



LIFE SKILLS THROUGH DRAMA

Equipping adolescent girls with key knowledge and skills to help them to mitigate, prevent and respond to Gender Based Violence





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INTRODUCTION

The Life Skills through Drama curriculum aims at promoting the protection of Syrian and Lebanese adolescent girls from Gender Based Violence and enhancing their psychosocial wellbeing. This curriculum addresses the basic life skills that adolescent girls living in difficult conditions in any similar cultural context could need. The curriculum relies on active learning through experience, practice, reflection and discussion. And it has been designed based on drama techniques. Varied creative drama techniques were used to serve the objectives including techniques from Theater of the Oppressed. You may find some familiar games and activities that have been modified or developed to suit the intended objectives, and you may also find innovated games and activities by the author such as “Fruit Festival”.

Why Drama?

Dramatic play and acting are effective because:

- It allows insight by elaborating on the physical/sensory and emotional experience in the ‘here and now’ rather than only relying on thinking. In other words, the process allows the engagement of the whole being in a unified learning experience, combining behaviors, cognitions, emotions, and the social dimension of the being.
- It can be a rehearsal for real life actions!

The structure

1. Trust and Support- Foundations for Healthy Relationships
2. Assertive Communication in Healthy Relationships
3. Self Esteem and Self Confidence
4. Coping with Stress and Managing Emotions
5. Decision Making & Problem Solving
6. Our Safety in GBV Contexts

Each module is divided in 2 sessions, so the total number of sessions is 12.

It is preferable if the same group of adolescent girls can participate in all of the sessions to achieve a better result. However, as the situation may be challenging, and as each module has its own specific objectives, this can leave you the opportunity of doing a shorter intervention by picking up at least 3 of the modules according to the priority of needs for a specific group and the circumstances. Accordingly, an initial contract should be established with the participants, in addition to the specific contract of each and every session.

Working with Gatekeepers:

An introductory session (Focus Group Discussion) with mothers is recommended, to introduce them to the curriculum purpose and content. It is common that parents and other gatekeepers may have questions around this specific activity as the concept may be new to them. The FGD will allow facilitators to answer any questions that mothers may have and clarify any misconceptions. Sample FGDs for mothers can be found in the IRC’s My Safety, My Wellbeing Curriculum for adolescent girls.

The Facilitator's Guide

Prepare in Advance

Facilitators are not expected to create lesson plans or training content independently, as steps to conducting each session are provided in this curriculum. However, adolescents are very inquisitive so it is advised that you review the session before facilitating it. You do not need to know the answer to every question – be honest and tell girls if you do not know. You can find the answer by **asking** your supervisor or dedicated Adolescent Girls staff in your organization and report back during the next session. Alternatively, you can **ask** girls to help you find the answer.

Create a Participatory Environment

It is important for facilitators to assure that all girls feel free to contribute during facilitation sessions. Some girls may be more vocal than others and it is your role to make sure everyone has an equal voice. Certain seating arrangements, such as circles instead of rows, can encourage girls to participate by allowing for more eye contact and creating a more relaxed atmosphere. As the curriculum is designed using interactive techniques and approaches, there are guidelines for each activity that enable it to be participatory throughout. It is important to facilitate games and activities included in each session. Games and activities provide girls with an opportunity to interact freely and generate discussions more easily. For some of the activities, it is suggested to give the participants stickers as a reward. If these are not available, you can also let girls lead an icebreaker, energizer or game as a reward, or a simple round of applause provides participants with encouragement.

Language Matters

Your own language matters, so it is important not to 'target' girls to give them 'messages,' but rather 'engage' girls to leave them with 'take home ideas' that they can continue to consider and think about after the session. When **asking** questions, it is important not to **ask** direct questions to the girls. This can put girls under pressure and they can be reluctant to share their personal experiences due to fear of judgment from other girls in the group. However you will still be able to get the answers you are looking

for by **asking** girls in general about specific issues. They will be able to answer in a way that will not make them feel exposed or vulnerable.

- For example, instead of **saying** 'what do you want' or 'what would you do' you could **say**, 'what do girls like you want' or 'what would girls like you do'.
- Give examples when trying to explain complex ideas, through a scenario or a role play or by rephrasing. This will help girls understand fully, what you are trying to **ask**.
- Keep your language clear and simple.
- **Ask** why: when there is a natural pause in the conversation you can **ask** why this happened or why this is the case, it will slowly reveal underlying issues behind what the girls are **saying**.
- **Ask** naive questions – encouraging girls to explain how they think will give you a good understanding of their mental model. You may feel uncomfortable appearing naive but it is one of the most useful tools and can create a good bond.
- Use common words and phrases with girls, so they don't feel intimidated.

Guide the Session

It is a good idea to introduce each session to participants by first explaining the learning objectives of the session. During the facilitation of the session, it is your role as a facilitator to refocus discussions if girls get off topic. At the end of the session, you should recap the learning objectives to reinforce 'take-home' messages one final time.

Flexibility of Steps

As you facilitate the session, you may find that some activities need longer as girls may start to actively engage in discussion around a certain topic. Allow this to happen and reassess the time allocation for the following activities. These activities have been designed so that they might be delivered independently of each other if necessary, although this is not recommended, depending on the time available to the facilitator and the girls. If time is limited it is possible to split one session into shorter activities to be delivered over the course of a few days.

Talking About Sensitive Topics

Most girls will be embarrassed or hesitant to talk about certain issues, and in particular topics related to Gender Based Violence (GBV). Do not let this discourage you or make you uncomfortable. Stay focused on providing girls with accurate information on these subjects so that they are able to make healthy choices and feel more comfortable with their bodies' changes. The following tips may help you effectively tackle discussions about sensitive topics:

- **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 to answer 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.

General recommendations

- In some sessions, key messages might seem heavy in content. Try introducing those key messages in an interactive creative way. For example, you can write important key messages on sticky notes and hide them in different places in the room, then ask the participants to move around the room, look for them and then read them to each other out loud.
- Throughout the sessions, if you feel that some girls are not very active in oral participation, you can suggest exchanging thoughts and opinions through writing or drawing in smaller groups instead of speaking out loud in the bigger group. With time, the girls tend to build trust with each other and feel more comfortable.
- Remember to discuss the initial contract (see below) during the first session of the curriculum!
- From the beginning of the curriculum, explain to the girls that they will walk in the space during the sessions and this is a very important step in the drama techniques they will practice. They might feel it is tiring or minimal yet it helps in building healthy connections with the group and with the space they are sharing together.
- If you feel that the energy in the group is low, you can use one of the energizers from the 'energizers and ice breakers guide' which you can find in the end of this curriculum. These energizers help in restoring the energy levels of the girls during the sessions.
- In case any of the girls participating in the curriculum cycle cannot read or write, you can adapt the activity and encourage the girl to use drawing or talking instead of writing. You can also help the girls who cannot read/write. In addition to that, you can suggest that girls help each other in the activities, yet it is important to make sure that the group dynamic is healthy and fun.
- You are encouraged to arrange for a free day/day trip by the end of the curriculum cycle where girls decide on the project or activities they would like to do together. However, please consider the available program funds and time of participants, while planning for this day.

The Initial Contract

The initial contract should be clearly introduced to the girls in the enrollment phase.

INITIAL CONTRACT

Say: “we have 6 modules over 12 sessions about the following topics: Healthy Relationships: Trust & Support- Foundations of Healthy Relationships; Assertive Communication in Healthy Relationships ; Self Esteem and Self Confidence; Coping with Stress & Managing Emotions; Decision Making & Problem Solving; Our Safety in GBV Contexts

Each session will be about 1 hour and 30 minutes.

Throughout the sessions, we will have fun, learn new things, share our experiences, develop our skills and perhaps make new friends.

The main method that we are going to use in order to achieve what has been said is Creative Drama. When we **say** ‘Drama’ we mean using our imagination, body and voice in order to express and learn in action and reflect upon this action. This means that there will also be discussions and sometimes other expressive methods such as drawing or writing.

It is preferable for you to attend all of the sessions. People who missed the first session can still join the group at the second session”.

Note: *It is recommended not to join the group from the third session (especially if you reduce your intervention to 3 modules/6 sessions). In that case girls should register for an upcoming group if possible. If a girl misses 2 consecutive sessions in a row, especially at the beginning when a specific group dynamic is established, it is more beneficial for her to join a new group. Finally, trust your sense as a facilitator to estimate when/how you can integrate someone new in an already formed group.*

MODULE 1:

TRUST AND SUPPORT-FOUNDATIONS OF HEALTHY RELATIONSHIPS



Facilitator Note:

the first module contains a lot of information. Facilitators should add energizers and games as necessary if they feel that the group is in need of this. Additional icebreakers/ energizers can be found in the IRC's My Safety, My Wellbeing Curriculum for adolescent girls.

SESSION 1:

INTRODUCTION AND TRUST BUILDING

Trust and group building games- a note to the facilitator:

It is true that the work on trust and group building is very essential in the first session, but this is also a continuous process, so you will keep on working on this gradually every session, whether directly or indirectly. All of the following activities will contribute to this objective, in addition to the other specific objectives that they are intending to achieve.

CONTRACT



Duration:

10 minutes

Start with the initial contract, stated in the introduction (that was initially introduced to the girls in the enrollment phase), then continue with the specific contract of this session.



Say:

Today we are going to approach some criteria of healthy relationships. Since no one can live alone, we are constantly communicating with others, and we have different relationships in our lives since the day we were born.

In this first module we will address one of the criteria of healthy relationships which is trust. As trust is built through communication and interaction, we will experience throughout this module different ways of communication in order to develop our understanding of trust. As humans, we communicate verbally but we also communicate and express ourselves in non verbal ways, e.g. a new born communicates her hunger through her crying.

So do you feel like/ think we can work on this theme through drama?

But before we start with this specific theme, we will try first to get to know each other and establish some rules that make us feel safe to share this experience together.

A CREATIVE GREETING



Duration:

10 minutes



Materials:

Nothing



Objectives:

to establish the first contact and break the ice.



Instructions:

- **Ask** the girls to walk in silence in the well defined play-space. **Ask** them to fill each empty spot in the space and walk in all directions, then **ask** them to relax their shoulders and leave their hands free.

- **Say:** slowly start making eye contact and when I **say** STOP find someone, share your names, then create together an unconventional way to greet each other. You have to create clear sounds and movements, something that has a rhythm and that you can repeat when you are **asked** to.

- When all pairs have finished from devising their way of greeting, **ask** them to walk again then to STOP.

- **Say:** now find someone new and create together another unconventional way to greet each other. When you finish, walk again and remember who was the first person, and who was the second person, and what was your way of greeting each one of them.

- Then **say** STOP and **ask** them to find a third person and to do the same thing with her, then **ask** them to walk again.

- **Say:** now I will **say** the number of each encounter you have made; when I **say** 1, you will have to find the first person you've met, quickly **say** her name, and repeat with her the same greeting that you have devised together, and when I **say** 2, you will find the second person you've met, and so on.

- Shuffle the numbers and repeat them several times until you feel that the group have become very spontaneous and playful.

OUR NAMES IN A GAME



Duration:

10 minutes



Materials:

light ball



Objective:

to get acquainted with the names of all participants



Instructions:

- **Ask** the girls to stand in circle and to **say** their names quickly. Then tell them that each one in her turn will name one of her colleagues and pass the ball to her.

- Explain that each one will receive the ball only once and will pass it to someone that hasn't received the ball yet. Repeat the game but this time when a girl names her colleague, she shouldn't pass the ball to her, but to the girl on her right!

GROUP AGREEMENTS



Duration:

10 minutes



Materials:

Nothing



Objective:

to agree about what makes the group members feel safe in order to fully engage in the process.



Instructions:

- **Ask** the girls to come into a circle and think of some group agreements that will help in establishing and maintaining a sense of safety and mutual respect.

- Every time a girl **says** an idea **ask** the group to step into the circle if they agree with this idea, then **ask** them to look into each other's eyes as a signature of the agreement, and to step back to the circle.

- Sometimes you will need to rephrase some suggestions and make it as concise as possible, and sometimes you may need to **ask** them to give examples so that everyone can understand what we are talking about.

- You may need to add some agreements in case they weren't mentioned by group members such as:

- Not to be judgmental regarding others' questions, propositions, answers, actions, reactions, performances,
- But also not to be judgmental regarding ourselves and to take initiative because it is an experimental space for everyone.
- To keep the discussions from the sessions confidential. **Ask** the girls what they think should be kept confidential and what they think can be shared – emphasise on keeping personal experiences confidential. If the idea of confidentiality is not clear, you can add an example/ scenario to make the concept clearer.

DIFFERENT AND SIMILAR



Tips for facilitators:

You don't have to use all of the statements above, you can choose the most relevant ones for a specific group. This activity will also help you to better know your group specificities and to respond sensitively.



Duration:

10 minutes



Materials:

Nothing



Objective:

to get to know more about each other, and recognize some similarities and differences.



Instructions:

- **Ask** the girls to walk in the space then **say STOP** and **say** a specific statement about the group. Only those to whom the statement applies to them should walk and the rest will remain still until you **say STOP** again and **say** another statement.

Statements: walk if-

- you have more than 4 siblings
- you were born in Lebanon
- you like to eat chocolate
- you have worked and got paid even for one day in your life
- you are over (number of) years old
- you are engaged
- you watch Turkish soap operas
- you went to school last year
- you live with both parents
- you know more than (number of) girls from the group from before
- you watch Bollywood movies
- you arrived to Lebanon more than one year ago
- you arrived to Lebanon less than 6 months ago
- you like dancing
- you have changed more than 2 locations since you arrived to Lebanon
- you like to go for a walk
- you have visited other areas in Lebanon
- you spend time chatting on your mobile

- You can also **ask** who would like to volunteer and **say** a statement about something she is interested to know about the group.

- When you are done with the statements, **ask** everyone to walk again, then **ask** them to find someone with whom they have at least one thing in common with that they have recently discovered and stand together.

TRUST WALK



Tips for facilitators:

- You can use a variation if you feel that there is too much anxiety: Invite the 'guides' to describe to their partners the scenes where they are being led inside the play-space.
- You may also choose to leave the discussion until the next activity as both activities are addressing the subject of leading and following, trust and responsibility



Duration:

15 minutes



Materials:

Nothing



Objectives:

to experience trust (through non verbal communication) to link trust with responsibility



Instructions:

- The girls are now in pairs, so **ask** them to decide who will close her eyes first. The first will close her eyes and the second will take her for a gentle walk. Tell the 'guides' that they may choose to hold their partners' arms or shoulders.
- Explain that their eyes should remain closed until you **ask** them to open them, and that the pairs should not talk to each other during the walk.
- After a while, **ask** them to switch roles.
- Allow time for the girls to share inside their pairs about their experience.
- Invite all of the girls to stand in circle and discuss briefly the following questions, then summarize the main messages.

Points of discussion:



Facilitator Note:

Don't push the girls to answer these questions if they don't feel comfortable, as it is the first session, you should expect that girls will still not feel comfortable to express themselves fully.

Who would like to share how they felt when they were closing their eyes, and how they felt when they were guiding someone? Would you have preferred to be guided in another way?

As you were walking in silence, what was your means of communication? How was she guiding you? How did you know when to turn left and when to turn right?

What does trust mean to you? And how do you know that you can trust someone?



Main messages

Someone we trust is someone who:

- Can take responsibility of his/her own actions and words
- Is honest, won't lie to us, and won't mislead us (tells us the truth even if it's hard)
- Won't put us at risk, won't hurt us (tries to protect us)
- Can keep our secrets
- Can keep his/her promises to us and won't make unrealistic promises.
- Respects our limits and capacities and is not judgmental
- Provides us with support within his/her capacities

COLOMBIAN HYPNOSIS



Tips for facilitators:

- Observe dynamics and encourage participants to experiment with different positions and to keep up with the flow, especially when the entire group is moving together in ' evolution 2' as the unified movement of the group depends on each participant's contribution.
- If a girl gives up, try to encourage her and engage her again but don't force her. Give participants more time to feel safe and comfortable. Make them feel that they have a choice.
- If the number of the girls is odd, you may pair with one of girls in the primary mode of this activity. In <evolution 1>, if the number of girls is indivisible by 3, you may make one group of 4 where 2 of the girls act together as a third player.
- You may not use all of the points of discussion; these are guiding or triggering questions that will get the group summarizing the main messages. So do not **ask** the questions which they have already answered.



Duration:

20 minutes



Materials:

Nothing



Objectives:

- To develop non-verbal communication skills
- To experience 'guide-follower' dynamics and develop flexibility in alternating between the two positions in a playful way
- To realize the importance of each one's position and action within a group
- To deepen the understanding of responsibility and trust.



Instructions:

- Ask participants to walk in the space and then say STOP
- Tell them that participants close to each other should pair, then decide who will be the 'leader' and who will be the 'follower' for the first round; let them know that they will switch roles later.
- The 'guide' puts the palm of her hand at 20 centimeters distance approximately in front of the nose of her partner and leads/guides her through the movement of her hand; the follower will have to follow the hand palm in all directions and levels in the play-space (backward, forward, left, right, rotations, low, high, etc.) keeping the same distance between her face and the leader's hand palm, as if the movement of the leader through her hand is pulling or pushing her partner by a magnetic power.
- Before starting, explain that the 'guide' should take care of the 'follower', respect her limits and allow her to experiment her capacities. She should make this journey as pleasant as possible to both of them).
- Encourage participants to experiment silently, focusing on non-verbal communication, and remind them of this throughout the activity when needed.
- Allow time for-synchronization and harmony to take place between the pairs, then say STOP and ask them to switch roles.



Evolution 1:

- Ask participants to form groups of three
- Explain that one will lead the other two using both hands (one hand for every follower).
- Allow time for experimentation and for the non-verbal communication to flow, then ask them to change the leader, so that all three can experience guiding two people at a time.
- Ask them to see if they can make a smooth transition between one leader and another without pausing or interrupting the flow of the movement.



Evolution 2:

- Ask who would like to volunteer and be the first guide of a 'train'.
- Ask another participant to follow the first guide, choosing to follow her head, shoulder or hand. This body part will have the same role as the hand palm, and the follower has to position herself accordingly. (e.g. if B chooses to follow A through the guiding movement of the her right hand, then B will have to stand on the right of A and get down to the level of her hand to be ready to follow).

- Then **ask** a second participant to follow the first follower choosing also a body part to follow and so on, until we get a chain of 'followers'.
- When all participants have positioned themselves, **ask** the first 'guide' to initiate slowly and carefully her movement before she continues to experiment different rhythms, varied levels, and wider movements. As a result, all participants will be moving together like a worm or like a train; they will become a whole body moving in a unified rhythm!
- **Ask** them to sit in a circle and share their experience of the activity and discuss learning points.



Discussion points:

- How did you feel about this activity? How did it feel when you were guiding? And how did it feel when you were following? In which role did you find yourself to be more comfortable? (depending on the answers, we may revisit the concepts of trust and responsibility that we have discussed previously, or you may choose to discuss it here instead of discussing it in the previous activity)
- Was it the same when you were two, then three and then the whole group? What was different? Did you experience some limits? What was easy for you and what seemed to be harder?
- What did you learn about yourself? And what did you learn about the others?
- As you did the exercise in silence, what kind of communication did you use?



Main messages

- When someone is guiding a group they are responsible to listen to the group carefully. If he/she does so, the journey will be enjoyable for both, and they will feel equal when they alternate roles.
- Some people may be guiding and others following and this can change depending on the situation and circumstances. Anyone who finds themselves guiding has a big responsibility to those who are following the instructions of the guide.
- When we are looking for someone to guide us or advise us it's important to think about the qualities we want this person to possess.

TODAY'S WORD



Duration:

5 minutes



Objectives:

- to express feelings at the end of session



Instructions:

- Stand in circle, and **ask** each girl to **say** a few words to express her feelings about this first session.
- Thank the girls and remind them of the timing of the next session.

SESSION 2:

TRUST AND SUPPORT NETWORK

CONTRACT



Duration:

5 minutes



Say:

In the last session we got to know each other and we set some rules that will help us feel safe to live this experience together as a group. Then we did some activities that helped us explore trust and reflect on it criteria through building the trust among us/inside the group.

Today we will continue working on this theme, this time in relation to our lives and social relationships outside this group. Are you ready to work on this through drama?

COMPLEMENTING SCULPTURES



Duration:

5-10 minutes



Materials:

Nothing



Objectives:

- to develop the ability to use the full body when expressing and when representing ideas through images.
- to understand the power of physical positioning in creating possibilities of relationships and meanings



Instructions:

- **Ask** the girls to walk in the play-space for few seconds then **say** STOP and **ask** each girl to pair with the closest one to her. Explain that one is A and the second is B. **Ask** A to start and do any shape with her body and B to respond to this shape by another complementing shape filling the negative space. Then A should release her body and do a new shape as a response to how B has sculpted her body, using different levels, and trying not to think of a meaning for the shapes. Then B releases her body and does another shape, and so on.

- After you see that all pairs are warmed up enough, **ask** them to start doing some shapes/ sculptures that complement each other and might have some meanings, not just abstractions, (e.g. if A did an abstract physical shape that seems for B like A is trying to pull someone from the floor, B can respond by doing the shape that gives it that specific meaning and lie down on the floor giving her hand).



Discussion points:

- What did you think about this activity? What did you discover or learn? How did you feel?
- Imagine you are watching a scene, what happens if 2 people were just talking and not using their full body and facial expressions to show the situation and we suddenly mute the scene? Can we have the same impact as the images that you were creating using your full bodies to create the images?

MY NETWORK OF TRUSTFUL RELATIONSHIPS



Duration:

70 minutes



Materials:

papers, coloring pens, pencils, fabrics.



Objectives:

- Identifying trustful and supportive people through the socio-gram
- Experiencing physically/concretely the value of supportive and trustful relationships network through psychodrama technique.



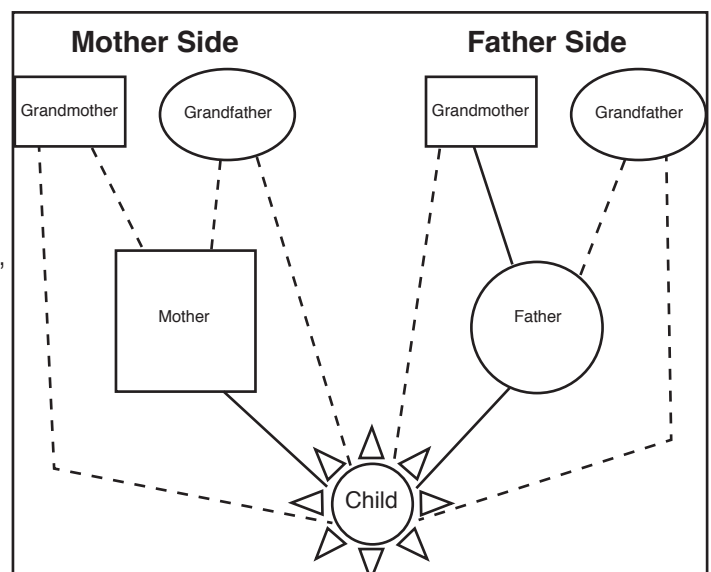
Instructions:

First step (10 minutes)

- Distribute papers and pens and **ask** the girls to represent themselves in the middle of a paper using the symbol of a circle. Then **ask** them to represent all persons and things that play important roles in their lives, whether positively or negatively. Tell them to represent a female with a circle, a male with a square, a pet, an object, an event, or a venue with a triangle.
- Tell them that they can represent the existing dynamics by using a specific color to each one, and indicate the distance between them whether physical or emotional, as they can also use different sizes for the shapes to represent the impact of the person or object.
- You may draw a template for demonstration if needed. See below, but remember that every girl may have her own creative way to represent her socio-gram; You don't have to suggest a rigid model.
- **Ask** the girls to write the first letter of the name of each element, and to identify whom they trust among them, using a unified color or sign to mark trustful persons. Remind them of the criteria of a trustful person which they have concluded in the previous activities.
- **Ask** them to check also whether they are themselves a source of trust for other people represented in their socio-gram, and note if it's mutual trust.

Second step (60 minutes)

- After finishing the drawing/socio-gram, invite the girls to sculpt their social networks. See who can volunteer first & bring the fabric to the middle of the space.
- **Say:** 'because it is very personal work, you can use all of your peers to position each element of your socio-gram in the space, without telling them who they represent. Put a piece of fabric in the middle to define your spot. You will stand in the middle after you finish your sculpture.



To better represent the elements, put them at the right distance as the drawing, try to shape their bodies the way you want, show it to them so that they can mirror it. You may dress them with fabrics of different colors to represent their different energies or your feelings towards them (how do you see them).

When you are done, take your place in the middle, and feel how is it for you to have this illustration in your physical space.'

- Explain that throughout the sessions they will have to represent or play male roles which is sometimes fun but also very beneficial because we cannot understand our world and have more control over our lives in spite of the interaction with all the elements of the society.

- Allow those who want to do it and encourage those who show in their non-verbal a certain desire.

- Explain that some relationships have a negative impact in our lives and some are confusing because they can have a negative and a positive impact at the same time, but today our focus was on the trustful relationships. We will have time in the coming sessions to address the challenges in the relationships we have in our lives.

- After the girl finishes sculpting her trustful relationships network, **ask** her to look at the embodied/living model that represents/symbolize the real network in her life, then to identify her feeling toward the existence of such a network in reality, and to enjoy this image and this feeling and store them in her memory.

- Explain how the girl can de-role each person in the order she wants by **saying**: "you are not an element of my social network, you are (name)", then **ask** those who represented a role in their colleague's sculpture to shake their bodies and produce a voice as a way of taking out the role/character. Help them by doing the same in front of them. You can also do it all together in a circle.

- **Ask** who else from the girls would like to be next to sculpt her trustful network, and repeat with her the same previous steps.

TODAY'S WORD



Duration:

5 minutes



Objectives:

- to express feelings and give feedback at the end of session



Instructions:

- Stand in circle, and **ask** each girl to **say** few words about today's session.

PASSING THE PULSE



Duration:

5 minutes



Objectives:

cooling down and closing the session with a sense of connection and solidarity between group members.



Instructions:

- Have the girls standing in circle holding hands. Tell them that you are going to press the hand of the person on your right who will have to do the same until the squeeze comes back to you.
- Do it once with eyes open, then take a breath together and repeat it with eyes closed.

MODULE 2: ASSERTIVE COMMUNICATION IN HEALTHY RELATIONSHIPS

SESSION 1: POWER BALANCE IN RELATIONSHIPS

CONTRACT



Duration:

5 minutes



Say:

Remember what we have learned together in the last module. (Give them some space to recall the main learning points and to share them out loud). We have experienced and discussed trust as an important element in healthy relationships especially those relations in our social network.

Today,, as we will continue to develop the trust inside this group, we are also going to start a new topic that complements the theme of the previous module. So in addition to the trust, we will work on other criteria of healthy relationships in specific contexts.

First we will experience physically the 2 different dynamics of competing (weak/strong, loser/winner) and balancing (cooperating, complementing), then we will think of different types of relationships and look at ways that make these relationships more balanced.

In the next session, we will practice an important skill in verbal communication that can contribute to this balance in relationships, and it is what we call assertive communication in quest of assertiveness. Do you feel like working on this theme through drama?

CHECK IN AND MORE!



Duration:

10 minutes



Materials:

a small bell or any small musical instrument



Objectives:

checking in, and strengthening personal connections inside the group.



Instructions:

- **Ask** the girls to walk in silence in the well defined playspace. **Ask** them to fill each empty spot in the space and walk in all directions, then **ask** them to relax their shoulders and leave their hands free.

- **Say:** “slowly start making eye contact, take one pair of eyes at a time, and allow a truthful meeting to happen even for few seconds. When you hear the bell ringing, stop, find a partner and **ask** each other something that you are interested to know about each other.”

- When you feel that they have had enough time for sharing, ring the bell and invite them to walk again, eyes widely open, taking in everything around, then ring the bell gain and **ask** them to find a new partner and share with each other a joyful experience that each one had lived within the past few days, weeks or months.

- Give them the sign to walk again, then to stop, find a new partner and share with each other about the food and the color that they like most.

- Give them the sign to walk again, then to stop, find a new partner and share with each other how do they feel today or right now.

POWER BALANCE



Duration:

15 minutes



Materials:

Nothing



Objectives:

- Understanding power dynamics through the physical experience (body control and energy balance).



Instructions:

- **Ask** the girls to chose a new partner, face each other, and put their hands on each others' shoulders. **Ask** them to see if they can push each other across the room.

-Encourage those who don't seem to work seriously, and help them explore real energy and the importance of balance by working yourself with them first.

- Then **ask** the girls to try to push also back to back.

- Explain the variation and **ask** partners to hold each other's hands and attempt to pull rather than push, using their feet to grip on the floor. Then **ask** them to try with one hand.

- **Ask** them to repeat pushing and pulling again but this time just for balancing without aiming to move across the room.



Discussion points:

- How did you feel in your bodies?
- Was it different when you were balancing instead of trying to move across the room? How and why? (When you try to move across the room, the other doesn't matter to you, your objective is to win over her, no matter what the price is, while when you try to balance, you are still active, but you are cooperating having one objective instead of competing, doing something together instead of being against each other; you are negotiating your use of power while listening to the other through your body, sensing her power and giving more weight when needed to reach the balance.)
- What are the differences between the two movements, pushing and pulling? Is the intention different? Does it require the same energy? Does this remind you of something from real life? (Pushing is like when you want to refuse something, and pulling is like when you want to attract something or **asking** for what you want)

IMAGES OF RELATIONSHIPS

Tips for facilitators:

- This exercise will give girls the opportunity to experience that things can be changed, a sense of hope, motivation and empowerment, and it establishes -together with the exercise on assertiveness- some foundations for problem solving that you will address in module 5

It might be difficult for the girls to find the best suggestions in 'the image of transition', especially for younger girls, but it is important for them to try and it might be enough at this stage.

- Check if you can use some of the findings of this exercise in the exercise on assertiveness, as the exercises of the second session of this module build up on the exercises of this first session and complement it

If the girls only choose to display positive images, **ask** them if in real life all relationships are positive all of the time. Explain that in real life sometimes there can be difficulties in relationships, **ask** them if they can portray this in an image.



Duration:

55 minutes



Materials:

sticky notes, or small cards, or A4 papers and pens, small basket or any small container or box.



Objectives:

Exploring the dynamics of different relationships in a girl's life

Exploring possibilities of changing some of the challenging dynamics



Instructions:

● **First step (10 minutes)**

- **Ask** the girls to sit and **ask** them to write down all kinds of relationships they can remember on a paper or small cards (if needed give them 1 or 2 examples; e.g. boss-employee, teacher-student). **Ask** them to focus on relationships that exist in their real lives and tell them that they are not going to read it to the group.

- Put a basket in the middle and **ask** them to put their papers inside. Then read them out yourself, loudly and see what are the most recurrent relationships. If the girls don't know how to write, do it as a brainstorming.

Expect some of the common themes: mother-daughter relationship, brother-sister relationship, sistership, friendship, teacher- student relationship, boss-employee relationship, romantic relationship, or husband -wife relationship.

● **Second step (25 minutes)**

Explain: "In our first session you identified your trustful relationships. But we know that some of the relationships can be more challenging than others in some periods of our life. Now we will have the chance to look closely at the different relationships a girl could experience, including conflicting relationships; perhaps this can help us understand how these relationships can be transformed."

- Split the girls in 3 groups and allocate one of the most recurrent themes from the first step to each group, then **ask** each group to do the image (physical representation) of their allocated theme. (e.g. father-daughter relationship, boss-employee relationship, etc).
- Explain that the groups have to sculpt/represent the dynamic of the relationship they chose in a silent still image.
- Add: "Because it is an image, a non-verbal expression of an idea, try to remember and use all the work that we did with our bodies so far (distance, levels: high low, directions, is there eye contact? is the body open or closed? Is there a suspended action?)".
- **Ask** the group to present consecutively the image (e.g. the image of boss- employee relationship).
- Observe and **ask** about similarities and differences, and **ask** them to rely first on objective observations, asking what do we see? Something that we could all see it the same way? (Distance, direction, levels, physical contact, cold/warm features, presence of eye contact, etc.), then later on, allow subjective opinions by asking: "what do you think it is about? Why?" While giving subjective opinions, the answers can be very varied, (i.e. 'it reminds me of', or 'as if she hates ...', or 'perhaps they...'), and what the group had originally in mind when they made the image is not to be discussed. Tell them: "we don't need to know, but we are making use of her representation to collect our different ideas/readings and to understand as many aspects as possible regarding this subject."

● **Third step (20 minutes)**

- **Ask** the whole group to vote for one of the 3 themes on which they have created images, so that you can do the 'image of transition'.
- After choosing the theme/image as a result of voting, explain that the group who has originally created this image will have to repeat this image, which is the 'real' image representing the dynamic of the relationship, then other participants will suggest the 'ideal' image and compose it next to the 'image of reality', which means ideally how they would like reality to be.
- Then, returning to the 'real image', **ask** participants to think about the 'image of transition' and try to compose it in the middle between the two images, which is how it may be possible to go from the first to the second (what can make things transform toward the 'ideal image').
- This is like a debate, and participants can disagree with each other. And this is good because it will allow generating as much possible actions toward the solution, and evaluating its effectiveness in each context.
- Explain that it is important not to do 'magical' solutions (e.g. this person suddenly becomes able to listen)"
- **Ask** the group after each intervention that suggests a different 'image of transition' or modify/adjust an established one:

Do you think it's possible? Could this suggestion change something? Why?

Does this looks like pushing or like pulling in comparison to the previous physical exercise?



Key Messages:

Note to facilitator:

Elaborate more while explaining these key messages depending on the group dynamic and the interests of the girls. Make sure that all girls are comfortable with the discussed key messages.

There are a number of different things people expect from a relationship. This sometimes involves love, security, companionship, but sometimes it can also involve other things too.

- What is important to remember is that regardless of the reasons for entering these relationships, there are some important elements to ensure that the relationship is mutually beneficial to you and your partner.
- Sometimes girls may find that the partners they choose or are chosen for them may not meet their expectations, and love may not be returned by them.
- When girls don't have the choice about who their partner is, they should try and express to their decision maker the types of qualities that they believe are important.
- It's also important to understand, that sometimes, girls can find themselves in relationships that might not be beneficial to them.

Some relationships can also be harmful to girls.

- Girls who find themselves in these types of situations might feel that they are not able to talk to anyone about this, but it's important that they can identify people/places they can turn to for advice – like the safe space.

OUR POWERFUL CHEER



Duration:

1 minute



Materials:

Nothing



Objectives:

to leave with high energy



Instructions:

Say:

“we are going to do a quick cheer. Let's stand in circle and have a breath together, then let's put our hands down, begin our cheer from the lowest voice to the loudest voice, going up to sky, together with the movement of our hands. 1, 2, 3 WOOOOOOOOOOOOOOOH”

SESSION 2: ASSERTIVE COMMUNICATION

CONTRACT



Duration:

5 minutes



Say:

Remember what we have learned together last session. (Give them some space to recall the main learning points and to share them out loud)

We have discovered the importance of non verbal communication and how it affects our relationships. Today we will explore and practice how verbal communication can be done in an assertive way: **saying** what we feel, think or want, and doing it without feeling guilty or offending others, but also while being fair with ourselves. Do you feel like working on this theme through drama?

THE MIRROR



Duration:

10-15 minutes



Materials:

Nothing



Objectives:

enhancing listening and empathy through physical synchronization and harmony



Instructions:

● **1st stage:**

- **Ask** girls to split up into pairs, to stand facing each other and to establish eye contact. Explain that one will start moving and the other will mirror her simultaneously. Tell them that when you **ask** them they will switch roles without interrupting their movement.

- At a certain point, tell the girls that they can start to alternate the roles constantly without your guidance; they will both take initiative consecutively; a physical proposition takes place and is simultaneously listened to, as if it's a dialogue, a give and take in full harmony, until we no more can distinguish who is leading and who is following.

● **2nd stage:**

- **Ask** each 2 pairs to get together and do a group mirroring. After a few minutes, when you notice that the groups have reached harmony, **ask** one group to meet another, without stopping, and continue the group mirroring with 8 people, and so on, until they become one big group, mirroring each other in a circle.



Points of discussion

- In a previous session you experienced leading and following and you did complementing sculptures. And today you did pushing and pulling and experienced power resistance and balance, and now you did mirroring which is doing exactly the same like the other;
- So what was different for you now? (We can feel the mood of the other and what she is feeling inside her body, and it can bring us to unison- it warms up listening and empathy)

ASSERTIVENESS: WHAT I WANT & WHAT I DON'T WANT



Tips for facilitators:

- Change names of characters in the scenarios if they are similar to the names of some group members. (This applies to all role plays)
- If the girls choose to do a role play on scenarios number 6&7, they will have the chance to practice more complex negotiation and convincing skills compared to other scenarios. Be ready to guide them if necessary.
- You may need to discuss gender based discrimination if you feel that it's safe to do it at this stage.
- Acknowledge that some problems or complex situations can't be solved just by being assertive. Explain that in addition to that, they need strategies for problem solving, as they involve many people in the decision making, (e.g. if parents want a girl to get married for many reasons and she doesn't want to for many other different reasons). Remind them that there will be a session on problem solving.
- Acknowledge the fact that it's normal to have negative feelings when there is a situation of oppression or other stressful situations that hinder them from being assertive, and remind them that there will be a session on dealing with stress and managing emotions.



Duration:

60 minutes



Materials:

simple props from what is existing in the space and with the participants



Objectives:

- understanding assertive, passive, and aggressive behaviors
- practicing assertive communication



Instructions:

● **First Step: Scenarios**

- **Ask** the girls to divide into groups of 3 to 4. Tell the girls that you will read a number of scenarios and they will try to describe the type of communication style that is being used. Have the groups sitting altogether, and explain that each time you will read a scenario for them, they will have to discuss together before giving the answer.

- Read the first scenario, **ask** the girls to describe the type of communication that they think is taking place (at this point, they may not express this using the terms – assertive, passive, aggressive, but they may be able to describe the style). If the girls are able to correctly describe passive, assertive or aggressive styles but are unable to specify the term, introduce them to it,

You discovered that your friend lied to you but still you don't know why. You don't tell her anything and you try to avoid her (passive). You tell other girls that she's a liar. You are still feeling angry, so you decide to reveal one of her secrets to the other girls (aggressive).

Your siblings are making a lot of noise at night, you are so tired and you need to sleep. You **say:** you are not sensitive at all, you don't care about me! (Aggressive)

» Noha's older brother just came home with his friend and he **asked** her to make them coffee. She was about to leave for the life skills session, so she **asked** her brother to come to a side and told him: "I need to go now because I have a girl's group activity with the organization, can you please make the coffee yourself?", "I don't know how to do it I've never done it before. Do it quickly then go, it's ok if you are 5 minutes late," replied her brother. "I don't want to be late, the beginning of the session is very important just like the rest of it. It's really easy, and I know you can do it! Just bring the water to boil in the small coffeemaker, then add 3 tea spoons of coffee and stir it for a few seconds then take it out before it drips and turn of the gas" she said while walking away (assertive).

» Your best friend wants you to stay longer at her place while she's taking care of her younger siblings, but you really want to go now because you want to attend the life skills session and you like it a lot. You know that one week ago when the sessions started she wanted to attend but she couldn't because she has to stay with her siblings while her mother works outside home. You tell her that you have a session but you could see disappointment in her reaction (body language and facial expression), then she turns to you and **says**: "please stay if you love me! Stay a bit longer and arrive late to the session". You know how important it is to start the session from the beginning, but you don't want her to think that you don't love her, so you accept to stay a bit longer (passive). After a while you tell her that you will go now because you have missed half an hour of the session. She tells you: "come on! it's ok if you miss this session, it's not the end of the world." You get upset and you tell her: "by the way you are very selfish or maybe you are jealous because I can go and you cannot. Bye" (aggressive)

» Rana is 16 years old. Rami is 20 years old and he's the handsome neighbor of her friend Doaa who lives far from Rana's house. Rana sees him by coincidence at Doaa's house from time to time as he is the friend of her brother Farid. When he's there he seems disinterested in her, and doesn't even look at her. Rana likes him in a way but she really knows nothing about him except some superficial information, as there's no direct communication between them. One day Rana met Rami on her way to Doaa's house; he was driving his older brother's car. He stopped the car and offered her a ride to Doaa's house. As the weather was really hot and she was very tired from walking Rana was hesitating between accepting and refusing, but she thought that refusing will be more safe for her; "no thanks" she said at the beginning, but Rami insisted and told her: "come on, I want eat you, are you afraid from me? Don't be afraid I'm like your brother". When she heard him **saying** that Rana felt a bit guilty, as if she's accusing him of being untruthful, a source of danger. So in order not to hurt his feelings, she decided to be nice and accepted the offer but deep inside she was feeling insecure (passive).

N.B: this scenario encompass many details that could be useful in case the girls choose it for the role play. Because it's long, try to read it in an interesting way, otherwise take out some details from the introduction.

» Hoda is the Wife of Firas. They have 2 children, Jana 2 years old, and Sami 4 years old. They live in a tented settlement. Firas couldn't find a job for himself but he managed to find a job for his wife Hoda at a local organization. Hoda **asked** him: "what shall we do with the children?" and Firas replied that she has to take the children with her because he doesn't know how to take care of them and he doesn't want to keep his very young children with relatives or neighbors, plus they are overwhelmed by taking care of their own children. she tells him: "it's not my problem, you are not working, so I have to work instead of you, I've been taking care of them for 4 years, now you have to take care of them" (aggressive). Firas got angry and replied: "either you take the children with you or you stay home!" (aggressive). Hoda sat in the corner and started to cry (passive).

Additional scenarios for younger girls:

» Lina and her sister Farah always help each other with the chores. Today Lina has her English class at the center and she can't help Farah during that time. Farah told her: "it's not fair. I will always have to do the chores alone every time you will have that class". Lina replied: this class is really important to me. I can do the chores alone tomorrow. What do you think? "And what about the next time?" answered Farah. "I will do the same every time" answered Lina (Assertive).

» Every time Khadija's friends want to choose a game to play they don't **ask** her what she prefers. Khadija in fact is silent most of the time; it's not that she doesn't have an opinion but because she's a bit shy and she's always afraid that her friends will consider her opinion silly and reject it. At the beginning they used to **ask** her opinion but she used to **say** "As you like", so with time they got used to her answer and assumed that it's always ok for her (passive).

» Rana and her friends were doing a group activity during the life skills session. They were preparing a song about assertiveness to present in front of other groups. When they were rehearsing, Soumaya told her: "it's better if you don't sing because your voice is too ugly" (aggressive). Rana got hurt and replied nervously: "and your face is ugly! I don't want to work with you anymore", then she left the group and sat alone (aggressive). The rest of the group was watching and remained silent, although many of them didn't feel it's right (passive).

Second Step- presentation (15 minutes)

- **Define:** Ask the girls if they know what the word assertiveness means based on the scenarios discussed. Then **say:** "Assertiveness is about defending your right to what you want or need. Assertiveness requires two basic ways of communicating:

Asking for what you want

Refusing what you do not want

Being assertive involves:

stating clearly what we want or need,

saying what we feel or think,

defending our right to have what we want or need,

refusing to do what is not in our own best interest,

And while doing so, to respect other people and to never threaten, punish or humiliate each other."

Say: "In order to understand more how to be assertive, we will explain 3 main types of behaviors or responses

Types of Behavior	
Aggressive Behavior	Causing emotional or physical harm or threatens to. Fighting, bullying, gossip, mocking, offending, blaming or engaging in hurtful behavior.
Passive Behavior	ignoring, not saying anything, letting the other person get what he or she wants, letting others disrespect you, repressing your emotions.
Assertive Behavior	letting others know about your needs and wants, considering the needs and wants of other people, standing up for your rights while respecting others.

● **Third step: role play & discussion (30 minutes)**

- **Say:** Now we will have the chance to put 3 to 4 scenarios into action and to change the protagonist reactions so that you can practice assertive responses.
- **Ask** the girls to split up into 3 to 4 small groups depending on their number, and to choose from the above scenarios those who concern them most, or to suggest other scenarios (depending on your knowledge of the group and its specific context trigger some real-life situations where they would like to be more assertive, and see if it's appropriate to use examples from the previous exercise "Images of relationships").
- Give them 5 minutes for preparation; **ask** them to help each other to recall all of the details of the scenario, then to define who is going to play the protagonist role first and who is going to play the other roles. Emphasize the role of the antagonist and explain that he/she should resist as she can't change his/her attitude magically, s/he has to be convinced. Give them the possibility to define the timing & location (where, when) and set up the scene (props, accessories, seats) tell them that there will be no rehearsal, and it's going to be improvised.
- **Ask** each small group to perform its scene in front of the others, and check with the whole group if the attitude and behavior was assertive and realistic. Then **ask** who would like to try the protagonist role. Encourage them to suggest different responses as there is no 'one right way' to do it.
- Applause for every group and intervention.

● **Points of discussion:**

- When we are very stressed or angry, how do we react? What do we need to do before acting or responding? (We can take a breath, think before we react, relax our body and try to use a normal tone of voice).
- If someone displays assertive behavior, what could be the positive and negative consequences of this? (The other person is more powerful or stronger e.g. parent, or the person is someone who you want to please, e.g. friend, or if you were too emotional, angry, overwhelmed).
- What could be acceptable assertive behaviors with parents, teachers, religious leaders, elders etc., can you think of some situations?
- If someone you don't know (or is not important in your life) is annoying you, do you think you should make the effort to be assertive? Can we sometimes just runaway? (In some situations assertiveness and discussion do not work. e.g. situations where you are threatened with violence. In these situations, running away could be the best option. In some other situations, screaming may be the best defense, particularly if other people could be nearby, e.g. being followed by people you do not know or like)



Main messages:

- When we care about a relationship, we should always make the effort to defend our rights without sacrificing the relationship. "We can **say** no and still be friends". We are not offending the person but we are refusing the request or the situation that may offend us.

We respect our family members, our friends, and most importantly, ourselves.

- Girls and women should be shown respect and treated as equals with decency and kindness.

WORDS ABOUT HEALTHY RELATIONSHIPS



Duration:

5 minutes



Materials:

Nothing



Objectives:

to summarize criteria of healthy relationships.



Instructions:

Say: after that we have learned different information, experienced different concepts and practiced different skills throughout this session and the past sessions, let's summarize together what could be the criteria for healthy relationships.

- Help the girls to remember keywords: trust, listening to feelings, needs and ideas of others, mutual respect, empathy, support, assertiveness (expressing needs, ideas, feelings), rights and responsibilities, balance of power, awareness for body language and non verbal communication

TODAY'S WORD



Duration:

5 minutes



Objectives:

- to express feelings at the end of session



Instructions:

- Stand in circle, and ask each girl to say one word about today's session.

MODULE 3:

SELF ESTEEM AND SELF CONFIDENCE

SESSION 1:

EXPRESSING IDENTITY AND SELF ESTEEM

CONTRACT



Duration:

5 minutes



Say:

today we are going to work on self esteem and self confidence and we will continue in the next session. In working to develop ourselves into the people we'd like to become, it can be helpful for us to have an understanding about how we assess ourselves right now. We will try to understand our feelings about ourselves, and appreciate what we know and maybe identify what we would like or need to know/learn. Do you feel like working on this through drama?

CHECK IN AND MORE!



Duration:

5 minutes



Materials:

a triangle or any small musical instrument.



Objectives:

checking in, and strengthening their ability to express, listen and connect with each other.
preparing the ground for the next activity.



Instructions:

- **Ask** the girls to walk in silence in the well defined play-space. **Ask** them to fill each empty spot in the space and walk in all directions, then **ask** them to relax all parts of their bodies: neck, shoulders, hands, knees, etc., then **ask** them to concentrate on themselves and to check what are they feeling inside their bodies.

- **Ask** them to start making eye contact, taking one pair of eyes at a time, and allowing a truthful meeting to happen even for few seconds. **Ask** them to stop when they hear the triangle sound, and to find a partner and share with each other something they are good at or a hobby that they have in common.

- When you feel that they have had enough time for sharing, hit the triangle and invite them to walk again, eyes widely open, taking in everything around, then hit the triangle again and **ask** them to find a new partner and share with each about a skill they would like to develop.

I CAN DO!



Tips for facilitators:

- Remind the girls to **say** their names if they skip it. The reason why girls should **say** their names each time they enact their skills is to better assert themselves.
- You may begin with yourself, and in this way you give an example and encourage participants to proceed.
- This activity is supposed to show some of the girls' abilities and talents, thus making them feel self-confident, so it is important that we encourage them to remember things that are special about themselves, and not just **saying** the first thing that comes to their mind.
- Explain that it's ok to repeat the same skill as another girl as long as they are excited to share it with the group. In this case they should **say** " I'm x and I'm like y, able to do....".
- Help the group to keep the rhythm by **asking** them to be ready before their turn arrives, and to use their voices with full energy. It should sound like a group song, a solo followed by a choir.



Duration:

10 minutes



Materials:

nothing



Objectives:

to develop ability to express self-confidence by acknowledging own capacities and skills.



Instructions:

- **Ask** girls to stand in a circle, and explain that each girl in turns will step in the circle, **saying** her name loudly and something she's good at: "I am ..., and I can do ...", while embodying it using her full body.
- Then explain that she will step back and watch the group repeat her movement and sentence all together to acknowledge her skill: "she is ..., and she can do ...".
- The process goes on for 3 rounds, so that each girl can share at least 3 skills she has.
- Sit down and facilitate the sharing and the discussion about the following questions:
How did you feel during the activity? What are your feelings now?
Have you discovered some common interest and/or skills with other girls? How does this make you feel?
Do you always remember these positive things that you enjoy?
What are the things that usually make us feel self-confident?

SELF PORTRAIT

Tips for facilitators:

- If you don't have enough space and/or the materials are not available, you can do the same steps but on an A3 paper and using basic coloring materials.
- Emphasize freedom of expression and choice, and respect for the different choices.
- Highlight that they don't need to be artists to express themselves.
- Encourage them to explore the materials and to transform whatever they consider as a "mistake" rather than changing the paper and doing the work again. This is a part of the process about understanding and accepting a reality concerning their capacities and trying to develop it rather than rejecting the result of it.
- You may add other relevant questions in the final circle depending on what they share and the dynamics in the group "Here and Now".



Duration:

40 minutes



Objectives:

To improve self perception through exploring and expressing several aspects of personal identity

To develop awareness on how others perceive our qualities



Materials:

Paper roll sufficiently long for drawing the life-size body outline of all participants, wax crayons or oil pastel, water based colors, collage materials (magazines, colored crepe paper, colored cardboard, fabrics, etc.), masking tape, glue, scissors, various decoration items (glitter, beads, colored ribbons, wool, etc.).



Instructions:

Let us think about the things we said we enjoy and are good at from the previous activity. We are going to remember these things as we work on our self portraits.

- **Ask** every two girls to stand together. Give each a roll of paper that equals her size approximately.

Ask one to lie down on her piece of paper on the floor and **ask** her colleague to help her and draw the outline of her body on the paper in the color she chooses. Then **ask** them to reverse the roles.

- After every pair completes helping each other, **ask** each girl to take the drawing of her own body and write her name on it, then to take whatever materials she wants and make the hair, details of the face, dress, and decorate her drawing as she likes (coloring, painting, or collage or a blend of all techniques).

- After completing this step, **say**: "if you want to introduce yourself through this artwork what else than your physical appearance would you like people to know about you?" **Ask** them to add other things they like and that reflect/express their personal identity, such as drawing accessories (handbag, football, book, etc.) or a background (landscape, abstract expressions, etc.), and write words or draw symbols that express their hobbies, talents, things they like about themselves, and people who love them, if they wish.

- Then add: "now remember when people **say** something positive about you what would they **say** usually?", and **ask** them to write or draw symbols about positive things people **say** about them to describe them.

- When done, **ask** all participants to hang their papers on the wall and invite them to walk around and look at each other's artwork. Then sit in a circle and **ask** each participant in turn:

How do you feel now?

What do you like in your drawing?

What did you like about what others drew about themselves?

- Conclude and summarize the Key Messages.



Key messages:

- We express in different ways who we are, and we call this expression “our identity”.
- Our identity is made up of our thoughts (values, beliefs), feelings, things that we do, and things that we prefer, our sex and gender, the way we look at ourselves or our abilities.
- Remember that there are many things that make us unique, including the way we look . It is important that we appreciate all positive things in our life in abilities, opportunities, and supportive persons, and keep them and develop them.

GUESS WHAT I WOULD LIKE TO LEARN



Duration:

15 minutes



Materials:

nothing



Objectives:

- to develop participants' ability to use non verbal communication and creative self expression
- to increase their awareness about potential skills and actions that help them develop self confidence and self esteem



Instructions:

- **Ask** the girls to close their eyes and to think about an ability or a skill that they would like to develop or learn and which help them feel more confident.

- **Ask** them to open their eyes and introduce the charade;

- Split participants off in 2 groups and **ask** one participant of each group at a time to come “on stage” and act out silently/miming an ability or a skill that she would like to develop or learn and which will help her feel more confident .The second group will try to guess what is it about.

- The competition between 2 groups is just to add more enthusiasm, thus, you can also choose to do it with the whole group having one participant at a time.

- Add that a girl may choose another peer to help her express her idea, in case this idea requires some interaction.

Sit down and facilitate the discussion about the following questions:

- How can these ideas that you have shared help you feel more self-confident?
 - Who can help you achieve these aspirations and how?
- Summarize the main learning points that emerged from the discussion.

SELF ESTEEM: ACTING FOR REAL



Duration:

15 minutes



Materials:

nothing



Objectives:

To increase body awareness about how to express self confidence through the physical experience of the 2 opposite positions (low-high self esteem)



Instructions:

- **Ask** participants to walk silently all over the play-space. Then **ask** them to focus and think about a girl with high self esteem and to imagine/visualize her attitude, body language and actions.

- **Say:** "as you listen to me, slowly you will try to embody this girl and act like her, in the way she walks, moves and looks at others. You can look at each other but don't interact verbally. What are her characteristics? What does she look like? How does she stand, walk? How does she look at others? Does she have direct or indirect eye contact, does she stare straight or look toward the floor? How is her facial expression? How does she smile, how does she laugh? How is the position of her head, her shoulders? Are her hands open or closed? Is her movement relaxed, sustained, free or stressed, sudden or bound? Focus on your posture, your current feeling, the sensations inside your body, and try to remember them as if you are taking a snapshot".

- **Ask** participants to de-role and slowly come back to their neutral walk. Then **ask** them to focus and think about a girl with a low self esteem and to imagine/visualize her attitude, body language and actions. Repeat the same guiding questions as above. At the end, **ask** participants again to de-role and slowly come back to their neutral walk.

- **Ask** participants to stop and sit in a circle. Facilitate sharing and discussion.



Points of discussion

- How did you feel when you were visualizing a confident girl? How did you feel when you were visualizing a girl with low self esteem?
- Can behaving in a confident way or non-confident way have an effect on real life situations?



KEY MESSAGES

Being aware of our body language will help us understand how we are feeling about ourselves. Sometimes we can start by changing our physical attitude to help ourselves feel better.

Showing off (i.e. attention seeking behavior) and being confident are not the same.

Don't compare yourself to others

- Don't worry about what other people are thinking of you
- Do something you love
- Take some time for relaxation
- Listen to some uplifting music
- Good posture (will automatically make you feel more confident)
- Be good to yourself (acknowledge your strengths and develop them)

Your self confidence shouldn't be dependent on how attractive other people find you. You have to feel confident from within. Beauty does not give you confidence, but having confidence makes you beautiful.

OUR POWERFUL CHEER



Duration:

1 minute



Materials:

Nothing



Objectives:

to leave with high energy



Instructions:

Say: “we are going to do a quick cheer. Let’s stand in circle and have a breath together, then let’s put our hands down, begin our cheer from the lowest voice to the loudest voice, going up to sky, together with the movement of our hands. 1, 2, 3 WOOOOOOOOOOOOOOOH”

SESSION 2: MAINTAINING SELF COFIDENCE

CONTRACT



Duration:

5 minutes



Say:

in the previous session you have expressed elements of your identities; you have also acknowledged your skills and identified the skills that you would like to develop in order to feel more confident. You have also reflected on the physical attitude and the non verbal communication related to self esteem and confidence. In today's session, we will focus on the factors that affect our self esteem and we will practice how to maintain it. For that we will be doing some more drama. Are you ready?

CHECK IN AND MORE!



Duration:

5 minutes



Materials:

a triangle or any small musical instrument.



Objectives:

- promoting self esteem through expressing personal qualities
- preparing the ground for the next activities.



Instructions:

- **Ask** the girls to walk in silence in the well defined play-space. **Ask** them to fill each empty spot in the space and walk in all directions, then **ask** them to relax all parts of their bodies. Then **ask** them to concentrate on themselves and to check what are they feeling inside their bodies.

- **Ask** them to start making eye contact, taking one pair of eyes at a time, and allowing a truthful meeting to happen even for a few seconds. **Ask** them to stop when they hear the triangle sound, and to find a partner and share with each other, one characteristic they look for in a friend.

- When you feel that they have had enough time for sharing, hit the triangle and invite them to walk again, eyes wide open, taking in everything around, then hit the triangle again and **ask** them to find a new partner and share with each about another characteristic they look for in a friend.

- Hit the triangle again inviting them to walk, then hit the triangle again and **ask** them to find a new partner and share with each other "the reasons someone would want to be your friend".

FACTORS RELATED TO SELF ESTEEM & POSSIBLE CONSEQUENCES



Duration:

30 minutes



Materials:

nothing



Objectives:

- To understand socio-cultural and psychosocial factors affecting self esteem
- To understand how self esteem can affect personal decisions and actions and consequently personal wellbeing



Instructions:

- **Ask** participants to split off in 4 groups. Explain that 2 groups will have to devise 2 or 3 images with their bodies to represent factors that may lead to low self esteem in girls “ **ask** yourself where does the girl with a low esteem get this from?”. At the same time the 2 other groups will devise images that represent factors that may increase self esteem in girls: “**ask** yourself where does the girl with a low esteem get this from?”

Explain to the girls that at this point, we will focus on still images. The next activity will involve scenarios

- Give them about 7-10 minutes to prepare, then **ask** each small group to present the images in front of the others.



Points of discussion:

- What were the factors that the 2 groups presented that may lead to low self esteem?
- What were the factors that the 2 groups presented that may contribute to high self esteem?
- Are there factors that are more controllable than others (i.e. can some be changed)?



KEY MESSAGES

Some factors may lead to low self esteem, such as being criticized constantly, being ignored, being compared to other people and or expected to be perfect all time, experiencing challenging changes in adolescence without having appropriate support, social discrimination, lack of self awareness, lack of encouragement, etc.

It is important to know and appreciate our strengths, and acknowledge our weaknesses so that we can develop appropriate skills to address them.

It's essential to remind ourselves of all the positive things that make each one of us a special and unique person, and not to let the negative factors affect us. We can try to increase the factors that help us increase self-esteem; such as:

- **Asking** for support from people we trust in our social network as we explored in the first session,
- Evaluating ourselves and what we need to learn in order to feel more confident,
- And practice assertiveness with people who may have a negative impact on us if we care about our relationship with them.

Self esteem can affect our decisions and our relationships and ways of communication. If we know ourselves and we try to improve what we are willing to improve only because we are convinced of it, and not because others want us to do so, we will feel good and satisfied about ourselves. Friends and people we trust can give us constructive feedback to help us improve a certain behavior or attitude, and don't comment in a way that hurts our feelings.

MAINTAINING CONFIDENCE- “PRACTICING REAL LIFE”



Duration:

40 minutes



Materials:

props available in the space and with the participants.



Objectives:

- To strengthen participants' skills in maintaining or repairing their self esteem through enacting concrete situations and practicing appropriate responses.



Instructions:

SAY: “Having self-esteem does not mean that you never get upset or angry with yourself. Everyone gets frustrated at times. But someone with high self-esteem can accept his or her mistakes and move on.”

We saw in the previous exercises that there are factors that can affect our self esteem whether positively or negatively; now we will think about how we can maintain our self esteem when we find ourselves in situations that make us feel bad.”

- Split off the girls in groups. **Ask** each group to make 2 columns and write in the first column a list of all negative expressions a girl could hear and that could affect her self esteem and confidence. **Ask** them to think of specific situations if this could help.

- Then **ask** the groups to write comforting statements in the 2nd column vs. the negative statements, based on reasonable foundations.

e.g. if someone tells a girl “you are stupid!” some of the comforting statements she could **say** to herself or she could hear from a supportive person are:

- “s/he is **saying** that I’m stupid because s/he is angry and doesn’t know how to express him/herself, and s/he feels that if s/he **says** this to me he could feel better; well, s/he is wrong!”
- “ there are many situations where I act bravely and smartly, and it’s ok if I make mistakes and learn from it”
- “I may lack information or experience and this doesn’t mean that I’m stupid, because I can learn something new if it interests me or is beneficial to me!”

-After listening to each group’s answers, **ask** them to think of a scenario (it doesn’t need to be a personal one) where a girl at their age, belonging to the same community or cultural background, may experience a knock to her confidence e.g. being told off by parents, being criticized for physical appearance, being discriminated for her affiliations, etc.

- Give them 7-10 minutes to agree on the scenario and rehearse a small role play, related to how to maintain their confidence or how to get their confidence back in such a scenario.

- Guide them to identify:

- The location and timing: where? When? (At home, at school, in the street, during the day, at night, etc.)
- The situation and the persons involved: what happened? Who did what? (A group of

students looking at a girl and talking about her discretely at school, a teacher **saying** humiliating words to a girl because of her grades, a girl comparing herself with other girls or her sister in terms of skills, physical appearance or achievements, etc.)

- Main feelings, thoughts, and reactions of the girl who is experiencing a knock to her confidence at that moment.
- The girls response to help herself restore her confidence. What did she **say** to herself? What did she remember? Whom did she consult? Did she **say** anything when someone offended her? What did she do after that moment?

- Use the scenarios below in case you feel that the girls are having difficulty in identifying a -relevant scenario, especially the younger girls.

- Invite the small groups to present their play to the group. Pick out the key points where the girls identified good ways of developing/repairing confidence and highlight them, facilitating a discussion on these good techniques.



Discussion points:

- How can you increase your confidence if it is low?
- How can you support each other as a group to increase each other's confidence?

Alternative scenario

Siham did not understand the instructions about a physical exercise in the life skills session, and she noticed that all other girls were looking at her because she was doing the wrong movement. She was embarrassed; she felt a flow of heat in her body and wished she could vanish immediately!

A POSITIVE WORD ABOUT EACH OTHER



Duration:

10 minutes



Materials:

nothing



Objectives:

- to improve participants ability to support each other through sharing positive things about each other.
- to improve their ability to receive and enjoy compliments
- to close the session with a very positive feeling



Instructions:

- **Ask** the participants to make a circle, and tell them that each one of them is going to think quickly about the girl standing to her right; "from what you have learned about your peer today, but also from the past sessions, what positive word would you use to describe her?"

- Explain: "in a moment we will start a group ritual. You have to **say** the name of your peer on the right and the word that describes her out loud with a gesture that expresses this word. The whole group will have to repeat the same word and gesture after you. Then we continue with the next person. We have to be quick, be ready, GO!"

MODULE 4:

COPING WITH STRESS AND DEALING WITH EMOTIONS



Facilitator Note:

this topic can be quite sensitive for girls. It's important to handle the sessions carefully and sensitively. It's important to focus on how they can deal with their stress and emotions, instead of focusing heavily on the stress they might be facing or the feeling of distress they might be experiencing.

SESSION 1: UNDERSTANDING AND MANAGING EMOTIONS

CONTRACT



Duration:

5 minutes



Say:

Remember when we discussed assertiveness, we acknowledged that in moments of stress or anger it is more difficult to stay calm and act assertively. Moreover, in the last 2 sessions we have addressed self esteem. Understanding our emotions, learning how to express them and how to manage our stress can help us in maintaining our emotional wellbeing but also in becoming more assertive and confident in dealing with others (social wellbeing), instead of being overwhelmed and reacting impulsively without knowing what is really going inside of us. Do you feel like working on this theme through Drama?

EMBODYING DIFFERENT FEELINGS



Duration:

30 minutes



Materials:

nothing



Objectives:

- to expand awareness of the spectrum of feelings and understand that emotions are normal responses
- to develop the ability of identifying feelings in order to be able to deal with them
- to get acquainted with some anger management techniques



Instructions:

- **Ask** the girls to walk in silence in the play-space. **Ask** them to fill each empty spot as usual and walk in all directions, then **ask** them to relax their bodies and make eye contact.

- **Ask** them now to focus on themselves and explain that while walking you will put them in situations that they will try to embody without interacting with each other.

We are going to do an activity where we want you imagine things that don't exist in this room and I want to symbolize these feelings after each statement I **say**.



Say:

“Imagine yourself walking followed by a star... how does it feel for you...and now you are followed by a stranger and because it's dark, you can't tell if he's a male or female... and now you are followed by a raged barking dog... you run and run faster...he's gone... you are followed by a butterfly... try to see its movements...now its gone and you are followed by wasp... now there's 2 wasps...10 wasps... 100...1000 of wasps...you are surrounded, wrapped by wasps, you can't move anymore... now they are gone, there's only one on your finger... you walk freely... Now you are at home, waiting for a gift that you've been longing for, for a long time...there's is still 2 hours for the gift to arrive, you are excited...there's still half an hour... 10 minutes...you doubt that maybe something wrong will happen and the gift won't arrive, then you reassure yourself...3 minutes...you are super excited, your heart is beating...the door bell rings, you open it, someone you don't know delivers the big box and leaves. You open it, there's nothing inside.... you receive a call, someone is telling you the most happiest news in your live, you are so happy, you hang the phone up and celebrate the news, you are extremely happy. Now you start feeling hungry, you remember that you left some food you like in the fridge, you open the fridge, you don't find it, you go to the kitchen cabinet maybe there's something to eat, you open it and find nothing, you are very hungry now, you decide to go buy some food , you find your wallet, there's no money inside, you decide to buy food from the neighboring market and to **ask** to pay later, so you go to the door, you try to open it it's closed...now you are very angry and you try to break the door... it's impossible...you sit and you are about to cry...you remember that there's a spare key in the drawer, you go and find it and open the door... now come back to your normal walk, you are here in the play-space, STOP”.

- **Ask** the girls to come to a circle and facilitate a discussion about the wide range of feelings. Points of discussion

- What were the different feelings that you experienced in this imaginative journey? Are there any other feelings that we haven't mentioned? What are they?
- Can you try to identify the opposite of each feeling?
- How can we tell that this person is feeling this or that emotion? What was the main physical reactions to each of the feelings you have experienced?
- Why/ how is identifying and understanding feelings helpful?
- What is the hardest feeling for you to deal with? And how about anger? Do you know some techniques to manage it? (Refer to the table below ' Some Techniques to Remember for anger management' to suggest additional techniques

Feelings	Opposite feelings
attracted/desirous	Disgusted
loving/feeling tenderness/concerned	Hating/feeling indifferent
Happy	Sad
Peaceful/calm	Angry
Secured	Fearful
Pleased/satisfied	Disappointed
Hopeful	despaired
Excited	bored
Assured	Worried
Confident	Feeling shy/embarrassed
Comfortable	Annoyed
Loved/accepted	Feeling lonely/alienated/rejected
Proud	Ashamed/ regretful
Content	Jealous
Surprised	Shocked

SOME TECHNIQUES TO REMEMBER FOR ANGER MANAGEMENT!

Express your angry feelings in an assertive, not aggressive, manner.

You can also **express creatively / metaphorically** by drawing or writing a poem about the situation or the feelings or use any other expressive method that you are comfortable with like dancing.

Avoid reacting immediately; Try counting to ten before **saying** anything. This may not address the anger directly, but it can minimize the damage you will do while angry.

Calm down inside; control your internal responses, by taking deep breath and doing a breathing exercise or any relaxation that you have tried; Imagine a relaxing experience, close your eyes, and travel there in your mind, make it your anger free place, listen to a relaxing music, etc.

Remind yourself that staying angry is not going to fix anything.

Focus on something positive; an idea or a memory or any activity that you can enjoy now, or an aspiration for the future.

Keep space for tolerance if it's appropriate; Ask yourself if the person did it on purpose, and if you have ever done the same thing to someone else, even if by accident.

Practice physical activities, like walking, which can relax your muscles and help you feel much calmer.

Give yourself time and space alone. Physically move away from situations that make you angry.



Main messages

- It is important to identify our feelings, and become able to identify the feelings of others so that we can better deal with these emotions and feelings and respond/communicate with others accordingly
- Anger is a completely normal, usually healthy, human emotion. When it gets out of control it can lead to problems. Like other emotions, it causes physical changes. When you get angry, your heart rate, blood pressure, and energy hormone levels go up. Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviors, which allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us.
- You cannot get rid of, or avoid, the things or the people that make you angry, nor can you change them, but you can learn to control your reactions and help yourself feel better.

BREATHING & VOCAL EXPRESSION



Tips for facilitators:

- You can choose to do the same while the girls are sitting or lying down on the floor eyes closed. This will depend on your group dynamics and the play-space. Then you can ask them to stand and do the last step.



Duration:

15 minutes



Materials:

Nothing



- Objectives: to explore how systematic breathing can induce relaxation
- to learn how to warm up, release and project the voice in order to use it for expression in drama.



Instructions:

- **Ask** the girls to stand comfortably in the space and to start breathing in deeply without raising their shoulders, then breathe out slowly and gently. **Ask** them to repeat this and focus on the path of the breath inside their bodies whether it's going in and out. Tell them that if they wish they can close their eyes, and they can sigh.
- Then **ask** them to release the breath by humming until the breath runs out.
- Next **ask** them to hum as before, and beat their chest with the flat of the hand to help the sound release. **Ask** them to repeat but this time with opening their mouth and releasing the sound 'Ah'.
- **Ask** the group to release any sound they like 'Ah, Oh, Ouh, Eeh...' up and down the scale, discovering how high and low each one can reach, first in volume, then in tone.
- Lastly, **ask** each girl to project her name loudly to reach the farer point as if they are calling someone across the hills.

WORDS IN MOODS



Duration:

10 minutes



Materials:

nothing



Objectives:

- To develop the ability of oral dramatic expression in specific moods.



Instructions:

- **Ask** the girls to come to a circle and explain that now you will make a round counterclockwise saying the same sentence one after the other but every next one should not only copy but amplify the feeling and the whole physical and vocal expression.
- Before starting, explain that each one should take her turn from the previous person using eye contact. If they avoid or forget to do it, **ask** them to repeat again.
- Do a small warm up by quickly passing a fire ball, and tell them that they should use their voice and **say** something like "Ouff-Ah" while passing the burning ball. Then pass gently a butterfly and tell them that each one in her turn should **say** "wow".
- Then start yourself, with the sentence "I'm leaving" in a sad mood. When the turn comes back to you repeat the same sentence but this time in a happy/enthusiastic mood.

MY UMBRELLA



Tips for facilitators:

- When drawing the umbrella and identifying the protective factors individually, invite them to remember the outcomes from the first and third sessions so that they can include it in their umbrella if they wish, e.g. when they identified people they trust in their social network and the skills and qualities they recognize in themselves.



Duration:

30 minutes



Materials:

A3 papers, coloring materials, pencils.



Objectives:

- to be aware of some factors that may lead to stress
- to acknowledge protective factors which can help in coping with stress.
- to practice listening as a form of peer to peer support



Instructions:

- **Ask** the girls to walk in silence in the play-space. **Ask** them to fill each empty spot as usual and walk in all directions, then **ask** them to check if their bodies are relaxed. **Say:**

You are walking in a field. There's earth and above you the sun is starting to go down, there's some clouds, they are becoming heavier and darker, suddenly it starts raining, the earth becomes mud, you are completely wet, and you barely can move your feet, the mud has come gradually to cover your ankle, your steps are very heavy... you find a light and you start walking towards it, you reach a hut where you find refuge...you stay a bit and you enjoy the warmth... you have to continue, but before you go you find boots, you put them on to protect you from the mud, and an umbrella, you take it to protect you from the rain. You walk away in the middle of the storm, but your feet are warm.... you feel ok... you are safe under the umbrella...the rain has stopped, the mud is drying, at the end of field you see the main road, you arrive... STOP.

- After the guided expression, **ask** the girls to sit where they are in the play-space and give them papers and coloring materials, then **ask** them to draw a big umbrella and to draw and write inside it all the factors that affect them positively in their lives, e.g. people, opportunities, skills, etc (protective factors).

- When they are done, **ask** them to sit in pairs or in groups of 3 and share some elements from their personal reflection. Remind them that they can choose to keep some elements for themselves.

- **Ask** the whole group to come to a circle and facilitate the discussion

Points of discussion:

- How was it to reflect on the positive things in our lives?
- How can the positive things in our lives (that were mentioned in the umbrella) help us deal with difficult situations we might face?



Key messages:

While risk factors may create a lot of stress, it's important to remember and value our protective factors and to preserve and develop the ones that are controllable (e.g. circle of friends, the trust of family)

There are many ways to handle stress and each individual needs to find ways that are suitable and healthy for themselves.

Everyone experiences stress at one time or another in their lives, the important thing to remember is that it is normal, but it is the way that we respond to the stress that can impact us. Therefore it's important to develop positive and healthy ways to deal with this stress.

PASSING THE PULSE



Duration:

3 minutes



Objectives:

cooling down and closing the session with a sense of connection and solidarity between group members.



Instructions:

- have the girls standing in a circle holding hands. Tell them that you are going to press the hand of the person on your right who will have to do the same until the squeeze comes back to you.
- Do it once with eyes open, then take a breath together and repeat it with eyes closed.

SESSION 2: COPING WITH STRESS

CONTRACT



Duration:

5 minutes



Say:

Let's remember together what we have learned in the previous session. As we have learned how to identify our emotions and express them in a way that makes us feel better without causing harm to ourselves or others, today we will continue our research and understand better what happens when we are stressed in order to develop our ability to cope with stress. And as we have learned in the previous session how to exercise breathing to calm down, today we will also practice some simple activities that help us reduce stress.

SHARK AND PENGUIN



Duration:

5 minutes



Objective:

to start with a fun spirit



Instructions:

-Tell the girls that they are now all 'penguins' except one who will be 'the shark'; demonstrate how penguins should walk in the space (legs and arms open to outside the body) and how the shark should move (having the two arms straight closing and opening, acting like the shark's mouth).

- Tell them that the 'shark' will try to "bite" as many 'penguins' as he can, and every time he bites a penguin, the penguin will transform into a 'shark' and help the original 'shark' in "biting" the remaining 'penguins'.

- The game continues until all penguins become 'sharks'.

SYMPTOMS OF STRESS IN HUMOUR



Duration:

30 minutes



Materials:

nothing



Objectives:

- to develop awareness on early signs of stress in order to become able to take appropriate action



Instructions:

- **Say:** “we have identified in the previous session protective factors in our lives when we did “our Umbrellas”, but we also know that many factors in our lives may lead to stress. Everyone can get stressed, this is normal.

- Do you know what happens when we are stressed?
- What do we experience as feelings, thoughts? What does change in our behaviors? What happens inside our bodies? Can you name some physical symptoms from your personal experience?”

- Let the girls recall as many symptoms as they can in the 4 domains: physical, emotional, cognitive and behavioral. If they forget important symptoms, remind them by referring to the table below ‘Symptoms of Stress’. (10 minutes)

- Divide the girls in to 3 groups and **ask** them to prepare a TV awareness advertisement on stress reactions. Some should announce the symptoms and some should show/act these symptoms silently as if it’s an animated character, and someone can make sound effects (heart beats, sounds to express confusion, etc.) 7 minutes)

- **Ask** them to be as funny as they want because at the end, the audience will decide which group was the funniest.

- **Ask** the groups to present their ‘advertisement’, and let them decide which group was the funniest and give each group a big applause, then **Ask:** “why is it important to know the symptoms?” (13 minutes)



SYMPTOMS OF STRESS

Anxiety, embarrassment, irritability, dry mouth, forgetfulness or difficulty concentrating or making decisions, repetitive thoughts, breathing fast, fear of failure, self-criticism, more colds & infections, crying, moodiness, sleep disturbances, grinding teeth, nervous laughter, pounding heart, yelling at friends/family, fatigue, stomach aches, increased or decreased appetite, tight muscles, cold or sweaty hands, headaches, back or neck problems, etc.

THE WAY I COPE WITH STRESS

Tips for facilitators:

- While sharing coping strategies in the circle, you can start yourself to give an example and encourage the girls talk about themselves. Remind the group about confidentiality.
- Keep in mind that some girls may only mention negative coping strategies, so it’s important to emphasize positive ones during the discussion.
- The girls may wish to enact the statements while **saying** them. So remember to keep the rhythm while encouraging their creative initiatives.



Duration:

20 minutes



Materials:

nothing



Objectives:

- to strengthen the ability to positively cope with stress once early signs are noticed through:
 - differentiating between negative and positive coping behaviors
 - becoming acquainted with different stress management techniques.



Instructions:

- **Ask** the girls to stand in a large circle and explain: “a girl will stand in the middle of the circle and tell everyone what she does in order to help herself feel better whenever she’s stressed. Those who do the same thing like her should join her in the middle of the circle, then each one including her will take a new place in the circle. The last one to leave the middle of the circle will replace her and do the same **saying**: “when I’m stressed I do.... those who do like me come to the middle of the circle now!”
- End the game when you feel that most of the ideas have been said and all girls have expressed or participated in one way or another. Invite the girls to sit and facilitate the discussion.

Points of discussion



- What did you notice from the examples? Have you noticed which are the most used coping strategies for your group?
- What else did you notice? Can we try to group these ways of coping with stress? Which ones may have a negative impact on us or on our surrounding? Which one may have a positive impact?
- Do you know other useful techniques to deal with stress? (Add the techniques that they haven't mention from the table below ‘Stress Management Techniques’, and check whether they find it feasible)

STRESS MANAGEMENT TECHNIQUES

Some techniques are common with anger management techniques like getting physical, taking a deep breath and doing some relaxing activities, taking a small time out, and writing down thoughts and feelings, but there are some other techniques to remember in times of stress:

Take Care of Your Body: Healthy eating and adequate sleep fuels your mind as well as your body. Avoid consuming too much caffeine and sugar.

Laugh: Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends.

Know Your Limits: When in a stressful situation, **ask** yourself: is this my problem? If it is, can you resolve it now? Try to accept situations you cannot change.

Look for the Good Things Around You: It is easy to see only the negative when you are stressed. Commit yourself to actively noticing few good things around you, like positive or enjoyable moments or interactions.

Seek for support in your social network; talk It Out: Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, caseworker can help you see your problem in a new way.

Remember your qualities and skills and keep hope that things will not stay the same forever, and that your negative feelings are temporary.



Main messages

- It's important to know the symptoms of stress to in order to detect early signs and help ourselves deal with stress.
- Some of the ways of coping are negative which mean they affect us or other people around us negatively, e.g. yelling, hitting, damaging property, throwing things, etc.
- Other ways can be considered positive because they help us reduce stress e.g. physical activities, expressive activities, talking to someone from our support network, etc.

SELF MASSAGE



Duration:

10 minutes



Materials:

nothing



Objectives:

- to practice self massage and experience relaxation and energy restoration
- to learn a form of self massage that can be used for self care at home



Instructions:

- **Ask** the girls stand in a circle, and tell them that you will guide them to do a self massage. As you guide them keep on demonstrating the movement on yourself.

Say:

- 1- Start by tapping your finger like rain drops on the meridians of your head from front to back, then do it on your face.
- 2- Massage your face with the palm of your hands.
- 3- Grab your nose and shake it up and down while breathing from your nose so that the sinus opens.
- 4- Take your ears between 2 fingers and move them up and down, then pull your ears.
- 5- Hold your right elbow with your left hand and tap with your right fist on your left shoulder while keeping your wrist relaxed, then go down to tap on your arm from the outside and the inside, then go down to tap on your palm and the back of your hand. Do the same with left fist and right shoulder, arm and hand.
- 6- Open your right arm, breath in and as you breath out bring your right fist to beat your left chest and release the sound of "Ahhhhh", then repeat the same but this time opening/stretching your arm further, then beating your chest strongly and releasing a louder sound. Repeat a third time, doing everything even bigger. Do the same with left fist and right chest.
- 7- Massage your chest and your belly with your hand until it become soft.
- 8- bent your back forward and tap on your lower back and middle with the back of your hand.
- 9- Tap on your left leg with your both hands from up to down until the foot. Do the same with right leg.
- 10- Stand straight and shake all your bodies releasing the sound you like.

OUR SONG


Duration:

10 minutes


Materials:

simple musical instruments (tambour, maracas, triangle)


Objectives:

- to enjoy singing together and understand how singing can be relaxing


Instructions:

- **Ask** the girls to identify a traditional/folkloric song form of Syria or a song of Feyrouz that everyone knows. Facilitate this process and help them agree on a song if needed.

- Once the group has identified the song, **ask** them to sit in a circle and help them remember the melody and lyrics. Then start repeating it using a unified rhythm and tone.

- Once the group arrives to a complete harmony, invite them to add some percussion/effects, using their bodies (clapping, taping on their legs, step sounds, etc.) and the musical instruments. You can use existing props instead of musical instruments (using a spoon to tap on a glass, shaking a bottle of water as a maracas, etc.).

- Act as a 'maestro' and guide them throughout the process, especially if you feel they are not listening enough to each other.

THE BALLOON


Duration:

5 minutes


Materials:

Nothing


Objectives:

- to learn a fun way for releasing the tension with sound and movement


Instructions:

- Invite girls to imagine themselves as balloons. **Ask** them to crouch low on the floor, and grow bigger and rounder with each puff. Synchronize the bursting of all the balloons: "Now when I count to 3 you will all blow up releasing the sound and movement 1, 2,3, BANG! Slowly deflate and relax on the floor"

TODAY'S WORD


Duration:

5 minutes


Objectives:

- to express feelings at the end of session


Instructions:

- Stand in circle, and **ask** each girl to **say** one word about today's session.

MODULE 5: PROBLEM SOLVING AND DECISION MAKING



Facilitator Note:

this topic can be quite sensitive for girls. It's important to handle the sessions carefully and sensitively. It's important to focus on how they can deal with their stress and emotions, instead of focusing heavily on the stress they might be facing or the feeling of distress they might be experiencing.

SESSION 1: PROBLEM SOLVING AND DECISION MAKING IN CONTEXT OF EARLY MARRIAGE

CONTRACT



Duration:

5 minutes



Say:

We have discussed in previous sessions what some of the criteria of healthy relationships are, how we can communicate our needs in an assertive way, and refuse what we don't want, we have also discussed how we develop our self esteem, maintain self confidence, manage our negative emotions and our stress, and how we can refer to people we trust in times of difficulties. Throughout these sessions, we have also learned/practiced some skills that could help us in usual daily life situations. However in some situations, we face more challenging problems that affect our safety and/or wellbeing and where, in addition to using the skills that we have learned, we need to find solutions for these problems and take appropriate decisions. Today we are going to focus on decision making and problem solving regarding marriage. Are you interested in doing some drama work to learn how we can better take decisions and solve our problems in this specific context?

FRUIT FESTIVAL



Duration:

10 minutes



Materials:

None



Objectives:

to warm up the group

**Instructions:**

- **Ask** the girls to group by the kind of fruits they like, or divide them into groups and **ask** each group to agree on a kind of fruit.
- **Ask** each fruit group to find a very small song (2-3 words, and/or vocals and sound effects) and dance (a pattern of rhythmic movement for their group).
- Act as a 'maestro' and call them group by group to present their little performance. Then start mixing between them e.g. mangos and bananas so the groups who are called together have to perform together, and from time to time shout 'fruit carnival' so all fruit group should perform together. Try and explore exotic arrangements and variations. Be creative!

**Tips for facilitators:**

If you choose not to follow the order of the modules for specific reasons, and if this module is implemented earlier, you may start with a different activity from previous sessions as a warm up, because this activity works best when certain skills have been already established in a group (such as creative movement & sound, synchronization, etc.)

THE STORY OF FARMER'S DAUGHTER AND PEBBLES

**Duration:**

30 minutes

**Materials:**

fabrics, a small bag , 2 black pebbles, an old man stick, farmer's hat.

**Objectives:**

to warm up creative thinking.

**Instructions:**

- Inform the girls that you are going to tell them a story about problem solving and decision making. Tell them that even if the story might not happen exactly the same in real life, we can learn from it.
- **Ask** them to sit comfortably and concentrate because later on they may help the protagonist find solutions, then start reading the story below:

The story

"Many years ago in a small Indian village, a farmer had the misfortune of owing a large sum of money to an old moneylender in the village. The moneylender proposed a bargain. He said he would forget the farmer's debt if he could marry his young beautiful daughter. Both the farmer and his daughter were horrified by the proposal.

So the cunning money-lender suggested that they let providence decide the matter. He told them that he would put a black pebble and a white pebble into an empty money bag. Then the girl would have to pick one pebble from the bag.

1. If she picked the black pebble, she would become his wife and her father's debt would be forgiven.

2. If she picked the white pebble she need not marry him and her father's debt would still be forgiven.
3. But if she refused to pick a pebble, her father would be thrown into jail.

They were standing on a pebble strewn path in the farmer's field. As they talked, the moneylender bent over to pick up two pebbles. As he picked them up, the sharp-eyed girl noticed that he had picked up two black pebbles and put them into the bag. He then **asked** the girl to pick a pebble from the bag.

to be continued....

- **Ask** the girls to split up in groups of 4 and prepare a role play on the story and how it ends. Remind them that they can't change the moneylender's personality and make him a nice honest person 'magically'. The solutions should come up from the other characters, preferably the daughter. Give them 5 minutes to prepare- no more, as the dialogue and interaction should be improvised on stage.
- Let the girls present their scenes. Help them de-role after the role play. Give an applause to each group.
- Discuss with the group after each role play, encourage them to think of the consequences on the long term and the pros and cons of each solution.
- Highlight the alternatives that could work and clarify misconceptions and risky strategies or solutions (such as killing him, or responding to his desire).
- After the presentation, continue with the story. **Say:** "Now I'm going to tell you what the girl did in the story", and read the paragraph below.

What the girl really did:

Well, here is what she did. The girl put her hand into the moneybag and drew out a pebble. Without looking at it, she fumbled and let it fall onto the pebble-strewn path where it immediately became lost among all the other pebbles. "Oh, how clumsy of me," she said. "But never mind, if you look into the bag for the one that is left, you will be able to tell which pebble I picked." Since the remaining pebble is black, it must be assumed that she had picked the white one. And since the money-lender dared not admit his dishonesty, the girl changed what seemed an impossible situation into an extremely advantageous one."

Discussion points

- What do you think of the girl's action? (This is called creative thinking, thinking out of the box)
- How can we relate this story to our real life?
- Do you know stories from TV or real life where problems have been solved by creative solutions?

EARLY MARRIAGE: REAL STORIES AND POSSIBLE SOLUTIONS ON STAGE



Tips for facilitators:

- You can choose not to do all the scenarios, depending on your group needs.
- The points of discussion are to guide you in the discussion so that the girls can withdraw the main messages for each situation. This doesn't mean that you will always have to **ask** all the questions and in the same order.



Duration:

50 minutes



Materials:

photocopy of the scenarios, existing leaflets on early pregnancy health risks, different props existing in the space, fabrics.



Objectives:

- to understand consequences of early marriage
- to develop decision making skills and problem solving strategies in context of early marriage



Instructions:

- Start with a quick warming up discussion using the following questions:

- What is marriage?
- What are some of the reasons why a girl might get married?
- What age do you think is suitable for a girl to get married? (if you want you can **ask** why but don't go deep for now, because the answers will be deduced throughout the activity)

- Take few answers and move to the next step.

- **Ask** the girls to split up in 4 groups and give each group one of the scenarios below. Make sure there's at least one girl who can read in each group, otherwise go to each group and read the scenario for them.

- Tell them that they can add characters that aren't mentioned in the original scenario.

- Tell them also that they can decide what the dreams are, skills, things that the protagonist likes to do, which helps making the dialogues more convincing and real.

- Give them 10-15 minutes to prepare. Visit each group during the preparation and give them hints in case they need it, e.g. "Reem can **ask** the advice of her friend before deciding to get married, what could her friend tell her?", or "could Hanan get information on how to delay pregnancy?"

- Invite the groups to present their scenes then facilitate the discussion after each scene using points of discussion.

● 1- The story of Noha

Noha is 15 years old. A 24 year old man came to her father and **asked** to marry her.. Noha has

a lover, but she wasn't thinking of getting married. She wanted to continue her education and to grow up normally. But because she didn't know how to react and deal with the situation after her father told her about the proposal, she consulted her lover who tried to convince her to runaway with him. She was confused because she loves him but she could sense that this is not an appropriate solution.

Group task: ask them to prepare a role play on the story and how it ends.

Tell them to specify what could be the main reasons for the father or the family to accept the proposal, as this will help the role play to be as logical and real as possible.

● **2- The story of Salam**

Salam is 14 years old. She goes to school and really enjoys subjects such as English and Maths. She has a large family and is the oldest of all of her siblings. Recently things have been hard for Salam's family, her father lost his job and her mother cannot work because she is sick. The pressure is becoming too much and her family are struggling to pay the bills. As a result, Salam's father has arranged for her marriage. She said to her father: "ok, as you wish". Salam has stopped eating and became really sick and sad.

Group task: ask them to prepare a role play on the story and how it ends.

Tell them to specify what could be the main reasons for the father or the family to take such a decision, as this will help the role play to be as logical and real as possible.

● **3- The story of Reem**

Reem got married at 16 years old because her family situation was very difficult. She thought that the situation would be better in a new home. Psychologically, it really affected her, due to the sudden change in lifestyle, especially because she was not aware of what she wanted and what would be waiting for her after she got married. She wasn't emotionally mature. And she is now a mother of five children while she didn't have the chance to live out her adolescence like other girls among her friends because she got married. She also suffers from back pain and although she's only 22 now, she feels as if she is 40 years old.

Group task: ask them to prepare a role play on the scene that comes right before the story begins. What could have been done before the marriage happened.

Tell them to specify what could be the main reasons behind Reem's decision to get married and what could be the problems she is experiencing at home, for the role play to be as logical and real as possible.

● **4- The story of Hanan**

Hanan was 14 years old, when her family insisted that she marry her 18 year old cousin and she didn't know anything about pregnancy as she was still a child. She got pregnant straight away.. Her child was born very weak with many health problems. Hanan didn't expect any of these health problems for her and for her baby because she didn't get any information about the risks before she got pregnant. She misses the fun she used to have with her friends.

Group task: ask them to prepare a scene right after Hanan got married and before getting pregnant, when she could turn to a place for information on marriage and pregnancy.

This scene should help Hanan get information, understand the options, and take the right decision accordingly. A scene to negotiate with her husband can follow if they still have time for preparation.

Points of discussion

- What were the suggested solutions to solve the problem? Were there some points of negotiation?
- Did the character solve the problem alone or did she **ask** for help? Were the solutions convincing and realistic?
- Is there a specific setting and time where we can discuss or negotiate such a situation in real life? Could it work if the person you wanted to address was angry because of something else?



Main Messages

Marriage is when two people come together to start a life and a family together.

Marriage can be a good thing and it can also be very challenging. Some girls may feel that if they get married, they will have more freedom, be financially secure or have a better life. However, there are many responsibilities that come with being married and if a girl is not fully developed, both physically and mentally, it will have an impact on the relationship between the married couple and their children.

Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing. Girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.

Young girls are at greater risk of delivering babies too early before the baby is ready to come out, and risk of having weak blood or dangerous fits during pregnancy which may lead to exhaustion, infection, injury and death.

Some of the consequences of early marriage can be: deprivation from education, losing friends, taking difficult responsibilities like raising children, becoming unable to do the things she used to do, feelings of sadness and regret, health problems due to early pregnancy, but also relational problem with her husband.

If a girl postpones getting married until she grows physically and emotionally, and until she develops appropriate skills, she will know herself better, and also what she wants from a husband.

Marriage is not a solution for our family problems; when making a decision we should follow basic steps which are: listing our options, **asking** others for advice, thinking about the “Pro’s and Con’s”.

Emotional state and lack of information can affect our decision making.

When trying to solve a problem it’s essential to go back to our support network, to be well informed, to chose the right moment and setting, and not to forget creative thinking.

GROUP SONG



Duration:

2 minutes



Materials:

nothing



Objectives:

to share fun, go back to focus, and restore energy after the break



Instructions:

- Remind them of the song from the last session and sing it together in circle with high energy and tempo.

SESSION 2: PROBLEM SOLVING AND DECISION MAKING

CONTRACT



Duration:

5 minutes



Say:

We saw in the previous session how to take decisions and solve problems in the context of early marriage. Today we will approach another subject that affects our safety and wellbeing and reflect on how we can take decisions in that specific case.

TORNADO



Duration:

10 minutes



Materials:

Nothing



Objectives:

- To get energized
- To experience the feeling of protection in a playful way



Instructions:

- **Ask** girls to split up into groups of three.
 - If the number of girls is divisible by 3 all girls will be included in groups. If not, there will be one or two girls 'outside' or left without being in a group. Explain to them that they are participating but they will have different instructions than the other groups.
 - Start explaining to the groups: **Ask** two girls inside each group to stand facing each other and form a house by holding their hands high. Then **ask** the third girl to step in the house.
 - Continue and explain to the whole group including the girl/ girls left 'outside'; tell them that when they hear you **saying** the word 'habitant', the persons inside the houses have to leave their houses and find new ones to take shelter in. The girls who stayed initially 'outside' without a house have to take the opportunity and find an empty house before someone else settles in it. Do a few rounds before introducing the next instruction.
 - **Say** 'pause' and make it clear that you are introducing a new instruction as girls may be excited and noisy. Explain that when you **say** the word 'house', the houses have to move and settle down above another 'habitant'. Do a few rounds before introducing the next instruction.
 - Continue and explain that when you **say** the word 'storm' everything can change; who was a part of a 'house' can remain as such and form a new house with a new partner, as well as she could become a 'habitant' inside a 'house', it's a chance as well for the one who was out to take part either by forming a house or getting inside it.

NO FOR EXPLOITATION: A FORUM THEATRE



Tips for facilitators:

Give the girls a leaflet regarding case management services available at the Safe space.
- You can make a small ritual to make the person who played the role of the perpetrator feel good, e.g. the girls can shake their bodies in circle then brush their bodies with their hands, taking a breath together and releasing any sound.



Duration:

60 minutes



Materials:

different props existing in the space, tea cups, fabrics.



Objectives:

- to develop decision making and refusal skills in the context of sexual exploitation
- to develop awareness on the importance of reporting incident of violence.



Instructions:

- Inform the girls that you are going to tell a story and some 4 of them will volunteer and re-hearse a scene about it for 10 minutes, then they will all have the chance to be spect-actors and change the situation. Tell them that you will explain more after you finish reading the story.

The story of Hiba

Fatima 10 years old and her older sister Hiba 14 years old were sent by their mother to get some bread from their neighbor. They have been sent there many times before to borrow items, because the situation for Hiba and Fatima's family is very difficult sometimes. When they arrive, the neighbor invites them for some tea in the house. It was 1:15 pm; his wife was at work and she was supposed to come back home at 2:30 pm. While they were drinking tea, he gave Fatima some money and **asked** her to go buy him a sandwich from the snack that was 10 minutes away. When Fatima left, he came closer to Hiba and told her that she's really beautiful, then he offered to give her some money if she would remove her headscarf. After Hiba refused, the neighbor left her alone but then gave her the money he had offered so that she would not tell anyone about the incident.

- Ask:

- What do you think about Hiba's situation?
- Do you know what we call this? (exploitation)
- Do you think that this could happen in real life?
- In your opinion how can Hiba protect herself in this situation?

- **Say:** "I'm sure you have many ideas, save your ideas for now because we are going to try them on stage and test whether they could be good options. We will have the chance to do an enactment where almost anyone of you can take the role of Hiba to change the situation. Four of you will have to volunteer to do the play, which means that one of you will play the role of the neighbor and she will be very courageous to do so because she will be helping the whole group

to rehearse the responses to a situation that could happen in real life.

- **Ask** the volunteers to stand up, give them 7 minutes to quickly set up 3 scenes:

1- At home when their mother **asked** them to go borrow some bread.

2- At the neighbors when he offered to drink tea, then **asked** Fatima to go to the snack.

3- Hiba and the neighbor alone, trying to approach her, **asking** her to take off the headscarf, then offering her money to keep the secret.

- Invite the actors to use fabrics to dress up in the character. Announce the starting of the play and **ask** the other girls to watch carefully until the end.

- Tell the “spect-actors” which are the girls in the audience that you are going to repeat the same play but this time anyone of them can shout STOP at any moment of they play where she thinks that an action or a decision could be made differently to change the situation. The actors should stop and she will have to come on stage and propose her solution in action. She will take the role of Hiba, and the actor who is playing the role of Hiba will help her to dress up in character, then stand aside and watch. The other actors should act the same way as before.

- Announce the repetition of the play and when a girl shouts STOP, **ask** her to come on stage and **ask** her where she would like to start. Give them an option to bring other characters on stage even if they were not mentioned in the original story. Remind them not to use magical solutions, e.g. the wife can't suddenly come back from work before time.

- After the intervention, thank the girl who tried a solution, let the protagonist help her take off the dress and de-role, then **ask** the group if this can be a good option and why could it work.

- Then **ask** who has another suggestion and invite her to come on stage, and do the same steps again. (Dressing up, defining where to start from, acting, de-roling, discussing the option with the group)

- Make sure to discuss the risk of using violent options in case they were suggested e.g. she hits him with the chair. Always probe pros and cons for each solution.

- If no one suggested the option to report, **ask** them: “who thinks that Hiba should tell someone about this?” then **ask** who would like to volunteer to make a scene about what happens after. **Ask** them to decide for whom to tell, when and where, and which other characters are needed in this scene.

- End the forum when you have collected many good options, remind them of all the options that worked, and conclude with the main messages.



Main Messages

- Reporting all types of violence helps to protect girls who may face the same situation.
- In deciding who to tell girls might face difficulties such as fear of punishment, fear that they won't not be believed, or fear of stigma and discrimination, but these difficulties can be resolved if they report to someone they trust; this could be a parent/relative, friend, someone from a safe space..
- Reinforce the message that the victim is never to blame for the abuse that happens to her. Even if it can be perceived that the victim had some responsibility in the abuse taking place, it's important to emphasize that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator. You can use scenarios to reinforce this message if the girls do not understand the message.

ADDITIONAL DISCUSSION



Duration:

15 minutes



Objectives:

to reflect on possible solutions for situations that require problem solving other than early marriage and sexual exploitation.



Instructions:

- **Ask** the girls to brainstorm on other type of problems that girls their age face, e.g. parents restricting their mobility and activities for safety concerns, relational problems with friends, siblings, or fiancé, etc.

- **Ask** What are some similar problems which girls your age might face? What are possible positive solutions?

. Listen and summarize.

- **Say:** “sometimes we learn from experience and we use strategies that have worked previously for us or we adopt some strategies that worked for others and were shared with us. Sometimes we need to find new creative solutions, specific for our situation. Some of the skills we have learned in previous sessions like assertive communication, and managing our emotions before addressing a problem could be useful, because our emotional state can affect our reactions/ way of communication, and our decisions as well. We have also tried many strategies today and in the last session including **asking** for help/advice in specific contexts, but **asking** for help/ advice from a trustful, knowledgeable or experienced person could be useful in all contexts. In addition to that we are going to end with some other tips that could be also useful in solving relational problems.”

- Read the list of tips below; Read the reminders quickly and give attention to the tips that are being mentioned for the first time.

- Some tips to remember and some tips to add:

- Respond, don't react. If you keep your emotions under control you have a better chance of hearing what the other person is trying to **say**.

- Listen carefully without interrupting. **Ask** questions and wait for and listen to answers.

- Acknowledge the other person's thoughts and feelings. You do not have to agree with the other person to acknowledge his or her feelings.

- Give respect to get respect. Treat people the way you would like to be treated if you were in the same situation.

- Communicate clearly and respectfully so your viewpoint can be understood.

- Identify points of agreement and points of disagreement.

- Agree wherever you can. Your underlying interests may be more alike than you imagine.

- Stay focused on the topic at hand. Don't expand an argument. If there are a number of issues, deal with them, one at a time.

- Work together. Commit to working together and listening to each other to solve conflicts.

- Conflicts don't have to end with a winner and a loser. Try to find a solution that is acceptable

to both parties.

- Be creative. Generate silly options to begin thinking “outside of the box” of original positions.
- Be careful not to give in simply to avoid conflict or maintain harmony. Agreements reached too early usually do not last.
- Be specific when problem solving. Clarify terms that each person may interpret differently.
- Use ‘I’ statements: Use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments. These statements are about our own experience of the situation and not others. Which means you might **say**, “I feel sad because you broke my trust” instead of **saying** ‘you are bad for lying to me’.

At the end, remind them that they can always turn to a Case Worker manger and/or call a hotline. Remind them of all the services offered by the safe space.

POWERFUL CHEER



Duration:

1 minute



Materials:

Nothing



Objectives:

to release the tension, celebrate the result of their effort, and leave with positive energy



Instructions:

Say: “today we did a hard job so we deserve a big cheer. let’s stand in a circle, put our hands down, begin our cheer from the lowest voice to the loudest voice, going up to sky, together with the movement of our hands. 1, 2, 3 WOOOOOOOOOOOOOOOH”

MODULE 6:

OUR SAFETY IN GBV CONTEXTS



Facilitator Note:

This topic may be triggering with girls who may have had or are currently dealing with sexual violence or abuse at home. Throughout the session, pay close attention to the behaviors and comments of the girls, noting who seems quiet and disengaged or visibly upset and/or aggressive. Use the opportunity to check in with the girl individually after the session to see if additional action steps or referral to a caseworker are needed.

SESSION 1:

TYPES OF VIOLENCE AND POSSIBLE STRATEGIES

CONTRACT



Duration:

5 minutes



Say:

We are now close to the end of our course, but we still have 2 sessions of Life Skills through drama left to complete.

At the beginning, we went through the criteria of healthy relationships, so we are now able to identify unhealthy relationships. Unhealthy relationships may encompass violence and abuse.

We have learned in the last 2 sessions how to solve some problems and we have learned previously how to be assertive, we have also approached one form of violence which is exploitation.

Some situations of violence can be avoided if we follow some guidelines on safety and adopt a safety plan. So today we will continue to explore other types and forms of violence, and we are going to identify and perform appropriate responses to better protect ourselves. In addition to the serious work, we will have the chance to do some drama one more time and play some fun and aiming games. What do you think?

MY ROSE



Duration:

10 minutes



Materials:

nothing



Objectives:

- to check in
- to strengthen the ability to connect with the group



Instructions:

- Have the girls standing in circle and **ask** each one in her turn to **say** what is her "rose" in this period; in other word girls will have to share something good that is happening with them.

SHARKS AND ISLANDS



Tips for facilitators:

Instead of the paper, several objects can be placed on the ground, like: mats, carpets, sweaters, chairs, fabrics, cushions, etc.



Duration:

10 minutes



Materials:

2 flip chart papers, 4 A3 papers, 6 A4 papers (they can be used papers)



Objectives:

- to stimulate self protection mechanism through the physical experience of risk and safety in a playful way



Instructions:

- **Ask** the girls walk around the space, and imagine they are swimming in an ocean. Slowly introduce some papers of different sizes to the space, and tell them that all of the pieces of paper are 'islands'. Explain that when you yell 'SHARK!' everyone should stand on the 'islands'.

-**Say:** "the water is warm and nice, the ocean is safe for now, you see small fish, nice people around, you are happy and calm, suddenly there something dangerous in the water, it's a SHARK!"

- When everyone is on the 'islands', **say:** "now the water is safe again the shark has gone, you are swimming, enjoying the good weather, the sun is wonderful, SHARK!"

- And you continue so on, but with each round you remove some of the papers or make the islands smaller, so the girls have to try to hold each other up on the island!

MY PHYSICAL SPACE



Duration:

7 minutes



Materials:

nothing



Objectives:

- to develop self awareness and identify the limit between comfort and discomfort
- to develop capacity to respond to the intrusion of personal physical space.



Instructions:

- **Ask** the girls to walk in the space for few seconds then stop. **Ask** each girl to explore her physical sphere in the space; tell her to see how much she can extend her limbs in front of her, behind her, up, diagonally, drawing big circles in the space, with her legs and arms.

- Tell the girls:" this is how much you can occupy in a physical space. This is your sphere. So always be aware of this, even when you are in a small space, you can reduce your sphere a bit but you can always have it, and **ask** people to respect your space in a respectful way."

- For younger adolescents, you can add: "It is different from when you have to stand together very close like in the previous game, because there was a consent about it as I explained in the instructions, so you were expecting this, and you had a common objective to stay safe together".

- Then **ask** them to stand in pairs. Tell them to decide who is A and who is B.

- Explain: "Now A will have to explore what the distance is between them that she is most comfortable with. So A will remain standing in her spot, and B will start walking toward A from a remote distance and keep on walking slowly until A **says** 'STOP'.

- **Ask** them to repeat this few times so that A could explore what is the best distance for her from all directions before she starts feeling uncomfortable.

- **Ask** them to switch roles.

Points of discussion:

- How did you feel about this activity?

- Why is it important to protect our physical space?

- How can someone break our personal space?

- Do we share personal information with everyone in the same way. E.g. to share our Facebook password or to let someone read our messages and **ask** about the content of our conversations, etc?

- How can we protect our emotions/our inner self the same way we learned to protect the privacy of our bodies?

VIOLENCE AND STRATEGIES FOR PROTECTION

Facilitator Note:

You may experience cases where girls normalize violence and accept that it can be part of everyday life. It is important to address this issue through asking questions about alternatives to violence. i.e. how can someone get their message across without using violence, or what alternative strategies can people use instead of violence.



Duration:

55 minutes



Materials:

nothing



Objectives:

- to understand all types and forms of violence even the most subtle ones
- to express most common situations of violence a girl could face in their context
- to explore protective responses and evaluate them
- to identify Do's and DON'Ts to prevent risks of violence.



Instructions:

● ***First stage (10 minutes):***

- Start with a quick warming up discussion; **ask** the girls:
 - What do you understand by violence and abuse?
 - What are different types of violence?
- If the girls didn't mention all types of violence, give an example of a form of violence and **ask** them : "Under which type of violence can we classify this form of violence?" , e.g. if girls didn't mention emotional violence, trigger by **asking**: "if someone tells a girl you are worthless, what do you call this? What type of violence is it? How does it hurt?", etc.
- If needed, refer to the table below 'types of violence', but don't list all the forms under each type, because they may identify them by themselves in the next stage.

● ***Second stage (25 minutes):***

- Split up the girls in 4 groups. **Ask** each group to represent a common situation a girl their age could face under the different types of violence using image theater.
- Tell them to do each image in context, which means: where, who is exerting violence, what type of relationship exists between him/her/them and the girl, who else is in that image (people watching, denying/turning their back, people trying to stop it or help, etc.)?
- Tell them that each situation may show a different form under the given type of violence.
- Give the groups 7 minutes to prepare, and provide guidance/assistance for each group during their preparation if needed.
- Give additional hints to the group on violence; Tell them that they don't have to be direct, they can show facial expressions (the anticipation of the perpetrator, emotions or reaction of the girl), and physical positions that reflect the dynamic, it might be an image of the moment before the act, the setting, etc. (for younger girls under 14, **ask** them to do images of verbal harassment related to their physical appearance in the street, showing the way the harasser is looking and the different reactions of girls to this)
- After 10 minutes, invite the groups to present their images in silence in front of the big group.
- Before each group presents their images, tell them: "we are not going to discuss the image itself, but what this image recalls for us, so the group who created the image don't have to correct anything during the discussion, or explain what they meant with each image. You don't have to agree with everything that is said, just listen to the possibilities.
- After each image presented, **ask** the audience:
 - What do you see in terms of non verbal communication? (Levels: up/down, distance: far/close, alliances, facial expressions, body: closed/open, head and eyes positions: low/high, main emotions)
 - What could this be to you? Who are they, where? (Listen to the different readings of the image without commenting, and allow multiple narratives to come out, as the image serves as a medium for projecting the possibilities of reality. When someone disagrees with one of the readings, just **say**: "it could be, do you agree? But is it common?")
- Summarize, and add examples of subtle forms under each type of violence in case they weren't mentioned in their work on images.

● **Third stage (20 minutes):**

- **Ask** the group to choose one image from all of the groups that they would like to work on and see what could be possible solutions.
- **Ask** the original actors to come back to the image.
- **Ask** the big group: “who would like to come on stage and suggest a different non verbal response? (E.g. changing the girl’s physical attitude if it’s appropriate for that situation). You can add other elements to the image or do a completely different one but keeping in it, the girl who is subjected to violence (e.g. calling an ally to the same image, or creating an image where the girl is reporting to someone, again depending on the situation)”.
- After each intervention **ask** the group:
 - What do you think of this response? could it be a possibility? is it safe? why?
 - Who has a different suggestion?
- If someone has a different suggestion, invite her to come on stage and do it; then discuss it using the same questions above.
- Make sure that you clarify any misconceptions (it is never the girl’s fault), dangerous strategies (e.g. keeping a knife, confrontation, killing the perpetrator, responding to his desires, hurting themselves, etc.) and emphasize good strategies that they suggest (e.g. telling someone they trust, a caseworker, calling a hotline number/caseworker, screaming, having company/not going alone in public transport, etc.).
- If there was enough time and if the girls showed interest, repeat the same process with the 2 remaining images/situations that they have chosen.
- Summarize Do’s and Don’ts for each situation, and refer to the table ‘SUGGESTED DO’s and DON’Ts’ below to suggest some in case they weren’t mentioned.

TYPES OF VIOLENCE

1. **Sexual Violence:** asking for sexual favors in exchange for assistance (sexual exploitation), making sexual comments, making negative comments about a girl’s appearance or anything related to her body, or touching a girl without her consent.
2. **Physical Violence:** an act of physical violence that is not sexual. Examples include: Hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools)
3. **Forced Marriage:** the marriage of a girl against her will.
4. **Deprivation:** When someone is prevented for example from attending school because she is a girl, or when someone is deprived of basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl.

N.B. Deprivation due to other circumstances, such as lack of money, mobility, safety concerns is different to deprivation based on being a girl.

5. **Psychological / Emotional Violence:** when someone uses threats and causes fear in a person to gain control. Examples include: threats of physical or sexual violence, yelling or shouting, saying hurtful things, or calling someone worthless or stupid

SUGGESTED DO'S AND DON'TS

Do's	DON'TS
<ul style="list-style-type: none"> • Always let a trusted friend or family member know where you're going and what time you should be home. • Walk in well-lit areas with lots of people. Avoid dark, isolated areas. • Memorize or keep the number of the local police station/safe space hotline or a trusted person to call in an emergency. • Be alert and aware of your surroundings. • Go to the nearest police station or crowded area if you are being harassed or followed. • Let someone you trust/caseworker know if anyone in your community makes you feel uncomfortable • If you have to visit someone who makes you feel uncomfortable, ask your sister/ other trusted person to come with you • Agree with your friends/sisters/etc to make a specific sound when you need help • Move in to a room where you can escape or others can hear you. • Remove or hide harmful tools that could be used 	<ul style="list-style-type: none"> • Walk by yourself at night. • Take shortcuts through isolated areas. • Tell strangers personal details about yourself (e.g. where you live or work, your phone number). • Let strangers or people you don't know well enter the house, especially when you are alone. • Carry too much money or valuables with you. • Accept rides from strangers. And only travel in a taxi with red number plates • Accept gifts from people who might try to ask you for favors • Send private photos of yourself on applications such as WhatsApp because these can be shared widely • Do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea



Main Messages

- All types and forms of violence and abuse are not OK
- Violence and abuse can happen to anyone. Although men and boys can be subjected to abuse, women and girls are more often the survivors of abuse .
- Sometimes some boys and men may be physically stronger than girls (not all the time) but girls can be just as powerful as boys and men with their minds, determination, and inner strength.
- By knowing what abuse is, believing in their inner strength, and using appropriate skills to make good choices, girls may be able to prevent many abusive actions before they start.
- There are places where we can go to **ask** for professional assistance such as from staff at the safe space (Caseworker). We can keep ourselves safe or prepared by following some guidelines and adopting a safety plan.

PASSING THE PULSE



Duration:

3 minutes



Objective:

cooling down and closing the session with a sense of connection and solidarity between group members.



Instructions:

- have the girls standing in circle holding hands. tell them that you are going to press the hand of the person on your right who will have to do the same until the squeeze comes back to you.
- Do it once with eyes open, then take a breath together and repeat it with eyes closed.

SESSION 2:

NO FOR ABUSE, YES FOR A SAFER FUTURE

CONTRACT



Say:

today is our last session of Life Skills. we will remember together all the main topics and skills, and together we will confirm our ability to refuse any action that could affect our safety and wellbeing. And as we are closing this program, we will end by stating our hopes for the future that could turn into specific goals that we intend to achieve

DANGER AND SHIELD



Duration:

7 minutes



Materials:

nothing



Objectives:

- to develop self protection mechanisms through the physical experience of risk and safety in a playful way



Instructions:

- Ask the girls to stand in a circle, then to silently choose two persons each; one as a "DANGER" and another as a "SHIELD". Tell them that they should do this without letting anyone else know.

- Check if everyone has made his choice, then **ask** them to move around the room, always keeping their "SHIELD" between themselves and the "DANGER". Add that they must never stop moving, and they don't have to stick to their «SHIELD», it's enough to have it between them and the «DANGER» even at a distance.

Tell them that when they hear STOP, they should freeze and those who are not protected, those who are facing the «DANGER», have to fall on the floor in a theatrical way (exaggerated gestures and voices).

- **Ask** them to stand up and walk again, then **say** STOP again and again, until everyone has been stimulated to use best protection strategies while moving, e.g. reacting faster to the DANGER's movement, bodies alerted, eyes wide opened, etc., and having at the end almost no one falling.

MY SAFETY MAP



Duration:

45 minutes



Materials:

flip chart papers, A3 papers, markers, coloring pens and pencils.



Objectives:

- to identify potential risks in the personal environment
- to identify personal safety network and safety plan.



Instructions:

- Divide the girls in 2 groups and **ask** them to draw a map of their surrounding environment (home, centre, shop, school, etc.) on a flip chart paper. (10 minutes)

- **Ask** them to identify the different types of risks that they could face in their environment and that could affect their safety and represent them in symbols/drawing or words. Suggest that they may use a specific color to represent risks. (10 minutes)

- **Ask** the 2 groups to present their maps. (10 minutes)

- Next, explain that now they are going to remember individually their safety network and identify their safety plan, identifying those people and places where they can turn to if they experience situations of violence. On A3 papers, **ask** them to draw or write the names of people or locations, including telephone numbers, etc.. (10 minutes)

- When they are done, add:

“Now we have discussed what to do to stay safe, and how to respond. Even though, a girl takes these precautions, she still might experience violence and abuse; A girl can tell a caseworker or someone else you trust at the safe space. Staff there should be trained on how to deal with violence affecting women and girls can help you access help when you need and ask for it.

- A girl who has experienced physical or sexual violence should tell someone she trusts to help her seek medical attention if it is required (3 days/72 hours) because this can help prevent health related consequences

- A girl should never blame herself for any violence/ abuse that she experiences

A girl should never blame herself for any violence/ abuse that she experiences, and should keep hope that she will have better days if she seeks the help of her support network”.

- Finally conclude: “If you want to work more on your individual safety plan, or you would like to develop a specific plan for something that is happening to you or you are scared might happen to you, please tell our caseworkers. Caseworkers are specialized in developing safety plans and will keep your plans confidential.”

CREATIVE SUMMARY



Duration:

45 minutes



Materials:

all available materials



Objectives:

- to demonstrate the ability of summarizing main messages/learning points and skills they have developed throughout the intervention



Instructions:

- Divide the girls in small groups and **ask** each group to remember the main concepts and learning points throughout the intervention and to present them in a creative way (role play/ image etc.).
- They can choose the present it in images having a presenter or a storyteller to comment on the images, or to do a series of small scenes, or write a song, or draw posters with main messages, etc.
- Leave them the space for working creatively together in group and guide them when needed. (20 minutes)
- Let each group present their work and highlight the main messages within the big group. (15 minutes)
- **Ask** the girls what could be the topics that interest them for future interventions, then what they wish to improve in the curriculum, and take notes. (10 minutes)

SAYING NO AND FEELING PROUD



Duration:

10 minutes



Materials:

nothing



Objectives:

- to practice **saying NO** in specific abusive situations and feel empowered to do so in real life



Instructions:

- **Ask** the girls to move around then to stop and stand anywhere in the space facing the walls.
- Explain: "each time I **say** a sentence you have to imagine yourself in this situation and **say NO** or **STOP** in the appropriate way (level of voice, tone, intention)."
- **Say:** Imagine that there's:
 - someone giving you a gift for no reason/occasion
 - a neighbor inviting you to come to his house while his family is away.
 - someone offering to give you a ride to where you are going
 - your fiancé **asking** you to send him private photos on WhatsApp
 - someone coming closer to your physical space without your consent

- someone commenting on your way of walking or dressing while you are walking in the street.
 - someone grabbing your hand to force you to stay while you are leaving.
 - Your friend is trying to convince you to do something that makes you feel uncomfortable
- **Ask:** how do you feel now?



Main Messages

- Remember that it is your right to **say NO**, and to protect yourself and **ask** for support.
- Girls have many strengths; they can be powerful and stand for their rights.
- People who treat girls poorly don't have to be our friends, if we stay away from them we will be protecting ourselves, and indirectly supporting each other.

HOPES AND DREAMS



Duration:

15-20 minutes



Materials:

nothing



Objectives:

- to strengthen resilience and emotional wellbeing through identifying hopes and dreams for the future.



Instructions:

- Start with visualization. **Ask** the girls to close their eyes and **say:**

“Everyone of us has dreams and hopes. Think about something that you would like to achieve very very soon, like tomorrow for example...something maybe very small, like sleeping well without tension/ applying a relaxation exercise that you've learned... anything that you would like to do on the very short term... Now think about something that may take you a bit longer to achieve, or something that you can postpone a bit, something that you may do next week for example.... Now think what would you like to do one month from now? It may be something that you really need to plan and exercise like a certain skill... or something that you will register in like an activity... or something that you would like just to experience as a feeling... identify anything that you would like to do one month later... Now can you think about next year? What are your dream(s) for next year? Maybe it would be something that you have to keep working on from now till next year... or maybe it's completely something else...maybe it's just something that you may/can start one year from now, try to identify what would you like to do one year from now (for younger adolescents, stop here)...Can you imagine yourself 5 years from now? You will be fully developed, more mature, how old will you be? What is your dream for that age? now open your eyes.”

- **Ask** girls to come to a circle and invite each one in her turn to complete the statement: “Tomorrow I would like to....” . Start each time a new round with one of the consecutive statements:

- One week from now I would like to...
- One month from now I would like to...
- One year from now I would like to...
- 5 years from now I would like to...

RITUAL OF CLOSURE IMAGE OF A WORD



Duration:

5 minute (30 sec for each word)



Materials:

Nothing



Objectives:

to give a creative and expressive feedback about Life Skills sessions



Instructions:

- Explain that you are about to close the Life Skills sessions, there will be one more session where you will do an evaluation, but for now, we will do a small exercise to express what we think about certain words related to the life skills sessions.

- **Ask** the girls to stand in a circle and turn their backs to the circle. Tell them that you are going to **say** some words related to the life skills sessions, and each time you **say** a word, you will count to 5. At 5 they should all turn to the centre doing an image which represents that word for each one of them.

- Start with the first word from the list below, then count to 5. Once they do their images, **ask** them to look at each other, then to release and turn back again. Continue with the next word.

List of words for images

- Assertiveness
- Protection
- Problem solving
- Stress management
- Healthy relationship
- Safety network
- A girl
- Life skills sessions

WHAT I AM TAKING WITH ME



Duration:

5 minutes (a maximum of 30 sec for each girl)



Materials:

Nothing



Objectives:

to identify the main personal outcome form the Life Skills sessions



Instructions:

- **Say:** “staying in circle, each one of you in 30 seconds will answer these questions: what are you taking with you from these 12 sessions (or x number of sessions) on life skills through drama?”

OUR POWERFUL CHEER



Duration:

1 minute



Materials:

Nothing



Objectives:

to celebrate their achievement, and leave with high energy



Instructions:

Say: “let’s do our last cheer together: 1, 2, 3 WOOOOOOOOOOOOOOOOH”

ANNEXES



1. Introduction of Case Management to Adolescent Girls

Activities to be implemented with girls during the curriculum to explain case management

AGE GROUP (11-14)

ACTIVITY 1: BIG AND SMALL BALLOONS



SAY:

Today we are going to use our imagination. I want you to walk in the room without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now...



Facilitator note:

Give girls in the following activity some pauses between each sentence so that they can take their time to imagine what you're telling them. You can ask them to take a deep breath between each statement, allocation around 20 seconds for pauses between each.

Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see colorful balloons in the sky. Some of these balloons are small and some others are big.

While walking, I want each one of you to catch with your hands, a small balloon if you're feeling good today and a big balloon if you're not feeling very comfortable today. (Facilitator note: do not ask girls to identify the type of balloon they chose)

After catching the balloon, release it and keep walking until everyone starts walking in one circle.



ASK:

note: If girls went in depth in answering the following questions, it would be good to go more in details with them. i.e. if they said "problems with parents can make a girl feel uncomfortable", it would be better to ask them: "what kind of problems could they be? These questions can tackle GBV issues amongst the group if there are any.

- How did you feel while walking?
- Was it easy for you to use your imagination and picture a situation and things that don't exist in this room?
- What are the factors that make girls catch a small balloon? What about the big balloon?
- Guiding question: What are the things that can make a girl feel good? What are the factors that can make her feel uncomfortable?
- What do girls usually do to cope, adapt with things that make them feel uncomfortable?

**EXPLAIN:**

Sometimes, girls wake up in the morning and feel very good. Some other times, girls feel like catching a big balloon because they don't feel good or comfortable. It can be due to things that are happening with or around them especially that girls your age might go through a lot of changes and experience pressures in daily life. These girls might have some concerns or challenges they wish to talk about because each big balloon can turn into a small one, but don't necessarily find the right person to talk to.

In our program, someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up around anything bothering her.

The Case Worker is not someone who gives advice or solutions and doesn't make judgments, she mainly helps girls in thinking of the pros and cons of a solution or a decision that they might want to take.

The Case Worker is available here at the center or at the safe space during the days where activities are taking place. If you know any girls who have any concerns and might benefit from talking to a Case Worker, you can tell her to join our activities or just come and talk to the Case Worker directly. The Case Worker can also be reached through phone, outside of the center opening hours, if the girl can't go to the center or safe space, if there is an urgent issue she wishes to discuss or even if she prefers to talk to the Case Worker though the phone initially. If you know any girls who are not even able to contact the hotline, and wish to access the service, you can just inform us around those who want to talk to the caseworker so that we proceed with an action plan to closely work with them if they're fine with it.

If she is not able to join the activities, you can also tell her that she can miss call the following number anytime she feels like talking to the Case Worker and the Case Worker will call her back.

**DO:**

Distribute the IEC materials to the girls and the hotline number.

**ASK:**

Do you have any questions? We will be around for the coming 10 minutes. If anyone wishes to talk to us about anything, don't hesitate to come to us.

AGE GROUP (15-18)

ACTIVITY 1: OCEANS AND ISLANDS

.....

Materials: 2 flip chart papers, 4 A3 papers, 6 A4 papers (they can be used papers)



DO:

Ask the girls to walk around the space, and imagine that they are swimming in an ocean. Place some papers around the room that represent islands. Let the girls know that the white papers represent the islands.



SAY:

Today we are going to use our imagination, I am going to tell you a story and each time I say 'Shore', I want you all to find a corner of the shore to stand on.

You are swimming in the ocean, and the water is warm and nice, the ocean is calm for now, you see small colorful fish, nice people around you in small boats, you are happy and enjoying your time, you accidentally get salt water in your eyes and they start to sting and become very red. **'Shore!'**

When everyone is on the shore, **SAY:** Now your eyes feel better and you can see the bright blue sky clearly, it's beautiful! The water is warm and nice so you start to swim again. Suddenly, your skin starts to feel tingly and you see in the distance that there are jellyfish, but it's ok! You have enough time to get to the **'Shore!'**

When everyone is on the 'Shore', **SAY:** The jellyfish have gone, you are swimming and playing with the sea turtles, they are bobbing up and down and you feel very happy. You are enjoying the good weather, the sun is wonderful and warm. Suddenly the water starts to become rough and the waves begin to get higher and higher. **'Shore!'**

When everyone is on the Shore, **SAY:** Now we have left the sea, let's come back slowly to this space. You can now step off the Shore and back in to the room, slowly walk around... STOP.

N.B: With each round you remove some of the papers or make the corners of the shore smaller, so the girls have to try to hold each other up on the shore!



ASK:

- In this activity, what did the island represent to girls? **(Make sure the girls mention that the shore could be a place or person)**
- In everyday life, girls may experience situations or concerns that make them want to go to a shore. What could some of those situations or concerns be?
- What happened when only one corner of the shore was left? What did the girls do?
- Sometimes girls may feel comfortable in their everyday life, but at times girls may feel uncomfortable for the reasons you already mentioned and wish to talk about them and find a person they trust to whom they can refer. Or they don't necessarily find the right person to talk to.

**EXPLAIN:**

In our program, someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up around anything bothering her.

The Case Worker is not someone who gives advice or solutions and doesn't make judgments, she mainly helps girls in thinking of the pros and cons of a solution or a decision that they might want to take.

The Case Worker is available here at the center or at the safe space during the days where activities are taking place. If you know any girls who have any concerns and might benefit from talking to a Case Worker, you can tell her to join our activities or just come and talk to the Case Worker directly. The Case Worker can also be reached through phone, outside of the center opening hours, if the girl can't go to the center or safe space, if there is an urgent issue she wishes to discuss or even if she prefers to talk to the Case Worker through the phone initially. If you know any girls who are not even able to contact the hotline, and wish to access the service, you can just inform us around those who want to talk to the caseworker so that we proceed with an action plan to closely work with them if they're fine with it.

If she is not able to join the activities, you can also tell her that she can miss call the following number anytime she feels like talking to the Case Worker and the Case Worker will call her back.

**DO:**

Distribute the IEC materials to the girls and the hotline number.

**ASK:**

Do you have any questions? We will be around for the coming 10 minutes. If anyone wishes to talk to us about anything, don't hesitate to come to us.

FACILITATOR NOTE

.....

If there is no time to do the activity with the girls, explain the following to them:

Sometimes, girls wake up in the morning and feel very good. Some other times, girls don't feel good or comfortable. It can be due to things that are happening with or around them especially that girls your age might go through a lot of changes and experience pressures in daily life.

These girls might have some concerns or challenges they wish to talk about but don't necessarily find the right person to talk to.

In our program, someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up around anything bothering her.

The Case Worker is not someone who gives advice or solutions and doesn't make judgments, she mainly helps girls in thinking of the pros and cons of a solution or a decision that they might want to take.

The Case Worker is available here at the center or at the safe space during the days where activities are taking place. If you know any girls who have any concerns and might benefit from talking to a Case Worker, you can tell her to join our activities or just come and talk to the Case Worker directly. The Case Worker can also be reached through phone, outside of the center opening hours, if the girl can't go to the center or safe space, if there is an urgent issue she wishes to discuss or even if she prefers to talk to the Case Worker through the phone initially.

If she is not able to join the activities, you can also tell her that she can miss call the following number anytime she feels like talking to the Case Worker and the Case Worker will call her back.

If you know any girls who are not even able to contact the hotline, and wish to access the service, you can just inform us around those who want to talk to the caseworker so that we proceed with an action plan to closely work with them if they're fine with it.



DO:

Distribute the IEC materials to the girls and the hotline number.



ASK:

Do you have any questions? We will be around for the coming 10 minutes. If anyone wishes to talk to us about anything, don't hesitate to come to us.

Do' and don'ts when introducing case management:



DO's

- Use an interactive, engaging approach when implementing the above activities
- Seek advice and assistance if you don't feel capable of handling certain questions.
- Listen to the girls' thoughts without being judgmental
- Use examples to explain concepts that might be difficult for the girls to understand
- Be neutral, don't react to girls' comments in a shocked or disapproving way
- Make it clear that even if girls don't want to access the service now, they can access it in the future
- If a girl discloses a case of GBV in the group, acknowledge what she has said, thank her for sharing and for trusting the group and address the issue in more general terms, 'sometimes girls might experience...' Be sure to follow up with her after the activity.



DON'Ts

- Don't put girls under the spotlight if they disclose something in a group
- Don't use direct language; instead ask them questions that start with 'what do **girls**....' Instead of 'what do **you**...'
- Don't judge the girls for their feelings or actions
- Don't give them information without explaining why it's important and what the relevance is of the information

2. Adolescent Girls Identification

This section provides tools for the identification of Adolescent Girls, in order to try to recruit the more vulnerable ones. Therefore, this sections includes:

- a. Vulnerability Criteria
- b. Identification of Adolescent Girls Activities
- c. Output Assessment Tool

a. Vulnerability Criteria

Vulnerability Criteria	
Higher Vulnerability	<ul style="list-style-type: none"> • Married girls • Girls specifically between 15-18 (higher possibility of not attending school, at risk of Early marriage) • Girls who work • Girls who have special needs • Girls referred by caseworkers
Lower Vulnerability	<ul style="list-style-type: none"> • Girls not attending school (especially girls 11-13) • Girls who do not have a circle of support • Girls living in settlements • Unaccompanied girls • Girls in single parent households (especially female headed) • Girls not engaged in other courses

b. Identification of Adolescent Girls Activities

- It is recommended to implement the curriculum with girls who have a higher vulnerability than others. Therefore, the main goal of the identification activities below is to assess the girls' vulnerability in order to try to recruit the girls who have a higher vulnerability;
- Before you conduct these activities, it is preferable that you talk with the staff who work in the community, and/ or volunteers and focal points in the community who might already know the most vulnerable girls;
- If you did not manage to identify vulnerable girls according to the criteria, then it is recommended that you implement the identification activities found below in the same annex section. You don't need to implement all the activities, but rather chose one depending on your availability and the availability of the girls.

- **Important:** Do not introduce the girls to the curriculum during or after the activities since they might not be selected.
- It's preferable to carry out the activities with girls who are in the same age range (11-13/14+) to ensure their comfort and better interaction;
- When you are doing the activities, keep track of the girls' age, names, addresses, phone numbers in addition to taking notes around girls' answers; since all of this information will be imputed on the "Output Assessment Tool" (section c);
- In order to identify the more vulnerable girls to implement the identification activities with, you can:
 1. Ask girls about their friends (can ask sometimes girls about other girls who are not going to school, working, engaged or married)
 2. Ask mothers/ women about their daughters/ girls;
 3. Go door to door;
- If you are a case management agency, and have case workers ask them if they recommend any girl to participate in the course.



ICEBREAKER (5 minutes)



SAY:

As you know, we (name of organization) run (explain organizations' activities) a couple of activities with girls here in the center or in other safe spaces, we will try today to do some activities and discussions together to get an idea around the adolescent girls' needs, situations and check if it's possible to implement some of the activities with you if you are interested.

ACTIVITY 1: WHO ARE YOU ? (30 minutes)

.....

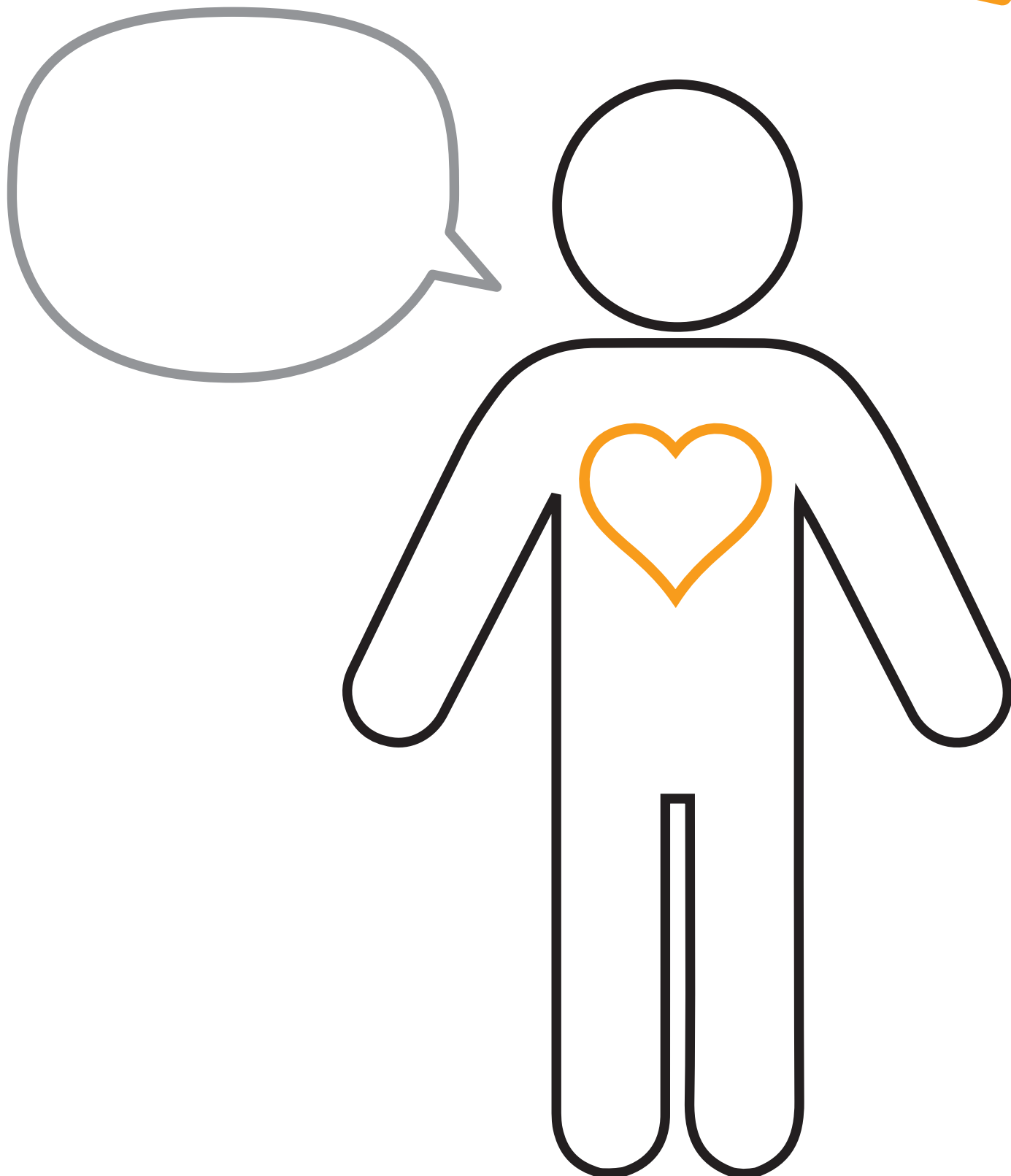
Materials: Pens and Pencils – Colored Pens – Copies of Avatars

STEPS:

- Distribute colored pens and avatars (found on the next page) to the girls.
- Ask girls to write their name and age on top of the page
- Then ask them to write or draw in the heart what they feel now, and in the bubble what activities they like to have
- Then ask them to write or draw around the avatar something that represents their favorite hobby, favorite color, as well as to surround their avatar with people they love or spend their time with.
- It is recommended that the facilitator does the same activity while the girls are doing it.
- When everybody finishes, ask the girls if they would like to share their avatars. Do not pressure the girls to share with the whole group. Both the note taker and the facilitator are requested to try to **indirectly assess if girls have friends, if they're married, are working, are going to school, have a circle of support or are unaccompanied.**



Handout "Who we are"



ACTIVITY 2: HOW DO YOU SPEND YOUR DAY? (30 minutes)

Materials: Pens and Pencils – Colored Pens – A3 Papers



Note to facilitator:

if the girls seem vocal the facilitator can ask the below questions. If the girls are not very vocal the facilitator can implement the activity below instead. These questions and the activity will help the facilitator to find out the marital status of the girls as well as if they are enrolled in schools without directly asking them the question.

Questions:

- How do girls normally spend their days in this community?
- What do girls usually do at home?
- Are there any activities girls do outside the house? Are girls engaged in activities with other organizations?



DO:

Distribute to each girl an A3 paper with colored pens/pencils and ask them to individually draw a map including the following:

Drawing her home and the surroundings she goes to, mentioning:

- Activities she usually does indoors or at home: it could be a hobby or any other thing – Try to indirectly assess again if she's married, living with her parents or unaccompanied and what she does during the day;
- Type of Activities she does outdoors if there are any: it could be attending an activity with a local, international NGO or a school – Try to indirectly assess if she's engaged in both formal and non-formal education.



ASK:

what activities do you attend? What services do they provide? What about school? Is it a public school?

When everybody finishes, girls can take turn in presenting their drawings if they're happy to.



WHAT DO YOU THINK ARE THE NEEDS OF GIRLS YOUR AGE? (10 minutes)

Guiding points for facilitator:

- A need is something that some girls may want to have, or do in order to feel comfortable, and have the ability to be happy;
- Try to redirect girls' answers to psychosocial needs (having friends, good relationship with parents, ability to move, to have hobbies or something they are passionate about...); You may say, when I was your age, one of my needs was to have friends with whom I share common interests and concerns etc.

Guiding questions:

- When you were in Syria, what did you used to do in your spare time? What do you think about doing the same thing here?
- If we provide with materials, what activities would you like to do?
- What are the things that a girl your age would like to learn to do?
- What would a girl from your age need when it comes to her relationship with parents?
- Who can help a girl who's from your age if she needs to talk? How can they help?



WHAT TYPE OF TOPICS DO YOU THINK GIRLS YOUR AGE ARE INTERESTED TO DISCUSS OR LEARN ABOUT?
(10 minutes)

Guiding points for facilitator:

Topics could be related to communication, relationships, friendships, trust, or self-confidence. If girls did not answer, try to give some examples but not too much so that girls can still have a space to come up with topics that interest them;

Guiding questions:

- When I was your age I used to be interested in knowing how to solve some problems by myself.
- What information/ topics do you think you need in order to be able to solve problems on your own?
- What skills would u like to practice and learn more about?
- What are the skills that you would like to have?

**CLOSURE**

- Wrap up the discussion with the girls through thanking them for their participation;
- Say: I would like to thank you very much for your active participation and openness sharing with us these information. It was a good opportunity to gather with you and check the things you love and do which will allow us to consider your needs for any future activities;
- Take girls' names and phone numbers to be able to contact them when needed.

c. Output Assessment Tool Activities

On this tool are imputed the information of girls who were identified in one location: through the identification activities, girls you already know, girls who were referred by case workers, other staff members, volunteers or focal points.

This tool will allow you to have a list of girls identified who might be able to attend the course, including their vulnerability criteria; age, and contact details. Consequently, you can see whether the girls identified are the most in need of the curriculum.

In some locations, you might not find girls from the higher vulnerability, but make sure that you searched well in the location, by:

1. Asking girls about their friends
(can ask sometimes girls about other girls who are not going to school, working, engaged or married)
2. Asking mothers/ women about their daughters/ girls
3. Going door to door;



Note to facilitator:

- Up to 25 girls could be registered in the curriculum
- It is recommended to register girls in the same age (11-13) or (14+) to ensure better results and interaction during the implementation
- If the girls who were not selected asked why they can't attend the course, you can say that selections have been randomly made; and explain other adolescent girls activities or services available.

General Information				
Name of Facilitator				
Location				
Date				
Note Taker				
Number of girls				
Age Range				
A. Registration Details and Vulnerability Criteria				
Name	Age	Phone Number	Address	Vulnerability Criteria

B. Topics, Needs and Implementation's Steps

Based on the identification activity conducted with girls, what were the key topics and needs arising for this group?

Based on your discussion with the girls, did you notice any issues that should be addressed with them in the curriculum? (E.g. known safety issue, observations of girls' level of confidence, discussions with gatekeepers, interest in doing handicraft etc.)

When are the girls available to meet to participate in the curriculum?

Is staff available to implement activities with girls at the specified time?

YES

NO

When will the curriculum take place?

Specific for the Drama Course: What is the proposed intervention and what is the justification? E.g. Number of modules to be implemented, specific modules and why?

3. Pre/Post Group Drama Assessment Tool Reporting Template

1. General Information:

Facilitator tip:

this tool should be carried out with a facilitator and a note taker.

- Name, Number or Group Location:
- Age range:
- Number of participants:
- Date of the Pre Assessment Tool:
- Date of the Post Assessment Tool:

2. Life Skills and Practices:

a. Let's Express our Skills:



Instructions:

- Ask the girls to stand in a circle and take turns in mentioning one skill each that they're good at it.
- The group will repeat what each girl says Example: 'My name is Hoda and I am good at singing', the group will say 'her name is Hoda and she's good at singing'.
- Once the group has completed the 1st round, you can ask them if they have other skills to share, and continue to do additional rounds until the girls have completed listing their skills.
- Examples of skills could be: good communication, being able to express oneself (drawing, singing, dancing), being creative, problem solving, decision making.

Pre Assessment Tool: Number of Rounds (e.g. 1 round)	Pre Assessment Tool: Skills Mentioned	Post Assessment: Tool Number of Rounds (e.g. 3 rounds)	Post Assessment Tool: Skills Mentioned	Variations/Comments on Improvements etc. (I.e. has there been an increase or decrease? Is there anything particularly notable in the skills mentioned by girls; or any skills that are not in line with the typical gender roles of girls; i.e. other than cooking and cleaning and?)

b. How can we adapt with emotions?



Instructions:

Tell girls that you are going to read a number of statements. Ask girls to stand up if they try to use these tips/techniques in their life and to remain seated if they don't try to use these techniques in their everyday life. Next to each statement in the box below, insert the number of girls who chose that technique.

Statements:

- When I am angry or sad I: Express my feelings in a creative way (i.e. drawing, poetry, etc).
- When I am angry or sad I: Tend to shout at my friends/siblings
- When I am angry or sad I: Breathe and relax
- When I am angry or sad I: Listen to music
- When I am angry or sad I: Give myself time and space alone (i.e. going for a walk).

Positive ways to manage your emotions	Negative ways to manage your emotions	Variations/Comments on Improvements (i.e. the number of girls who use positive tips to control their anger has increased)
<p>Statement:</p> <ul style="list-style-type: none"> • Express my feelings in a creative way (i.e. drawing, poetry, etc) • Breathe and relax • Listen to music • Give myself time and space alone (i.e. going for a walk) 	<p>Statement:</p> <ul style="list-style-type: none"> • Tend to shout at my friends/siblings • I try to sleep to forget about the reason that made me sad • I change my eating habits (i.e. I eat more or less than I usually do) 	
<p>Pre Assessment Tool</p>	<p>Pre Assessment Tool</p>	
<p>Post Assessment Tool</p>	<p>Post Assessment Tool</p>	

3. Position's identification: I agree or Disagree:



Instructions:

Ask the girls to stand still if they agree and to sit down on the floor if they don't agree with the following statements.

Statement	Pre Assessment Tool: Number of girls who agree	Pre Assessment Tool: Number of girls who disagree	Post Assessment Tool: Number of girls who agree	Post Assessment Tool: Number of girls who disagree	Variation/ Comments on Improvements etc.
If a girl is exposed to harassment, she should tell this to someone she trusts.					
Girls can't take decisions about marriage; it's better that someone older makes this decision for girls (i.e. Parents, relatives...)					

4. Friends:



Instructions:

- Ask the girls to draw a picture that represents them and the friends they have in their lives (actual friends). They can draw first themselves in the middle of the blank paper, or draw any symbol that represents them; and then ask them to draw their actual friends.
- **SAY:** We will be doing the same drawing at the end of the course. So we will collect the drawing at the end of the activity today and keep them safe for you. After you do the same activity at the end of the course, we will give your drawings back to you.
- **Note to the facilitator:** the purpose of this activity is to identify the number of friends that each girl has; and to see whether this number will increase or not at the end of the curriculum"
- **Ask** the girls to put their name or a code that they can remember up until the end of the course, so that you are able to measure the change in friends from entry to exit and log this in the tool

5. Let's Express and Showcase our Drama Skills:

CLOSING ACTIVITY: no need to capture data



Instructions:

- Ask girls to carefully listen to the following statements.
- Girls are supposed to express and act each statement using both body language and voice tone (this includes facial expressions, change in posture, positioning, various level of voice tone- from high to low).

Statement
I can express using a loud voice and shout my name out loud in the group
I can act out a number of emotions using my body language and voice tone: <ul style="list-style-type: none">• Happy• Excited• Surprised• Angry• You just received a gift• You heard really great news• You just heard something really funny• You are really tired

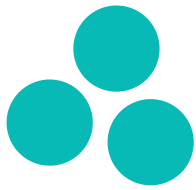
6. Qualitative Questions: (FOR POST ASSESSMENT ONLY)



Instructions:

Ask the girls the following questions in order to qualitatively assess their feedback around the Drama course they've attended:

- What I liked the most in the drama sessions was:
- What I didn't like in the drama session was:
- What I would like to change in the curriculum or in the sessions is:
- The most important thing I learnt in drama was:
- How I felt before attending the course:
- How I feel after attending the course:





GROUP DIVISIONS

4. GROUP DIVISIONS






The following section includes games and fun ways to divide girls for group work.

Facilitators find difficulties when dividing girls since sometimes girls “protest” and want to be with other girls they are closer to, or don’t want to be with a specific girl in their group. Therefore, these activities provide a good and fun way for girls to be divided which might get distracted by the game and not focus in return on the group they are in.






Additionally, some of these activities are fun and can be used as energizers or icebreakers.

Animal Game		
TYPE	 Dividing Groups <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
MATERIALS	Post its	
DURATION	4 minutes	
STEPS	<ol style="list-style-type: none"> 1. Preparation: write on post-it notes names of animals. One animal on each post-it note. Do the same number of animals as you need groups. For example, if you need 4 groups of 3 participants each, you need to choose 4 animals (number of groups) and write each animal on 3 post its (number of participants per group); 2. Girls to pick one post it, open it and read it without telling the others what is written on it; 3. The girls to do sounds or body movements that represent the animal they have; 4. Girls who have the same animal to group each other, but without talking; 5. When all girls are in their groups, as each group to make the sound of their animal, so that all other girls discover the animal of the group; 6. Inform them that these are the groups that they will be working with in the next activity. 	






Counting

 TYPE	 Dividing Groups <input checked="" type="checkbox"/>
 MATERIALS	None
 DURATION	2 minutes
 STEPS	<ol style="list-style-type: none"> 1. Depending on the number of groups you want to have, ask the girls to count chronologically until 3 for example (if you need 3 groups), from one side of the room till the other; 2. Each girl with say her number out loud. Ask the girls who have the same number to sit together in the same group.







Post its Colors

 TYPE	 Dividing Groups <input checked="" type="checkbox"/>
 MATERIALS	Colored post its- hat or bowl
 DURATION	2 minutes
 STEPS	<ol style="list-style-type: none"> 1. Depending on the number of groups you want to have, put in a hat or bowl different colors of post it notes. If you want to have 3 groups of 2 participants each, put 3 different colors of post its, and 2 post its of each color; 2. Girls to pick post its from the hat or bowl, without seeing the color they are picking; 3. The girls who have the same post it colors are in the same group.






New Girls

 TYPE	 Dividing Groups <input checked="" type="checkbox"/>
 MATERIALS	None
 DURATION	2 minutes
 STEPS	Ask the girls who did not work together this week, or today, or since the beginning of the curriculum (depending on the group) to work together in the next activity

Similarities

 TYPE	 Dividing Groups <input checked="" type="checkbox"/>  Icebreaker <input checked="" type="checkbox"/>
 MATERIALS	None
 DURATION	2 minutes
 STEPS	<p>Ask girls whose name starts with the same letter to stand together and then be together in the same group.</p> <p>Note to facilitator: you can adapt the instructions depending on the group you have- maybe u know they have same letters of family names, or u notice many are wearing similar colors. So try to find similarities between the group to divide them.</p>

Fruit salad

 TYPE	 Dividing Groups <input checked="" type="checkbox"/>
 MATERIALS	None
 DURATION	2 minutes
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to stand in a circle and you stand in the middle 2. Give a fruit for each girl. If you need to have three groups, give three different groups 3. Ask the girls who got the same fruit to stand together



ICEBREAKER GUIDE

5. ICEBREAKER GUIDE

TITLE	11-13	14+
People to People	●	●
Animal Sound	●	●
What do you do?	●	●
What has changed?	●	●
laughing on a chair	●	●
Do the opposite!	●	●
A creative Greeting	●	●
Fruit Festival	●	●
Name Game	●	●
Where Is My Other Pair?	●	
Two Truths And A Lie	●	●
What if?		●
Fongo Bingo!		●
Match Card Game	● ¹	●
Freeze Frame	●	●
Fruit Salad	●	●
You Rock	●	●
Tasnim Said	●	●
Exchanging Faces	●	●
Walking on Different Patterns ²	●	●
Light as a Feather and Heavy as a Rock ³	●	

1. Adaptation for 11-13 girls

2. Free adaptation from: Ruggieri V., Fabrizio M. E., Seminar on posture and gaze. Chair of Clinical Psychophysiology, Faculty of Psychology, University La Sapienza, Rome, 1995.

3. Ibid.

TITLE	11 - 13	14 +
Who Is The Leader?	●	●
Body Writing		●
The Animal Game	●	●
Count to Seven		●
Repeat the Moves	●	●
Clothes Swap	●	●
Names and Adjectives	●	●
Yes or No Game	●	●
Castana Castana Bof	●	
Felfoul and Falafel	●	●
Ice and Fire	●	
Matching Game	●	●
Parachute	●	
Dandoushi	●	
Camel Walker	●	●
Rabbit, Leopard, Turtle	●	●
Carving Statue	●	●
Open Rose , Close Rose	●	
Taq Taq Taqiyyih/Hat Hat	●	
O Kopita	●	●







ICEBREAKERS and ENERGIZERS

Facilitators use games for a variety of reasons, including helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue.







Games that help people to get to know each other and to feel comfortable in a particular environment are called **icebreakers**. When people look tired and need a burst of energy to help them refocus, we use something called **energizers**. Sometimes these are both interchangeable.

This guide includes different types of icebreakers and energizers that have been tested with different groups of adolescent girls in Lebanon (Lebanese and Syrian girls). Some activities have been taken from other energizer guides, whilst some have been developed by the Adolescent Girl Officers, Focal Points and the girls themselves. Facilitators can pick and choose those that are most appropriate for their specific purpose and environment. We have also identified which icebreakers work well with which age group. This is flexible and only highlighted to provide you with some age specific guidance when doing these activities.







People to People

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	None	
 DURATION	5 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask girls to form a circle. 2. Each girl is with a partner next to her. 3. When facilitator says 'hand to hand', girls have to put their hand palms together 4. When facilitator says 'back to back', girls put their back on each other, and so on. 5. When facilitator says 'people to people', girls switch partners. 	







Animal Sound

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	None	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Tell group members to silently think of their favorite animal. 2. Then tell group members that without talking, they need to arrange themselves from largest to smallest animals. 3. Group members can only make gestures and the noise of their animal. 4. After they have finished, have group members go around and say the animal they were supposed to be to see if they arranged themselves from the largest to smallest 	







What do you do ?

<p> TYPE</p>	<p> Icebreaker <input type="checkbox"/></p>	<p> Energizer <input checked="" type="checkbox"/></p>
<p> MATERIALS</p>	<p>None</p>	
<p> DURATION</p>	<p>10 minutes</p>	
<p> STEPS</p>	<ol style="list-style-type: none"> 1. Ask participants to stand in a circle and someone to volunteer to leave the room. 2. The rest of the group has to decide an occupation for the volunteer such as a driver, shopkeeper, etc. 3. Participants are asked to mime the occupation that they chose. 4. The volunteer is called in into the room and stands in the middle of the circle to try to discover the occupation being mimed. 	







What has changed ?

<p> TYPE</p>	<p> Icebreaker <input type="checkbox"/></p>	<p> Energizer <input checked="" type="checkbox"/></p>
<p> MATERIALS</p>	<p>None</p>	
<p> DURATION</p>	<p>10 -15 minutes</p>	
<p> STEPS</p>	<ol style="list-style-type: none"> 1. Divide the group into two lines standing facing each other. 2. Line "A" are called the "Changers" and line "B" the "Observers". 3. The "Observers" are asked to turn their backs for around 2 minutes while each one of the "Changers" changes at least one thing in his appearance. <p>Tip to facilitator: ask the "changers" not to make it very hard for "observers" and make changes that can be detected</p> 4. The "Observers" have to list what are the changes that the "changers" made (to make it harder you can ask them to list the changes in 2 minutes); 5. Switch the roles between "changers" and "observers". 	









Laughing on a Chair

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	Chair	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Place a chair in the middle of the room. 2. Explain to participants that whoever sits in the chair should not laugh. 3. Ask for a volunteer to sit in the chair and for the rest of participants one by one to make the person sitting laugh. 4. The one who get to make the person laughs takes his place. 	







Do the opposite!

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	None	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask participants to walk in the space and to fill the empty spaces 2. While they are walking explain the instructions: Explain to them that whenever you say a word they should do the complete opposite. Example run = walk/ talk = be silent/ shout = be silent/ be silent = sing or shout/ don't move= dance. Tip to facilitator: it would be better to give them one of the words, for example run = walk; let them practice it once and then give them the others- to make it easier to memorize. You can also add more options to make it more fun. 	







A Creative Greeting

 TYPE	 Icebreaker 	 Energizer 
 MATERIALS	None	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to walk in silence in the well-defined play-space. Ask them to fill each empty spot in the space and walk in all directions, then ask them to relax their shoulders and leave their hands free. 2. Say: slowly start making eye contact and when I say STOP find someone, share your names, then create together an unconventional way to greet each other. You have to create clear sounds and movements, something that has a rhythm and that you can repeat when you are asked to. 3. When all pairs have finished from devising their way of greeting, ask them to walk again then to STOP. 4. Say: now find someone new and create together another unconventional way to greet each other. When you finish, walk again and remember who the first person was, and who the second person was, and what was your way of greeting each one of them. 5. Then say STOP and ask them to find a third person and to do the same thing with her, then ask them to walk again. 6. Say: now I will say the number of each encounter you have made; when I say 1, you will have to find the first person you've met, quickly say her name, and repeat with her the same greeting that you have devised together, and when I say 2, you will find the second person you've met, and so on. 7. Shuffle the numbers and repeat them several times until you feel that the group have become very spontaneous and playful. 	







Fruit Festival

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	None	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to group by the kind of fruits they like, or divide them into groups and ask each group to agree on a kind of fruit. 2. Ask each fruit group to find a very small song (2-3 words, and/or vocals and sound effects) and dance (a pattern of rhythmic movement for their group). 3. Act as a 'maestro' and call them group by group to present their little performance. Then start mixing between them e.g. mangos and bananas so the groups who are called together have to perform together, and from time to time shout 'fruit carnival' so all fruit group shouldz perform together. Try and explore exotic arrangements and variations. Be creative! 	







Name Game

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	Small ball, music	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator asks the girls to arrange themselves in a circle; 2. The girls throw the ball to each other as long as the music is still playing; 3. Once the facilitator stops the music, the girl who had the ball, is asked to introduce herself (name, hobby, current feeling if possible); 4. The facilitator should ensure that each girl had the chance to express herself and speak. 	







Where is my pair ?

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	Post it notes/ colored paper/ numbered paper	
 DURATION	25 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator distributes one post it note per girl, (where two girls each have the same color post it note/ or if you don't have colored notes, you can number the notes instead) 2. The facilitator asks the participants, to search for the person who has the same color post it note as them (or same number); 3. Once found, the pair should share 4 details about themselves (e.g. name, age, hobby, favorite food) 4. The facilitator asks each pair to share their information with the group. 	






Two Truths and a Lie

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	N/A	
 DURATION	20 minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator asks all the girls to arrange themselves in a circle and sit on the ground if possible; 2. Instruct each girl to think of three statements about themselves; two must be true statements and one must be false; 3. Each girl should share the three statements (in any order) with the group; 4. The group votes on which one they think is a lie, and at the end of each round, the girl reveals which one was the lie 	







What If

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	Cut out questions (See Annex), hat/box	
 DURATION	20 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator asks the girls to sit in a circle on the ground and puts all of the questions in a box. 2. The girls will take turns to pick a question out of the box and answer it. 3. Note: the girls can pass, or choose a different question if they don't want to answer it. 	







Fongo Bingo

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	Bingo sheet, pens	
 DURATION	20 minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator gives each girl a bingo sheet to fill in. 2. The girls will go around the room to try and identify girls in the room who meet the description on the bingo sheet. The first one to complete one column or row, wins. 3. They must shout FONGO BINGO 	







Match Card Game

 TYPE	 Icebreaker <input checked="" type="checkbox"/>  Energizer <input type="checkbox"/>
 MATERIALS	Pens, sticky notes
 DURATION	20 Minutes
 STEPS	<ol style="list-style-type: none"> 1. The facilitator distributes to each girl two sticky notes; on which she is discretely requested to write her name and something unique about her; For example: (Sara – likes spicy food); 2. When the girls are done, the facilitator asks them to mix the notes up and place them in the middle of the floor; 3. The facilitator then asks each girl to take turns to match one girl to their interesting fact. 4. The group can tell her if she is correct or not and then move on to the next girl who can have a turn, and so on (until they are all matched) 5. For the younger girls, you can do the same activity, but ask them to fold the papers and put the name in one box and the 'something unique' in another box. They should choose one name and one unique thing and see if they are matching







Freeze Frame

 TYPE	 Icebreaker <input checked="" type="checkbox"/>  Energizer <input type="checkbox"/>
 MATERIALS	N/A
 DURATION	10 minutes
 STEPS	<ol style="list-style-type: none"> 1. The facilitator asks the girls to move around the room and await her instructions; 2. The facilitator says for example: 'football', the girls are then asked to freeze their movement in a way to represent the word said by the facilitator; 3. The girl who doesn't freeze her movement, or gets it wrong, is out of the game







Fruit Salad

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator gives the girls a name of a fruit (3-4 different fruits depending on the size of the group) e.g. strawberry, banana, lemon, orange etc. 2. The facilitator asks the girls to listen carefully: When the facilitator mentions the name of a specific fruit, all the girls who have been assigned that fruit must exchange places; 3. The last girl to exchange her place loses 4. When the facilitator says fruit salad, all of the girls should swap places 	







You Rock

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	Paper and pens, box/hat	
 DURATION	20 minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator gives each girl two pieces of paper and asks them to make a circle 2. The girls will write one nice thing (quality, positive word) about the person on their left and the same for the person on their right (with their name on it). 3. They will then put these in a box. 4. The facilitator (or a girl if she volunteers) can read these out to the group 	







Tasnim Said

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	15 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. The facilitator asks the girls to stand in a circle and listen carefully to the instructions; 2. When the facilitator says for example: 'Tasnim said kneel down, or put your hands on your lower back' etc. The girls are asked to do what Tasnim said, but if the facilitator says: 'Put your hands on your lower back', the girls shouldn't do that because Tasnim didn't say that! 3. The game continues until a single girl wins. 	

Exchanging Faces







 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. One girl will start. She will make a face or a body posture to her neighbor on her right. 2. The neighbor will imitate the face and body posture, then she will turn to her neighbor on her right and make a different face/posture. 3. The game will continue until all girls make the faces or body postures. 4. You can do this two times or more, until the girls get better at the game. 	

Walking on different patterns⁴

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to remove their shoes and socks and feel the ground with their feet. 2. Tell them to start walking in circle. Then tell the girls to imagine that they are walking on different ground patterns, on the sand, on hot sand, then in the water, again on the sand, on stones, mud, ice, paper, cloth, mattresses, etc. 3. While doing the exercise, ask the girls to suggest different ground patterns/materials or objects they can walk on; mimic the movement with the whole body as if you are really walking on very hot sand, jumping for instance. 4. Show the sensation of relief when walking in water or on soft objects, or the sensation of annoyance when walking on stones. 5. End the exercise with mattresses, or with something soft and pleasant, before going back to where you are and feeling the ground once again. 	







4. Free adaptation from: Ruggieri V., Fabrizio M. E., Seminar on posture and gaze. Chair of Clinical Psycho-physiology, Faculty of Psychology, University La Sapienza, Rome, 1995.

Light as a feather & heavy as a rock⁵







 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to make the feather fall in front of them and to observe it, then ask them to make it fly again and blow under it trying not to make it fall on the ground for a minute. 2. Then ask the girls to walk around and to feel exactly light as that feather. Then suggest another very light object, a piece of paper, and ask them to fly as pieces of paper. 3. Then ask if somebody wants to suggest another light object (i.e. balloon), continuing going around the room. Suggest now moving as you all are scarves. 4. Suggest objects that are heavier and heavier, ask the girls to give ideas every time. You may suggest airplanes, popcorn, jumping balls, mahallabieh, glue, a wheel, a piece of wood, a tree in the wind, a big stone and finally a big heavy rock to the point that they cannot move anymore. 5. Once all the girls are frozen in the rock position, tell them to feel how heavy they are, then suggest to them to start moving out from that feeling, going back to themselves and moving slowly their fingers, their hands, arms, toes, feet, legs and so on. Tell them to stretch all their body in all directions 	

5. Free adaptation from: Ruggieri V., Fabrizio M. E., Seminar on posture and gaze. Chair of Clinical Psycho-physiology, Faculty of Psychology, University La Sapienza, Rome, 1995.







Who is the Leader

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Participants stand in a circle. One person volunteers to leave the room. 2. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. 3. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. 4. The group protects the leader by not looking at her. 5. The leader must change the actions at regular intervals, without getting caught. 6. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader. 	







Body Writing

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls what word in English/French they wish to learn. 2. Show the group how to spell out the word by using full movements of the arms and the body. 3. All participants then try this together. 4. You can repeat this a number of times 	







The Animal Game

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	Paper, pens	
 DURATION	5 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Give slips of paper to each member of the group. 2. Write the name of an animal on each slip (maximum 3-4 different animals depending on the size of the group). 3. Hand the papers out at random and after you count to three, each person should make the sound of the animal on their paper so that they can find the other members of their animal group. 4. The first group to find each other the quickest, wins. 	







Count to Seven

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	7 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. The group sits in a circle and one person starts the process of counting. 2. Each person then counts in sequence. When the counting reaches seven, the next person starts over with the number one. 3. Every time someone says a number, they use their hands to point out the direction that the counting should go in. 	







Repeat the Moves

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Everyone stands in a circle. 2. One person starts clapping their hands. The person to their right has to clap their hands then jump (for example) and then the person on their right has to clap their hands, jump and do a new move. 3. Each person repeats what has been done and adds a new move/posture/action. Go round the circle until everyone has had a turn 	







Clothes Swap

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask participants to stand in a circle. 2. One person will stand in the middle and ask the girls wearing the same colors/ accessories/shoes to exchange places. 3. The person in the middle will also exchange places, leaving one person with no place to go. 4. The participant that remains with no place in the circle repeats this exercise using different types of clothing. 	







Names and Adjectives

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Participants think of an adjective to describe how they are feeling or how they are. 2. The adjective must start with the same letter as their name, for instance, "I'm Amal and I'm amazing". Or, "I'm Hanady and I'm Happy." 3. As they say this, they can also mime an action that describes the adjective 	







Yes and No Game

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	7 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Split the girls into pairs. 2. Ask each girl to ask her partner a question with a yes/no answer 3. The partner should not use the words 'yes' or 'no' but try to use different ways to answer the questions. 4. When one of the girls loses, ask them to switch roles. 	







Castana Castana Bof

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to move around the room, doing silly movements. 2. Ask them to freeze when you say "Castana Castana Bof" 3. When they freeze, try to make them laugh with every possible method. 4. The last girl who manages not to laugh will be responsible for saying "Castana Castana Bof" and making the girls laugh in the second round. 	







Felfoul and Falafel

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Split the girls in two groups and ask them to stand in a line facing each other. 2. Allocate the 1st group the name 'Felfoul' and to the 2nd group 'Falafel'. 3. Tell the girls a story where you will be using Felfoul and Falafel very often. The first group should bow every time you say 'Felfoul' and the 2nd one every time you say 'Falafel'. 4. Try to confuse the girls while telling the story (saying felfoul and falafel very fast, repeating the same a number of times etc.) as the game will be funnier. 	

Ice and Fire







 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Divide the girls into 2 groups: ice and fire 2. The ice group should catch the fire group. 3. When a girl from the ice group catches a girl from the fire group, she should freeze and stop moving. If it's the other way around, the ice group should melt. 4. The melted or frozen girl can go back to her initial state if a girl from her group touches her to free her. 	

Matching Game

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask a volunteer to go outside. 2. Divide the girls in pairs and ask each pair to agree on a move. 3. Tell the girls to move around in the room, each pair should do the move they agreed on. 4. The volunteer has to match each pair doing the same move. 	







Parachute

**Note, that Parachute is not an icebreaker or an energizer, but it is a ritual that you can do in addition to the icebreakers at the beginning of each session, for groups you meet regularly.*



 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	N/A	
 DURATION	5 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls if they know what a parachute is 2. If it is too difficult for the girls to visualize, you can make a drawing of it or propose to have an umbrella, only the cloth of an umbrella. 3. Say: 'since the parachute is folded, we are going to open it. In order to open it we have to make two lines, close to each other. We go down. We open it on one side, then on the other side and then we open it wide and we step on it. The parachute is round. From the middle of it start many lines (indicate the center and the lines), so, each one of us has a triangle and every triangle has a color.' 4. Ask your neighbor: 'what is your color' OR with younger girls you can say: 'my color is YELLOW! What is your color?' 5. Once all the girls say their color, say: 'This parachute/umbrella will be with us all the time. We will come back to it at the end of our activity and we will close it.' 	

Cleaning & Closing the parachute



**Note, that Parachute is not an icebreaker or an energizer, but it is a ritual that you can do in addition to the icebreakers at the beginning of each session, for groups you meet regularly.*

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	N/A	
 DURATION	5 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to stand in circle at the border of their triangle on the parachute and tell them: 'before closing our parachute we need to clean it, there are many things on it that makes it heavy. In cleaning it, we make sure we keep the good things on it because they are light; we will make light and remove the things that are heavy.' 2. Ask the girls to stand on the border of the parachute, on their triangle. Then ask them to imagine to take the color from it and to take a shower with it, and to cover all their bodies and to remove the heaviness on to the parachute. 3. Ask the girls to lift the parachute with their two hands and act as if you are lifting something very heavy. Pull it up and down, ten times, to remove all of the heaviness, counting all together loudly, acting as if the things on the parachute become lighter and lighter, and then put it back on the floor. 4. Ask the girls to stand in two lines, facing each other on two sides of the parachute, then together roll it, fold it and place it somewhere safe. 	







Camel Walker

TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
MATERIALS	N/A	
DURATION	15 Minutes	
STEPS	<ol style="list-style-type: none"> 1. The facilitator asks the girls to stand in a circle and listen carefully to the instructions; 2. When the facilitator sings 'Camel walker', with every statement, the girls must put her hands on different parts of her body that the statement is referring to. 3. The facilitator will try to confuse the girls by saying a statement and putting her hand on the wrong part of her body 4. The girls should not copy the wrong movement as they will lose. 5. The game continues until a single girl wins 6. Her reward is to lead the next activity if she wants to. Camel walker song: "جمل ماشي _ عالماشي - جيت أضمه - فتح تمو - خطف شاشي" 	







Rabbit, Leopard, Turtle

TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
MATERIALS	N/A	
DURATION	10 Minutes	
STEPS	<ol style="list-style-type: none"> 1. The rabbit's movement is jumping, the tiger's movement is running, the turtle's movement is to move very slow, and freeze is to stop all movements. 2. Girls stand in a line at one end of the room, the aim is to reach the finish line 3. The facilitator will start the game, by saying the name of an animal and the girl should do the movement related to that animal. 4. If the girl does the wrong movement, she should return to the beginning of line. 5. The one who arrives at the finish line first is the winner. 	







Carving Statue

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input type="checkbox"/>
 MATERIALS	Scarf or blindfold	
 DURATION	15 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask a volunteer to go outside the room. 2. Ask two girls to volunteer and make a shape with their body and remain still, like a statue. 3. The volunteer outside of the room should be blindfolded before she enters the room, she should touch the statues, after finishing, she has to guess which girls who were doing this. 	







Open Rose, Close Rose

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to hold each other's hands and stand in a circle. 2. Ask one girl to be a volunteer in the middle. 3. All of the girls should start singing 'Open rose, close rose' When they sing close rose, the girls should move in towards the middle of the circle (close to the volunteer) and when they say 'open rose' they should move away from the middle of the circle and away from the volunteer. 4. At the end they pick up the volunteer in the middle of the circle 5. Song "open rose, close rose" <p>فتّحي يا وردة ، ضمّي يا وردة ، هون بوسني خيي ، هون نزلني يا امي ، هون حبّيت شوكلاته ، هون بيت الخياطة.</p>	

Taq Taq Taqiyyih/ Hat Hat

 TYPE	 Icebreaker <input checked="" type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	Hat	
 DURATION	10 Minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to sit in a circle. 2. Ask one girl to be a volunteer. Holding the hat, she should move around the girls. 3. All of the girls start singing 'Taq Taq Taqiyyih', the volunteer should place the hat on the head of the girl where she is stood when the last words of the song are sung. 4. This girl should stand up and try to catch the volunteer, whilst the volunteers should try and sit in this girls place. 5. Song Taq Taq Taqiyyih' طاق طاق طاقيّة ، طاقيتين بعليّة ، رن رن يا رجب ، حوّل واركب عالفرس. 	

O Kopita

 TYPE	 Icebreaker <input type="checkbox"/>	 Energizer <input checked="" type="checkbox"/>
 MATERIALS	N/A	
 DURATION	5 minutes	
 STEPS	<ol style="list-style-type: none"> 1. Ask the girls to stand in a circle 2. Each girl will say "O Kopita" based on how they are feeling today e.g. if they are happy, they can sing it, if they are tired, they can do it with a yawn 3. After each girls has had a turn, suggest some ways to do it in a group e.g. scared voice, singing, angry, happy etc. 4. Give the girls the opportunity to suggest some different ways to say it as well 	

ANNEX

QUESTION CARDS



WHAT IF ICEBREAKER

	<p>If you had the chance to meet any person in the world, who would it be?</p>	<p>If you had the chance to live in a different historical era, which one would you choose and why?</p>
<p>If you were to raise an animal, which one would you choose and why?</p>	<p>Which skill do you feel that you need to acquire?</p>	<p>If you could relive one day in your life, what day would it be and why?</p>
<p>If you could change anything you want in your personality, what would it be and why?</p>	<p>What is the profession that you wish to exercise in the future?</p>	<p>What is your favorite TV program?</p>
<p>What are the things that you can not forgive?</p>	<p>List two of your qualities and two of your weaknesses.</p>	<p>Who is your favorite actor?</p>
<p>Tell us about a funny incident that happened to you or to someone you know.</p>	<p>What would you do if you win a big prize?</p>	

BINGO SHEET

Is learning a language	Has never been on a plane	Has more than three brothers	Likes cats	Is right handed
Is left handed	Has ridden a horse	Has ridden on a motorcycle	Doesn't like chocolate	Met someone famous
Doesn't eat meat	Is an only child	Free space	Is good at art	Can play a musical instrument
Favorite color is red	Likes dogs	Doesn't know how to swim	Doesn't have a Facebook account	Plays a sport

Compiled by Adolescent Girl Officers, WPE Team, Lebanon

