your feelings about being a girl and having a period changed after what you have learned today? If so how? If they have not changed, why not?

Week 1	Focus: Health
Day	6
Title:	Putting It All Together. Reviewing what we have learned
Topics:	Health
Time required:	2 hours
Lesson objectives:	<ul style="list-style-type: none">• Review
Materials required:	<ul style="list-style-type: none">• White board, marker.• Papers, pencils.

Introduction:

Ask the participants to write on a piece of paper without their name on it, any questions they have that were not answered about puberty, health, menstruation, etc. They can put the papers in the secret box and you will answer them at the end of the session.

Ask if there are any other things that they should talk about.

ACTIVITY 1: SECRET QUESTIONS RESPONSES

1. Answers the questions left in the secret box from the previous days.
2. Encourage participants to write additional questions as they come up.

ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)

1. In preparation to this session, come up with revision questions from the week. You need as many questions as there are groups. The rules of the game:
 - Each group gets one question first.
 - Each question points sum up to 5 points.
 - If the groups didn't answer the question fully, complete the answer and the points will sum up to less than 5.
 - The group with most points wins and gets a star.

ACTIVITY 3: ESSAYS (30 MINUTES – ESSAY WRITING)

1. Divide participants into 4 groups and ask each group to write an essay, 1 page or longer. Each group receives 1 topic to work on. They will start today and finish next Friday.
 - What does it mean to be an empowered girl? How does an empowered girl act?
 - How can we become strong and confident? How will we support our friends to be strong and confident?
 - What are the benefits of education? Why is it important for girls to become educated? What are barriers to education for girls and how can they overcome them?
 - How can we increase equality between boys and girls? How can boys help us be educated, empowered and equal?
2. Collect all essays which you will distribute to the same groups next week. Ask the participants to think about their essays in the upcoming week.

Reflection

Journal assignment: What were some of the most important things you learned about being a girl this week and why?

Day	1
Title:	Girl Power: How to Stay Safe
Topics:	Bullying
Time required:	3 hours
Key message:	Bullying is a behaviour when someone is repeatedly attacking someone else verbally or in other ways. It should not be accepted. We can learn ways to deal with bullies and call them out on their behaviour (when it is safe to do so).
Lesson objectives:	<ul style="list-style-type: none"> • Learning what bullying and harassment is. • Learning how to prevent it. • Learning what to do when it happens. • Learning to say “no”.
Materials required:	<ul style="list-style-type: none"> • A4 paper – two pieces for every participant. • Index cards. • Sign pen. • White board, marker.

SESSION NOTES FOR THE TRAINER

Bullying is a behaviour that’s aggressive and intentional, meaning it is done with the intention of making someone feel bad. It involves two or more people of which one is stronger and one less strong physically or in other ways – there is a power imbalance between them. Because of that imbalance, person who is bullied might have a hard time dealing with it or defending him or herself. Often it is not a one time situation, but it’s repeated.

Bullying can look many different ways, for example hitting, punching, teasing, name calling, gestures. These are examples of physical, verbal and non verbal or emotional bullying.

When someone bullies someone, it creates an atmosphere of fear, disrespect, humiliation, aggression. Whenever it happens, it has negative impact on people.

Introduction:

Ask the participants: what is bullying? Why does it happen? How does it look? Waits for them to answer and complement what is being said.

ACTIVITY 1: THE CHALLENGES OF BEING A GIRL (20 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4-6 people. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, presenter). Once the groups are formed and roles assigned, ask: We have already discussed the issues of staying healthy, puberty, and menstruation. What are some of the other challenges of being a girl in your school and community?
2. Participants discuss the following questions in mixed age groups:
 - What do you like about being a girl in your community?
 - What do you not like about being a girl?
 - When do you feel vulnerable, unsafe, as a girl?

3. Groups report back to the full group, save the scribes' notes which might be used during last week's community projects.

ACTIVITY 2: EMPOWERING SELF PORTRAITS (25 MINUTES – CREATIVE ACTIVITY)

1. Give the participants 5 minutes to think about what they like about themselves. To facilitate, ask the participants: when was the moment you were proud of yourself? What exactly were you proud of? What do you think is your best quality? What do your friends like about you? When do you feel confident and in control of things?
2. After five minutes, each participant receives a paper and sign pens. Ask the participants to each draw a portrait of herself and write around the page her good qualities.
3. When the portraits are ready, each participant finds a partner (someone who knows and appreciates her) and swaps portraits, adding the good qualities she admires in her onto her page.
4. They give the “empowering portraits” back to each other.
5. Make sure each participant is paired with someone – if you have an odd number of participants in the group, you can pair with one participant.

ACTIVITY 3: PICK ON SOMEONE YOUR OWN SIZE! DEALING WITH BULLYING (20 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4-6 people. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, presenter). Once the groups are formed and roles assigned, ask:
 - What is bullying? (E.g. when someone or a group who has more power teases someone else who has less power.)
 - How does it make people feel? (E.g. embarrassed, humiliated, powerless, weak, helpless.)
 - What can we do if it happens to us? (E.g. ignore, say no, go to the trainer)
2. Groups' presenters report back to the full group. Write responses on board.

ACTIVITY 4: ROLE PLAYING GAME (20 MINUTES – ROLE PLAY GAME)

1. Refer back to participants' responses about how to deal with bullying and add additional suggestions (E.g. practicing confidence, finding friends, talking about it to a trusted adult).
2. Divide the group into teams (3-5 people work well). Give each team a set of index cards and tell them they have 10 minutes to come up with as many different reasons that people bully as possible. Write each reason (only one) on each index card. (Examples: to feel stronger, to feel more important, not to be bullied themselves, etc.)
3. When the 10 minutes is up, group these reasons in categories. There should be as many categories as there are groups.
4. Each team draws one of the “Reasons Why People Bully Cards” from a hat.
5. The groups get 5 minutes to prepare a short role play that shows the “reason” on their card. In each scenario, one of the techniques to deal with bullying discussed in Activity 3 is also used.
6. The other teams guess the “reason” why someone is bullying someone else. The first team to guess the reason gets 5 points.
7. The class cheers.
8. After all teams have gone through their “reasons,” ask each group to shout out reasons to NOT bully (e.g.: it's not nice, it's disrespectful, it's hurtful, etc.). Each reason wins the team 10 points.
9. The team with most points wins.

ACTIVITY 5: HOPES AND FEARS (10 MINUTES – GAME)

1. Give each participant an index card and ask them to write a hope she has for herself in the group and a fear. (E.g. “I hope being in the group will help me feel more confident” or “I’m afraid I won’t know what to say in the group and I’ll feel embarrassed”.) Assure the participants that they do not have to write their names on the cards.
2. Inform the participants that if they have a problem or concern about participating in the group, you will be available after the session to talk to them.

ACTIVITY 6: BUILDING AN EMPOWERED SENSE OF SELF (35 MINUTES - PRESENTATIONS)

1. Ask each participant to present her self-portrait from Activity 2 to the whole group and share 4 or 5 of her best qualities. Explain this is a good practice for public speaking in a safe and supportive environment.
2. After each participant finishes, ask the rest of the group if there is anything else that she is great at. Group members can also contribute additional good qualities for the participant to add to her portrait.
3. The rest of the group supports and encourages by clapping and cheering.

ACTIVITY 7: WRAP UP (15 MINUTES – GROUP DISCUSSION)

1. Explain to the participants: Talking about bullying can be difficult and can make some people stressed, uncomfortable, or experience tension. This is normal and OK. We want to make sure we came out of today’s activities OK so let’s try to answer some questions for ourselves.
2. Lead the discussion and encourage the participants to answer to the group.
 - What new things did you learn about bullying today?
 - How do people who are bullied feel?
 - What can we do if we are bullied or see someone else being bullied? What are some methods that can help in these situations?
 - Who is a bystander? (It is someone who sees bullying but does not help the person who is being bullied. People can be bystanders because they are afraid or uncomfortable, because they don’t know how to help, and for other reasons.)
 - Who is an ally? It is someone who when they see bullying, they help the person who is bullied. Allies help create a more peaceful and open atmosphere where it is hard for bullies to bully others.
 - How can we change from being a bystander to being an ally?
 - If it happened to you, would you talk to someone about this? Who would you talk to?
 - Do you have any other ideas how we can improve the situation at our school? How can we make sure everyone in school is free from bullying?
3. Note down replies to the last question. They can be useful during last week’s community project and might also be useful to the school management.

CLOSING

Remind the participants that bullying can happen to anyone and it is not the fault of the victim. Nobody deserves to be bullied. Together we can create a culture of no bullying, by supporting bullying victims and stepping in when we witness bullying (if it’s safe for us).

Reflection

Journal assignment: Write about your favorite qualities and some additional qualities you would like to develop in yourself. What do you need to do to develop these qualities?

Week 2	Focus: Safety
Day	2
Title:	Harming Someone is NEVER Alright. The realities of domestic violence
Topics:	Domestic violence
Time required:	2 hours
Key message:	Domestic violence can happen to anyone regardless of their gender, ethnicity, or socio-economic background. Nobody deserves to suffer from domestic violence and there are things we can do to help if it happens to us or someone we know.
Lesson objectives:	<ul style="list-style-type: none">• Learning what domestic violence is.• Learning how to prevent it.• Learning what to do when it happens.
Materials required:	<ul style="list-style-type: none">• White board, marker.• Index cards.• 4 copies of resource sheet, laminated.• Very long ribbon.

SESSION NOTES FOR THE TRAINER

Domestic violence is violence that happens in the home. Physical violence is a part of it, but it can also take other forms. For example threats of violence, emotional violence – humiliation, belittling; sexual abuse, economic deprivation. Domestic violence can happen to anyone, regardless of their social status, education level, economic situation, gender, age. Women, girls, boys, and men can all experience domestic violence.

Domestic violence is never the fault of the victim even though the victim often thinks it is her fault because she has caused displeasure. The victim may believe she deserves to be harmed but this is not true and is only a reflection of the victims sense of disempowerment and hopelessness. Some people and many perpetrators of violence believe some victims “deserve” the violence, but nobody deserves to be treated with no respect and dignity.

Research shows that a girl is more likely to become a victim of domestic violence if she marries early. This can be because in many cases young bride has less power in the marriage, because of her traditional role in her in-laws family, or because she doesn't know where to turn for help if it happens to her.

Domestic violence is punishable by law in Nepal. Depending on the exact situation, the perpetrator can be sentenced to paying fine up to NPR 25,000, six months in prison, or both. Punishment also applies to those who incite others to commit this crime.

There are mechanisms and organizations that deal with domestic violence and where it can be reported. Some are district level, others in Kathmandu. National Women Commission also has a hotline

Introduction:

Warn the participants that today the group will be talking about something difficult: domestic violence. Tell the participants that domestic violence happens in all countries, to girls and boys and women and sometimes to men.

ACTIVITY 1: WHAT DO YOU THINK? ANONYMOUS SURVEY (10 MINUTES - SURVEY)

1. Ask the participants to answer the following question anonymously on a piece of paper (index cards). They have 5 minutes.
 - Do you think a husband sometimes has a right to beat his wife? Yes or no - explain your reasoning.
 - Do you think a wife ever has the right to hit her husband? For example is it alright for a women to fight back if her husband tries to hurt her? Yes or no - explain your reasoning.
2. Collect the papers and save them for project team.

ACTIVITY 2: IN YOUR OWN WORDS (30 MINUTES – GROUP DISCUSSION)

1. Facilitate the discussion, asking the questions and clarifying if there are confusions using what you learned from the session notes.
 - What is domestic violence?
 - What forms can domestic violence take?
 - Is domestic violence always physical?
 - Are the girls who marry young, before the age of 20, at risk? Why or why not?
 - How are young brides treated in the husbands' families? Are all families welcoming and friendly places? Do all families allow their brides to go to school and study at home so she can get good education?
 - What are some other forms of violence that are not physical but are also harmful?
2. At the end of the discussion say: domestic violence is a crime and it should to be reported if it is safe for the person experiencing it. Today we will organize a Committee to help report it.

ACTIVITY 3: HUMAN KNOT (20 MINUTES – PHYSICAL ACTIVITY)

1. Ask the participants to stand in a circle facing inwards so they face each other.
2. Count to three and on three everyone should stretch their right hand out inside the circle and grab a hand of someone across from them. Count to three and on three they stretch out their left hands and grab someone else's outstretched hand.
3. Once everyone's hands are entangled, give them 10 minutes to untangle the knot. They are not allowed to let go of the hands they are holding. Instead they have to communicate and be creative while untangling the human knot.
4. When everyone is untangled, ask the participants: who was the fastest to untangle? What did they do to be so effective? What worked to improve communication and what didn't work?

CLOSING

Homework: Arrange an interview with your mother and grandmother if possible, and ask them the following questions:

- How old were they when they got married? Who decided that it was time for them to get married?
- Looking back, do they feel they married at the right time? Too early? Too late? Why do they feel that way?
- What age do they think you, their daughter, should marry and why?

Reflection

Journal: Write about the people in your life who support you and describe how they support you.

Week 2	Focus: Safety
Day	3
Title:	Tying the Knot Too Early: The perils of early marriage
Topics:	Child marriage – causes, consequences
Time required:	2 hours
Key message:	Child marriage is a harmful practice that is prevalent in Nepal. It has devastating consequences for young people in all areas of life, including health, safety, livelihoods. We should strive for our communities to be child marriage free.
Lesson objectives:	<ul style="list-style-type: none">• Learning what is early marriage.• Learning about various consequences of child marriage.
Materials required:	<ul style="list-style-type: none">• White board, marker.• A2 poster paper.• Sign pens.

SESSION NOTES FOR THE TRAINER

Child marriage is a marriage that involves one or both spouses that are not legal aged. The legal age of marriage in Nepal is now 20, so legally anyone marrying before they are 20 years old are marrying illegally. This applies to “love” marriage, arranged marriage, and any other type of marriage. In some communities “love” marriages happen often. Having attractions towards other people during adolescence is normal. If someone feels attraction towards someone else, they sometimes want to be close to that person and decide they want to marry them. It is important to know that these feelings can change. People who are undergoing puberty are still too young to make important life decisions such as marriage, or having a child.

Child marriage happens in many countries. The rate of child marriage in Nepal is 37%, meaning 37 girls out of a 100 get married before they turned 18.

Child marriage has many negative life-long consequences in all areas of life.

- Education: after getting married, a girl usually drops out of school. She often has no time for school, because she is busy with household chores in her husband's family house. Many families also don't think girls' education is that important. For boys, marrying early also may mean that they have to drop out of school and find a job to provide for their family.

- Poverty - less education means less work opportunities, less livelihoods skills, and so less chance of getting out of poverty. This affects the girl, her family, the future of her children. For boys, sometimes a groom's family pressures him and his wife to have children, which produces even more pressure and tension on the boy to care for his new family.
- Health – many families demand that a daughter in law gets pregnancy quick, even if she is underage. This means many health risks for her and her future baby. Giving birth when your body is not ready creates risks of various complications, such as uterine prolapse when the muscles in your abdomen are weakened and can't hold the uterus (organ where the baby grows during pregnancy) in place. There are also risks for the baby – children born to young mothers have weaker health and many young mothers don't know how to take care of them properly.
- Safety – unfortunately many young brides are more likely to experience various forms of violence. For example domestic violence is more common in families where girls married early, as is sexual abuse, and young brides often have low social status in their in-laws family. They might not know where turn for help if that happens to them.

In Nepal marriage below the age of 20 is punishable by law. The exact punishment depend on the age of the girl, but involve fines up to NPR 10,000 and imprisonment for up to three years. Punishment also applies to people who help organize the marriage and the wedding.

Introduction:

Explain that minimum legal age of marriage for girls in Nepal is 20. But 37% of girls in Nepal marry before 18. Then ask: Do you think it is alright for a girl to marry before she is 18?

ACTIVITY 1: OUR MOTHERS' WORLDS. WHAT DO OUR MOTHERS THINK ABOUT MARRIAGE? (20 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4-6 people. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, presenter). Once the groups are formed and roles assigned, ask them to review the homework and discuss:
 - How old were their mothers when they got married? Who decided that it was time for them to get married?
 - Looking back, did their mothers feel they married at the right time? Too early? Too late? Why did they feel that way?
 - What age do they think their daughter should marry and why?
2. Ask the participants to share what they learned about their mothers / grandmothers that surprised them and write their responses on the board.

ACTIVITY 2: CHILD MARRIAGE AND GIRLS' FUTURES (25 MINUTES – THINK PAIR SHARE)

1. Ask the students to first think (3 minutes), then discuss in pairs (10 minutes) and then share with the group answers to following questions.
 - What age do you wish to marry and why? (E.g. after 20 when I finish my education, because I want to be a teacher and have to finish school).
 - Why do some girls marry early? (E.g. because their parents married them off, religious reasons.)
 - What are disadvantages of early marriage? In the previous day's homework, interviews with mothers and grandmothers they told us about many perils of early marriage. What were they?

- How does early marriage relate to education, poverty, health, safety?
2. Write key points on the board. If the participants didn't mention points included in the session notes, facilitate the discussion about them and add them to the points on the board.

ACTIVITY 3: A FAMILY TAKES SIDES: DIFFERENT VIEWS ON MARRIAGE (40 MINUTES – ROLE PLAY)

1. Explain that the group will role play a family who is thinking about arranging a marriage for their 15 year old daughter. The family has gathered together to discuss whether this is a good idea. Assign specific family roles (aunt, uncle, daughter, a sister, brother, friend, teacher) to participants who volunteer to act in the role play. You will be a friend of the family.
2. Ask the actors to imagine themselves as the relatives of this girl and to decide how they would advise. Do they think she should marry at such a young age or not? They must explain the reasons for their position. Give them 5 minutes to think and discuss their arguments. Participate in the discussion as a "friend of the family".
3. Start the role play. Let the participants present their arguments.
4. As a friend of the family, explain how marriage limits girl's skills, because she drops out of school, this limits her access to resources, power in her new household, because she is young and vulnerable, it's dangerous for her health because she might have a baby early. Gives examples (e.g. "a woman I know from another village married when she was 14 and she had to drop out of school. Her husband's family didn't treat her nice and the girl didn't know where to go when they abused her.")
5. Ask "the daughter" what her preference is. Does she want to marry or not and why?
6. Ask the participants from the audience how they would advise the girl.
7. As the friend of the family, convince the family that it's harmful for the daughter and the family to marry her off now. They should wait at east until she is 20 years old and finishes her education.
8. Encourage applause at the end of the play.
9. Ask if the participants know what to do if they think their family plans to marry her off or if they or their friends are considering eloping. Facilitate the discussion and provide options: e.g. go to a trusted adult, go to the school principal and ask for help, go to Girls' Support Committee, contact Ama Samuha, contact a local NGO.
10. Remind the participants that girls are not legally allowed to marry until they are 20 and that if they or someone they know suspects that that they will be forced to marry before the legal age of 20, they have to seek help, by going the Girls Support Committee. Emphasize that it is not only against the law, but also against their best interests, healthy, and safe futures.

ACTIVITY 4: NO TO CHILD MARRIAGE PLEDGE (20 MINUTES – TAKING A PLEDGE)

1. Tell the participants: we have heard from women in our families, and we have to remember about disadvantages of child marriage. Early marriage is like a promise of poverty. It is also connected to lack of education, because most girls drop out. When a girl misses her education, she has less opportunities in the future, she is less healthy and her family is also less healthy. Young brides also have usually low status in family, and little decision power. For example if her in-laws expect or pressure her to have a baby, she doesn't have much power to say no. Getting pregnant and giving child birth is not safe for girls in their teens, because their bodies are not yet ready. We have to remember all these results and make sure none of you marry before the age of 20.
2. Ask: "Are there any other reasons why it is not a good idea to get married before 20?" Say: "Now that we know disadvantages of child marriage, we will take a pledge." Ask the participants to stand in a circle and hold hands together and repeat after you:
 - I pledge to always remember about disadvantages of child marriage and spread awareness about it in my community.

- I pledge I will NOT marry before I turn at least 20.
 - I pledge to seek help if anyone forces me into marriage by blackmail, social pressure, family arrangement or any other means.
 - I pledge to seek help and intervene when I know of a child marriage of a friend, or family member, or community member.
 - We pledge to make our community a child marriage free zone.
3. Remind the participants of the resource sheet at the end of the Girl Guidebook which contains helpful contact information to organizations that can help in cases of child marriage and if someone wishes to remain unmarried.
 4. Ask the participants to think about how they would like to talk to their parents about early marriage during the community ceremony. Maybe someone wants to give a speech? Or maybe it should be a drama play?

CLOSING

Wrap up by saying that while child and early marriage is illegal and has many negative consequences, schools and communities should not discriminate or bully girls (and boys) who are married. Married girls should have the right to go to school, not become pregnant before their bodies are ready (at least at 18), and deserve respect like everyone else.

Reflection

Journal: What age do you want to marry and why? What kind of qualities would you like your husband to have?

Week 2	Focus: Safety
Day	4
Title:	I'm Not For Sale! The reality of human trafficking in Nepal
Topics:	Human trafficking in Nepal
Time required:	2 hours
Key message:	Human trafficking means selling and buying human beings. It is illegal and harmful, but prevalent in some areas of Nepal. There are things we can do to keep ourselves safe from trafficking.
Lesson objectives:	<ul style="list-style-type: none"> • Learning what human trafficking is. • Learning how to prevent it. • Learning what to do if it happens.
Materials required:	<ul style="list-style-type: none"> • White board, marker. • 20 handkerchiefs.

SESSION NOTES FOR THE TRAINER

Human trafficking is the act of selling and buying human beings. It can happen to boys and girls, women and men. Sometimes traffickers pretend they will send a person abroad and help the person make good money. When the person gets to the destination, their pay is lower, they experience abuse, they are not free to go somewhere else or return, they are often not aware of their rights or where to turn for help. Other traffickers will promise a good marriage or education opportunity in another place or abroad. Traffickers lure and kidnap victims, taking advantage of weakness and economic strife. Victims are sometimes drugged and captured when they are unconscious; sometimes they are lied to and promised a respectable, high earning job in a new place, and sometimes traffickers lie to parents or adolescents with promises of good marriage or employment and solid incomes.

People can be trafficked for a number of reasons: for prostitution, forced labour, child labour, domestic servitude, forced marriage, organ trafficking, begging. According to International Labour Organization (ILO), almost 21 million people are victims of trafficking or forced labour globally, more than half of them are women and girls, and about one fourth are children.

In Nepal, the Foreign Employment Act, 2007 says, "Any minor who has not completed eighteen years of age shall not be sent for foreign employment." According to Ministry of Labour and Foreign Employment, women younger than 24 are not allowed to legally travel to the Gulf Countries or Malaysia for domestic jobs. People who go abroad illegally before the age of 18 are at a high risk of being trafficked and enslaved, suffer exploitation, and abuse.

Human trafficking is punishable by law. The penalty depends on the exact situation, but they are up to NPR 200,000 fines and up to 20 years in prison.

Introduction:

Ask if the participants know what human trafficking means. Explains that it means selling someone to someone else and then forcing them to conduct certain, often harmful work.

ACTIVITY 1: IN OUR OWN WORDS: HUMAN TRAFFICKING (35 MINUTES – THINK PAIR SHARE, GROUP DISCUSSION)

1. Ask the participants to first think (3 minutes), then discuss in pairs (5 minutes) and then share with the group answers to following questions:
 - What do you know or have heard about human trafficking?
 - What questions do you have about it?
2. Groups report back. Write responses on the board.
3. Facilitate the discussion about human trafficking using the questions participants list and the session notes. Some questions for facilitation can include:
 - How do human traffickers operate?
 - Who is at risk of human trafficking?
 - What happens to people who are trafficked?
 - What are the risks associated with human trafficking?
4. At the end of the discussion participants should understand the facts from the session notes.

ACTIVITY 2: GETTING THE FACTS STRAIGHT: FACT VS FICTION WHEN IT COMES TO HUMAN TRAFFICKING (20 MINUTES - QUIZ)

1. Explain to the group: you'll read the statements and the group should guess whether a

statement is true or false, and explain why. Use the information below to lead the quiz game.

Fact or Fiction? A girl is more likely to be trafficked by someone she knows.

FACT: A girl usually ends up being trafficked because a man or a woman comes to the village and tells her family that he/she or someone he/she knows will either marry her, give her an education, or give her a good job in the city. Usually someone the family already knows refers the family to this person.

Quotes:

"An unknown person guaranteed me a trip and forced me into this profession."

"After holding a marriage my husband said that he would take me abroad for a trip and then sold me to a brothel."

"A woman friend of the family from neighboring village promised my parents she has a good husband for me and that's how I got trafficked."

Fact or Fiction? Boys and girls can be trafficked.

FACT: Girls and boys are both at risk of trafficking. Girls often are trafficked for domestic servitude work or forced prostitution, boys can be trafficked for construction work, work in circuses, and other businesses. It is important to protect both boys and girls from trafficking.

Fact or Fiction? Most girls that are trafficked end up having decent jobs. They are able to send money home to their families and are eventually allowed to return home to their families.

FICTION: Many girls that are trafficked end up either in domestic servitude or in brothels. In these situations, it is hard for them to look for help. Girls who are in domestic servitude often are not allowed to go outside or use phones to talk to their families. Many girls in brothels suffer violence and some girls get sick. If a girl wants to return to her family, she must escape – a dangerous and difficult task. Even if traffickers promise families that girls would be sending money home, families rarely receive any money the girls make. Girls must give all the money they make to the people who now own them. Sometimes even if girls are able to escape they are not accepted back into their families because the work they have been forced to do is considered shameful and dirty.

Fact or Fiction? If our family wants us to go with someone we don't know or trust to the city to work or study there is nothing we can do about it.

FICTION: There are things you can do. If you suspect someone will convince your family to send you away, tell them what you have learned about human trafficking. If they are not willing to listen, talk to the Girls' Support Committee or school principal or another adult you trust. They can refer to you a place that will protect you. Never agree to accompany someone you do not know somewhere no matter what they promise you.

Fact or Fiction? If someone goes abroad with a manpower agency, everything is taken care of.

FICTION: According to Nepali law, people under the age of 18 are not allowed to legally go abroad for work. If an agency proposes this, they are proposing an illegal operation. For women the law says they have to be 24 to go to the Gulf countries or Malaysia for domestic work. This is because as domestic workers, they have even less protection and access than other people. Despite this law, some boys and girls below the age of 18 migrate for work to other countries. Going abroad for work as a minor is very unsafe – minors are less likely to know where to turn for help if something bad happens to them, they are at risk of being trafficked, and at risk of exploitation.

2. Ask the participants if they have any questions about what they have heard.

ACTIVITY 3: TAKING ACTION (25 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4-6 people. Assign 20 minutes for the participants to:
 - Brainstorm messages they could spread to warn other girls of the dangers of human trafficking. E.g. Don't go anywhere with someone you do not know! Don't believe when someone offers you good marriage and wants to take you out of the village. It's illegal to get married before you turn 20. Be suspicious of anyone who offers you the possibility of work in the city or in another country.
 - Design a poster to be exhibited in a public space.

2. Each group presents their poster to the rest of the group explaining why they chose this message for their poster.

ACTIVITY 4: TAKING REFUGE IN EACH OTHER: CREATING A CIRCLE OF STRENGTH (25 MINUTES – PHYSICAL ACTIVITY)

1. Ask the participants to sit in a circle and put a pile of handkerchiefs in the middle of the circle.
2. Each participant chooses a handkerchief to be a symbol of her personal strength for the activity.
3. Ask each participant to finish the sentence: I am strong because... You can start by saying: "I am strong because I will not go anywhere with strangers," "I will share this information with my friends so they know how to stay safe."
4. Explain that the participants have created a circle of strength and this power will help protect them.
5. After each participant declared her strength, ask the participants to hold each others hands and to close their eyes and to repeat together the following vow after you: "I promise to do everything I can to keep myself safe and to protect other girls from people who may harm them. I will ask for help if I need it."
6. Closing. Remind the participants that what they have been talking about is scary and that you will stay around after the class if any of the participants want to talk about this topic further. Stay after the class in case someone wants to talk. If someone has a question you don't know how to answer, call the project staff to discuss.

CLOSING

Ask the participants to think about how they would like to talk to their parents about human trafficking during the community ceremony. Maybe someone wants to give a speech? Or maybe it should be a theater play? The group should start thinking about their school community ceremony.

Reflection

Journal: What are your thoughts on what you learned today about human trafficking? How did this information make you feel? Do you know what to do when you think you are at risk?

Week 2	Focus: Safety
Day	5
Title:	Hands Off! Sexual abuse
Topics:	Sexual abuse and its various forms
Time required:	2 hours
Key message:	Sexual abuse can happen to anyone – boys, girls, women, and men. It is unwanted sexual activity that can, but doesn't have to, involve touching. It can have devastating consequences for the victims who may feel like they did something to deserve it, shame, guilt, or depression.
Lesson objectives:	<ul style="list-style-type: none"> • Learning what sexual abuse is.

- Learning how to avoid it.
- Learning what to do when it happens.

Materials required:

- Board and marker.

SESSION NOTES FOR THE TRAINER

Sexual harassment is any form of sexual activity forced on someone else without that person's consent. Sexual harassment can take many forms and does not necessarily involve touching. It can be:

- Verbal, for example pressuring for sexual favors, kissing sounds, telling dirty jokes.
- Visual: making gestures, forcing someone to watch unwanted images, sending unwanted images to someone, staring at someone's body.
- Physical: following, standing too close, pulling bra straps, touching, patting, pinching, or grabbing in a sexual way.

Sexual harassment can happen to girls and boys in almost any place: at home, in a classroom, on the bus. Children of all ages, castes, ethnicities, cultures, and economic backgrounds are vulnerable to sexual abuse. Child sexual abuse occurs in rural, urban, and suburban areas. It affects both girls and boys in all kinds of neighborhoods and communities, and in countries around the world.

Sexual harassment is never the victim's fault. Though some perpetrators say that they were provoked or tricked, the only person responsible for sexual harassment is the person who commits it.

Most perpetrators are people the victim knows and trusts. Some perpetrators are family members, and many others are not family members, but someone known by the child: family friends, neighbors, teachers, etc. Only few perpetrators are strangers.

The effects of sexual harassment on the victim can be very difficult and include feelings of shame and distrust. A child or adolescent who experiences prolonged sexual abuse can have low self esteem and a feeling of worthlessness. In younger children, sometimes the victims start thumb sucking or bed wetting.

It is important that children and adolescents know what sexual harassment is – that way they can educate their peers and help prevent it.

Perpetrators often harm more than one child. When a child who has experienced sexual harassment reports it, he or she help protect other children whom this perpetrator might harm. A way to stop sexual harassment is to tell an adult you trust. Talking about it is difficult, and some perpetrators might threaten or bribe their victim to stay silent. Victims can feel confused, ashamed, guilty, or not know how to express themselves about such difficult subject.

Introduction:

Ask if the participants know what sexual abuse is. Explain that it is a special case of violence: forcing of undesired sexual attention or behavior by one person upon another.

ACTIVITY 1: GETTING THE FACTS STRAIGHT: UNWANTED TOUCHING IS NEVER OK (35 MINUTES – GROUP DISCUSSION)

1. Ask: "Do you think it's acceptable for a man to touch a woman if she doesn't want it? Do you think a husband has a right to touch his wife against her will? Why or why not?" wait for the group to answer.
2. Explain that unwanted, involuntary, forced sexual activity between spouses is called marital rape and it is illegal. Many women in Nepal don't know it, and it's important to know, that a husband has no right to force his wife into sexual activity. Explain that there are various types

of sexual harassment and that the group will discuss them now.

3. Divide the board into three fields: "Verbal," "Visual," and "Physical" and explain that these are different categories of sexual harassment.
4. Divide the participants into three groups and assigns one category to each: group 1 verbal, group 2 visual, group 3 physical. Ask each group to come up with as many examples of their category (verbal, visual, physical), as they can. Provide one example of each from session notes to start.
5. The groups have 10 minutes and then share their examples. The presenter from each group writes them on the board.
6. Explain to the participants that nobody has the right to touch them inappropriately. Not an uncle, trainer, neighbor, brother, classmate, stranger. If they do, you have the right to say no and to reveal them.
7. Explain where such unwanted behavior can be reported: the principal, a trusted teacher, Girls' Support Committee, trusted adult, Mothers' Group, a local women's NGO. Explain that if a participant thinks her friend is harassed she should ask if she can help and help her report it.
8. Remind the participants of the activity with a ribbon, where working together made the group more stronger – working together to combat sexual abuse also makes them stronger.

ACTIVITY 2: DEALING WITH UNWANTED ATTENTION (20 MINUTES – GROUP DISCUSSION)

1. Tell the participants that they might sometimes they find themselves in the situation of receiving attention from men that they do not want or even if they do want the attention, it makes them feel uncomfortable.
2. Facilitate a discussion following the points below:
 - Has anyone received a comment, even a compliment, or a look from a man that made them feel uncomfortable? Maybe you liked the attention but it also made you feel confused or maybe you did not want the attention at all. In both cases the attention made you uncomfortable because you did not know how to respond, E.g. maybe someone said you were pretty and you liked the compliment but you did not like the way the man was looking at you. It made you feel confused because you did not know his intention and how you should respond.
 - It is common for a girl to find herself in a situation in which someone wants something of her and she does not know what it is and whether she wants to give it. This is what it means to feel uncomfortable.
 - How do we know something feels uncomfortable? How do we act when we are feeling uncomfortable? (E.g. we start to sweat, we may laugh even though something is not funny, we blush, we look at the ground or around for our friends, we say "I don't know", we feel vulnerable and unsafe).
 - If someone is giving us attention that makes us uncomfortable, what should we do? (E.g. walk away, say no, tell someone trusted.)

ACTIVITY 3: JUST SAY NO! ROLE PLAY (45 MINUTES – ROLE PLAY)

1. Ask: "Why do you think girls have such a hard time saying 'no' when someone asks them to do something that they do not want to do?" Wait for the participants to think and answer.
2. Explain that girls' role in Nepal's culture and other cultures is sometimes to make others happy. Girls want to be a good daughter or a good sister. Also, in our culture saying "no" is considered impolite. But we have the right to make ourselves feel happy and safe and that means learning we have the right to say "no".
3. Give examples the following possible responses to unwanted attention: "Please stop!" "That makes me uncomfortable." "If you do that again I will yell to attract attention".
4. Divide the group into four groups and assign each group of students a scenario. They have 10

minutes to prepare and then present to the whole group.

- A man puts his hand on your body.
 - Your teacher makes you feel uncomfortable by looking at you and getting close, and then one day asks you to meet him after class.
 - Your uncle tells you to touch him and you do not want to.
 - A man you do not know tells you that you are pretty and asks you to come with him somewhere.
5. Groups have to act out the situation in which the participant is strong enough to say no and mean it.
 6. Model one scenario with one of the participants or the observer to give students a model. Students cannot use the same model you demonstrated. Ask the participants to speak out loud and clear, to have straight and firm body posture. Every participant should practice saying “no” until she can do it convincingly.
 7. Groups perform for the rest of the class. The class is asked to evaluate how convincing and confident each participants was when she was approached. After each acting out, the class cheers.

CLOSING

Wrap up by saying that sexual harassment is never OK and never the fault of the victim. Nobody deserves to be sexually harassed. Remind the participants that at the end of their Guidebook is a referral sheet with resources for people who experience sexual violence. Assure the participants that they can come to you if something bad is happening to them and together you can look for solutions.

Reflection

Journal: What do you enjoy doing that makes you feel positive and powerful?

Week 2	Focus: Safety
Day	6
Title:	Putting It All Together. Reviewing what we have learned
Topics:	Safety
Time required:	2 hours
Lesson objectives:	<ul style="list-style-type: none">• Repeating some of the key points from previous lessons.• Answering questions.
Materials required:	<ul style="list-style-type: none">• White board, marker.• Papers.• Two bangles/bracelets.• 20 pencils.

Introduction:

Ask the participants to write on a piece of paper without their name on it, any questions they have that were not answered about puberty, health, menstruation, safety, etc. They can put the papers in the secret box and you will answer them at the end of the session.

Ask if there are any other things that they should talk about.

ACTIVITY 1: SECRET QUESTIONS RESPONSES

1. Answers the questions left in the secret box from the previous days.
2. Encourage participants to write additional questions as they come up.

ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)

1. In preparation to this session, come up with revision questions from the week. You need as many questions as there are groups. The rules of the game:
 - Each group gets one question first.
 - Each question points sum up to 5 points.
 - If the groups didn't answer the question fully, complete the answer and the points will sum up to less than 5.
 - The group with most points wins and gets a star.

ACTIVITY 3: WORKING TOGETHER. GROUP CHALLENGE (25 MINUTES – GAME)

1. Divide the group in 2 teams. Standing next to each other, each group forms a line. Each group has a volunteer at the beginning of the line. The volunteer passes a bangle to the first person in the line by putting it on a pencil that she has in her mouth. The participant turns around and passes the bracelet to the next participant.
2. The team that passes the bangle first to the end wins. After both teams finish, applause.

ACTIVITY 4: TAKING ACTION: BUILDING A SAFE COMMUNITY (20 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4-6 people. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, presenter). Once the groups are formed and roles assigned, ask them to discuss:
 - What kinds of changes would make you feel more safe in this community?
2. Record what the presenters present to the rest of the group to return to this information during the final “action week” community project.

ACTIVITY 5: ESSAYS (20 MINUTES – ESSAY WRITING)

1. Divide the participants into the same groups as last week when they were writing essays and ask them to finish the essays:
 - How can we become strong and confident? How will we support our friends to be strong and confident?
 - What are the benefits of education? Why is it important for girls to become educated? What are barriers to education for girls and how can they overcome them?
 - How can we increase equality between boys and girls? How can boys help us be educated,

empowered and equal?

2. After they finish, a presenter from each group presents their arguments to the rest.

Reflection

Journal: What does it mean for you to feel safe? What do you need to feel safe? How can you create a situation that makes you feel safe?

Week 3	Focus: Confidence
Day	1
Title:	Girl Power. Building confidence and self-esteem.
Topics:	Discrimination, self esteem, confidence, leadership
Time required:	1.5 hours
Key message:	Everyone knows or can do something they can be confident about. Confidence is an important part of leadership and charisma.
Lesson objectives:	<ul style="list-style-type: none">• Learning about discrimination.• Learning about self-esteem.• Learning about confidence.• Learning about leadership.
Materials required:	<ul style="list-style-type: none">• White board, marker.• A4 papers.• Pencils.

SESSION NOTES FOR THE TRAINER

Hygiene is what we do to be clean. It is important because by being clean we can ensure that we are also healthy. We can learn and teach others what to do to stay hygienic and clean.

Microbes. Microbes are small living things that include viruses, bacteria, and some others. Microbes are everywhere and some of them are necessary for us to stay healthy, but some are harmful and cause sickness. When these are outside of our bodies, microbes are harmless, but when they get into our bodies, that is when we get sick.

Introduction:

Ask the participants: "Do you remember the first day of our workshop when you introduced yourself and said you feel most confident when you do ... Do you still feel most confident in the same situation or are there other situation you can now think of in which you also feel confidence?"

ACTIVITY 1: BELIEVING IN YOURSELF (20 MINUTES – THINK, PAIR, SHARE)

1. Ask the group to first think (3 minutes), then discuss in pairs (10 minutes) and then share with the group answers to following questions:
 - What is discrimination? (E.g. when a person is treated unfairly or badly because of something about that person, like gender, caste, religion, etc.).
 - What is self-esteem? (E.g. how do we value ourselves. When we have high self-esteem, we value and respect ourselves.)
 - What is confidence? (E.g. when we are certain of our knowledge and power and we are not afraid to speak our opinions).
2. As the participants summarize their answers, write the key points on the board.

ACTIVITY 2: BUILDING ON OUR CIRCLE OF STRENGTH (20 MINUTES – GROUP ACTIVITY)

1. Ask the participants to sit in a circle and remind them of the circle of strength they created during the past week when each of them said what they could do to keep themselves safe and strong.
2. Explain that today they will build on that circle of strength by helping each other to develop the confidence and self-esteem needed to feel like an empowered girl.
3. Ask each participant to describe a strength of a participant to her left – not something about her body, but something about her skill, confidence, etc. They say one capability of the participant next to them. The participant on the left thanks her and turns to participant to her left and does the same.
4. Start the activity – say something accurate and nice about a participant to your left (e.g. “I think you are very good at public speaking.” “I think you are very good at singing.” “I think you are good at group work, I think you are a great friend.”).
5. This continues until every participant has heard her strength and has given a strength to someone else.
6. Ask participants how it felt to hear people say nice things about them. Was it hard to believe the compliment? Why? Part of being confident is being able to hear and humbly accept the nice things others say about you. This helps us to feel good about ourselves.

ACTIVITY 3: TAKING CHARGE – (20 MINUTES – GROUP DISCUSSION)

1. Ask the participants and facilitate a discussion:
 - What does it mean to be a leader? (E.g. It means being able to motivate other people to do something, it's when people like to hear what that person says, it's when someone is confident and strong.)
 - Share the quote: “Leadership is about creating a way for people to contribute to making something extraordinary happen.” Then ask: do you know people in your community who match this description?
 - What qualities a person has to have to be a leader? (E.g. confidence, charisma, public speaking skills, has to be friendly and be able to listen to people.)
 - Does anyone in our group have leadership skills?

CLOSING

Homework for tomorrow:

Ask the participants to talk to their mothers and grandmothers: Ask them what has changed and what hasn't changed since they were your age. Is there more gender discrimination or less? Is girls' self-

esteem higher or lower? Who were female leaders then? Are there more female leaders in our community? The participants should write answers on papers that you will collect.

Note: on the day after tomorrow there will be a real life leader as a guest speaker. Start arranging for the meeting. Tell the participants about the leader and ask them to start thinking about what questions they would like to ask the leader. Some examples: what was the biggest challenge in becoming a leader and how have you overcome it? What can we start doing now to be able to lead in the future?

Week 3	Focus: Confidence
Day	2
Title:	Our Mothers' Legacy
Topics:	Women's situation in the past and now
Time required:	2 hours
Key message:	Women's situation changes – it was very different in times of our grandmothers and still different when our mothers were our age.
Lesson objectives:	<ul style="list-style-type: none">• Discussing women's situation in the past.• Thinking about women's situation in the future.• What are the tendencies? Differences? Similarities?
Materials required:	<ul style="list-style-type: none">• Board and marker.

Introduction:

Ask if everyone talked to older women in their families. Collect the papers from yesterday's homework.

ACTIVITY 1: OUR MOTHER'S LEGACY (30 MINUTES – GROUP WORK)

1. Divide the group into 3 smaller groups. One group will discuss what they learned from interviewing their grandmothers; another group will discuss what they learned from their mothers; and a third group will discuss how their present situation differs from that of their mothers and grandmothers. Groups should identify similarities in what their mothers and grandmothers told them.
2. One participant from each group summarizes what the group discussed for the full group.
3. Write on the board the key points of each of the presentations.
4. After the last group's presentation, everyone should look at similarities and differences. Ask the participants to consider what significant changes they notice in the situation of women. Was your mother's life easier than your grandmother's? How? Is your life easier than your mother's?

ACTIVITY 2: GAME: YOU ARE VERY SWEET, BUT I JUST CAN'T SMILE (30 MINUTES – GAME)

1. Explain the rules of the game:
2. One person is "It" and she sits in a chair, looking serious and sad. Other participants approach her one by one and try to make her laugh. "It" is not allowed to laugh. To anyone trying to make her laugh, she is only allowed to say: "you are very sweet, but I just can't smile." While she says

this, she is also trying to make the person she is saying it to laugh. If “It” laughs, she leaves the game and the person who made her laugh replaces her. The game continues until everyone is laughing.

ACTIVITY 3: LEAVING A LEGACY FOR OUR DAUGHTERS (20 MINUTES - WRITING EXERCISE)

1. Ask the participants to write letters to their future / imaginary daughters. The letters should describe what they hope their life will be like and what freedoms and possibilities they hope their daughters will have that they do not have themselves. The participants should write individually, don't give examples to avoid participants copying them.

Reflection

Journal: What did you learn about your mother and grandmother that surprised you? How were their lives different from yours? What things do you hope for your own daughter?

Week 3	Focus: Confidence
Day	3
Title:	A Real Life Leader; Guest Speaker
Topics:	Leadership in practice
Time required:	2 hours
Key message:	Leadership is exciting but not always easy. Each leader faces challenges, but they overcome them.
Lesson objectives:	<ul style="list-style-type: none">• Learning about practical side of leadership.• Learning about how we can be leaders.
Materials required:	<ul style="list-style-type: none">• Board and marker.

Introduction:

Introduce the guest: local female leader. Applause.

ACTIVITY 1: INTERVIEW WITH THE LEADER (90 MINUTES)

1. Ask the leader to tell the participants how she became a leader. What was she like when she was a young girl? What did she do later? What are her biggest accomplishments? What were the biggest challenges? What is her dream? What should participants do if they want to become leaders, too?
2. While the guest speaker takes a break, the participants work in mixed age groups to brainstorm a list of questions.
3. Facilitate for the participants to ask their questions to the leader.

ACTIVITY 2: DEFINING ROLE MODELS (20 MINUTES – GROUP WORK)

1. Ask the participants to work in mixed age groups to brainstorm a list of female role models and to discuss the following questions:
 - What makes this person a leader?
 - Why is she your role model?
 - What challenges did she have to overcome to be successful?
2. Groups report back to full group.
3. Keep a list of role models to refer to during the next class.

CLOSING

Now is a good time to discuss with the school principal the upcoming community ceremony. Inform the participants how you will coordinate with other trainers in the school and inform the principal. Present some initial ideas for the guests, check with the principal for his / her suggestions and ideas. Make sure he / she has a chance to discuss the ceremony and be included in the planning.

Make sure you start the coordination.

Reflection

Journal: Write about what leadership qualities you currently possess and which qualities you would like to develop? What kind of project would you like to lead?

Week 3	Focus: Confidence
Day	4
Title:	Developing Inner Strengths / Recognizing Our Collective Strengths
Topics:	Collective decision making, different types of power
Time required:	2 hours
Key message:	Different people have different styles of interacting with others. There are also different types of power – power within, power with others, power over others. Even though we can sometimes feel we don't have much control over our lives, we usually have power within even when the circumstances are adverse.
Lesson objectives:	<ul style="list-style-type: none">• Identifying our individual strengths.• Identifying our collective strengths as girls.
Materials required:	<ul style="list-style-type: none">• White board, marker.• Rope with ends tied together to form continuous loop.• 10 blindfolds

Introduction:

Ask if anyone would like to share their journal entry about personal leadership qualities with the full group.

ACTIVITY 1: LET'S LEAD! (20 MINUTES – THINK, PAIR, SHARE)

1. Refer to the list of role models the participants presented during the previous class and asks the students to first think (3 minutes), then discuss in pairs (10 minutes) and then share with the group answers to following questions:
 - What was similar about these women's personalities? What characteristics did they have in common? (e.g. they didn't give up. They were empowered. They were strong. They were persistent. Etc.)
 - What was similar about their life stories? Did they all have challenges to overcome?
 - Where did they go for support? Could they have accomplished what they did without the support of other people?
2. Summarize the most common qualities of a leader and ways to overcome adversities.

ACTIVITY 2: THE MEET AND GREET CHALLENGE (20 MINUTES - GROUP DISCUSSION)

1. Ask the participants to stand up and approach five other participants in the room and ask them about their families.
2. After 5 minutes, ask the group a few questions:
 - How many participants actually approached five other participants?
 - Who approached more than five participants?
 - What kept some of you from approaching other participants in the group?
3. Explain that this activity shows how the participants might behave in a social situation. They can take an active approach - this is called taking the initiative. Leaders are those people who take initiative or they can take a passive approach and wait for others to take the lead. Followers are those who prefer to take the lead from someone else.
4. Ask the participants to consider the pros and cons of each approach (E.g. a pro for being active is that you meet more people, have more friends; pro for being passive: you don't make someone uncomfortable by approaching them or telling them what to do).

ACTIVITY 3: THE POWER OF WORKING TOGETHER – ROPE CHALLENGE (30 MINUTES - GROUP DISCUSSION)

1. Ask for 10 volunteers. Blindfold the 10 participants and ask them to hold onto a rope. The loose ends of the rope are tied together so it is a continuous loop. Ask the other members to observe the blindfolded group as they do the activity.
2. Explain the concept of consensus to the group:

Consensus decision-making means that the decision is made with consent of all the participants. It is a decision or solution acceptable to everyone and that everyone can support. It is not necessarily a "favorite" decision of everyone, but one that all participants can get on board with.
3. Instruct the group holding the rope to make the best possible square they can. The rope cannot be put down until the group has reached consensus. The rest of the participants observe the process until the blindfolded participants agree they have made the best square they can. They can then take off their blindfolds.
4. Ask the group and facilitate the discussion:

- How did the group reach consensus? Did everyone express an opinion?
 - Did anyone feel like they had a good idea, but did not feel like they were being heard? How did this affect your “group” feelings?
5. The observers share their thoughts on how the group worked together and how they reached consensus.

ACTIVITY 4: TYPES OF POWER (20 MINUTES – ASK VS TELL)

1. Ask the whole group: Why are girls often perceived as vulnerable? Can girls be independent? What does it mean to be powerful? Do you want to feel powerful? Do you know of ways to feel powerful? Is power good or bad or neutral?
2. Some points to help the discussion:
 - It is common for everyone, including girls, to want to feel powerful and like they have control over their lives. Girls often experience lack of power and control. For example some families may prevent girls from leaving the house because they want to protect them. That’s why girls often have less opportunities to make their own decisions, be independent, choose what they want to do. Many families restrict girls’ time thinking that girls more than boys need to help at home. Additionally in some situations these inequalities between girls and boys are higher, for example for families who live in poverty, when there is no infrastructure, e.g. access to road, and others. Some adults believe “children should be seen and not heard” – they don’t think adolescents’ voices are important.
 - Power, in and of itself, is neutral. It’s how the power is used that is important. For instance, does the president of the youth club facilitate a decision making process in which all club students can participate, or does she just assume that her own ideas are best and makes decisions without consulting other students?

ACTIVITY 5: DIFFERENT POWERS (30 MINUTES - GROUP DISCUSSION)

1. Explain to the group, you will discuss with them different types of power. The goal is to help girls identify different types of power, so they can feel powerful in diverse circumstances. Explain: we will be looking at three kinds of power: Inner Power, Power with Others, and Power Over Others. Inner power means a power that comes from within ourselves. Power with others means that a group of people, such as our group has a power to do something, because they are together. Power over others means a power of authority, and it can be used to rule but also to protect people more vulnerable.
2. Make sure the participants understand these different types of power, provide examples if needed. Then list the following examples and asks the whole group which type of power these are:
 - A girl meditates or prays, connecting with a peaceful spiritual energy. (inner)
 - A district education office officer decides the dates of the exam. (over)
 - A girl is bullied and reports it to a teacher or a principal. (with)
 - A girl is the student body president. (with)
 - Parents tell their children that drinking alcohol and smoking is forbidden. (over)
 - A brother works on house chores together with his sister. (with)
 - A teacher takes action after she sees bullying in her classroom – she talks to the bully and makes sure bullying doesn't happen any more. (over)
 - Parents want to marry their daughter off before she is ready. She informs the community and school teacher go to talk to parents and the parents change their mind. The girl continues to go to school. (with)
 - A policeman hears reports of domestic violence and goes to intervene in this household.

- (over)
 - A girl co-chairs the student council meetings. (with)
 - A girl dances in her room to music she loves. (inner)
 - An older sister prevents her little brother to go too far away from the house. (over)
 - A girl stands up for friends, including someone who is being sexually harassed. (with)
 - A girl reads a lot of books and wins school poetry competition. (inner)
 - A girl joins in family meetings in which the family members decide together her future education. (with)
 - A girl realizes that she is just fine even when she can't get her hair to look the way she wants it to look. (inner)
3. Ask the participants to think about a question: Can you think of some times when you have felt powerful in your own life? Please explain. Give them 2 minutes to think about it and ask if there are any volunteers who want to share their answer with the whole group.

CLOSING

Finish by explaining to participants: Receiving positive attention from someone they like can also make them feel powerful, and that is fine. But girls can learn to feel powerful – that is, strong, special, and able to make a difference in their own lives and in the world - regardless of any attention from other people. It's a part of high self esteem, to think good about yourself without validation from others.

Reflection

Journal: Write about some of the things you feel confident about and some of the things you do not feel confident about. In what areas would you like to gain more confidence and why?

Week 3	Focus: Confidence
Day	5
Title:	The Girls Only Team
Topics:	Team work, Girl Support Committee
Time required:	2 hours
Key message:	Our voices are stronger when we work in a team. To work successfully in a team, we must learn to communicate well, make decisions together, and support each other.
Lesson objectives:	<ul style="list-style-type: none"> • What is peer support? • Why should we care about others?
Materials required:	<ul style="list-style-type: none"> • White board, marker. • Sign pens. • Paper sheets.

Introduction:

Ask the participants how they feel supported within Her Turn group? The school? The community? How could they feel even better supported?

ACTIVITY 1: GAME - THE POWER OF TEAMWORK (20 MINUTES – GAME)

1. Divide the participants into two groups. They stand in two lines. If there is an odd number of participants, one participant will assist the trainer with the game.
2. One participant from each group goes in front of her group and without speaking shows a profession she would like to become in the future (e.g. doctor, teacher, nurse, scientist, etc.) The first participant in the row in her group has to guess the profession. When she guesses correctly, the participant who presented goes to the end of the group and next participant – the one who was guessing – starts presenting her future profession.
3. The groups continue until all the participants have presented without speaking. The winning team is the one who finishes first. They get a star.

ACTIVITY 2: GIRLS AT SCHOOL, GIRLS IN THE COMMUNITY (20 MINUTES – GROUP WORK)

1. Divide the participants into 4 groups. Each group has 20 minutes to come up with as many answers as they can to these questions:
 - Do you think you are more powerful in a group or individually? Why?
 - Is it important to communicate well within the group? Why?
 - Is achieving goals easier when you work in groups?
 - Can we think of anything in the school or community that we could do together as a group that would address the needs of girls? Remind the participants about next week project.
2. After 20 minutes, a representative from each group lists one answer, and then another group's representative says another answer that has to be different from what has already been said. The groups list their answers to all the questions until no group has an answer that hasn't been said.

ACTIVITY 3: DECISION MAKING IN A TEAM (25 MINUTES – GROUP WORK)

1. Divide the group into teams, each team has three or four participants. Give a paper to each group.
2. The first person in each team starts drawing a shape or outline. After the first shape is done. The drawing is passed to the next team member, who adds her drawing to the existing shape or outline. Each person has 5 seconds to add to the drawing and no discussion is allowed when the participants are drawing.
3. The whole drawing must be completed by the whole team in one minute.
4. When the drawing is ready, the team discusses and agrees on a description of maximum three words, of what the drawing depicts. The drawings are then passed between the groups and each team guesses what the other teams drew. The drawings won two points for each team that has guessed correctly what they depict or one point for a partially correct guess. Teams get two points for each correct guess of other team's drawing or one point for a partially correct guess. The scoring can be done by the team themselves.
5. When the counting is complete, announce the winning team. Ask that team to explain to the rest: how easy was communication between team members and their understanding? Did members of the team have different tasks? Were there different ideas or was there harmony about what is being drawn and how decisions are made?

ACTIVITY 4: GIRLS SUPPORT GIRLS: GIRLS' SUPPORT COMMITTEE (45 MINUTES – VOTING)

1. Ask the participants to suggest ways they can support each other outside the “girls only” group, especially if a girl is experiencing some kind of harassment or abuse. (E.g. encourage the girl to talk to a trusted adult, school principal or trusted teacher, Ama Samuha group, etc.)
2. Explain the concept of the Girls' Support Committee: the participating teacher observer and four or more older participants will form Girl Support Committee, which will act as first contact in a situation in which a girl finds herself in crisis. Three of the participants should be 13 or older.
3. Explain the job of the committee: reacting to the cases of risk, bullying, violence, harassment. The Committee will have contact information to local support groups and organizations who deal with these issues and will be trained on how to react. The Committee and the mentor who will be assigned after the workshop completion should meet at least once a month. They will be in regular contact with the school principal or someone from school administration to report cases of bullying and others. After meetings, the Committee will submit a small report to the principal. In case of bigger problems, there will be additional meetings. Especially cases of violence and abuse must be reported.
4. The Committee members should have time to spend working on the Committee, dedication to address instances of bullying and harassment, trust of their peers. Are there any volunteers who would like to be in the Girl Support Committee?
5. Each of the volunteers has 2 minutes to give a speech to convince others why they should vote for her. Then the whole group votes for Committee members.
6. When we have the Committee formed – initiate applause. They write their names and positions on the white board. Keep the names to pass them on to the principal and introduce the members to him or her after the session on the following day.
7. Show the Referral Sheet at the end of the Guidebook to the Committee President, teacher observer and principal and explain what it is. Explain to the principal what Girls' Support Committee is, who are the members and asks for support from school administration. The Committee will report monthly and ask for support in case of abuse, violence, harassment, etc.

CLOSING

Wrap up by saying that sometime this week facilitate a meeting between the Committee and Headmaster where they can talk about bullying prevention, how the Committee will function, what kind of support it can get from the school.

Reflection

Journal: Write about an example from your life when you had to achieve a goal individually and another one when you achieved a goal as a part of a group.

Week 3	Focus: Confidence
Day	6
Title:	Putting It All Together; Reviewing what we have learned
Topics:	Leadership, confidence, team work
Time required:	2 hours

Lesson objectives:

- Repeating some of the key points from this week's sessions.
- Answering questions.

Materials required:

- White board, marker.
- Papers, pencils.
- Blindfolds.

Introduction:

Ask the participants to write on a piece of paper without their name on it, any questions they have that were not answered about leadership, group work, communication, etc. They can put the papers in the secret box and you will answer them at the end of the session.

Ask if there are any other things that they should talk about.

ACTIVITY 1: SECRET QUESTIONS RESPONSES

1. Answers the questions left in the secret box from the previous days.
2. Encourage participants to write additional questions as they come up.

ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)

1. In preparation to this session, come up with revision questions from the week. You need as many questions as there are groups. The rules of the game:
 - Each group gets one question first.
 - Each question points sum up to 5 points.
 - If the groups didn't answer the question fully, complete the answer and the points will sum up to less than 5.
 - The group with most points wins and gets a star.

ACTIVITY 2: LINE UP (10 MINUTES – TEAMWORK)

1. Blindfold the participants and ask them to line-up by height, but do so with blindfolds on and communicating only by talking. Make sure nobody walks into furniture when their eyes are closed.
2. When the participants finish, ask if they all feel comfortable with the arrangement. If not, they can continue for a while. Finally, have them open their eyes and see how they've done.
3. Ask: Was working together to achieve the goal easy? Why? Who had difficulties? What are most important things to be successful when working in a group? (E.g. listening to others, being respectful, etc.)

CLOSING

Update the girls on any discussions around the community ceremony next week. What coordination has been done with the principal and school staff, guests, meal providers. Check what ideas the participants have for the ceremony – whether there will be speeches, role plays, songs. Encourage the participants to use this event as a platform for their advocacy.

Week 4	Focus: The Girl Effect
Day	1
Title:	Follow Your Dream
Topics:	Girl effect, the importance of education.
Time required:	2 hours
Key message:	Girls can have many positive effects on their families, schools and communities. It is called the Girl Effect. To fully utilize their power, girls should stay in school and not drop out.
Lesson objectives:	<ul style="list-style-type: none"> • Identifying our goals and dreams. • Making plans to achieve them. • Learning public speaking.
Materials required:	<ul style="list-style-type: none"> • White board, marker. • Newspaper. • Blindfolds. • Word cards prepared in advance. • Scholarship information sheet.

SESSION NOTES FOR THE TRAINER

The Girl Effect

Recent research describes the power of girls and women to make a positive impact otherwise known as the Girl Effect. Many studies globally show that girls and women are a better investment because the return on their investment is much higher. Programs that keep girls in school, educate them against diseases, provide job training, or healthcare have a greater impact on the community and the country in the future. Educated girls sets a positive cycle in motion. If girls are in school, they have a less of a chance of getting married too early and becoming pregnant. Education is directly tied to birth rate and age at marriage: the more education a girl receives, the fewer children she has, the later she marries, the more money she makes, her future children are healthier, her family is healthier, she knows how to protect herself from risks more. It is very important for girls to stay in school.

Note: This week allow for some flexibility with the session schedules. Work with the participants to plan and prepare the community ceremony: speeches, role plays, dramas, inviting guests and speakers, coordinating with the school, etc. Make sure participants are engaged in these preparations and take the lead on some of them.

Introduction:

Ask the participants if they have dreams.

ACTIVITY 1: THE GIRL EFFECT (25 MINUTES - GROUP DISCUSSION)

1. Ask the participants to close their eyes and to put their heads in their hands. They are not allowed to open their eyes because this will be an anonymous vote.

2. Ask the participants to raise their hands if they think men have more potential to make positive changes in the community.
3. Ask the participants to raise their hands if they think women have more potential to make positive changes to their community.
4. Tally the votes to determine how the majority of the participants in the group feel about their ability to make an impact. The groups that voted the same can now sit together and have 3 minutes to discuss how to justify their choice.
5. Ask for volunteers to explain why men have more potential to make positive changes and then for other volunteers to explain why women are better able to make positive changes. When they are finished, explain the Girl Effect.
6. Ask the participants to raise their hands if this research surprised them.

ACTIVITY 2: PUBLIC SPEAKING: CONNECTING THE DOTS (25 MINUTES - PUBLIC SPEAKING EXERCISE)

1. In advance (before that day), prepare a collection of at least 50 word cards, each with a familiar noun on it. For example: bird, hammer, cow, moon, grass, hat, elephant, computer, book, vase, picture, mountain, candlestick, shoe, painting, mug, plane, cloud, mobile phone, halo, knife, eye, storm, girl, pillow, lid, jungle, medicine, barn, wheel, steam, mud, cooking pot, etc.
2. Fold the papers so nobody can see what's written on them. Ask for a volunteer. The volunteering participant picks two cards and then must tell a story to the group connecting both words together convincingly. The story does not have to be long, complicated, or true. After that participant, ask another participant until everyone told their story. If this is too easy, increase the number of cards selected to three or even four.

ACTIVITY 3: FOLLOW YOUR DREAMS (20 MINUTES - THINK PAIR SHARE)

1. Ask the participants to form pairs. They have 2 minutes to talk about what they want to be when they grow up (e.g. a doctor, a teacher, a pilot).
2. Ask the same pairs to discuss what they will need to do to achieve this goal (they have 5 minutes). The participants advise each other. E.g. to be a doctor she has to study hard. To be a social worker, she has to develop people skills and leadership skills.
3. Participants work individually to complete an "action plan" template that describes the steps they will take to accomplish their dream.
4. Each participant presents her goal and action plan to the full group.
5. The participants show their support by clapping after each presentation.

ACTIVITY 4: EDUCATION SYSTEM IN NEPAL (20 MINUTES – GROUP WORK)

1. Divide the participants into 4-5 people groups. Give them 5 minutes (and assigns roles for group work) to work in groups to answer a question: what is the process of education in Nepal? Example: class 1-5 is primary level. What are next levels? They should answer in as much detail as they can.
2. After 5 minutes presenter from each group tells the class what they wrote.
3. She finishes until higher secondary and SLC exam. If the participants know, they continue about higher education. If not, explain: after higher secondary, a student can pursue higher education. This means Bachelors or Masters. For these studies, students go to colleges or universities. If they want to become a doctor, they go to a medical college and if they want to be an engineer, they go to engineering college. To get into a college or university, students need to pass exam, so it is important to study hard in school.
4. These studies of higher education last usually between 3-5 years. If someone is very good in

their studies, they can then continue to get a PhD, which means doctor of philosophy. This title can also be obtained in many fields. PhD studies last several years, they are longer than Bachelors. A person has to study a lot and be really strong in their favorite field to start and complete a PhD.

5. Ask:
 - Raise your hands if you would like to finish class 12.
 - Raise your hands if you would like to enter higher education and get a Bachelors.
 - Raise your hand if you would like to get a Masters.
 - Raise your hand if you would like to get a PhD!
6. The thing to remember is that it is very important to study already early on. If we have good foundations from early on, it makes it easier later on to pass exams and get ahead in education. There are scholarship opportunities available for hard working and talented students, so don't write off education eve if your family is poor.

ACTIVITY 5: STAYING IN SCHOOL IS COOL; THE IMPORTANCE OF EDUCATION FOR GIRLS (25 MINUTES - GROUP DISCUSSION)

1. Ask the participants "Why is education important?" (E.g. you make friends there; it gives you more opportunities for the future; you learn a lot of things about yourself and about the world). Remind the participants about the Girl Effect and how girls' education is related to health, safety, poverty reduction, etc.
2. Ask those who plan on continuing their education until their SLC (grade 10) to raise their hands. Then ask who plans to continue their education past grade 10 to raise their hands and ask participants to volunteer their reasons for wanting to stay in school.
3. Ask what barriers the girls have to staying in school. Take notes and give them to the project staff.
4. Ask if the participants know what a scholarship is. Explain the possibilities of scholarships and gives contacts to organizations that provide scholarships. This information also goes to Girl Support Committee and the Headmaster.
5. Share some of the research about the benefits for girls of staying in school from the Girl Effect session.

CLOSING

Remind the participants that one of the risks for girls that causes many girls to drop out of school is child marriage. Remind them of the No Child Marriage Pledge they took. Tell the participants you hope they will follow the pledge.

Reflection

Journal: Write about some of the hopes and dreams you have for your own future. Who can you share these hopes and dreams with that you know will support you?

Week 4	Focus: The Girl Effect
Day	2
Title:	Putting the Girl Effect in Action

Topics:	Ideas for the community project
Time required:	2 hours
Lesson objectives:	<ul style="list-style-type: none"> Brainstorming about community project.
Materials required:	<ul style="list-style-type: none"> Board and marker.

Introduction: We will complete the Community Project during this "Action Week". The group will receive NPR 5,000 for the Community Project. Whatever they do with it, they need to remember to collect the receipts. We can communicate with other groups in school if the participants from different groups want to work on the Community Project together, they should all meet and talk.

ACTIVITY 1: BRAINSTORM (60 MINUTES - GROUP DISCUSSION)

1. Explain that this final week will be devoted to planning and executing a project to demonstrate the impact they can have in their own community.
2. Ask the participants to brainstorm a list of things they could do to improve the situation of women and girls in their community or school (e.g. putting locks on the doors of bathrooms in their school.) The question they need to answer is: what is needed in our community? Assign one participant to take notes from the discussion (or more if needed to not slow down the discussion.)
3. Write all ideas on the board.
4. The group discusses each idea in detail with respect to importance and feasibility (e.g., level of difficulty, costs.)
5. Ask the participants to come to a consensus agreement as to which project they will do as a group. It's important that the decision is made by the participants, and is not made by voting but by consensus, as explained earlier: everyone has to agree to it and nobody's voice should be ignored.
6. Ask the participants to discuss possible challenges / risks of implementing the project.
7. Ask the participants to identify who in the community can help them.

ACTIVITY 2: COMMUNITY CEREMONY PREPARATIONS (60 MINUTES - GROUP DISCUSSION)

1. Ask the participants to work on their speeches, songs, role plays, for the ceremony.

Reflection

Journal: what are you most excited about when you think about working in group?

Week 4	Focus: The Girl Effect
Day	3
Title:	Action Plan
Topics:	Planning the community project

Time required:	2 hours
Lesson objectives:	<ul style="list-style-type: none"> • Planning the implementation of Community Project.
Materials required:	<ul style="list-style-type: none"> • Board and marker.

Introduction:

Remind the participants of the action plans they created to accomplish their own dreams and explain that now they will design an action plan to accomplish their team project. Explain the importance of planning: when we plan we can prepare for unexpected things that can come up, we can reduce the risks, we can organize better and achieve better results, it gives us better control, we can assign roles and responsibilities, we can make sure that everyone is on the same page and understands the process, etc.

ACTIVITY 1: STEP-BY-STEP (45 MINUTES – GROUP WORK)

1. Divide the participants into groups of 4. They discuss what they will need to implement the project in chronological order (e.g. first, we will have to ask for permission to paint the room, then we will have to purchase the paint or equipment, etc.) They must also take into account risks and challenges that must be considered at each step (e.g. what if the paint is very expensive? What if the school principal says no?) They must also divide roles for the whole group: who goes asks for permission, who checks the prices, etc.
2. After 30 minutes, one person from each group presents the group's plan to implement Community Project. Depending on the Community Project, the plan can involve everyone or might require division into groups. If some of the participants can't be included in an activity (if there is too many people), ask if some of the participants would like to write an article about the project. When some participants implement, the others write.
3. Ask all the participants which plan was the most thought thorough? Which was most effective? Which was the most expensive / cheapest?
4. Ask the participants to decide which plan is the best. The participants can combine the plans if needed. The decision has to be made by consensus. When the participants make a decision – applause.

ACTIVITY 2: PLANNING THE COMMUNITY CEREMONY (45 MINUTES – GROUP WORK)

1. You must discuss the date of the Ceremony with the principal in advance.
2. Divide the participants into groups of 4. They have 15 minutes for this task.
3. Each group comes up with an activity for the community ceremony – what in their opinion is important to talk about with their parents, teachers, and community. The topics can include e.g.: discrimination, child marriage, bullying, domestic violence, human trafficking and any other subject that the participants find relevant. The methods can include: drama, speech, discussion with audience, songs, games, etc. They should also assign participants with activities (who does what exactly). They also make a list of guests (teachers, principal, parents, community leaders, guest speaker female leader, etc.)
4. After 25 minutes, each group's presenter presents to the rest their plan for the Community Ceremony.
5. The whole group decides what activities will be performed at the ceremony and assign who will write speeches, learn songs, act drama, etc. They also finalize the guest list and assign someone

to invite all the guests.

Reflection

Journal: What is my favorite part about working in a group?

Week 4	Focus: The Girl Effect
Day	5
Title:	Community Project Evaluation
Topics:	Community Project Evaluation
Time required:	2 hours
Lesson objectives:	<ul style="list-style-type: none">Evaluating the Community Project implementation process.
Materials required:	<ul style="list-style-type: none">White board, marker.

ACTIVITY 1: SUCCESS!! (30 MINUTES – GROUP DISCUSSION)

1. Divide the participants into groups of 4 and give them papers. They discuss the implementation of the project. They answer the question:
 - Was it successful?
 - What were the important things? (E.g. communication, collaboration.)
 - Were there any leaders? Who were they and how did they work?
 - Did it go according to the plan? Were there any changes?
 - Were there any challenges that we didn't predict?
 - What would we do better next time?
2. After 15 minutes, one person from each group presents the group's evaluation of the Community Project implementation.
3. After each presentation – applause.

ACTIVITY 2: PLANNING THE COMMUNITY CEREMONY (45 MINUTES – GROUP WORK)

1. Ask the participants to continue working on their community ceremony. They can practice in front of the group, finish their speeches, exchange ideas. Encourage creativity.

Week 4	Focus: The Girl Effect
Day	6
Title:	Completion Ceremony
Lesson objectives:	<ul style="list-style-type: none">Celebration of the workshop completion
Materials required:	<ul style="list-style-type: none">Candle.

- Khadas for the trainers.

Thank the participants for the participation in the workshop. First activity is conducted in the classroom with only the participants present. The community ceremony is conducted in front of whole school.

ACTIVITY 1: CONTINUING CIRCLE OF SUPPORT (20 MINUTES)

In the classroom, participants only:

1. Ask the group to stand in a circle.
2. Say one most important thing that you learned during the training and thank the group for it. (Examples: "I became better at public speaking and expressing myself. Thank you for helping me learn that." "I learned to plan better, thank you for helping me." "I learn to represent interests of women and girls.") Then turn to the participant next to you in a circle and ask her to share the most important thing that she learned and thank the group. Each participant says what was the most important thing they learned. Applause at the end.
3. Ask the participants to think about a personal commitment that they would like to make. (Examples: "I commit to be more confident." "I commit to be more of a leader." "I commit to take care of my health better.")
4. Start with your own personal commitment as you light the candle. Then turn to the participant on your left, pass her the candle and the participant says her own personal commitment. The candle goes around the whole circle while everyone makes commitments.
5. After the commitments, the community ceremony starts. It should be planned in advance and include:
 - the plan the participants made for the ceremony (dramas, speeches, songs, etc.)
 - speeches from the headmaster, teachers, community leaders
 - distribution of the certificates
 - introduction of the Girls Support Committee
 - a speech on the importance of girls' education
 - giving khadas to the trainers
 - meals for everyone.