

**Aarambha Project - Accelerating Life Skills, Literacy and Numeracy of Married Adolescent Girls**  
**Output 2: Life skill workshop**

**Contents**

Notes for the facilitator .....	3
Day 1 .....	4
1. Adolescent Girls Only: Creating a Safe Space .....	4
Day 2 (Part 1).....	7
2.1 Empowerment .....	7
PART 1: HEALTH .....	8
Day 2 (Part 2).....	8
2.2 Clean Rules! Hygiene .....	8
Day 3 (Part 1).....	14
3.1 Puberty .....	14
3.2 It's That Time of the Month. All about Menstruation. ....	18
4 It's That Time of the Month. Let's form a support system.....	21
5 Putting it All Together – Recap .....	24
PART 2: SEXUAL AND REPRODUCTIVE HEALTH.....	25
6 Waiting for a New Family Member .....	25
7 Planning the Family .....	32
8 Keeping the Little One Healthy .....	37
9 Healthy Mom Means Healthy Family .....	42
10 Serious Job of Being a Mom.....	45
11 Let's know about STIs for few minutes and .....	50
Putting it All Together – Recap .....	50
PART 3: SOCIAL SKILLS .....	53
12 Getting Our Message Across – Communication Skills.....	53
13 I Choose – Decision Making Skills.....	58
14 Problem? That's OK! – Problem Solving Skills.....	61
15 Let's talk! – Negotiation skills part 1.....	64
16 Let's talk! – Negotiation skills part 2.....	69
17 Our Power. Building confidence and self-esteem.....	70
18 Don't Forget about Yourself.....	74
19 Putting it All Together – Recap .....	78
PART4: FINANCIAL MANAGEMENT AND BUSINESS PLANNING .....	79

20 Money Matters – Goal Setting and Basics of Financial Literacy .....	79
21. Money Habits Part 1 .....	82
22 Money Habits Part 2 .....	85
23. Basic knowledge on financial institutions .....	88
24 Welcome to Cooperatives!.....	94
25 Let’s Do This! Business Plan.....	94
26 Putting it All Together – Recap .....	97
<b>PART 5: SAFETY .....</b>	<b>99</b>
27. Risk mapping .....	99
28. Understanding violence and service mapping together .....	101
29. Girl Power: How to Stay Safe.....	104
30. Harming Someone is NEVER Alright. The realities of domestic violence .....	106
31. I’m Not for Sale! The reality of human trafficking and unsafe migration in Nepal .....	109
32. Hands Off! Sexual abuse .....	112
33. Child Marriage, Pasts and Futures .....	116
34 Putting it All Together – Recap .....	119
<b>PART 6: LEADERSHIP .....</b>	<b>121</b>
35 A Real Life Leader – Guest Speaker .....	121
36 Developing Inner Strengths / Recognizing Our Collective Strengths.....	122
37 The Girls Only Team .....	125
41 Completion/Closing Ceremony .....	128

## Notes for the facilitator

- Outline training's purpose, plans, and rules at the beginning of the session. It will make it easier to redirect the conversation as needed.
- Bring the agenda written out and paste it on the wall so participants know what to expect and when.
- Be aware of the time. If a discussion is taking too long, redirect conversation back to the main topic.
- Encourage active participation from all. Be aware of the power dynamics in the room – perhaps younger participant is not speaking, and the older one is speaking all the time. Allow all participants to have a chance to contribute to discussions, with additional focus to girls that needs support such as girls with disability.
- Don't force participants to speak. They may appear more shy at earlier sessions and speak up more at later sessions. That's OK.
- **Have referral sheet ready all the time.** If a participant discloses experience of violence, meet with her after the session and inform her what her options are – show her service providers. Make sure to comfort her and you keep such information anonymous and confidential. Record and report the cases as per the reporting guideline.
- Make sure the workshop space is enabling and welcoming for every participant. Do not allow any bullying or harassment in the workshop space.
- Do not use English words when speaking or writing on white board. Use only Nepali or a local language if majority of your group speak it. Try to use simple language, keep in mind that for some participants Nepali might not be their mother tongue and they might have low literacy levels. If someone doesn't understand a term or concept, rephrase it.
- If someone interrupts, stop them politely and ask to wait until the other person finishes talking.
- Prepare a set of ice breakers and refresher activities in advance. When you see the participants are bored or are paying less attention, stop and conduct a refresher activity.
- During group work walk around the classroom to ensure that everyone is actively participating.
- Use interactive delivery methods. Ask Vs Tell in which you get information from the participants by asking them questions, rather than lecturing to them; Group Work where participants have a chance to work in a group; group discussions, etc.
- After each activity ask if anyone has any questions, if everything is clear. Repeat if needed. You can also ask a participant to summarize to the group what was discussed.
- Ensure that everyone's views are respected (i.e. if there is a disagreement, acknowledge that everyone has the right to their own opinion).
- Model inclusive space – be wary of language and make sure there are no disparaging, discriminatory or offensive remarks about minority groups, women and girls, people with disabilities, low caste people, LGBTI people, etc. If you hear a remark like that, remind participants this is an inclusive and diverse space and offer an alternative term that can be used. Explain why we don't use discriminatory or offensive terms: they perpetuate harmful stereotypes, exclude people from participating, and make people uncomfortable.
- In case of conflict, try to prevent conflict escalation.
- Journal assignment will be given each day. Encourage participants to brainstorm on the content given for assignment. This journal assignment is only to brainstorm rather than presenting it in written format.

## Adolescent Girls Only: Creating a Safe Space

<b>Day 1</b>	
Title:	<b>1.Adolescent Girls Only: Creating a Safe Space</b>
Topics:	Introductions; project description; group values and rules
Time required:	2 hours
Key message:	This workshop will help to create a safe space, enabling environment, become empowered and develop the sense of working together, follow the rules to decide on, build skills, develop relationship and learn.

Lesson objectives:	Materials required:
<ul style="list-style-type: none"><li>• Getting to know each other.</li><li>• Learning what the program is about.</li><li>• Creating “Adolescents Only Zone”.</li><li>• Setting the rules for our group.</li><li>• Creating the group identity.</li></ul>	<ul style="list-style-type: none"><li>• Long ribbon.</li><li>• Magic stick.</li><li>• A3 / A2 paper.</li><li>• Sign pen.</li><li>• White board, marker.</li><li>• Secret box.</li></ul>

Start: distribute notebooks, pens and bags.

### ACTIVITY 1: SELF INTRODUCTIONS (10 MINUTES- INDIVIDUAL SHARING)

1. Introduce yourself according to the format: “My name is ..... I am ... years old. I come from ..... I feel most confident when ....”
2. Ask all the participants to introduce themselves according to the same format. When speaking, each participant holds on to a “magic stick” which means she is talking, listened to and not interrupted.

### ACTIVITY 2: INTRODUCTION OF LIFE SKILL WORKSHOP (10 MINUTES-ASK VS TELL)

Facilitator asks participants why do you think you are here in the workshop?

- Give them time for brainstorming and listen to their opinions.

After listening them, explain that during 10 months of literacy and numeracy classes, we will also learn about life skills. Gradually we will learn what are the life skills and we will be developing life plan. This workshop will help to create a safe space, enabling environment, become empowered and develop the sense of working together, follow the rules to decide on, build skills, develop relationship and learn.

State the requirements for receiving a Certificate of Completion clearly (E.g. participants should at least have 85% of attendance to receive a certificate, they should not be absent in the class, not more than 5 days).

### **ACTIVITY 3: CREATING A SAFE SPACE (20 MINUTES- GROUP DISCUSSION)**

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

### **ACTIVITY 4: CLARIFYING GROUP VALUES (20 MINUTES GROUP DISCUSSION)**

Group values are equally important in a group. Maintaining confidentiality, supportive to each other, respect the values of an individual and group, be a good listener, not to judge each other, asking questions to facilitator if unclear, tolerance, no discrimination, patience, participation, enthusiasm, fun.

1. Describe how the rules the participants have created reflect certain values - ways of being in the world. E.g. if we do not interrupt each other, that means we listen and respect each other opinions and are curious what others have to say. We value their voices, so we do not interrupt them. Ask what the word value means to the participants.
2. Ask the participants what is the connection between values and empowerment. (E.g. when a person lives their life according to the values they believe are important, they become more powerful because they are being true to themselves and respecting themselves. Self-respect is an essential part of feeling empowered.)
3. Ask whether any important values are missing that they would like to add to the list? (E.g. Is confidentiality – if a participant shares something with the group, it will not be shared with people outside of the group – included on the list?) Encourage a discussion on which ones are most important. Add all the values on the board if all the participants agree to them.
4. If these values were not mentioned, add: respect, tolerance, no discrimination, patience, participation, enthusiasm, fun. Then ask the participants what these values mean. Ask if they agree to add them to the group's values. If so, add them on the board.
5. Refer back to the rules the participants came up with for the group and ask if anything should be added based on the values they agreed were important (E.g. should one of the rules be "Everyone participates" or should participants have the option to "pass" if they don't want to share. If so how many "passes" should a participant be allowed to get in one class so that there is still a high level of participation?)
6. When the participants all agree on the values of their group, applause.

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

1. Ask the participants to brainstorm possible names for the group and agree on a name. (Prompts: Super Wives, Champions.)

2. Ask: How does the name embody what the participants want to happen in the group? (Prompts: we want to support each other, we want to learn and grow together, we want to have a good time together.)

### **ACTIVITY 6: CREATING A “ADOLESCENT GIRLS ONLY” ZONE (10 MINUTES – PHYSICAL ACTIVITY)**

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

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

1. Put a large piece of chart paper on the floor between the participants and give them color sign pens.
2. Start with yourself and instruct each participant to trace her hand so that her fingers are touching those of the next participant so that all the traced hands form a circle.
3. Ask the participants to write the values they have identified for the group from the board inside the circle made of their hands outlines (e.g. respect, tolerance, participation). Outside they write what they don't want to intrude in their safe “Adolescents only space” on the outside (e.g. disrespect, laughing at people, being mean).
4. Ask the participants to use markers to decorate their traced hands and draw their “membership” ribbons / or paste real ribbons on the hands they have drawn on their poster.
5. Ask the participants to write their names and the name of the group at the top of the poster.
6. Ask the participants to decide where to put poster on the wall.

#### **Reflection**

Journal assignment: Facilitator asks participants to think on the qualities they like about themselves and what qualities you would like to develop in themselves

### **CLOSING**

1. Introduce the “secret box”. Explain this is where participants can write their anonymous questions, concerns, or suggestions and that it is called the “secret box” because everything that goes in the box is anonymous — the writer remains a secret. You will answer these secret questions on the next day. It is OK to ask anything. (if there are questions for which the facilitator does not know the answer, the facilitator should not assume/guess the answer. The facilitator should ask for informed advice)

2. Facilitators adds that certificates will be distributed at the end of the program for the participants who finish it successfully (no more than 5 absent days).

<b>Day 2 (Part 1)</b>	
Title:	<b>2.1 Empowerment</b>
Topics:	What is empowerment
Time required:	15 minutes
Key message:	Empowerment means being able to take the decision of own's life, make own choices, being responsible and take actions.

### **SESSION NOTES FOR THE FACILITATOR**

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

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

This workshop delivers an intensive level of empowerment; equip girls with life and social skills to assure better life and wellbeing. This enhance the quality of life and enable individual to deal effectively with the challenges she faces. Value means how important some behaviors or things are to us. They reflect what we care most about in our lives. They help us make decisions, interact with others. Some of our needs depend on our values, for example if someone values independence and accomplishments, she might want to have a career to be independent. If someone values connections and family life, she might not want to have a great career, but happy family life – this would be an accomplishment for her. These are not exclusive. The important thing is, values drive our decisions.

### **ACTIVITY 1: WHAT DOES IT MEAN TO BE EMPOWERED? (15 MINUTES - ASK VS TELL)**

1. Ask the participants what is empowerment in their opinion. After hearing participants' ideas on the definition, explain the term "empowered."
2. Ask the participants to take 10 minutes to discuss in pairs the following questions:
  - What characteristics does an "empowered / strong woman" have?
  - What it would mean for them to feel "empowered / strong" in their lives?
  - How would their lives be different if they felt strong? What would they do that they are

not able to do in their current situation if they felt strong (e.g. If they were empowered they would be able to xxxxxx).

1. Ask the participants to share what they have discussed with the full group and write the participants' points on the board.
2. Explain what this workshop are about.

## PART 1: HEALTH

<b>Day 2 (Part 2)</b>	
Title:	<b>2.2 Clean Rules! Hygiene</b>
Topics:	Microbes, hygiene, health, nutrition
Time required:	1 hour and 45 minutes
Key message:	Microbes are invisible, but some of them are dangerous and can cause sickness. However, there are ways to protect ourselves. We can do many things to be clean, stay healthy, and encourage others to stay healthy too.

<p>Lesson objectives:</p> <ul style="list-style-type: none"> <li>• Learning about the importance of hygiene.</li> <li>• Learning about water management.</li> <li>• Learning about spread of germs and diseases.</li> </ul>	<p>Materials required:</p> <ul style="list-style-type: none"> <li>• White board, marker.</li> <li>• Soft ball.</li> <li>• Perfume.</li> <li>• A4 paper for a poster.</li> <li>• Food pyramid illustration.</li> <li>• Sign pens.</li> </ul>
---	---

## SESSION NOTES FOR THE FACILITATOR

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

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

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

Flies can carry microbes and contaminate the food we eat.

**Cuts** and openings in the skin let microbes into our bodies and make us sick, cause skin infections or other health problems. When we have a cut in our skin, we can gently wash it with soapy water



and protect it with a band-aid so that microbes don't get in. Keep the cuts clean and covered and keep dirt out. Wash cuts once a day gently to keep them clean. Don't let children touch or scratch their cuts—our hands are full of microbes that cause sickness.

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

#### Ways to stay healthy

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

#### Why is hand washing important?

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

#### When to wash hands?

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

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

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

- Wash your hands before preparing any food.
- Do not eat food that smells bad or from cans that are swollen or squirt when opened.
- When you eat left overs, make sure you heat them well.

Maintaining hygiene and following clean rules is important every day. Few basic preventive measures are enlisted below;

Diarrhoea:

- Use ORS (or mixture of salt, sugar and water) when you feel dizzy and suffer with dehydration or diarrhoea
- Drink filtered water

Malaria/Dengue

- Avoid stagnation of waste water and garbage. Mosquitoes breeds in stagnant waste water
- Maintain cleanliness in the surrounding
- Use mosquito net or mosquito repellent cream to exposed skin
- Wear long sleeved clothing and long pants/trousers if you are outdoors at night.

Snakebites

- Be careful about where hands and feet are placed. For example, avoid reaching into spaces, holes, or underneath objects without first being sure a snake is not hiding underneath.

COVID 19

- Wash your hands frequently; Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water minimum 20 seconds.
- Maintain social distancing; Maintain at least 1 meter (3 feet) distance between yourself and anyone who is coughing or sneezing. Doing Namaste instead of shaking hands or hugs.
- Avoid touching eyes, nose and mouth with hands.
- Practice respiratory hygiene; Make sure you, and the people around you, follow good respiratory hygiene. This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately into dustbin with lid. And then wash your hands thoroughly with soap and water or use alcohol containing sanitizer.
- Avoid contact with person with flu and other symptoms like fever and cough.
- Use mask while going anywhere.
- If you have fever and cough, seek medical care early; If you have a fever and cough seek medical attention and call in advance. Follow the directions of your local health authority.
- Stay informed and follow advice given by your healthcare provider; Stay informed on the latest developments about COVID-19. Information and latest update from Ministry of

Health and population hotline number 1115 and 1133 for COVID 19. (6am-8pm), WHO, UNICEF updates and information.

- Thoroughly cook meat and eggs.
- Avoid unprotected contact with live wild or farm animals.

Note: The most important is to seek medical treatment to nearest health centre.

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

### **ACTIVITY 1: OUR BODY AND OUR NEEDS (5 MINUTES-ASK VS TELL)**

Ask participants following questions;

1. What is body?
2. What are the needs? For eg; nutrition, exercise, energy, being healthy, basic immunization/vaccine for new born and children below the age of 5 years, care related to pregnancy, etc.

Ask the participants; does everyone have right to their own body? Motivate them saying that though everyone has different body, they have their own rights. Being able to make their own decision about their health and body is important.

- Know your body and be comfortable with it – you are special

### **ACTIVITY 2: WHAT IS HYGIENE? (20 MINUTES – LECTURE, ASK VS TELL)**

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

### **ACTIVITY 3: STAYING CLEAN AND STAYING HEALTHY (30 MINUTES – GROUP DISCUSSION)**

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

### **ACTIVITY 4: PROTECTION FROM THE GERMS (20 MINUTES – PHYSICAL ACTIVITY)**

1. Spray perfume on a soft fabric ball, without letting anyone see what you are doing. Ask the participants to stand up in a circle.
2. Ask some questions to review what has already been discussed about (e.g. cleanliness and

microbes) and throw the ball to a participant that is supposed to answer first. Examples of the questions: when should we wash hands? How to purify water? How often should we brush our teeth? When should we wash hands? When else? When else? How can microbes get into our bodies? How else? How else?

3. Once the ball has been passed around your group (and after they have answered the questions), asks the participants,” Did everyone touch the ball? Ok, then smell your hands.”
4. Participants smell their hands, and some will be quite surprised. Ask: “What is on your hands? (They will answer: perfume, nice smell, etc.) Did you put something on your hands? If not, how did the smell get there?”
5. Show the perfume you put on the ball when they were not looking and ask, “Can you see the perfume in your hand?” (no!) Then explain “Germs are the same way, we cannot see them, but they are still there, and just like you got perfume on your hands from the ball, we get germs on our hands from things that we touch!”
6. What does this mean: we need to wash our hands (a lot!!!) so we do not get sick!

Facilitator asks participants what were the preventive measures you applied during COVID 19 crisis. Facilitator will list all the measures mentioned by participants and described clean rules for preventing COVID 19.

#### **ACTIVITY 5: NUTRITION (20 MINUTES – GROUP DISCUSSION)**

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

Explain to participants that; the body requires proper nutrients to function properly. If body does not get necessary amount of nutrients from food, nutrition deficiency occurs. This chronic deficiency result in diseases like Anemia, scurvy, beriberi, rickets, marasmus, bone deformities, etc. Due to iron

deficiency in children, children may have decreased appetite or have frequent infection in such case we need to take the children to health centre as soon as possible. Also, consultation about nutrition with health workers/FCHV is very important.

Mention to participants that they will further discuss about nutrition in SRHR sessions.

#### **ACTIVITY 6: TAKING ACTION (20 MINUTES – GROUP WORK)**

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

#### **ACTIVITY 7: MAKING COMMITMENTS (10 MINUTES – INDIVIDUAL ACTIVITY)**

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

#### **CLOSING**

Remind the participants about the “secret box” where they can place questions they do not want to share in group. Remind them nobody will know who wrote the secret so it is safe to ask even about difficult or embarrassing things. They can talk with facilitator individually if they do not want to write. The methods totally depend upon them.

#### **Reflection**

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

<b>Day 3 (Part 1)</b>	
Title:	<b>3.1 Puberty</b>
Topics:	Changes during puberty for girls and boys
Time required:	40 minutes
Key message:	Adolescence is a period between childhood and adulthood when we undergo many changes. If we know what is happening, it's easier for us to deal with the changes.

**Lesson objectives:**

- Learning about changes during puberty

**Materials required:**

- White board, marker.
- Index card
- Emoji symbols (happy, sad, frustrated, angry, exhausted, face with tears of joy and relieved faced emoji)

**SESSION NOTES FOR FACILITATOR**

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

What is adolescence: Adolescence is the period of life between childhood and adulthood (10- 19 years) and happens during the teenage years.

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

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

**Physical changes during puberty for Girls**

In puberty, girls experience following changes in their bodies:

- the growth of pubic, underarm, and other body hair
- increased body smell, especially under the arms
- growth of breasts
- the start of menstruation (reproduction-ability to be pregnant, child bearing/delivery: we will learn more about it soon)
- vaginal discharge can start or change
- increase in height – most girls will gain their full height by the end of puberty

- some extra fat tissue with which the body prepares for future pregnancy – body becomes more round around the hips
- possibly more oily skin and pimples
- during puberty, the body also builds the strength of bones (bone density).

#### More about breasts

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

#### Vaginal discharge

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

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

#### **Physical changes during puberty for Boys**

When a boy enters the adolescence age, they have various changes in their body and also other changes. Example:

- the growth of pubic, underarm, and other body hair
- change in voice (voice becoming husky)
- increased body smell, especially under the arms
- have wet dreams
- increase in height
- skin becomes oily, start having pimples
- more round around the hips
- possibly more oily skin and pimples
- During adolescence age bones of the bod also starts getting stronger.

#### **Emotional changes during adolescence**

Boys and Girls often experience many emotional changes during their adolescence. These changes are usually a result of many things happening at once, such as: mood changes caused by the very quick and rapid increases in hormones during puberty. The embarrassment that many young people feel as their bodies begin to change and appear different to their friends.

The large demand on energy as the body grows and changes, which can lead to unsteady energy

levels (from extreme tiredness to unending energy).

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

Tips for dealing with mood changes

- Learn to recognize your mood swings and understand that these feelings are normal and won't last forever
- If you feel stressed or sad, try talking to somebody about your problems such as a trusted family member, friend, relative or teacher. Or engage in other coping activities-listening to music, going for a walk, praying according to one's faith, or engaging in daily activities/chores
- Include physically activity in your lifestyle; regular physical activity is helpful for preventing depression and anxiety. E.g. take a walk, play your favorite sport.
- If low moods or depression are severe and long-lasting (i.e. more than two weeks), talk to a trusted adult.

The experience of adolescence will be different for everyone

While the physical changes that occur during puberty are similar, the timing of puberty and the degree of change will vary. Some girls may begin puberty at 10 while others may not start until 14, but the average age for boys is two years later than girls. Physical changes and mood swings will vary depending on the individual. Adolescents do not begin puberty at the same age.

### **Living with menstrual cycles (periods)**

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

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

### **Importance of exercise for teenage girls and boys**

Regular physical activity throughout life is important for everyone. For teenage girls, there are particular reasons why it's good to be active. Not only is physical activity important for good health and overall fitness, it can also help to deal with the often difficult transition though puberty including helping to even-out emotions and mood swings and help you feel good about yourself. Other benefits include: making muscle and bones stronger, improving fitness, improving heart health, the opportunity to have fun and interact with friends and/or family.

Nutrition for active teenagers: As well as keeping active, eating a balanced and healthy diet is also important for girls. Their daily food intake should include a wide variety of foods from each of the five major food groups to ensure they receive all essential nutrients. Girls who are



vegetarians and also physically active, should eat plenty of foods high in protein and iron, including spinach, legumes, dried apricots, nuts and seeds.

All girls and boys who play sport or are physically active should pay special attention to including calcium and iron-rich foods in their diet. "active girls are at increased risk..." this may discourage girls from being active. - maybe "girls are at increased risk of developing heat stress, thus as much as physical activity is important it is equally important to have plenty of water before, during and after exercise." It is important that to have plenty of water before, during and after exercise.

### **ACTIVITY 1: BECOMING MAN AND WOMAN (10 MINUTES-INDIVIDUAL ENLISTING)**

Ask the participants what is adolescent period?

Pass out the 2 index cards each to all the participants and tell them to write the changes they notice are changing in their body as they grow up. (For eg; growing taller, breast development, menstruation starts). After that tell them to write the changes in boys

Remind the participants that these changes are part of puberty and they are natural and normal. This is not bad. Explain further the changes and add some if not all from the sessions are covered including emotional changes, body changes, menstruation, etc.

### **ACTIVITY 2: LETS EXPRESS TOGETHER (20 MINUTES- CHOISING SYMBOL AND GAMES)**

1. Provide emojis symbols; happy, sad, frustration, angry, exhausted, face with tears of joy and relieved faced emoji to all participants.
2. Explain to them that today they can express their feeling by choosing the emoji. Becoming adolescent is itself a very emotional stage where you suffer with many changes. For instance; few girls might feel exhausted and sad due to menstrual cramps.
3. Ask participants why they chose that respective emoji symbol.
4. Appreciate participants when they express their feelings

After this, let participate stand in a circle.

1. Explain the rules of a game; You will shout out statements about puberty and if the participants think it applies to them, they jump inside the circle. This gives participants as a chance to see the other participants feel the same things they do.

Shouts out statements about puberty – some examples: “Who thinks menstruation is normal?”, “Who is more emotional during puberty?”, “Who wishes they didn’t have to have a period?” “Who is confused during puberty?” “Who is happy to be growing up?” “Who likes to play with their friends?” “Who wants to become a strong woman?” “Who is afraid of leaking so people can see the stain when they have their period?” “Who WILL become a strong woman?”)

1. If appropriate, invite a participant to call out some of her own statements.
2. After the game, explain that while different girls experience different things when they grow up, they share a lot of similarities. They are not alone in this process.

### **ACTIVITY 3: SOCIAL CHANGES DURING ADOLESCENCE (10 MINUTES-ASK VS TELL)**

Facilitator ask the participants following questions and lead the discussion;

5. Social/family roles and responsibilities as we grow up

6. Expectation from the family- getting married, starting a family, gender roles and stereotyping
7. How it impact/interfere with individual girls/boys- dropping out of school, restriction on movement, social and peer support and decision making

<b>Day 3 (Part 2)</b>	
Title:	<b>3.2 It's That Time of the Month. All about Menstruation.</b>
Topics:	Menstruation in our and other cultures
Time required:	1 hours. 20 minutes
Key message:	Menstruation is a body function that signals that we are healthy and not pregnant. Different cultures have different ways of acknowledging and sometimes celebrating menstruation. These practices can also tell us how a given culture views menstruating women and girls.

**Lesson objectives:**

- Learning about cultural stigma and various local cultural practices around menstruation.
- Learning about biological mechanisms of menstruation.
- Learning menstruation hygiene.

**Materials required:**

- White board and marker.
- White board and marker.
- Sanitary pad.
- A paper / poster with female reproduction system.
- Balloons.
- Long yarn.

**SESSION NOTES FOR THE FACILITATOR**

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

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

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

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

#### **The process of Menstruation in brief;**



Each month a part of a woman's body, uterus, prepares for a pregnancy. It's a part of the body where if a woman gets pregnant, the baby grows inside her. To prepare for this, the uterus produces a lining in which the baby would grow if the woman became pregnant.



This lining is like a comfortable bed for the embryo / baby so it can grow in peace and health. If a woman does not get pregnant that month, the uterus gets rid of the lining because it is not being used – it expels it together with some blood.



That's what menstruation is – the lining from the uterus mixed with some blood.



Next month the uterus prepares again for pregnancy and produces the lining and again if a woman does not get pregnant, it will get rid of it at the end of the monthly cycle.

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

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

- It is a locally available resource.
- It is environmental friendly
- We do not need to go market for purchasing it., saves time and cost.

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

If you are expecting period, keep an extra cloth in your backpack. To minimize the risk of others

seeing the stains, you can also wear dark colours on those days. If you get your period during the workshop, ask the facilitators for permission to leave the session. Then go to the bathroom to use your supplies, which you have brought with you.

Some girls are afraid that other people will see stains on their clothes. What if there's a bloodstain on the back of your clothes?

- Have a friend follow close behind you when you walk to the bathroom.
- If you are wearing a sweater (or anything long-sleeved) over a shirt, you can take the sweater off and tie the sleeves around your waist so that the sweater covers the spot in the back. You can also use a scarf if you have one. Then, go to the bathroom and get a cloth or pad. If you wear Sari or kurta/kurta, you can use scarf/ end of a sari.
- Once you get to the bathroom, you can try to wash out the spot.

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

#### Introduction:

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

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

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

#### **ACTIVITY 2: IN YOUR OWN WORDS. (20 MINUTES – THINK, PAIR, SHARE)**

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

- What are the rules regarding the cloths? (E.g. no one can see them washed and drying).
2. Explain that there are many traditions that relate to menstruation all around the world. Menstruation is an important process of women's and girls' bodies and that's why many cultures have special meanings surrounding it and special practices or traditions to explain it.

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

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

### CLOSING

1. Remind the participants that having regular menstrual cycles is a sign that important parts of your body are working normally. It's healthy and natural.

Reflection

Journal assignment: What did you learn today that surprised you and why?

Day 4	
Title:	<b>4 It's That Time of the Month. Let's form a support system</b>
Topics:	Menstruation in our and other cultures
Time required:	2 hours
Key message:	Menstruation is a body function that signals that we are healthy and not pregnant. Different cultures have different ways of acknowledging and sometimes celebrating menstruation. These practices can also tell us how a given culture views menstruating women and girls.

Lesson objectives:

- Learning about cultural stigma and various local cultural practices around menstruation.
- Learning menstruation hygiene.

Materials required:

- White board and marker.
- White board and marker.
- Sanitary pad.
- Balloons.
- Long yarn.

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

1. Ask the participants: “Why do women menstruate?” Wait for the participants to answer and provide information from the session notes for the facilitator.
  - If there are misunderstandings or misconceptions about what happens during menstruation, explain and clarify any doubts. What are the myths on menstruation practices as per your cultural practices in the community? (For eg; menstruate girl is treated as untouchables and impure, they cannot enter into Puja kotha or enter into Masjid)
2. Ask the following questions. When the participants are not sure or provide inaccurate answers, add from the session notes.
  - When does menstruating start?
  - How long does it last?
  - When does it end?
  - How much blood does a woman lose?
  - What do women use as sanitary products? (Show the sanitary pad and sanitary napkin)
  - What else can happen (beside bleeding) during or around menstruation? (E.g. cramps, nausea, vomiting, loose bowel movements / diarrhea).

**ACTIVITY 2: MENSTRUATION MYSTERIES. ANONYMOUS QUESTIONS (10 MINUTES- ASK VS TELL)**

1. Assure the participants that they may have questions about menstruation that have not been answered.
2. Ask the participant either to ask question to facilitator individually or write their questions down in a piece of paper and put in the secret box. Those participants who can write their question can also help other participants to write question if they are comfortable to share the question. Remind them not to write their names on their questions

Note: Facilitator encourage to use any comfortable method to ask questions.

**ACTIVITY 3: GIRL POWER. OUR GROUP AS A SUPPORT SYSTEM (25 MINUTES – TEAM BUILDING)**

1. Ask the participants to stand up in a circle. Hold a ball of yarn and ask the participants to tell the group one reason they value being part of this group. Starts yourself by saying e.g. “I like being a part of this group because I get to know you better”.

2. Give the ball of yarn to one participant and ask her to tell the group her answer and then toss the ball of yarn to another participant across the circle while holding onto the end of the yarn. They continue until all participants in the circle have responded and the yarn creates a web between them.
3. Toss a balloon onto the web and list many reasons why participation in this group is important: we learn that others also go through similar problems as ourselves, we make new friends, we create a support group for each other, we learn from each other, our voice as a group is stronger.
4. Ask the group to tighten the web to provide better support (everyone is needed to make it work).
5. Ask the group to move the balloon around the web in a circle, passing it to each person in the group. Ask: do we value this group for same reasons? (Support, knowledge sharing, friendships, fun....)

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

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

#### **ACTIVITY 5: SUMMARY (5 MINUTES)**

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

Reflection:

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

<b>Day 5</b>	
Title:	<b>5 Putting it All Together – Recap</b>
Topics:	Nutrition, hygiene, menstruation, menstrual hygiene management
Time required:	2 hours
Key message:	Recap of previous sessions

Lesson objectives:

- Recap

Materials required:

1. White board, marker.
2. Papers, pencils.
3. A4 papers, colour pencils for all participants

Introduction: explain that today you will have a recap of previous sessions, during which the group will discuss what they learned from the beginning about health, hygiene, nutrition, and menstruation. This is not a test but a fun game to check what we remember.

### **ACTIVITY 1: SECRET QUESTIONS RESPONSES**

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

### **ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)**


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

### **ACTIVITY 3: WHAT HAVE I LEARNED (30 MINUTES – DRAWING ASSIGNMENT)**

3. Ask the participants whether they shared anything they've learned with any of their friends or family members. Ask them to tell the group how this sharing went.
4. Ask the participants to draw what they have shared – either how they shared it, or what knowledge they shared, or if some participants haven't shared anything – what they would like to share from the previous several sessions with others. You can give participants some ideas: nutritious food, hand washing, staying clean. They have 20 minutes to discuss ideas and then draw.
5. Distribute papers and pencils for the participants to draw their works. If they prefer to work in pairs, they should work in pairs.
6. After 20 minutes, ask volunteers to tell the group what they drew and why they think this topic is important to share with others.



7. At the end – applause.

Facilitator Note  : Facilitator need to invite a health worker from a health post from the next session to explain the Safe Motherhood program. Also, inform him/her to demonstrate medical kit/first aid kit during the session.

## PART 2: SEXUAL AND REPRODUCTIVE HEALTH

Day 6	
Title:	<b>6 Waiting for a New Family Member</b>
Topics:	SRHR, Pregnancy health, pregnancy warning signs, Safe Motherhood program
Time required:	2 hours
Key message:	The health of a baby begins during pregnancy. Young mothers can do a lot of things to ensure their baby is healthy and should understand some misconceptions surrounding pregnancy.

### Lesson objectives:

- Understanding SRHR
- Learning how to stay healthy during pregnancy
- Warning signs during pregnancy
- Learning about Safe Motherhood program

### Materials required:

1. White board, marker.
2. Papers, pencils.

## SESSION NOTES FOR A FACILITATOR

### SRH

Adolescent sexual and reproductive health is important. As children transition from childhood to adulthood, adolescents normally benefit from the influence of adult role models, social norms and structures and community groups (peer, religious or cultural).

Adolescents may have some problem but they cannot share their families and as a result they may face depression and sexually transmitted diseases (STD) in their young age along with abortion, no proper knowledge about menstruation, contraception and family planning methods. Adolescents may feel fearful, stressed, bored or idle. They may find themselves in risky situations.

This is equally important for young mother. They should have knowledge on pregnancy and safe motherhood and reproductive health rights including antenatal checkup, right to information, access to health services, right to abortion, etc.

To maintain one's sexual and reproductive health, people need access to accurate information and the safe, effective, affordable and acceptable contraception method of their choice. They must be informed and empowered to protect themselves from sexually transmitted infections. And when they decide to have children, women must have access to services that can help them have a fit pregnancy, safe and healthy delivery, healthy and safe post-partum period, and a healthy baby.

Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all people must be respected, protected and fulfilled.

## **Pregnancy**

**Remember not to encourage early pregnancy** – it has significant risks for the mother if she is younger than 20 year. Young mothers are at risk of high blood pressure and anemia related to pregnancy and to have early labor, or low birth weight of the baby, compared to mothers who are older. The purpose of this session is for participants who are now pregnant or will be in the future to learn the basics of pregnancy health, but not to encourage pregnancies in adolescent girls.

Safe motherhood begins with safe and healthy pregnancy. To make sure you are healthy:

- Eat healthy and nutritious food during pregnancy. The food nourishes you and the baby, prevents infections, helps the baby develop, prevents mental development problems, and helps with the delivery. Use iodized salt.
- Take rest during pregnancy, don't work very hard. If possible, try to lie down few times in a day for rest.
- Go for ante-natal check up (ANC) (at least four times during the pregnancy, at least once in all trimester-more frequent at 3<sup>rd</sup> trimester). The health worker will confirm that the pregnancy is developing well, provide you with needed vaccines (eg: Tetanus, hepatitis), vitamin, calcium, iron and folic acid tablets, explain any questions you might have. If there is something wrong with the pregnancy, you can discover it with the health worker during a ANC visit so you can address it in time. Government provides provide transportation incentive for all completed ANC visits and also for institutional delivery of baby.
- Make sure you get tetanus vaccination.
- Keep yourself clean – hygiene will help prevent sickness, which is more dangerous during pregnancy.
- Don't take medicine unless a health worker confirms it is OK to take it during pregnancy.

Some of the common problems during pregnancy include: nausea, heartburn, discharge from vagina, constipation, swollen veins, hemorrhoids, leg cramps, swelling of legs, pain in the lower back.

Mothers aged 20 years or below are at a higher risk during pregnancy and delivery – they are more likely to have seizures, long labors, premature babies (born too early), and serious injuries during the labor. It is recommended for young mothers to deliver in a hospital or birthing center. The government has a program to encourage mothers to have safe deliveries – Safe Motherhood program.

Safe Motherhood program aims at reducing maternal and neonatal morbidity and mortality and improving the maternal and neonatal health. The provisions within the program:

- For 4 times ANC, pregnant woman will receive NRS 400 at the time of delivery, i.e. The visits are generally during 4, 6, 8 and 9 months or it depends on the date given by health

worker.

- The government also provides a pair of clothing to the mother and two pairs for the baby in the time of delivery.
- Government health institutions provide free general checkup which includes blood test, urine test, and free video x-ray for 4 times, after that, the cost will have to be borne by the patient. Each rural municipalities generally have additional incentives for institutional delivery

The warning signs of pregnancy – if during pregnancy you see any of these signs, go to a health post: feeling very weak and tired (sign of anemia), pain in the lower belly, strong bleeding from the vagina, bleeding and pain in lower abdomen, fever, pre-eclampsia: high blood pressure, strong headache, swollen face, severe pain high in the stomach, dizziness, blurred vision. It is necessary to go to a health post or hospital if you are experiencing any of these signs. They may mean something is wrong with the pregnancy.

Postpartum care: Postpartum period means first six weeks after childbirth. The first 6 weeks after delivery are important to recover. During that time, you should get a lot of healthy food and rest. Try to avoid having sex until the bleeding has stopped. Otherwise there is a risk of infection. Plenty of rest is important. A mother and baby should be physically and emotionally healthy. Regular health posts visits (at least 4 visits) are recommended during this period for regular checkup of mother and new born, immunization of the baby and other support and counselling.

Woman might get to severe depression after childbirth. Especially the chances are high when you are under age 20. The causes could be; did not have plan for pregnancy, use alcohol, smoking, had depression or anxiety with past events, stressful event during pregnancy, premature delivery, illness or birth effect in the baby, less support from family, etc. Most common symptoms like feeling sad, irritable, isolate, anger, guilt, depression, trouble connecting with new baby, difficulty in sleeping when the baby is sleeping, etc. If you are having any such symptoms, seek treatment with health workers, mental health clinician, etc.

### **Stages of 1000 days of pregnancy and lactation period**


270 days of pregnancy	<ul style="list-style-type: none"><li>• During this stage, a mother's nutrition and care is an utmost important.</li><li>• Before and during pregnancy mother should take iron and folate to prevent anemia and birth effects.</li><li>• Consume adequately iodized salt. Iodine deficiency may reduce IQ by as much as 10-15 points and may lead to low birth weight or still birth.</li><li>• A balanced diet food including rice, meat/fish, green leafy vegetables, yellow fruits and milk/egg products can help ensure optimum health of the mother and the child.</li></ul>
180 days Infancy (0-6 month)	<ul style="list-style-type: none"><li>• From the time of baby's birth to 6-month, baby should feed on with mother's milk.</li><li>• <b>First hour after birth, baby will be able to receive colostrum from mother's breast milk. This is essential. It</b></li></ul>

	<p>increases baby IQ with 5-7 points.</p> <ul style="list-style-type: none"> <li>Baby shower only after 24 hrs of birth.</li> </ul>
550 days Toddler Years (7-24 months)	<ul style="list-style-type: none"> <li>The baby can still continue to breastfeed during toddler years</li> <li>A child is ready for semi solid foods from 6- 23 months.</li> </ul>

Children from under 5 years and pregnant women can benefit from the following vaccines per the immunization schedule

S.N.	VACCINATION	WHAT FOR	WHEN
1	Bacillus Calmette Guerin (BCG)	Tuberculosis (क्षयरोग)	At birth
2	DPT-HepB-HiB	Diphtheria (भ्यागुते रोग) Pertussis (लहरे खोकी) Tetanus (धनुषटंकार) Hepatitis B and Haemophilus influenzae type b	6, 10, 14 weeks
3	Oral Polio Vaccine (OPV)	Polio	6, 10, 14 weeks
4	Pneumococcal Conjugate Vaccine (PCV)	Pneumococcal diseases (meninges, ear and chest infections)	6, 10 weeks and 9 months
5	Inactivated polio vaccine (IPV)	Polio	14 weeks
6	Measles - Rubella (MR)	Measles (चेचक) and Rubella (German measles)	9 and 15 months
7	Japanese Encephalitis (JE)	Japanese Encephalitis	12 months
8	Tetanus Diphtheria (Td)	Tetanus (धनुषटंकार) and Diphtheria (भ्यागुते रोग)	2 doses 1 month apart during Pregnancy

**Service availability:** The services are available at District Hospitals, Primary Healthcare Centers and Health Posts and Female community Health Volunteers during campaigns

**Note** : Facilitators should check with the respective RMs before this session so that more information is provided to the participants. Facilitator can invite representative from health post or local FCHVs to support this session

**Introduction:** today, we will learn about healthy and safe pregnancy – what to do and what NOT to do to make sure we and our babies are healthy. Early pregnancy is not very safe for the mother – adolescent girls who become pregnant are at risk of high blood pressure and anemia related to pregnancy and to have early labour, or low birth weight of the baby, compared to mothers who are older. But because some of you are pregnant or will be pregnant soon, we will talk about how to make sure you know how to stay healthy during pregnancy.

## **ACTIVITY 1: SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (10 MINUTES-ASK VS TELL)**

Ask the participants,

1. Do you know about sexual and reproductive health?
2. What sorts of health problem you are facing with oneself and child?
3. What you want to know about their health?
4. Do you think we need knowledge on SRH?
5. Why it is important?

Before explanation, facilitator will explain usually people are not comfortable to discuss in this topic but we should not hesitate to take about it. After this, she will describe about SRH and mention that we will be talking about pregnancy, , postpartum and antenatal care, safe motherhood, how to be healthy and ensure good health of children in following topics.

## **ACTIVITY 2: FACT OR FICTION? (20 MINUTES, GAME)**

6. Explain to the participants: you all either are or were pregnant recently. Pregnancy is an important period of one's life. Let's play Fact or Fiction to find out what we should and should not do during pregnancy. I'll read out a statement, anyone can offer an answer, but they have to explain a little bit why they think their answer is correct. Each correct answer gets a point.

Fact or fiction: some women's voices change during pregnancy.

Fact – the hormones in the body can cause vocal folds to swell and that results in a different voice. It goes back to normal voice after delivery.

Fact or fiction: it is recommended that a pregnant woman goes for a check up twice during her pregnancy.

Fiction: the recommendation is that she goes 4 times: during 4, 6, 8 and 9 months of pregnancy, unless differently recommended by a health worker. The baby grows fast during these nine months and it is important that it is monitored, to make sure it is developing well.

Fact or fiction: A baby can hear mother's voice in the womb.

Fact – the baby can hear her mother's voice from third trimester (6-9 month). Some moms like to speak to sing to their babies while the baby is still in the womb – some say it helps them develop bond with the baby.

Fact or fiction: if a pregnant mother drinks alcohol during pregnancy, the baby will have large beautiful eyes, the baby will be active and healthy.

Fiction: drinking alcohol does not affect baby's eyes or contribute in making the baby active and healthy, but it is harmful for the baby overall. The alcohol mother drinks gets to the baby's bloodstream. It increases the risk of premature birth, birth defects, intellectual disability and some alcohol related disorders. Babies whose moms drink during pregnancy have high risk of health problems with heart, weight, bones, slow growth and behavioral problems. The alcohol affects their brain development in the womb so they might also be mentally slow and have difficulty learning and going to school. Do not ever drink alcohol, even in small amounts, during pregnancy.

Fact or fiction: It is recommended to have a baby as soon as possible after previous baby.

Fiction: it is recommended to space pregnancies at least two years. Pregnancy is a serious job for a mother's body – she has a new baby growing inside of her! And then the body produces milk for the baby to grow on. It takes time for the body to recover from this task and be strong enough for another pregnancy. There are methods we can use to delay pregnancy and ensure we have at least 2 years before pregnancies – we will talk about them soon.

Fact or fiction: if a mother had an easy pregnancy and delivery, her daughter will also have an easy time during pregnancy and delivery.

Fiction: there are many things that can affect pregnancy and delivery. Mother's size, baby's size, mother's nutrition level, age, position of the baby, and others. Each pregnancy is unique. But pregnancies are generally safer for women aged 20 and older than for younger ones.

### **ACTIVITY 3: COMMON KNOWLEDGE ABOUT PREGNANCY (20 MINUTES - GROUP WORK)**

1. Divide the participants into groups. Remember to assign 10 minutes time and roles (facilitator, presenter, and scribe who must be able to write). Ask them to work together to answer the following questions:
  - What are most common things that happen to a mom during pregnancy? Example: cravings for certain foods, stop of menstruation.
  - What are common beliefs surrounding pregnancy, e.g. relating to the baby's size, sex, looks, etc. (e.g. if we eat certain food during pregnancy, the baby will for sure be a boy.)  
The facilitator should collect these beliefs so they can be included in the next workshops.
2. After 10 minutes a presenter from each group presents a summary to the rest – one point by each group, so that every group has a chance to speak. The presenter does not repeat what was already said, only new points.

### **ACTIVITY 4: INTRODUCING SAFE MOTHERHOOD PROGRAM (45 MINUTES – ASK VS TELL)**

The health worker (or local FCHVs) attends this session, he / she can introduce the Safe Motherhood program and answer any questions the participants have. After getting answer from following question/discussion, health worker to introduce first aid kit and medical kits required during emergency such as flood.)

1. Ask the participants if they have heard of Safe Motherhood program. Lead the discussion with following questions:
  - What is safe motherhood program? What are its components? What is provided within the Safe Motherhood program? (Four free pre-natal visits, a mother receives NRS 400 at the time of institutional delivery. NRS. 500 as the transportation incentive and pair of clothing to the mother and two pairs for the baby)
  - Where can it be accessed and what is needed? (The program is for Nepali citizens, so citizenship is needed. Can be accessed in government health facilities: health posts, hospitals, birthing centers.) Where is the closest facility that it can be accessed?
  - What prevents some pregnant women and girls from accessing this program? (Lack of information, Lack of support from family, distance from the health facility, fear of delivery

in a facility, etc.) Take notes from this discussion – if there are any misconceptions surrounding the Safe Motherhood program, they should be addressed with the future groups.

- At the end, encourage the participants to participate in the program and emphasize: pre natal visits and delivery in a health facility are especially important for young mothers, whose pregnancies are more risky than those of women aged 20 and above. Many things, like anemia, can be addressed during pregnancy so that later health problems of the baby or difficult delivery are prevented. That can happen during the pre natal visits. Though some people think it might be safer to deliver at home, it is actually safer in a facility, because if something goes wrong, there are professional staff who know what to do. For example some babies are not positioned right for the delivery, some moms have seizures after delivery, or sometimes baby can get stuck in the birth canal. When a mom is in a facility, all these things can be remedied by the health workers there.

### **ACTIVITY 5: EAT HEALTHY. THE IMPORTANCE OF NUTRITION. (20 MINUTES – GROUP DISCUSSION)**

1. Ask the participants and wait for them to answer after each question. “How does what we eat affect how our pregnancies develop?” (Prompt: Food can make us and the baby healthy and strong, or weak and sick.) “What happens to our body when we do not eat well during pregnancy?” (We can become ill, the baby doesn’t develop well – it can be too small or have some developmental disorders.) “Why is eating good food especially important during pregnancy?” (Because we are feeding not only ourselves, but also a whole new baby inside us. For the baby to grow healthy, it must be nourished and fed well.)
2. Ask the participants to think about the rules of healthy diet during pregnancy. Draw a line on the board and ask the participants about various foods. Put healthy food (e.g. leafy greens, fruits, milk, vegetables) on one side and unhealthy (e.g. noodles and biscuits) on the other.
3. Show the group a **food pyramid illustration** with categories of food: meat, vegetables, dairy, etc. Ask the participants to think of locally available and affordable examples of foods to include under each category. Mention them that they did this exercise in the Day 2, Activity 5.
4. If something important and available locally is not covered (e.g. protein, water) ask the participants where you should put it on the board.
5. Ask the participants to write down what they currently eat with a food pyramid check list in hand to assess how healthy their current diet is.
6. Divide the participants work in mixed-age small groups. Ask each group to plan a meal that includes all the categories on the food pyramid.

Journal assignment: How will you improve your eating habits when you’re pregnant to make sure your pregnancy goes well?

<b>Day 7</b>	
Title:	<b>7 Planning the Family</b>
Topics:	Safe sex, means of family planning, benefits of family planning and safe abortion.
Time required:	2 hours
Key message:	There are various methods we can use to control having babies. We should space pregnancies at least two years apart, otherwise a pregnancy becomes more risky for the mother and the baby. Also, it is necessary to know about safe abortion for accessing safe legal abortion services.

#### Lesson objectives:

- Learning various methods of family planning
- Discussion of most suitable methods for participants depending on their contexts
- Basic knowledge on safe abortion.

#### Materials required:

1. White board, marker.
2. Papers, pencils.
3. Referral sheet

### **SESSION NOTES FOR THE FACILITATOR**

#### **FAMILY PLANNING**

Family planning means planning how many children to have and when to have them. There are several methods available easily in the villages to help plan a family by preventing or delaying a pregnancy. Each couple can pick the method that suits them best.

Mothers who are aged 20 or below are at higher risk of pregnancy or labour complications than women who are 20 or older. Becoming pregnant too soon after pregnancy is also unsafe – mother's body needs some time to recover after the very serious job of pregnancy and delivery. It is recommended that pregnancies are spaced at least 2 years.

There are many benefits to family planning:

- The health of mother and infant is better when the pregnancy was planned and the mother had time to recover from previous pregnancy
- Waiting with the first pregnancy can allow young couple to complete their education
- When we have fewer children, they are better fed because there is more food for each child
- When we have fewer children, we also have more time for them and can build stronger bond and take care of them better.
- When using family planning, some people enjoy sex more because they are not stressed about becoming pregnant.

The common methods of family planning in the village include:



- Birth control pills (local names: sunaulo gulaf, nilocon white) taken throughout the months
- Depo provera – injection for birth control for 3 months (local name: sangini teen mahine sui)
- Implants – match stick like devices inserted in the arms – it controls birth for 5 years (local name – norplant)
- Male condoms (freely available in health posts) even if bought, not expensive
- Long term methods: operations – vasectomy/sterilization.

These methods are available in the health posts, Primary Health Centers, OutReach Centers, clinics and hospitals. If you decide to use a condom or a pill, FCHV distribute them for free. They are not authorized to prescribe the pill, but can provide more pill to a woman who already had one prescribed earlier.

When choosing which method to use, we have to take into account our situation and ask ourselves:

- How effective is this method?
- How safe is it?
- How easy it is to use?
- How much does it cost?
- Will you need to go to a health post often?
- What is your personal situation? Are you breastfeeding a baby currently? How many children do you already have?
- What are the side effects?

A FCHV or a health worker can help you answer these questions and help you decide which method is best for you.

## **SAFE ABORTION**

Highly risk traditional methods for e.g. inserting sharp iron or object inside the vagina, or mixture of locally available herbs, etc. are used by women to abort pregnancy. This is unsafe method of abortion. They are putting themselves at risk. Many women remain unknown about safe abortion. Unsafe abortion might take the life of woman and mislead resulting to maternal health issues. Abortion was legalized in Nepal in 2002 AD. As per The right to safe motherhood and reproductive health act, 2075 (2018)

A pregnant woman shall have the right to get safe abortion performed in any of the following circumstances:

- Fetus (gestation) up to twelve weeks, with the consent of the pregnant woman.
- Fetus (gestation) up to twenty-eight weeks, as per the consent of such woman, after the opinion of the licensed doctor that there may be danger upon the life of the pregnant woman or her physical, reproductive or mental health may deteriorate or disabled infant may be born in case the abortion is not performed,
- Fetus (gestation) remained due to rape or incest, fetus (gestation) up to twenty-eight weeks with the consent of the pregnant woman,
- Fetus (gestation) up to twenty-eight weeks with the consent of the woman who is suffering from H.I.V. or other incurable disease of such nature,

It is illegal to perform an abortion based on the sex of the baby (i.e boy or girl), or without woman's

consent.

Consent: When it comes to abortion and consent, most people think that consent from the husband, boyfriend, family, etc is compulsory. However, in our abortion law, it is clear that only pregnant woman holds the right to choose to continue or discontinue the pregnancy. If the pregnant woman is less than 16 years of age or not in an position to give consent (or mentally incompetent), the legal guardian, nearest relative can give consent for abortion services.

Safe abortions are done in two ways;


1. Medical abortion: Within 9 weeks of conception, a woman can take a tablet to end a pregnancy. The tablet destroys the wall of uterus and contract the womb, ending the pregnancy. This may cause painful cramps, vaginal blood loss, nausea, vomiting and diarrhoea. If a woman is bleeding heavily, she should go to medical facility for treatment. This is available at health posts and hospitals.
2. Surgical abortion: Most abortion involve using surgical tools to remove the tissue from the womb. The medical provider will give the woman to prevent pain, will use tools to open the vagina and cervix and will remove the fetal tissue. The procedures takes about half an hour . Side effects can include feelings faint, nausea, bleeding and cramping which can last for a few weeks.

Important things a woman should know;

- Interested woman should be made aware of their choices and opinion regarding abortion. She has the right to do.
- Safe abortion donot harm the body. She will be able to give birth in future.
- Privacy and confidentiality of a woman should be maintained.
- After abortion, post abortion care is equally important. She should visit the health care provider for follow up checkup.
- A woman need counselling for emotional health needs.
- Contraceptives and family planning help to prevent unwanted pregnancy and the need of abortion services.

Services: All the district hospital, zonal hospital and sub regional hospitals provide abortion facility.

**Meri SAATHI** Free Helpline of Marie Stopes International for information on safe abortion and family planning. They have centre to obtain safe surgical abortion and guidance for obtaining medical abortion. **Monday Friday 9.30-4.30, the numbers are: 16600119756 or 9801119756 (NCELL).**

**Facilitator Note**  This is a sensitive topic especially due to the socio-cultural background of Muslim community. The topics like use of contraceptives and abortion is an offence and a taboo. So, facilitator need to be very careful and cautious while delivering it. Facilitator should focus on creating comfortable zone and positive message delivery)

Introduction: Ask whether the group knows what family planning means. Then ask: who made the decision about pregnancy? Explain that it might be a little awkward in the beginning to talk about this, but it is important to know. Ask the participants to participate actively.

Explain that it is important to learn about family planning, because early pregnancies carry risk of anemia, low birth weight for the baby, premature labour, and high blood pressure. That's why today we will learn how to delay pregnancy – what methods we can use and where to access them.

### **ACTIVITY 1: FAMILY PLANNING. ADVANTAGES AND DISADVANTAGES (20 MINUTES, GROUP DISCUSSION)**

2. Explain to the participants that there are different views on family planning. Some people don't like to use it for religious reasons, some for other reasons, and others do use family planning and are happy with it. Ask what are the myths and facts as per socio-culture belief system in the community.
3. Divide the white board into two and say: let's discuss advantages and disadvantages of family planning. Start by providing one example of an advantage of family planning (both the mother and the baby are healthier when the pregnancy was planned and the mother was healthy) and one for disadvantage (children help a lot and take care of parents when they are older so it's better to have many children, some families want to have a son, so if they have a daughter first, they want to try again soon.) Ask the group to give you more advantages and disadvantages. You can prompt about advantages listed in the session notes for the facilitator: "Does having fewer children mean that the ones we have are better fed? Why?" (Because there is more food for them.)
4. Once all advantages and disadvantages are listed on the board, debrief by saying: different people have different opinions on planning pregnancies, but the doctors agree that it is not safe to have shorter space between pregnancies than 2 years and they recommend using family planning methods to control it. It is not recommended that women have children too soon, too late, too close, and too many.

Remember: It is not commonly acceptable to use family planning methods in some communities. While discussing focus on the advantage of family planning in relation to the health of mother, child and entire family.

### **ACTIVITY 2: FAMILY PLANNING METHODS (20 MINUTES, ASK VS TELL)**

1. Say: There are several methods that are available to women and couples who want to actively plan a family. Who talked to their husband about family planning before getting pregnant?
2. Ask beneficiaries the following questions and wait for them to answer. Facilitate the discussion completing their answers from the session notes, so at the end there is common understanding about what methods are available, where they are available, and how we should make decisions about family planning.
  - Why is family planning important? (Health of mother and baby, control over one's pregnancy, pregnancy spacing, more focus on existing child and better focus of parents on the child.)
  - What methods of family planning have you heard about? (Explain these methods to the participants while they list them, and explain where they are available: pills, implants, depo provera, condoms, long term methods, temporary vs permanent methods for men/women.) You can use following prompts: what method does a woman need to take every day? What method is applied only every three months? What method is applied once every 5 years? What method is used by men? What method can be life long?
  - How can we decide what method is good for us? Explain to the participants that it will depend on their specific situation. Ask what are the things they should consider when making

this decision. Prompts: effectiveness of the method, safety, easiness to use, husband's support. For example, if someone has a lot to remember and to do every day and is forgetful, is pill a good match for her? (No, because she has to remember to take the pill every day at the same time.)

- Distribute referral sheet to participants and explain about it.

Summarize that different people have different needs and situations, but at the end of the day it is a woman's body that carries the burden of pregnancy and she should know the risks and have control over how many children she has and when she has them.

### **ACTIVITY 3: LET'S TALK! (45 MINUTES, ROLE PLAY)**

1. Say: it can be difficult to speak with a husband about family planning. Some people don't know how to start or are afraid what other people will think about them when they breach this subject. But it is about our health and health of our families, so it is important to have these conversations.
2. Divide the group into 2 smaller groups. Each will receive a scenario and will role play – the groups should divide roles, with someone acting as wife, someone as husband, and others. Each character must present her arguments clearly and be convincing. They have 15 minutes to prepare their role play and then 5 to present it. When they are done, the rest of the group will provide feedback on what they did well and what they could do better (ensure the feedback is kind and gentle.) The scenarios:
  - A young couple recently got married: Anil Kumar is a husband of 19 years and Sarita Devi is a wife of 15. Her gauna was performed 5 months ago. Sarita was studying in class 7 but she had to drop out school immediately. Anil Kumar has decided to go India for work. After knowing this, Sarita Devi was very upset. She had a fear that she might not get support from her guardian if her husband goes abroad and at the same time, if she has a baby. One day, FCHV of the village visited Sarita Devi's house but no guardians were there in the family. Sarita Devi discussed with FCHV about pregnancy and options for not getting pregnant. She came to know how pregnancy is less safe for the mother and the baby at this minor age. She realized what could be the advantage of family planning in the case where she is not mentally prepared for pregnancy and also, she will be alone when her husband leaves, and how they will be more comfortable financially when he gets back. Now, Sarita Devi has to talk to Anil Kumar and try to convince him that it will be better for her and the future baby if they delay the pregnancy. Characters: FCHV, Anil Kumar and Sarita Devi
  - Samsul 22 and Nursaba 18, have been married for 1.5 years and just had a baby. Samsul works as a labor in a factory in India. He is away from home often. Nursaba is a little overwhelmed with her new responsibilities as a mother. It's a lot of work and sometimes she wonders whether she can cope. She is nervous that she will get pregnant again and wants to find out what her options are to prevent it. She talks with her mother in law about this and goes to visit her FCHV together. Her mother in law asks her about available methods. Her mother in law also gives her advice to communicate with her husband. Nursaba feels happy to have such supportive mother in law. Then, both goes back home. Nusaba talks with her husband.
  - Characters: Samsul (husband), Nursaba (wife), FCHV and mother in law.
3. After the role plays summarize: It can be difficult to talk about these things. But it is possible to have control over one's body and pregnancies. If we are too shy to speak, things will just happen

to us, and if we learn to speak about them, we will have control. We will learn some more techniques how to communicate and negotiate in the future.

#### ACTIVITY 4: LET’S KNOW ABOUT SAFE ABORTION (30 minutes – ASK VS TELL)

Facilitator explains; women have sexual and reproductive health rights. Under sexual and reproductive health rights, we need to know about safe abortion, as this is an important part of our rights. In this session, we will learn about safe abortion.

1. At first, ask the participants following questions. Wait for their answer.
2. Have you heard about abortion?
3. What is abortion?
4. Where do women in the community go if they need abortion services?
5. How people in the community feel about abortion? How do people feel about women who have abortions?
6. Have you heard of negative consequences of having an abortion?
7. What is safe /unsafe abortion?

Remind the participants to refer on referral sheet if they need any sort of services and information on health, safety, legal and counseling services.

Reflection

Journal assignment: What did you learnt from today?

Day 8	
Title:	<b>8 Keeping the Little One Healthy</b>
Topics:	Infant health: exclusive breastfeeding, vaccinations, warning signs.
Time required:	2 hours
Key message:	It is important to know what we can do to ensure our babies are healthy and develop well. There are things we can learn about exclusive breastfeeding, vaccinations, and what to do when we have concerns surrounding our baby’s health.

Lesson objectives:

- Learning the benefits of exclusive breastfeeding.
- Learning to identify the warning signs in a baby.

Materials required:

1. White board, marker.
2. Papers, pencils.
3. Picture of a mother

## SESSION NOTES FOR THE FACILITATOR

Delivery in a health facility is safer, especially if the mom is 17 or younger. Encourage participants to participate in the Safe Motherhood program. Safe Motherhood program aims at reducing maternal and neonatal morbidity and mortality and improving the maternal and neonatal health.

The provisions within the program:

- For 4 times ANC, pregnant woman will receive NPR 400 at the time of delivery. The visits are generally during 4, 6, 8 and 9 months or it depends on the date given by health worker. (In Bara and Rautahat)
- Government has been providing NPR 1,000 as transportation incentive to those who deliver their babies at health posts or government health institutions (In Bara and Rautahat)
- The government also provides a pair of clothing to the mother and two pairs for the baby in the time of delivery.
- Government health institutions provide free general check up which includes blood test, urine test, and free video x-ray for 4 times, after that, the cost will have to be borne by the patient.

After the delivery, it is important that the baby gets the first mother's milk within an hour of being born. This first milk is called colostrum, it is sticky and yellowish and there is not much of it but it is the correct amount that the baby needs. It is the best medicine to protect the baby from infections, which is why it is so important that the baby has it in the first hour after being born. It also helps the mother after the delivery – nursing in the first hour helps stop the bleeding. After that first milk, about three days after birth comes normal milk, which the baby should also eat. **Benefits of breastmilk and nursing:**

- it is complete food for the baby for the first six months – the baby does not need anything else for 6 months, not even water
- it nourishes the baby and helps the baby grow and develop
- it protects the baby from sickness
- it protects mother from sickness such as osteoporosis
- milk is always clean and good for the baby
- it doesn't need to be heated up or cooked
- it is easy for the baby to digest
- nursing helps build a strong bond between the mother and the child
- it is free.

Babies who only eat breast milk for the first 6 months of their lives develop better physically, mentally, and socially, than other babies. Sometimes families think it is better to add formula, but it can cause diarrhea in the baby. If the baby has other food, it nurses less and the mom produces less milk. Risks and disadvantages of adding other foods in the first 6 months:

- **if a baby uses a bottle instead of a breast, she may forget how to suckle on a breast and suckle less on a breast – this leads to mom producing less milk**
- **if the baby gets formula or additional food, it can be prepared with water that is not**

**clean or in a bottle that is not entirely clean – this would make the baby sick**

- **other milk or formula does not protect the baby from disease. Only mother's milk does that.**

The baby should get the breast milk as often as she wants. After a baby nurses for a few minutes, the milk becomes whiter. This milk has more fat that the baby needs. A mother should first finish one breast before giving the baby the other breast, so the baby can drink that fat rich milk. If the baby finishes one breast at one feeding, the mother should give the baby the other breast at the next feeding. It is ok to start introducing other foods after six months – they should be mashed until the baby can chew herself. It is good to keep breastfeeding the baby for 2 years – breastmilk still protects the baby from sickness at that age.

The baby is most likely fine with the amount you produce, but if you are concerned about the amount of milk the baby gets, go to the health post.

A mother needs to recover from pregnancy and for that she needs to eat well, have a balanced diet rich in protein (meat), fats, fruits, and vegetables. Not having enough of these foods will lead to anemia. A mom also needs liquids – clean (boiled or purified) water, milk, juice. The mother should not drink alcohol or use tobacco when she breastfeeds – the toxins in them will reach the baby with her breastmilk, and they will also make her weaker.

When the child turns 6 months, it should also start receiving vitamin A supplement twice a year. Visit your local health post to find out how.

From Hesperian book:

Warning signs in babies – when you observe these things, you should take your baby to a health post:


- Fast breathing: more than 60 breaths a minute while sleeping or resting.
- Difficulty to get air: chest sucking in, grunting, nose flaring open from the effort, while sleeping or resting
- Fever, over 37.5° C, or low temperature, less than 35.5° C.
- Severe rash with many pimples or blisters. (Small rashes are normal.)
- Not feeding.
- Rarely waking, or seeming to not respond to you.
- Seizures: loss of consciousness and jerking movements

Some babies cry more than others. A baby who cries a lot is probably OK if her other health signs are normal. Check if she breathes normally when she is not crying. Near-constant crying, which often gets worse at night, is called colic. It should get better by about 3 months. This is usually harder on the family than on the baby. Be kind to new mothers. Make sure they get the rest and help they need.

Immunizations (vaccines) protect children from many dangerous diseases. The most important vaccines for young babies are DPT (for diphtheria, whooping cough and tetanus), polio, hepatitis B, Hib (for Haemophilus influenza), PCV (pneumococcal vaccine), RV (rotavirus), and BCG (for tuberculosis). Most vaccines are started when a baby is about 2 months old. Encourage the mother to take the baby to the nearest health center. (Check vaccination schedule in Nepal and add.)

Immunizations are the best and cheapest way to prevent diseases that are normally dangerous for

the children and adults.

**Facilitator Note**  : Facilitator need to be very careful while discussing it. Some girls might have experienced traumas eg; miscarriages, difficulties in getting pregnant, infertility, etc Make sure to address everyone. If the groups asks questions to the facilitator which facilitator does not know the answer then do not assume/guess the answer - tell them that you will get back to them later - make sure to get back to the group with right answers from right sources (health workers)

### **ACTIVITY 1: PREGNANCY AND BEYOND (20 MINUTES – GROUP WORK)**

1. Divide the participants into 3 groups: the participants that are pregnant and the participants who have already given birth and the participants who are newly married (donot have baby and arenot pregnant) . If someone has given birth and is pregnant again, she joins the group of people who have given birth already. Assign time (10 for group work, the rest for presentations), make sure the groups assign roles (facilitator, scribe, presenter). This exercise will help participants who already gave birth share their experiences with those who are pregnant or are planning for pregnancy, so they know what to expect. The groups will be working on the following questions:
  - Pregnant group: What questions and / or concerns do you have about delivery? What questions and / or concerns do you have about having a baby? What do you want to know about breastfeeding? Is there anything you are afraid of related to pregnancy or motherhood? How can pregnant women and mothers support each other in our community?
  - Mothers group: What surprised you when you became a mother? What did you wish you knew about earlier? What would you like to learn about now? How can pregnant women and mothers support each other in our community?
  - Newly married girls: What are the concerns for you after marriage? Do you feel you are prepare for pregnancy or motherhood?
2. When the participants talk about delivery, remind them about the Safe Motherhood program and how it is recommended for them to give birth at a health facility rather than at home. If questions come up that you don't know answers to, write them down, check with the project team and answer on the next session. Otherwise the mothers' group should be answering the pregnant group participants' questions. Intervene only if misconceptions or incorrect information is being shared.

### **ACTIVITY 2: BREAST MILK FACTS (20 MINUTES – GROUP DISCUSSION)**

1. Say to the participants: we will now learn about breast milk. It is an important part of motherhood. Show the image for the activity, read the following quote and then facilitate the discussion:

“My name is Sumita, I'm 19 years old. I had my baby a year ago. It was my first and I didn't yet know everything about keeping the baby healthy and well. There is so much information from aunties, neighbors, friends – everyone has advice for a young mother!

When my baby was about three months old, I noticed that I'm producing less milk. I thought I should add something to her food so she grows fast and healthy. I tried mixing water with sugar, I thought sugar must be good to make the baby strong. She was not used to drinking so it was hard to give it to her, but she finally had some. Several hours after she had some, she got bad diarrhea. It was scary to see my small baby getting so sick. I didn't know what to do and my sister told me to go to the health post and offered to go with me. At the health post they told me the baby should



only have mother's milk for the first six months. Other food can make a baby sick and don't protect it from illnesses as much as mother's milk. They treated the baby and it recovered but it gave me a scare. I learned for myself – for the first six months, mother's milk is the best.”

2. You can use prompt questions: when does the breast milk come? Is it the same all the time? What should the baby eat directly after birth? For how long should the baby have exclusive breastfeeding? What are the benefits of breastfeeding? Which formula should the baby eat in the first 6 months? (None.) What are risks when the baby gets other food than milk in the first six months?
3. Make sure you address any misconceptions that might arise, e.g. that formula is better than breast milk or that it is OK to feed baby some alcohol to put it to sleep. Use the session notes to clear any misconceptions.

### **ACTIVITY 3: HEALTHY BABY GAME (20 MINUTES – GAME)**

1. Divide the participants into three groups. Explain the rules of the game: Each group gets one question first. Each question points sum up to 5 points. If the groups didn't answer the question fully, complete the answer and the points will sum up to less than 5. The group with most points wins and gets a star. The facilitator puts the points on the board.
2. Give them teams 1 minute to come up with names for their groups. (If they don't have ideas, you can prompt some: Mayalu aama, Ramri aama, aama ko shakti, mother is my god, (niman mai, niman ma, mai ke shakti, hamar mai hamra la bhagwan ha) which group should go first, second, third.
3. When the teams are ready, read the questions:
  - What are best practices to prevent disease? List as many as you can. (Possible replies: washing hands before preparing food, washing hands after using the bathroom, after touching animals, washing hands after cleaning the baby's butt, wash vegetables well, use purified or boiled water for drinking, cook meat and eggs until they are well done, keep food covered from flies and dirt, use clean utensils and plates, do not defecate in the open, vaccination, deworming.)
  - What are the warning signs for the baby? When we see them, we should take the baby to the health post. (Possible answers: Fast breathing: more than 60 breaths a minute while sleeping or resting, Difficulty to get air: chest sucking in, grunting, nose flaring open from the effort, while sleeping or resting, fever, over 37.5° C, or low temperature, less than 35.5° C, severe rash with many pimples or blisters. (Small rashes are normal.), not feeding, rarely waking, or seeming to not respond to you, seizures: loss of consciousness and jerking movements, severe diarrhea, severe vomiting, loss of weight or swollen body.)
  - Baby's mental development also starts early. What can we do to ensure the baby has best conditions to become mentally strong? (Possible answers: making sure it is not malnourished, neglected, abused, providing vaccinations according to the schedule, interacting with the baby: speaking to her, singing to her, touching her, smiling to her, cuddling and holding her, not yelling or ridiculing her, gently playing with her using various senses: eyesight, hearing, touching, smelling.)

#### **Reflection:**

Journal assignment; If you hear someone spreading incorrect information, e.g. about feeding baby alcohol, how would you discuss with them and clear the misconception?

<b>Day 9</b>	
Title:	<b>9 Healthy Mom Means Healthy Family</b>
Topics:	Maternal health
Time required:	2 hours
Key message:	Maternal health means the health of the mother and it is important not only for the mother, but for the whole family. There are things we can do to keep ourselves healthy: eat healthy, practice hygiene, sufficient pregnancy timing and spacing. It is also important to recognize the warning signs and visit a health post when they occur.

Lesson objectives:

- Learning the basics of maternal health.
- Learning to identify the warning signs in a mother.

Materials required:

1. White board, marker.
2. Papers, pencils.
3. Referral sheet

### SESSION NOTES FOR THE FACILITATOR

Maternal health is important for both the mother and the baby. When the mom is healthy and strong, she can provide good care to the baby and her body is able to produce milk which is so important for the baby's health, growth, development, and immunity. Babies are vulnerable and depend on mothers' presence and care. It is in the interest of the whole family to ensure the mom is healthy and well.

Mothers who are aged 20 or below are at higher risk of pregnancy or labour complications than women who are 20 or older. Becoming pregnant too soon after pregnancy is also unsafe – mother's body needs some time to recover after the very serious job of pregnancy and delivery. It is recommended that pregnancies are spaced at least 2 years.

There are many benefits to family planning:

- The health of mother and infant is better when the pregnancy was planned and the mother had time to recover from previous pregnancy
- Waiting with the first pregnancy can allow young couple to complete their education
- When we have fewer children, they are better fed because there is more food for each child
- When we have fewer children, we also have more time for them and can build stronger bond and take care of them better.

**Marie Stopes' Meri Saathi helpline about family planning – Monday Friday 9.30-4.30, the numbers are: 16600119756 or 9801119756 (NCELL).** This service is mentioned in referral sheet.

Some communities believe women after labour or menstruating women should not eat certain foods. It is important for women in general, but especially pregnant and breastfeeding mothers, that they get nutritious foods which will help their bodies with the pregnancy and breastfeeding.

To ensure mothers are well and healthy, we as mothers and our families should ensure that:

- Has enough and right foods. This means foods containing:
  - iron which prevents anemia: meat, chicken, eggs, fish, beans, peas, cabbage, lentils
  - folic acid which prevents anemia: dark, green, leafy vegetables, mushrooms, liver, meats, fish, but, beans and peas, eggs
  - calcium which helps milk production and strong bones and teeth: milk and yoghurt, cheese, ground sesame, green leafy vegetables, beans and soy
  - iodine which prevents goiter and during pregnancy prevents mental slowness in baby: iodized salt, also eggs, fish, onion
  - vitamin A which prevents blindness – when a mother gets vitamin A during pregnancy, it helps prevent blindness in the baby: carrot, broccoli, spinach, grapefruit, mango, apricot.
  - Sodas (Coke, Fanta, etc.) or packaged food like biscuits or noodles are **not** very healthy or nutritious.
  - Takes the recommended supplements (iron and folate, vitamin A)
- Follows hygienic practices:
  - Washing hands after using the bathroom or helping the children use the bathroom, before and after eating, preparing or touching food, after touching animals, before and after visiting a sick relative or friend. Teach children hand washing habits to prevent the spread of sickness and keep everyone healthy.
  - Drinking clean water that has been boiled or purified.
  - Avoid open defecation and discourage open defecation of others.
  - Brush your teeth regularly twice a day – it helps prevent infections in the mouth that can spread to other parts of the body. They can also be painful.
- Knows the warning signs and goes to a health post if she observes them:
  - Excessive vaginal bleeding
  - Shaking
  - Fast and / or difficult breathing
  - Being too weak to get out of bed, fever
  - Foul smelling vaginal discharge
  - Severe headache
  - Swelling of ankles, hands and face

### **ACTIVITY 1: HEALTHY MOMS (30 MINUTES – GROUP WORK)**

1. Divide the participants into 3-4 smaller group. Make sure each group has assigned roles of facilitator, scribe, and presenter, and that everyone in each group participates in the activity. Give the groups following questions:
  - What kind of food should mothers eat and why? If easier, you can prompt: what kinds of food contain iron? What kind of foods contain folic acid? Calcium? Etc. (Important: when

the groups present their answers, make sure to clear any misconceptions that might arise, such as that not eating certain food during period or post-partum is healthy or that drinking alcohol during pregnancy has a positive effect on the baby).

- What other hygienic practices that we discussed earlier can prevent diseases?
2. When the presenters present to the group, make sure all the answers from the session notes are covered. If not, add to their answers by asking prompt questions: what about eggs? What about apricots? Make sure to clear any misconceptions that might arise.

## **ACTIVITY 2: WHEN TO BE WORRIED (20 MINUTES – GROUP DISCUSSION)**

1. Based on the information from the notes for the session, facilitate a group discussion. Ask the questions below and make sure at the end everyone understands the content from the session notes. Discussion questions:
  - What are the warning signs for a pregnant woman or a woman who has given birth recently? What are some examples?
  - What do women usually do when they fall sick and show one of the symptoms? (Do they go to a health facility, FCHV, traditional healer, or do they stay at home and wait for things to get better?)
  - If they don't go to the health facility: why?
  - What do women do when their babies are getting sick?
2. The facilitator should take notes from the discussion and pass them to project staff to identify what is commonly done and reasons why some women don't seek help at health posts. At the end the participants should have an understanding of the warning signs for mothers and where to seek help.

## **ACTIVITY 3: PARENTING AS A CHOICE (25 MINUTES – ASK VS TELL)**

1. Facilitate a discussion about family planning using the prompt questions below.
  - A big part of maternal health is family planning. We've already talked about it previously and I wanted to get back to this topic because it is such an important issue that many people struggle to talk about. Since we discussed it on day 5 of our workshop, has anyone talked to their husbands, in-laws or others about it? Have any questions come up that you would like to discuss? (Remind the participants about the secret box to use if they don't want to share their secret in the group setting.)
  - Why is family planning important for mother's and baby's health? (Refer to the content from session notes from day 5 - the mother needs time to recover from previous pregnancy, having fewer children means they are better fed because there is more food for each child, we can build stronger bonds with the children if we have fewer of them).
  - Why do some couples not use contraceptive methods? (E.g. they might not know about them, they might not know where to get them, they might be too shy and unable to discuss it, they might want to have more children.)
  - In our communities, do young wives face social pressures related to pregnancies and babies? Prompts: do our families prefer sons and pressure us to be pregnant again if we have a

daughter? Are there other sources of pressure on young women to become pregnant? What are they?

- Whose responsibility it is to plan a family? Is it easy or difficult to discuss these issues with husbands? Why? Let's discuss what can make it easier. (Prompts: practice here in the workshops, asking for help from FCHV to discuss the issue with the family, other methods?)
- Inform the participants about the Marie Stopes' Meri Saathi helpline which is mentioned in referral sheet. They can call the helpline if they have any unanswered questions about family planning – each question would be answered by a knowledgeable counselor. It is open Monday Friday 9.30-4.30, the numbers are: 16600119756 or 9801119756 (NCELL).

#### Reflection

Journal assignment: Is there anything in your family and household that you can improve to be healthier?

Day 10	
Title:	<b>10 Serious Job of Being a Mom</b>
Topics:	Parenting skills
Time required:	2 hours
Key message:	Babies and toddlers require a lot of attention and care. While some of it may come naturally to some people, others feel a little lost with their new responsibilities as a parent. We can learn some skills to ensure being a mom is easy and that allow the baby to develop into a healthy child.

#### Lesson objectives:

- Learning the importance of parenting skills.
- Learning basic parenting skills

#### Materials required:

1. White board, marker.
2. Papers, pencils.

#### SESSION NOTES FOR THE FACILITATOR

Early childhood years are very important for the future of the child – what we learn and how we experience the world as children has effect on our lives. Children need safe, stable environment and loving caretakers – parents or guardians – to develop into healthy adolescents and adults. When the environment children grow up in is safe and stable, their mental health is better, they have fewer behavioral problems, they can achieve more at school and become healthy adults. The opposite is true if the parents / guardians are neglectful, abusive, or violent.

How we interact with children and teach them new things, depends on their age. Small babies are not able to understand much and we can't expect them to. As children get older, they understand more. Children also have different temperaments – and that's OK. Some are more quiet, others more sensitive, others more active. We should take these temperament differences into account

when we communicate with our babies and not compare them to others.

While parenting might seem a very natural thing that comes to us, it is good to know some basics of childhood development so that as parents we are able to nurture and support our children as they grow. Beside obvious things like food and warm home, children need several things from their parents / guardians to feel safe and develop healthily.

The children need **stability**. This means things around them are predictable and they know consistently what is expected of them. They understand the rules in the family, which makes them feel stable and secure. Some things you can do to ensure stability:

- Start a routine that is always the same (e.g. fixed times for meals, bedtime story). The child will know what to expect and will feel secure.
- Try to avoid situations when someone is raising their voice, have big fights in the presence of the baby. This might scare the baby.
- If the child is older and something out of the ordinary is supposed to happen, let the child know. Tell her / him in advance if someone from the family will be coming back from abroad, someone will be going abroad, there will be a new baby in the family, etc.

Second, the children need **encouragement**. This means parents and other family members engaging with them, encouraging their learning to speak, to walk, their memory.

- The first two senses that the child develops and learns with are eyesight and hearing.
- To stimulate vision, you can play with toys or safe objects of varying contrasting bright colours, geometric patterns. Babies also like looking at faces.
- To stimulate hearing – talk to the baby. Baby can hear you even when he / she is still in the womb and hearing you and others speak helps baby learn to speak too. Babies who are spoken to more frequently speak better than others. You can also sing, repeat the sounds the baby is making, and imitate other sounds like a goat or a dog. You can also use rattle toys or a small bells or other objects that make sounds – be mindful that the sound is not too loud or upsetting for the baby.
- Take some time to hold your baby and talk to him / her. Even if he / she is small and doesn't understand what you are saying, he / she understands someone loving and caring is close by and interacting with him / her. It is also an opportunity to get to know the baby, his / her temperament, what he / she likes, etc.
- When playing, and when the baby is old enough, let the baby lead. He / she will show which activities he / she enjoys most – engage in those. When getting toys, be mindful that they don't have small parts that can be torn off or drop off that the baby could swallow.
- Adjust the level of activities and play to your baby's development level. Some plays might be too difficult for the youngest babies, and too easy will be boring to older babies. Know what skill your baby is currently learning – i.e. rolling from back to belly, sitting, crawling, getting up – and adjust your play to stimulate that skill.

The children also need **affection**. This means parents express their love with words and show physical affection, and use non violent discipline. In these interactions the children learn to communicate well, to be around others and respect them. It teaches them that it is OK to communicate and trust other people.

- Show your love and approval through words, tone, gestures, hugs, kisses.
- Find time to play with your baby. The time you spend with him / her shows him / her you love him / her and appreciate his / her presence.
- Pay attention to the signs of stress in your baby. Be sensitive and supportive and patient – answer when he / she is in distress. This will give him / her a sense of safety.

When the baby is old enough, you can start teaching it appropriate behaviours. Remember the discipline methods should be age appropriate. Some guidelines and methods of positive discipline include:

- Be consistent. If you don't allow something, do not allow it the next time the child asks. It would create lack of predictability and confuse the child.
- Discipline is not only about punishing negative behaviours. Praise the child for positive appropriate behaviours. Don't wait until the child does something extraordinary – praise him / her for everyday behaviours you want to encourage. It will show the child you notice them and build their self-esteem.
- When you have to discipline your child, don't use violence such as beating or humiliating language. This will only make the child feel afraid and unsafe. You can instead use e.g. time-out, when the child is separated or put in a corner after the behaviour for a short time.
- Children want attention and they can get it either by positive or negative behaviours. If you give a child a lot of attention – such as praise – after a positive behaviour, you strengthen and encourage this behaviour. If you give a child attention after a negative behaviour, you reinforce those behaviours. Think about what behaviour you want to encourage and reinforce.

Parenting is a tough job – it can be frustrating, annoying, saddening when you are stuck with something and don't know what to do. When you are experiencing a lot of tension, you are more likely to treat him / her poorly, yell, beat him / her which has negative effects on the baby. Remember that your baby is like a sponge – if he / she sees you distressed often, he / she will be distressed and difficult too. If you feel you are overcome with anger, take a minute to slow down, take 10 deep breaths and count to 10. (More relaxation techniques in session on mental wellbeing.)

To minimize the stress in general, remember to take some time for yourself. Ask family members to take care of your baby so you can have a nap or go for a walk. We will learn about self-care and some stress reduction techniques in a future session.

Check in about last session's reflection: would anyone want to share what she thought of as improvements she would make at home to be healthier?

### **ACTIVITY 1: OUR CHILDHOOD MEMORIES (20 MINUTES -THINK PAIR SHARE)**

1. Ask the participants to first think for 2 minutes, then pair with someone next to them and exchange thoughts with for 5 minutes, and then share to the group. The questions to think on are about childhood memories. Remind the participants they don't have to share anything personal or anything they don't want to share.
2. The questions for the participants to think about:
  - What are some things my parents or guardians did that I loved as a child? (Prompts:

think of things your parents or guardians did that made you feel loved, important, heard, respected, understood, or safe.)

- What are some things my parents or guardians did that I didn't like as a child? (Prompts: think of things your parents or guardians did that made you feel sad, scared, helpless, angry, or unsafe.)
- 3. After the participants shared their answers with the group, ask: were there any similarities between participants? Prompts for things people loved as children: when they got attention from parents / guardians, when they spent time together, when they were praised and encouraged, when they could speak with them and felt understood. Prompts for things people didn't love as children: when they were yelled at, humiliated, when parents / guardians used corporal punishment.
- 4. Say: it is normal for people to appreciate certain things from their parents / guardians and dislike the others. There are some interactions that make children feel loved and some forms of punishment, such as corporal punishment, that can have long term effects on a child – poor performance, misbehavior, using violence, depression. We will learn more today about how we can foster children's development.

## **ACTIVITY 2: COPY COPA CO (20 MINUTES – GAME)**

1. Explain that children learn behaviours by observing their parents, guardians, and others around them. It does not work if we **tell** our child to always wash their hands before eating, but we never **do** it ourselves. The child will not listen to us if we do not **model** this behaviour. Modeling behaviours means doing something that we want others to learn by observation. This is how children learn.
2. This game will show us what it means. The rule is to “do what I say not what I do”. Demonstrate with your hands:
  - When I say “COPY” – stretch your hands in front of you
  - When I say “COPA” – put your hands on your head
  - When I say “CO” – put your arms by your sides.
3. Repeat the COPY, COPA, CO several times until all participants remember movements for each of these words.
4. Explain: when we play the game, you should follow the word that I say, not the action that my hands are doing. Practice with the participants several times: say COPY and stretch your hands in front of you, say COPA and put your hands on your head, say CO and put your arms on your sides.
5. Play the game by saying the commands, but do the movements that do or do not match the commands. For example: say COPY and put your arms on your head. Mix the actions so the movements sometimes match the word, and other times they don't. If someone copied the movement of your hands, but not the word you said, they drop out of the game. Keep playing the game until only one participant is left.
6. Explain that this is how children also learn – they pay more attention to what they observe and see their parents do, than what parents tell them. It is important to remember when we are around our children as they grow up – it is important to be kind, friendly and helpful if



we want our children to grow up to be kind adolescents and adults.

### **ACTIVITY 3: GOOD MAMA KNOWS (20 MINUTES – GROUP WORK)**

1. Divide the participants into groups of 4-6 people. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, and presenter). Say: though many people think motherhood comes naturally, there are some things that are good to know when we become mothers. It's good to know how our child develops and what we can do to make him / her healthy, happy, strong, and smart. Three important things that a child needs from a mother and other caring adults are: stability, encouragement, and affection.
2. Present the questions:
  - How can mothers and families make sure the baby feels stable and has stability in his / her life? Prompts: how can we organize our days to make them stable for the baby? What can we do about our daily work to make our days stable? How can we prepare a child for changes that change the stable routines?
  - How can we provide encouragement for the baby? How can we stimulate its learning? How do we make sure it has stimulation for eye sight, hearing? What are the best ways to play with the baby?
  - How can we provide affection to the baby? What can we do to show affection?
  - What are the rules of positive discipline? How can we discipline our children without using violent methods?
3. When the presenters present their answers, make sure they don't repeat the same things (participants will get bored) – have one group present just one point at a time and then move on to the next group. If anything from the content of the notes for the session is not covered, add it by asking questions, e.g. can we show the baby something in bright colors to stimulate its eye sight development? What can it be?
4. Finish by saying: while many people think it is OK to beat or push a child, it has negative consequences for a child. It teaches them that it is OK to solve conflicts that way, it minimizes their confidence and self esteem, it creates mistrust – the child as he / she grows will also think people are violent and threatening and will have a hard time forming healthy bonds with others. We should use non violent discipline methods works much better and encourage other family members to do the same.

### **ACTIVITY 4: WE CAN DO THIS – TOGETHER (30 MINUTES – GROUP DISCUSSION)**

1. Say to the participants: motherhood is a beautiful thing but sometimes it can also be difficult. Young mothers don't always know how to deal with the difficulties, are not sure what is best for their babies, and have a lot of pressure. I'll read you a short story and then we can discuss.
2. Use the image and read the story:

“My name is Mayrun, I'm 18 years old. I got married when I was 16 and had a baby 6 months ago. When I was pregnant, I was excited and a little anxious about having baby, I didn't know if I was ready to be a mom.

When the baby was born, things got a little overwhelming. I couldn't get a lot of sleep and my family expected that I will be strong and able to take care of all the house chores like I

did earlier. I tried my best to do everything right, but it was a little too much to take care of the baby, cook, clean, do the laundry, and keep everyone happy. My anxiety grows every day. My baby cries a lot and I don't know what to do about it, she seems to cry more than other babies. When she cries for a long time, it is hard to hold her. What to do?"

3. Facilitate the discussion about coping with difficulties. Some discussion questions:
  - How can Mayrun cope with her baby who cries more than others? What could be the reasons? (Prompts: checking if the baby is hungry and not cold, doesn't have soiled nappy, rocking the baby in her arms, trying to gently play with the baby by moving her feet, gently place the baby on her belly and give her a soft massage making sure she is warm and comfortable.)
  - How would you try to cope if you were in Mayrun's shoes? Where would you look for help? (Prompts: asking family for help with the baby and the household chores, asking health post or FCHV for advice about crying baby, searching other people to help, taking time to rest and relax, being healthy and making sure she is getting enough healthy foods.) Make sure you correct any unhealthy misconceptions that might arise during the discussion, e.g. about feeding alcohol to the baby to keep it quiet.
  - Do you know any methods that could help Mayrun deal with her tensions? Any activities that can help you relax and take your mind of stresses and tensions? (Prompts: talking to friends can help relieve tension, going for a walk, breathing exercise, physical exercise, asking family members for help with the chores and baby when she feels overwhelmed.)
4. Wrap up the discussion by saying: though we don't often talk about it, motherhood can be difficult and it's OK to feel that way sometimes. It is also OK to talk about it and ask for help. In the next two sessions we will learn about how to talk to people to communicate effectively so we can ask for help when we need it, and about self care – how to take care of our mental wellbeing so that we don't get overwhelmed.

#### Reflection

Journal assignment: If you knew there is someone like Mayrun in your community, would you approach her? How would you do it in a delicate manner that helps and doesn't make her more overwhelmed?

<b>Day 11</b>	
Title:	<b>11 Let's know about STIs for few minutes and Putting it All Together – Recap</b>
Topics:	Family planning, pregnancy, infant, maternal health, Safe Motherhood Program, parenting skills and STIs
Time required:	2 hours
Key message:	Recap of previous sessions

Lesson objectives:

- Learning about STIs
- Recap

Materials required:

1. White board, marker.
2. Papers, pencils.
3. Referral sheet

**SESSION NOTES FOR FACILITATOR**

STIs (sexually transmitted infection/ diseases) are infections that are transmitted /spread by sexual contact. For eg: if one person has a disease and they engage in a sexual activity with another person, that other person is at risk of getting the same diseases. Most common STIs are Gonorrhoea, chlamydia, syphilis, HIV and AIDs, etc. Most STIs are transmitted through sharing of body fluids (blood, semen, vaginal fluid and sometimes breast milk). This can happen during different types of sexual activity; sharing of needles, and transmission from mother to baby in childbirth or sometimes breastfeeding. Some infections are also spread through skin to skin contact (touching of private parts).

Many STIs have no symptoms. A person can have an STI but may not know it. People who have multiple sex partners have higher risk. People who only have sex with one person can still have higher risk if his/her partner has other partners (i.e. a wife is at risk if her husband has multiple partners) The most common symptoms of STIs are itchiness, irritation or pain of private parts, abnormal fluid from private parts (especially with smell or color), pain during sex or urination, sores, blisters, ulcers, warts, or rashes in the genital area, persistent diarrhea, fever or symptoms similar to flu, unusual bleeding from the vagina, unusual changes in how the private parts look. It is important to know that these symptoms can be also a sign of a different disease, not necessarily an STI.

The preventive measures for STIs are as follows:

- Avoid unsafe sex
- Abstaining from any sexual contact
- Use latex condom
- Do not share needles for drugs, piercing or tattoos
- Take precautions around others blood
- Get tested for HIV
- Get immunized; vaccination on Hepatitis B.

When to test STIs

- Unprotected intercourse (no condom), condom broke, partner has STI, if your partner or you ever injected drugs, if you have been raped, if you observe one of the symptoms.

People with STIs/ STDs behave differently. Due to it, people maynot want to tell anyone or go for treatment. Anyone who is sexually active can get STI- even someone who only has sex with their own husband or wife. It does not mean anything about the person, and they should get treatment

just like other diseases. If they do not, they are putting others at risk.

### **Treatment and referral for STIs**

- For testing and treatment of STI is available in Primary health care and district hospital.
- For HIV, all the district and zonal hospital provide free testing.
- Manisha Singh Punerjeevan project funded by Nepal Youth Foundation provides free treatment for children under 14 age for HIV AIDS and malnutrition. (Contact: 01 6200092).
- Condoms are freely distributed in all the health posts and hospitals of Nepal.

Now, we will have a recap of previous sessions, during which the group will discuss what they learned from the beginning about Family planning, pregnancy, infant, maternal health, Safe Motherhood Program, parenting skills and STIs. This is not a test but a fun game to check what we remember.

### **ACTIVITY 1: STIs (30 MINUTES-ASK VS TELL)**

Facilitator explains; before doing recap, we will have 30 minutes long session.

Ask participants who remembers the activity; protection from germs where we learn how diseases spread. Let participants explain about it.

Germs are invisible, we cannot see them but still they are there. They can pass from one dirty hand to another. We get germs on our hands from things we touch. From our hands, it gets into bodies and make us sick.

Ask the participants have they heard of sexually transmitted diseases? What they know about it. Write on the white board what they know. Ask following questions.

1. What is STIs/STDs. Provide few examples.
2. How it is transmitted?
3. What are the common symptoms?
4. When do you think someone get tested for STIs?
5. How do people behave if s/he has STIs?
6. Where people can get treatment facilities?
7. What are the preventive measures for STIs?

### **ACTIVITY 2: SECRET QUESTIONS RESPONSES (10 MINUTES)**

Answers the questions left in the secret box from the previous days. They can either put it in secret box or ask facilitator individually.

Encourage participants to write additional questions as they come up.

### **ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)**

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

- up to less than 5.
- The group with most points wins and gets a star.

### ACTIVITY 3: WHAT HAVE I LEARNED (30 MINUTES – ROLE PLAY)

- Ask the participants whether they shared anything they've learned with any of their friends or family members. Ask them to tell the group how this sharing went.
- Divide the participants into 3 groups. Each group will get a scenario to play out in a role play. They will have 15 minutes to prepare and 5 minutes to present. If they don't remember some of the content that is needed to present, find it in the curriculum and read the notes for the facilitator to them. It's important they convey accurate information, and that they are not punished for not remembering everything.
  - Scenario 1: Anisha Devi is 17 and she learned at the Aarambha program about positive parenting. She knows the child should not be hit or yelled at, because it can result in low self esteem, slower learning, and other things. One day she sees her older sister (20 years old) with her 2 year old son. The sister loses patience with the child, raises her voice and slaps the child. Anisha Devi wants to tell her sister what she learned as better methods of discipline.
  - Scenario 2: Mayrun who is 16 is pregnant. She wants to have a delivery at the health post because she learned that underage mothers might have difficult deliveries. She also wants to go for checkups. Mayrun has learned about Safe Motherhood Program and now she wants to explain it to her husband and mother in law. They don't know anything about the program and are hesitant about how it works.
  - Scenario 3: Rumana is 18 years old. She had her baby daughter 3 months ago. She is happy as a mother but she does not want another baby soon. She thinks her family might pressure her to have a son. Rumana plans to talk to her husband and in-laws and explain the risks of not spacing pregnancies sufficiently.
- After each group's role play, ask the rest of the participants whether they would add or change anything. Make sure the feedback is friendly and no one feels attacked or judged.
- At the end – applause.
- Remind the participants about the importance of referral sheet while wrapping up the session.

## PART 3: SOCIAL SKILLS

Day 12	
Title:	<b>12 Getting Our Message Across – Communication Skills</b>
Topics:	Communication skills
Time required:	2 hours
Key message:	Communication means transferring a message and receiving it. We can do it with words, but we can also do it non-verbally, for example with our body. Listening is also a part of communication. What we hear on radio and TV is also communication. When we know how to

	communicate well, our friendships and relationships grow better because we can prevent arguments, misunderstandings, and we can make sure people understand what we want to say, and we understand what they are saying.
--	--

#### Lesson objectives:

- Learning communication skills.

#### Materials required:

1. White board, marker.
2. Papers, pencils.
3. Cards with states or emotions for activity 3: “Happy”, “Proud”, “Shy”, “Smart”, “Aggressive”, “Funny”, “Worried”, “Interested”, “Peaceful”
4. Meta card
5. Newsprint paper

### SESSION NOTES FOR THE FACILITATOR

Communication is a process through which we send a message and another person receives it. The message can be verbal or non-verbal – in personal conversations it is usually both. Communication is a skill that we can learn – there are things that help with communication and things that make it more difficult. Communication is important for our relationships, it is hard to have a meaningful relationship with someone if we can’t communicate with them.

Verbal communication is our words, and important factors to consider is whether we speak the same language and we have a similar competency level in that language. Nonverbal communication includes our tone of voice, our facial expressions, our posture, eye contact, the space between two people talking. Through these we can non-verbally communicate a range of emotions which can be in line with what we communicate verbally, or can contradict it. For example, when we say something positive but our tone and posture suggest we are grumpy, the positive message will not come across.

Communicating effectively is about both, speaking and listening. Respect is crucial for effective communication. Some tips for communicating effectively are: to speak in a quiet and loud enough voice, to maintain eye contact, to have a welcoming body posture; on the listener’s side they are: maintaining eye contact, asking questions if we are unsure we understand what is being said, maintaining open body posture. Situations when the communication is unlikely to go well include: when someone speaks for too long, when someone enters the conversation angry or distracted, when someone’s body posture indicates they are not open to communication (e.g. arms folded in front of their body), when someone’s facial expression indicates they are not happy (e.g. when they are frowning), when one person interrupts the other, when one person stops listening because they are already building a response in their head, when someone is distracted with something else.

### BASIC LEGAL INFORMATION

#### Right To Citizenship

Legal age of citizenship in Nepal is 18 years. Right to citizenship is considered as the most formal legal document. No one should be deprived of citizenship. Without citizenship certificates, individuals cannot register on the voters list. This is required to register marriages or births, buy or sell land, academic career, open bank account or have access to finance or credit. The citizenship certificates allow a citizen to exercise his/her rights and claim state protection and social benefits.

### **Birth Registration**

The birth registration the basic rights of every individual. This is compulsory and has to perform within 35 days of a delivery. Birth registration is performed by hand written completion of birth registration form at local ward office. Form is signed by parents and their right thumbprints are put on registration forms. The person registering the birth has to present copies of both father and mother's citizenship certificate and a copy of couple's marriage certificate. Registration after 35 days is subjected to a 50 rupees fee.

Hospital birth certificate: If a child is born at a hospital, the hospital issues a birth certificate but it is still required that the child is registered at the relevant ward.

### **Marriage Registration**

The legal age of marriage is 20. Under Section 68 of National Civil Code 2074 B.S., marriage is a permanent, inviolable, and holy social as well as legal bond between a man and a woman based on free consent established in order to start conjugal life between them. Marriage registration is performed at local government level and court. Marriage certificate is important everywhere-passport, child custody, insurance claim, bank nominee, inheritance, etc.

### **Basic Human Rights**

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination. Following are the basic human rights;

<ul style="list-style-type: none"> <li>- Right to food</li> <li>- Right to housing</li> <li>- Right to live with dignity</li> <li>- Right to freedom</li> <li>- Right to equality</li> <li>- Right to education</li> <li>- Right to health</li> <li>- Right to Privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Right to communication</li> <li>- Right relating to property.</li> <li>- Right to information</li> <li>- Right against exploitation</li> <li>- Right to employment</li> <li>- Right to social security</li> <li>- Right to justice</li> </ul>
---	--

## **ACTIVITY 1: THE POWER OF COMMUNICATION (20 MINUTES – GAME)**

1. Divide the participants into three groups. Give the groups 2 minutes to discuss who will be the volunteer to be blindfolded for the challenge from their group. Once the volunteers are known, blindfold them.

2. Place the items around the room (or area) in similar distances from everyone and assign one item per one group. E.g. group 1: a chair, group 2: a bag, group 3: a scarf.
3. Starting from group 1, the non-blindfolded group members verbally guide the blindfolded volunteer to find the object assign to them. Measure the time it takes her to find it. The other two groups observe the process. Once she finds the object, she can take off her blindfold. Then group's 2 blindfolded volunteer begins looking for their object, guided by her group members. When she is finished, group three does the same.
4. When all three groups are finished, announce the winner – the group who did it in the shortest time. Applause.
5. After applause, have a brief discussion using the following questions:
  - What did the winning team do better than others? (Lead with follow up questions until the participants come to the answer: communicate.)
  - What was better about their communication? (Clarify, not shouting all at once, cohesion, tone of voice, etc.)
  - What did the volunteer do in that group or other groups that worked well? (Listened carefully before moving forward, asked questions, asked for clarifications if she was not sure, etc.)
  - Would the volunteers be able to find the objects by themselves? (No.)
  - What was needed to solve the problem? (Communication.)
6. Wrap up by saying, good communication is necessary when we want to solve a problem – talking often helps find solutions. It is important for others to understand us, to discuss or convince others about an opinion, and when we want to negotiate. Effective communication means being clear, cohesive, explicit. Body language also matters. Communication also involves listening and making sure we understand what the other person is saying.

## **ACTIVITY 2: COMMUNICATION BASICS (20 MINUTES – GROUP DISCUSSION)**

1. Ask the participants the following questions and facilitate the discussion. At the end there should be understanding of the definitions.
  - What is communication? (Communication means transferring a message and receiving it. We can do it with words, but we can also do it non-verbally, for example with our body. Listening is also a part of communication.)
  - Is communication only verbal? Do we use only words to communicate? (We use more than words to communicate. Our tone is also communication, our body posture, whether we look the person we talk to in their eyes, where we sit or stand in relation to the person we communicate with. These are all examples of non verbal communication.)

## **ACTIVITY 3: IT'S NOT ONLY ABOUT WORDS. NON VERBAL COMMUNICATION (20 MINUTES – ROLE PLAY)**

1. Explain the activity: the group will be divided into pairs (or groups of three). Each pair will get assigned a state or emotion and they will have 3 minutes to prepare and then half a minute to present to the rest of the group what their emotion is, without using any words. They can do a



little role play or they can assign one person from their group to present the assigned emotion. The pair whose emotion is guessed the fastest by the rest of the group wins.

2. Divide the participants into pairs or groups of three. Make sure pairs don't hear each other's cards. If most in the group are illiterate, walk around the room and whisper to each group what they have to present, so that other groups don't hear.
3. After three minutes, ask the first pair to present. The pair whose emotion is guessed the fastest by the rest of the group wins.
4. Debrief by saying: non verbal communication is as important as verbal. We communicate a lot of emotions, feelings, attitudes through our body without saying a word. Sometimes a person can be saying one thing, but her body language will say something contradictory. (Hunch over, fold your arms in front of you and say "I am completely fine" to demonstrate.)

#### **ACTIVITY 4: COMMUNICATING SUCCESSFULLY (20 MINUTES – GROUP DISCUSSION)**

1. Ask the participants the following questions and facilitate the discussion. You can use the prompts after each question, but let the participants lead the discussion.
  - What does it mean to communicate successfully? (Successful communication is when the message that one person sent is received and understood by the other person without distortions. Both sides know what was meant by the message.)
  - What can we do when we speak to make sure we communicate successfully? (We can speak loud and clear. We can make sure our body language matches what we are saying.)
  - How do we feel when we speak with someone and they are raising their voice, or interrupting, or name call, make facial expressions that are hostile? (We feel disrespected, we feel like we are not heard, sometimes we can feel threatened.)
  - When do we feel like we are heard? What should the other person we are speaking with do for us to feel heard and understood? (Maintain eye contact, ask for clarification if they are not sure they understand us, smile, let us know non verbally they are listening, by nodding their head for example, using soft voice.)
  - Why is important in day to day life and regular chores?
2. Explain that the group will discuss more effective communication methods during the session on negotiation.
3. Explain the participants how we can communicate with peers/support networks during the case of violence, or another harmful situation (confidentially). And why it is important to communicate and speak up (while ensuring one's safety firstly)?

#### **ACTIVITY 5: LETS COMMUNICATE ON BASIC LEGAL INFORMATION (30 MINUTES- GROUP WORK)**

Divide the groups into four and assign following topics; Provide them newsprint paper, marker and meta card. Share them that they are given 10 minutes for discussion. They need to brainstorm on following topics and need to present it in the form of lecture/role plays/pictures or something using verbal and nonverbal communication.

1. Importance of citizenship card

2. Importance of birth registration, marriage registration and other (like death registration)
3. Basic human rights and responsibilities
4. Access to basic government and public services like health services, education or other government services

After the discussion, facilitator will lead the discussion.

Encourage participants to inform their juniors, sisters and neighbours to not marry before 20 and importance of citizenship, basic government services and human rights.

### Reflection

Journal assignment; Think of situations in your life in which communication didn't go very well. Think about why it didn't go well and whether there are ways to improve communication learning from these experiences like how do you plan to communicate (with whom), when you need to do so, for any issues that you may face in future.

<b>Day 13</b>	
Title:	<b>13 I Choose – Decision Making Skills</b>
Topics:	Communication skills
Time required:	2 hours
Key message:	Communication and negotiation are important life skills. Negotiations is a process through which two sides work together through communication to reach a common ground – a solution where both their interests align.

### Lesson objectives:

- Learning decision making

### Materials required:

4. White board, marker.
5. Papers, pencils.
6. Three blindfolds.
7. Three of the common items: a chair, a bag, a scarf, a copy notebook, a key, and such.

### SESSION NOTES FOR THE FACILITATOR

A decision is a choice a person makes about something, for example a future course of action. Decision making involves thinking about options and potential consequences and making a choice. Every day we make many small decisions: what to wear, what to cook, what to say to our family, etc.

There are some decisions in life that have a much bigger impact on our life than others. For example, when we decide how to spice the food for our family today, we probably won't remember

it next month or next year. But decisions about going to school or dropping out, decision about having babies – these are big decisions. Even though we can't always make these decisions entirely ourselves, being familiar with the decisions making process (and negotiation skills which we will learn soon) can help when other people are also engaged in the decisions.

Decision making process involves few steps. The example below is about decisions about family planning.

- Knowledge that we **have to decide** – that we have two or more options to choose from. This step is very important, because sometimes when we don't realize we have choices, we can exclude ourselves from making some important decisions – e.g. when we don't know anything about family planning, we may not know that it is possible to delay pregnancy or space pregnancies. The decision “makes itself” without our choice.
- Find out **necessary information**. In this step we can think about our own feelings about the decision to be made, but we can also collect information from other people, media, etc. For family planning, we could talk to our husband and in-laws, we can also collect information from Health Post or Female Community Health Volunteer – she would tell us what the options are, and what advantages, disadvantages and risks of various options are. We learn about all the good and bad things that would happen if we picked one of our options.
- Once we have the information, we **consider what each of these options mean** for the future. We think about advantages and disadvantages we learned about and consider what each possible course of action would mean for our future. When deciding about family planning, at this step we think about what delaying pregnancy would mean for our health, our possible education and career options, our livelihoods. We think what this option would mean for others: our family, how it would affect our status in the community, our future baby, and whether this option would be in line with our own personal values – whether this is what we think is right and good for us. We think about any risks and dangers that might come our way if we decide that option. We also think about the other scenario: what having a baby would mean for all these things. This is the time to collect our thoughts, imagine different scenarios, and take time to think about the various consequences. This is also an important part of the decision making process.
- After careful consideration, we **make the decision** that seems best for us, our goals we set up for the future, and our loved ones. If we can, we should take time to consider various scenarios and how we feel about them, and whether we are happy with the choice we've made. We pick what's best for us considering our situation.
- Once we pick that option, we have **made our decision**.

Ask if anyone wants to share a reflection from previous session, about situations in which communication didn't go very well and what we can learn from them.

### ACTIVITY 1: HOW TO MAKE DECISIONS? (30 MINUTES – GROUP DISCUSSION)

1. Ask the group what decisions are. Use the notes for facilitators and the prompt questions below to facilitate the discussion.
  - When do we have to make decisions?
  - What are some examples of small decisions we make every day?
  - What are some big decisions that affect our futures?

- What are steps to make decisions? How can we make decisions well?
- 2. At the end there should be an understanding of the decision making process as in the notes for facilitator.

## **ACTIVITY 2: DECISION GAME (40 MINUTES – GAME)**

1. Explain to the participants that you will read a scenario about a girl, and at each point where she has to make a decision, you will stop and say: Decision time! The group will then go through a decision process with her. Explain there are no wrong and right answers in this game, it serves as a practice to go through the process of making decisions.

2. Read the following text:

“Sunita Kumari is 15 years old and she lives with her parents and a younger brother. The economic situation of her family is not good, but she goes to school because she plans to be a teacher in the future and needs to finish her education. One day Sunita’s aunt tells her she can make some extra money working as a housemaid at her neighbor house. DECISION TIME!”

(Walk the participants through the decision. Identify the decision. (Should she go for this job opportunity or not?) Find out the information. (What exactly is the job about? How many hours a week? In whose house? How much is it paid? When is it paid? Can she take time off when she has her exams?) Consider pros and cons of taking the job and not taking it. (What will be the good things about taking the job? What will be the bad things about taking the job? What are the risks of taking the job? How does she feel about taking the job? What would it mean for her family if she took the job? What would be the good and bad things about not taking the job?) Think about both scenarios – taking and not taking the job – and their consequences: taking the job and not taking the job. Make the decision.)

“Sunita Kumari decides to take the job. It’s twice a week and she thinks she can manage her school work and the job. She is happy she will be able to provide the money to her family and maybe save some for her own expenses. After two months she has some savings and thinks about spending them on tuition so she can study more. She remembers her goal of being a teacher. One day though she talks to her friend Maya, who suggests Sunita spends the savings on a nice new kurta. Sunita is hesitating. DECISION TIME!”

(Walk the participants through this decision using the same steps as above. The decision is whether Sunita should stick with her plan of spending the money she’s made on tuition, or new clothes.)

“Sunita didn’t buy new clothes, she instead signed up for tuition class. As the exams approach, she studies more and more. She asks the employer for time off, because she wants to study. She cares about her future. The employer says they are preparing for a wedding and now she can not take time off because they need a lot of help with preparations. DECISION TIME!”

(Walk the participants again through the process of decision making – should Sunita stay in the job and neglect her studies, or should she quit and focus on her studies? Walk through each step of the decision-making process as described above.)

“Sunita decided to focus on her studies. She feels this will be better for her future and she is concerned if she keeps the job, she would fail the exams.”

3. Ask the participants if anyone can recall when she had to decide in her life. Ask for a volunteer to share a decision she had to make and together with her go through the process of decision making. You can use the prompts below. Other participants can help.
  - identifying the decision (when did you realize you had to decide? What options did you identify?)
  - collecting information (what did you know about the options you had? What other information did you collect before deciding? How did you collect it?)
  - considering pros and cons of each options (what was good about each option? What was bad about each option? Were there long-term consequences of either option? What were they?)
  - after these deliberations, making the decision that's "best" in a given situation.

Summarize by saying: decision making is an important skill to have in personal life and in potential career, trainings, etc. To enable better decisions, we will also have sessions on problem solving and negotiations. Today we started a decision about our own cash grant and we will continue this discussion in the coming weeks.

#### Reflection

Journal assignment; Think of a decision you will likely have to take in the future. It can be about your life plan, something about your family, or about what you will want to do after these workshops' completion. The moment to make this decision is still in the future, but start think about it while following the steps we discussed today.

Day 14	
Title:	<b>14 Problem? That's OK! – Problem Solving Skills</b>
Topics:	Problem solving skills
Time required:	2 hours
Key message:	Problem solving

#### Lesson objectives:

- Learning problem solving skills.

#### Materials required:

2. White board, marker.
3. Papers, pencils.
4. 40 sheets of A4 paper (can be scrap paper)

## SESSION NOTES FOR THE FACILITATOR

Problems are an inevitable part of life. We can learn to approach solving problems in a way that is most likely to produce results that are best for us. There are several steps to problem solving:

- Identification of the problem. This is the first step – we name the problem ahead. We can think about goals and barriers. Goals is something we want to achieve, and the barriers is something that stands in the way.
- Collecting information. In this step we observe the situation, we ask for information, we learn about various parts of the problem at hand. This stage gives us a clear picture of the problem.
- Searching for solutions. In this stage we explore various solutions to our problem, but without evaluating them. At this stage there are no good or bad solutions – we want to have ideas on how to solve the problem, even if they seem unfeasible at first.
- Decision making. In this step we consider pros and cons of each of our solutions that we found in the previous step. Some questions we can ask ourselves are: what are the consequences of each solution? Is every solution possible and feasible? How much time does each solution require? How much money? Does the solution remove the barrier and help us achieve the goal? Is the solution in line with our values and goals?
- Solving the problem – applying the solution. In this stage we can find out whether we considered all possible consequences of our solution, or whether other problems come up that we have not foreseen.

It often helps to talk to others when looking for a solution. Other people – friends and family – can offer different perspectives and point us to things and solutions we have not considered. Other things to consider when solving problems are: clarity – defining exactly what the problem is, creativity – when we “think outside the box” and look for solutions that are not typical, collaboration – when we can engage in problem solving jointly with other people.

Ask the participants whether someone would like to share reflection from previous session about a decision she would have to make in the future. Give the volunteer 5 minutes to talk about her decision and afterwards ask the group whether they have anything to add.

### ACTIVITY 1: BUILDING PAPER TOWER. (20 MINUTES – GAME)

1. Provide the introduction: Many people get nervous when they encounter a problem, but problems are a part of life. It is important to learn to deal well with them, and to solve them in a productive way that respects our values and does not offend others.
2. Divide the group into two smaller groups. Explain that the groups will have 10 minutes to build a tower out of paper. They will only get the sheets of paper – no glue, no clips, no masking tape. So, lack of resources is itself a problem. Give each group 15 sheets of paper. Whichever group builds the tallest and strong tower, wins.
3. After 10 minutes say: “stop.” The group whose tower is taller wins – give them a round of applause and a star.
4. Debrief the activity using the following prompts:

- How did the winning group solve this problem? Were there any steps they took to solve it?
- Did everyone in the group participate in the problem solving? Were there some people who were more active and some who were less?
- Were there any difficulties when solving the problem? Ask both groups to list any difficult moments they had and how they overcame these difficulties.

Explain that today we will discuss more the problem-solving process.

## **ACTIVITY 2: WORDS FOR PROBLEMS. (20 MINUTES – THINK PAIR SHARE)**

1. Ask the participants to first think (2 minutes), then pair with a person sitting next to them (4 minutes) and then share with the rest of the group. The question they will be working on, is: what are different words for “problem” and “solution.” Ask the participants to list as many as they can. If the participants are having trouble starting, you can give them prompts: “obstacle” for problem and “fix” for solution.
2. After two minutes, ask the participants to pair with their neighbor, and after another 4 minutes ask all pairs to share their words, one word at a time. Other pairs should listen so they don’t repeat the words that were already used.
3. In a chart paper, compile all the problems listed by the pairs, and discuss the consequences of these problems through problem-tree picture. And discuss how we overcome this individually and in a team.
4. When all the pairs shared all their words, debrief the whole group using the following prompts:
  - Are the words we use to talk about problems positive or negative? Why?
  - How do we usually feel when we talk about problems? Why do we feel that way?
  - What are some of the things to keep in mind while solving problems? What is some good advice you can give to the group about problem solving?
  - What does it mean that “a problem shared is a problem halved”? How can sharing problems change our problem-solving process? Such as sharing of your problems with your peers, families or friends that you trust the most..

## **ACTIVITY 3: STEP BY STEP PROBLEM SOLVING. (25 MINUTES – ASK VS TELL)**

1. Facilitate the discussion on what are the steps of problem solving, as presented in the notes for facilitator. Remind them of the steps in decision making, and encourage to think about a similar process when dealing with a problem. You can use the following prompts:
  - What do we do first? How do we know we have a problem? (Name the problem – what is the goal and what is the barrier?)
  - After we define the problem, what should we do to ensure we can come up with best solution? (Collect information, but not yet solutions.)
  - After we collect information, what do we do with it? (Based on the information we have, searching for various solutions. At this stage we can include even the ones that seem impossible.

- When we have possible solutions, what do we do next? (Assess them by thinking how they contribute to our goals, whether they remove the barrier, whether they are in line with our values.)
  - Once we assessed the solutions, what do we do next? (Make a decision.)
  - Once a decision is made, what do we do? (Apply it.)
2. Ask the participants to come up with an example of a common problem they faced in the past. By using Ask Vs Tell method, walk the group through the steps of problem-solving process in this particular problem. Encourage active participation and difference of opinions.
  3. At the end ask the participants whether they can use these steps in their lives to solve their problems. Ask them to elaborate – what might be difficult, whether anything is unclear, whether they think it would be useful.

Close by saying that the problem solving, decision making, and communication skills are all important skills in life. They will also be useful when the participants start working on their Life Plans during Coaching Sessions.

From emotional wellbeing perspective; When in dilemma, deciding with one of the options will decrease the mental stress regardless of how right or wrong the decision was. It is important to make a decision rather than lingering in the stage of dilemma.

Reflection:

Journal assignment; think of a problem – it can be real life problem or a fictional one. Think of the steps we discussed today and how you would solve this problem following these steps: how would you define the problem? How would you collect information? How would you come up with solutions? How would you evaluate them? What would be most important thing to make the decision about the solution? Encourage the group to be creative and to discuss among themselves ideas for this reflection.

<b>Day 15</b>	
Title:	<b>15 Let's talk! – Negotiation skills part 1</b>
Topics:	Negotiation skills
Time required:	2 hours
Key message:	Negotiation is an important life skill. Negotiations is a process through which two sides work together through communication to reach a common ground – a solution where both their interests align. Sometimes it is not enough to know something – we also need a skills to convey it to others and in situations where two or more sides have to agree on something, to negotiate.

Lesson objectives:

Materials required:



- Learning negotiation skills.

1. White board, marker.
2. Papers, pencils.
3. Three blindfolds.
4. Three of the common items: a chair, a bag, a scarf, a copy notebook, a key, and such.

## SESSION NOTES FOR THE FACILITATOR

Negotiations mean a process of communicating with someone else to solve a problem and coming to a solution that both sides like. Because both sides like the outcome of the negotiations, we call this win-win – because both sides can feel like they won and are satisfied with whatever was agreed.

It is important to remember that negotiation is NOT convincing or persuading others or a competition. It is working on a problem together with the goal of both sides meeting their interests. Because of that it is a method you can use with your in-laws, husbands, and other thulo manchhe. Negotiations can happen when two sides are in conflict but they do want to find a solution together.

In order for negotiations to be successful, we need to know and understand our and the other side's positions and interests. Position means: what we want in the discussion. Interest is why we want it, or why we care about it.

Step by step process of negotiations include:

- i. Knowing your position – know what you want.
- ii. Knowing your interest – why do you want it? Why do you care about it?
- iii. Understanding the other side's position and interest – knowing what they want, and (important) – why they want it.
- iv. Trying to find a common ground – shared parts of both sides' interests.
- v. Moving towards common interest – finding solution together, that will satisfy both sides' interests.

It is important to remember that we can always “walk away” if we feel there is no win-win solutions to the problem. Walking away can be either physical, or in another way leave the negotiations, e.g. By saying “I don't think we can come to a solution together”.

When we are negotiating and finding out other side's interests, important things to remember are:

- do not assume you understand other side's reasoning and interests, instead ask them open ended questions to find out why they want what they want
- do not make demands (demands are not a part of negotiations) or present ultimatums
- be respectful
- find the right time to talk, when the person you are negotiating with is not busy and can give attention to talking to you
- be prepared with questions and explanations of your own position and interests – think about what you want to say and what questions to ask. Remember that negotiation is not convincing. It is trying to find a solution that both people are happy with.
- control your emotions – take a step back if you need it, but do not continue negotiations if you are angry or upset as it will make it hard for you to see other side's interests and continue the negotiations in a productive way.

Some ways to ask the open ended questions to help you understand other side's interest can be:

- Can you please explain a little bit more about (their position) – why is this something you want?
- I would like to understand more (their position), please tell me more why you feel that way?
- I am wondering why (their position) – can you please explain?
- Would it be possible to hear some more about (their position)?

## **ACTIVITY 1: LET’S TALK! NEGOTIATION SKILLS (30 MINUTES – GROUP DISCUSSION)**

1. Ask: does anyone know what “negotiation” means? Wait for participants to answer and facilitate the group discussion. At the end there should be an understanding that: negotiation is solving a problem by talking and getting both people what they want. It is not convincing others – it is working on a problem together. Because of that, it is a method you can use with your in-laws, husbands, and other elders. Negotiation is NOT convincing or persuading, but finding common interests and a solution that meets both your interests. When both sides win – their interests are met – we call that outcome a win-win.
2. In negotiations, we explain our position and interest and we learn about other sides’ interests. Open communication is the key and both the parties should not hide anything while sharing his/her position and interest to the other party. Ask the group: what is a position? What is an interest? Wait for them to answer and lead the discussion. At the end there should be an understanding that: position means what we want and other side’s position is what they want. Interests mean – why we want it and why we care about it.
3. Read the following quote and facilitate the discussion further.
4. “My name is Babita Devi. I am 16 years old. I got married last year but I wanted to continue my education. My husband and in-laws were not very happy about it, but I was very motivated and planned to negotiate with them. I took some time to think about why actually I want to stay in school. I thought about my interests.”
5. Ask the group: what could Babita Devi’s interests be when she wants to continue her schooling? Let the participants think and answers what could Babita Devi’s motivations be. Prompts: she wants to have better education and career options in the future; she wants to be able to provide for her family in the future; when she is better educated, she also knows how to take care of her family’s health better; she wants to stay connected to her friends from school; she likes going to school and learning new things. Praise the participants for their ideas of the interests.
6. Continue Babita Devi’s story: “Once I gave some thought to my motivation, I needed to understand my family’s motivation. My husband went to the city for work, and I thought I could speak with his parents when he was absent. I thought of some questions to ask them, I thought of a good time to approach them. One evening, I told them I wanted to speak with them. I asked to turn off the TV and said: We haven’t talked about it much, and I wanted to talk more with you. I am now your family member. Even though I am already married, I would like to continue my school. What do you think about that?”
7. Emphasize to the group that by asking this open-ended question, Babita Devi did not assume her in-laws’ position – instead she started the discussion with open communication and genuine desire to understand other people’s position and interest. Ask, why do you think her

in-laws might want her to leave school? Wait for participants to answer. Prompts: they want her to take care of them and the household; they think she doesn't need education; they prefer to have her close so they know she is OK and safe; they haven't gone to school themselves so don't see the value in it.

8. Say: let's imagine this conversation. Do you see where Babita Devi and her in-laws could have some common interests? How could Babita Devi start moving towards common ground with her in-laws? Lead the group discussion, but let the participants themselves find common interests. You can use prompts: the in-laws want her to take care of them, she thinks she would be better prepared to do that if she has more education. They are concerned about her safety, she thinks she is safe in school and will be safer with more education.
9. Wrap up the activity saying: win-win means both sides are happy with the outcome of negotiations and feel like their interests are met. The steps to get there are: identify our interests (reasons why we want something), identify other side's interests by talking to them, and not assuming, moving towards common interests – common ground.
10. Finish Babita Devi's story: "After we talked, I understood better why my in-laws wanted me to stay at home. They thought education wouldn't be useful for me and thought it was a waste of time. I told them many ways in which education would be useful not only for me, but also for the whole family: I could get a better job, take care of them better, and our family would be better off. After some negotiations, we concluded we both liked: I would go to school because it would be better for the whole family in the future." Also, we can approach with the trust worthy person if we need help to talk with elders or individuals. This is a good approach for moving towards common interest or common ground.
11. Debrief by emphasizing again, that Babita Devi prepared well for the negotiations by thinking what she wanted to say, what was her position and her interest (why she wanted to go to school) and that she did not assume her in-laws' position, but instead asked them with an open ended question.

## **ACTIVITY 2: WALKING AWAY (15 MINUTES – THINK PAIR SHARE)**

1. Say: negotiation is not always possible. Sometimes other people's interests and ours just do not match and we can't come closer together to find the common ground. We always have the option to "walk away". Walking away doesn't have to be the physical act of walking, it is just stepping away from the negotiations. Saying "no" to something always means saying "yes" to something else. For example, if I say "no" to eating a lot of biscuits, because I am worried about my health, I am saying "yes" to my commitment to be healthy, more fit, to eating things that are nutritious instead of highly processed packaged food which I know are not good for me. Thinking about it that way can help us "walk away" from a negotiation which we don't think can succeed.
2. Imagine this situation: "I was walking to the shop and I met my sister's friends from school. They are older and popular. They invited me to go with them. I had the shopping to do and my mom was waiting for me at home. I was hesitating, and they said 'if you come with us, we'll have fun. One friend has raksi, another has cigarettes. Join us, it will be fun!' I understood I didn't want to join them."
3. Ask the group to think for 2 minutes, pair for 3 minutes, and then share with the group what interests can this person have in NOT joining the group of friends. Think of it this way – if

she says “no” to them, what is she saying “yes” to? (Prompts – you can give one to start: being healthy and avoiding substances, remembering her mother is waiting for the shopping.)

4. After the pairs present to the group, wrap up by saying: negotiation has to be voluntary – i.e. nobody can force another person to participate in negotiations. Walking away by saying “no” can mean that we stay true to values and interests that are important to us. It is not a failure to walk away.

### **ACTIVITY 3: FIGURING OUT INTERESTS (20 MINUTES – GROUP WORK)**

1. Divide the participants into 4 groups. Assign 10 minutes of time and make sure the group members have assigned roles (facilitator, scribe, and presenter). Once the groups are formed and roles assigned, each group gets a different question. Prompt them to think creatively and consider safety, health, prestige, social pressures, financial situation, etc. when thinking about interests. Make sure the groups understand the assignments and if not, rephrase until they do.
  - Imagine a discussion about delaying pregnancy between a young wife and her husband. The young wife wants to delay her pregnancy – her position is “I would like to delay pregnancy until I am 20. List as many interests of the young wife as you can think that support her position. Think of WHY she might want to delay pregnancy. (If needed, you can provide one example: she doesn’t think she is ready to be a mother.)
  - Imagine a discussion about delaying pregnancy between a young wife and her husband. The husband wants his wife to become pregnant – his position is “I want a baby soon”. List as many interests of the husband as you can think that support his position. Think of WHY he might want to have a baby. (If needed, you can provide one example: his prestige in the village will increase.)
  - Imagine a discussion about going abroad – the family wants to send a daughter who is 16 to work abroad and send money. The daughter’s position is “I don’t want to go abroad until I’m 20”. List as many interests of the daughter as you can think that support her position. Think of WHY she doesn’t want to go. (If needed, you can provide one example: she wants to stay in school.)
  - Imagine a discussion about going abroad – the family wants to send a daughter who is 16 to work abroad and send money. The mother’s position is “I want you go to abroad and send money”. List as many interests of the mother as you can think that support her position. Think of WHY she wants her daughter to go. (If needed, you can provide one example: she needs the money to rebuild the house.)
- Ask the presenters from each group to present the interests to the whole. After a presenter is done, ask the rest of the group whether they can think of any other interests in this group’s scenario. Once the group is finished, move to the next presenter.
- Wrap up by praising the group and emphasizing: when we enter negotiations, we should be prepared to present various interests and respond to the other side’s interests with open minds, so we can try to find a common ground between both sides’ interests.

Mention to the participants that this will be helpful for them in life plan development exercise.

Ask the participants to prepare their positions and interests relating to their ideas, because during their next session they will negotiate in practice.

<b>Day 16</b>	
Title:	<b>16 Let's talk! – Negotiation skills part 2</b>
Topics:	Negotiation skills
Time required:	2 hours
Key message:	Negotiation is an important life skill. Negotiations is a process through which two sides work together through communication to reach a common ground – a solution where both their interests align. Sometimes it is not enough to know something – we also need a skills to convey it to others and in situations where two or more sides have to agree on something, to negotiate.

Lesson objectives:

- Learning negotiation skills.

Materials required:

1. White board, marker.
2. Papers, pencils.

### **ACTIVITY 1: NEGOTIATIONS IN PRACTICE (45 MINUTES – ROLE PLAY)**

1. Pair the groups from previous day's activity: the husband and wife groups discussing pregnancy, and the daughter and mother group discussing going abroad.
2. The two groups have 5 minutes to prepare and then 10 minutes to present their role play – the discussion between husband and wife and the discussion between mother and daughter. Facilitate the discussions so that interests of both sides are presented and they move towards common ground. E.g. in case of the husband wife, they can share the interests of a healthy baby (the interest of the wife could be: babies born to premature mothers are at risk of various health risks; the interests of the husband could be: he wants a baby that's healthy and strong) in the second group, it could be safety (the interest of the daughter could be: it is unsafe to go abroad before reaching the age of 18, the interest of the mother could be: she doesn't want any harm for her daughter.) If needed, ask them questions, but do not present or lead to the common ground yourself – let the participants reach it themselves.
3. After both groups presented their role play, applause.

### **ACTIVITY 2: NEGOTIATIONS NECESSITIES (20 MINUTES – GROUP DISCUSSION)**

1. Ask for someone to recap to the group what negotiation, position, and interest are. At the end there should be an understanding of the negotiation's basics from previous session's notes.
2. Ask for the group to brainstorm what are some things that are necessary for a negotiation to be successful. You can ask prompt questions, at the end the participants should come to a conclusion that for a successful negotiation we need:
  - Time (prompt: can we negotiate while we are in a hurry?)

- Trust (prompt: can we negotiate when we are not sure whether the other person is being honest?)
  - Preparation (prompt: can we enter negotiations when we are not sure what we want and why?)
  - Respect (prompt: can we negotiate with someone if we disrespect them or they disrespect us and don't value our opinion?)
  - Honesty (prompt: can we negotiate with someone if we are not truthful or the other side is not truthful?)
3. Encourage participants to come up with more ideas what is needed for negotiations to be successful.

### **ACTIVITY 3: BUILDING ON OUR CIRCLE OF STRENGTH (20 MINUTES – GROUP ACTIVITY)**

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

Facilitator explains, through this group activity, we felt happy, we felt powerful, we felt encouraged and we felt confident. This is something we will learn from next session.

<b>Day 17</b>	
Title:	<b>17 Our Power. Building confidence and self-esteem.</b>
Topics:	Discrimination, self-esteem, confidence, leadership
Time required:	2 hours
Key message:	Everyone knows or can do something they can be confident about. Confidence is an important part of leadership and charisma.

Lesson objectives:

- Learning about discrimination.
- Learning about self-esteem.
- Learning about confidence.
- Learning about leadership.
- Public speaking.

Materials required:

- White board, marker.
- A4 papers.
- Pencils.
- Cards for the public speaking game.
- Ball

### SESSION NOTES FOR A FACILITATOR

**Gender Equality:** Provision of equal conditions, treatment and opportunity for both men, women and others to realize their full potential, human rights, and dignity, as well as opportunities to contribute to and benefit from economic, social, cultural, and political development (UNGEI, 2012: 3) Gender equality includes all men, women and other gender access to resources, opportunity and access. Positive practices like women reservation, the quota system for marginalized, dalit and janajati community in government and non-governmental organizations, etc.

**Gender inequality** acknowledges that men, women and other gender are not equal and that **gender** affects an individual's lived experience. These differences arise from distinctions in biology, psychology, and socio-cultural norms. It is experienced differently across cultures.

#### **Social inclusion:**

Social inclusion is a term that can be used to describe a series of positive actions to achieve equality of access to goods and services, to assist all individuals to participate in community and society, to encourage the contribution of all persons to social and cultural life and to be aware of and to challenge all forms of discrimination. By ensuring that the marginalised and those living in poverty have greater participation in decision-making which affects their lives, will allow them to improve their standard of living and overall well-being.

#### **Social Exclusion**

The process whereby certain groups are pushed to the margins of society and prevented from participating fully by virtue of their poverty, caste, gender, disability, low education or inadequate life skills. This distances them from job, income and education opportunities as well as social and community networks. They have little access to power and decision-making bodies and little chance of influencing decisions or policies that affect them, or of bettering their standard of living.

#### **What are the factors of social exclusion?**

- Lack of money or other resources
- Gender norms, stereotypical gender roles, patriarchy- our socio-cultural belief at a broad level
- Discrimination against particular groups or categories of people.

- "Physical" barriers such as a lack of transport or the absence of services/facilities in an area
- Lack of confidence to participate in society
- Lack of skills/qualifications which may be needed for social and economic participation.

Who is the Socially excluded?

- Early school leavers
- Older people living alone
- Homeless persons
- People with a disability (physical, emotional/mental and social)
- People with developmental disability
- Single parents
- Unemployed persons, especially the long term unemployed
- Marginalized men and women
- Gay/Lesbian/Bisexual/Transgender
- Married adolescents
- Low caste people
- People living in poverty

Introduction:

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

Do you remember the group activity; building on our circle of strength. What was it about?

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

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



## **ACTIVITY 2: TAKING CHARGE – (20 MINUTES – GROUP DISCUSSION)**

Ask the participants and facilitate a discussion:

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

Facilitator explains later again we will discuss on this topic at the end of the workshop.

## **ACTIVITY 3: PUBLIC SPEAKING: CONNECTING THE DOTS (25 MINUTES - PUBLIC SPEAKING EXERCISE)**

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

## **ACTIVITY 4: GENDER EQUALITY AND INEQUALITY (20 MINUTES- ASK VS TELL)**

Ask the participants following questions

1. What is gender equality? What is the importance of it? What are the practices of gender equality in community?
2. What is gender inequality? What is the importance of it? What are the practices of gender inequality in community?

Facilitator adds on what is gender equality and inequality.

Lead the discussion in relation to the access of women, marginalized communities. Now, after this facilitator will mention that we will learn about social inclusion and exclusion through the game;

## **ACTIVITY 5: SOCIAL INCLUSION AND EXCLUSION (20 MINUTES-GAME)**

**Process:**

- Game: Divided into two groups
- Make a circle inside and another circle outside.
- Ask the inside circle to look inside and the outside circle to turn facing the outside.
- Ask the outside circle not to turn around or look at the inside circle.
- Play with a ball with the inside circle for 1 minute.
- Ask the inside circle how they felt during the game.

- Ask the outside circle how they felt during the game.
- Connect the activity with social inclusion/exclusion with the community. Examples may include, but not limited to, caste-based discrimination, economic marginalization, religious minority, people with disability, single women (widowed), elderly etc.

After this game, ask the participants

1. What is social inclusion?
2. What is social exclusion?
3. What are the factors of social exclusion? (Refer the Facilitator note below)
4. Who are socially excluded?
5. Are married girls excluded in the community? How? Why?
6. Are married out of school girls excluded in the community? How and why?
7. Are people belonging to marginalized communities excluded? How and why?
8. Are children excluded? How and why?
9. Are people with disabilities excluded? How and why?

<b>Day 18</b>	
Title:	<b>18 Don't Forget about Yourself</b>
Topics:	Mental well being
Time required:	2 hours
Key message:	Mental wellbeing means how we feel. It changes over time – we can feel not so great in the morning, but very well in the afternoon. There are special techniques that can help us deal with tensions and stresses and in result improve our mental wellbeing.

Lesson objectives:

- Learning basic mental wellbeing techniques.

Materials required:

1. White board, marker.
2. Papers, pencils.

### **SESSION NOTES FOR THE FACILITATOR**

Definition by World Health Organization: Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community

Mental wellbeing describes our mental state – how we feel, how we are doing, and how we cope with the stresses and tensions of everyday life. Mental wellbeing changes – one person can feel well on some days, and not so well on others. Good mental wellbeing is a state where we feel confident, have positive self-esteem, know we are a valuable person, have good relationships with

others, are engaged with family and the world around, can deal with tensions, and can manage in times of change and uncertainty.

When we have poor mental wellbeing, we don't feel good about ourselves, we don't think we are a person of value, we feel overwhelmed by the situation around us, don't have support of other people, or feel anxious most of the time. Issues that can contribute to poor mental wellbeing can include e.g.: experiencing violence, trauma, abuse, discrimination, long term illnesses, hormonal imbalance.

There are things we can do to take care of our mental wellbeing. Stress reduction techniques are special activities or exercises (not necessarily physical) that we can use to calm down when we feel anxious or upset and cope with tension. These include: building and maintaining positive relationships in our life, taking care of our interests and likes and doing things we enjoy, being physically well – exercising, using stress reduction techniques that help us deal with tensions, such as breathing techniques, 5-4-3-2-1 exercise, learning to control our thoughts, and talking to friends. It is helpful to be aware of how we are feeling and observing signs of not being well.

Some not healthy coping techniques include using alcohol, tobacco, or overeating.

Check with the group if anyone wants to share her reflection from the last session – when she can use negotiation technique in her life.

Explain that being a married girl or a young mom can be hard sometimes and it is OK to think about ourselves and take care of ourselves so that we feel good about ourselves.

### **ACTIVITY 1: WELL BEING BASICS (20 MINUTES – GROUP DISCUSSION)**

1. Ask the group the following questions and facilitate the discussion. At the end there should be a common understanding of mental health and wellbeing as in the session notes. Be careful for the participants not to use derogatory or discriminatory terms for mental illness and such – if someone does, explain that this is a derogatory term that should not be used and provide the correct term.
2. Ask them what they call for the people having mental health disorder and let them think the terms are discriminatory terms. Does it affect them if we use such terms?
3. Discussion questions: what is mental health? What is mental wellbeing? How does mental wellbeing change? What affects those changes? How does our community perceive mental wellbeing and people whose wellbeing is low? What are stress reduction techniques?
4. Wrap up by adding any information from the session notes that have not been mentioned and asking whether any participant has any questions. Say: Today we will learn some techniques that can help us deal with stress so that we can work on improving our mental wellbeing.

### **ACTIVITY 2: HOW DO WE COPE (15 MINUTES – THINK PAIR SHARE)**

1. Ask the group to think for 2 minutes, pair for 3 minutes, and then share with the group the answer to the following question:
  - When you are stressed, what do you usually do? What are the methods that you use that help? Are there things that you do that do not help so much?

2. When the pairs present to the rest of the group, ask: were there any similarities between how different participants deal with stress? What were the differences?
3. Explain that today you will all learn several stress reduction techniques that we can use when we feel upset, tension, or stress.

### **ACTIVITY 3: 5-4-3-2-1 EXERCISE (20 MINUTES – STRESS REDUCTION EXERCISE)**

1. Tell the participants: the first technique is called 5-4-3-2-1. It can help us in moments of anxiety and stress, when our mind is jumping all over the place, we can't focus. But we can also use it at other times, when we feel well – it helps with being mindful. This exercise helps to ground us in a present moment and help us calm our mind. It is easy to remember and easy to do.
2. Explain the technique. Do not rush – while explaining the technique, ask the participants to help you find things they can see, feel, hear, smell.
  - LOOK. First, look around you, and name **five** things you **see** around you. Take a moment to describe them to yourself – you can for example think “this is a beautiful tree with a wide trunk and some green leaves at its branches’ endings. It must be very old.” Try to describe in some detail each of the five things you see.
  - FEEL. Close your eyes, and think of **four** things that you can **feel** with your body. This can be for example: the floor or cushion you are sitting on, the heat of a cup of tea in your hand, something about the clothes you are wearing, the cold or warmth of the air around you, the hairband in your hair, the warm socks you're wearing. Take a moment to experience each of these things and feel it really well.
  - HEAR. Focus and find three things you can hear around you. These can be: goats or dogs barking, the wind moving the tree leaves, the pressure cooker on the stove, someone you can hear talking, radio, phone ringing, a river close by. Take a minute to really hear each of these three sounds.
  - SMELL. Focus and try to smell two things you can smell at that moment. It can be the shampoo you used to wash your hair, the smell of food or tea or biscuits if you can smell any in your surroundings, or the smoke from the stove.
  - TASTE. Think of one thing you can taste. It can be remaining taste from your last meal, or a chewing gum, or tea you had earlier, or toothpaste you used to brush your teeth.
  - To finish, take one deep breath – breath in through your nose, count to three, breath out through your mouth.
3. Ask the participants to repeat the exercise, on their own, without speaking. If anyone forgets the sequence or needs help, help them without disturbing others.

### **ACTIVITY 4: CALMING BREATH (20 MINUTES – STRESS REDUCTION EXERCISE)**

1. Explain that breathing is one of the most important body functions – a person cannot live without breathing. It often reflects how we are feeling. Ask the participants – how does our breath change when we sleep? (It gets slow.) How does our breath change when we are stressed, anxious, or afraid? (It gets fast and shallow.) How does it change when we are


physically tired, for example after running? (It gets fast.) This technique can help in moments of stress and anxiety.

2. Instruct the participants to do the following:
  - Take a breath through your nose. It should be long and slow, filling your body gradually with air, first the lower lungs and then all the way to upper lungs (demonstrate).
  - Hold this breath inside and slowly count to three, keeping the air inside your lungs.
  - Release the breath slowly through your mouth, relaxing the muscles in your face, jaws, shoulders, and belly (show the muscles on yourself with your hand).
3. Repeat the exercise four times so all participants know how to do it.
4. Explain that the technique can also be used when we do not feel stressed at a given moment. This will help you learn the process well and it will be easier to use it when we are under tension. Encourage participants to practice this exercise once a day.

### **ACTIVITY 5: THOUGHT FOR THOUGHT (20 MINUTES – MENTAL WELLBEING EXERCISE)**

1. Explain: this is a good exercise to practice on daily basis. It helps build good self-esteem and reduce anxiety we might have. The exercise is about replacing negative thoughts we might have about ourselves, about others, worries about the future, with positive ones.
2. Guide the participants to do the exercise – in silence so they don't have to share upsetting thoughts with the group.
  - Think of a thought you might have, that comes back to you and that makes you feel stressed, sad, angry, or afraid. Do not get attached to this thought now. For example, someone could have a thought like this: "nobody likes me." Often these negative thoughts and anxieties are exaggerated – in this example, perhaps there is one person who doesn't like us, but it doesn't mean that nobody likes us.
  - Think of a way to challenge the negative thought. In our example, think of all the evidence that people do like you – think of your family members or friends who care about you and who make you feel good about yourself.
  - Next time when the negative thought comes, "catch" it – notice it but do not give it a lot of focus. Try to stop it from becoming bigger. Take a little time to focus and try with your mind to replace the negative thought with the positive one.
  - It is a good idea to think of positive thoughts we would like to use in advance. That way you can be prepared when the negative thought comes, to replace it and focus on the positive one. This exercise can also help us to become aware of the negative thought pattern we might have.
3. Explain that this exercise might feel a little awkward at first when we are not used to it. It requires focus and controlling our thoughts before we lose control over them. Encourage the participants to think of positive thoughts they can replace the negative thoughts with. That way they are prepared if the negative thoughts appear.

Reflection: Do the 5-4-3-2-1 exercise today any time after this session.

Note  : from now on, the facilitator will practice one of the techniques from this session either before or after each session. It is up to the facilitator to select which technique (Calm breath or 5-4-3-2-1) and when exactly, but she should do it at each session to help create a habit of using these techniques.

<b>Day 19</b>	
Title:	<b>19 Putting it All Together – Recap</b>
Topics:	Communication, problem solving, decision making, negotiation skills, mental wellbeing
Time required:	2 hours
Key message:	Recap of previous sessions

Lesson objectives:

- Recap

Materials required:

- White board, marker.
- Papers, pencils.

Introduction: explain that today you will have a recap of previous sessions, during which the group will discuss what they learned from the beginning about communication, problem solving, decision making, negotiation skills, mental wellbeing. This is not a test but a fun game to check what we remember.

### **ACTIVITY 1: SECRET QUESTIONS RESPONSES**

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

### **ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)**

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

### **ACTIVITY 3: WHAT HAVE I LEARNED (35 MINUTES – COMPETITION)**

1. Divide the participants into 4 groups. Each group will get one topic from the last several sessions on social skills and they should collect all the knowledge they have on this topic. They have 15 minutes to do that and then 4 minutes to present this knowledge. If they don't

remember much, you can help them a little using Ask Vs Tell method – do not lecture. The things they can cover in their small presentation at the end: what it is, how to do it, when to do it, whether they used any of these skills so far (if yes, how did it go), how can these skills become useful.

2. The topics are:
  - Communication skills
  - Problem solving skills
  - Mental wellbeing
  - Negotiation skills
3. After each group's presentation, ask the rest of the participants whether they would add or change anything. Make sure the feedback is friendly and no one feels attacked or judged.
4. At the end – applause.

## PART4: FINANCIAL MANAGEMENT AND BUSINESS PLANNING

Day 20	
Title:	<b>20 Money Matters – Goal Setting and Basics of Financial Literacy</b>
Topics:	Basics of financial planning and goal setting
Time required:	2 hours
Key message:	Goal setting and financial planning are important skills. To set goals it is important to have an understanding of basic financial issues and services.

Lesson objectives:

- Identifying our goals.
- Basics of financial literacy

Materials required:

- White board, marker.

### SESSION NOTES FOR THE FACILITATORS

**Financial planning** is a process of managing money. It means planning in advance knowing how much money we can plan with, to achieve our goals. In the financial planning process, we can consider available financial services, for example loans or saving cooperatives. Through financial planning we can find out when we can achieve our goal, how much it will cost us, what steps we have to take to achieve it, and when we have to take them. After we have the financial plan, we can follow it to achieve the goal. As we follow our plan, we check whether we are taking the necessary steps on time. To create our financial plan, we must:

- Define what our goal is
- Define what is our financial situation (whether we have any source of money, how much, how much we have to spend, how much we can spend on achieving our goal, and how often)
- Create the plan - once we know how much money we can spend on it, we can write

down the steps to achieve the goal.

- Follow the plan
- Check whether we follow the steps and dates as we planned and adapt if necessary

**Income** is money we receive from work – either a full or part time job, daily labour, or our own business. If we have a job or a business, we can receive our income on daily, weekly, or monthly basis.

**Saving** is a process of putting our money aside so we can spend it in the future. It is a big part of financial planning. When we save money, we don't spend it now on things we want immediately, but instead keep it to buy something that might cost more in the future. Sometimes we can also use our savings on unexpected expenses.

**Loan** is money that we borrow from an institution (formal) or an individual (informal). The money we borrow is not ours until we pay it back. When we take a loan, we have a debt. Both formal and informal loans usually have interest rates.

**Interest rate** is an extra part of money we borrowed that we need to pay back on top of the money we borrowed. It is like a fee we have to pay for the service on borrowing money. The interest rate is defined in advance when we take the loan and depends on how much time it will take us to repay the whole amount. For example, if we borrowed NPR 1,000 we might have to pay back NPR 1,100 if we pay it off in a month, but 1,300 if we pay it back in 6 months (this is just an example). It is important to understand the interest rate and the timeline when we take a loan, otherwise we might end up repaying a lot of money for a long time. In saving, interest rate means a little bit of money is added to what we put away already – e.g. if the interest rate is 8%, 8 NPR will be added by the institution each year to every NPR 100 we save with this institution. Interest rate is the pre-determined rate finalized during the time of loan/borrowings.

**Debt** is the amount of money we owe either to an institution (if we take a formal loan) or to an individual (informal loan). Debt includes the amount we borrowed and our interest rate until we pay it all back.


**Informal loans** are loans taken from individuals called money lenders, not from institutions like a co-operative or a bank. Many moneylenders have very high interest rates, which means when a person has to pay the loan back, they pay much more than they would if they borrowed from an institution. Many people believe that money lenders prey on people in dire need and many of these people end up in debt that's difficult to pay back.

**Formal loan** is a loan taken from an institution such as a bank or a cooperative. These loans also have an interest rate – we also need to repay more than we borrowed – but they are considered safer because their work is regulated, which means they have to follow laws and rules created for them.

**Cooperatives** are organizations that provide various financial services. They are owned and managed by their members. Some examples of the services of cooperatives include loans and savings.

**Bank** is another formal financial institution. Bank provide various services – two important ones are savings and loans (credit). To save in a bank we must open an account – which means we have an agreement with the bank that we will put our money in their care, and they have interest rate, which means our money will add up with time. There are various types of accounts. Loans by banks are also considered safer than loans from moneylenders, but we need to be able to meet some conditions in order to get a loan from a bank. These loans also have interest rates.



Note  : after three sessions, you will invite a representative from a local cooperative to tell the participants about their work, how the cooperative works, what are the benefits of membership, etc. Start arranging this visit now so you have time to agree on time and the guest can prepare. Facilitator need to focus on the economic role of women contributing to when she participates in economic activities.)

Introduction: Today we will talk about goals and basic of financial planning. Financial planning skills and knowledge can help us with the life plans and achieving goals in general.

#### **NOTE FOR THE FACILITATOR**

It is said that when a woman is educated, entire family is educated. In the same way, when woman earn, this will help the family economically. For eg; if husband and wife are engaged in different occupation and are employed, they can manage their expenses through both income and do saving. Women may not require to depend upon others for small and small matters.

#### **ACTIVITY 1: GOALS AND DREAMS (15 MINUTES - GROUP DISCUSSION)**

1. Ask the participants whether they have dreams. Ask for volunteers to share some of their dreams.
2. Ask the participants what the difference is between a dream and a goal. Facilitate the discussion using the following prompts:
  - Do we always achieve our dreams?
  - Are all our dreams realistic?
  - Do we always act out on our dreams?
  - Do our dreams have a deadline? A date by which we realize them?
  - Do our goals have a deadline?
  - Do dreams require hard work from us? Does achieving goals require hard work from us?
3. Share a quote from a philosopher Solon: **“In all things that you do, consider the end.”** Ask the participants what they think this means. Ask the participants again,
  - Can women earn?
  - Do women need to earn?
  - What can be the advantage for women and her family if she earns?

#### **ACTIVITY 2: MONEY MATTERS (40 MINUTES - GROUP WORK)**

1. Divide the participants into 3 groups. Make sure each group has at least one member who is older and somewhat more literate. Assign 10 minutes for work, and make sure each group has a facilitator, a presenter, and a scribe (who needs to be literate).
2. Explain to the participants that to start thinking about achieving our goals and life plans, we have to start understanding more about managing and planning money. Ask the groups to think and write down what they think the following things mean and write as much as they know about them.
  - Group 1: income, saving, loan
  - Group 2: interest rate, debt, informal loan (moneylender)

- Group 3: formal loan, cooperative, bank
3. At the end of 10 minutes, each presenter presents what their groups came up with. After each definition, ask the rest of the group whether they want to add anything. Use the session notes to correct or add to what the presenters are saying.

### ACTIVITY 3: GOAL SETTING (35 MINUTES - THINK PAIR SHARE)

1. Explain to the participants what financial planning is (from the session notes).
2. Ask the participants to form pairs. They have 5 minutes to talk about what kind of work or job they would like to see in their future.
3. Ask the same pairs to discuss what they will need financially to do to achieve this goal (they have 10 minutes). The participants advise each other.
4. After this consultation in pairs, participants work individually to complete an “action plan” that describes the steps they will take to accomplish their goal and the dates by which these steps need to be taken. They have another 10 minutes for that.
5. Each participant presents her goal and action plan to the full group.
6. The participants show their support by clapping after each presentation.

Close by saying that the group will work more on these plans during the next session. Ask the participants to give more thought to their goal, their steps how to get there, and whether they would like to change anything in their action plan.

<b>Day 21</b>	
Title:	<b>21.Money Habits Part 1</b>
Topics:	Needs and wants, saving and use of calculator
Time required:	2 hours
Key message:	<p>By thinking about our money habits, we can become more aware and responsible with the money. We spend the money on wants and needs and it is important to know the difference between the two; and making the priorities.</p> <p>It is equally important to know or the record of transactions that we spend or earn. For this, use of calculator can ease our work.</p>

#### Lesson objectives:

- Learning about money habits.
- Learning about wants and needs.

#### Materials required:

1. White board, marker.
2. Papers, pencils.
3. Calculator

## SESSION NOTES FOR THE FACILITATOR

To be responsible with our finances, it is important to know about financial planning, but also to know our own habits. Something that can help with financial planning is distinguishing between wants and needs. Wants are things we would be happy to have things that would give us some pleasure. For example, jewellery is a want. Needs are things that are absolutely necessary for us to be safe and healthy. Some examples of needs are food, clothes and shelter.

When we can distinguish between wants and needs, it can be easier for us to save money. We think more about what we really need, and what we want. If we are responsible, we cannot spend money on our wants, because we realise they will only give us a moment of pleasure, and that if we save this money, it will contribute to our bigger goal.

Saving can help us be responsible with our money and spend it better. It helps us get the most out of our money. If we don't give in to very want, we can put the money aside. This money can grow overtime if we keep being responsible. Some of the reasons to save money include:

- We can make a longer-term plan about our future and save towards it. For example, we might want to invest in a vocational training, skills training, or to start a business, e.g. a tailoring workshop or a fruit stand or a tea shop. Money saved for investment will mean more money in the future if our business becomes successful.
- Emergencies – if we have some money saved up, we can use it when something unexpected happens, like an illness in the family, an accident, or a natural disaster.

Note 📌 : In this part; financial management, we will have a guest session with the cooperative representative. You should already have the day and the plan ready to have a guest at the session.

### ACTIVITY 1: NEEDS AND WANTS (30 MINUTES - GROUP DISCUSSION)

1. Explain to the participants that for good financial planning, it is important to recognize the difference between the needs and the wants. Ask the participants what a need is and for example. Wait for the group to discuss, at the end there should be an understanding that a need is something necessary for us to be safe and healthy. Some examples of needs are: water, food, clothing, shelter.
2. Ask the participants what a want is and for an example of a want. Wait for the participants to discuss. At the end there should be understanding that a want is something that we would like to have, that can give us some joy, or make our lives more comfortable, but it is not necessary for our health or safety. Some examples of wants are: sweets, cold drinks, fashionable accessories.
3. Divide the board into two halves – one for needs and one for wants. Ask the participants where they would put things from the list below (1,2, 3...listing). If there is a disagreement where to put an item from the list, facilitate the discussion on where the item belongs. (The facilitator's assistant should write on the board so participants don't have to wait and for proper time management.) The list:
  - A new lipstick
  - Food for your baby
  - Coconut biscuits

- A mobile phone
  - Sanitary pad
  - Medicine for your mother in law
  - Bracelet
  - Music player
  - Transportation
4. Ask the participants why this difference between wants and needs is important. Facilitate the discussion using the prompts below. At the end the participants should understand priorities when planning expenses, that expenses that are spent on our wants are not necessary and can be postponed. Prompts for discussion:
- What happens if we spend all our money on things we don't necessarily need, like sweets or fashion?
  - Which ones are more important – wants or needs? Why?
  - How can we use this exercise when we plan our expenses?
  - What should we plan to spend on first, and what can wait?
  - What are expenses that we can postpone altogether if we don't have money?

## ACTIVITY 2: LET'S USE CALCULATOR (40 MINUTES-GROUP WORK )

Let the groups divide into four groups and provide them with calculator.

Facilitator explains, you might have learnt about calculator and use of it in literacy and numeracy course. This is a session where you will be refreshed on the use of calculator.

Ask participants; what is the use of calculator?

Wait for their answer and Let the participants follow the following instruction by facilitator

Facilitator will explain; there are four important keys in a calculator.

1. Operation key
2. Number Key
3. Numeracy Key
4. Special Key

### Step 1: How to ON the calculator? (operation key)

For that, **press the key AC or ON/OFF key.** When we press AC we can see 0. Some calculator have ON/OFF key, we can press it and ON/OFF the calculator.

Note: Facilitator should make sure that everyone is in the same pace.

### Step 2: Learn about Number Key

1. Number Key: The number key include 0-9 numbers, decimal . and 00 If we press decimal after any number, we can see the number after decimal.

Let the participant try this exercise.


### Step 3: Learn about Numeracy key


1. This key includes division key, multiplication, subtraction, addition and equals to

Let the participant try this exercise.

### Step 4: Learn about Special key

Delete Key: To delete the number in screen, press C/CE.

Percentage key: To find the percentage, press  key.

Change sign key: If we need to change the sign use  change sign key.

Memory operations/ Storage Keys: To clear the memory, press the key 'MC' (Memory Clear). To recall the value stored in memory use the key 'MR' (Memory Recall). To add to the value in memory, press 'M+' (Memory Plus). To subtract a value from the memory use the key 'M-' (Memory Minus).

Let the participant try this exercise. Give few maths exercise. Facilitator should make sure that everyone understand and actively participating in this task.

### ACTIVITY 3: SAVINGS 101 (20 MINUTES - GROUP WORK)

1. Use the same group of Activity 2 and – make sure each has a facilitator, a scribe, and a presenter. Give the groups 10 minutes to think about the following questions. After 10 minutes, a presenter from each group will present their findings and opinions.
  - What are good reasons for saving money?
  - What are the options to save money? How can we save?
2. After 10 minutes, the presenter from each group presents their group's opinion, and not repeat what was already said. They should present one point and then move on to the next group, so participants don't get bored.
3. At the end of the discussion there should be an understanding of the benefits of savings and options to save, as in session notes from this and previous session.

Day 22	
Title:	<b>22 Money Habits Part 2</b>
Topics:	Financial planning basics: strengths, weaknesses, opportunities and threats for career goals
Time required:	2 hours
Key message:	It is important to have basic knowledge on maintaining cash book for business management and planning. When planning and thinking about our goals that have to do with money, like career goals, it is also important to know what the strengths, weaknesses, opportunities and threats are.

Lesson objectives:

- Business planning basics.
- Recording/cash book

Materials required:

4. White board, marker.
5. Papers, pencils.

### ACTIVITY 1: FINANCIAL PLANNING BASICS (20 MINUTES - WORK IN PAIRS)

1. Divide the participants into pairs. They will be discussing and analyzing their income and their spending and discussing whether they can be more responsible with their expenses.

2. Ask the participants to think about and discuss the following questions. They don't need to give exact amounts if they don't want to or don't know – but this discussion should help them realize their financial situation and potential for savings.
  - How much money do they make if any in a month? In a year?
  - Does this amount differ in different months?
  - How much money do they spend every month?
  - Does this amount differ between months? How much of it is for wants and how much for needs?
  - What expenses are expected expenses? (E.g. for wedding, a baby, planned travel.)
  - What were some unexpected expenses you or your family had in recent year?
3. The pairs can share as much as they want of the details. Facilitate a discussion using the following prompts:
  - Does anyone make some money on a monthly basis?
  - Are there differences between how much participants make and save on various months?
  - Are there any wants that the participants could give up in order to save money for some bigger needs?

## **ACTIVITY 2: MAINTAINING CASH BOOK (60 MINUTES: PRACTICE CASH BOOK)**

Facilitator explains; let's keep the record of the expenses of the month. Either that be in daily life or in business, we need to keep record of income generating activities and expenses we do in each subject/sector. This helps to know profit and loss of the business. We can record it in cash book. When it is maintained properly, this help to know the financial position of any business and continue it in an effective way. This means it helps for cash management and control.

### **SESSION NOTES FOR FACILITATOR**

#### **Definitions on the terminologies**

What is income?

- Income refers to money received, especially on regular basis for work or through investment. For eg: If a woman sells vegetables and earns Rs. 5000, then Rs. 5000 is a income.

What are expenses?

- Expenses refers to amount of money spent for daily or other purpose. For example; If a woman spent Rs. 500 for purchasing cloths, 2000 for household materials from her income, it means her expenses is 2500.

What is profit?

- Profit means the financial gain, especially the difference between amount earned and the amount spent for purchasing, operating or producing something. is the positive gain remaining for a business after all costs and expenses have been deducted from total sales.

What is cost price (CP)?

- The amount paid to purchase a product or the cost incurred in manufacturing product is known as cost price of that product.

What is selling price (SP)?

- The price at which a product is sold is called selling price of a product.

What is saving?

- Saving includes the amount you have in hand. (For eg; If a woman receive an allowance when she participates in a training, she can put this an a saving.)

What is bank amount?

- This refers to amount that is deposited into bank. It is also a saving.

### **Profit and Loss**

Profit refer to deduction of expenses from total income earned in business. For this, it is important to record all income and expenses and after getting actual figure of income and expenses, people can know the profit and loss of the business.

Profit= SP-CP

Loss = CP-SP

Format of Cash Book

S.N	Date	Description	Income (regular)	Expenses	Cash Saving (Income-Expenses)	Bank (amount deposited into bank)	Total Saving

### **Cash book includes 7 titles;**

1. Date: This includes the date on income, expenses and total.
2. Description: This includes on which things/ subject expenses, income or savings are made.
3. Income: Income amount.
4. Expenditure: Expense amount. If you have used your saving amount then deduct from the saving title and if you have withdrawn from the bank, then deduct from the bank saving.
5. Cash saving: This includes the saving you have in hand.
6. Bank: This mean saving amount that you have deposited in the bank should be entered.
7. Total saving: Add the income and deduct the expenses, mention the amount in saving. When income, expenses, cash saving, until the end of the month added should be equal to total saving of the month. This help to record the accurately.

Facilitator write the format of cashbook in white board and explain about it. After this, each participant will prepare cash book of present month.

### **ACTIVITY 3: GOAL SETTING (30 MINUTES - INDIVIDUAL WORK)**

1. Remind the participants of the goals and action plans they developed during previous session. Ask if anyone would like to share any thoughts they had about their goal and action plan since the session.
2. Explain to the participants that when we make goals about our future, there are several things to consider. Remind the participants they will prepare more detailed life plans during coaching sessions, but today they will do another exercise to help them think about it.
3. Explain that there are four important things to think about when we make plans about our future

lives – about our future jobs, trainings, businesses, etc. They are:

- What do we like to do and what we are interested in (our strengths)?
- Things that we need to learn or practice more in order to achieve our goal (our weaknesses)
- Things that will help us achieve our goal (opportunities)
- Things that we need to watch out for and be careful with – risks (threats)

Make sure all participants understand all four categories. Give the participants this example:

“Sumita Devi is 15 and she wants to be a teacher when she grows up. Here is her list:

- Her strength (the thing she likes to do) is teaching. She has younger siblings and she helps them with homework and she really enjoy it.
  - Weakness: Sumita Devi also understands she needs to study harder to be able to be a teacher. She really likes Nepali subject, but math not so much and last year she almost failed her class. This year she will put more effort into studying.
  - Sumita Devi’s opportunities for her goal are: her uncle is a teacher in another village and he told her about the job. She can use what she knows to pursue this career in the future.
  - Her risk – something that she needs to watch out for, is that her family cannot afford sending her to school after she finishes secondary level. She knows if she is not in school, she might have to get married, and then it will be hard to continue her studies. Sumita Devi decides to look out for scholarship opportunities which might help her to be able to afford it.
4. Now ask the participants to think about their goals, and identify (write down if they can) four points for their own plan. Remind the participants what the four points are.
  5. Ask if anyone wants to share her four points with the rest of the group. Explain that everyone should keep these notes or remember them, because it will be a part of life plans development.

<b>Day 23</b>	
Title:	<b>23. Basic knowledge on financial institutions</b>
Topics:	Formal Loan providers and Informal loan providers, types of bank and cooperatives, types of bank account, process of opening bank account and ATM, etc.
Time required:	2 hours
Key message:	It is necessary to differentiate between formal and informal institutions. The formal financial institutions assure the right delivery of services and is evidential.

Lesson objectives:

- Learning about cooperatives.

Materials required:

2. White board, marker.

### **SESSION NOTES FOR FACILITATOR**

Non -formal money lenders/ Private money lenders

Informal money-lenders are the mainly the landlords/ landowners. Sometimes people borrow money from relatives, friends and shopkeepers. This culture is practiced more in villages but it



is also found in urban areas. When the lenders give money, they secure the loan by written contract.

Risk associated in non- formal money-lenders: Many rural communities do not have access to formal banking or are hesitant to approach formal banking systems because of a lack of knowledge about the systems. Private money lenders often charge heavy interest on loans which can accumulate to large amounts owed. Sometimes, when loans cannot be repaid, money-lenders had seized clients' land or houses.

### **What is a 'Bank'?**

A bank is a financial institution licensed to receive deposits and make loans. Banks may also provide financial services, such as wealth management, currency exchange and safe deposit boxes. There are various types of banks in Nepal and all the banks are regulated by the national government bank: Nepal Rastra Bank. (Central bank)

### **Types of Bank**

Cooperatives: Saving and credit cooperatives are organizations which are jointly owned and run by their members, in almost all the districts in Nepal and generally serve 50-200 members. SACCOs are governed by Cooperative laws, not by Nepal Rastra Bank. The cooperatives also lend and deposit the money to its customers. For eg; Women Cooperative (It is affiliated to Ministry of Women, Children and Senior Citizen), Saving and Credit Cooperatives, etc.

Microfinance company: This is a “D” class bank. It provides small loans to rural communities *without* collateral. Some of the microfinance, provide loans up to NPR 900,000. with collateral. To take a loan, clients form groups (7-11 individuals); the microfinance company provides the loan to the group members and the members guarantee one another as collateral. If any member does not pay the interest on time, the other members pressured the defaulter. In this way if the all the members pay interest on time the loan amount will be increased for future investment.

Commercial Bank: Commercial banks are also known as “A” class banks. Commercial banks operate throughout the country, but are mainly for very big amounts of money or for businesses. Interest rates are generally low. To take a loan, the customer has to show collateral (*dhito*). **Examples of Commercial banks:** Nabil Bank, Standard Chartered Bank, State Bank of India (SBI) Bank, Global IME Bank, Prime Bank, Rastriya Banijya Bank, Siddhartha Bank, Kumari Bank, Prabhu Bank etc.

Development Bank: Development banks are “B” type banks. They function like commercial banks, but grants loan with smaller collateral in comparison to commercial banks. But, the interest rates are a little higher than commercial banks as it is riskier. Examples of Development Bank: Reliable Development Bank, Mukti Nath Development Bank, Tourism Development Bank, Triveni Development Bank etc.

Finance company: Finance companies fall under “C” category. They function like

commercial and development banks (and require collateral for loans), but interest rates for both loans and deposits are higher. Examples of finance companies: Union Finance, Kathmandu Finance, Himalaya Finance, Universal Finance, Goodwill Finance etc.

Microfinance company: This is a “D” class bank. It provides small loans to rural communities *without* collateral. Some of the microfinance, provide loans up to NPR 900,000. with collateral. To take a loan, clients form groups (7-11 individuals); the microfinance company provides the loan to the group members and the members guarantee one another as collateral. If any member do not pay the interest on time, the other members pressured the defaulter. In this way if the all the members pay interest on time the loan amount will be increased for future investment.

Remittance companies: Remittances companies are the agents that transfer money from Nepalese workers employed outside the country to friends or relatives in Nepal. Some of the banks have remittances unit on their own; others are independent remittance companies. Different companies charge different rates. **Examples of remittance companies:** Global IME, Prabhu Money Transfer, Himal Remit, Western Union Money transfer, CG Finco, Suryodaya Remit; Money Gram; Best Remit, Sulav Remit, Reliable Remit etc

Note: Nepal Rastra Bank is banking of banks. It controls all the banks of A, B, C and D categories.

## INTEREST RATE

An interest rate is the amount of money charged for borrowing money. Rates are usually quoted as an annual rate. **When you borrow money**, you pay interest to the bank. **When you deposit money** in a bank, the bank will give you interest.

Interest rates are calculated =  $\text{principal} \times (1 + \text{rate} \times \text{time})$

## Types of Accounts

Current account: It is an account specially designed for business transactions. There are no restrictions on number of credit/ debit transactions (deposition and withdrawal). No interest is paid on current account.

Current Account can be opened by:

- By a person in his/her own name or jointly with other individual(s).
- In the name of firm, Club and association, society.
- In the name of Private and Public Limited Company.
- In the name of trust, trustees etc.
- By any other institution etc.

**Saving account:** Most people open saving account. The account holder can easily deposit and withdraw money from this account to the extent of balance (money) deposited in the account.

Saving account is an interest-bearing account and interest rate varies on banks internal policy. The interest is paid on the basis of day end balance. The advantage of Savings account is that an individual can utilize the bank account for various payments while the balance in the account earns interest. The scheme is designed to encourage small savings. The interest in saving account is paid on quarterly basis.

Savings accounts are allowed to be opened only by individuals singly or jointly. Charitable organization can also open savings account.

**Fixed account:** In fixed account, the amount is deposited in the bank for a fixed period (1-year, 2-year, 5-year etc). During this period, the customer cannot withdraw the deposited amount. In case of emergency he/ she can break this account or even take loan pledging the deposited amount but the costumer has to pay interest on own money. With a fixed account, you can earn a higher interest rate than a savings account.

#### **Process of opening bank account**

- Go to the bank.
- Fill the account opening form
- Attach a passport-sized photo
- Attach citizenship certificate
- Submit the document to the concerned staff of the bank
- Bank staff will process for the account opening procedures
- When account is opened, the staff will give you a cheque book

**ATM** - An automated teller machine (**ATM**) is an electronic banking outlet, which allows customers to complete basic transactions without the aid of a branch representative or teller. Anyone with a credit card or debit card can access most **ATMs**

### **ACTIVITY 1: LETS DISCUSS ON FORMAL AND INFORMAL INSTITUTION (120 MINUTES- ROLE PLAY)**

You might be familiar with borrowing money. Facilitator asks following questions;

- What types of things do you borrow money for now?
- Where do you borrow from? (create a chart on chart paper with the type at the top, and add types that are not mentioned – family, friends, moneylenders, banks, etc.)
- Who do you usually repay first? (i.e. family, bank, friends?)
- What are the positives and negatives of each of these types of borrowing (list under each type)?
- How much is charged for each of these (list under each type)?

Facilitator asks for two volunteer who will play the role of husband and wife. Tell the

participants the background of the story:

The couple is planning for their daughter's wedding. The daughter is getting married to a rich man who lives in town and they want to establish a proper matrimonial relationship. The couple do not have any savings because they spent it all during Chhath. So, they decide to borrow money from their rich relative Dhanik admi (rich person in local language). Rich relative role will be played by the facilitator herself.

Scene 1: The husband goes to relative and asks for money. At first, he rejects the proposal but later with lots of request, he agrees to provide loan in exchange of house as collateral. The husband stamps with his thumbs on the contract. Dhanik admi gives money and the husband is happy.

Tell the participants one year has passed...

Scene 2: The Dhanik admi comes to the couple's house and pressures them to return the money. He also announces that he has raised the interest and warns them if they do not pay the loan and its interest, he will soon capture their house. The husband and wife act sad and scared.

Ask the participants What do you think will happen next for the couple If this is a situation that happens in your community (both taking loan for marriages, and taking loan from non-formal lenders)? How do people usually handle it? What happens?

- Did you notice any risks from taking a loan from the rich person/Dhanik admi?
- Why do you think the couple didn't go to a bank or formal loan provider?
- What other options do you think might be better? Now we will discuss formal loan providers.
- Do you know what could happen if they took loan from formal institutions? Do you know any formal financial institutions? (Facilitator will list on the board)
- Have you ever visited any financial institution of your community? If yes, which institution you have visited? If no, why not? (Try to dig out the reasons and write it on the chart paper). Reasons for not visiting might be: no financial institution in the community; afraid of going to such institution, the financial institutions are only for rich people; if you go to financial institution, they will take all our property as well as money etc.).
- Do you have bank account?
- Do you know the process of opening a bank account?
- Do you know what is an interest rate?
- What do you think is an affordable interest rate to repay? (There is no right or wrong answer, to the above questions, it depends on how participants view it)

Answer questions as best you can from the reading materials; if you don't know an answer, say you will find out and get back to them (and make sure to follow up). Again, ask them,

- Do you know the process to deposit money?
- How do you withdraw money from the bank?
- Do you know how to use an Automatic Teller Machine (ATM) and ATM card?

Note down their answers on chart paper and fill in gaps using the below information. Explain the various types of bank accounts, process of opening bank account and show the documents needed for bank accounts. Give them brief introduction of ATM system and ATM card.

- Demonstrate account opening forms, deposit slips, cheque book, ATM card

Tell the participants that in the next session there will be a guest from a cooperative. Ask if participants remember what a cooperative is (remind them if they don't.) Ask the participants to think of questions they would like to ask the person from the cooperative – they can ask about savings, interest rates, membership in the cooperatives, and many other things. Ask the participants to bring their questions to the next session

---

<b>Day 24</b>	
Title:	<b>24 Welcome to Cooperatives!</b>
Topics:	Cooperatives
Time required:	2 hours
Key message:	Interview with a representative of a local cooperative to learn about cooperative's services, management, how it works, etc.

Lesson objectives:

- Learning about cooperatives.

Materials required:

3. White board, marker.

Introduce the guest: a representative from local cooperative. Applause.

### **ACTIVITY 1: INTERVIEW WITH THE COOPERATIVE REPRESENTATIVE (90 MINUTES)**

1. Ask the representative to make a short introduction on her cooperative.
2. Ask the participants to ask their questions. If there are no questions, some prompts include:
  - What is a cooperative?
  - What services does the cooperative provide?
  - How does it work?
  - How and by whom is it managed? Who and how makes decisions?
  - How many members are there?
  - Who can be a member?
  - What are the conditions of membership? What commitment is required?
  - What are the benefits of membership?
  - What are the risks of membership?
  - Is there anything else we should ask about the cooperative but we haven't, that the representative would like to share with us?
3. Once the interview is finished, thank the representative and the participants. Invite the representative to share a meal with the group where they can ask questions in a less formal setting.

<b>Day 25</b>	
Title:	<b>25 Let's Do This! Business Plan</b>
Topics:	Business plan development
Time required:	2 hours
Key message:	A business plan is a document where we write down steps we need to take to develop a business. It includes information about the business idea – a product or a service, details of marketing plan, and details of

	finances.
--	-----------

**Lesson objectives:**

- Learning about cooperatives.

**Materials required:**

6. White board, marker.
7. Papers, pencils.

**SESSION NOTES FOR THE FACILITATOR**

A business plan is a document that explains an idea for a business – usually a product or a service – and the steps to open this business. Business plan includes marketing plan – how will you place your business on the market, as well as plans for how much money we think will it cost, how much money will be coming in from the business, who is the service or product intended for.

Business plan is important because it helps to avoid mistakes, makes sure we don't overestimate our abilities, and overall good planning is a part of responsible running of a business. A simple business plan consists of the following:

- The idea – the service or product details, where and how we make it, the name
- Marketing – who will be the business' customers? How can we reach them?
- Finances – how much money do we need to start the business? How much money do we sell our idea for to make sure we make profit and not lose money?

**ACTIVITY 1: LET'S DO THIS! BUSINESS PLANNING (1.5 HOURS – GROUP WORK)**

- Explain to the participants that today they will learn about business planning. Ask if anyone had a business as their goal set up in the previous sessions. It could be a tailoring workshop, a repair workshop, a small shop, a beauty salon, a fruit stand.
- Explain that to create a successful business, planning is especially important and business plan is a tool for that. Even if they don't have a business as their goal now, it is a useful skill that might help someone from their family or perhaps when someone's goal changes and she decides to open a business. Ask if the participants know what a business plan is. Facilitate the discussion and at the end there should be understanding of the definition from the session notes.
- Divide the participants into 3-4 groups. If possible, each group should have someone whose goal was to set up a business. Explain that this group work will be longer than usual because the job they have ahead is bigger than usual. The participants will hear a story of a young woman who wants to start a business and each group will help her develop a business plan. You will walk them through this process.

**Read the story:**

“Binita Devi is 21 years old. She lives with her husband's family and her baby is already 3. The husband works as a daily labourer and sometimes goes away for seasonal work. Everyone loves Binita Devi's pickles – she creates all sorts of them and people always praise the pickles. Since her baby is already 3 and she is not planning to have another baby very soon, Binita Devi wants to see if she can turn her pickle making skills into a business. She spoke to her husband and her in-laws and they are supportive, even though they don't have a lot to support her with. Binita Devi thinks she should give it a try – she might be

---

able to support the family and become more independent if she starts making her own money. Binita Devi once attended a training where she heard about a business plan – a tool to help create a successful business.”

- Explain that we will now work in groups to help Binita Devi develop her business plan. We will go step by step – each group will develop their own plan for Binita Devi, and then we will see if there are differences between the plans. Encourage participants to ask questions if they are not sure of anything, but also tell them this is just a practice for their creative and business-oriented thinking.
- Ask the groups to start by thinking a little more about Binita Devi’s idea. They have 10 minutes to think of as much pros and cons to the idea and answer the following questions:
  - Is the pickle business likely to be successful? Why or why not?
  - What makes it different from other businesses? Imagine there is another pickle business in her village – Binita Devi’s business needs to be somehow different or it will not stand the competition.
  - Why do you think would customers buy her product? What can she do to make sure customers like it?
- Now the groups should think more about the marketing – what will be the relationship between Binita Devi’s business and her customers? They have 10 minutes to think of as much as they can about marketing and answer the following questions:
  - What would be the best place for her to sell her pickles? (E.g. she could sell from home, she could sell on the market, she could sell to other shops and restaurants, etc.) Is it better to sell where all the other pickle sellers sell their products or find a place where there are no pickle sellers? What are the pros and cons of various models?
  - How will customers know about Binita Devi’s pickles? (E.g. will she advertise? Or just spread the news by word of mouth? Can she advertise on Facebook?) How can she make sure customers hear about her business and are willing to try buy her product?
  - What would be a good name for the business? What are the features of a good business name? (E.g. easy, or memorable, or simple?) What are some name ideas?
- Now the groups will think about finances of opening a business. They have 25 minutes to think of as much pros and cons to the idea and answer the following questions (5 minutes per question):
  - How much will it cost to open a business? Think of all the materials and equipment she needs to buy to start producing, advertising costs (if your plan includes advertising), will she need to pay anyone to help with the start of her business? Be as detailed as possible.
  - Where can Binita Devi get the money for these costs to start her business? Let’s assume she does not have savings at the moment. What are her options?
  - How much will one jar of pickle cost to make? Think of the size of the jar, materials needed, and work needed to produce one jar. How many hours she needs to spend making her product and how many units does she get after this amount of work?



- 
- Now that you know how much one jar cost, think about how much she can sell one jar for. This should be higher than her cost per unit so she can make profit. You also need to consider how much people are used to pay for pickles.
  - How much money will Binita Devi make in the first month? Think of her costs of production, costs of her advertising if you planned to advertise, any other costs she will have in the beginning. Then think of how much she will have to sell and for how much money. You can take the amount she will sell for (money for sales) and deduct from it production costs and any other costs. The remaining money will be profit – what she has earned through her business.
  - Now the groups think about what they will do with the profit. They have 10 minutes to think about the following questions:
    - If she borrowed money to start the business, how quick can she pay back her loan considering the profits of her business?
    - Can she invest in her business to make it grow, or make the production more efficient? What could she buy? Can she hire someone to help? How much would she need for that? How long would she need to run her business for to be able to invest?
  - Ask the presenters from each group to present their plans. Each presenter presents one point only and then we switch to the next group. Pay attention what groups had the same in their business plans and what was different. Allow for discussion on these differences.
  - Thank the participants for their hard work on the business plans and ask if anyone has any questions about today's session.

Explain that in the next section we will also learn other skills that will strengthen these financial skills we learned in recent sessions. For example; we will discuss problem solving, decision making, and negotiation skills which will all be important when we manage money.

<b>Day 26</b>	
Title:	<b>26 Putting it All Together – Recap</b>
Topics:	Financial planning, basic definitions, goal setting, business plan
Time required:	2 hours
Key message:	Recap of previous sessions

Lesson objectives:

- Recap

Materials required:

1. White board, marker.
2. Papers, pencils.

Introduction: explain that today you will have a recap of previous sessions, during which the group will discuss what they learned.

---

### **ACTIVITY 1: SECRET QUESTIONS RESPONSES**

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

### **ACTIVITY 2: JEOPARDY (30 MINUTES – GAME)**

In preparation to this session, come up with revision questions from the week. You need as many questions as there are groups. The rules of the game:

- Each group gets one question first.
- Each question points sum up to 5 points.
- If the groups didn't answer the question fully, complete the answer and the points will sum up to less than 5.
- The group with most points wins and gets a star.

### **ACTIVITY 3: WHAT HAVE I LEARNED (35 MINUTES – ROLE PLAY)**

- Ask the participants whether they shared anything they've learned with any of their friends or family members. Ask them to tell the group how this sharing went.
- Divide the participants into 3 groups. Each group will prepare a short presentation on the topics covered in the last section of financial planning.
- The groups get 10 minutes to think and then explain the following to the other participants. After each presentation ask the other participants if they have anything to add.
  - Group 1: a loan, interest rate, income, saving, debt.
  - Group 2: what is a cooperative? Everything we know about cooperatives.
  - Group 3: 4 important parts of career goal setting (if they don't remember: strengths, weaknesses, opportunities, threats -but they should still explain more about each element), what are the elements of a business plan?
- After each group's presentation, ask the rest of the participants whether they would add or change anything. Make sure the feedback is friendly and no one feels attacked or judged.
- At the end – applause.

**Life plan development session starts**

---

## PART 5: SAFETY

<b>Day 27</b>	
Title:	<b>27. Risk mapping</b>
Topics:	Risk mapping
Time required:	2 hours
Key message:	We need to map the risks that hinders our safety and healthy life. If we become aware on the hazards or risk of the community, we become more conscious and alert.

### Lesson objectives:

- Learning about mapping risks.

### Materials required:

- Marker, Chart paper, color pen, glue, symbols.

### ACTIVITY 1: THE CHALLENGES OF BEING AN ADOLESCENT GIRL (10 MINUTES – Ask Vs Tell)

1. Participants discuss the following questions in mixed age groups:
  - What do you like about being a married girl in your community?
  - What do you not like about being a married girl?
  - When do you feel vulnerable, unsafe?

Facilitator will note the answer in the meta card.

### ACTIVITY 2: LETS KNOW ABOUT DISASTER/CRISIS (20 MINUTES-ASK VS TELL)

Ask the participants following questions;

1. What is Natural disaster? Give some examples
2. What should we do in case of flood? What are its effects?

Wait for the answer. After this facilitator explains on disaster and crisis.

Crisis is a situation that lead to dangerous situation affecting individual, families and community. This is a extreme situation of danger or difficulty.

Disaster is a sudden accident or a natural catastrophe that causes great loss or damage. This is a calamitous event that seriously disrupts the functioning of a community or society and causes human, material and economic or environmental losses that exceed the community's or society's ability to cope using its own resources.

Natural disaster: Flood, landslide, earthquake, storm, etc.

Manmade disaster: Mass shooting, terror attacks, war, conflict, community backlash etc.

Some of the natural disaster are also the result of man made.

### **Flood**

#### **Preparation**

- Get a portable battery powered radio for updated emergency or stay in regular contact.
- If it has been raining for several hours or raining for several days, be alert to the possibility of flood.
- Develop a flood evacuation plan.
- Create a family disaster plan.

#### **Mitigation for flood**

- If a risk, evacuate immediately. Move to higher ground and save lives.
- If flood is issued, be evacuate immediately.
- Follow the instructions and advice of local authorities.
- Fill the plastic bottles with clean water.
- Bring outdoor items indoor.
- If possible, move furniture and other valuables to higher floors.
- Make sure family disaster supply kit is ready.
- Stay away from flooded areas. Even if it seems safe, flood waters may still be rising.
- Never try to walk, swim or play in floodwater. You maynot be able to see on how fast floodwater is moving or see debris.

### **ACTIVITY 3: RISK MAPPING EXERCISE (90 MINUTES-RISK MAPPING)**

For this, facilitator need to prepare two symbols; smiling faces and frowning face. This risk mapping exercise help to know the risk/unsafe areas of the community. This includes all the areas which are at risk in term to safety and security (for eg: violence-domestic or external, border areas, high risk of trafficking). This also includes unsafe area in the community like flood prone area, landslide/storm potential areas,

Step 1	Go through the different landmarks placed on the map (i.e. female friendly space, distribution center, mosque, water tap, toilets, bathrooms, shelters, road). Also, mention the disaster-prone area
Step 2	Instruct the participants to take turns (one at a time) going up and gluing either a smiling (safe) or frowning (unsafe) face cut out to show where people are safe or unsafe; remind the group to think about how women, girls, or boys might be more or less safe than men in certain place.
Step 3	Ask the participant why she thinks the place is safe or unsafe, i.e. what is the risk. Participants can make spaces both safe and unsafe, as long as they explain.
Step 4	Ask the group whether they agree or disagree, and why. A place can be marked both safe and unsafe if the group does not all feel the same. Scriber should take notes / record the discussion about the groups' discussion.

Step 5	After participants feel like the map is complete, ask the group:
	<p>⇒ How would the map change if it was nighttime?</p> <p>⇒ Are we missing any spaces?</p> <p>Ask the group if there's anything else that makes them feel safe or unsafe that isn't on the map.</p>
Step 6	Go through the unsafe spaces and ask the group what could change at these spaces to make them more safe. For example: installing locks on toilets.
Step 7	Presenter will present the findings of risk mapping.

Note: Make sure one of the facilitators takes a photo of the map and very good notes.

Day 28	
Title:	<b>28. Understanding violence and service mapping together</b>
Topics:	Violence and its types, mapping the services
Time required:	2 hours
Key message:	<ul style="list-style-type: none"> <li>We should have knowledge what, where, why, when, how and whom we should seek for help if we have problem/risks and the availability of services.</li> </ul>

Lesson objectives:

- Understanding the types of violence.
- Mapping the services

Materials required:

- Marker
- Chart paper
- Symbols
- Colorpen
- Glue
- Referral sheet

### ACTIVITY 1: SERVICE MAPPING (90 MINUTES-SERVICE MAPPING)

It is necessary to know where services are available in the community. In this activity, participants will understand where the services are available.



For this exercise, facilitator need to prepare the symbols of services.

Step 1	Divide the groups into two. Assign scribe, presenter and facilitator for the discussion in a group.
Step 2	Ask the group to enlist the services available in the community in left corner part and divide into two rows. In first row, write the services available in the community and in second row, enlist the services available in the Palika/district.
Step 3	Draw a map of community. (Do not miss the landmark like shelter, temple, mosque, toilet, water tap, religious point)
Step 4	Discuss on a services available in the community. (health post, nearest birthing centre, Rural Municipality office, market, community learning centre, community building, training centre, community centre, female friendly space, police station, school, DDC, District hospital, community centre, female cooperative etc, mosque, religious and community centre, mobile health unit, , etc.) Also, map the services available during emergency such as distribution point, cluster meeting place/centre possible evacuation points, etc. Also, map the relevant service centres where we can seek for support/help.
Step 5	Place the symbols of services into the map.
Step 6	Put the basic information on the services; contact details
Step 7	Presenter of the team present the service mapping.

## ACTIVITY 2: UNDERSTANDING VIOLENCE (30 MINUTES- ASK VS TELL)

Facilitator asks the participants what is violence and GBV?

- There should be a common understanding that violence is when someone attacks someone else, often to get them to do something they do not want to do by making them feel pain or fear. Laws are often created to control violence. Violence also often happens in situations of conflict and when two sides do not have equal power.
- Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. It also includes domestic violence (eg, dowry, physical/mental assault/threats) and intimate partner violence (by husband).

What are the situations when people have less power? Children and adults? Man-woman couple? Teacher and a student? Daughter-in-law and parents-in-law? What does it mean that someone has less power? Do they have more or less choices regarding their lives? Do they have less or more control over their lives?

The facilitator encourages participants to come up with more examples of unequal power dynamics. Sexual violence is any sexual act obtained by violence or force. The people involved can be known or unknown to one another- their relationship does not matter,

### **SESSION NOTES FOR A FACILITATOR**

SGBV happens against a person's will. If an act is happening because of pressure, threat, or force, it is violence. People with less power, less control, and less choices can be more at risk of violence.

Those groups of people (E.g. women, girls, children, people living with disabilities, the elderly.) They have less power and hence less control.

Facilitator explains on the types of violence;

**Physical violence:** Physical violence is physical in nature. Examples include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury.

**Psychological/emotional:** This type of GBV involves the infliction of mental or emotional injury. Examples; threats of physical or sexual violence, intimidation, humiliation, forced isolation, stalking, harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc

**Sexual:** A type of GBV defined as any form of non-consensual sexual contact or violence which is sexual in nature. For eg: rape, sexual harassment, unwanted kissing, touching of genital organs, etc.

**Social violence-** dowry, child marriage, trafficking, social oppression, restriction in mobility and all other harmful socio-cultural norms and practices (including toxic masculinity)

**Online violence-** threats, harassment, blackmailing through online digital media (phone, Facebook, social media). It could be physical or sexual.

The facilitator facilitates the discussion by asking the following questions:

- Can boys and men also suffer from sexual violence? (Yes, especially boys might be subject to violence because they have less power.)
- Can women be perpetrators of violence? (Yes – ask for examples. Mothers in law? Teachers?)
- Are most acts of violence committed by strangers or people the victim knows? (Most acts are committed by a person the survivor knows. One of the most common forms of violence is violence between a married couple that can include physical, emotional, and sexual violence.)
- Explain to the participants to see referral sheet where they can seek for help and support (which is a result of service mapping from local to national level)
- Remind participants to bring referral sheet always with them.

### **Reflection**

Journal assignment; review of entire learning of the session.

**Day 29**

Title:	<b>29. Girl Power: How to Stay Safe</b>
Topics:	Bullying
Time required:	2 hours
Key message:	Bullying is a behaviour when someone is repeatedly attacking someone else verbally or in other ways. It should not be accepted. We can learn ways to deal with bullies and call them out on their behaviour (when it is safe to do so).

## Lesson objectives:

- Learning what bullying and harassment is.
- Learning how to prevent it.
- Learning what to do when it happens.
- Learning to say “no”.

## Materials required:

- A4 paper – two pieces for every girl.
- Index cards.
- Sign pen.
- White board, marker.
- Referral sheet

**SESSION NOTES FOR THE FACILITATOR**

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

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

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

## Introduction:

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

**ACTIVITY 1: EMPOWERING SELF PORTRAITS (15 MINUTES – CREATIVE ACTIVITY)**

1. Give the participants 5 minutes to think about what they like about themselves. To facilitate, ask the participants: when was the moment you were proud of yourself? What exactly were you proud of? What do you think is your best quality? What do your friends like about you? When do you feel confident and in control of things?



- 
2. After five minutes, each participant receives a paper and sign pens. Ask the participants to each draw a portrait of herself and write around the page her good qualities.
  3. When the portraits are ready, each participant finds a partner (someone who knows and appreciates her) and swaps portraits, adding the good qualities she admires in her onto her page.
  4. They give the “empowering portraits” back to each other.
  5. Make sure each participant is paired with someone – if you have an odd number of participants in the group, you can pair with one participant.

### **ACTIVITY 2: PICK ON SOMEONE YOUR OWN SIZE! DEALING WITH BULLYING (20 MINUTES – GROUP WORK)**

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

### **ACTIVITY 3: ROLE PLAYING GAME (20 MINUTES – ROLE PLAY GAME)**

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

9. The team with most points wins.

---

**ACTIVITY 4: HOPE AND FEARS (10 MINUTES – GAME)**

1. Ask participants to each think of a hope she has for herself in the group and a fear. (E.g. “I hope being in the group will help me feel more confident” or “I’m afraid I won’t know what to say in the group and I’ll feel embarrassed”.)
2. Inform the participants that if they have a problem or concern about participating in the group, you will be available after the session to talk to them.

**ACTIVITY 5: BUILDING AN EMPOWERED SENSE OF SELF (35 MINUTES - PRESENTATIONS)**

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

**ACTIVITY 6: WRAP UP (5 MINUTES – RELAXATION TECHNIQUE)**

1. Use Calm Breath or 5-4-3-2-1 exercise.

Reflection:

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

Day 30	
Title:	<b>30. Harming Someone is NEVER Alright. The realities of domestic violence</b>
Topics:	Domestic violence
Time required:	2 hours
Key message:	Domestic violence can happen to anyone regardless of their gender, age, ethnicity, or socio-economic background. Nobody deserves to suffer from domestic violence and there are things we can do to help if it happens to us or someone we know.

Lesson objectives:	Materials required:
<ul style="list-style-type: none"> <li>• Learning what domestic violence is.</li> <li>• Learning how to prevent it.</li> <li>• Learning what to do when it happens.</li> </ul>	<ol style="list-style-type: none"> <li>1. White board, marker.</li> <li>2. Index cards.</li> <li>3. 4 copies of referral sheet, laminated.</li> <li>4. Very long ribbon.</li> <li>5. Referral sheet</li> </ol>

### SESSION NOTES FOR THE FACILITATOR

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

Domestic violence is never the fault of the victim even though the victim often thinks it is her fault because she has caused displeasure. The victim may believe she deserves to be harmed but this is not true and is only a reflection of the victims' sense of disempowerment and hopelessness-which is mostly founded under society's harmful norms and belief system. Some people and many perpetrators of violence believe some victims "deserve" the violence, but nobody deserves to be treated with no respect and dignity.


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

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

There are mechanisms and organizations that deal with domestic violence and where it can be reported. Some are district level, others in Kathmandu. **Reporting at Police 100, National Women Commission also has a hotline Khabar Garaun, number 1145. These mechanisms are mentioned in referral sheet.**

Introduction:

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

Note  : Facilitator should make sure that participants are comfortable and safe in the workshop, no one standing around the venue. Every participant should value confidentiality. Facilitator should actively listen them. In case of support, please inform partner child protection focal person.

### **ACTIVITY 1: WHAT DO YOU THINK? (10 MINUTES – GROUP DISCUSSION)**

---

1. Ask the participants to briefly discuss in the group and agree.
  - Do you think a husband sometimes has a right to beat his wife? Yes or no - explain your reasoning.
  - Do you think a wife ever has the right to hit her husband? For example, is it alright for a woman to fight back if her husband tries to hurt her? Yes or no - explain your reasoning
2. Wrap up by saying, domestic violence is illegal in Nepal and it is never alright to use violence against another person, whatever their age or sex. Explain how it is widely interlinked with harmful socio-cultural norms and belief system (on gender inequality, patriarchy and power dynamics) in the community (for example, dowry, forced marriage)

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

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

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

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

Reflection:

Journal assignment; Think about the people in your life who support you and describe how they support you.

Day 31	
Title:	<b>31. I'm Not for Sale! The reality of human trafficking and unsafe migration in Nepal</b>
Topics:	Human trafficking and unsafe migration in Nepal
Time required:	2 hours
Key message:	Human trafficking means selling and buying human beings. It is illegal and harmful, but prevalent in some areas of Nepal. There are things we can do to keep ourselves safe from trafficking.

#### Lesson objectives:

- Learning what human trafficking is.
- Learning how to prevent it.
- Learning what to do if it happens.

#### Materials required:

- White board, marker.
- 20 handkerchiefs.
- Referral sheet

### SESSION NOTES FOR THE FACILITATOR

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

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

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

#### Important matters on Safe migration

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

Ministry of Labor, Employment and Social Security People where we can dial **1141** to receive the information on safe migration and register complaints.

In addition, if someone is going abroad, s/he needs to properly consult with Department of foreign Employment, Foreign Employment Welfare Fund or relevant organization for staying safe and assuring strong documentation.

If s/he is in abroad and having problem, s/he should directly contact with Nepalese Embassy or Association of Nepalese people in foreign country or human rights organization for support.

Note: PIN and partners does not encourage or discourage to work abroad. The most important thing is to have complete information to make your choice and stay safely.

#### Introduction:

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

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

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

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

Explain to the group: you'll read the statements and the group should guess whether a statement is true or false, and explain why. Use the information below to lead the quiz game.

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

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

Quotes:

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

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

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

*Fact or Fiction? Boys and girls can be trafficked.*

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

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

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

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

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

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

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

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

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

1. Divide the participants into groups of 4-6 people. Assign 20 minutes for the participants to:
  - Brainstorm messages they could spread to warn other people of the dangers of human trafficking. E.g. Don't go anywhere with someone you do not know! Don't believe when someone offers you good marriage and wants to take you out of the

---

village. It's illegal to get married before you turn 20. Be suspicious of anyone who offers you the possibility of work in the city or in another country.

---

- Design a poster to be exhibited in a public space.
2. Each group presents their poster to the rest of the group explaining why they chose this message for their poster.

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

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

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

Reflection:

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

Day 32	
Title:	<b>32. Hands Off! Sexual abuse</b>
Topics:	Sexual abuse and its various forms
Time required:	2 hours



Key message:	Sexual abuse can happen to anyone – boys, girls, women, and men. It is unwanted sexual activity that can, but doesn't have to, involve touching. It can have devastating consequences for the victims who may feel like they did something to deserve it, shame, guilt, or depression.
--------------	--

#### Lesson objectives:

- Learning what sexual abuse is.
- Learning how to avoid it.
- Learning what to do when it happens.

#### Materials required:

- White board, marker.
- Referral sheet

### SESSION NOTES FOR THE FACILITATOR

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

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

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

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

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

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

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

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

know how to express themselves about such difficult subject.
--

**Introduction:**

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

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

1. Ask: “Do you think it's acceptable for a man to touch a woman if she doesn't want it? Do you think a husband has a right to touch his wife against her will? Why or why not?” wait for the group to answer.
2. Explain that unwanted, involuntary, forced sexual activity between spouses is called marital rape and it is illegal. Many women in Nepal don't know it, and it's important to know, that a husband has no right to force his wife into sexual activity. Explain that there are various types of sexual harassment and that the group will discuss them now.
3. Divide the board into three fields: “Verbal,” “Visual,” and “Physical” and explain that these are different categories of sexual harassment.
4. Divide the participants into three groups and assigns one category to each: group 1 verbal, group 2 visual, group 3 physical. Ask each group to come up with as many examples of their category (verbal, visual, physical), as they can. Provide one example of each from session notes to start.
5. The groups have 10 minutes and then share their examples. The presenter from each group writes them on the board.
6. Explain to the participants that nobody has the right to touch them inappropriately. Not an uncle, trainer/facilitator, neighbor, brother, classmate, stranger. If they do, you have the right to say no and to reveal them.
7. Explain where such unwanted behavior can be reported: a trusted community member, trusted friend, Mothers’ Group, a local women's NGO. Explain that if a girl thinks her friend is harassed she should ask if she can help and help her report it.
8. Remind the participants of the activity with a ribbon, where working together made the group more stronger – working together to combat sexual abuse also makes them stronger.

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

1. Tell the participants that they might sometimes they find themselves in the situation of receiving attention from men that they do not want or even if they do want the attention, it makes them feel uncomfortable.
2. Facilitate a discussion following the points below:
  - Has anyone received a comment, even a compliment, or a look from a man that made them feel uncomfortable? Maybe you liked the attention but it also made you feel confused or maybe you did not want the attention at all. In both cases the attention made you uncomfortable because you did not know how to respond, E.g. maybe someone said you were pretty and you liked the compliment but you did not like the way the man was looking

---

at you. It made you feel confused because you did not know his intention and how you should respond.

- It is common for a girl or young woman to find herself in a situation in which someone wants something of her and she does not know what it is and whether she wants to give it. This is what it means to feel uncomfortable.
- How do we know something feels uncomfortable? How do we act when we are feeling uncomfortable? (E.g. we start to sweat, we may laugh even though something is not funny, we blush, we look at the ground or around for our friends, we say “I don’t know”, we feel vulnerable and unsafe).
- If someone is giving us attention that makes us uncomfortable, what should we do? (E.g. walk away, say no, tell someone trusted.)

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

1. Ask: “Why do you think girls have such a hard time saying ‘no’ when someone asks them to do something that they do not want to do?” Wait for the participants to think and answer.
2. Explain that girls' role in Nepal's culture and other cultures is sometimes to make others happy. Girls want to be a good daughter or a good sister. Also, in our culture saying “no” is considered impolite. But we have the right to make ourselves feel happy and safe and that means learning we have the right to say “no”.
3. Give examples the following possible responses to unwanted attention: “Please stop!” “That makes me uncomfortable.” “If you do that again I will yell to attract attention”.
4. Divide the group into four groups and assign each group of students a scenario. They have 10 minutes to prepare and then present to the whole group.
  - A man puts his hand on your body.
  - An uncle makes you feel uncomfortable by looking at you and getting close, and then one day asks you to meet him after work.
  - Your uncle tells you to touch him and you do not want to.
  - A man you do not know tells you that you are pretty and asks you to come with him somewhere.
5. Groups have to act out the situation in which the participants is strong enough to say no and mean it.
6. Model one scenario with one of the participants or the observer to give students a model. Students cannot use the same model you demonstrated. Ask the participants to speak out loud and clear, to have straight and firm body posture. Every participant should practice saying “no” until she can do it convincingly.
7. Groups perform for the rest of the class. The class is asked to evaluate how convincing and confident each participant was when she was approached. After each acting out, the class cheers.
8. Remind the participants about reporting mechanism and referral sheet.

**Reflection:**

Journal assignment;

Ask the participants to talk to their mothers or mothers-in-law and if possible, grandmothers: Ask them what has changed and what hasn't changed since they were your age. Is there more gender discrimination or less? Is girls' self-esteem higher or lower? Who were female leaders then? Are there more female leaders in our community? What do you enjoy doing that makes you feel positive and powerful?

**Day 33**

Title:	<b>33. Child Marriage, Pasts and Futures</b>
Topics:	Women's situation in the past and now
Time required:	2 hours
Key message:	Women's situation changes – it was very different in times of our grandmothers and still different when our mothers were our age.

## Lesson objectives:

- Discussing women's situation in the past.
- Thinking about women's situation in the future.
- What are the tendencies? Differences? Similarities?

## Materials required:

- White board, marker.
- Referral sheet

**SESSION NOTES FOR THE FACILITATOR**

Child marriage is a marriage that involves one or both spouses that are not legal aged. The legal age of marriage in Nepal is now 20, so legally anyone marrying before they are 20 years old are marrying illegally. This applies to “love” marriage, arranged marriage, and any other type of marriage.

In some communities' “love” marriages happen often. Having attractions towards other people during adolescence is normal. If someone feels attraction towards someone else, they sometimes want to be close to that person and decide they want to marry them. It is important to know that these feelings can change. People who are undergoing puberty are still too young to make important life decisions such as marriage, or having a child.

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


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

- Education: after getting married, a girl usually drops out of school. She often has no time for school, because she is busy with household chores in her husband's family house.

Many families also don't think girls' education is that important. For boys, marrying early also may mean that they have to drop out of school and find a job to provide for their family.

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

In Nepal marriage below the age of 20 is punishable by law. The exact punishment depend on the age of the girl, but involve fines up to NPR 30,000 and imprisonment for up to three years. Punishment also applies to people who help organize the marriage and the wedding.

Note to the facilitator  : The participants are married under the age. Be careful not to use shaming, derogatory or inappropriate language about early marriage.

Introduction: Explain that minimum legal age of marriage for girls in Nepal is 20. But 37% of girls in Nepal marry before 18, like our group's participants. Then ask: would you like for your daughter to marry before she is 18?

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

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

---

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

---

1. Explain the rules of the game:
2. One person is "It" and she sit in a chair, looking serious and sad. Other participants approach her one by one and try to make her laugh. "It" is not allowed to laugh. To anyone trying to make her laugh, she is only allowed to say: "you are very sweet, but I just can't smile." While she says this, she is also trying to make the person she is saying it to laugh. If "It" laughs, she leaves the game and the person who made her laugh replaces her. The game continues until everyone is laughing.

**ACTIVITY 3: CHILD MARRIAGE AND GIRLS' FUTURES (30 MINUTES – THINK PAIR SHARE)**

1. Ask the participants to first think (3 minutes), then discuss in pairs (10 minutes) and then share with the group answers to following questions.
  - Why do some girls marry early?
  - How does early marriage relate to education, poverty, health, safety?
2. Write key points on the board. If the participants didn't mention points included in the session notes, facilitate the discussion about them and add them to the points on the board.
3. Wrap up by saying, even though our group is already married, we can still work together to improve our situation, improve our wellbeing. It is also good to realize effects of early marriage so we can prevent the negative effects.
4. Facilitate the discussion about how to ease the effects of child marriage. You can use the prompts below:
  - If a girl has been married but has not undergone Gauna ceremony yet, how can she and her family ensure that she stays healthy? (Delaying Gauna, delaying pregnancy, which is a higher risk for girls 18 and under.)
  - If a girl already lives with her husband's family but has not yet been pregnant, how can she and her family ensure she stays healthy? (E.g. family planning, transitioning into a safe job or formal or informal education.)
  - If a girl already has a baby, how can she and her family ensure she is not at risk? (E.g. delaying pregnancy until she is 18 or older, spacing between pregnancies – minimum 2 years, health precautions during pregnancy and delivery.)
  - What other precautions can the girls and their families take to make sure adolescent married girls are safe and healthy? Are there things other people can do to help this goal? What are they and how can they be done? Think of relatives, FCHVs, schools, cooperatives, community leaders, etc.
  - Remind them about seeking to services. (use of referral mechanism)

#### ACTIVITY 4: LEAVING A LEGACY FOR OUR DAUGHTERS (20 MINUTES - WRITING EXERCISE)

1. Ask the participants to think of letters to their future / imaginary daughters. The letters should describe what they hope their life will be like and what freedoms and possibilities they hope their daughters will have that they do not have themselves.

Reflection:

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

Day 34	
Title:	<b>34 Putting it All Together – Recap</b>
Topics:	Bullying, domestic violence, human trafficking, sexual harassment and online safety
Time required:	2 hours
Key message:	Learning on online safety Recap of previous sessions

Lesson objectives:

- Basic knowledge on online safety
- Recap

Materials required:

- White board, marker.
- Papers, pencils.
- Referral sheet

#### ACTIVITY 1: ONLINE SAFETY (20 MINUTES-ASK VS TELL)

Facilitator explains; Now we will learn about online safety. We may or maynot have access to android phones. Most of the people who have access to internet, remain active in social media. Today we will contribute our few minutes on digital hygiene. This means how we can stay safe in internet and through our mobile phones.

1. Can anyone say the advantage of internet/ mobile phones? Why do we use internet/ mobile phones?
2. What are the disadvantage of internet/ mobile phones?

Wait for answers. Encourage them to answer. If they donot about it, tell them that this is something one should know.

#### SESSION NOTE FOR A FACILITATOR

Different social media like facebook, viber, wechat, whatsapp, youtube, wikipedia, news online is used by people We use internet for various purpose. Few purposes are

- Internet enables us to reach better education, economic and social benefits.
- We can collect information on pregnancy, life skills, safe abortion, family planning, violence and other topics.
- We can communicate with people who are far away or in abroad through videos, phone in internet.
- We feel refresh to watch videos, films, songs and other entertainment sources.

We can read/listen news and stay updated.

Disadvantages of internet

- It may sound strange but harassment also happens online. This is a situation where someone receives unwanted sexual attention, such as unwanted pictures, videos, chats, emails, posts, messages etc. This may lead to threaten, blackmail and kidnapping. For the victim it can result the feelings of shame, guilt, depression, anxiety and exploitation.
- Online platforms sometimes fuel early marriage. People might fall on love and might elope. People might present oneself in a certain way that s/he may not be. Marriage before the age have many disadvantages.
- People might be forced or tricked to be recruited for criminal reasons including the cases of sexual exploitation, prostitution, human trafficking, etc.

How to stay safe?

- Maintain privacy settings to protect yourself.
- Donot share password with others.
- Give consent if you feel comfortable to take pictures and post them online, otherwise not.
- Report online threats to concerned agency; police, women commission, child helpline, rural municipality or trusted person/organization.
- There is a link in social media to report messages or content where you can block and report the person who harasses you. Share the problem with someone you trust

Now we will have a recap of previous sessions, during which the group will discuss what they learned from the beginning about communication, problem solving, decision making, negotiation skills, mental wellbeing. This is not a test but a fun game to check what we remember.

### **ACTIVITY 1: SECRET QUESTIONS RESPONSES (10 MINUTES)**

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

### **ACTIVITY 2: PROBLEM TREE (90 MINUTES- GROUP WORK)**

Facilitator divides the group into two groups. The groups will make a problem tree including the causes, consequences and mitigating measures of violence in a following way:

Two groups can choose the topic for this exercise;

1. Domestic violence
2. Human Trafficking



### 3. Sexual harassment


Root: The main root causes of violence and sub causes of it. For example; Conservative social norms, poor justice system, poverty, natural disaster, discrimination and unemployment.

Trunk: Core causes like lack of prevention, gender inequality, limited opportunity, social, economic, cultural factors

Stem/branches: Manifestation of violence or effects

Leaves: Mitigating measures

- The group will present the problem and solution tree after drawing of tree and discussions.
- The facilitator tells to focus on mitigating measures to overcome the violence.
- Remind the participants about reporting and referral mechanisms (use of referral sheet)

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

## PART 6: LEADERSHIP

### Day 35

Title:	<b>35 A Real Life Leader – Guest Speaker</b>
Topics:	Leadership in practice
Time required:	2 hours
Key message:	Leadership is exciting but not always easy. Each leader faces challenges, but they overcome them.

#### Lesson objectives:

- Learning about practical side of leadership.
- Learning about how we can be leaders.

#### Materials required:

- White board, marker.

#### Introduction:

Introduce the guest: local female leader/FCHV/Teacher/Lawyer. Applause.


### ACTIVITY 1: INTERVIEW WITH THE LEADER (90 MINUTES- INTERVIEW)

1. Ask the leader to tell the participants how she became a leader. What was she like when she was a young girl? What did she do later? What are her biggest accomplishments? What were the biggest challenges? What is her dream? What should girls do if they want to become leaders, too?

2. While the guest speaker takes a break, the participants work in mixed age groups to brainstorm a list of questions.
3. Facilitate for the participants to ask their questions to the leader.

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

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

Note  : now is a good time to discuss with the community members the upcoming community ceremony. Coordinate with other facilitator, the school, any other bodies that should be notified. Present some initial ideas for the guests, check with the participants and community leaders. Organize space for the ceremony. Reach out to the project team if you need support.

Day 36	
Title:	<b>36 Developing Inner Strengths / Recognizing Our Collective Strengths</b>
Topics:	Collective decision making, different types of power
Time required:	2 hours
Key message:	Different people have different styles of interacting with others. There are also different types of power – power within, power with others, power over others. Even though we can sometimes feel we don't have much control over our lives, we usually have power within even when the circumstances are adverse.

### Lesson objectives:

- Identifying our individual strengths.
- Identifying our collective strengths as girls.

### Materials required:

- White board, marker.
- Rope with ends tied together to form continuous loop.
- 10 blindfolds

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

---

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

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

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

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

1. Ask for 10 volunteers. Blindfold the 10 participants and ask them to hold onto a rope. The loose ends of the rope are tied together so it is a continuous loop. Ask the other members to observe the blindfolded group as they do the activity.
2. Explain the concept of consensus to the group:
  - Consensus decision-making means that the decision is made with consent of all the participants. It is a decision or solution acceptable to everyone and that everyone can support. It is not necessarily a "favorite" decision of everyone, but one that all participants can get on board with.
3. Instruct the group holding the rope to make the best possible square they can. The rope cannot be put down until the group has reached consensus. The rest of the participants

---

observe the process until the blindfolded participants agree they have made the best square they can. They can then take of their blind folds.

---

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

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

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

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

1. Explain to the group, you will discuss with them different types of power. The goal is to help participants identify different types of power, so they can feel powerful in diverse circumstances. Explain: we will be looking at three kinds of power: Inner Power, Power with Others, and Power Over Others. Inner power means a power that comes from within ourselves. Power with others means that a group of people, such as our group has a power to do something, because they are together. Power over others means a power of authority, and it can be used to rule but also to protect people more vulnerable.
2. Make sure the participants understand these different types of power, provide examples if needed. Then list the following examples and asks the whole group which type of power these are:
  - A girl meditates or prays, connecting with a peaceful spiritual energy. (inner)
  - A district education office officer decides the dates of the exam. (over)

- 
- A girl is bullied and reports it to a policeman. (with)
  - Parents tell their children that drinking alcohol and smoking is forbidden. (over)
  - A husband works on house chores together with his wife. (with)
  - A policeman hears reports of domestic violence and goes to intervene in this household. (over)
  - A woman co-chairs the Rural Municipality meeting. (with)
  - A young woman dances in her room to music she loves. (inner)
  - An older sister prevents her little brother to go too far away from the house. (over)
  - A young woman stands up for friends, including someone who is being sexually harassed. (with)
  - A girl reads a lot of books and wins school poetry competition. (inner)
  - A girl joins in family meetings in which the family members decide together her future job opportunities. (with)
  - A girl realizes that she is just fine even when she can't get her hair to look the way she wants it to look. (inner)

3. Ask the participants to think about a question: Can you think of some times when you have felt powerful in your own life? Please explain. Give them 2 minutes to think about it and ask if there are any volunteers who want to share their answer with the whole group.
4. Finish by explaining to participants: Receiving positive attention from someone they like can also make them feel powerful, and that is fine. But girls can learn to feel powerful – that is, strong, special, and able to make a difference in their own lives and in the world - regardless of any attention from other people. It's a part of high self esteem, to think good about yourself without validation from others.

**Reflection:**

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

<b>Day 37</b>	
Title:	<b>37 The Girls Only Team</b>
Topics:	Team work and planning the ceremony
Time required:	2 hours
Key message:	Our voices are stronger when we work in a team. To work successfully in a team, we must learn to communicate well, make decisions together, and support each other.  This day the facilitator will run the sessions to prepare community

	ceremony which is the platform for them to share their talents and learning from the workshop in the form of performance.
--	---

Lesson objectives:

What is peer support?

Why should we care of others?

Materials required:

- White board, marker.
- Sign pens.
- Paper sheets.

Introduction:

Ask the participants if anyone wants to share her reflection from the previous session?

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

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

### **ACTIVITY 2: YOUNG MARRIED GIRLS IN THE COMMUNITY (20 MINUTES – GROUP WORK)**

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

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

---

1. Divide the group into teams, each team has three or four participants. Give a paper to each group.
2. The first person in each team starts drawing a shape or outline. After the first shape is done. The drawing is passed to the next team member, who adds her drawing to the existing shape or outline. Each person has 5 seconds to add to the drawing and discussion is allowed when the participants are drawing.
3. The whole drawing must be completed by the whole team in one minute.
4. When the drawing is ready, the team discusses and agrees on a description of maximum three words, of what the drawing depicts. The drawings are then passed between the groups and each team guesses what the other teams drew. The drawings won two points for each team that has guessed correctly what they depict or one point for a partially correct guess. Teams get two points for each correct guess of other team's drawing or one point for a partially correct guess. The scoring can be done by the team themselves.
5. When the counting is complete, announce the winning team. Ask that team to explain to the rest: how easy was communication between team members and their understanding? Did members of the team have different tasks? Were there different ideas or was there harmony about what is being drawn and how decisions are made?

### **ACTIVITY 4: PLANNING THE COMMUNITY CEREMONY (45 MINUTES – GROUP WORK)**

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

Reflection: Group work can bring a significant change. This can be reflected in closing ceremony through their performances as well.
--

**Day 38 -40 (development of life plan implementing plan together with DPs and moving facilitator)**

**Note: Also, preparation on closing ceremony will continue.**

Day	41
Title:	41 Completion/Closing Ceremony

Lesson objectives:

- Celebration of the workshop completion

Materials required:

- Candle.

Thank the participants for the participation in the workshop. First activity is conducted with only the participants present.

**ACTIVITY 1: CONTINUING CIRCLE OF SUPPORT (20 MINUTES-TOGETHER IN GROUP)**

In the workshop space, participants only:

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