



My Better World - Video Facilitation Guide



Life Skills Development for School Clubs

Introduction: The ***My Better World*** video series was developed through a partnership between Impact(Ed) International (formerly Discovery Learning Alliance) and the Campaign for Female Education (Camfed). It is designed to bring Camfed's *My Better World* life skills curriculum to life through six engaging characters; Abi, Amina, Yusuf, Rosa, Freddie and Grace.

The following guide was developed to support club mentors in delivering content to girls and boys clubs to foster the development of important Knowledge, Skills and Attitudes (KSAs) required for positive behavioural change. Club members will explore a wide range of themes, such as "being well & doing well", "being safe", "being goal-focused" and more. Club members will discuss a variety of topics and consider positive actions they can take to bring about change in their lives and the lives of others.

The My Better World video series facilitation guide uses the following symbols:



Introduction & Conclusion: When you see this symbol, it means that you are giving a brief introduction or a brief conclusion to the session.



Brainstorming: This symbol means you are asking club members to think freely and say any idea that comes to mind when you ask a question such as, "What comes to mind when you hear the term *well-being*"? This is a **low-risk** activity with no judgment as to whether an idea is correct or not. As the session goes on, it will become clear which ideas are on track and which ideas may not be aligned. It is very important that this is done openly without the threat of being laughed at or ridiculed for an idea. Successful brainstorming requires a **safe space**!



Think-Pair-Share (TPS) OR Paired Work: TPS is useful when you want club members to have time for deeper thinking. It allows club members to test out an idea with one person before sharing with the entire club. First, club members should reflect for a moment on their own, then share with the person next to them. Next, the club mentor should ask them to share their ideas with the whole group. This symbol may also indicate a paired activity that differs from TPS.



Video Viewing: This symbol means it is time for video viewing. You may find sub-sections here that give guidance on pre-viewing, viewing and post-viewing.



Whole Group Discussion: This symbol means it is time for whole group discussion. When discussing ideas with the whole group, aim to call from all quadrants of the room, encourage non-volunteers and encourage members who you feel may lack confidence and give support as needed.



Group Work or Group Project: This symbol means club members are to meet in groups or are being asked to complete a group project. When asking club members to work in groups, aim for no more than 5 or 6 in a group.



Let's Go Outside: This symbol indicates an outdoor activity. Club members should not sit inside the entire time. There are meaningful activities that can be done outside, such as carrying out a school safety assessment.



My Better World Checkpoint: This symbol is used to indicate a checkpoint for review of what has been learned and how that learning can help us and help the world around us. You will see this checkpoint at the end of each story guide.

Note to Mentors: Throughout the MBW club sessions, club members may share difficult and traumatic experiences. Sharing life stories with others in a safe and supportive environment can be positive and productive. However, part of providing a “safe space” is ensuring members are not pressured to share and understanding that some questions and topics can trigger negative emotions and even trauma. It is important to understand when you may need to continue discussions with club members in private rather than having them reveal very personal and sensitive information in the club forum. Be sure to know your club members; know what they can cope with, and remember you are not alone. Reach out to the professionals around you as needed, such as school guidance and counselling, gender desk officers, child protection officers, school authorities or local administration. Also, recognize when it is important to follow up with parents or caregivers.

Remember, while the club sessions provide space for girls-only and boys-only discussions on a range of sensitive topics, it is important to look for opportunities to bring boys and girls together to share ideas and work collaboratively on positive change. In doing so, ensure ground rules for discussion and activities are laid out clearly such as: listening to others, respect for differing opinions, taking your turn, etc. These joint sessions can provide important opportunities to question gender bias and foster changed attitudes and behaviours among both girls and boys.

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Being Collaborative: The Corporal Punishment Story

Objective: By the end of the story, club members will define collaboration, explain why working collaboratively is important and will collaborate to identify teacher and pupil responsibilities in relation to positive classroom discipline.

Suggested time: 2 Hours

Materials: MBW Video – The Corporal Punishment Story, MBW facilitation guide, board, chalk, TV/DVD player, 1 or 2 balls, notebooks.



1. **Introduction:** Tell club members that they will watch a story about Abi and her friends. We are going to see how Abi works with others to deal with a situation in her school. First, I want us to play a game.



2. **Let's Go Outside – Keep the Ball in the Air!**¹ Find an open space outside, or if the club room is suitable, this can be done indoors. Form a large circle (no more than 20 club members per circle). Explain, we will work as a team to keep the ball in the air. Count how many times you can hit the ball before it falls to the ground! Play for about 10 min. Next, debrief on the game;
How long did we keep the ball in the air before it hit the ground? (what was the highest count, the lowest count, etc.) Emphasize how they improved as they tried again and again. The more they worked together, the better they got OR if this is not true, draw any other meaningful conclusions you can point to.
How did we help each other? Maybe, when one person saw another was about to miss, they jumped in to help, or any other helpful thing a person may have done.
Was it fun? Emphasize that working together can be fun and satisfying, but can also be challenging and we will talk more about that.
How did you feel when it hit the ground? Emphasize that when we work together, we have success, but we also have challenges and disappointments along the way.



3. **Paired Work:** Explain, I want you to talk to the club member next to you and discuss the following. (Put the table on the board or if you lack writing space, explain.)

Working Together:	
Why is it good to work together?	What are some good examples of people working together?

If examples of how they have collaborated in the club to solve problems are not mentioned, be sure to give examples of those.

¹ **Note:** It is understood that some clubs have challenges finding enough space for games in or outside. If that is the case adapt as needed. Always aim to adjust an activity in a way that suits your situation, where possible, rather than skipping. In doing so, stick to the basic aim of the activity and the basic messages.

Explain: Today, we are going to watch a story about working together. We can call that **Being Collaborative**. Read below to clarify the meaning of being collaborative.

Being Collaborative

Working with others to achieve a shared goal. To collaborate well, we need to...

Communicate: Organize our thoughts, speak clearly and listen to the opinions and ideas of other group members.

Know & Respect Others: Know the strengths and challenges of others in the group. Value the contributions of others.

Do Your Part: Do what was assigned to you and learn what you need to learn for the benefit of the group. Carry out the role you were given.

Cooperate: Help when you are asked. Follow instructions, participate and join in. Support group decision-making.

Be Helpful: Look for ways you can help. Ask if others need help.

Ask for Help: It can sometimes be difficult or embarrassing to ask for help but it is important to ask other team members for help when we need it.



4. **The Corporal Punishment Story:** Tell club members they will watch Abi's story and see how she and her friends collaborate. Abi is worried about something that has happened at school. Let us watch and find out more.

Video Viewing: Play from 01:17 and pause at 03:42.



Post-Viewing – Whole Group Oral Discussion:

- What is Abi worried about at school? (Answer: Being caned by the teacher)
- Do you think the other students are also concerned about this? Explain.
- Why do Abi's friends visit her at the restaurant?

Next, **cue to 06:28** and play to the end of the video. Discuss the questions below.

- How did the students work together to solve their problem?
- Let's go back to the statements on the board (from Activity 2). Which of these actions did you see in the story? (**Answers:**
 - The students made decisions together
 - Everyone played a role and contributed
 - Abi's friends offered support to her
 - Abi asked the headteacher for help
 - Abi used her role as President of the students' council to organize everyone to work together

After club members answer, emphasize that:

- Groups achieve more when we combine our strengths and share the work.
- Doing things alone can also result in personal achievement that are very satisfying, but this should not be taken to the extreme where we only care about our own success.
- Being competitive is not a bad thing but it can get in the way of enjoying life.



5. Whole Group Discussion – Abi’s Concern: Explain that you would like to talk more about the students’ concerns in the story. Discuss the following questions:

- How did the students feel when Violet was hit in the classroom?
- What did Abi do when she was afraid of being caned? (Answer: Skipped class)

Explain that this referred to as corporal punishment:²

Corporal punishment: Punishing someone using physical force in a way that is meant to hurt them or make them uncomfortable. Any punishment using force is corporal punishment. This includes forcing a child to stay in uncomfortable positions (example: kneeling) or giving labour as punishment that results in physical harm.

- Do you think some girls and boys in our community feel the same way as our *My Better World* friends when they see a child receiving corporal punishment?
- How do you think girls and boys feel when it happens to them?
- Why do you think the teacher in the story decided to use corporal punishment? (he was frustrated, he does not know other ways to manage and discipline his class)



6. Group Work – Positive Discipline: Our MBW story was about **corporal punishment** and it was also about **collaboration**. Now I want us to collaborate by working together in groups. First, think for a moment, what comes to mind when you hear the term **Positive Discipline** and how this might be different from corporal punishment. Allow club members to share back and share more information below. Positive Discipline is not the same as punishment but it is intended to bring about improvement in behaviour. Schools do this by:

- Giving clear expectations to students
- Including students in coming up with classroom roles and responsibilities
- Encouraging and praising good behaviour
- Rewarding good behaviour such as attendance awards, etc.
- Setting up a “class stars” or “school stars” program to feature good behaviour and excellence.³
- Disciplining fairly (Example: not disciplining an entire class for the behaviour of one or some).
- Setting a good example; modelling good behaviour for pupils
- Taking away privileges when commitments are not met (missing break time if learning time was wasted due to disruptive behaviour)
- Communicating with pupils; trying to get to the root of the problem to understand challenges a pupil may be facing.

² Definition taken from Global Initiative to End All Corporal Punishment of Children.

³ Remember that such programs should enable many pupils to be a “star” at some point, not just the usual “excellent” few. Do not set this up so it is just for pupils who are already at the top of the class, but include “stars” for most improved”, stars for “I had a good day today” etc.

Our Positive Discipline Classroom:

What does a teacher do and say?	What do the pupils do and say?

Ask groups to share back their ideas. Emphasize the shared responsibility of teachers and pupils in having a harmonious class that is focused on learning. Next, ask club members if they are interested in sharing their ideas about positive discipline with others in the school. If so, use the guidance below for any club members who are interested. Support them in finding ways to share what they have created.

Positive Discipline in Our School

Imagine you want to educate the school and community about positive discipline.

- Audience:** Who do you want to communicate on this topic?
- Key Messages:** What are the key points you want to communicate on this topic?
(Use the table from your group work to help with the message and be sure you focus on respectful communication and messages that show that we all have a role to play.)
- Medium:** How do we want to communicate the message? (song, poem, poster, short play, etc.)

Note to Mentor - Negative Backlash: We want club members to be empowered to bring about change, but in a way that is safe and effective. Sometimes when young people seek change, they face backlash that can be harmful, both emotionally and physically. Support the club to determine the best approach to take so that they do not face negative backlash. Be their ally and help them to identify other important allies.



7. **Doing Well – Let’s Meet Hajia:** Explain that they will watch a story of someone else who dealt with a difficult issue in the community by collaborating with others. Her name is Hajia and she is from Nigeria.

Pre-Viewing: Ask club members to think about these questions as they watch:

- What was Hajia’s goal? What challenge did she face?

Video Viewing: Cue to 03:42. Play from 03:42 to 06:28.

Discuss the pre-viewing questions and any other relevant questions you may want to ask. Then, discuss: How did she collaborate with others to deal with the challenge?



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Collaborative**?

- What are some of the most important things you have learned?
- Have you learned anything new about yourself? About the club members?
- How can you use the new things you have learned to improve your life?
- How can you use the new things you have learned to help make a better world?

Being Communicative: The Lost Days Story

Objective: By the end of the story, club members will suggest why it is important to be communicative, ask questions about difficult topics (about health and wellbeing), and be aware of local resources that provide health information.

Suggested time: 3 - 3.5 Hours (completed in 2 sessions)

Materials: MBW Video – The Lost Days Story, MBW facilitation guide, board, chalk, TV/ DVD, notebooks, basket (or any other suitable container), ball (or any suitable object to pass around).

Note to Mentor: This story is about menstruation. Create a comfortable environment to discuss questions and concerns. Make sure you are prepared with accurate facts about the topic. (Review your MBW facilitation guide for **Being Conscious of Yourself**.)



1. **Introduction:** Explain that they will listen to a story about Amina. We will also meet a person called Tanisha. From MBW: How we communicate with others is important to their well-being and how people communicate with us is important to our well-being.

Being Communicative: Willing to discuss your ideas, thoughts and feelings with others. This includes:

- **Sharing important information:** For example, letting your parents know where you are going or that you are coming home late from school today, due to exam preparation classes or some other reason.
- **Sharing your feelings and opinions:** Not keeping your thoughts to yourself if you are feeling sad, angry or have an important opinion to share.
- **Making conversation:** Open and willing to talk with others just for the enjoyment of conversation.
- **Talking about difficult topics:** Sharing things that you may feel shy to share but that should be shared for the sake of your health or wellbeing.

Notice: Boys Club Mentors: Explain that one topic in the story is menstruation and that the situation may seem like a “girls’ topic”, but I do not want you to feel shy when we watch it. First, it is important for you as boys to understand the challenges girls may face. Also, the focus is more on being communicative and communication skills in general, not on menstruation. Let us watch and enjoy and see how this relates to us!



2. **The Lost Days Story:** Explain that they will now hear Amina's story.

Pre-Viewing: Before viewing, ask club members to think about these questions:

- Who is more communicative? Who is less communicative? Why do you say so?

Video Viewing: Play from the beginning of the story and pause at 03:28.

Go back to the pre-viewing questions and ask club members to respond. Then ask:

- How do you think Tanisha feels when she doesn't know what is going on with her body?
- How do her friends feel?
- Why did Amina tell her mother about Tanisha's situation but did not mention Tanisha's name? (Answer: She did not want to share Tanisha's private matters out of respect.)

Mention that this does not just happen with girls at this stage of life, but boys too are changing and can also feel shy to ask questions or communicate. This is not just an issue for girls.

Cue to 06:24. Play from 06:24 to the end of the story.



Post-Viewing – Whole Group Discussion: Use the following questions as a guide and any other important questions you would like to add.

- Tanisha tells Amina to mind her own business. Why is Tanisha angry with Amina?
- Did Amina finally let her mother know that it was Tanisha she was talking about? How do you know? (Amina's mother spoke with Tanisha's mother because suddenly Tanisha's mother spoke with Tanisha about her period for the first time.)
- Ask, what is "gossiping"? Next, share the definition below.

Gossiping

Gossip means talking or writing about other people's private lives that might be unkind, disapproving, and often not true.¹ People who gossip:

- often do so to make themselves feel more interesting or important,
- put others down to lift themselves higher,
- want to create a negative impression of someone they dislike or are jealous of.

Both boys and girls gossip. Gossiping is never good. Don't be a gossip!

- Ask, was Amina gossiping when she told her mother? Ask them to justify their answer. (She knows that Tanisha needs support, she knows who to communicate with, she sticks to the facts and does not gossip or put down Tanisha.).
- Did Amina's decision to tell her mother help Tanisha? Explain.
- How do you think Tanisha is feeling at the end of the story?
- Why is it important to talk about our health and wellbeing?
- Do you think in future Tanisha may be more communicative? Explain your answer.
- Remind club members that Amina says: "Good communication can mean talking about even difficult things. It is important to be able to ask questions and talk about your health and wellbeing."

Post-Viewing Extension Activity: The Science of Pregnancy

- In the MBW story, Grace thinks Tanisha is pregnant? Why does she think this?

Once club members share back, discuss the science of pregnancy and review using the video below, as **age-appropriate**.

Program 25: The Science of Pregnancy

How does pregnancy occur and what happens to the body when a woman is pregnant?

This is a great video for teaching pupils about the **science behind conception**. Post-viewing discussions can focus on **birth control methods, family planning and the responsibilities of parenting** with the aim of **promoting responsible and informed decision making**.



3. Basket of Questions: Paired Work: Ask club members to discuss in pairs:

- Who do you feel comfortable sharing your thoughts and feelings with?
- How do you feel when you share with them?
- Are there any things that you don't feel comfortable sharing with them?



Remind club members that they have had chances to ask questions about changes in their bodies and on other topics before, but you always want to give them opportunities to be communicative, even if that means communicating privately.

Think of some questions you have. Write your questions on a piece of paper. Then fold it and put it in the basket. You do not need to put your name.

Then explain: In the next session, we will have the chance to discuss some of our questions about our health and bodies, including any further questions you may have on pregnancy.

Collect the questions. After the session, review the questions and prepare to give responses in the next session. If needed, invite a local resource person (example: a practicing nurse or other relevant health practitioner) to attend the next session and support you to answer questions.



4. Role-plays – Communication Skills: We are going to do some role-plays to learn more about being communicative and using communication skills. Explain, I will divide you into groups. I will give each group some instructions for your role-play. Follow the instruction carefully. Remember **a role-play is not a play**. You prepare quickly, think of what to say and do and get ready to share with the club. You **DO NOT write dialogue**; this is not a play but a role-play. When we are ready to share, I will give **each group about 5 minutes to share your role-play**. (**NOTE:** Do not read the role-play instructions out loud for each group, only the group doing the role-play should know what their role-play is about).

Role-play 1: Show the following scene - You go to tell your friend something and the friend ignores and begins talking with others. This really hurts your feelings. You walk away, sulking.

Role-play 2: Show the following scene - You are listening to the radio and your mother and father are busy in the kitchen. Your friend comes to the door and asks you to go and study. You rush off with your friend to go to her house.

Role-play 3: Show the following scene - You have been getting headaches every day for a week but have not told anyone. In your role-play you will be thinking out loud to yourself about this issue of headaches, a friend enters the room and asks what is wrong. You say “nothing is wrong” and the friend leaves.

Role-play 4: Show the following scene - You and your friends see a suspicious person around the school each day, but you never mention it to anyone. One day you hear that the man matching this description stole the TV from your media centre.

Role-play presentations and Debrief: Following each role-play, ask;

Was the person communicative? Did they communicate well? Ask club members to justify their response. Ask members to give suggestions for improved communication if any, etc.

Finally, **read the guidance below on communication skills.** (or hand your facilitation guide to a club member who can confidently read below)

Communication Skills: Whether you are the listener or the speaker there are some important points to keep in mind.

- **Know what you want to communicate:** Think ahead about what you want to say.
- **Be Clear:** Express yourself in a way that will be understood.
- **Choose words carefully:** Communicate in a way that will not offend.
- **Be Calm:** Express yourself in a calm manner that will help ensure people take you seriously.
- **Respectful Body Language:** Use respectful body language, such as nodding. Pay attention to another person's body language.
- **Listen Actively:** Listen and try to understand others.
- **Non-judgement:** Do not judge. Remember to be **empathetic**. (review the meaning, if needed)
- **Ask Questions:** When you do not understand or need to know more, ask.
- **Give Feedback:** Sometimes a person just needs someone to listen, but sometimes they want feedback. When giving feedback, speak from experience.
- **Encourage:** Some people are hesitant to communicate. Encourage them to be open with you, to share their opinions and express themselves, but do not pressure someone if he or she does not want to share.



5. **Doing Well – Let’s Meet Abdia:** Explain that you want to share a story of a woman from Kenya by the name of Abdia. Ask club members to think about this question as they watch: Do you think Abdia is communicative? Why or why not?

Video Viewing: Cue to 03:28. Play from 03:28 to 06:24.

Next, discuss:

- Did you like the story? Why? Why not?
- Was Abdia communicative? Explain.
- Does she have good communication skills? Explain.
- Can she be a role model for us? Why or why not?



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Communicative**?

- What are some of the most important things you have learned?
- Have you learned anything new about yourself? About the club members?
- How can you use the new things you have learned to improve your life?
- How can you use the new things you have learned to help make a better world?

Being Assertive: The Womanhood Story

Objective: By the end of the story, club members will be able to list the qualities of an assertive person and summarize basic facts about female genital mutilation and gain knowledge on where girls can go for support.

Suggested time: 2-2.5 Hours

Materials: MBW Video – The Womanhood Story, MBW facilitation guide, board, chalk, TV/ DVD player, notebooks.

Note to Mentors: This story explores the topic of FGM. This may upset some club members, especially if they have had a painful or scary experience with FGM. Check how club members are feeling throughout the session and help them connect to local supports if needed. The content should be delivered as **age-appropriate**. Think about having separate sessions for girls who have not undergone the practice and girls who have, if possible. However, **DO NOT ask girls to publicly identify their FGM status**. (for more important guidance see **appendix 2**)



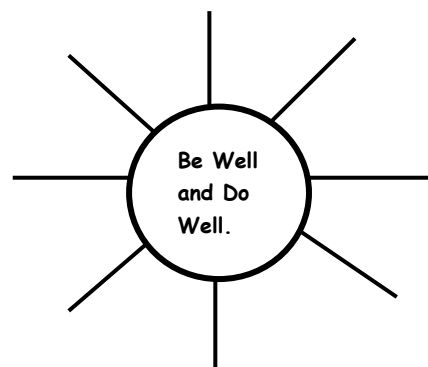
1. **Introduction:** Today we are going to watch a story about Grace. First I want us to think about Grace and all of our My Better World Friends. List our six (6) My Better world friends. (Grace, Yusuf, Abi, Freddie, Rosa, Amina) We are going to think back on the video stories we have watched so far. Ask, who can remember the stories we have watched? Add to what they can recall. (see **Appendix 1** for a list of stories they have viewed so far).



2. **Think-Pair-Share:** Thinking back on these stories, what are some of the basic needs our My Better World friends have? In other words, what do they need to **Be Well** and to **Do Well**?

After the sharing, ensure below is included if not mentioned:

- To be healthy. (Example: Amina drinking contaminated water)
- To feel safe and secure. (Example: Rosa toilets)
- To be free to play a role in making decisions that affect their lives. (Example: Abi not wanting to get married)
- To be free to share their opinions. (Example: Abi's arranged marriage, Rosa and other's need for new toilets)
- Allies, who can support them. (Example: Freddie's sister is an ally to Freddie when he loses confidence in "The Talent Show" story, etc.)
- Good friends who can support them. (Example: Yusuf helps Freddie when he is feeling jealous about Rosa AND in every story, our MBW friends rely on each other as friends!)



Then tell club members: Like our MBW friends, we can tell others what we need or want in healthy ways. This is part of **Being Assertive**. (write this on the board as it may be new to some members). Read the following and relate to the MBW characters.

Being Assertive

Expressing yourself confidently without disrespecting others.

You are being assertive when you:

- Stand up for yourself.
- Make yourself understood, even when it is difficult.
- Ask for what you need or want.



3. **The Womanhood Story: Note to Mentor:** Please read appendix 1, prior to delivering this session. Deliver the content below to an age-appropriate group and think carefully about the fact that some girls in the session may have undergone FGM. This story may bring up painful memories and trauma for them. **Tell club members:** This story may make some people feel upset. If you need, you can step out of the room for a short break and then come back. While this may seem to be girls club content it is **also important for boys to be aware of FGM**, to know the laws and to be given an opportunity to address issues of concern to them.

Explain: We will watch Grace's story. It is about a tradition of female cutting (use the term for female genital mutilation that is used in your community). You may have questions about this during the story. We will talk more about it after. I want you to look for an example of Grace **being assertive**.

Video Viewing: Play from the beginning of the story to 03:37.

Post-Viewing: Discuss using the following questions as a guide.

- What is Grace's goal in life that she shares with her aunt? (Answer: Her dream of being a fashion designer)
- What does Grace's Aunt plan to do?
- Can you give an example of Grace **being assertive**? (Grace communicates her feelings with her grandmother.)
- What does she say to her grandmother? (Answer: "Please help me. I do not want to be cut")
- What do you think of the way Grace expressed herself? Was it good, not good? Explain? (focus on Grace being assertive and go back to the definition)
- What do you think her grandmother will do?

Next, cue to 05:50. Play from 05:50 to the end of the story.



Post-Viewing – Whole Group Discussion

- Who is Grace's ally in this story? Why would you describe her as an ally? (Grace's grandmother: She made it clear that Grace should not be cut)
- How did Grace act assertively again in this part of the story? (She expressed her wishes without disrespecting her aunt.) **Note:** Emphasize the difference between being assertive and being arrogant or aggressive.
- Do you think this was easy for Grace to do? Why or why not?

Explain: Being assertive can be difficult, but Grace knew that her safety and opinions mattered and spoke up for herself. With practice, we can become more confident and assertive!

Be Like Grace: Qualities of an Assertive Person

- Be specific and clear about what you want, think and feel
- Make requests, not demands
- Be respectful
- Focus on the facts
- Make it clear that your opinions are yours (ex: "I think..." not "People think...")
- Avoid criticising other people
- Don't allow yourself to be interrupted.

Important Notice: As always, work with this content cautiously to ensure girls and boys being encouraged to be assertive are not subjected to backlash that may be harmful. (See backlash statement, p. 4)



4. Paired Work - Facts About Female Genital Mutilation (FGM)⁴ – True or False:

Ask: Does anyone know what female cutting is? **Explain that female cutting** (use the common name that is understood in your community) is a harmful traditional practice. It is the cutting of a woman's or girl's external reproductive organs.⁵ This was legal at one time due to the fact that some felt it was beneficial. However, we now know that cutting (FGM) is harmful.

Important Message for Girls: If this is something some of you have already had, I do not want you to feel negative thoughts. This discussion is not about anything you have done wrong or saying anything negative about you. However, we all know the facts. You are going to work in pairs with the person next to you. I want you to number your paper from 1 – 7. I will read a statement and you will discuss and decide if it is True (write T) or False (write F).

Statement	Answer and Explanation ⁶
1. FGM is safe if it is done by a medical doctor.	FALSE: No matter who does it, FGM harms girls' and women's bodies and minds. FGM does not improve your health. (See appendix 2 for more information, but be cautious about what is shared. For example, it would be traumatic for a girl who has undergone FGM to hear that it can result in death.)
2. FGM is part of our religious teachings.	FALSE: It is not in the Holy Quran or the Bible. It is not required in Christianity or Islam.
3. FGM is against the law.	TRUE: FGM is illegal according to national laws in Ghana. No one has the right to perform this harmful cultural practice on any girl or woman in any region of Ghana.
4. It is against the law so FGM does not take place in my country.	FALSE: While FGM is much lower than some other countries, it does happen to girls and women in Ghana and the age depends on the region. In Ghana about 4% of women and girls aged 15 – 49 illegally undergo FGM.
5. FGM takes place in the Northern Region.	TRUE: Even though it is not very common in Ghana as a whole and in the Northern Region 2.8% of women are subjected to

⁴ It is banned in Kenya, Nigeria, Ghana – if country teams want, they can see the specific legislation for each country here: <https://www.28toomany.org/thematic/law-and-fgm/>

⁵ Definition adapted from IRC's *Girl Shine*.

⁶ Some information adapted from: 28 Too Many, UNCRC, WHO, UNFPA, Plan International and Healthy Schools.

	FGM. This means out of every 100 girls and women aged 15 - 49, almost 3 of them will have experienced this abuse against their rights. Remember this is against Ghana law but is still going on.
6. It is fine to take a girl to have FGM in a place where it is legal.	FALSE: FGM will still harm the girl. It is also the child's right to be protected from harm, so taking her someplace where it is legal to harm her is not correct.
7. If the girl herself says she wants it, it is OK to perform FGM on her.	FALSE: In some of our cultures girls are taught that they will not be pure, will not become a woman and that no one will want to marry her if she does not undergo FGM. She is influenced by this false information. A girl cannot override the law. It is illegal no matter what.
8. If I am afraid I may be taken for FGM or I fear for someone I know, there are people who can help me.	TRUE: I, as your mentor, am your ally and will give you support if you have fear for yourself or anyone you know. (Note: to mentor be sure to consult specialists as needed such as health practitioners, your DGEO or agencies that have specific mandates to support girls who have undergone FGM and or are in danger of undergoing. (See Appendix 2)

Note to Mentor: Remember, although Ghana has made great progress in ending FGM, based on the statistics for rates of FGM in the Northern Region, one girl in your club may have experienced it, is in fear of experiencing it, or knows someone who has or will be subjected to this abuse of her rights. Your club can be part of the campaign to bring FGM in Ghana to ZERO!

To close, remind club members: To be well and do well, we need to be aware of our needs and be able to tell others what we need. Remember what Grace says: **“Don't be afraid to clearly express how you feel, and stand up for your point of view. Your opinion matters, especially concerning your body, your safety and wellbeing.”** We can be communicative and assertive by talking to a trusted adult if we are worried about our own safety and wellbeing or another child.

For Girls' Clubs: Make sure the resource person presents information in a way that does not scare girls. While it is never acceptable to ask girls to openly reveal their FGM status, your knowledge and rapport with club members should enable you to find out in a way that is sensitive. If you discover that the club is made up of girls who have not had FGM and girls who have, it is important to hold separate sessions for deeper post-video discussions. Do this sensitively and avoid creating negative stigma. This is recommended so that girls who have already undergone FGM do not have to hear of all of the negative consequences that may re-traumatize, and rather focus on: (a) health risks the girls may face and how to manage them, and (b) how to advocate for other girls who have not had, such as a younger sister in ways that are safe. Do not cause girls to feel ashamed if they have had FGM.⁷ (See appendix 2)



5. Doing Well – Let's Meet Neema: Explain that you want to share a story of a young woman from Tanzania by the name of Neema, who is working to stop FGM.

Pre-Viewing: Ask club members to keep the following question in mind as they watch the video: How does Neema support girls?

⁷ Guidance taken from IRC's *Girl Shine*.

Video Viewing: Cue to 03:37. Play from 03:37 to 05:50.

Discuss the pre-viewing questions and any other relevant questions. Then, discuss:

- Do you know anyone like Neema who helps girls or other children who are not safe?
- If you are worried about FGM or another safety issue, who can you talk to about your needs? Think of someone you trust who will listen to you and try to help.
- Neema mentions HIV/Aids, who can explain what this is? (Give club members details using school textbook discussion points on transmission and responsible decision-making. (Also consult **Program 58, Segment 3: Human Immunodeficiency Virus (HIV)** for information. However, do not show the entire segment to the club members unless the level is appropriate.)
- **Note to mentor:** Neema also makes a statement; “A lot of girls can die from bleeding”. This may frighten or cause stress for some girls. Discuss this point sensitively to reduce any stress or fear that may arise or possible traumatic memories.

Optional: Group Role-Plays – Being Assertive: Remind club members that we have heard the stories of Grace and Neema. They are both assertive. Let’s practice being assertive in different situations. Form groups of 5-6. Give each group one of the role play scenes below.

Being Assertive Role-Play Scenarios:

Scene 1: You know that FGM is harmful and your sister is about to be sent for FGM.

Scene 2: Someone pushes in front of you in the queue.

Scene 3: Your parents want you to leave school so you can work and earn for the family.

Scene 4: Your older sister tells you to do her chores so she can go out with friends.

Scene 5: Your classmate tries to distract you while you are working at your desk.

Scene 6: You forgot your books after school. Another student takes them and does not want to give them back.

After the activity, ask:

- What was easy about being assertive? What was hard?
- What do you want to improve?

Note to Mentor: Go back to the reminder on **negative backlash** (p.4) as needed.

Always support club members to advocate for themselves and their rights in ways that are safe, respectful and productive and be their ally!



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Assertive**?

- What are some of the most important things you have learned?
- Have you learned anything new about yourself? About the club members?
- How can you use the new things you have learned to help you in your life?
- How can you use the new things you have learned to help make a better world?

Being Civil: The Mean People Story

Objective: By the end of the story, club members will identify examples of good and bad manners and discuss why it is important to be civil, even toward difficult people.

Suggested time: 1.5 Hours

Materials: MBW Video – The Mean People Story, MBW facilitation guide, board, chalk, TV/DVD player, coin, ball.



1. Introduction: Tell club members they will watch a story about Yusuf. It is about how he and his friends deal with some people in their community. First, you would like to hear some of their ideas. Show club members a coin and explain:

- One side of the coin (example: the coat of arms) represents good manners. The other side represents bad manners.
- I (mentor) will give a scenario.
- Then I will ask a volunteer to flip the coin. The volunteer will not tell us which side the coin falls on.
- Depending on the side of the coin, the volunteer will show us how to handle the situation with good manners or bad manners.
- Then the rest of the club will tell me if that was good manners or bad manners.

Scenarios

- | | |
|--|---|
| • Eating in public | • Boarding a bus |
| • Returning an item to a shop | • Asking the shopkeeper for an item |
| • Correcting a friend who made a mistake | • Your brother forgot to buy tomatoes |
| • Asking for directions to someplace | • Younger siblings forgot to clean up their mess. |

Next, ask: What does it mean to be polite? Then ask: Is it ever difficult to be polite and respectful to everyone we meet? Explain.

Explain: Today's story is about being **civil**. This is very similar to being polite.

Being Civil: Being polite even if you are not friendly. If you are civil, you:

- | | |
|---|---|
| • Have good manners: <ul style="list-style-type: none">- Say "Please" and "Thank You"- Use phrases like; "Would it be possible..?", "Could you tell me....?" | • Respect others <ul style="list-style-type: none">• Avoid words or actions that would offend others• Care about the thoughts and feelings of others |
|---|---|



2. The Mean People Story: Explain that they will watch Yusuf's story.

Pre-Viewing: Ask them to keep the following questions in mind as they watch:

- Why do people treat Yusuf and Amina badly?
- How does Yusuf react to this?

Video Viewing: Play from the beginning of the story to 02:24.

Discuss the pre-viewing questions. **Then ask:** What should Yusuf and Amina do?

Cue to 05:16. Play from 05:16 to the end of the story.



Post-Viewing – Whole Group Discussion:

- What advice do Yusuf's parents give? What advice does Freddie give?
- How do Yusuf and Freddie deal with the situation in the end?
- Was their solution civil? Please explain.
- At first, Yusuf wanted to be mean instead of being civil. In your opinion, which choice is better? Why?
- How can being civil to people who are mean be good for you? For our community?
- How can being civil to people who are different be good for you? For our community?

Explain: Before we continue, I want to review one more idea from the story. We can say the community members were **bullies**. Do you know what a bully is?

What is a Bully?

A bully is a person who is cruel, insulting, or threatening to others who may be weaker, smaller, or in some way vulnerable.

- We should never participate in bullying
- We can be an ally - speak up, **when it is safe**, and tell the bully to STOP!
- Tell a trusted adult if you or another child is being bullied



3. Let's Go Outside – Being Civil: Explain that they will play a game to practice being civil. We might already know what it means to be polite and respectful, but in difficult situations, we might not be prepared to be civil. This game will help us practice thinking quickly! (Note, adjust this to indoor if you lack outdoor space or if weather does not permit due to rain or excessive heat)

Take club members outside and form a circle. Go to the middle of the circle with a ball. Explain:

- I (mentor) will stand in the middle and say, "Here is the situation." Then, I will ask "What will you do?"
- Next, I will give a situation. (See list of examples below)
- Next, I will toss the ball to anyone of you in the circle. You will think of what you can do to be civil in that situation.

Example Situations: You can play the game using any situations that are common for your community or those listed below.

- You are with your friends. Someone who started a bad rumour about you passes by.
- A shopkeeper tries to charge you too much money.
- You noticed a classmate copying from your test.
- You pass by someone in the market. The rest of your community has a negative opinion of that person because his or her brother is engaged in crime.
- You are playing football with someone who always pushes other players.
- A new student has arrived from another part of the country. They have very different customs. The student is sitting in a way that is not considered polite in your school and community. It is irritating everyone.

After the game, remind club members: In past club sessions, we have learned that we have the power to **control our actions**, and to make choices that improve our well-being and the well-being of others. Being civil, even when we don't want to, is one way to do this!



4. **Doing Well – Let's Meet Lucky:** Explain that they will now meet someone named Lucky from South Africa. Let us listen and find out how he took steps to change his life for the better.

Video Viewing: Cue to 02:24. Play from 02:24 to 05:16. Discuss the pre-viewing question and any other relevant questions. Then discuss the questions below:

- What made Lucky change? (Possible response: He saw that others cared about him)
- If we are rude or impolite, how do you think it makes others feel?
- If we are polite and respectful, how do you think it makes others feel?
- How does Lucky's story show that being civil and kind to others can help make a better world?



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Civil**?

- What are some of the most important things you have learned?
- Have you learned anything new about yourself? About the club members?
- How can you use the new things you have learned to improve your life?
- How can you use the new things you have learned to help make a better world?

Being Tolerant: The Bus Journey Story

Objective: By the end of the story, club members will identify the ways that club members are similar and different, describe ways of being tolerant and suggest how to help increase tolerance in their community.

Suggested time: 2 Hours

Materials: MBW Video – The Bus Journey Story, MBW facilitation guide, board, chalk, TV/ DVD player.



1. **Introduction:** Tell club members that today's story is about Rosa. First, you would like to play a game.

Instructions for Mentor:

- Find an open space (inside or outside).
- Tell club members to mingle.
- Tell club members: Find everyone who has the same favourite colour as you!
- Ask each group to share their colour.
- Play again with other groupings. For example:
 - Find everyone who has the same favourite fruit as you.
 - Find everyone whose name starts with the same letter as yours.
 - Find everyone born in the same month as you.
 - Find everyone who is the same height as you.
 - Find everyone who has the same favorite subject as you.
 - Find someone who has the same favorite song.

After the game, ask:

- What were some of the ways that you were different from other club members? (Ex: We like different colours)
- What are some other ways that the members of our club are different from one another?
- What are some ways that we are all similar? (Example responses: We go to school / We like to play / We need to be healthy)

We all work and learn together, and support one another in this club even though we have different opinions. We have just talked about some differences and similarities for fun but sometimes differing ideas and opinions can cause conflict. Part of Being Well and Doing Well is **Being Tolerant**.

Being Tolerant Is Important

- a) Being willing to accept people with behaviour and ideas that are different from your own, although you might not agree with them. For example, in *My Better World*, Grace and Amina have different religions. They accept this and treat each other with respect.
- b) Being able to deal with something unpleasant or annoying. For example, if my neighbour's children are noisy, I can continue my chores and not let the noise bother me.



2. The Bus Journey Story: Explain that they will listen to Rosa's story.

Pre-Viewing: Before viewing, ask club members to think about the questions below:

- What situation is Rosa uncomfortable in? Is she tolerant in this situation? Why or why not?

Video Viewing: Play from the beginning of the story to 02:48.

Discuss the pre-viewing questions and any other questions you feel are relevant. Next, ask: In your opinion, how are the people on the bus different than Rosa? How are they similar? What do you think will happen next?

Cue to 05:45. Play from 05:45 to the end of the story.



Post-Viewing – Whole Group Discussion:

- How did the people on the bus support one another? (Possible responses:
 - The former nurse helped take care of Rosa
 - They shared food
 - They made a fire together
 - They gathered around the fire together and talked)
- What lessons did Rosa learn through this experience? (Possible responses: Do not judge people by their appearances / Strangers can come together and create a sense of community)
- By then end of the story, do you see Rosa as being tolerant? Explain. (read the definition again if needed)
- How does being tolerant help Rosa?
- What are some ways that people are different from one another? (Note to mentor: Prompt club members to think of a variety of differences. Ex:
 - Different clans, religions, jobs
 - Different tastes in music or football teams
 - Some people like to be loud or talk a lot, others like to be quiet or left alone)
- Do you like meeting people who are different? Why or why not?
- Do you sometimes find it difficult to be tolerant? Think of situations where you find it difficult to be tolerant at home, at school or in the community.



3. Group Brainstorm – Being Tolerant: Form groups of 4-5. Ask groups to brainstorm: **What actions can help us to be tolerant of people who are different?**

Invite club members to share ideas. Then, post and share some ideas from the box below. Leave the tips on the board for the next activity.

Tips for Being Tolerant

- Be **patient**
- Practice **self-control** (Ex: Don't complain or lose your temper)
- Try to find **value** in others (Ex: Try to be empathetic. Try to talk to them. Try to respect them.)
- **Challenge your own ideas** and take different perspectives (Ex: What do other people think? Is what they are doing or what they believe really so bad?)
- Value difference and **diversity** (Ex: Be interested; look for good things in different beliefs, cultures and practices; be open-minded)

Before you continue, ask: Do you think there are times when you should not be tolerant? Why or why not?

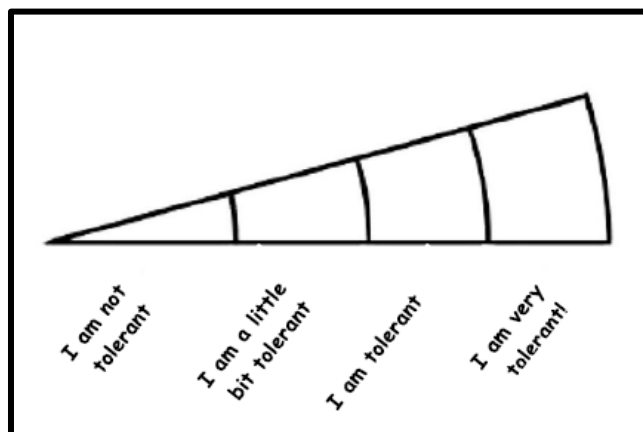
Explain that: People sometimes tolerate things that are bad for them and for others. There are some things that should never be tolerated, such as abuse, bullying, and discrimination. We can speak up against these things in an appropriate way by being assertive.



- 4. Group Work – Tolerance Self Assessment⁸:** Explain that you want club members to meet in groups to share, but first they need to do something on their own. Ask them to copy the triangle graph (put on the board) and rank how they view themselves on the scale for **Being Tolerant**.

Explain, it is fine to rank low in this area. We are all imperfect, always changing, growing and improving and it is important they rank themselves honestly.

Once they do their individual rankings they should meet in groups, share their rankings and then complete the following and share with group members:



If they see themselves as scoring high (“tolerant” or “very tolerant”), they should complete the following:

I am a tolerant person. One thing I can teach people about being tolerant is_____.

If they rank themselves lower (“not tolerant” or “a little bit”, they should complete the following:

I can improve when it comes to being tolerant. One idea we discussed today that I should remember so that I can become more tolerant is_____.

⁸ Taken from tolerance.org/classroom-resources/tolerance-lessons/breaking-down-the-walls-of-intolerance with some modifications.

Allow groups to share some of their ideas with the whole club. Close by telling club members; **We can each do our part to create more tolerance in our school, homes and community!**



5. Video Viewing – Grace’s Story: Let’s hear a story about Grace, who is from Nigeria.

Pre-Viewing: Ask club members to keep the following questions in mind as they watch the video:

- Is Grace tolerant? Why do you say so?

Video Viewing: Cue to 02:48. Play from 02:48 to 05:45. Discuss the pre-viewing questions. Then discuss the questions below:

- What did Grace need to do to convince parents to send their children to school? (Expected response: To speak with parents and understand their concerns)
- How do you think being tolerant helps her do this? (Example response: Being tolerant can help her to listen and understand the parents’ point of view. Understanding can help her have respectful and effective conversations.)
- How can Grace’s story inspire or motivate you?



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Tolerant**?

- What are some of the most important things you have learned?
- Have you learned anything new about yourself? About the club members?
- How can you use the new things you have learned to improve your life?
- How can you use the new things you have learned to help make a better world?

Being Forgiving: The License Story

Objective: By the end of the story, club members will identify the benefits of forgiving and explain how not forgiving can affect them negatively.

Suggested time: 2.5 Hours

Materials: MBW Video – The License Story, MBW facilitation guide, board, chalk, TV/DVD player, notebooks.

Note to Mentor: This story is about forgiveness. You will not ask club members to share painful experiences, **but this topic may remind club members of bad experiences.** Pay attention to how club members are feeling throughout the session and support club members who may feel upset. Also, be prepared to respond to concerns for club members' safety and tell them where they can go for more support.



1. Introduction: Tell club members that today's story is about Freddie. First, let's brainstorm:

- Imagine that your best friend tells a lie about you. Now, other pupils don't want to be your friend.
- The next week, this friend asks you to study together at break time. What would you do?

Give club members a moment to reflect and they can share in pairs if you think that will help. Allow them to share back ideas on what they would do.

Next, tell club members: Today's story is about being forgiving.

Being Forgiving: Letting go of bad feelings and moving on from the pain and anger that someone may have caused.

In the story, some people are mean to Freddie. Let's see how he deals with the situation, and how it affects him.



2. The License Story: Explain that they will watch Freddie's story.

Pre-Viewing: Ask club members to think about these questions as they watch:

- How does Freddie feel in the story? (Possible responses: Angry; satisfied when something bad happens to Yesse)

Video Viewing: Play from the beginning of the story to 03:06.

Discuss the pre-viewing questions. Then, ask:

- Did Freddie forgive Yesse? How do you know?
- What advice does Sara give him?

Cue to 05:44. Play from 05:44 to the end of the story.



Post-Viewing – Whole Group Discussion:

- By the end, did Freddie forgive Yesse? How do you know?
- What made Freddie change his mind?

- Do you remember what it means to be **empathetic**? How did being empathetic help Freddie forgive Yesse? (Example answer: Freddie saw that Yesse had struggles because he could not read and write, and chose to act in a **caring** way.)
- How does Freddie feel now?



3. **Let's Go Outside – What Happens When We Don't Forgive?:** Club members will need to carry their notebook (no pens needed) outside for the following activity. Find an open space (Inside or outside. If you do not have enough space, adjust the game in a way that works for you). Ask club members to bring their notebooks.

Set up the game:

- Form teams of 8-10.
- Ask each team to form a line holding their notebook. (Stand in line, one behind the other so that one person is facing the back of the person in front of them.)
- Mark a finish line about 3 metres behind each line.

Tell club members:

- The first person will pass their notebook over their head to the person behind them.
- The second person will pass the notebook and their own (2 notebooks) to the next person.
- At your turn, add your notebook to the pile and keep passing it on.
- If you drop the notebooks, your team needs to begin again.
- When the last person gets the books, they must carry the books on their head to the finish line and back. (They can hold on to the books.)
- We will see which team finishes the fastest!

Play a few times. After each round, ask the last player to join the front of the line.

After the game, ask:

- Let's think about how this is related to Freddie's situation. If Freddie just ignored Yesse, how do you think he would feel in the short-term? In the long-term?
- Now let's think about our game. As the books moved down the line, did it get easier or harder to pass the books?
- How do you think this is similar to ignoring our hurt or anger? (Answer: It can get worse, just like the pile of books got bigger.)

If we ignore our hurt or anger, it is still there? It will continue to affect us. When we ignore our negative emotions, those emotions do not disappear. It gets worse when you don't deal with it!⁹

Also discuss the idea of “revenge”: When we get revenge, we make our problem with that person get bigger, not smaller.

Getting revenge might make us feel satisfied at first, but it can be bad for us in the long-run. It can hurt us on the inside (ex: we feel bad / we act like a mean person).

⁹ Adapted from: ministrytoyouth.com/youth-group-lesson-on-forgiveness

Or, it can have consequences on the outside (ex: we get punished / we are harmed if they hurt us back / we cause conflict in our community).

Explain that: When you forgive someone, you become happier and healthier! Before you forgive someone, you have bad feelings for them. Although these feelings involve someone else, they are your bad feelings - they make you feel bad. When you forgive someone, you let go of your bad feelings and you feel better.



4. Let's Go Outside – The Challenge of Forgiving: Find an open space (inside or outside).

Review what it means to be forgiving (see Activity 1). Then, explain that you want to make sure everyone understands three things:¹⁰

- Forgiving is not the same as forgetting what happened.
- If someone breaks the law, forgiving does not mean that they should not face the consequences of the law.
- Forgiving does not mean you need to let that person into your life. For example, if they are not trustworthy, you do not need to trust them. If they can harm you, you should still stay away from them.

Go to the centre of the open space and explain:

- I (mentor) will say a statement. The statement will start with, it is easy to.....
- If you agree it is easy to do, find a spot near me.
- If you disagree, find a spot farther away. If you strongly disagree, find a spot even farther away. (Note: If you are outside, make sure club members know the boundaries of the area)

Note to Mentor: As the club members respond, allow those who find it easy to explain why it is easy for them. Ask those who find it challenging, or very difficult, to also share why that is so. Remember, there is no right answer. The main point is to acknowledge that it can be very difficult to forgive, to move on, to stop thinking about negative experiences, but learning how to forgive helps us to **Be Well** and **Do Well**.

Statements:

- It is easy to control your desire to seek revenge.
- It is easy to understand why the person did what they did.
- It is easy to accept that what has happened cannot now be changed.
- It is easy to look for things you learned or ways you improved as a person due to overcoming that negative experience.
- It is easy to move on and stop thinking about it.
- It is easy to forget bad feelings.
- It is easy to mend your relationship with them if you can

¹⁰ greatergood.berkeley.edu/topic/forgiveness/definition

Explain: It can be difficult to forgive and it takes time. It is important to talk to someone you trust about your feelings. I also want you to know that you already have skills that can help you forgive: You can be empathetic, control your anger or try to be positive (for example, by using this experience to grow). If there is someone you would like to try to forgive, try these:

- Look for positive things in the person – be empathetic.
- Imagine telling them you forgive them – practice forgiving them.
- Write a letter of forgiveness to them.
- Write a letter you would like to get back from them as a response to your letter (don't post it).

Conclude by reviewing the important reminders in the textbox on the previous page (p.23).



5. Video Viewing – Seth's Story: Explain that you want to show club members a video about a man by the name of Seth. He lives in Ghana.

Pre-Viewing: Ask club members to think about the following as they view the video:

- Does Seth believe forgiveness is important? Why do you say so?

Play from 03:06 to 05:44.

Post-Viewing Discussion: Go back to the pre-viewing questions and discuss them. Next, discuss the questions below:

- When Seth was young, he faced difficulties because his father left them. How did he use this experience to do something positive?
- Seth wants children and young people to understand that “all is not lost”. What does this mean? (Possible responses: When someone does something wrong to you, you can still do something positive with your life. / When you have done something wrong, you can still change and do something positive.)
- Seth also talks about **forgiving yourself**. What do you think it means to forgive yourself?
- How does forgiving yourself help you to be well and do well?



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Forgiving**?

- What are some of the most important things you have learned?
- Have you learned anything new about yourself? About the club members?
- How can you use the new things you have learned to improve your life?
- How can you use the new things you have learned to help make a better world?

Appendix 1: Summary of MBW Stories Viewed¹¹

Story	Title	Main Character	Story Summary
1	Being Well: The Water-Melon Story	Grace	We meet our characters - and see that Grace is distracted at school and missing classes. Abi and Amina find her selling watermelons in the market. The friends work together to help her sell the fruit – and get her back to school.
2	Being Healthy: The River Story	Amina	After football practice, Amina drinks river water and gets sick. Her mom and friends look after her and remind her of the importance of staying healthy.
3	Being Safe: The Toilet Story	Rosa	The toilets at the school are broken and Rosa is forced to go in the forest, or walk home, to use the toilet. She and her mother get the community involved to find a solution.
4	Being Purpose Driven: The Chicken Coop Story	Yusuf	Abdul gives Yusuf money to buy wire to repair the chicken coop. In town, he loses the money in a game with Yesse. He applies his talents and effort to get back on track.
5	Being Positive: The Math Test Story	Grace	Grace is worried about her math test and Rosa encourages her to “train her brain” with practice. But Grace’s uncle asks her to go to the shop. She turns it into a math exercise figuring out how much time she spends on this chore in a week and in a year. Grace finds herself enjoying the number challenges and ends up practicing some skills and being surprisingly prepared for her exam.
6	Being Caring: The Tree Planting Story	Abi	Teacher Adam asks the class to plant trees in pairs. Abi is partnered with Grace, but they have conflicting styles and are not working well together. Teacher Adam is unimpressed. Abi & Grace find understanding to complete their task and learn more than they expected.
7	Being Calm: The House Work Story	Grace	With all her household chores Grace finds it hard to study. When she fails an exam, she worries that her mother will take her out of school to work in her tailor shop. She goes to her grandmother for advice and a plan.
8	Being Free: The Bracelet Story	Abi	Abi’s Uncle John comes to visit. She overhears that he has made plans for her to marry a young man from the city. She is not sure what her mother will do and is worried she’ll have to drop out of school to get married.
9	Being Confident: The Talent Show Story	Freddie	There is a school talent show. Freddie dreams of being a singer but lacks the confidence to enter and is embarrassed by his disability. His sister Sarah tries to encourage him and his friends have a great idea for his costume for the show.
10	Being Goal-Focused: The Flat Ball Story	Yusuf	Yusuf struggles with yet another test at school. He’s feeling low and comes across some boys preparing for a football match. A car runs over their ball. Yusuf sets his mind to fixing what’s broken.
11	Being Interested: The Concert Story	Freddie	Freddie and Sarah see a poster that Chiko the musician is in town. Walking past Freedom Grounds they hear the band practicing and Sarah encourages Freddie to go and speak to the band. Freddie’s interests pay off when he is invited up on stage rehearsing with Chico.
12	Being Creative: The New Phone Story	Rosa	Rosa’s father buys her a smartphone as reward for her good marks. Rosa gets so distracted by the phone, she stops engaging and playing with her friends. The friends paint a beautiful mural at the school without her. She is so disappointed when she realizes she’s missed out but her friends find a way to get her involved.
13	Being Happy: The Football Story	Amina	Mariam, Amina’s mother, has had enough of her playing football and demands she quit the team and focus on her domestic skills. Amina tells Teacher Adam at school and discusses with her father. Mariam sees how happy football makes her and has a change of heart.

¹¹ Note: If you followed the series, up to this point, club members will have viewed **stories 1 – 33**)

14	Controlling Your Feelings: The Jealousy Story	Freddie	Freddie becomes jealous of Rosa's affection for Chico and learns about new feelings and self-control.
15	Controlling Your Feelings: The Anger Story	Grace	Violet's public criticisms of Grace become too much. Grace does not control her anger and physically lashes out at Violet. Her friends suggest ways to help control her emotions.
16	Controlling Your Feelings: The Self Esteem Story	Amina	Amina lets 4 goals in as her team is crushed by the opposition. Her father coaxes her back from never wanting to play again.
17	Controlling Your Actions: The Temptation Story	Yusuf	Yusuf washes the car of a rich man and finds a wad of cash. How will he deal with the temptation to keep what he has found?
18	Controlling Your Actions: The Honesty Story	Rosa	Rosa's confidence in acing a test causes her to skip studying. When she finds herself unprepared on the next test – what is she to do?
19	Controlling Your Actions: The Responsibility Story	Abi	Abi can't be bothered to go all the way to the market dumpsite to empty her mother's restaurant waste. She sneaks it into someone's yard. Authorities are called. Who will pay for the illegal dumping?
20	Being Conscious and Attentive: The Goals Story	Amina	Amina is pulled in 2 directions about her future: prepare to be a wife or follow her dreams. After burning dinner, her mother loses patience, but her father wants to encourage her dreams.
21	Being Mindful of the Present: The New Garden Story	Abi	Abi finds a way to turn market waste into market gold – while being environmentally thoughtful.
22	Being Conscious of the Past: The Pond Story	Yusuf	Yusuf has fond memories of a now polluted swimming hole near the family farm. He finds his grandfather's old pump that used to keep it fresh - and does something special to honour his roots.
23	Being Conscious of the Future: The Accident Story	Freddie	Freddie's sister is almost killed in a motor accident in the market. This causes Freddie to think about their future and how he can help prepare for a better life.
24	Being Conscious of Yourself: The Period Story	Grace	Grace has no money for sanitary pads so gets creative with materials from her mother's tailoring business. She makes a useful, recyclable and saleable product.
25	Being Conscious of Others: The Firewood Story	Rosa	Rosa finds some people illegally cutting down trees for firewood and it calls her to action. How can she turn this into behaviour change for more sustainable resources?
26	Being Empathetic: The Groundnuts Story	Grace	Grace finds out Violet is being taunted by men at the market. How will she respond to the needs of someone she so dislikes?
27	Being Helpful: The Little Thief Story	ABI	Abi turns her outrage for a little thief into an understanding for someone in trouble.
28	Being Selfless: The City Trip Story	Rosa	A chronically absent teacher is causing the students to worry about upcoming exams. They find they can do something to help themselves, with Rosa's help. But will Rosa choose herself or her friends in a time of need?
29	Being Open-Minded: The Great Debate Story	Yusuf	Yusuf finds himself in a debate group defending feminism. How can he speak about women when he knows so little about them?
30	Being Flexibly-Minded: The New Job Story	Freddie	Freddie finds he has a useful talent he was unaware of. How can he build this ability and even make it pay?
31	Being Fair-Minded: The Porridge Story	Amina	Amina is pushing for her team to be well prepared for their upcoming match. But she oversteps some boundaries to her quest to make them first.
32	Being Collaborative: The Corporal Punishment Story	Abi	Teacher Josiah thinks caning students is the answer to discipline problems. When Abi is threatened with one of his beatings, she gets the support of others to bring about change.
33	Being Communicative: The Lost Days Story	Amina	Amina finds out a schoolmate knows little about the facts of life. She fears her health might be in danger and seeks a path for her to learn more about her body.

Appendix 2: Talking About Female Genital Mutilation

While club sessions are an important forum for addressing barriers to education for both girls and boys, fully addressing barriers in two or three club sessions may not be enough time for some of these significant barriers. This means an ongoing commitment to address through the classroom, clubs, parental and community engagement and school-community action plans.

Key facts¹²

- Female genital mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs when there is no medical reason for doing so.
- The procedure has no health benefits for girls and women.
- Procedures can cause severe bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of new-born deaths.
- More than 200 million girls and women alive today have been cut in 30 countries in Africa, the Middle East and Asia where FGM is most common.
- 68 million girls are at risk of female genital mutilation between 2015 and 2030.
- FGM is mostly carried out on young girls between infancy and age 15.
- Female genital mutilation is rooted in gender inequalities and power imbalances between men and women – and has negative consequences for girls and women in relation to health, education and income.
- FGM is a violation of the human rights of girls and women.

Guidelines on Discussing FGM:¹³

- Allow the girls to decide which information about themselves they wish to share and when. Never ask girls to reveal their FGM status to the group.
- If they share, their FGM status or other personal information, reinforce the group commitment to confidentiality, non-judgment and safety.
- Focus the group on building solidarity and support for each other
- While you do not want to probe on members' FGM status, you as a mentor do get to know the background of club members. Consider the best method for delivering content based on your knowledge of the girls' home situation, her age and so on. Then determine if you may have to hold different sessions for different groups. For example, a session on FGM prevention and some of the risks may cause trauma, stress and shame for those who may have already undergone FGM.
- Girls and boys should be well informed so they can advocate for their own health needs, BUT...
 - Do not make girls feel that this issue is on their shoulders alone. Any work with clubs should be combined with parent/caregiver and community outreach. We all have a role to play.
 - Do not to scare girls. When sharing information do so sensitively.
- For girls who have undergone FGM and are experiencing health challenges, mentors should also connect girls and/or parent/caregivers with health professionals who can address immediate health needs and advise short - and long-term care as needed.
- If you have any issues with facilitating this session or are not comfortable discuss with your Head and reach out to your District Girls Education Officer; Gender Desk Officer at the District Assembly, Department of Social Welfare. While Below are in Accra and Kumasi, they may provide support by phone.
 - Ghana Association for Women's Welfare (GAWW: **Phone:** 021-255-259)

¹² <https://www.un.org/en/events/femalegenitalmutilationday/>

¹³ Adapted from IRC Girls Shine

- Muslim Family and Counselling Services (MFCS): **Phone:** 026-219-1950 or 024-493-9121
- For girls who have undergone FGM and are experiencing health challenges, mentors should also connect girls and/or parent caregivers with health professionals who can address immediate health needs and advise short - and long-term care as needed.
- If you have any issues with facilitating this session or are not comfortable discuss with your Head and reach out to qualified medical practitioners, professional counsellors, volunteer children officers or community health workers, etc.
- Discuss alternative traditions that are being adopted to replace FGM. For example, having religious and community leaders deliver life skills sessions to girls. (If you do not know, find out prior to the session, based on what works best in your community)
- Mentors should be aware, as much as possible, girls who are at risk of FGM and connect them with support if needed.
- FGM can cause serious health problems and often goes hand in hand with early marriage and an end to schooling.

FEBRUARY 6: International Day of Zero Tolerance for Female Genital Mutilation

This day has been set aside to:

- Raise awareness on laws against FGM.
- Engage communities and focus on working collaboratively to end FGM and to raise awareness on the law, on human rights and gender equality, including gender-based violence
- Highlight sexual and reproductive health challenges and needs of women and girls who suffer the consequences of FGM.
- Encourage stronger political commitment from governments and policymakers to focus on concrete actions at the national and school-community level to reach the goal of zero female genital mutilation by 2030!
- Encourage actions for change and possible integration within school-community action plans.
- Celebrate the successes achieved over the past decades
- Emphasize that We all have a role to play!

If you have access to the internet, read more here:

<https://www.un.org/en/events/femalegenitalmutilationday/>

<https://www.28toomany.org/country/ghana/>

You can sign a pledge to end FGM here on UNFPAs website “Born Complete”:

<https://www.unfpa.org/born-complete>

Prepare a MBW weekly activity plan using a template similar to below.

Sample Activity Plan:

Date	Activity	Persons Responsible
Jan 22	Personal Hygiene	Mentor
Jan 30	Being Empathetic Video Viewing and pre & post discussion ; Guide pages: 8, 9, 10	Mentor
Feb 6	Being Empathetic: Post viewing activities - Body language - Paired work: Empathy in action/ self-ranking Group work: Knowing your rights; Guide pages. 10,11, 12	Mentor
Feb 13	Being Empathetic: - Continuation, knowing your rights - Review scene where Violet is harassed (sexual harassment) - Role plays; Guide pages: 11,12, 13	Mentor DGEO
Feb 20	Being Empathetic: - Finish role plays - How to protect yourself - Practice saying No; Guide pages: 14, 15, 16	Mentor DGEO
Feb 27	Discussion discipline and good behaviour	Resource Teacher & Mentor
March 6	Career Choice Education	DGEO/ Mentor
March 13	Quiz Competition	Mentor

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