

PART 4

Mentor and Facilitator Training Manual

Girl Shine



TABLE OF CONTENTS

— Girl Shine Part 4

Introduction	4
Key Concepts & Skills	6
Structure	8
Basic Training Package for Mentors/Facilitators	10
Refresher Training, Coaching, & Mentoring	66
Additional Modules	68
Appendices	107

Introduction



The Girl Shine Mentor and Facilitator Training Manual has been designed to provide participants with an environment that models the Girl Shine approach for working with adolescent girls. A number of activities and tools that are found here in the training manual are used in the Girl Shine Life Skills and Girl Shine Female and Male Caregiver Curricula, giving participants the opportunity to experience the tools and activities first hand. The trainer's approach during the training should reflect what Girl Shine expects mentors and facilitators to adopt. Therefore, concepts such as establishing a safe space are critical to the training.

Who conducts the training?

It is recommended that the Girl Shine Mentor and Facilitator Training be led by two trainers who have in-depth knowledge of gender-based violence (GBV) core concepts and a strong understanding of gender equality concepts and how these affect girls' lives.

The trainers should have spent time reviewing and understanding the Girl Shine intervention and should have read all parts of the resource package prior to beginning training. In addition, the trainer(s) should have:

- **Training skills and knowledge:** The trainers should have strong skills and knowledge around training and facilitating learning – including how to create a learning environment, lead interactive and experiential learning, and utilize challenging moments as learning opportunities.
- **Experience co-training:** The trainers should have experience working in equal and accountable partnership with a co-trainer.
- **Commitment to and passion for working with adolescent girls:** This includes an understanding of the specific needs and challenges that adolescent girls face. It is essential that mentors/facilitators hold attitudes and beliefs that are empowering for girls and consistent with the Girl Shine Principles.
- **Capacity to drive the program forward:** Trainers should be available for capacity building support for mentors/facilitators, and able to conduct refresher trainings and link participants to focal points when necessary.

Who participates in the training?

The Girl Shine mentors/facilitators are expected to participate in the training. This training has been designed assuming attendance of 12 to 20 participants, but can be adapted according to the number of participants being trained. Facilitators refers to staff who are selected to facilitate the sessions with girls when mentors are not available (due to capacity or context issues). It is recommended that final selection of mentors/facilitators be done after the training, once a better understanding of their ability to address issues related to adolescent girls has been assessed. So, having more participants than the final number of mentors/facilitators expected for the program should be explained to participants prior to the training. This training therefore can also be used as part of the recruitment process for mentors/facilitators, as not everyone who participates will be an appropriate mentor/facilitator of Girl Shine. The trainers should determine this based on interactions and reflections throughout the training. Prior to participating in the Girl Shine Mentor and Facilitator Training, prospective mentors/facilitators should:

- Have a basic level of literacy
- Hold some attitudes and beliefs in line with the Girl Shine Principles

Once the selection process has taken place, mentors/facilitators should participate in GBV core concepts training as part of their ongoing capacity building.

The Girl Shine 10 Core Principles



- 1.** Girls are resilient, powerful, and resourceful. They are experts in their lives and in determining their future.
- 2.** Girls face greater risks and dangers in humanitarian settings than boys of the same age.
- 3.** Investment in girls increases the overall well-being of families and communities.
- 4.** Core life skills and assets are critical to a girl's safe transition to adulthood, particularly during emergencies.
- 5.** Girls have the right to attend school regularly and attain the highest education level available.
- 6.** Girls must know about their bodies, puberty, and the facts about all aspects of adolescent sexual and reproductive health (ASRH).
- 7.** Girls must be protected from harm, including all types of violence and exploitation.
- 8.** Girls must be believed if they report violence or exploitation, and all measures must be taken to ensure their safety and promote healing.
- 9.** Early marriage and the traditional practices of female genital mutilation (FGM), as well as other harmful traditional practices (HTP), are grave risks to girls' physical, mental, and emotional health and must be abolished.
- 10.** Female/male caregivers and the community are equally responsible for and must work together to keep girls safe from violence and exploitation, particularly in situations of conflict and emergencies.

What are the objectives of the Girl Shine Mentor and Facilitator Training?

By the end of the training, participants will have the knowledge and practical skills necessary to:

- Understand the Girl Shine Life Skills curriculum and structure
- Understand and use appropriate facilitation techniques during the Girl Shine Life Skills Curriculum
- Respond to challenging situations that may arise during the implementation of the Girl Shine Life Skills Curriculum
- Understand their own roles and responsibilities in relation to the program
- Understand and adopt the attitudes and beliefs in line with the Girl Shine Principles that will lead to the successful implementation of the Girl Shine Life Skills Curriculum (and Girl Shine Female and Male Caregiver Curriculum).

Key Concepts & Skills



Supporting mentors/facilitators to build their knowledge and skills will be an ongoing process that will take place through additional training, coaching, and mentoring. However, there are some basic approaches and concepts that need to be addressed from the first training.

* Attitudes and beliefs

Mentors/facilitators need to hold attitudes and beliefs in line with the Girl Shine Principles. While it may be challenging to find women with attitudes and beliefs already in line with Girl Shine, the training should address this and strategies should be developed to deal with the challenges that may arise. Attitudes and beliefs may change over time, and in situations where the choice of mentors/facilitators is limited, it may be necessary to work with individuals whose attitudes may not be fully in line with the Girl Shine Principles. It is thus important to ensure that they are able to implement the sessions without imposing their own attitudes and beliefs on the group. Creating a safe training environment will enable trainers to identify some attitudes and beliefs that may be harmful and address them with individuals (while also enabling them to identify those that are not suitable to implement the curriculum at all).

* Do no harm

Mentors/facilitators must ensure that the approach, techniques, and knowledge they utilize do not cause harm to girls. They should be equipped with the skills they need to deal with a variety of common situations that may arise (group GBV disclosures, harmful coping mechanisms, group disagreements, etc.) and should mitigate harm to the best of their ability. They should know when to seek support from a staff member and have the opportunity to practice sensitive scenarios during the training to help prepare them for these eventualities. Mentors/facilitators should know that they are responsible for ensuring the well-being of their group and should feel prepared to respond quickly to difficult situations as they arise.

* Creating a safe space

Mentors/facilitators need to establish a safe environment for girls. They should do this by establishing group agreements, maintaining boundaries, not giving their opinion or judgments, allowing girls to express themselves, and knowing when to take a step back to allow girls to lead. This will foster a more productive learning environment for girls. They should be sure to check in with girls before and after sessions, be available for girls, and ensure that any unresolved issues are addressed before girls leave the sessions, making sure girls feel comfortable. They should also be aware of existing services and referral mechanisms should girls need this information.

* Listening skills

While the purpose of the Girl Shine Life Skills Curriculum is to build girls' skills and knowledge in relation to certain assets, this should not override the importance of listening first. While there is a structure to the sessions and important knowledge areas to cover, the most valuable thing a mentor/facilitator can do is listen to the girls. They may want to discuss a different topic that is more relevant to them at that particular time, they may not be comfortable with a certain topic, or they may be in need of particular support or help outside of the session being covered. Mentors/facilitators need to be attuned to this, know that they have the right to be flexible, and should in all cases be responding to the needs and wants of girls, as opposed to simply fulfilling a session requirement. They should be equipped with listening skills and also feel empowered to guide the group in the direction the girls feel comfortable taking it, while maintaining the objectives of the session.

* Facilitation skills

How Girl Shine is facilitated is of critical importance. The techniques used may be different to those that mentors/facilitators are used to. It is important that the training help participants move away from traditional teaching techniques and instead introduce participatory techniques whereby girls lead the sessions and the mentors/facilitators provide a safe environment for them to do so. Mentors/facilitators will need to put themselves outside

of their comfort zones, strengthening their ability to be playful, spontaneous, and fun. This is something that may not come naturally to all, therefore there should be plenty of opportunities during the training to allow participants to become more comfortable with these techniques.

* **Adaptation and flexibility**

The Girl Shine Life Skills Curriculum is a global tool that will require contextualization to specific contexts and groups. However, irrespective of the contextualization that goes into the curriculum, mentors/facilitators should be made to feel empowered to understand the group they are working with and respond accordingly. Certain scenarios may need to be further adapted according to the number of girls in a session, whether the group includes married girls, the age and maturity level of participants, etc. Activities may need to be adapted based on literacy level of girls or how energetic they are feeling on that particular day. Mentors/facilitators should be able to make these decisions while feeling confident that they are maintaining the Girl Shine Principles.

* **Knowledge of curriculum content**

While knowledge of the curriculum is important, it is equally important for mentors/facilitators to be aware of referral mechanisms, GBV core concepts, and skills related to listening and facilitation. Once this has been established, facilitating the sessions will be much easier. The information related to each session is included in the session plans, and over time, mentors/facilitators will become more familiar with this. Sometimes mentors/facilitators put a lot of focus in learning the knowledge pieces and not enough into their approach. It is critical that over the course of the training, participants learn to feel more comfortable with the knowledge pieces and that they leave the training equipped with the main skills and approaches needed to implement the sessions, as well as strategies they can use for session content they feel particularly uncomfortable with (for example, adolescent sexual and reproductive health).

The icons included throughout the training will help trainers know what concepts are addressed in each session.



Attitudes & Beliefs

During the training, participants will have the opportunity to reflect upon and critically assess their attitudes and beliefs.



Creating a Safe Space

During the training, participants will be encouraged to reach outside of their comfort zone, build trust, and create openness to learning.



Knowledge

During the training, participants will gain knowledge on key concepts that will support their work with girls.



Skills Building

During the training, participants will exercise skills and techniques that will support them in transferring their knowledge to girls.



Adapting and Flexibility

During the training, participants will be required to put a skill (or knowledge) into action.



This icon will also help identify which sections of the manual can be printed off and used as handouts for participants or to help with group work.

Structure



Basic Training Package for Mentors/Facilitators

The basic training is a minimum of five days. This will cover basic facilitation skills, best practices, and approaches to use during the curriculum. It will give participants the opportunity to establish basic skills, attitudes, and approaches necessary to implement the Girl Shine Life Skills Curriculum. It is recommended that the training take place in the space of one full week, or alternatively can be spaced over two weeks. The basic training will give mentors/facilitators an introduction to the Girl Shine Life Skills Curriculum and provide them with an opportunity to work on capacity building plans. The basic training package is suitable for participants who already have an understanding and have been trained on GBV core concepts. If this is not the case, it is important to make sure participants receive training on basic concepts related to GBV, and have an understanding of gender equality and how it affects a girl's life, before, after, or as part of this training. It is important to include additional days for this. For those working in settings that are more stable and planning longer-term programming, the additional modules at the end of the manual should also be incorporated into the basic training package. In general, where possible, the additional modules should be incorporated into the basic training package, or done soon after the basic training package has been completed.

Refresher Trainings

Refresher trainings should take place regularly, according to the curriculum implementation time frame and also the operating environment. For example, in locations where mentors/facilitators have a strong set of skills, refresher training may take place every three months (for a long-term intervention), or monthly for a shorter intervention. In locations where mentors/facilitators need a lot of support and skill building, refresher trainings may take place weekly or monthly, depending on staff capacity and availability. Content for refresher trainings will be decided on by country teams according to the needs of training participants. A sample structure is included in this manual. The additional modules included below can be used during refresher trainings to help participants dive into specific topics that were touched upon during the basic training, as well as cover new ones.

Coaching & Mentoring

Coaching and mentoring is a key component of the Girl Shine Mentor and Facilitator Training package. It is crucial that training participants have access to a focal point who will be able to set a capacity building plan with them, provide technical support in the implementation of the Girl Shine Life Skills Curriculum, and follow up with any issues arising during the implementation. Coaching and mentoring will vary depending on the capacity of the individual, but in general, training participants will need extra support during the first program cycle, especially at the beginning and during sensitive modules such as Health & Hygiene and Safety.

Additional Modules

Standalone modules are also included in this training manual. They can be used during refresher trainings or included in the basic training package by extending the number of training days (especially during a Training of Trainers). They can also be facilitated independently of the existing training plan structure, according to the needs of training participants. Furthermore they can also be used with other staff members who may not be implementing the curriculum, but who are working with adolescent girls and may benefit from the training modules.

Training for Service Providers

Modules have been developed for a range of topics related to service providers and adolescent girls. If country teams have the opportunity to work with service providers, they can contact IRC¹ to obtain copies of the modules. These include:

- Workshop Module 1: Value Clarification
- Workshop Module 2: GBV Services
- Workshop Module 3: Sexual & Reproductive Health
- Workshop Module 4: Informed Consent

¹ Please contact IRC to obtain a copy of these modules (VPRUMailbox@rescue.org)

Basic Training Package for Mentors/Facilitators



*** Trainer Note:** The following has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum.

Agenda:



Time	Day 1	Day 2	Day 3	Day 4	Day 5
2 Hours	Establishing a Safe Space Introducing Girl Shine	Day 1 Review New Approaches to Communicating with Adolescent Girls	Day 2 Review Adolescent Sexual & Reproductive Health	Day 3 Review Gender-Based Violence	Day 4 Review Working on Adaptation & Flexibility Girl Shine Group Closure
15 Minutes	Break	Break	Break	Break	Break
1 Hour 45 Minutes	Why Girls? Adolescence: Development & Experience	Introducing Girl Shine Sessions	Delivering Sensitive Content	Gender-Based Violence	Making Referrals A Creative Summary
1 Hour	Lunch	Lunch	Lunch	Lunch	Lunch
1 Hour 45 Minutes	Stepping Out of Our Comfort Zone Role & Responsibilities	Facilitation Techniques & Practice	Facilitation Techniques & Practice	Facilitation Techniques & Practice	Introducing Monitoring Tools
10 Minutes	Break	Break	Break	Break	Break
1 Hour	Girl Shine Principles Discussion Daily Evaluation	Facilitation Techniques Discussion Daily Evaluation	Facilitation Techniques Discussion Daily Evaluation	Facilitation Techniques Discussion Daily Evaluation	Capacity Building Action Plans Closing Session

Day 1



SESSION 1

Establishing a Safe Space

Session Objectives:

- ▶ Participants will feel more at ease during training.
- ▶ Participants will get to know each other.
- ▶ Welcome participants/registration
- ▶ Value Clarification Survey ([Appendix 1](#))

Activity 1: BINGO! (10 minutes)

Materials: Bingo sheets ([Appendix 2](#)), pens, sweets (for winners)

- Give all participants a copy of the BINGO sheet (see [Appendix 2](#)).
- Explain that the aim of the game is to go around the room and get to know each other.
- The bingo sheet has boxes with criteria, and they need to find someone that fits a criteria from a box and get that person to sign inside the box.
- They can't use the same person twice.
- They have to make one line, either horizontally, vertically or diagonally.
- The first person to finish should yell "BINGO!" - they are the winner.
- Continue playing until at least half of the group have also yelled "BINGO."

Activity 2: Who Am I? (35 minutes)

Materials: Who Am I Handout ([Appendix 3](#)), colored pens

- Give participants a copy of the Who Am I handout
- Ask them to write down their name and how they are feeling (in the heart).
- They can write the names of the people who they know at the training (or draw them).
- They can write down what experience they have working with adolescent girls.
- They can decorate their 'person' any way they like to reflect their personality.
- Ask each participant to present what they have done.
- Keep the templates somewhere in the training room so they can refer back to them on the last day.

Final points

- Set group agreements (e.g. use of phones during the training, active participation, being punctual, etc.).
- Make a parking lot where participants can make a list of any other issues that need to be addressed.
- Tell participants that at the end of the day, some time will be dedicated to go over the issues identified in the parking lot.



SESSION 2

Introducing Girl Shine

Session Objective:

- ▶ Participants will gain basic overview of the Girl Shine Resource Package and Life Skills Curriculum for adolescent girls.

✳ **Trainer Note:** The following has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum.

Explain training objectives to participants

- Participants will be equipped with key skills and knowledge to enable them to provide girls with appropriate information, support, and guidance.
- Participants will gain a deeper understanding of approaches and techniques that are crucial for engaging with adolescent girls.
- Participants will understand concepts related to gender and GBV and will be able to make timely and considerate referrals for adolescent girls.
- Participants will have an understanding of the Girl Shine resource package and how to navigate it.

The Girl Shine Resource Package Components

- Introduce participants to the Girl Shine Curriculum, explaining the modules, structure, and sequencing. Key points to cover with participants include:
 - » There are 51 sessions in total in the Girl Shine Life Skills Curriculum. Some sessions have been tailored for specific age groups or girls with specific life experience.
 - » Girl Shine has been developed for girls between the ages of 10 and 19. They are split between older and younger adolescent groups, giving staff the space to determine age groups based on development and experience of girls.



The main components of Girl Shine

- **The Girl Shine Safe Space.** A “girl-only” safe space allows for consistent access to programming and provides a trusted environment where girls can express and be themselves.
- **The Girl Shine Life Skill Groups.** The Girl Shine girl groups are the heart of the program. Girls participate in a collection of learning sessions that have been tailored to their needs (age range, experience, and situation).
- **The Girl Shine Mentors/Facilitators.** Girl Shine encourages the recruitment of older adolescent girls or young women from local community to facilitate the Girl Shine groups.
- **Girl Shine Female/Male Caregiver Engagement.** Female/male caregivers should be engaged with Girl Shine whenever it is safe and possible.
- **Girl Shine Community Outreach.** Community support of the program is essential to ensuring that girls who participate are safe.

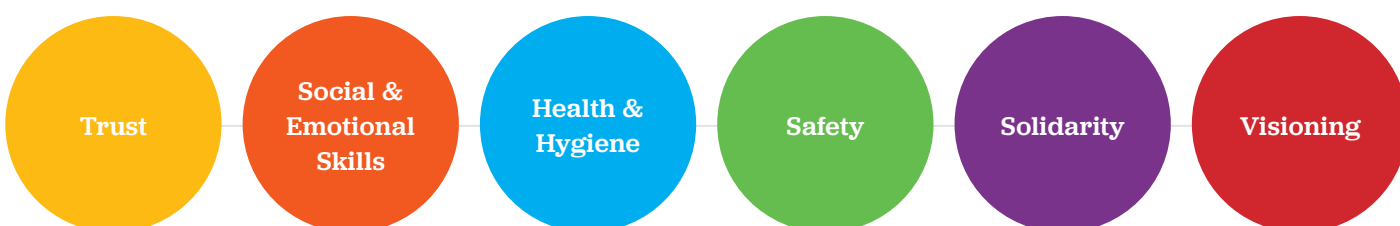


The session road map (or sequence)

1. **Welcome & Review (10 minutes):** The opening of each session establishes consistency and safety for the girls every week. Each group may decide to open their sessions with a song, a poem, or some other ritual that indicates the session beginning.
2. **Story Circle (5 minutes):** Each session starts with a story of a girl named Sara. The story is meant to introduce session content in an accessible and safe way and provide the girls with a less personal way to consider the theme or new skill.
3. **Let's Explore: (10 minutes):** The Let's Explore or 'teaching' part of each session should be the shortest. It gives just enough time for the mentor/facilitator to deliver basic concepts or ideas in a short and concise manner.
4. **Activities (35-45 minutes):** The Activities are meant to be the heart of each session. It is where the girls have time to actively practice new skills and explore new concepts and ideas.
5. **Closing Check-in (10-15 minutes):** The closing Check-in questions are opportunities for the mentor/facilitator to check in on how the girls are understanding the curriculum content and clarify any remaining questions or misconceptions.
6. **Takeaway: (5 minutes):** The Takeaway encourages the girls to share or practice new skills or learning at home or in the community. Mentors/facilitators should invite girls to share their experiences at the review in the next session.

Session flexibility

- The sessions have been developed in a way to be flexible, meaning that mentors/facilitators are not required to implement all of the sessions with the girls, but can choose the most relevant sessions for their needs. The Girl Shine Focal Point should be able to support with this further.
- However, mentors/facilitators may suggest additional sessions or request for some sessions not to be completed if they are not relevant (for example, female genital mutilation) if this is not an issue in the given context.
- The sessions must follow a certain sequence, meaning that the sessions from the Health & Hygiene module cannot be facilitated without first doing the Trust Module, for example.
- If the Girl Shine program will only work with a group for a short period of time, two sessions from each topic area may be implemented instead of five, for example, but it must be done in the sequence outlined below.





SESSION 3

Why Girls?

Session Objectives:

- ▶ Participants will gain a deeper understanding on the importance of working with adolescent girls.
- ▶ Participants will be encouraged to think about their own motivations for working with girls.

✳ **Trainer Note:** If time allows, use the in-depth session which is included under 'Additional Modules.'

Activity I: Why Girls? (45 minutes)

Materials: Videos,² projector, laptop, translated messages of video into local language, paper, markers/colored pens

- Show participants the Girl Effect and IRC videos.
- Once they have finished, ask:
 - » How is the situation of girls different from that of boys, men, women?
 - » What are some of the issues that are faced by adolescent girls in particular, especially when it comes to GBV, that women, boys, and men don't experience?
- Give each participant a piece of paper and some markers/colored pens. Ask them to write down one reason why it is important to work with adolescent girls.
- Ask participants to stick this on a wall. Once everyone has finished, do a gallery walk, highlighting the key points.

Questions

- What are reflections on the points that were mentioned?
- Was there anything that stood out or that participants really liked?
- Was there anything that didn't make sense?
- What should be the role of the mentor/facilitator towards the girls?

Keep these points on the wall for the remainder of the training for participants to reflect on.

Key Messages

- Adolescence is a critical time. Compared to their male peers and to adults, adolescent girls are less likely to have life-saving information, skills, and capacities to deal with the upheaval that follows displacement or any other crisis.
- Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.
- During the immediate aftermath of a natural disaster or conflict, because of their sex and age, adolescent girls are also particularly susceptible to exploitation and violence—including rape, sexual abuse, early marriage, and abduction.
- Adolescent girls are most often included in either child protection programs or services for adults, neither which take into consideration their specific needs and developmental realities.
- The role of a mentor/facilitator is to give girls the space to express themselves, and encourage and empower them to feel confident and reassured. It is not their role to tell girls what to do or be judgmental. Instead, a mentor/facilitator should provide a supportive environment for girls, where they feel comfortable to discuss the issues that affect them.

² Videos could include IRC's video on adolescent girls <https://rescue.app.box.com/file/239250660989> or Girl Effect <https://www.youtube.com/watch?v=1e8xgF0JtVg>



SESSION 4

Adolescence: Development & Experience

Session Objective:

- ▶ Participants will develop a basic understanding of how biological, social, and legal factors shape the adolescent experience.

Activity I: Adolescence - Development & Experience (1 hour)

Materials: Flip chart paper, markers

Group Brainstorm

- What is meant when talking about adolescence? (aged between 10 and 19 according to WHO)
- What are the different things that happen during this time? (emotional and physical changes, legal changes, responsibility shifts, etc.)
- Mentors/facilitators should print the handout for participants below and explain the following information.

Handout



Adolescent Development

10-14

- Less motivated by threats or punishment
- Increased risk-taking
- Rise in romantic interests
- Increased boredom/disengagement
- Change in sleep patterns (sleep later)

15-17

- Puberty completed
- Empathetic skills increase
- Decision-making capacity reaches adult levels. However, decisions tend to be short-term
- Increasing ability to regulate emotions
- Social support becomes increasingly important

18-19

- Resistance to peer pressure reaches adult levels
- Greater susceptibility to depression
- Less influence by fatigue and stress
- Improved impulse control



Adolescent Responsibilities

Labour

Denied education, protection, and security



Early Marriage

Increased violence, isolation, and exclusion



Caregiving

Practical and emotional burdens

- **Adolescent Development:** Girls begin puberty on average 12–18 months earlier than boys. Their experience of adolescence is very different from the experience of boys. Girls face increased risks, isolation, and limited opportunities. Girls' restrictions in many contexts mean that their access to activities, sports, learning, etc., is also limited. Experienced-based learning is very important for healthy brain development. Restrictions on girls means that their brain development may also be affected by these limitations placed on them.
- **Adolescents and the Law:** National or local laws can also have an impact on adolescents between 10 and 19 years. Sometimes the law can allow adolescents to take on certain roles or responsibilities within society that may or may not be in line with their developmental stage or adolescent experience. Early marriage is a clear example of how girls are impacted by laws. Most countries around the world have laws that set a minimum age of marriage, usually at age 18. However, many countries provide exceptions to the minimum age of marriage, upon parental consent or authorization of the court. Such exceptions leave girls at risk of early marriage.³
- **Adolescent Responsibilities:** Many adolescents and children are involved in adult activities such as labor, marriage, primary caregiving, and combat. They take on roles that rob them of their childhood and adolescence. Even though the age category of adolescence is 10–19, it is important to consider the other things that impact the adolescent girl experience and adapt curriculum content accordingly. For example, the responsibilities that are linked to early marriage, such as early motherhood and household and caretaking responsibilities, can lead to girls experiencing high levels of violence, social marginalization, and exclusion from protection services and education.
- **Group Work:** Take a few minutes in the group to think about an example where adolescent girls' development stage and the legal or 'adult' responsibilities that are given to them are contradictory. If participants need help, give an example of early marriage.

3 Girls Not Brides, *Do All Countries Have A Minimum Age Of Marriage?* <http://www.girlsnotbrides.org/child-marriage-law/>

Key Messages

- While adolescence is defined as the period between 10 and 19, it is also important to consider other things that impact the adolescent experience and adapt curriculum content accordingly.
- While physical and brain development, as well as social and emotional changes, can dominate the adolescent experience, one must also consider and respond to the number of environmental factors that also contribute to the adolescent experience.
- It is also important to understand that adolescent girls in particular face increased responsibilities and are subject to a number of harmful practices as they go through this transition, not only because of their age, but also because they are girls.
- So while the Girl Shine Life Skills Curriculum indicates sessions for specific age groups, mentors/facilitators may find that content designed for younger girls may be appropriate for older age groups and vice versa, depending on their experience of adolescence.
- Mentors/facilitators need to also be very aware of the situation and experience of girls more broadly within a specific community, to make sure that the content they provide addresses the practices that girls are subjected to.



SESSION 5

Stepping Out of Comfort Zones

Session Objectives:

- ▶ Participants practice and feel comfortable with games and icebreakers.
- ▶ Participants understand the importance of games in creating a safe space.

Activity I: Icebreakers & Games (45 minutes)

Materials: Icebreaker examples from Girl Shine Life Skills Curriculum, paper, pens, post-it notes, and any other materials for icebreakers

- Ask participants how many icebreakers and energizers are used with their work with adolescent girls. How often are they used? How comfortable do participants feel with them?
 - Break participants into pairs or groups of three (depending on the number) and give each group an icebreaker from the curriculum.
 - Ask them to familiarize themselves with the icebreaker. As a group, they will prepare for the icebreaker and they may nominate one or two participants to facilitate it. Preparation will include gathering the necessary materials or practicing in their small group until they are comfortable with the icebreaker.
 - Once they are ready, make a large circle and invite each group to facilitate their icebreaker with the wider group.
 - Suggested icebreakers include: Fruit Festival, Who is the Leader, Animal Game, Felfoul and Falafel, Exchanging Faces, Get Me Bread, Clothes Swap, Act How You Feel Today on page 31 of Part 2.
- ✳ **Trainer Note:** It is important to encourage all to actively participate. If they do not feel comfortable participating during the training, it is unlikely they will feel comfortable using these techniques with girls.

Question

- Why is important to use these icebreakers and games during sessions with girls?

Key Messages

- These are important because they allow girls to build rapport with each other and the mentor/facilitator.
- They help girls to become energized and concentrate when focusing for a long time.
- They encourage girls to express themselves.
- They help to build trust.
- They increase confidence.
- They increase social networks.
- They inspire creativity.



SESSION 6

Roles & Responsibilities

Session Objective:

- ▶ Participants understand what their roles and responsibilities are with the Girl Shine groups.

Activity 1: What is My Role? (15 minutes)

Materials: Flip chart paper, markers

- Split participants into three groups. The purpose of this activity is to give participants time to reflect on what they think their role and responsibilities are towards the girls, towards the organization they work/volunteer for, and also towards the wider community, in their capacity as mentor/facilitator.
- As them to think about the Girl Shine groups they will manage, and what they think their roles and responsibilities are.
 - » Group 1: What is the mentor/facilitator role with the girl group?
 - » Group 2: What is the mentor/facilitator role within the organization?
 - » Group 3: What is the mentor/facilitator role with the wider community?
- Once finished, ask the groups to present their ideas back to the wider group.

Activity 2: My Role & Responsibilities (45 minutes)

*** Trainer Note:** The following should be tailored to the participant group, for example, whether they are mentors or staff facilitators. While this will vary in different locations, an example is set out below.

- Present the information outlined below to participants (adapted to context).



Mentors

My Girl Group	Organization	Community
<ul style="list-style-type: none"> • Facilitate sessions from the Girl Shine Life Skills Curriculum • Prepare sessions in advance • Commit to meeting group X times a week • Manage Girl Shine groups (follow up on attendance) • One-on-one interactions with girls X times per cycle 	<ul style="list-style-type: none"> • Referrals for case management • Identify individual training needs • Submit reports to organization staff • Carry out basic administrative tasks related to the Girl Shine group 	<ul style="list-style-type: none"> • Keep referral information up-to-date for services and activities available in the community • Be aware of any broad challenges girls are facing in the community and bring to the attention of organization staff • Organize one-off tea/coffee sessions with the community based on the request of the organization or girls



My Girl Group	Organization	Community
<ul style="list-style-type: none">• Follow guidance set out in Girl Shine• Provide facts, not personal opinions to girls• Maintain confidentiality	<ul style="list-style-type: none">• Highlight challenges and successes to organization staff• Provide feedback to organization staff from girls regarding suggested improvements/activities, etc.	<ul style="list-style-type: none">• Support girls in the organization of their community event• Raise awareness of organization activities in the community when required• Maintain confidentiality of all information shared by girls during the sessions or one-on-one interactions• A mentor should not engage the community to deal with individual GBV cases

Organization's Responsibility to Mentors
<ul style="list-style-type: none">• Required to train mentors on roles and responsibilities and curriculum usage.• Will provide clear information to mentors on code of conduct and policies.• Each designated staff member will be required to manage, support, and supervise mentors in assigned areas.• Designated staff will be required to provide hardcopies of all relevant documents and materials, including a hard copy of the Girl Shine Life Skills Curriculum, and all related tool and materials, in the relevant languages.• Stipends will be paid to each mentor by X through X at the end of every month over the period of XX weeks/months.• The designated staff member is required to conduct one-on-one or group monthly supervision with mentors in assigned XX communities.• The designated staff member is required to call mentors frequently to provide support and give feedback when necessary.• Designated staff member is required to observe at least XX sessions per month in each community.• Designated staff members are required to work with community leaders and committees to manage upcoming situations affecting girls' attendance.



Facilitators (Who are members of staff)

My Girl Group	Organization	Community
<ul style="list-style-type: none"> • Be available for the duration of the program cycle • Facilitate sessions from the Girl Shine Life Skills Curriculum • Prepare sessions in advance • Manage Girl Shine groups (follow up on attendance) • Follow guidance set out in Girl Shine • Identify potential mentors from Girl Shine groups • Provide facts, not personal opinions, to girls • Maintain confidentiality 	<ul style="list-style-type: none"> • Ensure girls have access to information and link them with services as necessary, especially case management • Identify individual training needs • Submit reports to Girl Shine Focal Point • Carry out basic administrative tasks related to Girl Shine groups • Regularly collect feedback from girls and ensure their voices, requests and opinions are represented during staff meetings • Be available to support in the training of new staff and mentors 	<ul style="list-style-type: none"> • Keep referral information up-to-date for services and activities available in the community • Be aware of any broad challenges girls are facing in the community and bring to the attention of Girl Shine Focal Point • Oversee the organization of community events • Support girls in the organization of their community event • Ensure outreach staff have accurate information regarding Girl Shine and support them in disseminating this information

- Once finished, ask participants to go back to their groups and ask them to compare their expectations to their actual roles and responsibilities. Ask them to think about the following:
 - » What is exciting from the tasks presented?
 - » What is going to be challenging?
 - » What support is needed to address the challenges?
- Ask them to present their ideas back to the group.



SESSION 7

Girl Shine Principles

Session Objective:

- ▶ Introduce participants to the Girl Shine Principles and raise their awareness of the importance of adhering to these principles while implementing Girl Shine.

Activity I: I Believe (35 minutes)

Materials: Ball

- Ask participants to take a moment to think about the various things they have learned about adolescent girls today.
- Ask them to make a circle, and tell them that, going around the circle, each person is going to say something that they 'believe' about girls based on what they learned.
- Give them an example to start off, for example – "I believe girls face greater risks and dangers in humanitarian settings than boys of the same age."
- Once finished, split participants into pairs (or threes). Give each pair one Girl Shine Principle (they can be printed off and cut out from the sheet below). Ask them to read the principle and to discuss what they think the principle means. Once they have had a few minutes for discussion, ask them to present their principle to the wider group, including their reflections on what they think it means and how this relates to their role.
- Trainers should clarify any misconceptions.



Girl Shine Principles (simplified):

1. Girls are strong, powerful, and smart. They are the experts in making decisions about their future.
2. Girls experience more risks and dangers in humanitarian settings than boys of the same age.
3. Empowering girls means that families and communities will also benefit.
4. It is important for girls to have correct information, skills, and knowledge on the things that impact their lives. This will help them to safely go from adolescence to adulthood.
5. Girls have the right to attend school regularly and to the highest level available.
6. Girls must know about their bodies, puberty, and the facts about all aspects of adolescent sexual and reproductive health (ASRH).
7. Girls must be protected from harm, including all types of violence and sexual exploitation.
8. Girls must be believed if they report violence or exploitation, and everything should be done to make sure they are safe and able to heal.
9. Early marriage and the traditional practices of female genital mutilation (FGM), as well as other harmful traditional practices (HTP), are major risks to girls' physical, mental, and emotional health and must not be continued.
10. Female/male caregivers and the community are responsible for and must work together to keep girls safe from violence, sexual abuse, and exploitation, particularly in situations of conflict and emergencies.

When finished, ask them the following:

Questions

- How many of these principles were similar to the ones mentioned by participants?
- Which ones were new to them?
- Which ones did they like the most?
- Were there any they didn't agree with (and why)?

Group Discussion (10 minutes)

Give participants time to reflect on key points from the day.

Seeds of Success (10 minutes)

Distribute the *Seeds of Success Tool* in [Appendix 4](#) and ask participants to take a few minutes to think about the things they feel confident about after Day 1 of the training and the things that they feel they still need help with. They will keep a log of this at the end of each day.

Daily Evaluation (5 minutes)

Ask participants to fill out the *Daily Evaluation Sheet* from [Appendix 5](#).

Day 2



SESSION I Day I Review

Session Objective:

- ▶ Participants recall key information learned during the previous day.

Activity I: Quiz (15 minutes)

Materials: Sweets or stickers

- Ask participants to raise their hands to answer the following questions. Give prizes to those that know the correct answer.

Questions

- What is the age of adolescence?
- Why is it important to work with adolescent girls?
- What are the three main components that make up adolescence? (development, law, responsibilities)
- Name the physical, emotional, and developmental changes girls experience during adolescence. (one sweet per answer)
- Name the Girl Shine Principles. (one sweet for each correct principle)
- Name two responsibilities of a mentor/facilitator.
- Name two responsibilities of the organization's staff member towards mentors.



SESSION 2

New Approaches to Communicating with Adolescent Girls

Session Objective:

- ▶ Participants learn to understand how to tailor their daily communication and interaction with girls to better meet their needs.

Activity I: How We Communicate (1 hour)

Materials: Flip chart paper, post-it notes, colored pens, markers

Group Discussion

In which situations do participants talk with adolescent girls? (Through a job, personal interactions, family members, volunteering with girls, etc.)

- As a mentor/facilitator, let's think about how to introduce some topics to girls.
- Split participants into small groups (depending on number of participants) and give them the following scenarios:



- **Group 1:** You have to explain what the role of a mentor/facilitator is to girls.
- **Group 2:** You have to explain what the Girl Shine Principles are to girls.
- **Group 3:** You have to explain what the Girl Shine Life Skills Curriculum is.
- **Group 4:** You have to explain why icebreakers and games are important for girls.

- Give groups 10 minutes to prepare how they would explain these issues. When returning to the larger group, they will present their explanations, imagining the group is a group of adolescent girls.

Group Discussion

- What was noticed about the techniques used?
- Was the information clear and age appropriate?
- What could have made it clearer?
- Was it interactive?
- Were all participants engaged?

Key Messages

There are many ways of communicating with girls, and session facilitation shouldn't be limited to just verbal communication.

- Visuals help girls to better understand key points.
- Don't over complicate things, keep it simple.
- Think about language and tone of voice.
- Think about approachability. Are girls given the chance to actively involve themselves in the information provided?
- Make the communication more interactive (for example, ask girls questions, ask for their opinions and ideas, ask them what they already know).

Activity 2: The Potential for Improved Communication (45 minutes)

Materials: Flip chart paper, post-it notes, colored pens, markers

- Ask participants to return to their groups.
- Based on the feedback and new information they have received, ask them to rework their presentations and present back to the larger group.
- Once finished, ask:
 - » Were there any differences between the first and second presentations?
 - » How did the participants feel during the second presentations compared to the first?



SESSION 3

Introducing Girl Shine Sessions

Session Objective:

- ▶ Participants gain a deeper understanding of the Girl Shine Life Skills Curriculum.

✳ **Trainer Note:** The following session has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum.

Activity I: The Sessions (30 minutes of prep, 1 hour presentations)

Materials: Selected session samples or curriculum, flip chart paper, markers

- Split participants into six groups.
 - Give each group a module to focus on. Ask them to look at their module and prepare a presentation with the overall objectives of the module for the other group members. They should think about the following things:
 - » What is the chosen module?
 - » What sessions are included in this module?
 - » Why are these sessions important to girls?
 - » How does the story of Sara evolve during the module?
 - » Are any of the activities separated by age or life experience (for example, married/unmarried girls), and are there sessions prompting contextualization or that can be used for M&E?
 - » What are the general skills or knowledge girls will learn from this module?
- ✳ **Trainer Note:** If the group literacy level is low or if there is not enough time, give the group a list of topics and select one or two sessions for them to review.



Trust

- Introduction to Girl Shine
- Our Safe Space
- Communicating Without Words
- People I Trust
- My Safety Map
- Our Support Services

Social & Emotional Skills

- Listening Skills
- Friendships
- Expressing Emotions
- Managing Stressful Times
- Resolving Conflict
- Communication Our Choices
- Resolving Disagreements
- Family relationships
- Being Confident
- Decision-Making

Health & Hygiene

- Our Rights
- Staying Healthy
- I Am Changing (younger adol.)
- Our Bodies (younger adol.)
- Our Bodies (older adol.)
- Our Monthly Cycle (younger adol.)
- Our Monthly Cycle (older adol.)
- Sexual Health (sensitive topic)
- Contraception (sensitive topic)
- Condom Use (sensitive topic)
- Sexual Decision-Making (sensitive topic)
- Sexual Intimacy (sensitive topic)

Safety

- What Makes a Girl?
- Comfortable & Uncomfortable Touch (younger adol.)
- Healthy Relationships (older adol.)
- When Girls Are Hurt
- Who is to Blame?
- How Can Girls Respond to Violence?
- Setting Boudaries
- Early Marriage (specific groups)
- Female Genital Mutilation (specific groups)
- **My Safety Map to be repeated

Solidarity

- Positive Peer Power
- Embracing Our Diversity
- Building a Movement of Girls
- We Are All Role Models
- Girl Facilitation
- Sharing Solidarity

Visioning

- My Life Goals
- Why Save?
- My Wants, My Needs
- Making Spending Decisions
- My Life Journey
- Preparing for Our Girl Shine Community
- Our Girl Shine Community Event
- My Girl Shine Experience



SESSION 4

Facilitation Techniques & Practices

Session Objective:

- ▶ Participants are introduced to basic facilitation techniques and have the opportunity to practice sessions from Girl Shine.

Activity I: Facilitation Techniques (30 minutes)

Materials: Sessions Insights Tool (in M&E [Appendix B5](#))

Group Brainstorm

When thinking about facilitating sessions with girls, what are some tips or techniques that will help in doing this well?

- Add anything participants miss from below (write them on the flip chart paper).

Key Messages

- Recognize and manage girls' discomfort.
- Avoid lecturing or preaching.
- Share accurate information.
- Don't give personal opinions.
- Ask for support if help is needed responding to particular issues.
- Talk to the group about the importance of privacy.
- Make sure to set ground rules from the start of the activity and remind girls at the beginning of the sessions.
- Support shy girls in having a voice. (This may include anonymous ways of them expressing their concerns or opinions, such as using a box to collect their thoughts/ideas. If girls are illiterate, they can vote with different color paper or draw their responses.)

Facilitator Tip	Rationale	Don't Say	Do Say
Do not ask direct questions to girls about sensitive topics.	This can put girls under pressure and they can be unwilling to share their personal experiences due to fear of judgment from other girls in the group.	"What do you want?" "What would you do?"	"What do girls like you want?" "What would girls like you do?"
Give examples when trying to explain difficult ideas, through a scenario or a role-play or by rephrasing.	Concrete examples help girls understand the point being made, especially if they can relate through experience and exposure to these ideas.	"What are the goals that you want to achieve in the future?"	"Hala is 14 years old. When she is 21, she hopes she will have finished school and have a job as a teacher. To reach this point, she studies hard at school. Becoming a teacher is Hala's goal."

Facilitator Tip	Rationale	Don't Say	Do Say
Keep language clear and simple.	Although perfectly capable of grasping new concepts, girls may feel intimidated by technical language, so concepts need to be explained in a way that is accessible to them.	"Case management is a service offered to women and girls who experience gender-based violence."	"Sometimes things happen to women and girls that can make them feel uncomfortable. There is someone available for girls to speak to if this happens."
Explain that there is no right or wrong answer.	It is important to make sure that the girls feel able to express themselves without fear of judgement.	If girls suggest negative practices don't say: "That is wrong" or "What you said is bad."	Instead, say "Let's think about the risks and benefits of the suggestion" (pros and cons).

- Give each participant the Session Insights Tool (from Part 1 of Girl Shine) and explain the main themes that the tool addresses. When practicing the sessions, they should pay attention to the points on this tool.

Activity 2: Facilitation Practice (1 hour 20 minutes)

Materials: Flip chart paper, pens, markers, other session materials as required

- Split participants into four groups.
- They will stay in these groups for the remainder of the training, and each participant must get the opportunity to facilitate a session over the next few days with support in planning and preparation from their colleagues.
- Give each group a session plan from Girl Shine to prepare. Suggested sessions: I Am, I Have, I Can, Trust Flower, Risk Map, Our Network Maps.
- Give participants 30 minutes to prepare their session.
- Once they have prepared, pair them with another group and ask each group to take turns facilitating (they have 25 minutes per group). One of the groups will need to act as adolescent girl participants.
- There will be two sessions being facilitated simultaneously to save time.



SESSION 5

Facilitation Techniques Discussion

Session Objective:

- ▶ Participants have space to reflect on the experience of facilitation, discuss any challenges, and have their concerns addressed.

Group Discussion (35 minutes)

- After participants finish facilitating, bring them back to the group for a discussion.

Questions

- How was preparing for the session?
- What were the highlights of facilitating the session?
- What were the difficulties or challenges?
- What support would make these sessions more comfortable?
- What should be worked on to help improve facilitation?

Seeds of Success (10 minutes)

Give participants some time to think about the things they feel confident about after Day 2 of the training and the things they still feel they need help with.

Daily Evaluation (5 minutes)

Day 3



SESSION I Review of Day 2

Session Objective:

- ▶ Participants recall key information learned during the previous day.

Activity I: Pass the Ball (10 minutes)

Materials: Ball

- Ask participants to make a circle.
- They can pass the ball to each other until everyone has had a turn.
- Each participant will give one technique or tip related to facilitating sessions with adolescent girls when they are passed the ball.
- You can continue playing until everyone has run out of answers.



SESSION 2

Adolescent Sexual & Reproductive Health

Session Objective:

- ▶ Participants realize the importance of providing girls with ASRH information.

Activity 1: What is ASRH?⁴ (10 minutes)

- Explain to the group that this session is about sexual and reproductive rights of adolescent girls. Sexual rights and reproductive rights sometimes overlap.
 - » However, sexual rights generally include individuals' control over their sexual activity and sexual health.
 - » Reproductive rights usually concern controlling the decisions related to fertility and reproduction.
 - » The principle of consent is central to sexual and reproductive rights. Access to information and services is also critical. Many of these rights are acknowledged in international agreements.
- Adolescent girls have the right to develop a positive sense of their own bodies and sexuality. They have the right to be free of abuse and inappropriate touching. As girls grow and develop their capacities, their rights and responsibilities continue to evolve.
- Young people have the right to obtain information to protect their health, including their sexual and reproductive health.

Check-in

As this is a very sensitive topic, participants may not be very comfortable in discussing some of the issues that arise. Provide time for them to ask questions and check in with them to see how they would like to take this conversation forward in a way that they feel comfortable with - for example, in small group discussion, writing their reflections, etc. Adapt the activities accordingly.

Activity 2: What Does ASRH Mean To Us? (15 minutes)

Materials: Flip chart, markers

Group Brainstorm

What is the first thing that comes to mind when thinking about sexual or reproductive health for adolescent girls?

- Write answers on a flip chart paper.

✳ **Trainer Note:** This might be a challenging activity in which participants mention words like "shame," or make comments such as "only teach it when married," etc. It is important to make a note of all of the things they say and go back to this activity again at the end to see whether their ideas have changed.

4 Adapted from Population Council (2011), *It is All One Curriculum* http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf

Activity 3: Who is Qualified? (25 minutes)

Materials: Flip chart, markers

Group Brainstorm

Who is qualified to give this information to girls?

- Take note of their suggestions and then read them the following list of people who can give this information (have it ready on flip chart paper):
 - » Trained in facilitation techniques
 - » Trained on giving ASRH information
 - » Equipped with factual/accurate information
 - » Volunteers, social workers, health workers, facilitators, mentors, caseworkers, etc.
 - » The information should be given by female facilitators only.
 - » Girls should not be mixed with boys when receiving this information.
- Once the list is shared with the group, ask them if the answers surprised them.

Pair Discussion

Ask the group to split into pairs and give them five minutes to think together about the kind of concerns they have about giving this information.

- Then ask them to think about some potential solutions to these concerns (for example, seek support from a supervisor, gain permission to give information).
- Ask them to present their concerns and solutions to the group.

Activity 4: Why is ASRH Really Important in Humanitarian Settings? (45 minutes)

Materials: Scenario cards, flip chart paper, colored pens, markers

- Separate participants into four groups and give each group a scenario.
- Ask the groups to read the stories they have been given, and to represent this through drawings (on flip chart paper). Each group will share their story with the group.
- The four stories are all connected and are in sequence. Explain to the group that they will each be telling the story of a girl called Sara, but at different points in her life (stories should be presented in order – from Group 1–4).

✳ **Trainer Note:** Contextualize the scenarios based on the country context.



Group 1

Sara is 12 years old, and she is very happy. Each day she goes to school. She loves learning math and helps her younger siblings. She has many friends at school and admires her teachers. When Sara grows up she wants to be a doctor. She has a very good relationship with her mother, they are very close and discuss everything. She adores her father and if she ever needs anything he always tries his best to make her happy.

Group 2

Sara's family has told her that they must leave their home because there is danger coming and they must leave before it gets worse. Sara had no time to prepare, pack, or say goodbye to her friends. Sara was worried about what would happen next. She was uncertain of the future. After some time, Sara settled into her new routine. She was living in a camp, but she was not allowed to go to school because it was not considered to be safe. She was bored at home all day everyday with no friends and no education. She was also very tired, as she was now expected to do all of the chores in the house. The relationship with her family became tense. She no longer had long talks with her mother because her mother was always worried about the situation. She no longer saw her father as he was so busy trying to bring in money.

Group 3

After some time, Sara gets her period. She does not know what this is. No one ever discussed this with her before. She was very scared. She did not know what was happening to her. She didn't feel she was able to share this with anyone. Before, she could have told her mother, but nowadays her mother is distracted by many problems. But eventually, she does tell her mother. Her mother tells her that this means she is now a woman and soon she will get married, as this will help to protect her and also reduce the financial burden on the family.

Group 4

Sara is married to a man some years older than her. Sara is now sexually active. She did not know anything about sex the first time it happened and this was a scary experience for her. She also got pregnant soon after she was married. Sara now has the responsibilities of managing a household and looking after a small baby. She did not receive any information about pregnancy or child birth. She was not sure how to look after her small baby.

- After each small group presents, ask the following questions to the whole group:
 - » From what Group 1 presented, what do you think are the important things in Sara's life? What makes her happy?

Key Messages

Adolescence is a critical time when girls and boys transition from childhood to adulthood. Normally, adolescents will benefit from the influence of adult role models, social norms, and structures and community groups (peer, religious, or cultural).

- » From what Group 2 presented, what is Sara experiencing? How must she be feeling?

Key Messages

During humanitarian emergencies, family and social structures are disrupted. Adolescents may be separated from their families or communities, while formal and informal educational programs are discontinued and community and social networks break down. Adolescents may feel fearful, stressed, bored, or idle. They may find themselves in risky situations that they are not prepared to deal with and they may suddenly have to take on adult roles without preparation, without positive adult role models or support networks. The loss of livelihood, security, and the protection provided by family and community places adolescents at risk of poverty, violence, and sexual exploitation and abuse (SEA).

- » From what Group 3 presented, what could have made this situation easier for Sara? Is there information she could have received that would help her feel more prepared? Is there information she could have received to help her negotiate with her mother to delay marriage?

Key Messages

In crisis situations, adolescents (especially girls) will be married younger, and be sexually active younger than was previously the case. Displacement also increases their vulnerability to sexual exploitation and abuse, due to the safety issues related to their new environment.

- » From what Group 4 presented, what could have better prepared Sara to handle this situation? What information could have been useful for her to have? Where could she have received this information?

Key Messages

The disruption of families, and education and health services during emergencies, either due to infrastructure damage or to the increased demands placed on health and social-service providers during a crisis, adds to the problem and may leave adolescents without access to SRH information and services during a period when they are at risk. The lack of access to SRH information, the disruption or inaccessibility of SRH services, and the increased risk of SEA among adolescents during emergencies, puts adolescents at risk of unwanted pregnancy, unsafe abortion, STIs, and HIV infection.

Group Discussion (15 minutes)

Question:

- Why is it important for girls to receive ASRH information, including girls who are not married or are young adolescents?

Answer:

- If girls do not have sexual and reproductive health information before they become sexually active, they will not know what to expect and this can be a traumatic experience. If they do not have information on pregnancy, family planning, STIs, etc. they will not be able to deal with these issues. Information after girls are married is too late. Information before they marry can be life-saving and it is important to give this information whenever possible. Adolescent girls have the right to receive this information and it is the mentor/facilitator's role to help them secure their rights.

Question:

- How is sexual and reproductive health education related to human rights?

Answer:

- To enjoy safe and satisfying sexual lives, young people must be able to exercise their basic human rights. For example, everyone has a right to dignity, bodily safety, and access to health information and services. Only when people can exercise these rights can they really choose whether or not to have sex, negotiate condom and contraceptive use, and seek the services they need. Promoting sexual and reproductive rights also encourages young people to take responsibility for protecting the well-being and rights of others. When people's rights are violated, their capacity for safe and satisfying sexuality is undermined for their whole lifetime.⁵

5 Adapted from Population Council (2011), *It is All One Curriculum* http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf



SESSION 3

Delivering Sensitive Content

Session Objective:

- ▶ Participants are equipped with information and skills to help them deliver ASRH information.

✳ **Trainer Note:** The following has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum by addressing the sensitive topics that could arise during the curriculum or resistance to sensitive topics.

Activity I: Girls Have the Right (30 minutes)

Materials: Post-it notes, pen, flip chart paper, stickers (2 colors)

- Ask participants if they have heard of any rights that children have. This could be rights they have heard about in the national law or under international law or conventions. It could also be related to the rights they think children should have, even if they have never heard of any legal ones.
- Ask them to write one down on a post-it note and to stick it on the flip chart paper.
- Gather participants around the flip chart (or wall) and read out all of the things they have suggested.
- Explain the following rights that adolescents have until the age of 18 under the UN Convention on the Rights of the Child in relation to ASRH (have them ready on a flip chart paper or printed out).



UNCRC⁶

- The right to the highest attainable standard of health, including the right to reproductive health.
- The right to give and receive information and the right to education, including complete and correct information about ASRH.
- The right to confidentiality and privacy, including the right to obtain RH services without consent of a parent, spouse, or guardian. Conducting a virginity (hymen) examination on an adolescent without her consent would also be a violation of this right.
- The right to be free from harmful traditional practices, including female genital cutting and early marriage.
- The right to be free from all forms of physical and mental abuse and all forms of sexual exploitation, including sexual violence, domestic violence, and sexual exploitation.
- The right to equality and non-discrimination, including the right to access RH services, regardless of age or marital status and without consent of parent, guardian, or spouse.
- All actions taken should be in the best interest of the child. For example, requiring parental consent for contraception or obstetric care, or refusing services because of age, would not be in the best interest of the adolescent.

⁶ Adapted from UNICEF, *How We Protect Children's Rights with the UN Convention on the Rights of the Child*, <https://www.unicef.org.uk/what-we-do/un-convention-child-rights>

Having read these, ask participants to come and place stickers next to the rights they agree with (in one color) and disagree with (in a different color). After they have done this, open a discussion using the following guiding questions:

Questions

- Rights they all agree with: Why are these rights important for adolescent girls?
- Rights they all disagree with: Why do adolescent girls not deserve to have these rights?
- Rights where it is a mix of agree and disagree: What are some of the reasons why or why not girls deserve these rights?

*** Trainer Note:** An issue that may arise is that participants will not feel comfortable about the female/male caregiver not knowing what is happening with their child. Mentors/facilitators may feel that it is important to get consent from female/male caregivers, or to share information with female/male caregivers about what the girls say. Trainer should explain to participants:

- Female/male caregivers and the community will (or already have been) consulted about the adolescent girls' program and will (or already have been) be made aware of the fact that there will be information related to sexual and reproductive health.
- While they may not have a detailed description of what this includes, they have an overall idea. Therefore, it is not necessary for mentors/facilitators who are leading girl groups to share further details with female/male caregivers.
- The girl group is a confidential and safe space for girls to express themselves and request information they may need. It is a duty to either provide this information to girls, or direct them to a place where they can receive this information.
- If girls approach mentors/facilitators with individual requests or with personal situations and they do not feel comfortable dealing with this, they should talk to a supervisor or refer the girl to a caseworker. Caseworkers will be in a better position to deal with issues of consent and to support girls with the situations that arise.
- If in doubt, talk to a supervisor instead of going directly to female/male caregivers. Let's review the mentor/facilitator role from the previous session.

Activity 2: Preparing for Sensitive Situations (1 hour 15 minutes)

Group Brainstorm

What kinds of challenges will arise during these sessions and how can these be dealt with?

- Break participants into four groups and give each group a scenario and ask them how they would react to this situation. Tell them to develop a role-play which they will then present to the larger group.



Group 1

You are giving a session on menstruation and a girl asks you how babies are made. How do you respond?

Group 2

You are giving a session on hygiene and a girl tells you that when a girl has her period that means she is dirty. How do you explain to her that this does not mean she is dirty?

Group 3

You are giving a session on reproductive health and a girl says that she sees her parents having sex (as they all share one room). All the other girls in the room are shocked. How do you handle this situation?

Group 4

You are giving a session on contraception and a girl tells you that she thinks she is pregnant in front of the group. How do you handle this situation?

- Make sure that participants are suggesting strategies that will not be harmful to the girl. Assess their comfort levels and ask them who they can seek support from if they are not comfortable dealing with these issues.

Suggested Responses

Group 1:

- Reassure girls that this is a very normal question to ask. Allow them to be curious. Do not make them feel like they have asked something wrong.
- Provide a biological/scientific explanation as a starting point (as this may be commonly accepted and appropriate for contexts where this topic is taboo).
- Explain to girls that there are some ASRH sessions that will be covered in the coming weeks that look into this in more detail. (If there was no plan to go over this information, this is a good time to consider including it in future sessions.)
- Explain to girls that if they want to have this information sooner, or have some specific questions they want to ask, they can come and speak with a mentor/facilitator after the session. This would be a good time to understand why the girls want to have this information. Depending on the situation, provide them with additional information or refer them to a caseworker.

Group 2:

- Reassure the girl that this is a very good question and that while many people might tell girls that they are dirty when they have their period, this is not actually correct. While in some cultures there might be certain things that girls are restricted from doing while they are menstruating (such as praying), this does not mean that a girl is dirty.
- While it is important for a girl to keep herself clean during this time (as any other time), having a period is a very normal thing to experience. It means that a girl's body is working properly and is very healthy! So this is not something to feel ashamed of or to see as dirty. In fact, it is something to be happy about, meaning healthy growth and development.

Group 3:

- Thank the girl for sharing her experience.
- Remind the girls of the group agreements.
- Direct the conversation to be more general.
- Explain to the girls that it is very normal for people to have sex, but it is usually done in a private space, to be kept between the people who are having sex. Ask the group if they have any questions or if they are happy to continue with the session.
- Follow up with the girl after the session. There may be a need to involve a staff member who can provide information indirectly to the female/male caregivers on the importance of not exposing their children to this situation.

Group 4:

- Thank the girl for sharing.
- Remind the girl of the group agreements.
- Explain that sometimes girls may worry that they are pregnant, but there are things they can do to check (such as take a pregnancy test or see a health worker).
- Ask the group if they are happy to continue with the session.
- Follow up with the girl at the end of the session. She may need to be referred to a caseworker or simply need support in finding out if she is pregnant (referral to health center, etc.).

Key Messages

- Be honest. If a mentor/facilitator does not know the answer to a question that arises, she should explain to the girls that she will try to find out the answer for them for the next session.
- Be prepared. Some of the questions a girl may ask could be embarrassing. Think about what those questions could be and how to respond to them.

- Get advice. Talk to colleagues or a supervisor to get their advice on how to tackle these topics. Ask for their help if needed.
- Think about language. Think about how to explain sensitive terms to the girls, such as sex and pregnancy. Provide girls with accurate and factual information.
- Do not push the girls to answer questions they are not comfortable with.
- Do not ask them direct questions related to their personal experience.
- If a girl discloses something very personal in the group, thank her for sharing and remind the girls about confidentiality. Do not ask the girl to go into detail in front of the group. **Make sure to follow up at the end of the session.**
- Distribute the *Facilitating ASRH Handout (Appendix 6)* and explain any additional points that are mentioned specifically related to ASRH. Tell them to refer to this document throughout the activities that will follow today, using it as a guidance note.



SESSION 4

Facilitation Techniques & Practice

Session Objective:

- ▶ Participants have the opportunity to put the information and skills they have learned into practice.

Activity I: Facilitation Practice (2 hours)

Materials: Flip chart paper, pens, markers, other session materials as required

- Ask participants to return to their groups from the previous day.
- Give each group an activity from the Health & Hygiene Module.
- Give participants 30 minutes to prepare their session.
- Once they have prepared, pair them with another group (that they haven't worked with yet), and ask each group to take turns facilitating (they have 30 minutes per group).
- Throughout the course of the training, participants should all have the opportunity to facilitate a session, with their group members supporting in the planning and preparation.
- There will be two sessions being facilitated simultaneously to save time.
- Suggested sessions: I Am Changing, Our Bodies (younger adol.), Family Planning, Sexual Decision-Making or Sexual Intimacy. (It is important to practice an activity from the Sexual Intimacy session to see what sensitivities come up with participants. If they have many reservations during the training, they may not be the right people to facilitate these sessions with girls, and an alternative may need to be sought.)



SESSION 5

Facilitation Techniques Discussion

Session Objective:

- ▶ Participants have the opportunity to put the information and skills they have learned into practice.

Group Discussion (30 minutes)

After participants finish facilitating, bring them back to the group for a discussion.

Questions

- What was it like preparing for the session?
- What were the highlights of facilitating the session?
- What were difficulties or challenges?
- What are concerns with facilitating these sessions?
- How can these concerns be addressed?
- What should be worked on for the practice session to help us improve?

Seeds of Success (10 minutes)

Give participants some time to think about the things they feel confident about after Day 3 of the training and the things they still feel they need help with.

Daily Evaluation (5 minutes)

Day 4



SESSION I Day 3 Review

Session Objective:

- ▶ Participants recall key information learned during the previous day.

Activity: Reflections (20 minutes)

- Ask participants to take a few minutes to think about the previous day. Go around the room and ask them each to share with the group their “Ah ha!” moment (something they didn’t know before, but was really useful to learn about) and their “Hmm...” moment (something they are confused about, unsure about, or uncomfortable with).
- Address any of the concerns arising before moving on to the next session.



SESSION 2

Gender-Based Violence

Session Objective:

- ▶ Participants learn how to deal with sensitivities arising in the Safety Module and are better prepared to facilitate Safety sessions.
- ✳ **Trainer Note:** This session has been designed for participants who have already participated in GBV training and are familiar with core concepts. If this is not the case (for example, training first time mentors), be sure to include this as part of their initial training. Also look at the sessions included in 'Additional Modules,' in particular Module 2: GBV Services and the GBV (in-depth) session, and include here as necessary.

Activity I: What Do We Mean By Gender-Based Violence? (25 minutes)

Materials: Safety sessions, markers, flip chart paper, pens, paper

Question

- What is meant by sex and gender? What is the difference?

Group Brainstorm

- What is gender-based violence?
 - » Gender-Based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. The term gender-based violence highlights the gender dimension of these types of acts; in other words, the relationship between females' subordinate status in society and their increased vulnerability to violence. GBV can be sexual, physical, psychological, and economic in nature, and includes acts, attempted or threatened, committed with force, manipulation, or coercion and without the informed consent of the survivor.
 - » A survivor is a person who has experienced gender-based violence.

Group Brainstorm

- What are some of the types of violence that adolescent girls in particular experience (even in this community)? Early marriage, FGM, sexual violence, abuse, exploitation, intimate partner violence, family violence, denial of resources, etc.
 - » Child marriage affects girls in far greater numbers than boys, with the prevalence among boys about one fifth the level among girls globally.⁷
 - » Adolescent girls are one of the most at-risk groups when it comes to sexual violence, abuse, and exploitation. Risks for girls include rape, sexual exploitation, early marriage, and unintended pregnancy.⁸
 - » Girls are highly susceptible to violence within the home; globally, intimate partners or members of family cause just under half (47%) of all female homicides, compared to only 6% for men.⁹
 - » Out of the world's 130 million out-of-school youth, 70% are girls.¹⁰
 - » 98% of the estimated 4.5 million forced into sexual exploitation and 55% of the estimated 20.9 million forced into labor are women and girls.¹¹

7 UNICEF. 2018. *Child marriage is a violation of human rights, but is all too common*. <https://data.unicef.org/topic/child-protection/child-marriage>

8 Thompson, Hannah (2015), *A Matter of Life and Death*, cited in Plan (2016), *A Time of Transition: Adolescents in Humanitarian Settings*

9 UNICEF (2014), *Hidden in Plain Sight: A statistical analysis of violence against children*

10 The Guardian (11 Oct 2013), *Adolescent girls: the key to ending poverty?* <https://www.theguardian.com/global-development-professionals-network/2013/oct/11/adolescent-girls-key-to-ending-poverty>

11 Plan International (2015), *Because I am a Girl: The State of the World's Girls 2015 – The Unfinished Business of Girls' Rights*

Activity 2: Talking About GBV (45 minutes)

Materials: Safety sessions, flip chart paper, markers

Group Brainstorm

- Ask participants to recall the sessions in the Safety Module.
- Split participants into small groups and give them each two to three sessions from the Safety Module. Ask them to think about the situations that might come up while implementing these sessions.
 - » They should write these down and present them to the larger group.
 - » Take note of the challenges that participants perceive will arise, noting any themes across groups.
 - » Back in their groups, ask them to develop a plan on how to respond to the challenges that could arise.
 - » Ask them to share these ideas with the larger group.

✳ **Trainer Note:** This will help participants be prepared and sensitive to some of the challenges in relation to implementing these sessions.

Key Messages

- Make sure trust has been established with the group before facilitating the Safety sessions.
- Assess the session while moving through it. If girls are not feeling comfortable, do not push them to answer specific questions, but try to come back to it later, or ask the question in a different way.
- Remind girls of confidentiality.
- Do not judge or shame a girl for her beliefs.
- Think about language and messages for certain sessions if there are a mixed group of girls attending. For example, reconsider messaging on early marriage if there are girls who are already married participating in the session.
- Never ask girls to share their marriage or FGM status in the group. Allow the girls to decide which information about themselves they wish to share and when.
- Think about how to explain and define sensitive terms such as rape, exploitation, and harassment.
- Never ask girls directly about their personal experience of GBV or that of their family and friends. Phrase issues in general terms that will allow girls to express themselves indirectly without the fear of shame and stigma.
- Have a caseworker present during the session, if possible, to answer any questions and/or respond in case of disclosure of violence or discomfort among girls.
- **Introducing the caseworker:** Explain to participants that for some sensitive sessions, caseworkers can be present. This is not to replace the mentor/facilitator with the facilitation of the session, but to provide additional support, especially if anything sensitive arises, and also as an opportunity for girls to familiarize themselves with the caseworker.

Question

- Given that the GBV sessions take place after a few weeks and trust has already been established with girls, what are ways to make them feel comfortable with the addition of a caseworker for the session?
- Explain to participants that there are a few things that will help make girls more comfortable:
 - » Explain to the girls in advance that a caseworker will be present during some or all of the upcoming GBV sessions. Ask them if they are comfortable with this. If not, perhaps come to an agreement for the caseworker to be present at the end only. Make sure girls understand what the role is of the caseworker.
 - » Prep the caseworker in advance on some of the key approaches that can be used to make the girls feel comfortable (refer to facilitation techniques).
 - » On the day, introduce the caseworker. Involve them in an icebreaker to help girls feel comfortable.
 - » Check in with the girls at the end of the session after the caseworker leaves to assess their comfort levels and whether they would like the caseworker to come back.
 - » If they are comfortable, make sure it is the same person who comes back (to help build trust).

Activity 3: Thinking About Our Language (30 minutes)

- Ask participants to walk around the room, using up all of the space.
- Explain that a number of statements will be read and participants should think about the statements and how they can be improved to be more sensitive for girls. When they have an answer, they can stand still.
- When a few participants are standing still, stop, ask for a few answers and then move onto the next statement.
- **Statements:**
 - » Girls like you experience harm and violence (**Alternative:** Some girls experience harm and violence.)
 - » Do you know anyone who has undergone FGM? (**Alternative:** Have you heard about girls undergoing FGM?)
 - » Do you feel safe in this community? (**Alternative:** Do you think girls feel safe in this community?)
 - » What can you do if you are sexually assaulted? (**Alternative:** What can girls do if they are sexually assaulted?)

Group Discussion

- What are the differences between the original statements and the alternative statements?
- Why are the alternative statements better to use with girls during the safety sessions?
- **Alternative statements:**
 - » Allow girls to express themselves without focusing the attention on their personal stories.
 - » Prevent girls from disclosing GBV in a group setting.
 - » Create a safe environment for girls to discuss a sensitive topic without putting the spotlight on them.



SESSION 3

Gender-Based Violence

Session Objective:

- ▶ Participants learn how to deal with sensitivities arising in the Safety Module and are better prepared to facilitate Safety sessions.

✳ **Trainer Note:** The following has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum.

Activity 1: Handling Group Disclosures (20 minutes)

- Explain that even though participants can take steps to reduce the number of personal disclosures in group settings, this can and will still take place. And when it does, they need to be prepared to handle them.

Group Brainstorm

- If a girl discloses a personal case of GBV, what could be the response?
 - » **During the session:**
 1. Thank the girl for sharing and ask her to come and have a quick chat at the end of the session.
 2. Remind the girls about the group agreements and confidentiality.
 3. Redirect the comment from specific to general (for example, if girls experience something similar to this, they can benefit from talking to a caseworker).
 4. Check that the girls are happy to move on with the session.
 5. Follow up with the girl at the end of the session.
 - » **After the session:**
 1. Thank the girl for sharing, reassure her and make sure she knows it is not her fault.
 2. Inform the girl of the option to access case management and explain it to girls in a simple way.
 3. Explain confidentiality and the role of the caseworker.
 4. Be available to answer questions related to services.
 5. Do not discuss details of the girl's disclosure. Do not ask questions to find out more about the incident (this is the role of the caseworker, not the mentor).
 6. Do not force girls to access services if they do not wish to. Instead, provide girls with all of the available options and explain the pros and cons of accessing or not accessing a particular service.
 7. Ask her if she needs support to access a caseworker (for example, an introduction, attend initial trust building sessions with caseworker, etc.).
 8. If she is resistant to the idea, explain that she can change her mind at any time and a mentor/facilitator is available to help her access the service.

Activity 2: Disclosure Role-Play (40 minutes)

- Split participants into four groups.
- Explain that each group will be given a scenario and they will create a role play based on their assigned scenario, looking at the role of the mentor/facilitator from the point of disclosure to referral, and (possibly) accompanying the girl for case management.
- They will present their role plays to the larger group. Give them 10 minutes to prepare and 5 minutes for each role-play.



Group 1

You are doing the session on Early Marriage and a girl tells you that she is going to be married in two weeks and does not want to. When you explain case management, she says she wants you to do it for her, not a caseworker.

Group 2

You are doing the session on Decision-Making, when a girl tells you that when she tries to talk to her parents about decisions they make on her behalf, they beat her. She sometimes comes to the sessions with bruises on her arms and face. What steps would you take?

Group 3

When doing the session on Healthy Relationships, a girl tells you that her husband is always telling her how useless she is. He does not allow her to spend time with her friends or family. She is not allowed to leave the house and he shouts at her constantly, making her feel very sad and depressed.

Group 4

When doing the session on Safety, a girl approaches you after the session to tell you that she was raped in her camp. When you explain case management, she says she is not interested and never wants to discuss it again.

Key Messages

- It is important that in all cases, the mentor/facilitator ensures that they maintain a survivor-centered approach, i.e. they let the girl decide what action she wants to take next and they do not inform anyone of the incident without getting the consent of the girl.
- They do not break confidentiality.
- They believe the girl.
- They do not try to intervene with the female/male caregivers directly, as this could put the girl and the mentor/facilitator both at risk.
- They understand what their role is and the role of a caseworker, and support the girl in accessing the appropriate services.
- If the mentor/facilitator thinks the girl is in immediate danger, she must inform her supervisor and explain this to the girl.

* **Trainer Note:** It is important to be aware of child safeguarding policies within the organization and also policies and procedures on mandatory reporting, and provide mentors/facilitators with guidance on when and how they should raise issues with their supervisors.

Group Brainstorm

- What happens if a girl refuses to see a caseworker and only wants to talk to the mentor or facilitator?
 - » It is possible that a girl may not feel comfortable seeing a caseworker as she has already established a trusting relationship with the mentor/facilitator. It is important to think about the following strategies:
 - Clarify the mentor/facilitator role to the girl and explain the role of the caseworker.
 - Involve the caseworker in some of the Girl Shine sessions so that girls can become familiar with her.
 - Physically introduce the girl to the caseworker instead of simply referring her.

- o Sit with the girl and the caseworker a few times (not discussing the case) before case management starts to help build trust between the two.
- o The girl may refuse to see the caseworker the first few times, but she may change her mind in the future, so let her know the option is always open.
- o Do not force her to see a caseworker, but try to make her feel more comfortable to access the service.

Activity 3: Explaining Case Management (25 minutes)

Question

- What is case management?
 - » In survivor-centered case management, a caseworker will assess the survivors' needs, providing and/or coordinating services that respond to those needs, and monitoring the progress of this care and support. The overall goal is to establish a relationship with the survivor that promotes her emotional and physical safety, builds trust, and helps her restore some control over her life.
 - » Explain to participants that while case management services may be available, it should not be assumed that because the service is available, girls will be able to automatically access it.

Group Brainstorm

- What could be some of the reasons why girls don't access case management?
 - » Explain that there could be a number of reasons, including: not knowing the service is available, not understanding what the service actually is, fear or stigma attached to accessing the service, fear of service provider attitudes and judgment, feeling that the service is "not for them," thinking they need their female/male caregivers' permission to access the service.
- Split participants into small groups and ask them to think about how they can support girls in accessing services like case management as part of their role, thinking about how they talk about the services, and what they can do inside and outside of the sessions to help girls access services.
- Once they have finished, ask them to present their ideas back to the group.
- **Case management sample script:** We have someone who is trained to listen to the concerns of girls in a safe space, where any girl can freely express anything bothering her and this will be kept between the caseworker and the girl. The caseworker is not someone who makes judgments or gives advice or solutions. She mainly guides girls in thinking of solutions or decisions that they might want to make, and provides information about other people who might be able to help in that specific situation.

Activity 4: What is My Role in Relation to Case Management? (20 minutes)

Materials: Flip chart paper, markers

- Explain to participants that sometimes mentors/facilitators find it hard to know what their role is in relation to case management. As they are the ones who have been building trust with girls and discussing very sensitive topics with them, they can sometimes get confused about when their role ends and a caseworker's role begins.
- There is a difference between the role of the mentors/facilitators for these girl groups and for the organization's staff in general.

Group Brainstorm

- What can a mentor/facilitator do and what can't they do? Make two columns on flip chart paper and ask participants what they think.
 - » Clarify by presenting the following table:



A mentor/ facilitator can	A mentor/facilitator cannot
Facilitate the Girl Shine Life Skills Curriculum and carry out specific sessions with girls based on topics of interest to the team and the girls.	Be an assistant to a member of staff.
Be the link between the girls and country team (be the collective voice for the girls, and sharing their concerns, feedback, challenges with staff).	Replace the duties done by another member of staff.
Refer girls to the caseworker if they disclose GBV and want to be referred.	Provide case management: the mentor/facilitator should not be dealing with GBV cases, but they can make referrals to a caseworker if the girl requests this, and also accompany a girl to case management until she feels comfortable to go alone.
Provide girls with information.	Report perpetrators to the police/other authorities; intervene by speaking with a girls' boyfriend/husband, female/male caregivers or teacher; tell girls what to do if they are experiencing violence.
She can be a role model for the girls and support them through an established and formalized mechanism.	Share information about disclosures with anyone, unless the girl requests her to do so (for example, during referral to caseworker).
Bring to the attention of staff common safety issues and concerns being raised by girls.	
Ask caseworkers or other staff members for support when unsure how to handle a situation.	
Listen to the girls and their concerns, and point them towards case management and other services if issues arise related to their health and safety.	
Refer girls to health services as requested (some girls might want this even if they don't want case management). In cases of sexual violence, this should be done within 72 hours.	



SESSION 4

Gender-Based Violence

Session Objective:

▶ Participants have the opportunity to put the information and skills they have learned into practice.

✳ **Trainer Note:** The following has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum.

Activity I: Facilitation Practice (2 hours)

Materials: Flip chart paper, pens, markers, other session materials as required

- Ask participants to return to their groups from the previous day.
- Give each group an activity from the Safety Module.
- Give participants 30 minutes to prepare their session.
- Once they have prepared, pair them with another group (that they haven't already presented in front of) and ask each group to take turns facilitating (they have 30 minutes per group).
- Participants who haven't facilitated a session yet should have the opportunity to do so, with their group members supporting in the planning and preparation.
- There will be two sessions being facilitated simultaneously to save time.
- Suggested activities from the Girl Shine Life Skills Curriculum: Good Secret, Bad Secret, (Comfortable and Uncomfortable Touch), Mary & George (Healthy Relationships), Who is to Blame? (Who is to Blame), Case Management (How Can Girls Respond to Violence).



SESSION 5

Facilitation Techniques Discussion

Session Objective:

- ▶ Participants have space to reflect on the experience of facilitation, discuss any challenges and receive support to address their concerns.

Group Discussion (30 minutes)

After participants finish facilitating, bring them back to the group for a discussion.

Questions

- How was preparing for the session?
- What were the highlights of facilitating the session?
- What were difficulties or challenges?
- What are concerns with facilitating these sessions?
- How can these concerns be addressed?
- What should be worked on to help us improve?
- If girls come to mentors/facilitators for support, who can they be referred to? (Think about case management but also other services available in the community that girls can access.)

Key Messages

- **Signs to look for during the session:**
 - » She is behaving out of character.
 - » She is withdrawn.
 - » She is bringing attention to herself.
 - » She mentions something related to problems she is facing.
 - » She is about to be married or is recently married.
 - » Content of activity triggers a change in behavior.
- **After the session:**
 - » Build time in at the end of the session to allow girls to approach individually.
 - » Be available (this includes body language and facial expressions).
 - » Be prepared in advance to deal with any issues that may arise.
 - » Do not ask the girl to discuss what happened in detail.
 - » Explain that there is someone available for her to talk to.
 - » Think about the process for making this referral and ensure that the girl feels comfortable with her case being handed over to a different person or agency.

Seeds of Success (10 minutes)

Give participants some time to think about the things they feel confident about after Day 4 of the training and the things they still feel they need help with.

Daily Evaluation (5 minutes)

Day 5



SESSION I Day 4 Review

Session Objective:

- ▶ Participants recall information from the previous day.

Activity I: Group Presentations (30 minutes)

Materials: Flip chart paper, markers, pens, paper, post-it notes and other materials requested by participants

- Split participants into four groups and ask them to take 10 minutes to prepare a five-minute presentation (thinking about how to make it interactive) on the following topics:
 - » How to handle disclosures in a group setting
 - » How to help girls access case management
 - » What to do before, during, and after Safety sessions
 - » What a mentor/facilitator can and can't do



SESSION 2

Working on Adaptation & Flexibility

Session Objective:

- ▶ Participants feel empowered to take session content and adapt it to their audience without losing the key messages.

Activity 1: Adapting to Girls' Needs (20 minutes)

- The Girl Shine Life Skills Curriculum is a global tool, and while country level adaptations have been made, it is always hard to make sure that the content is suitable to the girls' needs, capacity, and experience.
- Mentors/facilitators should feel confident to assess the situation and make adaptations based on the girls in the group.
- These adaptations may include:
 - » Adapting stories for the context
 - » Adapting activities based on literacy and interest
 - » Adapting scenarios based on girls' situations (married, with children, out of school, age, etc.)

Group Brainstorm

- Why is it important to adapt content based on the girl group?
 - » To help girls relate to the information
 - » To make sure content is relevant to girls' experiences
 - » To ensure girls are engaged throughout the session and do not feel excluded

Activity 2: Adapting in Action (30 minutes)

Materials: Sessions from Girl Shine Life Skills Curriculum, flip chart paper, markers, pens, paper, post-it notes

- Split participants into three groups and give each group a session from the Girl Shine Life Skills Curriculum.

✳ **Trainer Note:** The groups will be large, so encourage participants to split into sub-groups that take on specific activities.

- Give each group the following session and accompanying scenario.
- Ask them to prepare a snapshot of what the session was before and how they adapted it. They can present this back to the larger group (5 minutes maximum).



Group 1

Family Relationships (Older Adol.)

- You are preparing for a session on family relationships. The group of girls you are working with are married and the session is heavily focused on girls who live with their parents.
- Adapt the session to reflect the situation of married girls.

Group 2

Decision-Making (Younger Adol.)

- You are preparing the session for decision-making with a young group of girls. However, the girls cannot read and write and the session refers to a graphic that has writing on it.
- Adapt the session to make it accessible to this group of girls.

Group 3

Early Marriage

- You are preparing the session for early marriage, but you realize that most of the girls in your girl group are already married. You are worried that some of the messaging might not be appropriate for them.
- Adapt the session to make it more relevant to married girls.



SESSION 3

Girl Shine Group Closure

Session Objective:

- ▶ Participants understand the importance of group closure and are prepared to support this process during the implementation of the curriculum.

✳ **Trainer Note:** The following has been put together for the training of mentors/facilitators of the Girl Shine Life Skills Curriculum, but can be adapted for the facilitators of the Girl Shine Female and Male Caregiver Curriculum.

Activity I: Web of Strength (15 minutes)

Materials: Ball of string/yarn

- Ask participants to find a space in the room where they feel comfortable (standing or sitting).
- Give one participant the ball of string/yarn.
- Explain to the group that this participant will hold on to the string and pass the ball to another participant. As she passes the ball, she will tell the participant a quality/characteristic that she admires in her, or would like to learn from her.
- If the participants are confused, the trainer can start and give clarification. For example, "I like that you are always smiling," or "I like that you ask many questions," etc.
- The participants should continue this until everyone is connected through the string.
- Ask participants what they thought the purpose of the exercise was.
- Explain to them that this web they have created is their web of strength. It represents the great qualities they have and the support they can give to each other once the training finishes.

Group Brainstorm

- Why is it important to make sure a girl group has closure at the end of a curriculum cycle?
 - » Adolescent girls will have been part of a girl group for a particular length of time and they need to be prepared for the end of the activities and will need to think about ways to move forward and apply their learning and skills.

Activity 2: Preparing for Closure (25 minutes)

- There are some steps to make sure that the girl group has meaningful closure.

Things to consider for end of Girl Shine Life Skills group

- From the beginning of the intervention, girls should be made aware of the length of the intervention so that expectations are successfully managed.
- Prepare girls. Support girls to plan how to continue working together after the end of the activity/project cycle (if they want to), and emphasize that the only requirements are their energy, creativity, and commitment.
- Celebrate achievements and provide closure. Take steps to recognize and celebrate the girls' accomplishments and to provide a sense of closure through certificates, booklets, or small gifts (if the budget allows).
- Encourage girls to present their work through a final celebration, art exhibition, or performance. Give girls the opportunity to plan and organize the celebration themselves (if they want to). They can invite other girls, their siblings, their mothers, or community members to see what they have been learning about.
- Encourage girls to think about the issues that have really touched them during the curriculum, especially in relation to early marriage or FGM. They could consider one of these topics as a focus for their community event to raise awareness of the issues in the community.
- Use the sessions in the visioning component of the curriculum that will help guide their events/celebrations.
- Encourage girls to provide information and support to their peers.



SESSION 4

Making Referrals

Session Objective:

- ▶ Participants will understand what services are available in their area and how to make referrals effectively.

Activity I: How to Make Referrals (1 hour)

Materials: Flip chart paper, pens, paper, info sheet on local services for adolescent girls

Question

- What services are there in the local community that girls can access (skill building, GBV services, ASRH services, etc.)?
- Split the participants into three groups. Give each group a scenario below and explain that they must list the places that they know of (not hypothetical places) that girls can access. They must also come up with a strategy of how best to give the girls this information (through leaflets, verbally - but thinking about the language they use, etc.).
- If those services don't exist, they can think about how else they can support the girls or what steps they need to take to learn more about the services in the area.
 - » **Scenario 1:** A girl comes to you and needs to access contraceptives. There is no service for contraception in the organization you are currently working/volunteering with. Where could you refer the girl to and what steps would you take to make the referral?
 - » **Scenario 2:** A girl comes to you and discloses a case of GBV. You are not a caseworker and the organization you work/volunteer for does not offer GBV services. Where could you refer the girl and what steps would you take to make the referral?
 - » **Scenario 3:** A girl comes to you and says that she wants to build her skills to help her find a job. You don't offer vocational training or educational classes where you work/volunteer. Where can you refer the girls to and which steps would you take to make the referral?
- In the larger group, ask the questions below.

Questions

- Did each mentor/facilitator have all of the information on the services that exist in the community that girls can access? If not, what are the next steps to make sure each mentor/facilitator has this information and is prepared if and when girls ask?
 - » Go back to the community and carry out a community mapping exercise to identify all of the existing services available to girls.
 - » If there are limited options in the community, think about neighboring communities, telephone services, etc., that girls could access.
 - » Think about strategies that could be suggested that will enable girls to reach these services.
- Will the referral process created be effective for girls?
 - » Explain the available services in a simple way that girls will understand.
 - » Explain opening times, specific services available, and if possible, a specific person they are able to connect with.
 - » Do not make the referral unless the girl consents to this. For GBV cases, the referral is made to the caseworker who will follow up with any further referrals required.
 - » However, there may be cases when the girl does not want to speak to a caseworker and prefers to go directly to a health center. In this case, the mentor/facilitator can support the girl to access this service by providing her with the relevant information and accompanying her, if possible. Seek advice from a supervisor if unsure.

- » Talk to girls about how they can safely access these services and what barriers they may face. Help them find solutions to those barriers.
- What are solutions if the services girls are requesting are not available in the community?
 - » Provide girls with information on services available in neighboring areas, if not available in the local community.
 - » See if someone will be able to come to the safe space to provide this service if requested by a number of girls (check with a supervisor whether this is possible).
 - » Refer to a supervisor to highlight this gap and discuss how this can be addressed.



SESSION 5

A Creative Summary

Session Objective:

- ▶ Participants will have the opportunity to showcase their skills and knowledge to the group.

Activity I: Facilitation Practice (45 minutes)

Materials: Flip chart paper, pens, markers, other materials as required from participants

- Split participants into four groups.
- Assign each group one of the tasks outlined below.
- Give them 10 minutes to prepare and explain that their creative summary will be no longer than five minutes.
- Their creative techniques can include role-play, still images, a series of small scenes, a song, posters with key messages, etc. The key point is that they do this in a creative way without losing the main points.
- Once they have finished, allocate time to discuss the key messages, clarify any points that they have not covered or were inaccurate. Also provide feedback on how the session could be made more creative and girl-friendly, if needed.



Group 1

Girl Shine Principles - Present the principles to the group in a creative way.

Group 2

Adolescent Development & Experience - Remind participants of the key points related to adolescence, their development process, and how their experience shapes their adolescent phase of life.

Group 3

ASRH - Explain to the group what girls' rights are in relation to adolescent sexual and reproductive health.

Group 4

GBV - Explain to the group the steps related to dealing with a group disclosure.



SESSION 6

Introducing Monitoring Tools

Session Objective:

- ▶ Introduce participants to the monitoring tools that will be used during the Girl Shine Life Skills Curriculum.

Activity 1: Why Are Monitoring Tools Important? (15 minutes)

Materials: Flip chart paper, markers

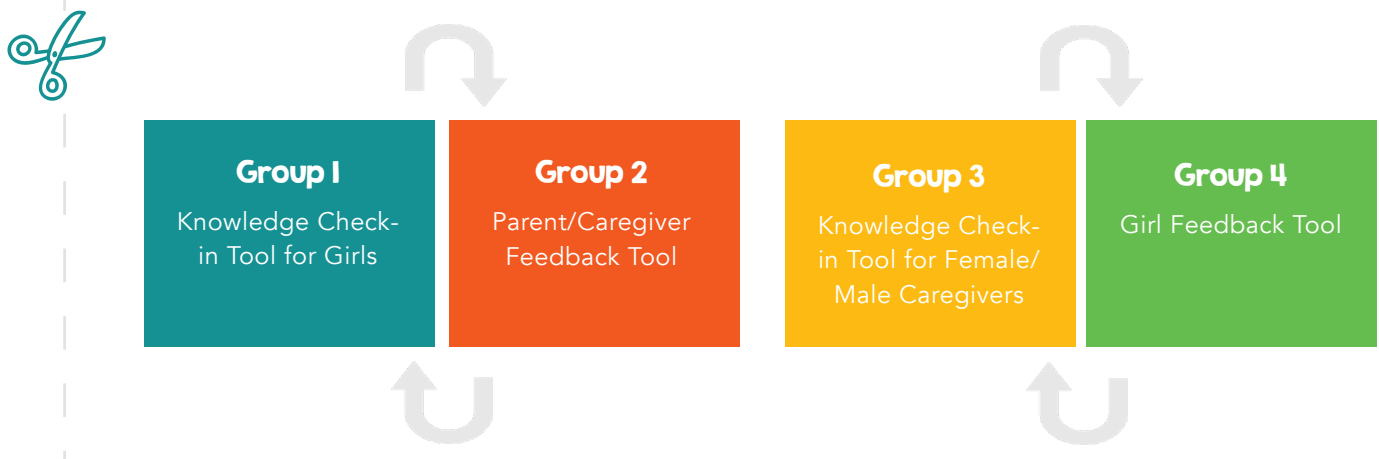
Group Brainstorm

- What is meant by 'monitoring tools'?
 - » When talking about the monitoring tools, these tools are defined by those that will help us to track the progress of girls. Tools can include attendance tracking, or tools that capture girls' feedback about the sessions, or tools that track their knowledge and skills.
- Why are monitoring tools important?
 - » They help us to understand trends in girls' attendance, help us understand what topics girls find most relevant, what knowledge and skills girls are lacking or excelling in, etc. This will help us know how effective the Girl Shine Life Skills Curriculum is, and to keep improving it so that it meets the needs of the girls.

Activity 2: Using the Girl Shine Monitoring Tools (1 hour)

Materials: M&E Tools, materials required to conduct M&E tools

- * **Trainer Note:** Adapt this session according to how much responsibility the mentor/facilitator will have in terms of using M&E tools. If they will only be expected to collect information during the curriculum, introduce them to the specific tools they will be using instead. This session may need to be done again closer to the time of collecting the information. This session is just to help introduce them to the concept of M&E.
- Split participants into four groups and give each group an M&E tool to review.
- Give them time to familiarize themselves with the tools and get them to practice on another group (there will be 2 sessions taking place at the same time).
- When they have finished, ask them to come back and share their thoughts on the tools and the process of collecting information.



Activity 3: Summary of M&E Tools (30 minutes)

- Explain to participants that there are a number of tools that can be used for M&E. Some tools are integrated in the Girl Shine Life Skills Curriculum and can be used to collect information from girls, while other tools (like the ones practiced in the last activity) can be used as standalone tools.
- Present participants with the list of M&E Tools that have been designed for Girl Shine.
- Some tools can be used at the beginning of the curriculum, some can be used during, while others have been designed to be used at the end.

*** Trainer Note:** Adapt this table depending on what M&E tools are chosen to move ahead with and that are relevant to mentors. There is no need to introduce them to all of the tools listed below.



Tool	Activity	Module	Monitoring Component	Suggested Use
Attendance for girls and caregivers	N/A	N/A	Monitor attendance trends among girl and female/ male caregiver groups	Essential use for each session conducted with girl groups
Knowledge Check-in Tool for girls	N/A	N/A	Measure girls' overall knowledge and skills per module	Beginning and end of each module
Attitude and Beliefs Check-in Tool for female/ male caregivers	N/A	N/A	Measure female/male caregivers' attitudes and beliefs towards adolescent girls (and women)	Beginning, midway (optional), and end of curriculum
Mentor/ Facilitator Supervision Tool (Can be adapted for facilitators of Girl Shine Female and Male Caregiver Curriculum)	N/A	N/A	Support mentors/ facilitators to strengthen their skills and techniques	For use throughout curriculum implementation, can vary from weekly to monthly depending on mentor/ facilitator capacity
Session Insights Tool	N/A	N/A	Measure mentors/ facilitators facilitation techniques and approaches during session implementation	Used for each session by mentor/facilitator for self-evaluation and for supervisors for observation
Mentor/ Facilitator Session Notes	N/A	N/A	Keep track of action points and girls' response to 'Check-in' monitoring activities	Used for each session by mentor/facilitator to document action points and capture key information



Tool	Activity	Module	Monitoring Component	Suggested Use
Female/Male Caregiver Sessions: Facilitator Notes	N/A	N/A	Keep track of action points and caregivers' response to 'Takeaway' tasks	Used for each session by facilitator to document action points and capture key information
Feedback Tool for girls	N/A	N/A	Measure girls' perceptions of relevance, appropriateness, and impact of the intervention	Depending on length of intervention, should be implemented at key points during and at the end of the intervention
Integrated Monitoring Activity	Who Am I?	Trust/ Visioning	Measure girls' social networks and confidence	Beginning and end of intervention
Integrated Monitoring Activity	I Am, I Have, I Can	Trust	Measure girls' confidence	Beginning and end of intervention
Integrated Monitoring Activity	Trust Flower	Trust	Measure girls' support network	Beginning and end of intervention
Integrated Monitoring Activity	Safety Planning	Trust	Measure girls' sense of safety in their community	Beginning of intervention and during Safety sessions.
Integrated Monitoring Activity	Our Network Maps	Trust/ Visioning	Measure girls' understanding of and access to services	Beginning and end of intervention
Integrated Monitoring Activity	What Are Our Rights?	Health & Hygiene	Measure girls' understanding of their basic rights	Before and after H&H Module
Integrated Monitoring Activity	Stand Up, Sit Down	Health & Hygiene	Measure girls' understanding of reproductive health	Before and after H&H Module
Integrated Monitoring Activity	Stand Up, Sit Down	Safety	Measure girls' understanding of gender norms and stereotypes	Before and after Safety Module
Integrated Monitoring Activity	Creative Summary	Visioning	Measure girls' knowledge of a specific subject or module	End of each module



SESSION 7

Capacity Building Action Plans

Session Objective:

- ▶ Participants have the opportunity to develop their capacity building plans that they can then take forward with their supervisor/focal point.

Activity: My Action Plan (30 minutes)

Materials: Seeds of Success Tool, Action Plan Handout ([Appendix 7](#)), pens, flip chart paper, markers

- Ask participants to take a few minutes to fill in their daily entry for Seeds of Success.
- Once they have finished, ask them to go over the things they wrote for each day. Did anything change? Were there things they needed help with but that were addressed later in the training?
- What are the things they feel they still need help with from their list?
- Distribute an action plan to each participant (see [Appendix 7](#))
- Ask participants to go through the questions on the action plan and write down the things that they think of in relation to each question. Give participants examples if they are struggling:
 - » What are the things that in relation to the Girl Shine groups that should be revisited?
 - » What skills should be practiced more?
 - » What topics from the training need more information provided?
 - » What new topics or information have not been mentioned but should be discussed in the training?
 - » Ask each participant to share something from their list they are comfortable sharing and take notes of any common themes arising.
- Ask them to keep these action plans. They will discuss them with their supervisor/Girl Shine Focal Point during their first meeting.



SESSION 8

Closing Session

Session Objective:

- ▶ Participants have the opportunity to reflect on the training and their experiences and what they have learned.

Activity I: Who Am I? (10 minutes)

Materials: Who Am I Handout ([Appendix 3](#)), colored pens

- Give participants a copy of the Who Am I handout.
- Ask them to write down their name and how they are feeling today.
- They can write the names of the people that they now know at the training (or draw them).
- They can write down the new information they have about working with adolescent girls.
- Ask each participant to present what they have done and hold it up against the one they did on the first day so the group can see any differences.

Value Clarification Survey (20 minutes)

- [Appendix 1](#)

Final Evaluation (5 minutes)

- [Appendix 8](#)

Refresher Training, Coaching, & Mentoring



*** Trainer Note:** Depending on the capacity of mentors/facilitators, refresher training may take place monthly, quarterly, or just once midway through the program cycle. You will be able to assess this based on a number of factors, including:

- Capacity/qualifications of mentors/facilitators at the time of recruitment.
- Level of understanding during the basic training.
- Themes/trends arising among mentors/facilitators during supervision sessions and observations.

The below table may help guide this process.

Mentor/ Facilitator Capacity	Duration of Curriculum			
	1-3 months	6 months	12 months	12+ months
High	<ul style="list-style-type: none"> • Weekly/Bi-Weekly Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Midway Refresher Training (month 3) • Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Midway Refresher Training (month 6) • Mentor/Facilitator Meetings (quarterly) • Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Refresher Training (month 6 & 12) • Mentor/Facilitator Meetings (quarterly) • Monthly Observation & Supervision Sessions
Medium	<ul style="list-style-type: none"> • Weekly Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Midway Refresher Training • Regular Observation & Supervision Sessions • Monthly Mentor/Facilitator Meetings 	<ul style="list-style-type: none"> • Quarterly Refresher Training • Mentor/Facilitator Meetings (monthly) • Regular Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Refresher Training (quarterly) • Mentor/Facilitator Meetings (monthly) • Regular Observation & Supervision Sessions
Low	<ul style="list-style-type: none"> • Weekly Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Ongoing Training (monthly) • Monthly Mentor/Facilitator Meetings • Weekly Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Ongoing Training • Monthly Mentor/Facilitator Meetings • Weekly Observation & Supervision Sessions 	<ul style="list-style-type: none"> • Ongoing Training • Monthly Mentor/Facilitator Meetings • Weekly Observation & Supervision Sessions

When planning to carry out a refresher training, there are some key things to consider.

- What key issues remained unclear after the basic training package? (Include sessions from basic training package to be revisited.)
- What issues were arising in the action plan that still haven't been addressed?
- What key themes have arisen from the supervision sessions with mentors/facilitators? (Think about what mentors/facilitators reported back regarding what was difficult or what support they needed that wasn't given during supervision sessions.)
- From the session observation, what facilitation skills do mentors/facilitators need to work on?
- Are there any additional topics, skills, knowledge, or new concepts that should be introduced to the mentors/facilitators?

Coaching and Mentoring

Ongoing coaching and mentoring is essential to ensuring the successful implementation of Girl Shine. This will be provided through session observation and supervision meetings. The Mentor/Facilitator Supervision Tool is a useful tool to help support this process (see [Appendix B4](#) in Part 1 of Girl Shine).

It can also be helpful to bring mentors/facilitators together outside of trainings on an ongoing basis to give them the opportunity to learn from one another and address common challenges. This can replace certain supervision sessions over the duration of the curriculum.

The mentor/facilitator meetings can take the following structure:

1. General updates (successes and challenges)
2. Voices from the field (girls, female/male caregivers, community feedback/requests)
3. Learning components (training sessions)
4. Suggestions for future learning components/capacity building and professional development
5. Action points

Additional Modules



Additional modules that can be facilitated with mentors/facilitators, according to their needs:

- Why Girls? (in-depth look at girls in situations of crisis and displacement): **3 Hours**
- Dealing with Behavioral Issues: **4 Hours**
- Self-Reflection (understanding facilitation technique and style): **2 Hours**
- Adolescent Girl Development: Strategies (how mentors/facilitators can adapt to developmental needs): **2.5 Hours**
- GBV (in-depth session): **9 Hours (2 days)**
- Self-Harm & Suicidal Ideation: **4.5 hours**
- We Make a Difference: **3 Hours**

These concepts are critical to the success of Girl Shine and therefore should be prioritized as part of the basic training package or soon after, or built into the capacity building and training plans of mentors/facilitators.

MODULE

Why Girls?


Session Objectives:

- ▶ Address participants' attitudes and beliefs towards adolescent girls.
- ▶ Participants will gain deeper insight and understanding of the issues girls in crisis situations face.

Activity: Why Girls? (3 hours)

Materials: Plenty of flip chart paper, colored pens and markers

- Split the participants into four groups; each group will be given an age for their adolescent girl (11, 13, 16, 18).
- Each group will receive three pieces of flip chart paper, separating them by using the following headings:
 1. Before the crisis
 2. One week after being displaced and arriving in a new location
 3. One year after being displaced and living in a new location
- Ask the groups to draw their adolescent girl at each of the three stages mentioned above, and think about the questions below (which will help them to develop the story about their girl). They can also add things not included here.

 **Trainer Note:** Give them approximately an hour for this activity, so they have time to fully immerse themselves in the story and think deeply about the situation of this girl. Participants may say they have finished after 10 minutes. If this happens, ask them to go back to the group and ask themselves more questions about their girl so that they can picture her more and be more specific.



What is her name?	How old is she?
What is her relationship like with her female/male caregivers and siblings?	How many family members does she have? (This might change at different points in the timeline.)
How is her physical health?	How does she feel?
How many family members does she live with?	Is she allowed to go out or is she restricted to the home?
How does she spend her day?	Does she have friends and social networks?
Does she have any free time during her day?	How does she feel about herself?
What are her biggest fears?	Is she in school or out of school?



What are her dreams?	How does she feel about her future?
What is her marital status?	What does she worry about?
What are the main problems and challenges in her life?	Who can she turn to when she needs help?
What type of housing does she have?	What are her responsibilities?

- ✳ **Trainer Note:** When the groups are sharing the story of the girl they have been allocated, it is important to make sure that participants are not sharing their personal story. It is important to make sure that they keep talking about the girls in the story, and keep referring to them by their names. Make sure to emphasize to the group that this story is about this girl (mention her name) and not a personal story or a story of someone personally known.
- Once finished, ask participants to do a walking gallery, starting with the group that was allocated the youngest adolescent girl, to the group that was allocated the oldest adolescent girl.
 - Once they have all completed their presentations, bring them back for a wider group discussion. Ask the questions below.

Questions

- How does the situation described differ from the situation that a woman, man, or boy might face (if at all)?
- What are some of the issues that are faced by adolescent girls in particular, especially when it comes to GBV?
- Do adolescent girls have equal access to services in the same way that boys do?

Key Messages

- Adolescence is a critical time—compared to their male peers and to adults, adolescent girls are less likely to have life-saving information, skills, and capacities to deal with the upheaval that follows displacement.
- Adolescent girls face a unique set of violence-related risks, including sexual violence, harmful practices, and human trafficking.
- Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.
- Adolescent girls have limited access to adolescent-friendly information and services, including health and reproductive health services, shelter, and education.
- Because of their sex and age, adolescent girls are also particularly susceptible to exploitation and violence—including rape, abuse, early marriage, and abduction—during the immediate aftermath of a natural disaster or conflict.
- As individuals who interact with girls on a regular basis, it is important to think about the type of approach used with girls and whether this approach is the most efficient and effective way of dealing with girls.

MODULE

Dealing With Behavioral Issues

Session Objectives:

- ▶ Familiarize participants with the signs that indicate distress.
- ▶ Equip participants with the skills necessary to deal with issues related to distress.

Activity I: Dealing with Distress (20 minutes)

Materials: Flip chart paper, marker, pens

Questions

- How do children express their emotions compared to adults?
- What is meant by distress? (great pain, anxiety, sorrow)
- What kind of situations might girls have experienced that could lead to them feeling distressed? (Think back to the session on 'Why Girls'.)
 - » Explain that mentors/facilitators need to be aware of the types of behaviors girls might display that could mean that they are distressed or not feeling good during the sessions. Not only do mentors/facilitators have to ensure that they are facilitating the curriculum and sharing information, but they also must be able to observe behaviors to ensure that they are aware of the emotional state of the girls participating in the sessions.


Group Brainstorm

- How can one tell if a girl is distressed or not feeling good during a session?
 - » Examples: She is behaving out of character, withdrawn, bringing attention to herself, activity triggers change in behaviour, etc.

Key Messages

There may be situations that occur during the sessions that are of a sensitive nature. These need to be handled with care, and mentors/facilitators must ensure that they do not cause further harm to girls. Mentors/facilitators may be faced with girls displaying harmful coping mechanisms, rejecting information due to its sensitive nature (especially during ASRH sessions) and disclosing personal cases of GBV. Mentors/facilitators must be prepared to deal with these situations.

- Recognize and manage girls' discomfort.
- Avoid lecturing or preaching.
- Share accurate information.
- Don't give personal opinions.
- Ask for support if help is needed to respond to particular issues.
- Talk to the group about the importance of privacy.
- Make sure to set group agreements from the start of the curriculum and ask girls to remind themselves of these at the beginning of each session.

 **Trainer Note:** It is important that mentors/facilitators feel comfortable expressing any concerns that they have. If they are not comfortable giving information on certain topics due to their personal beliefs, values, etc., they should be able to express these reservations. It is essential that information provided to girls is factual, not biased, and given in a sensitive and non-judgmental way. If it is not possible for a mentor or facilitator to do that, the country team should be aware and other options should be considered (for example, a professional healthcare worker, co-facilitator with experience of giving this information, etc.) for those specific sessions. Alternatively, additional training sessions can be carried out to address this (for example, values clarification workshop).



Activity 2: Managing Crisis Role-Play (40 minutes)

- Split participants into small groups and ask them to develop a role-play on the scenario they have been allocated, showing how they would respond in such a situation.



Scenario 1: You are facilitating the session on Friendships. Two girls in the group begin to have a heated argument and one girl tries to hit the other girl. The rest of the group looks quite shocked. You are the only mentor/facilitator for this session. How would you manage this situation?

- Possible responses (to be discussed, if needed, after the group presents their role-play and rest of the participants have provided their feedback):
 - » Nominate one or two girls within the group to lead an activity or game while dealing with the situation outside.
 - » If alone, try to identify a staff member, facilitator, or another mentor to join the group until the situation is resolved.
 - » If two people are facilitating the session, one can remain inside the group while the other person deals with the situation.
 - » When returning to the group, check in with the girls to see if they are comfortable and if they have any questions about the incident.
 - » Debrief with a supervisor and assess what follow-up needs to take place.



Scenario 2: You are doing a session on Managing Stress when a girl tells you that one of the ways she handles stress is by cutting her legs with a razor blade [or insert here another locally relevant self-harming behavior]. The girls in the group start asking questions about whether this is a good way to manage stress. How do you respond?

- Possible responses (to be discussed, if needed, after the group presents their role-play and rest of the participants have provided their feedback):
 - » Thank the girl for sharing.
 - » Remind the group of the group agreements and confidentiality.
 - » Ask the girls to list the pros and cons of the harmful coping mechanism (redirect it, so not to focus on the girl that disclosed. For example, "What could be the pros and cons of girls self-harming?" as opposed to, "What could be the pros and cons of X harming herself?")
 - » Emphasize the risks and be sure that girls understand that this is a harmful coping mechanism.
 - » Ask the girls to suggest other alternatives that could be used to replace the harmful coping mechanism.
 - » Ask the group if they are ready to move onto the next point.
 - » Follow up with the girl who disclosed at the end of the session and make the relevant referrals.
 - » Seek support from a supervisor if unsure how to handle such a case.



Scenario 3: You are doing a session on Good Touch Bad Touch, when a girl in the session starts to cry. The group is distracted and everyone is asking the girl what is wrong. You are facilitating the session on your own.

Possible responses:

- » Ask the girl if she would like to take a break from the group and get some water, fresh air, or just to sit in a more comfortable place.
- » Nominate one or two girls within the group to lead an activity or game while dealing with the situation outside.
- » Sit with the girl separately and ask her if there is anything she would like to talk about.
- » If she just wants to take a break, but doesn't want to talk, ask her if she wants someone to sit with her, like a friend, another staff member, etc.
- » If she wants to talk, assess the urgency of the situation and either sit with her after the session, or if the girl is willing to, ask a caseworker to talk to the girl.
- » Make sure the girl is calm and taken care of before returning to the group.
- » Remind the group of the group agreements and check in to see they are happy to move on with the session.



Activity 3: Behavioral Issues & Group Dynamics (1 hour)

Materials: Flip chart paper, markers

*** Trainer Note:** If possible, involve someone from Child Protection or Education programming who might be able to provide more specialized support on this topic.

Questions

- How can different group dynamics affect the sessions? (For example, dominant girls, group is shy, don't take the sessions seriously, disruptive, etc.)
- In previous experience, have group dynamics affected sessions?
- What could be done to manage these issues during a session?

Scenarios

- Break the participants into three groups. Give them each a scenario. Ask them to develop a response plan to the scenario first, and then develop a role-play incorporating the response plan.
- Once they finish, ask them to present their role-plays back to the group and ask the group for their feedback.



Scenario 1: You are facilitating a session from Girl Shine on Family Relationships, with the younger adolescent age group (10-14). There is one girl who starts to disrupt the rest of the group. She tells you that she is bored with the course and this topic in particular. She says all of the girls are bored with the topic. You try to ask her to calm down, but she starts to cause chaos in the room and it begins to distract the other girls. What should you do? What are the things to take into consideration?

Possible responses:

- Remind her of the group agreements.
- Give her responsibilities during the session.
- Talk to her at the end of the session and ask her whether there something she wants to share; see if there is something bothering her.
 - » These questions are asked because of the topic (Family Relationships). The girl might be creating chaos because she has problems with her female/male caregivers and doesn't want to talk about the topic. Therefore, it is good to ask some questions at the end of the session in a sensitive way to find out if anything is bothering her.



Scenario 2: There are two girls in the Girl Shine group who are quite dominant. As a participatory group, you encourage girls to make decisions for themselves. However, whenever a decision needs to be made (on topics, icebreakers, activities, etc.), these two girls take the lead and make the decision on behalf of the entire group. The other girls appear scared of the two girls, and even if they don't agree with the decision of the two dominant girls, they go ahead with it to minimize conflict. What would you do in this situation?

Possible responses:

- Try to give space to the quiet girls to participate and express themselves while thanking the dominant participants.
- Make more eye contact with the quiet girls to try to encourage their participation.
- Invite girls by name to share what they think about what is being discussed, but without pushing or demanding a response.
- If the whole group has a decision to make (for example what icebreaker, to do now), make sure to include the girls who are quiet in the decision-making. You can, for example, ask the girls to write their suggestions on post-it notes or to raise their hand for a vote.



Scenario 3: You are doing a session on Healthy Relationships, when one girl starts to make inappropriate comments about her boyfriend. She is not taking the session seriously and is trying to distract the girls from talking about the topic. She tells the girls that it is fine to go hide in the bushes with boys who are strangers if the boys are offering the girls something in return, gifts, etc. How do you handle this situation?

Possible responses:

- Thank the girl for sharing her opinion.
- Ask the wider group what they think could be the pros and cons related to this advice.
- Emphasize that the cons are serious and show how a girl may be at risk if she decides to follow that course of action (focus on the situation, not the girl who made this suggestion).
- Once finished, ask the girls if they are happy to go back to discussing the session content.
- Sit with the girl at the end of the session and introduce case management to her. Explain that she may benefit from talking to someone, especially in relation to ideas about relationships.
- If the girl does not want to access case management, explain that the service is always available in case she changes her mind.



Activity 4: Managing Challenging Situations (1 hour)¹²

Materials: Flip chart paper, markers

Questions

- What kinds of behavior issues have arisen (or may arise) since starting the implementation of the Girl Shine Life Skills Curriculum?
- How have these been managed or how will they be managed?
- What is meant by 'emotional regulation'? (The ability to manage one's own emotions in certain situations.)
- How can emotional regulation be helpful when dealing with difficult behavior? (It can be helpful when dealing with a stressful situation, as it helps limit any extreme emotional response that might happen – like getting very angry or upset.)

Emotional Regulation

- Ask the group how they think having group agreements and setting consistent consequences can help to model emotional regulation. (By having consistent consequences, your own emotions will be minimized in the response. It will not allow for an extreme emotional response to a girl misbehaving.)
- Explain that the best way to manage bad behavior is to prevent it, which can be accomplished through the group agreements developed by the girls. When a mentor/facilitator regulates their emotions, this can also help girls in regulating theirs. When identifying behaviors that are evoking strong emotions in girls, ask them to identify the emotions they are feeling and find ways to help them express this in a healthy way.

Conflict Resolution

- Ask the group how they think staying calm and mediating when a conflict arises can help when girls are displaying difficult behavior?
- Explain that when girls are acting out or getting into conflicts, there is often something else going on with them – maybe they need special attention because they are not getting enough attention at home, or maybe they are bored. By assigning meaningful tasks, this shows them that there is an alternative to conflict. Appropriate, meaningful tasks can act as 'consequences' for the behavior they are displaying.

✳ **Trainer Note:** This activity helps with language used in the Girl Shine Life Skills groups that assists in dealing with difficult behaviors.

- Split participants into two groups.

Group 1

What are some words and phrases that can be used to deal with some challenging behaviors in a positive way?

Group 2

What are some actions to take that deal with some challenging behaviors in a positive way?

- Give participants some time to discuss this in their group. Explain that they will share specific words/phrases or concrete actions that can be taken. This will help participants be prepared if they face difficult situations.

Example answers

Language	Actions
<ul style="list-style-type: none">• “How does that make you feel?” (and encourage girls to respond with “I feel...”)• “What are the consequences...?”• “How can we resolve this?”• “Do you think now is the best time...”• “This behavior is not appropriate” (instead of “your behavior...”)	<ul style="list-style-type: none">• Make eye contact, nod, and smile, so girls know you are listening.• Provide the girls with opportunities to make choices and help them learn to evaluate the potential consequences of their choices.• Reinforce emerging desirable behaviors with frequent praise and ignore minor misdeeds.• Lower your body position, especially for younger girls; bend, kneel, or sit at their level.• Restructure the environment, and remove objects that invite misbehavior; for example, if games or toys are used as teaching aides, remove them when finished.

Activity: Let's Practice! (1 hour)

Materials: N/A

- Explain that now that the group has some ready-made phrases and actions, let's see how to respond in the situations below.
- Split participants into four groups, ask them to develop a role-play on the scenario they have been allocated. They should think about the discussion in their groups and how these ideas can be used to address the scenario they have been given (also including any other ideas they come up with).



Scenario 1: A girl in the session keeps talking to her friend as you try to give the group instructions for the activity.

Scenario 2: Two girls keep coming late to the sessions because they are chatting outside and disrupt the group as they enter. The rest of the girls don't understand why the girls are coming late when they are expected to come on time.

Scenario 3: One girl keeps interrupting the mentor/facilitator as she is talking and she doesn't allow the other girls to speak - she dominates the group.

Scenario 4: One girl keeps running in and out of the session and isn't following the group agreements.

MODULE

Self-Reflection

Session Objectives:

- ▶ Give participants the opportunity to gain a deeper understanding of their own facilitation style.
- ▶ Understand every participant's style and how it can be interchangeable with other styles, given a specific scenario.



Activity I: My Facilitation Style (1 hour)

Materials: Self-reflection Tool, pens

- Distribute the Self-Reflection Tool to participants (in [Appendix 10](#)).
- Explain that the questionnaire will allow participants to reflect on their own facilitation style. As the most crucial part of the training is learning how to facilitate in a participatory way, this will give participants an opportunity to learn about different styles, while also understanding what their dominant style is. Through this awareness, they will be able to adapt their facilitation style according to the session content or response from girls.
- The questions are related to their life experiences, not necessarily as a mentor or facilitator, and while they may behave in a different way when they are working with a group of girls than when talking to a close friend, the exercise will give them an idea of how they might respond to girls.
- Once they have completed the questionnaire, explain the different styles to participants. When finished, ask them to take a few minutes to reflect on their style, thinking about the questions below.

Questions

- In what way does your score connect to what you thought of your communication style before doing the questionnaire? What are your thoughts and feelings about this?
- What does the outcome mean to you? What conclusions do you draw?
- Once they have finished, ask them to do the following:
 1. Share thoughts with a neighbor.
 2. Choose something to share with the group.

‘Letting Go’ Style	‘Active Listening’ Style
<p>Getting into the conversation by:</p> <ul style="list-style-type: none"> • Giving time to let things develop. • Waiting for things to happen in a natural way. • Avoiding a very directive approach. • Avoiding rush and pressure. 	<p>Getting into the conversation by:</p> <ul style="list-style-type: none"> • Asking questions when things are unclear. • Checking things by summarizing. • Being reserved in giving your own opinion. • Giving space to the girls. • Showing that you understand the girls.
‘Advisory’ Style	‘Prescribing’ Style
<p>Getting into the conversation by:</p> <ul style="list-style-type: none"> • Giving suggestions for good problem-solving. • Advising as an objective outsider. • Giving alternatives so that the girls can make a choice. • Giving advice based on expertise. 	<p>Getting into the conversation by:</p> <ul style="list-style-type: none"> • Taking responsibility for solving the girls’ problems. • Offering instructions on how to handle problems. • Being convincing and persuading. • Requiring improvement and if necessary, holding out the prospect of consequences.
‘Cooperative’ Style	
<p>Getting into the conversation by:</p> <ul style="list-style-type: none"> • Striving for a joint vision. • Involving the girls in problem-solving. • Giving space to the opinion of the girls. • Appreciating equality in contributions. • Being focused on cooperation. 	

Key Messages

- Everyone has a different style, and although there is no right or wrong answer, every mentor/facilitator can work on her style to ensure that she is engaging with girls in the most effective way. Different situations may require a different style of facilitation, and it is important to think about which style can be used where.
- The style that one should be the most aware of is the ‘Prescribing Style,’ as this is the style that is least in line with the Girl Shine approach. If participants think that this is their most dominant style, ask them to think about how they can work on their style, ensuring they are trying to utilize the other styles as much as possible. Participants who are using an ‘Advisory Style’ should also be aware that they should try to incorporate some of the other styles into their day-to-day interaction with girls (not including Prescribing Style).
- Facilitation style is very important when it comes to implementing the curriculum. It is crucial that this is done in a sensitive way, to make sure no harm is caused to girls and to allow them to express themselves freely.



Activity 2: Which Style Should Be Used? (1 hour)

- Split participants into five groups and give them each a scenario.
- Ask them to identify the style that is being used in the scenario and to think about whether there is another style that could be used (or a combination of styles) that would be more suitable or effective.
- Once they have finished, ask them to present their scenario to the larger group and check to see whether the group agrees with the suggestions.



Scenario 1: A mentor/facilitator is facilitating a session on healthy relationships. The girls are discussing what a healthy relationship is and is not. The mentor/facilitator says to the girls that their ideas about healthy relationships are wrong. She tells the girls that they should not be with someone who has the characteristics they are describing, and if they are, then they should approach her after the session and she will tell them exactly how to break up with that person.

Questions

- What kind of style is this? (Prescribing Style).
- What style(s) should be used?

In this scenario, it could be helpful to use a combination of Active Listening and Advisory Styles, while also not putting pressure on girls (Letting Go Style).



Scenario 2: A mentor/facilitator is facilitating a session on problem-solving and a girl in the group shares a problem that she has been having. The mentor/facilitator gives the girl a list of options she can choose from to solve her problem. She tells the girl which one she would take if it was her problem.

Questions:

- What kind of style is this? (Advisory Style).
- What style(s) should be used?

While advisory style can be really helpful to use for this scenario, it could be used with Active Listening and Cooperative Styles.



Scenario 3: A mentor/facilitator is facilitating a session on Who is to Blame? The girls mention that sometimes a girl is to blame if she is being harassed in the street, maybe because of what she is wearing or how she is walking. The mentor doesn't correct this idea; she doesn't give information about how this attitude can be harmful. Instead she tells the girls that in time they will understand the point of this activity, if not today.

Questions

- What kind of style could this be? (Letting Go Style).
- What style(s) should be used?

In this situation, allowing girls to leave the session without clarifying that the girl is never to blame means that girls will leave with misconceptions related to this topic. In this case, an alternative could be to use a combination of Active Listening and Advisory Styles.



Scenario 4: A mentor/facilitator is facilitating a session on puberty. The girls are shy, but they also have many questions about the topic. As the mentor is giving information to the girls, she is constantly checking to see whether they have understood the information, and when she thinks the girls are confused, she tries to summarize. When the girls are talking, she makes eye contact, smiles, and lets girls know that she is following the conversation.

Questions

- What kind of style could this be? (Active Listening Style).
- What style(s) should be used?

This style is a great one to use in all situations.



Scenario 5: A mentor/facilitator is facilitating a session where the girls need to split into small groups for group work activities. The mentor/facilitator tells the girls that they can decide the groups for themselves because they are as much responsible for the group as the mentor/facilitator is. The girls start arguing because they can't make a decision about the groups, but the mentor/facilitator encourages them to try and this takes a very long time.

Questions

- What kind of style could this be? (Cooperative or Letting Go Style).
- What style(s) should be used?

In this type of situation, it may be better to employ a Prescribing or Advisory Style so not to lose the purpose of the activity.

Key Message

There are many different possible conversational styles, all of which can be appropriate in different situations. Most mentors/facilitators have a preference for one or two styles according to their personality and beliefs. It can be important to be aware of a favored style and the advantages and limitations of the style. It can also be important to be able to switch to another style when the situation requires it.

MODULE

Adolescent Girl Development: Strategies

Session Objectives:

- ▶ Participants will learn how to improve engagement with girls throughout the different stages of adolescence.
- ▶ Participants will learn techniques that will help them to adapt their sessions to girls according to their stage of adolescence.



Activity 1: Understanding Girls' Development Experience (30 minutes)

Materials: N/A

Questions

We previously learned about the importance of understanding girls' experiences and development stage when deciding on which topics to choose for girls. But let's think about the techniques used and how these might be different for girls at different adolescent stages.

- What are some of the differences one might face when facilitating activities with older or younger girls?
- What are some of the things that should be done to change facilitation styles with older or younger girls?

Key Messages

- When engaging with adolescents, make sure that the information provided means something to them and that they are able to relate to it based on their experiences.
- When using examples that girls can relate to or have experience with, it is easier for their brain to process the information and helps improve learning. Speaking about things girls can't relate to or talking about things in a very general way without grounding it in the day-to-day reality of girls can make it very hard for them to understand. For example, introducing the idea of consent, without providing girls examples of what you mean by this, can mean that girls will not fully understand the concept.
- Mentors/facilitators might find that during the implementation of Girl Shine, there is the need to include more activities that facilitate concrete experiences for younger adolescents. While these tips and techniques are used throughout the Girl Shine Life Skills Curriculum, mentors/facilitators can further adapt them if they feel adolescent girls need more activities that draw out concrete experiences.



Activity 2: Choosing the Right Technique (1 hour)

Materials: Flip chart paper, markers

- Split participants into eight groups (pairs, or in threes), giving each group one of the following techniques:



- Ask each small group to think about the following points in relation to their techniques. They will then present their thoughts back to the larger group.
 - » Why is the group's assigned technique important to use with adolescent girls?
 - » Through role-play, show how this technique can be used (provide the group that has been assigned with the video technique one they can use).¹³
 - » After each group presents, ask the larger group whether the technique was clear.
 - » Ask them to think about in which situations each technique could be particularly useful (for example, using storytelling for issues like decision-making/problem-solving, role-plays to practice techniques for communication, images for topics hard to explain such as ASRH, etc.)

Key Messages

Storytelling facilitates emotional connections to be made with the content. This usually results in adolescents paying more attention and being more engaged in the topic area. Stories should be age- and context-appropriate.

Pausing after asking a question will allow adolescents time to process and connect with the information.

Working in pairs/groups will encourage discussion among adolescents and help them feel comfortable responding and reporting back to the wider group. Responses can also be richer as a result.

Role-plays can allow adolescents to put into practice the information they have learned. It is an opportunity to practice skills and techniques in a safe environment.

Clarifying questions can help the mentor/facilitator check that the information is clear for adolescents. This can be accomplished by simply asking the group what questions they have, asking the group to work in pairs to answer a specific question related to the information provided, or by introducing games that will help the mentor/facilitator gauge the level of understanding in the group.

Use images, pictures, animations when possible. This is especially helpful when explaining difficult information (for example, ASRH). Make sure that the visuals used are preferably animations, relevant to the context, and do not show images that could evoke sad/traumatic feelings in the girls. Make sure all images have been approved by a supervisor before using them.

Videos are a great and engaging way to provide information. They can be used as an entry point for explaining sensitive information, allowing the topic to be discussed in further detail. Make sure all videos are relevant to the context and that they have been approved by a supervisor before using them.

Imagination exercises, where girls are asked to close their eyes and imagine a scene and act out what they are imagining. For example, imagining they are playing in the sea. This can help adolescents to connect to the information on a personal level, giving them space to visualize what the information means to them.

¹³ This IRC/UNFPA video could be used if relevant to the context: <https://www.youtube.com/watch?v=ZKRDOZIX0Hk>



Activity 3: Differences Between Older and Younger Adolescent Girls - Brainstorm (1 hour)

Materials: Flip chart paper, markers

- Split participants into two groups. One group will be looking at the younger adolescent girl age category (10-14) and the other group, the older category (15-19).
- Within their groups, they will think about what the session structure will look like for their age category.

Questions

- How long should each session be?
- How much of the session should be information and how much should be games?
- How should information be presented to the group?
- What type of activities can be done with the group?

Key Messages

- Mentors/facilitators should feel comfortable changing the session structure and adapting the activities to meet the needs of the girls they work with.

Age	Session Structure
10-14 years	<ul style="list-style-type: none"> • Session timeframes should be no longer than one hour (or one hour and a half with breaks). • Allow plenty of time for games and breaks to ensure that girls do not become restless or bored. • Information should be presented through games and interactive activities as described above. • Do not include activities that involve long-term goal setting and planning. • Do not try to cover too many activities or topics within one session. • Session plans should be short with time built in for answering questions, clarifying instructions, allowing for repeated practice of new skills. • Recap at the end of the session to see if main points were understood and remembered.
15-19 years	<ul style="list-style-type: none"> • Session timeframes can increase to one hour and a half to two hours with the inclusion of breaks. • Breaks can be shorter and less frequent than with the younger group. • Longer, more complex activities can be included. • Less time needed for concepts and skills to be understood. • Learning skills should be matured, but consideration should be given for delays related to interruption in schooling. • Activities can include reflective writing, journaling, or personal art books, depending upon literacy and interest levels. • Increased ability and interest to engage in discussion-based activities. • Choice of methodologies can be customized to the talents and requests of the girls. • Girls are more inhibited around possibly looking silly or doing something that makes them stand out. • Inclusion of games and activities suggested by girls. • Recap at the end to understand what the most important points were that girls took away from the session.

MODULE

GBV (in-depth)

Session Objectives:

- ▶ Participants will have the opportunity to dive deeper into issues related to the GBV topics in the Girl Shine Life Skills Curriculum.
- ▶ Participants will reflect on their attitudes towards adolescent girls.
- ▶ Participants will feel better prepared to address issues of GBV.



Activity 1: I Am Comfortable (1 hour)

Materials: Flip chart paper, markers

- Ask participants to make a circle. Explain that you will ask a question and they must answer with one word that first comes to their mind.

Question

- How do you feel when you think about talking to adolescent girls about violence?
- When everyone has answered, ask participants if they are willing to share in more detail why they feel that way (for example, they are nervous because they don't know all the information themselves, or they feel happy as they feel comfortable with the information etc.).
- Write down the topics from the Safety Sessions in Girl Shine Life Skills Curriculum on a flip chart paper. Ask participants to score these topics according to comfort level (1=comfortable, 2=somewhat comfortable, 3=uncomfortable).

<ul style="list-style-type: none"> • What Makes a Girl? • Comfortable and Uncomfortable Touch (younger adol.) • Healthy Relationships • When Girls Are Hurt • Who Is to Blame? • How Can Girls Respond to Violence? 	<ul style="list-style-type: none"> • Setting Boundaries • Early Marriage (specific groups) • Female Genital Mutilation (specific groups) • * My Safety Map to be repeated in this module
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- Identify the sessions participants feel least comfortable with. Select three to four sessions and split participants into groups (they can choose which group they want to be in based on the session). Ask them to think about the following:
 - » What is it about that particular session that makes people feel uncomfortable?
 - » What personal steps can participants take to feel more comfortable in that particular session?
 - » What support can participants get from others that will help them feel more comfortable?
 - » What information/skills would be useful to have to help participants feel more comfortable?
- Ask participants to share their discussions back to the group (this exercise should help participants to develop strategies for dealing with some of the issues they may face in relation to comfort levels). Trainers should follow up on the points raised that participants will need support on (questions 3 and 4).

Activity 2: Girls - Who Decides What's Best? (1 hour)

Materials: N/A

Opening Scenario

- Ask participants to walk around the room; tell them to focus on the story that will be told to them. Tell them to take their time to think about what they would do in this situation.
 - » A girl comes to you and tells you that she wants to get married to a boy she met a few weeks ago. She is 14 years old and in school. She tells you that the boy wants her to leave school and marry him. She is in love and thinks this is a great idea! She comes to you for help with how to tell her female/male caregivers.
- Tell participants to keep walking, or stand still, whatever they feel comfortable with. Ask them to take a few minutes to think about how they would respond in this situation.
- When they are ready, ask participants to share their thoughts with the group (give some time for the discussion as participants may have varied responses).
- Once they have finished, explain the messages below.

Key Messages

- Do not tell a girl what she should and shouldn't do.
- Explain the pros and cons of each situation and provide the girl with the facts (for example, the information included in the Early Marriage session of the Girl Shine Life Skills Curriculum).
- Don't be judgmental. Make the girl feel comfortable enough to talk openly about her thoughts on this issue and the reasons why she has come to this decision.
- Recommend that she speaks to a caseworker who will be able to provide her with more support and guidance.
- Do not intervene with female/male caregivers, but do not support the idea of the marriage.
- Now that participants have this information, split them into pairs. Ask each participant to take turns being the girl and the mentor/facilitator. They should practice the points discussed.
- As the trainer, go around the room and listen to some of the pairs.
- Ask some pairs to volunteer to show what they practiced to the wider group.
- Highlight which techniques are better suited to this situation.



Activity 3: Blame and Judgment (1.5 hours)

Materials: Pens, paper, flip chart, markers

Explain to participants that the next few scenarios will be presented and they will be asked to explore their beliefs and opinions about what is happening in each scenario.

Scenarios

Split participants into three groups and give them each a scenario. Ask them what they think about the girl in the situation and how they think the person in the scenario should respond to the girl. Once finished, the participants should share their thoughts with the group. The trainer should ask each group the questions below.



Scenario 1: A girl comes to speak to her mentor/facilitator about something that happened to her over the weekend. She says that she went to a party with a friend of hers, where she met a boy. They were drinking and she was a little bit drunk. She said the boy raped her. The girl does not seem visibly distressed or upset by the situation. In fact, before she came in to talk to the mentor/facilitator, she was outside laughing with her friends.

Questions

- Is the girl telling the truth?
- Is she to blame for the rape?
- What about the fact she was drinking?



Scenario 2: A girl comes to speak to her mentor about her older brother. She is very upset about the way her brother treats her. He is not physically violent towards her, but he teases her, takes the pocket money that her parents give her, and threatens to tell lies to her parents about her if she doesn't do as he says.

Questions

- Are her concerns serious even if her brother isn't being physically violent?
- Is it normal for an older brother to treat his sister in this way?



Scenario 3: A girl comes to speak to her mentor/facilitator about something that happened with her boyfriend. They recently started dating and she likes him a lot, but he has been putting pressure on her to have sex with him. She does not want to, but he makes her feel guilty, saying that if she liked him, she would do what he wanted. One day they were at his house and he tried to have sex with her again. She refused and he got annoyed and asked her to leave. He said to her, "Why did you come here if you were not going to have sex with me?" She wants to know from her mentor if she did something wrong.

Questions

- How do mentors/facilitators feel about the girl going to his house?
- Does the girl deserved to be treated in that way?

Key Messages

In all situations, mentors/facilitators are expected to treat girls with respect, kindness, without judgment and reassure girls that what she is experiencing is not her fault (regardless of how she is behaving, whether or not the girl thinks it is her fault, and regardless of the circumstances surrounding the violence). All situations are important and should be treated equally. A mentor/facilitator should take the girl's concerns seriously and listen to her. They should make the necessary referrals if girls consent to this. A mentor/facilitator's role is not to make judgments about girls, but to ensure that girls receive the support they need.

*** Trainer Note:** It is important to take note of attitudes and perceptions of participants that need to be followed up on. If participants are demonstrating behaviors and attitudes that are not in line with the Girl Shine Principles, they should be flagged for further follow-up by their supervisors.



Activity 4: Dealing with Violence from Family Members and Intimate Partners (30 minutes)

Materials: N/A

Stand Up, Sit Down

- Explain to participants a series of sentences will be read. If they disagree with the sentence, they should stand up, if they agree, they should remain seated.
 - » It is ok for a husband to hit his wife if she burns his food.
 - » It is ok for a caregiver to beat their child if the child argues back.
 - » It is ok for a teacher to beat a child if the child misbehaves in class.
 - » It is ok for a husband to hit his wife if she goes out and doesn't tell him.
 - » It is ok for a stranger to beat a child if they see the child is misbehaving.
 - » It is ok for a neighbor to beat a girl if she is being noisy and disruptive.
 - » It is ok for a husband to hit his wife if she argues with him.

Questions

- In which situations was it more acceptable for someone to beat a child or partner?
- In which situations was it not acceptable for someone to beat a child or partner?
- Are there alternatives that can be used to resolve situations instead of violence?

Key Messages

Any type of violence, whether perpetrated by a stranger, family member, or intimate partner should never be justified by the mentor/facilitator. If a girl comes to explain that she has experienced violence, never justify the use of violence or say that it is her fault, or that violence is permissible in some situations.

Activity 5: Yes/No Line (1 hour)

Materials: Masking tape

- Using masking tape, make a long line on the floor from one side of the room to the other. One end of the line represents 'no,' the other end of the line represents 'yes.' Explain to participants that a story is going to be read, followed by a series of questions. They should go and stand on the end of the line that reflects their answer (and in the middle if they are not sure). Ask a few so they explain their reasoning after each question.
- A girl comes to speak to her mentor/facilitator about her caregiver(s). Her caregiver(s) beat her regularly. The beatings get worse when she doesn't do the household chores, when she argues back, and when she comes home late from school. She thinks the beatings are her fault, because that's what her caregiver(s) tell(s) her, and she knows many girls who get beaten. But now her caregiver(s) is/are threatening to remove her from school, which is why she is going to her mentor/facilitator for advice.

Questions

- Is it normal for her caregiver(s) to beat her? (no)
- Does she deserve to be beaten when she 'behaves badly'? (no)
- When giving her advice, should the focus only be on the threat to remove her from school? (no)
- When giving her advice, should one talk about the beatings? (yes – explain that it is not her fault)
- Should she be referred to a caseworker? (if she wants to be referred)

Group Discussion

- What thoughts, feelings, and opinions are there from the group about the example in the story?
- What would each participant say to the girl in the story?

Key Messages

Girls may blame themselves when it comes to violence perpetrated by family members or intimate partners. They may also not see this is a form of violence because the violence is coming from people they trust. It is important to remember that:

- It is never the girl's fault. The person who is violent towards the girl has a choice and decided to be violent. This is important to remember, because the person who is being violent will often tell the girl that the reason the violence is happening is because of something she did. But it is only the person who is violent that can control their behavior, not the girl.
- Girls may have many different feelings when they are being treated in a violent way by their female/male caregiver or intimate partner. The different feelings, including love, are confusing and hard to understand. They might feel opposite feelings at the same time. It is ok for them to have a lot of different feelings about it, especially if the violence is perpetrated by someone they trust. These feelings can be really difficult.
- It is not the role of the mentor/facilitator to tell girls how they should feel. It is the role of a mentor/facilitator to reassure them that it is not their fault, not make judgments, and to make sure girls are referred to the caseworker if they wish to be.



Discussion Dealing with Early Marriage (30 minutes)

Question

- What is early marriage?
 - » The international definition of an early marriage is based on the international definition of the child, which is under the age of 18. Thus, early marriage is defined as a formal or an informal union between two people in which one or both parties is below the age of 18.¹⁴
- What are some of the reasons girls are married early?
 - » Especially in humanitarian settings, families may be more inclined to marry their girls at young ages for financial reasons, or to “protect” the girl from risks of sexual violence in the community.
 - » Girls may “choose” to get married because they think they will have more freedom once they are married, or they don't fully understand the responsibilities that come with marriage.
 - » In some contexts, social and gender pressures require that girls are married by a certain age and, if they do not, they and their families might be exposed to shame, insults, or ridicule.

Activity 6: What Is The Role Of A Mentor/Facilitator When It Comes To Early Marriage? (1 hour)

Materials: Flip chart paper, markers, colored pens/pencils

- Split participants into three groups and give each group a description of an adolescent girl. They must draw the story on flip chart paper. When they have finished, do a walking gallery.
- Ask participants to visit each group. The groups will present their pictures and the description of the girls that they have and discuss what they would do if they were presented with this situation.

¹⁴ Inter-Agency GBV Case Management Guidelines (2017) http://gbvresponders.org/wp-content/uploads/2017/04/Interagency-GBV-Case-Management-Guidelines_Final_2017_Low-Res.pdf



Girl 1: A 14-year-old girl (you can give her a name) tells you that her caregivers plan to get her married in the next year to a man much older than her. She doesn't want to get married, she wants to finish school. But her caregivers say that as she is getting older, it is better for her to get married and start a family. They explain that being unmarried for too long can cause complications for the family.

Girl 2: An 11-year-old girl (you can give her a name) tells you that her mother asked her permission to get her married. Her mother cannot afford to take care of all her children alone and so wants to marry her off to ease the financial burden on the family.

Girl 3: A 17-year-old girl (you can give her a name) is very excited and telling everyone in the group that she is finally getting married! She is so excited about her wedding day, the nice clothes she will wear, and having more freedom that will come with being married.

Key Messages

- In each situation, it is important for the mentor/facilitator to explain case management to the girl and support her in accessing this service.
- They should approach each girl in the same way, without judgment or bias.
- They should not give their opinion to the girl, they should simply listen and explain her options to her in a reassuring way.
- If the girl does not feel comfortable talking to a caseworker, facilitate this process by helping introduce the girl to the caseworker and spending time with both of them until they build up enough trust to start case management.

Activity 7: Talking about Early Marriage (30 minutes)

Materials: N/A

- Split participants into three groups and give each group the key messages from the early marriage session. One group will imagine they are giving these messages to a group of engaged girls, the second group to a group of married girls, and the third to a mixed group of married and unmarried girls.
- Ask them to think about how they would change these messages to meet the needs of the girls they are facilitating the session with. Which messages would they keep, remove, or add for each group?



Key Messages

- There are many responsibilities that come with marriage, and if a girl is not prepared physically and mentally, this can be a very difficult time for her.
- There are very important things for girls to do before they get married.
- Marriage and building a family can be difficult, and for it to be a good marriage there is a lot of information to know.
- When a girl marries young, she might not have any time for her friends and she might have difficulty raising children. Girls can feel sad and lonely. Girls might also experience health problems because of pregnancy.
- Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis, which needs to be fully grown to be able to deliver a healthy baby.
- A girl should grow and develop in order to become ready and able to take the responsibility of a home and raising children.
- Young girls face a higher risk of dangerous fits during pregnancy, caused by high blood pressure. This can lead to exhaustion, infection and other health issues.
- Young girls are also at high risk of delivering babies too early, before the baby is ready to be born.
- A girl should marry after she has finished her education and established her work life, if she wants to. Also, she will know herself better if she marries later.

For Married Girls

Giving this information to married girls might make them feel worse about their situation. Focusing on prevention and consequences rather than response can be alienating for these girls. Providing them with information, such as how to negotiate difficult situations, setting up a safety plan, or how to seek family planning could be more valuable for girls that are married. For more in-depth information on this, refer to the Interagency Gender-Based Violence Case Management Resource Package sections on early marriage and intimate partner violence. Ask a supervisor for help in accessing this.

For Engaged Girls

The messages on prevention and consequences could be effective for girls who are engaged. Also include message on how to negotiate the delay of a marriage, as well as communication skills to enable them to speak to their decision-makers about the issue.

For a Mixed Group of Married and Unmarried Girls

It is important not to alienate the married girls in the group. Think about splitting the girls and providing the information separately, or providing information on the responsibilities involved in marriage and potential health effects, without mentioning consequences such as isolation, loneliness, etc., which could impact married girls.

Think about audience: Be mindful of the group. Try to make sure the messaging is relevant to the girls in the group, otherwise they may be isolated or feel uncomfortable.

Question

- A girl in the girl group gets married halfway through the Girl Shine Life Skills Curriculum. What steps need to be taken?

Key Messages

- Girl Shine makes all programmatic decisions related to participation based on girls' identified needs and ensuring their safety.
- Girl Shine will provide each girl with support and access to the group regardless of her marital status at the beginning of the program cycle, or if her marital status changes while enrolled in the program.
- Girls who marry during participation in Girl Shine deserve support, respect, and continued access to group activities.
- Female/male caregivers of girls who marry or are at imminent risk of marriage should remain engaged in the female/male caregiver groups as well.
- Husbands and in-law family members cannot participate in the Girl Shine Female and Male Caregiver Curriculum, but can be approached during outreach efforts to secure the engagement of married girls in Girl Shine.
- While Girl Shine works to help prevent early marriage, there are still opportunities to support married girls and influence their immediate and future well-being.
- Continued support for married girls is integral to reducing risks associated with early marriage, including early pregnancy, sexually transmitted diseases, and domestic or interpersonal violence.



Activity 8: Dealing with FGM (2 hours)

Materials: Flip chart paper, markers, A4 paper, pens

*** Trainer Note:** This session should only be conducted where FGM has been identified as an issue.

It is important to understand what the law is in relation to FGM. Where it is illegal, it may be easier to discuss this topic, as awareness may have already been raised nationally and even locally, so participants may already be sensitized. However, where the practice is still legal, it may be more difficult to discuss this openly.

- Check in with national staff on the sensitivity of the topic and review this session prior to implementing with the participants.
- Participants may fully support FGM and may have undergone the procedure themselves. It is important that they feel it is a safe space to freely express what they think about this, even if they are in opposition to the information provided. The idea here is to come to an agreement whereby participants are willing to provide information to girls in a way that does not cause harm, and that they are providing accurate information based on facts. It is important to use the local terms for FGM that participants feel comfortable with.
- Be sure to start the session by explaining to participants that the discussion will be around something that is quite sensitive. Remind them of the group agreements and ask them if they would like to include any additional agreements for this session (for example, not share their own personal experience, etc.).

Question

- Has anyone ever heard of the term FGM (or insert local equivalent)?
- What does the group know about it?

*** Trainer Note:** At this point, it would be good to ask participants how they would like to refer to this throughout the session. They may not be comfortable with the term FGM and may prefer one of the locally used terms instead.

- Explain to the group that female genital mutilation or cutting involves the removal of the external female genitalia (some or all of it), or other injury to the female genital organs for non-medical reasons. There are four main types of FGM, which involve full or partial removal of the clitoris or labia minora/majora, pricking, stitching or other invasive procedures. (You can show them a diagram to make it clearer.)

- Is FGM something that is practiced in this community? Who usually carries out FGM (no need to identify specific individuals, but more more generally: traditional cutters, nurses, etc.)?
- What are some of the reasons for practicing FGM? (Cultural reasons, traditions, etc. Some may argue that it is a religious requirement.)

Part of the following is adapted from Human Rights Watch:¹⁵

- Many people from communities that practice FGM say that it is rooted in local culture and that the tradition has been passed from one generation to another. Culture and the preservation of cultural identity are key motivations for continuing the practice.
- Other common reasons are closely related to fixed gender roles and perceptions of women and girls as gatekeepers of their family's honor, which in many cases is closely linked to strict expectations regarding women's sexual 'purity' and lack of desire. Some societies think that the girls' sexual desires must be controlled early to preserve their virginity and prevent immorality. In other communities, FGM is seen as necessary to ensure marital fidelity and to prevent deviant sexual behavior.
- Some of those who support FGM also justify it on grounds of hygiene and aesthetics, with notions that female genitalia are dirty and that a girl who has not undergone the procedure is unclean. Where such beliefs exist, a girl's chances of getting married are materially reduced if she has not undergone the procedure.
- FGM is not linked to any particular religion. It is practiced by certain groups within different religions, including Muslim, Christian, and Jewish faiths. It is not particular to any religious faith, but some people linked to those religions believe the practice is compulsory for followers of the religion. Because of this flawed link to various religions, and specifically to Islam, religious leaders have an important role to play in dissociating FGM from religion.
- For example, while FGM is practiced in Egypt, which is predominantly Muslim, it is not practiced in many other countries with predominantly Muslim populations, such as Saudi Arabia and Pakistan.

- In pairs, ask participants to think about and discuss the information shared. (For example, do participants agree/disagree with some or all parts of the information shared, was there anything that was a surprise?) Ask some pairs to volunteer to share their thoughts with the group. If they are not comfortable, they can write down their thoughts on paper for the trainer to read out.

Key Messages

- FGM is recognized internationally as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security, and physical integrity; the right to be free from torture and cruel, inhuman, or degrading treatment; and the right to life when the procedure results in death.
- FGM has no health benefits, only harm. FGM can have detrimental, lifelong health consequences, including chronic infections; hemorrhage; severe pain during urination, menstruation, sexual intercourse and childbirth; psychological trauma; infertility; and in some cases even death. It is estimated that more than 125 million girls and women globally have undergone FGM, and 30 million are at risk over the next decade.
- In Girl Shine, mentors/facilitators are expected to raise awareness of FGM in contexts where this practice is common. It is important that participants commit to giving this information to girls in an unbiased, factual way.

Talking about FGM

- Pass out papers to the participants and explain that they should take a few minutes to think about what has been discussed. Ask participants: "How does it feel, knowing that it may be expected of mentors/facilitators to talk to girls about the consequences of FGM and their rights related to FGM?"

¹⁵ Human Rights Watch (2010), Q&A on Female Genital Mutilation <https://www.hrw.org/news/2010/06/16/qa-female-genital-mutilation>

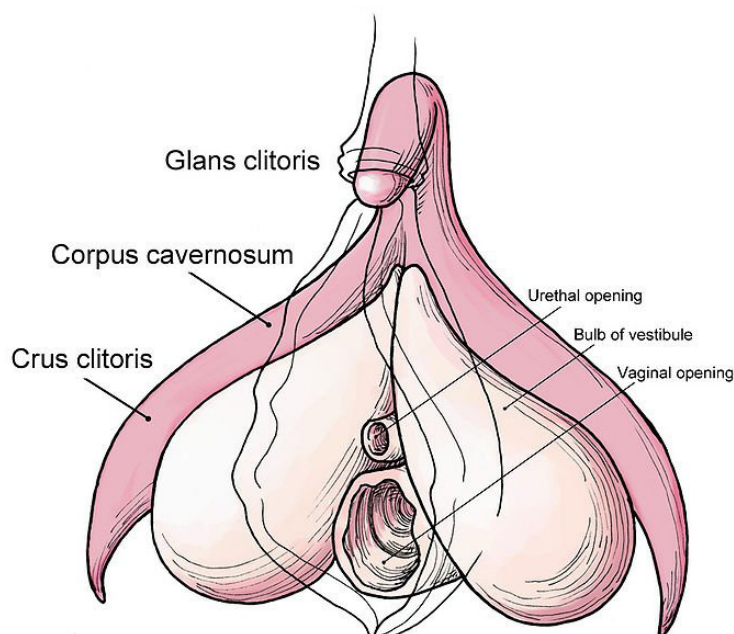
- Ask them to write their answers down anonymously, but explain some may be read out loud.
- Read a range of the answers to the group.
- Split participants into small groups or pairs and ask them to think of strategies that will help them (or others) feel more comfortable/safe to give this type of information to girls, based on the answers that were read out. Ask them to share their ideas back with the larger group. Add from the list below if they have missed anything.
- Strategies to make them feel safer and more comfortable in delivering this information could include:
 - » Getting support with community outreach through the country team.
 - » Making sure female/male caregivers are also being approached concerning this issue by the organization.
 - » Being aware of the referral mechanisms in place that can support girls (case management, health professionals, etc.).
 - » Getting support from a supervisor.
 - » Preparing in advance what information will be shared with girls.

Group Discussion

What are ways to talk about FGM to girls who have already gone through the procedure?

- Girls who have already been through the procedure shouldn't be given messages about prevention. It can be talked about more broadly, in relation to their younger family members (sisters, cousins, future daughters, etc.).
- Focusing on the consequences may also be difficult for girls to hear, but acknowledging what they may have experienced is valid. Girls should not be shamed for undergoing FGM.
- What could be helpful for girls is to understand the risks they may face as a result of FGM (for example, recurrent urinary and vaginal infections, chronic pain, infertility, cysts, and complications during childbirth) and how they can seek health support to mitigate them. Refer to Part 1 of Girl Shine (Chapter 8) for more information.
- It is important to explain to girls that many women/girls who have had FGM do enjoy a happy and satisfying sex life, and it is possible to have an orgasm even though the clitoris was removed. It is important to understand the biology of the clitoris and understand that it is not limited to the clitoris gland that is visible externally.
- Show the participants the following diagram, explaining that the clitoris extends beyond what is seen externally, with the entire organ being full of nerve endings.

Clitoris diagram¹⁶



16 Women on Waves, *Sexual Pleasure After FGM* <https://www.womenonwaves.org/en/page/4715/sexual-pleasure-after-female-genital-mutilation>

Question

- What are ways to talk about FGM to girls who have not been through the procedure?
 - » The messaging in the curriculum is relevant for girls who haven't been through the procedure. Girls who express an interest in the procedure should not be shamed. Mentors/facilitators should acknowledge that this is not a decision that girls make on their own. Therefore, it is important to readdress specific skills learned in decision-making sessions and on negotiation skills to support girls. Information about case management is critical during this session.

Celebrating our Culture!

- While culture and tradition is important, girls should be able to celebrate transitions to womanhood and learn about their cultural and community values without the harmful effects of FGM.

Imagining an alternative to FGM

- Have the girls heard of other ways to celebrate transitions to womanhood that do not involve FGM?
- Split participants into small groups and ask them to think about the following questions:
 - » What usually happens on the day (and the lead-up to the day) a girl undergoes FGM? Apart from the actual cutting, what does the rest of the day look like? (for example, celebration, dancing, food, etc.)
 - » What alternatives could be suggested to replace the part of the girl undergoing FGM, while keeping the rest of the celebrations from the day? (for example, symbolic ritual such as pouring milk over the head, etc.)
- Ask participants to share their suggestions with the group.

Group Discussion

- Is it safe for mentors/facilitators to talk about this issue in the community? If yes, what do mentors/facilitators and the organization need to do to encourage the community to think about and adopt alternative rites of passage?
 - » Raise awareness of the issue with girls and female/male caregivers.
 - » Community outreach and buy-in from village elders and religious leaders.
 - » Encourage the community to make public declarations against the practice of FGM.
 - » Encourage boys and men to publicly declare that they will marry girls who have not undergone FGM.
 - » Distribute information on the rights of girls.
 - » Educate the community about the harmful effects of FGM.
 - » Encourage community members to discuss what alternative rites of passage could be – involve them in the process.
- If it is not safe to talk about this issue in the community, what else can be done to address this issue?
 - » Identify who would be better placed to address this issue (health worker/caseworker?).
 - » Bring the issue to the attention of a supervisor and develop an action plan that is appropriate to the context.
 - » Simply focus on providing information to girls, ensuring referral pathways are in place and that girls know the risk and consequences.

Concluding Remarks

- Girl Shine makes all programmatic decisions related to participation based on the best interest and safety of the girls recruited for the program.
- A girl can be in the program if she has already undergone FGM in any of its forms.
- However, Girl Shine sees FGM as an act of gender-based violence that can cause immediate and long-term harm to girls and women.
- Girl Shine will provide each girl with support and access to the group regardless of her experience with FGM at the beginning of the program cycle or if she unfortunately undergoes FGM while enrolled in the program.
- Girls who are forced or coerced to undergo FGM during their participation in Girl Shine deserve support, respect, and continued access to group activities. This also applies to girls who are perceived to undergo the procedure by 'choice.'

- While Girl Shine does not support the practice of FGM, the program will remain engaged with families who participate in the practice, while remaining clear about the violent and harmful nature of the practice on the lives of girls.
- Continued support for girls forced to undergo FGM during the program is integral to reducing risks associated with the practice and avoiding the creation of further physical and psychological vulnerabilities in the future.

MODULE

Self-Harm & Suicidal Ideation

Session Objectives:

- ▶ Participants will understand the difference between self-harm and suicidal ideation.
- ▶ Participants will have the knowledge and skills to identify risk factors and warning signs of suicide ideation.
- ▶ Participants will know how to deal with issues of suicidal ideation and how to help girls put a safety plan together.

✳ **Trainer Note:** This is a very complex and sensitive topic and should be carried out by someone who has skills and knowledge in this area.

Activity I: Introducing the Concept (20 minutes)

Materials: N/A

- Explain that today the discussion topic is very sensitive but important. This session will focus on the feelings people have about harming or killing themselves.

Questions

- Are there terms for these two concepts? (self-harm and suicidal thoughts)
- What is the difference between self-harm and suicidal thoughts?

Self-harm is when someone deliberately causes injury to themselves. It is usually a way of coping with or expressing emotional distress.

Suicidal thoughts are thoughts that involve how someone would kill themselves. The thoughts can range from a very detailed plan of how they would do it, to just one-off thoughts. Not all suicidal thoughts are the same, and how to assess this will be discussed later.

- Sometimes people think that self-harm is directly linked to suicide, but this isn't the case. The two oftentimes get grouped together because both are inflictions of pain, and sometimes people who begin with self-harm may later commit suicide. Generally, people who self-harm do not wish to kill themselves, whereas suicide is a way of ending life.
- If someone has suicidal thoughts, does this mean they will kill themselves?

Sometimes, people might not try to kill themselves, but they may have thought about doing this.

- Why is it important to talk about this topic, and why is it important to think about this in relation to adolescent girls?

Suicide is one of the leading causes of death for adolescent girls globally (particularly for those between 15 and 19 years).¹⁷ Many people in the community experience challenges and stresses, including girls. While it might be unlikely that mentors/facilitators will have to deal with this issue, it is important to be prepared in case the issue arises.

Key Messages

- It is a mentor/facilitator's responsibility to be watchful for warning signs that a girl is having suicidal thoughts.
- It is important to be able to determine if this feeling is simply just a feeling or whether it is a feeling with intention to act (for example, the intention to actually take one's life). If there is concern that a girl is feeling so badly they are thinking about suicide, it is important to begin to assess the potential seriousness of such feelings and thoughts immediately.

17 WHO (2014), *Preventing suicide: A global imperative* http://www.who.int/mental_health/suicide-prevention/world_report_2014/en/

Activity 2: Self-Harm (25 minutes)

Materials: Flip chart paper, markers

Ask participants to make a circle and explain that during this activity a question will be asked before a ball is thrown to participants. They should provide an answer. If they don't know, they can pass and throw the ball to the next person.

- What is an example of self-harm?
- If they don't mention any of the following, make sure to write the following down:
 - » Cutting
 - » Burning
 - » Hitting
 - » Picking at the skin
 - » Pulling hair
 - » Biting

Question

- How can one tell if someone is self-harming? What are the warning signs?

Physical:

- Many cuts/burns, bruises on the wrists, arms, legs, back, hips, or stomach
- Always making excuses for having cuts, marks or wounds on the body
- Finding razors, scissors, lighters or knives
- Bald patches from pulling out hair

Emotional:

- Depression, tearfulness, and low motivation
- Becoming withdrawn and isolated - for example, wanting to be alone
- Sudden weight loss or gain
- Low self-esteem and self-blame
- Drinking or taking drugs

✳ **Trainer Note:** It is important to stress that just because girls display some of these emotional or physical characteristics, it does not mean they are self-harming. These can be related to other things, but they could be a sign of self-harm.

Question

- If a mentor/facilitator suspects that a girl is self-harming, what should they do?

Key Messages

- Discovering a girl is self-harming can have a big emotional effect. But however it makes one feel, it is very important to stay calm and let the girl know that she can get help and support.¹⁸
- Try not to jump to immediate conclusions or to find instant solutions. Always remember, something has caused the girl to self-harm – so it is always helpful to be sensitive. Saying things such as “the injuries aren't that bad” or “what have you done to yourself?” could make things worse and should be avoided.
- Concentrate on showing an understanding and a desire to help, and try to refer the girl to a caseworker. Seek support from a supervisor on how to support the girl further.
- If a mentor/facilitator believes a girl is at imminent risk, inform a supervisor IMMEDIATELY.

Activity 3: Suicidal Risk Factors (25 minutes)

Materials: Post-it notes, pens

- Give participants post-it notes and ask them to take a few moments to think about the factors that could put girls at risk of suicidal thoughts.
- They can write their answers down on the post-it notes (one answer per post-it).
- Ask them to put them up on a wall. Once they have finished, ask them to do a gallery walk. The trainer can read out the answers participants wrote, or participants can read them out if they feel comfortable.
- Clarify any misconceptions (refer to the handout below for a list of risk factors).

Questions

- What are thoughts about the risks that have been identified?
- Does this mean that a person who experiences one of these things is likely to have suicidal thoughts?

Just because girls may be exposed to the factors mentioned does not mean she will have suicidal thoughts or try to end her life. The factors mentioned can put girls at an increased risk of suicide, but girls are resilient and there are a number of coping mechanisms or protective factors that can reduce the likelihood of her trying to end her life.

Activity 4: Warning Signs (30 minutes)

Materials: N/A

Questions

- What are the things that mentors/facilitators need to be aware of that will alert them to the fact that girls may be having suicidal thoughts? (Certain behaviors the girls display.)

These are warning signs. It is important to be aware of what the warning signs are and recognize them if a girl is displaying them.

- What do these signs look like?

Ask participants to make a circle. Throw the ball so everyone has a chance to participate. Each person can answer what they think is a warning sign that might alert them to the fact that a girl is having suicidal thoughts.

Explain that warning signs present concrete evidence that a person is at heightened risk of suicide in the short-term. Suicide risk increases with the presence of warning signs, as well as with the number and intensity of warning signs. The presence of risk factors may predispose a person to higher risk of suicide, but this risk is established by the presence of warning signs.

Key Message

It is the combination of warning signs and risk factors that increases a person's risk of suicide.

Explain the following diagram to participants. Print it out and give them individual copies.

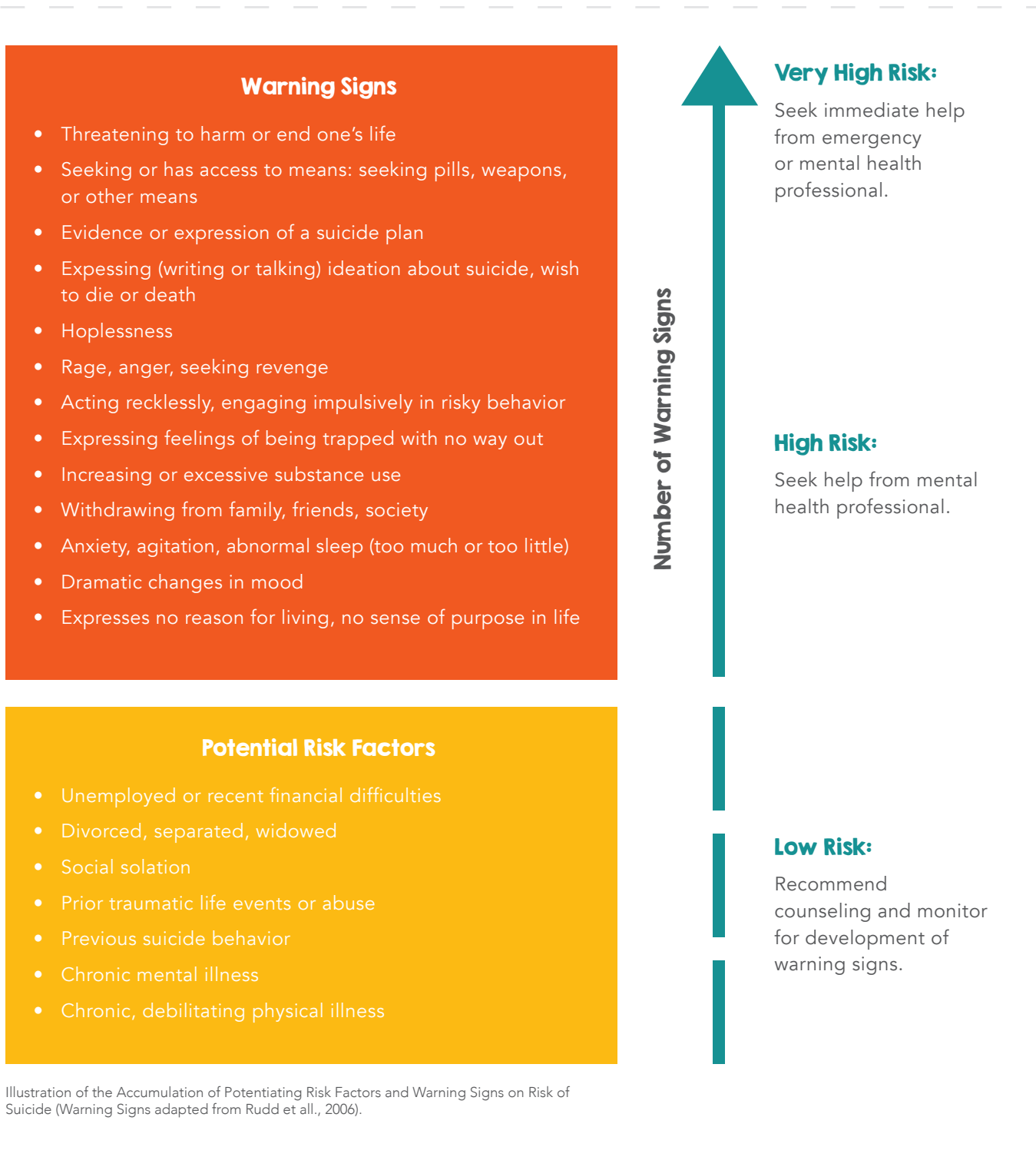


Illustration of the Accumulation of Potentiating Risk Factors and Warning Signs on Risk of Suicide (Warning Signs adapted from Rudd et al., 2006).

Activity 5: Protective Factors (30 minutes)

- Explain that while there are risk factors and warning signs, there is also something called 'protective factors.'
- Protective factors enhance the likelihood of positive outcomes and lessen the likelihood of negative consequences from exposure to risk. Protective factors include skills, strengths, resources, supports or coping strategies in individuals, families, and communities that help people deal more effectively with stressful events.
- Split the participants into three groups. Give each group a scenario. In their groups, they should think about what the protective factors were that could have prevented girls from having suicidal thoughts.

Group 1	Group 2	Group 3
<p>Alice went through a very difficult time recently. Her parents separated and she is living with her father. He recently lost his job, so they are really struggling, they have no money and Alice is really worried. It has been a very stressful time for her and she misses her mother. Alice plays sports. This is really important to her and helps to keep her focused on something positive. Alice knows that this will not last forever, she has big aspirations for herself, she wants to be a pilot! Focusing on studying hard and achieving her goal motivates her.</p>	<p>Victoria had a terrible accident recently and it has been a challenging time for her. The doctor told her it will take a long time to recover. Victoria feels really sad sometimes as she misses going to school and playing with her friends. But Victoria has a very supportive family that shows her a lot of love. Her friends have also been very supportive and always come to visit her. This makes things a little easier for Victoria.</p> <p>There is also a healthcare worker who comes to see her regularly to check that she is recovering well.</p>	<p>Maha is a very smart girl! She loves going to school and loves learning. But Maha doesn't have many friends in school. In fact, many of the other student bully Maha. Sometimes this makes Maha feel very bad and lonely. But Maha has a very good relationship with her brothers and sisters. Her caregivers always tell her how smart she is. Maha has managed to deal with some of the problems in school by trying to talk to the students and using her problem-solving skills. It has not been an easy time for Maha.</p>
Protective Factors (clarify with participants using the information below)		
<ol style="list-style-type: none"> 1. Constructive use of leisure time (enjoyable activities) 2. Identification of future goals 	<ol style="list-style-type: none"> 1. Strong connections to family and community support 2. Support through ongoing medical and mental health care relationships 	<ol style="list-style-type: none"> 1. Strong connections to family and community support 2. Skills in problem-solving, coping, and conflict resolution 3. Sense of belonging, sense of identity, and good self-esteem

Group Discussion

- Why are protective factors so important? (They can decrease the risk of suicidal thoughts and suicide.)
- Explain that as mentors/facilitators, dealing with this situation may be difficult and challenging. Now the group has a better understanding of warning signs and what to look for, so if girls are displaying the warning signs, it is important to learn more about the situation to see if the girl is at immediate risk.
- The first thing to do is find out about the girl's current or past suicidal thoughts. If someone is displaying warning signs, a further assessment of their suicidal ideation may be needed. But if they directly disclose, this situation should be handled differently.

Activity 6: Direct Disclosure (30 minutes)

Materials: N/A

- If someone directly discloses that she has suicidal thoughts or had a suicide attempt, what are the things that a mentor/facilitator should do?
- If someone discloses that she has suicidal thoughts or had a suicidal attempt:
 - » Thank her for her trust.
 - » Don't try to criticize her in any way.
 - » Tell her that there are always ways to get help.
 - » Tell the girl about the options she has.
 - » Support her to access this help.
- ✳ **Trainer Note:** If there are situations where there is no specialized support that girls can access, refer to the steps below.
- Split participants into pairs and ask them to take turns practicing how they would respond to a direct disclosure, using the techniques described above. Ask a few participants to volunteer to share their practice with the group.
- ✳ **Trainer Note:** It is important that participants practice what they would say in these situations and not just describe what they would do.

Activity 7: Without a Direct Disclosure (30 minutes)

Materials: N/A

- If there is a high chance that a girl is having suicidal thoughts (due to the warning signs), but she doesn't make a direct disclosure, what are the things that a mentor/facilitator should do?
 - » Choose the right time and place (for example, after a session, where there is a private place to talk).
 - » Check that it is a good time for the girl to talk and that she is feeling comfortable.
 - » Ask if there is anything the girl feels is bothering or worrying her that she would like to talk about. For example, "I wanted to talk to you to see how you are feeling. I am concerned about you, so I want to know whether you are feeling ok."
 - » Move on to more specific questions that can help assess her suicidal thoughts.
- What are questions that would be good to ask girls to help understand whether they are having suicidal thoughts?
- Some sample questions include:
 - » Do you think about physically harming/hurting yourself?
 - » Have you thought about hurting yourself recently?
- With a different person now, ask participants to practice how they would deal with an indirect situation using the techniques outlined above. Ask a few participants to volunteer to share their practice with the group.

Activity 8: Assess the Urgency (25 minutes)

Materials: N/A

- Explain that next steps are determined by the response of the girl.
 - » If the girl says she does not want to continue, stop there and explain to her that she can always return to talk if she needs to. There is always hope, there is always help, and she shouldn't hesitate to talk about it and seek support at any time. Explain that speaking about your feelings gives you a different perspective and helps you find different solutions.

Question

- What should a mentor/facilitator do if a girl tells you she is harming herself or has a suicide plan?
 - » If the girl says she does think about hurting herself, try to get more information to better understand the situation. Ask her to talk more about the thoughts she is having.
 - » It is critical to stay calm if a girl expresses suicidal thoughts and a plan. Do not try to talk the girl out of harming herself, nor offer advice about what she should do.
 - » Encourage her to talk to a qualified professional immediately (for example, mental health worker or a caseworker who can help with a safety plan).
 - » If the risk of the girl harming herself is very high (and she has a suicide plan), talk to a supervisor IMMEDIATELY and make a plan with the girl before she leaves. Supervisors and caseworkers can support girls in making a plan and will follow up with this situation. Due to child safeguarding policies, it is important to seek advice and guidance from a supervisor related to any policies or guidance that needs to be followed in-country.
- With a different person now, ask participants to practice how they would deal with a situation where the girl was at immediate risk of harming herself. Ask a few participants to volunteer to share their practice with the group.

Activity 9: When No Specialized Support Exists (20 minutes)

- There may be cases where there are no specialized services or support available for girls experiencing suicidal ideation. In these cases, what are ways to support girls?
 - » Where possible, a referral to a caseworker may be appropriate, as they may be able to support girls better with making a safety plan.
 - » Remember that Girl Shine will not be implemented in locations where there are no GBV caseworkers available. Although they may not be specialized to deal with this, they will be able to support girls to make a plan.
 - » If a girl does not want to talk to a caseworker, offer to support the girl in getting to know the caseworker first, to help the girl feel more comfortable.
 - » If this is not an option, support the girl with her safety plan, with the support of a supervisor or a caseworker.

Activity 10: Suicide Ideation Scenarios (30 minutes)

- Split participants into three groups, and give each group a scenario. They should develop an action plan and role-play on how they would deal with the situation, using the tips and phrases they learned above.

Scenario 1: Vera tells you that sometimes she wants to fall asleep and never wake up again.

Scenario 2: Sophia tells you that she brought the pills with her today and is going to take them. She asks you if you think it will hurt.

Scenario 3: You notice that Sara has cuts across her arm. They look like she could have cut herself on purpose.

Question

- On a scale of one to five (five being really comfortable) how comfortable do participants feel in dealing with suicidal ideation?
 - » Ask participants to write a number anonymously and put it in a bowl/box, etc.
 - » Assess how comfortable the group is feeling. Probe for those who put lower numbers on why they might still not feel comfortable and what they can do to address their discomfort. (Get more training, support, talk to supervisor, caseworker etc.)

Key Messages

- Anyone can experience suicidal thoughts.
- Any self-harm act can be fatal.
- There is always hope, there is always help, encourage girls to seek support.
- When approached by someone with suicidal ideation, don't leave her alone, listen to her and link her with a mental health specialist.
- Mentors/facilitators should not be judgmental about girls' experiences.
- Try to make sure girls receive appropriate help.
- If in doubt, talk to a supervisor.

MODULE

We Make a Difference

Session Objectives:

- ▶ Participants will understand the impact they are having on girls' lives, and therefore they will understand the importance of their role.
- ▶ This session has been designed to raise motivational levels of mentors/facilitators.
- ▶ This session should not be done as part of the initial training, but once Girl Shine has already started being implemented - for example, at the closure of every refresher session or quarterly mentors' meeting.



Activity 1: What Difference Have We Made? (1 hour)

Questions

- What do girls say about their experiences of the sessions?
- What changes are noticeable in the girls since they have started attending the sessions?

Key Messages

Mentors/facilitators play a critical role in shaping the experience of adolescent girls in the Girl Shine Life Skills Curriculum. Not only do mentors/facilitators give information to girls from the curriculum, they have an impact on how girls continue to navigate their way through life.

They are role models to girls and impact their life in immeasurable ways, but there are some things that can be known about the impact of mentors/facilitators.

- Split participants into small groups, and in their groups ask them to think about the changes noticed so far in the girls and communities you work in.
- Ask them to first discuss in the group and then to group similar ideas and themes together and put them on a flip chart paper. For example, if a number of mentors/facilitators saw girls re-enroll in school, they can add this as a heading, or girls who postponed marriage, girls making friends, etc.
- Once finished, do a walking gallery where participants can see the impact they have all had.
- Summarize all of the different things participants have shared, emphasizing how their involvement has directly led to this impact on girls' lives.

Activity 2: I Know A Girl (30 minutes)

- Ask participants to make a circle. Explain to participants that now having discussed the broader impact that they have had, it is time to share some stories on a more individual level.
- Ask them to think of a small achievement - maybe a girl gave them some feedback, they noticed a shy girl participate more in a specific session, they know a girl who tried some techniques she learned in the session and used them and they worked, etc. Ask participants to keep their stories anonymous (for example, not giving the name of the girl or specific details of what happened to her) but focus on the change and the impact this had.
- Give them time to think about it and tell them that when they are ready, they can request the ball. When they have shared their experience, someone else can request the ball.
- Keep throwing the ball around until everyone has had the chance to share.
- Explain to participants that on an individual level, they have had a meaningful impact on the lives of girls and it is important to remember these things on a daily basis, as it will remind you why you are doing the work you do.

Activity 3: The Difference in Me (45 minutes)

- Explain to participants that doing this kind of work can be hard, require a lot of time and effort, and can be very difficult at times. While there are many challenges with the work, there may also be some changes participants have noticed in themselves. Ask them to take a few moments to reflect on this.
- Ask participants to take a piece of paper and some colored pencils/pens. Ask them to draw a 'before and after' picture of themselves.
- The pictures should reflect how they felt before they started facilitating the sessions and how they feel now. If they are struggling for ideas, explain for example that maybe at the beginning were nervous or lacking confidence, or happy. Now they feel more confident, or more stressed, for example.
- Once they have finished, they can present their drawings back to the wider group.
- Summarize all of the positive differences they have noticed in themselves and emphasize that implementing the sessions not only has an impact on girls but the mentors/facilitators and the wider community.
- For the differences that are not so positive, ask participants to think about what they can do to manage this and what support the group can offer each other. Write down key action points to follow up on.

Activity 4: Congratulating Each Other (15 minutes)

- Thank mentors/facilitators for all of their hard work and ask them all to start walking around the space.
- Say "STOP" and ask them to find the person closest to them and give them a hug or pat them on the back or shake their hand and congratulate them on doing a fantastic job.
- Do this three to four times so that they get to congratulate as many people in the group as possible.





Appendix I





Values Clarification Survey







► Values Clarification Survey (20 minutes)

1. This survey should be carried out at the beginning and end of the Girl Shine Mentor/Facilitator Training. It can also be used in subsequent refresher trainings to keep track of participants' attitudes and values towards adolescent girls. Encourage participants to respond honestly. Explain that the survey is to help the country team and them to have a deeper understanding of their values, attitudes, and beliefs towards adolescent girls. It will allow participants to track any change in their values, attitudes, and beliefs as they move through the program.
2. Pass out the survey and read the questions one by one if there are any literacy issue.

		 Strongly Agree (YES!!)	 Agree (Yes)	 Disagree (No)	 Strongly Disagree (NO!!)
1	Adolescent girls' problems are not as serious as women's problems.				
2	Adolescent girls sometimes make up stories to get attention or to get someone in trouble.				
3	Adolescent girls do not have enough experience to make good choices.				
4	Adolescent girls need an adult to make important decisions for them.				
5	Unmarried adolescent girls do not need to know about sex.				
6	When adolescent girls have access to sexual and reproductive health information, it encourages them to be sexually active.				
7	Sometimes violence towards adolescent girls is justified, if the girl has done something wrong.				
8	Boys experience risks and dangers in humanitarian settings as much as girls do.				
9	Giving adolescent girls information about sex encourages irresponsible sexual behavior.				

		 Strongly Agree (YES!!)	 Agree (Yes)	 Disagree (No)	 Strongly Disagree (NO!!)
10	Adolescent girls do not understand what is best for their future.				
11	Parents always know and do what is best for their daughters.				
12	It is better to invest in the future of boys than girls, as boys are the ones who will support their family and the community.				
13	Adolescent girls have the right to access information about reproductive health and other issues that directly affect them.				
14	When unmarried adolescent girls are sexually active, it breaks down society.				
15	There is no good reason for a girl to get married under 18.				
16	It is better for girls to get married than to continue with education.				
17	Only married girls should have access to information about sexual and reproductive health.				
18	It is ok to make an adolescent girl feel ashamed if it helps change her behavior.				
19	If an adolescent girl is sexually harassed, it is usually because of how she dressed.				
20	If an adolescent girl is sexually assaulted, it is usually because of her behavior.				
21	If an adolescent girl is raped, it is usually because she made a bad decision.				
22	It is good for an adolescent girl to get married if she has dropped out of school.				
23	The community should hold those to account who commit violence and abuse towards adolescent girls.				

		 Strongly Agree (YES!!)	 Agree (Yes)	 Disagree (No)	 Strongly Disagree (NO!!)
24	FGM/Bush School is an important tradition that should be followed by all girls.				
25	Married adolescent girls have the right to say no to sex with their husbands.				
26	Adolescent girls have the right to make informed choices about their sexual and reproductive health.				

Name: _____

Appendix 2

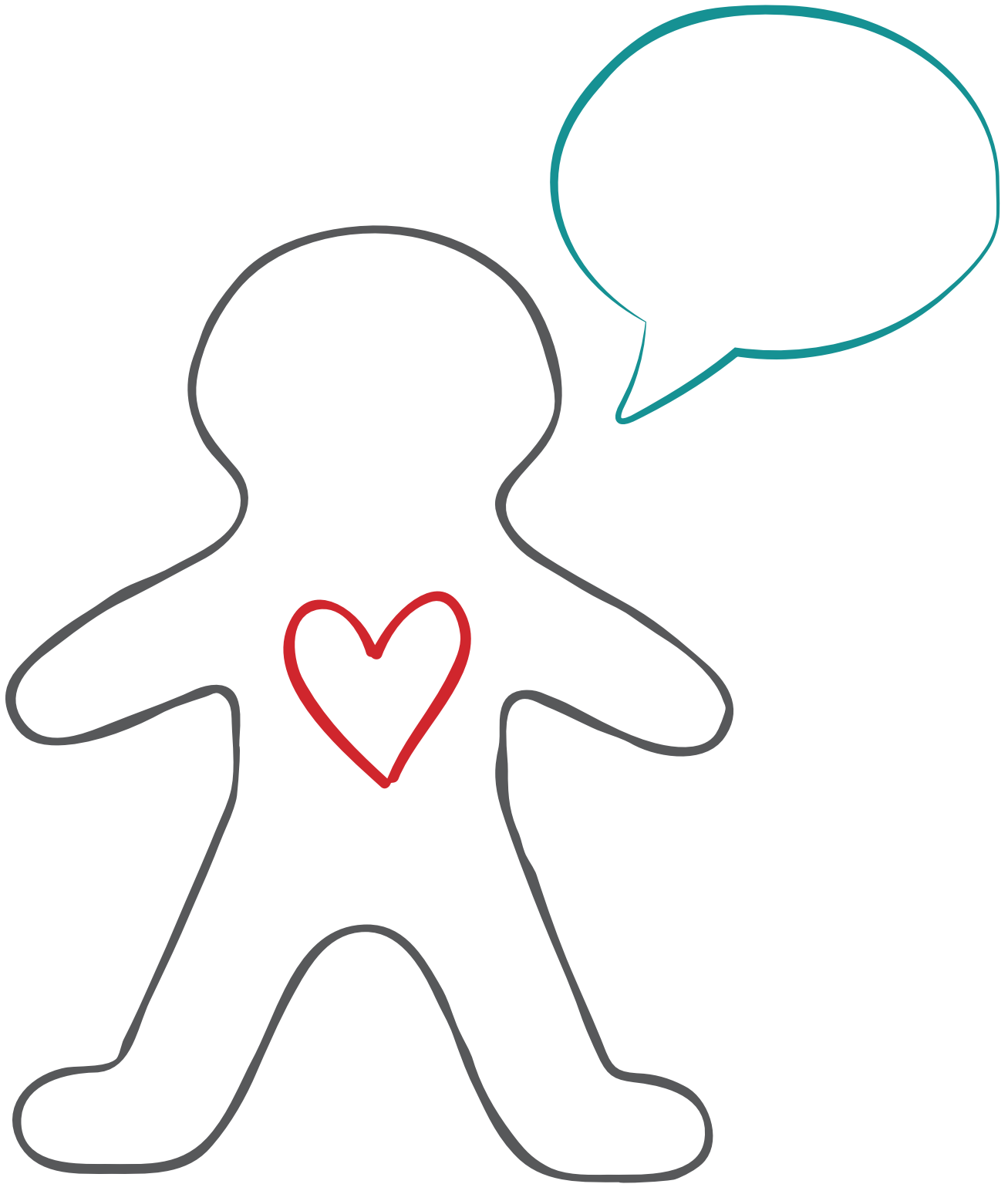
Bingo



Can speak more than 2 languages	Doesn't have a Facebook account	Has an older sister	Likes cats	Is right-handed
Is left-handed	Has ridden a horse	Plays a sport	Doesn't like chocolate	Met someone famous
Is a vegetarian	Is an only child	Free space	Is good at art	Can play a musical instrument
Favorite color is blue	Likes dogs	Doesn't know how to swim	Has ridden a motorcycle	Loves pizza

Appendix 3

Who Am I?



Appendix 4

Seeds of Success



Day 1	I feel confident I can...	I need support to...
Day 2	I feel confident I can...	I need support to...
Day 3	I feel confident I can...	I need support to...
Day 4	I feel confident I can...	I need support to...
Day 5	I feel confident I can...	I need support to...

Appendix 5

Daily Evaluation of Training



		Agree	Neutral	Disagree
1	I found the day enjoyable.			
2	The day fit my expectations.			
3	There was great opportunity to share views and experiences.			
4	My questions have been answered convincingly.			
5	The training hall was suitable and comfortable.			
6	The breaks/lunch were satisfactory.			

General Remarks:

Appendix 6

Facilitating ASRH Sessions



► Before the Session

- **Trust:** Building trust before these sessions is crucial.
- **Plan ahead:** What do you want to achieve during the session? Are you confident about the information you are presenting?
- **Set your limits:** You may feel embarrassed answering some of the questions girls ask. Be honest and tell them if you are unable to answer their questions.
- **Get advice:** Talk to your colleagues or supervisor to get their advice on how to tackle these topics. Ask for their help if you need to. When seeking advice, remember to respect girls' privacy and abstain from sharing information about them with others.
- **Language:** Think about how you will explain sensitive terms to the girls, such as sex and pregnancy.

► During the Session

- Be prepared to deal with shyness.
- Remind girls of the group rules and confidentiality.
- Establish what they know first, before giving them information (they may be able to explain it in a way that other girls understand better).
- Provide girls with accurate and factual information.
- Ask them at each stage if they are happy to continue to the next topic - get their consent.
- If you do not know the answer, be honest. Try to find the answer for the next session.
- Do not push the girls to answer questions they are not comfortable with.
- Do not ask them direct questions related to their personal experience.
- If they share their personal experiences, thank them for sharing.

► After the Session

- Ask girls if anything remains unclear.
- Give them the opportunity to write their comments/feedback/suggestions in a confidential way (for example, give them paper that they can write on and hand in if they are not comfortable verbalizing certain issues).
- Remind them of confidentiality.

If you do not feel comfortable giving information on these topics due to your personal beliefs, values, etc., please talk to your supervisor. It is essential that information provided to girls is factual, not biased, and given in a sensitive and non-judgmental way.

Appendix 7

Action Plan



Imagine that you will begin your first Girl Shine session tomorrow. Think about the following:

What are the things that you still don't feel comfortable with in relation to the Girl Shine groups?	What skills would you like to practice more?	What topics from the training do you still need more information on?	What new topics or information do you need that weren't covered in the training?	Any other comments?
1				
2				
3				
4				

Appendix 8

Final Evaluation



Trainee Name: _____

Date: _____

Circle the number that best represents your reaction to the training.

a. I feel that I will be able to use what I have learned.

(Often) 5 4 3 2 1 (Never)

b. The training was presented in an interesting manner.





(Often) 5 4 3 2 1 (Never)

c. The program covered the promised objectives.

(Often) 5 4 3 2 1 (Never)

d. The trainer encouraged participation and questions.

(Often) 5 4 3 2 1 (Never)

 <p>What was the most interesting subject for you?</p>	
 <p>What have you learned that you can put to use in your work?</p>	
 <p>What would you suggest to improve the training?</p>	
 <p>Feel free to make any additional comments.</p>	

Appendix 9

Participants Attendance Sheet



	Name	Position	Email/Phone	Location	Day 1	Day 2	Day 3	Day 4	Day 5
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

Appendix 10:

Self-Reflection Tool



What do you think is your 'dominant' style and which 'second' style do you think you have?

► **Please fill in the following**

I expect my most favored style to be: _____

I expect my second-most-favored style to be: _____

Now fill in the questionnaire, giving each statement a mark as follows:

 Strongly disagree	 Disagree	 Neither agree or disagree	 Agree	 Strongly agree
---------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

Sometimes it may be difficult to choose a number. Don't think about it too much. It is meant to be an adventure in the field of self-knowledge!

1. When I deeply go into someone's problems, this often brings out new problems. I prefer to avoid that.
2. When I see that someone is worried about something, I take a lot of time to go into this with them.
3. I give all kinds of suggestions to people who ask for my advice with the expectation that they choose the best suggestion for themselves.
4. For complicated problems, sometimes I provide people with solutions, because sometimes they do not know how to solve problems very well.
5. I prefer to solve someone's problem together, on the basis of equality.
6. If implementing the curriculum, I would wait and see how girls view their problems.
7. I would give girls space to talk about their problems. I do not generally give my opinion in these situations.
8. I see myself as someone who gives suggestions and the other person then can make a choice herself/himself.

1 Adapted from https://www.icre.pitt.edu/mentoring/docs/Tool_Mentoring_Styles.pdf

9. I feel I have the knowledge and experience to indicate how problems can be solved in the most efficient way.
10. In facilitation, I abandon any hierarchy between me and my group so that we can share our contributions equally.
11. If someone is in a bad way during my session, I stay calm. These issues often resolve themselves.
12. I am open-minded to solutions coming from someone else, even if at first sight I do not think much of them.
13. If someone seems to be facing something very difficult, effective thinking is impossible for them. On these occasions, I think it is better that I do the problem-solving.
14. I often insist that people listen to me, as I believe I know what is best for the group I work with.
15. In facilitating the curriculum, I think I would constantly search for solutions that can really be acceptable for me and the participants.
16. I keep away from people's problems because I think it is better that they solve their problems themselves or with the help of their friends and family.
17. When listening to my friends, I do not give my opinion.
18. A good facilitator really is a good adviser who stimulates the other to think and reflect, after suggesting all kinds of solutions.
19. I can analyze problems very quickly and then point at solutions in an effective way.
20. As a facilitator, I would be open and clear about my points of view and I expect the girls to be the same.
21. I would send a girl with personal problems to an expert in that field.
22. People usually come to me, not for advice, but because they want someone to hear what they have to say.
23. To me, facilitating the curriculum is a matter of giving ideas that lead to problem-solving.
24. In my discussions with girls, I would mostly be explaining how they should handle their problems in an effective way.
25. The best solutions come from discussing the problem with the person affected by it.

► Scoring

Fill in the points (1-5) that you gave to the statements. Then add up the points vertically.

1:	2:	3:	4:	5:
6:	7:	8:	9:	10:
11:	12:	13:	14:	15:
16:	17:	18:	19:	20:
21:	22:	23:	24:	25:
Letting Go	Active Listening	Advising	Prescribing	Cooperation

Where your points are the highest, indicates your style. For example, if you score 25 for the 'Cooperation' column and 10 for the 'Letting Go' column, you have a Cooperative Style.



Appendix II

Training Materials



Day	Materials
<p>Day</p> <p>1</p>	<ul style="list-style-type: none"> • Attendance Sheet (Appendix 9) • Values Clarification Tool (Appendix 1) • Bingo Sheets (Appendix 2) • Pens, colored pens, markers • Sweets • Who Am I Handout (Appendix 3) • Videos^a • Translated messages of video into local language • Projector • Laptop • Flip chart paper and A4 paper • Post-it notes • Ball • Seeds of Success Tool (Appendix 4) • Daily Evaluation (Appendix 5)
<p>Day</p> <p>2</p>	<ul style="list-style-type: none"> • Attendance Sheet (Appendix 9) • Sweets or stickers • Flip chart paper • Markers, colored pens • Post-it notes • Sessions Insights Tool (in M&E Appendices) • Seeds of Success Tool (Appendix 4) • Daily Evaluation (Appendix 5)
<p>Day</p> <p>3</p>	<ul style="list-style-type: none"> • Attendance Sheet (Appendix 9) • Ball • Flip chart paper • Markers, pens, colored pens • Post-it notes • Stickers (2 colors) • Seeds of Success Tool (Appendix 4) • Daily Evaluation (Appendix 5)

a. Videos could include IRC's video on adolescent girls <https://www.rescue-uk.org/video/what-happens-now-could-change-everything> or Girl Effect <https://www.youtube.com/watch?v=1e8xgF0JtVg>

Day	Materials
Day 	<ul style="list-style-type: none"> • Attendance Sheet (Appendix 9) • Markers, pens • Flip chart paper and A4 paper • Seeds of Success Tool (Appendix 4) • Daily Evaluation (Appendix 5)
Day 	<ul style="list-style-type: none"> • Attendance sheet (Appendix 9) • Flip chart paper • Markers, pens, colored pens • Paper • Post-it notes • Ball of string/yarn • Info sheet on local services for adolescent girls • M&E Tools relevant to your program • Seeds of Success Tool (Appendix 4) • Action Plan Handout (Appendix 7) • Who Am I Handout (Appendix 3) • Final Training Evaluation Tool (Appendix 8) • Any other materials requested by participants
Additional Modules	<ul style="list-style-type: none"> • Attendance sheet (Appendix 9) • Flip chart paper and A4 paper • Colored pens, pens, markers, colored pencils • Self-reflection Tool (Appendix 10) • Videos^b • Laptop, (if possible- projector) • Ball • Post-it notes • Masking tape • Seeds of Success Tool (Appendix 4) • Daily Evaluation (Appendix 5)

b. Videos could include IRC's video on adolescent girls <https://www.rescue-uk.org/video/what-happens-now-could-change-everything> or Girl Effect <https://www.youtube.com/watch?v=1e8xgF0JtVg>



PART 4
Girl Shine Mentor and Facilitator
Training Manual