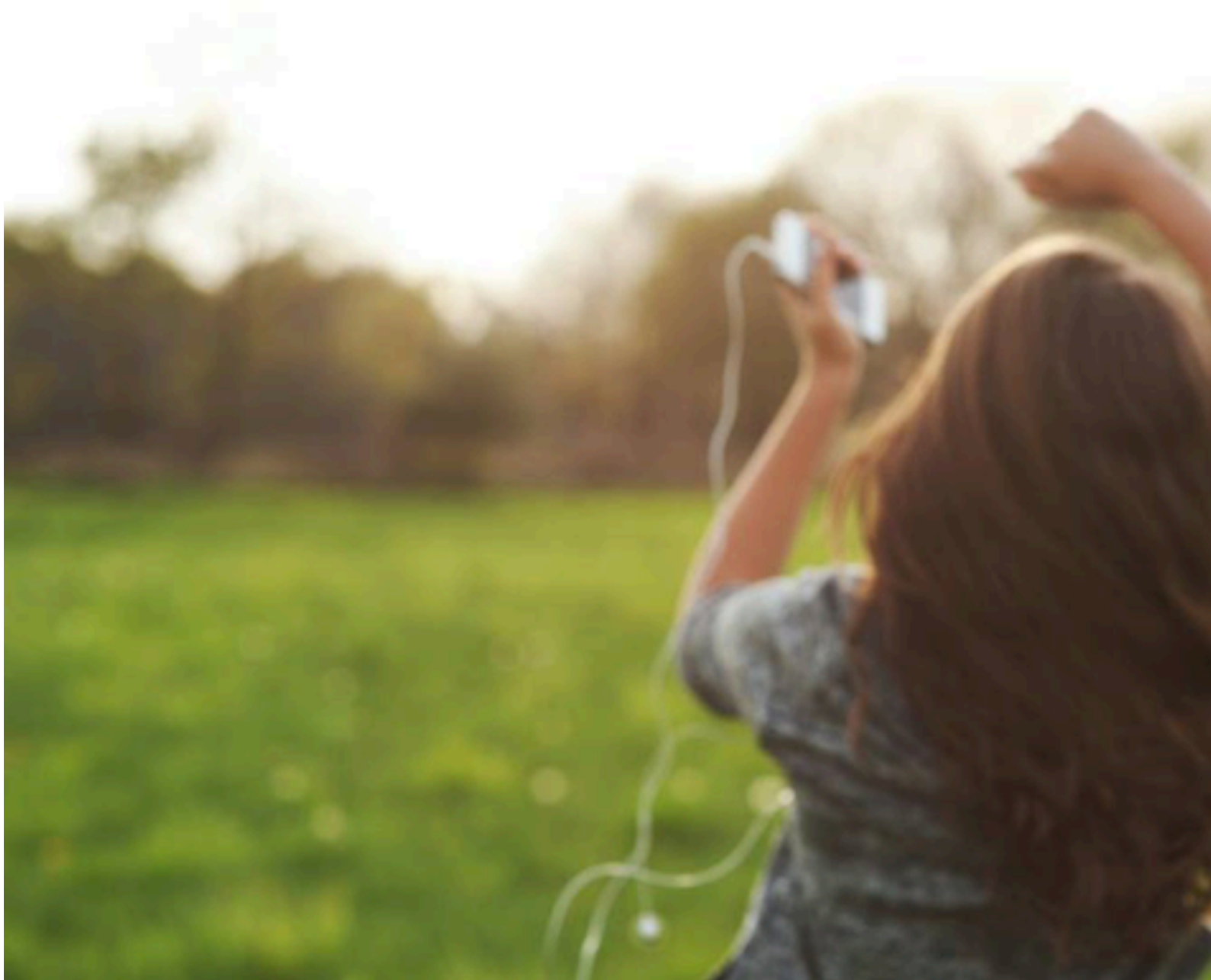


# Empower



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BUILDING STRONG FAMILIES AND COMMUNITIES

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**Global Family**  
protecting children preserving families

## ACKNOWLEDGEMENTS

This handbook was revised, edited, and co-authored by Charity Jensen, Head of Programs of Global Family Care Network in 2020. It was originally co-authored by Charity Jensen, Alyssa Ficocello, and Lindsey Addie in 2010. We would like to thank Global Family's Chief Visionary Officer, Clark Jensen, and Lead Coordinator in Nepal, Suren Rasaily, for their guidance and leadership in the development of *Empower*. We would also like to thank the Global Family team in Nepal and our first pilot club in Kathmandu in June, 2010, for informing and shaping many of the stories and activities in this curriculum.

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# Empower

BUILDING STRONG FAMILIES AND COMMUNITIES



Global Family Care Network, 2020

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# Preface

Empower was written so that girls can take the obstacles, hardships and pressures that are so often placed upon them and turn them into something good. It teaches them to turn challenges into learning experiences, enabling them to emerge stronger and better equipped for the world that they face. In fact, this is why Empower was created in the first place: to provide girls a community in which they learn how to embrace and reveal their inner beauty.

The Empower curriculum is an adaptation of *Bhitri Sundarta* (meaning 'inner beauty' in Nepali), a collection of lessons created to teach girls in Nepal between the ages of eight and fifteen about the dangers of child trafficking and sexual abuse. This version of the curriculum has been modified to reach girls in the United States.

We founded the first *Bhitri Sundarta* club in Kathmandu in June 2010. The girls of this first club inspired many of the games and activities included here, and chose pink, burgundy and green as their colors. In the process of leading these girls through the meetings and assessing how they learned and responded to the concepts, we were able to create lessons and meeting plans that are fun, adaptable and meaningful for young girls.

Keep in mind that the goal is not to prepare girls for a problem-free world, but to prepare them for a problem-filled world for which they have the ability to conquer. Topics about setting goals allow girls to dream about their futures, while also giving them resources to be practical about their dreams and the choices they will make. What an amazing difference they can make in the world with the skills to tackle the challenges and obstacles that come their way.

The goal of this book is impact. It is our hope that this curriculum will provide young girls with the tools and knowledge to protect themselves, supportive communities, and the realization of their potential. Girls will emerge from Empower as leading young women in their schools and communities and will inspire other girls to make a positive difference. Remind the girls that their impact will be only as big, positive, and as effective as they dream it to be. Their potential to make a positive impact upon families, schools and communities is real and possible.



Charity Jensen  
Head of Programs  
Global Family Care Network  
Editor and Co-Author

# Introduction

Global Family is a non-profit organization founded in 2007 that aims to preserve the family and protect at-risk children with the assistance of local community organizations, volunteer caregivers, and donors. It aims to adopt a three-pronged approach to solving the issue of child abuse and exploitation and human trafficking, improving child protection, and providing alternative care to children who have lost biological familial support. This approach consists of prevention (community-based youth clubs (including girl's empowerment programs), women's clubs, vigilance groups, and awareness activities), intervention (risk factor identification and targeting, partnering with law enforcement and other NGOs, and short-term residential therapeutic programs for victims of human trafficking), and aftercare (alternative family care programs). Global Family seeks to research and implement a best practice model for protecting children and preserving families, and to share effective approaches with other organizations and agencies.

Global Family's ultimate goal is to develop innovative best practice models that protect children and preserve families. Our program approaches include (1) locally imagined and managed solutions that bring awareness, empower girls, as well as strengthen families and communities; (2) shelters that preserve dignity, provide quality care, and prioritize restoration with families and returning victims to the highest level of independence possible; and (3) after-care programs that are family-based and volunteer caregiver dependent.

Our approaches are consistent with published and peer-reviewed studies which are consistently reviewed and incorporated. This includes, 1) identification of victims (sensitization and training of personnel; multidisciplinary task forces; youth empowerment groups), 2) rescue (screening and physical assessments; information around available services; drop-in and short-term shelters), 3) rehabilitation (medical, legal, social, and psychotherapeutic services; partnerships between child welfare agencies and other NGOs; combined trainings from multiple sectors; incorporation of family and friends in recovery; home-based support), and 4) reintegration (vocational and skills training; capacity building; community-based services; family identification and assessment; follow-up).

Prevention aims to protect children from being at-risk of trafficking and commercial exploitation, and targets both the supply and demand of trafficking. The best measures of protection and defense are locally driven efforts beginning in homes, villages, schools, and communities by those most affected. These efforts have taken the form of Daughter Project clubs that mobilize citizens and equip them to protect, intercept and restore girls at risk.

Clubs are founded and run by community volunteers, who may be youth or mentors from the surrounding area. The model for club development was established in response to the environmental and individual risk factors of child trafficking and abuse. Clubs follow a curriculum and often meet on a weekly or bi-weekly basis in local community centers, public spaces, schools, or alongside partner organizations. Club activities include children advocating for their peers, girls' clubs that build self-work, women cooperating to keep girls in school, and community leaders upholding children's rights. Other clubs aim to intercept girls being trafficked or trapped in abuse and restore them back to their families or guide them to a restoration shelter.

Empower consists of lessons around building character, overcoming challenges, influencing others well, and planning for the future. Meetings consist of foundational lessons designed to build a sense of community and friendship amongst young girls and strengthen self-image, social skills and healthy habits. Each meeting is composed of a lesson, discussion, activities and a sample journal prompt for

girls to record their thoughts. The lessons are adaptable to different age groups, religious affiliations and educational systems.

Empower is designed to teach girls how to address the challenges and obstacles that they will face, especially as they grow older and take on more responsibility. While each girl encounters different trials, it is important to provide a safe environment to prepare her for the future. Many of the stories in this book involve older female characters that are portrayed as trusted figures. These trusted relationships should be emphasized to encourage your group to reflect on the trusted and reliable adult females in their lives. You can also reiterate that you are available to offer support and discuss any questions or issues that are brought up.

Meetings that address positive thinking are designed to help girls discover healthy ways of dealing with stress and difficult situations. Those that address facing obstacles and enduring hardship are meant to allow a space where girls can identify and tackle the challenges they face, whether at home, school or in their communities.

This handbook consists of Part 1, a training for club leaders, and Part 2, club lessons. We encourage you to take this curriculum at your own pace. Meet once a day, once a week, or once a month, and have fun!

PART 1

# Tools for Club Leaders





# Introduction

To develop a club that is community-based and that helps the community, it is helpful to bring community members around a shared vision for the club and what the club will accomplish. While the steps outlined below are presented in a logical order, in reality, they may not follow sequentially, and some steps may be skilled or carried out simultaneously with other steps. The following sections contain activities and information that will guide you in following these steps.

## 1. LEARN ABOUT THE COMMUNITY

Whether you want to be an active member of the community, an effective service provider, or a community leader, you will have to be familiar with its issues, resources, needs, power structure, and decision-making processes. Your initial orientation could include attending community events, reading reports, and familiarizing with available services. Close observation of the community as you interact with it will also provide significant insights into the strengths and weaknesses of the community. Talk to others about their interests and perceptions. By listening to the community, you may identify an area in which there seems to be a common interest in making a change.

## 2. ASSESS COMMUNITY ASSETS AND RESOURCES, NEEDS AND ISSUES

To be able to work effectively in a community development context, you will need to gather some information about your community. It is helpful to undertake a comprehensive community assessment to collect both qualitative and quantitative data on a wide range of community features. Unfortunately, often time and budget restraints will necessitate choosing between methods and limiting the assessment to particular areas of interest. Deciding what and how much information to collect may be aided by a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the community, which may point to particular areas being higher priorities for action.

Some common methods for community assessment are listed below:

- Compiling a community demographic profile. It is helpful to update the profile periodically to track changes that occur within the community and respond accordingly. A demographic profile includes statistical information about age, gender, language, minorities, education, and household income.
- Other community statistics such as crime, morbidity and mortality, and housing.
- Analyzing data that is collected, for instance, measuring the proportion of senior to youth in the community. Compare recent data available to identify rates of population growth, changes in ethno-cultural patterns, and age distribution.
- Collect information about how residents perceive their community. Community surveys, asset mapping, environmental scans, focus groups, and key informant interviews are some methods of obtaining community data.

## 3. BRING PEOPLE TOGETHER TO DEVELOP A SHARED VISION

The purpose of a gathering is to develop a shared community vision through imagining participants' ideal community. By discussing these ideas together, participants will arrive at a common vision and

broad strategic directions that all are committed to working towards. You may also use this gathering to ask for support for the initiative, elicit community input, or invite members to join a committee or help in other ways.

Community members will define the issues and the processes for resolving them. It is the members of the community itself that are most familiar with the situation and, in many cases, have knowledge that external actors don't have. By providing tools, resources, meeting spaces, and facilitation, field workers empower communities to start taking ownership over issues and the development of solutions.

#### 4. DEVELOP AN ACTION PLAN

In most circumstances, it will be necessary to create a 'vehicle for change', which in most cases will start as a steering committee. Depending on the circumstances, the nature of this group could range from a few unaffiliated individuals or a coalition of groups. There is a range of activities that the committee can undertake to plan, organize, implement, and evaluate the initiative effectively, including developing a charter or terms of reference, obtaining resources, and identifying potential partners.

Assuming that the community as a whole has set the strategic directions for the initiative, the committee can now develop the action plan. Depending on the size of the group and the complexity of the initiative, there may be other steps between setting the strategic directions and action plan. You may want to create short-, medium-, and long-term plans or plans for resource development.

#### 5. EVALUATE

It is often difficult to find reasonable and appropriate measures to understand the cost and time involved, especially when the desired outcome (such as in the case of prevention and capacity-building initiatives) may not be seen for several years. However, there are many reasons why it's important to evaluate your work. You may want to demonstrate that you have not caused any harm to others through your actions and demonstrate the effectiveness of your initiative so it will be continued.

Allow time for the group to reflect on their work and think about how they want to continue. Thank everyone who has contributed and make sure there is good follow-up. Celebrate your successes and reflect on any disappointments that might have occurred. Discuss how well the processes worked.

# Modern Slavery

## WHAT IS HUMAN TRAFFICKING?

Human trafficking is a form of modern-day slavery that subjects men, women, and children to coercion or abduction for the purpose of exploitation. Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons defines ‘human trafficking’ as:

The recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, or abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.

According to the Protocol, consent is irrelevant where any of the means set forth above have been used and that a situation may be considered trafficking if it involves recruitment, transportation, transfer, harboring, or receipt of the child for the purpose of exploitation even if the means set forth above have not been used. Proof of force, fraud, or coercion are not required for prosecution under federal mandates for minors under the age of 18 engaged in commercial sex.

The Action, Means, Purpose (AMP) model is often used to describe human trafficking:

Action	Means	Purpose
<ul style="list-style-type: none"> <li>Recruits</li> <li>Harbors</li> <li>Transports</li> <li>Provides</li> <li>Obtains (or so attempts)</li> </ul>	<ul style="list-style-type: none"> <li>Force</li> <li>Fraud</li> <li>Coercion</li> </ul>	<ul style="list-style-type: none"> <li>Commercial sex acts</li> <li>Labor or services</li> </ul>

Force	Fraud	Coercion
<ul style="list-style-type: none"> <li>Beating or slapping</li> <li>Beating with objects (bat, tools, chains, belts, hangers, canes, cords)</li> <li>Burning</li> <li>Sexual assault</li> <li>Rape</li> <li>Confinement</li> <li>Torture practices</li> <li>Seasoning or initiation</li> </ul>	<ul style="list-style-type: none"> <li>False promises</li> <li>Deceitful enticing and affectionate behavior</li> <li>Withholding wages</li> <li>Lying about working conditions</li> <li>Lying about the promise of “a better life”</li> <li>Preying on desperation and poverty</li> <li>Blackmail or extortion</li> </ul>	<ul style="list-style-type: none"> <li>Threats of serious harm or restraint</li> <li>Threatened abuse of legal process</li> <li>Intimidation or humiliation (pimp circle)</li> <li>Emotional abuse</li> <li>Climate of fear</li> <li>Modelling abusive behavior</li> <li>Controlling daily life skills</li> <li>Creating dependency</li> <li>Establishing quotas</li> </ul>

According to the International Labor Organization, exploitation includes:

- 1) All forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict
- 2) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- 3) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties
- 4) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children
- 5) Work done by children below the minimum age for admission to employment.

## WHO ARE TRAFFICKERS?

TRAFFICKERS DO NOT FOLLOW A STANDARD PROFILE

TRAFFICKERS MAY:

Be male or female, family members, and/or friends

Appear to be affluent and/or valuable members of a community

Exploit vulnerable persons for profit or personal gain

Use a variety of techniques to exploit men, women, and children in exploitation and commercial sex trades such as prostitution, domestic servitude, factory or migrant agricultural work

Be associated with international organized crime networks or small criminal networks

Employ recruiters who work to recruit persons for traffickers, and are persons known and trusted by the victims

## TARGETING AND RECRUITING

Traffickers may systematically target vulnerable children by frequenting locations where youth congregate, including malls, schools, bus and train stations, and group homes. Traffickers also recruit through Facebook and other internet sites and use peers or classmates who befriend and groom the target. Often, traffickers will create a seemingly loving and caring relationship with their victim in order to establish trust, dependence, and allegiance, thus making their target even more vulnerable. One of the most common variations of this is a romantic relationship. Young victims are also lured into exploitation and forced labor through psychological manipulation, drugs, and/or violence.

## COMMON RECRUITING LOCATIONS INCLUDE:

High schools and junior high schools

Courtrooms and hallways of court buildings

Malls

Group homes and homeless shelters

Restaurants and bars

Bus stations

Foster homes and halfway houses

The streets

## COMMONLY USED STRATEGIES TO RECRUIT YOUTH INCLUDE:

Purposeful targeting of vulnerable youth and minors

Warmth, affection, and gifts

Promises of a better life

Physical abuse

Sexual abuse

Exploitation via technology such as social media websites and other online platforms

## RISK FACTORS

Victims of sex trafficking share common risk factors, including child sexual abuse, parental neglect, parental drug abuse, emotional and/or physical abuse by a family member, and poverty. Further risk factors include homelessness, drug, alcohol, and tobacco use, history of prior abuse or neglect, isolation, gang involvement, bad history with child welfare services, history of victimization, low self-esteem or a need for validation, and criminal history or current involvement in criminal activities.

## IMPACT

### CHILDREN'S RIGHTS

Human rights are the basic things that all human beings are entitled to in order to survive and develop. According to the United Nations Convention on the Rights of the Child (UNCRC), "a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier." The UNCRC sets out the civil, political, economic, social, and cultural rights of children, and includes four main principles:

**Non-discrimination (Article 2):** Governments must ensure that all children and young people enjoy their rights. No-one should suffer discrimination.

**Best interests of the child (Article 3):** When governments make decisions that affect children and young people, they must think about the best interests of children first.

**The right to life, survival and development (Article 6):** This article is related to the right to survival and to development.

**The view of the child (Article 12):** Children and young people have a right to participate in all matters affecting them, and those views should be given due weight.

The UNCRC is important because it emphasizes that children and young people have the same human rights as everyone else, and that they are especially susceptible to the environment and prevailing conditions in which they live. Children and young people have not always been accepted as the holders of rights, but they require protection and should be empowered. Human trafficking violates a child's right to be protected, be raised in a safe environment, and access education. Rights within the UNCRC are:

Universal: The same for everyone regardless of race, gender, religion, politics, etc.

Indivisible: They are all important and interdependent.

Inalienable: All human beings have rights and they cannot be taken away.

Unconditional: You do not have to behave in a certain way or qualify for rights. You get them just by being alive.

## PSYCHOLOGICAL IMPACT

Children may suffer from serious illness, permanent injury, harsh working conditions, lack of medical care, violence, psychological issues, health repercussions, substance abuse, and separation from families and home communities. Complex trauma occurs after exposure to multiple traumatic events, often of an invasive, interpersonal nature, and the wide-ranging, long-term impact of this exposure. Trauma has lasting impact on youth and their relationship formation, brain development, and way of thinking about the world. The psychological impact of exploitation includes,

Anxiety and anxiety disorders	Depression	Somatization	Impulsivity	Self-blame	
Self-harm behaviors	Paranoia	Shame	Fear	Withdrawal	Anger
Inability to trust	Dissociation and dissociative disorders		Hopelessness and helplessness		
Suicidal ideation and attempts	Hyper-sexualization	Cognitive impairment			
Post-Traumatic Stress Disorder (PTSD)		Disconnection from feelings and flat affect			
Sleeping issues	Nightmares	Stockholm Syndrome	Spiritual disruption		
Fatalism and rage	Dual diagnosis	Self-care issues			

Trauma bonds are formed from abuse, rewards, punishment, acts and threats of violence, and alternating violence and kindness. Trauma can shape youth's perceptions of the way people treat each other, leading to the normalization of negative and abusive relationships. It can also impact brain development and cause youth to struggle to regulate emotions and think through decisions. It can shape the expectations youth have for their own lives, for example, youth might think about the world as an unsafe place, which becomes normalized and expected.

## IDENTIFYING VICTIMS OF TRAFFICKING

### THE CHALLENGE OF IDENTIFICATION

It is often difficult to identify victims of human trafficking because of frequent movement and lack of contact with social and other public services. 82% of service providers affirm that some victims are sharing with their agency that they have concerns about contacting the police, and 70% of service providers believe that victims have concerns about going to court for a matter related to their abuser or the offender. This adversely impacts victims' willingness to assert their legal rights in civil, criminal, and immigration court.

#### BARRIERS TO SELF-IDENTIFICATION INCLUDE:

Frequent movement: may not be in one place long enough to form social connections

Distrust of service providers: generalized impressions and perceived judgmental attitudes

Lies and false stories: may be self-generated or trained to tell lies, fake names, fake social security number, and change to physical identity

Rarely come into contact with institutional systems that are designed to help them

Low likelihood of multiple encounters within institutions or through outreach

Limited familial support and limited contact with family/friends

False promises of protection and love

Loyalty or traumatic attachment to traffickers

Lack of resources available while living on the streets

Normalization of sex trafficking as survival on the streets

Increased fear and distrust of adults

Feeling that no-one will understand

Shame about their past

Dependency on the pimp after years of control

Fear of judgment from peers

Lack of access to money to afford a means of survival

Captivity or confinement

Use and threat of violence

Interactions are monitored or controlled by the pimp

Fear of physical retaliation, death, or arrest

Use and threat of reprisals against loved ones, including against children or family members

## SIGNS OF EXPLOITATION

### BEHAVIOR:

History of emotional, physical, or sexual abuse      Involvement in relationships with older adults

Unexplained absences from school or inability to attend school on a regular basis

Sudden changes in usual attire (such as expensive clothing, jewelry, or cell phone), behavior, or relationships

Has more (and/or more expensive) material possessions      Chronically runs away from home

Record of arrests related to commercial sex, gang activity, or other status offenses

Acts fearful, anxious, depressed, submissive, tense, nervous, or paranoid

Defers to another person to speak for him/her, especially in interactions with authority figures

Is not in possession of his/her own identification documents

Unable or unwilling to give a local address or information about parents/guardians, or lives with "parents" that are not biological or legal guardians

Sexually explicit profiles on social networking sites, or photos of the youth have been placed online for advertising purposes

A man in public with a group of girls/boys (red flag: girls are all of different races, or of a couple of different races to avoid attracting attention)

Left in the car while his/her pimp eats in a restaurant or engages in other activities

Avoids eye contact and looks down while speaking

In a rush to leave the foster care home, group home, or shelter

Wears sexy clothes and lots of makeup      Comes home late, tired, and may be sick

Gets mad or upset when on her period and will try to end it quickly

### PHYSICAL SIGNS:

Appears to have been deprived of food, water, sleep, medical care, or other life necessities

Branding or tattoos that indicate ownership      Evidence of sexually transmitted diseases

Substance use/abuse      Shows signs of physical and/or sexual abuse



## COMMON WORK AND LIVING CONDITIONS:

Is not free to leave or come and go as he/she wishes

Is in the commercial sex industry and has a pimp/manager

Is unpaid, paid very little, or paid only through tips

Works excessively long and/or unusual hours

Owes a large debt and is unable to pay it off

Is not allowed breaks or suffers under unusual restrictions at work

Was recruited through false promises concerning the nature and conditions of his/her work

High security measures exist in the work and/or living locations (e.g. opaque windows, boarded up windows, bars on windows, barbed wire, security cameras, etc.)

## LACK OF CONTROL:

Has few or no personal possessions

Is not allowed or able to speak for themselves

Is not in control of his/her own money, no financial records, bank account, or identification

Carries one backpack with all or several key possessions in that bag

## TIPS FOR SERVICE PROVIDERS

### BE PATIENT

It can take anywhere from months to years for a child to process her experiences and actually exit CSEC and establish an independent stable life.

### BUILD TRUST

Expect lies and canned stories. It might take several encounters to build trust.

### CONSISTENCY & RELIABILITY

Victims have been abandoned, manipulated, and lied to by adults. It is your role to prove through consistency that they can rely on you for support.

### LISTEN



## TRUE STORIES

### TRUE STORY 1

I am thirteen years old. I was only a baby when my father abandoned me, my severely disabled brother, and my mother. My mom struggled for years to care for us and slowly slipped into mental illness, suffering from multiple breakdowns. One morning when I was eight, I woke up and could not find her. She had left for good. Today, the authorities believe that she is dead and that my father has left the country. Nobody was found to care for us, so my brother was placed in a care home and I have not seen him. I was placed into the foster care system. It's difficult to believe everything that I have been through and all the challenges that I have overcome. My sexual life started when a caregiver raped me. I never told anyone. I became angry and lost trust in adults. I was shifted from family to family and then eventually from group home to group home because I was rebellious. But in my heart, I have always been a good person and wanted the best for others and myself.

In one of the homes I lived in, I became friends with an older girl who began to tell me about working for a pimp. She told me of all the cool experiences she had and how empowered she felt taking money from men. She convinced me one night to run away with her. We were only half a block down the street when her pimp drove up and we jumped in the car. He was very kind to me and told me how pretty I was. We got high together with some other guys from his gang. I slept with one of the guys that night. After a few days of enjoying my freedom and partying, the main guy asked me if I wanted to earn some extra funds. My friend told me that after a time or two it was not that scary. So, I agreed. I also thought it would be nice to have somebody a phone call away anytime I want to escape from my group home. That's how I got started.

My latest placement was in the Daughter Project Girls' Home. It was different. I felt safe and I understood from the first day that they exist for girls like me, prostitutes. I have decided to not run away and have begun to go to a new school where people do not know my past. I was even baptized at a church to cleanse me of my past life. I just want to be a normal girl. Someday I want to have a good job and help my brother. I help new girls who come into the home and encourage them not to go back to the streets. That's my story.

### TRUE STORY 2

I have decided that someday I'm going to help girls like me. My adventure as a prostitute only lasted two months in the middle of my junior year of high school. I don't think I was the typical victim. My parents were not poor, and I lived in a middle-class neighborhood. My mom was a pretty well-known local personality and although she and my dad are divorced, we all had good relationships for the most part. My dad and I did used to fight a lot, however, and I lost respect for him. I was excelling at school and was on the honor roll and the dean's list. I played sports and was the president of a club on campus. The start of my junior year I started hanging out with a girl that became my new best friend after my old best friend moved away. She had a more chaotic life and lived with her mom who struggled with drug addiction.

We began to spend lots of time together and I cut school sometimes to hang out at her house. We loved hip hop and rap music and would dance together. I knew the lyrics to all the best songs and fell in love with the music. I tried pot a few times and kept cutting school. My grades began to move more to the B range. My dad was not happy with my new friend. He told me I could no longer hang out with her. This made me rebel and in just a few months I became a totally different person. I was loving the gangster life and music. Then, my friend asked me if I wanted to meet her pimp. At first, I was shocked, as I did not know that she had a pimp. She said it was cool to have a pimp and showed me all of the

nice perfume and jewelry he bought for her. She said she wanted to be his best girl or his down girl. She said she loved him and would do anything for him. I was so angry with my dad one day after we fought that I immediately texted her that I wanted to meet her pimp. He came over to her house and we smoked pot. He was so cool relaxed. He dressed, walked and talked just like the musicians that I idolize. I wanted to be his. He only told me his gang name, it was so cool. I thought to myself that I was a part of his crew. I was also competitive, and I remember thinking that I was going to become his best girl instead of my friend. I am way prettier than her, I thought. I was actually the one who suggested that I turn tricks for him. He was like, wow girl, and I was so proud to be so bad. He took sexy pictures of me one day, placed ads on the dark web, and started arranging things for me.

Only a week or so in, he told me that I could make lots of money if I travelled up north. I was scared but wanted to please him. I thought about running away and it seemed like a good way to get back at my dad. So, I agreed. One of his gang members picked me up. I only had a small bag. He dropped me off at different hotels, gave me some meth and told me to take it if I got scared or bummed out. I didn't take it and just kept it in my purse. On the third day, I met a guy at the hotel who came into my room, and ask me my price, and then arrested me and took me to jail. I remember calling my dad and how completely shocked he was that I was so far away and that I had a pimp. He was so angry. They transferred me back down south, but the judge wasn't lenient. Because I had meth, he charged me and gave me the maximum. Even then, I still loved and feared my pimp and would not give up his gang name or location. I was loyal.

The time spent in juvenile hall, however, allowed me to clear my head. I thought about my parents, brothers, and sister and knew that I had a great family that loved me. I decided not to go back. I was so stupid and so caught up in the lifestyle, the music, and the idea of being a part of a group and having a pimp care for me. Now I have graduated and will try to help girls not make the mistakes I made.

## 1. LEARN ABOUT THE COMMUNITY

# Identifying the Need

## UNDERSTANDING MODERN SLAVERY IN YOUR COMMUNITY

Conduct some research on the issue of trafficking and exploitation in your community before starting an Empower club. It may be useful to sort research into generally applicable information about trafficking in a larger area (such as a country or state/province) and information that is only applicable to the community in which you are hosting the awareness campaign.

The key questions you will use to shape your research will depend on what you already know and the resources you have at your disposal. You should aim to answer the following questions:

What are the forms of trafficking, exploitation and abuse that happen here?

What is the history of trafficking/exploitation/abuse in this community?

Is this a source, transit, or destination community?

Who (age group, gender, population, etc.) is being trafficked/exploited/abused?

What do people already know about and what information are they lacking?

Are there common misconceptions about trafficking/exploitation/abuse that this community should be educated about?

What are current organizations doing to prevent trafficking/exploitation/abuse?

What are the services available to victims and individuals at-risk in this community?

What services are lacking and how can victims/at-risk individuals protect themselves?

What are the legal rights and protections guaranteed by the legal system, and how can victims/at-risk individuals use those rights and protections?

Who are the groups or individuals in the community that victims/at-risk individuals can consult if they want more information or find themselves in a vulnerable situation?

Here are some outlets that you can use to start researching:

### NEWSPAPERS AND NEWS WEBSITES

Stories that are published by news outlets on trafficking, exploitation and abuse provide the most recent and up-to-date information. They can tell you what is happening now and what people currently know. You can use news stories to bolster your content, as well as to identify topics that are less often publicized. For example, if you notice that recent stories focus more on particular sites for

trafficking activity, such as hotels, your campaign can supplement this information with other sites, which may include low-income communities and transit points such as airports and borders.

## ACADEMIC AND PROFESSIONAL JOURNALS

Research that is conducted by academics and professionals can be useful in understanding the historical context of trafficking in a particular area. It can be difficult to read through, but often the results and discussion portions of relevant papers offer useful information you can use to support your content. Make sure that the sources you consult are legitimate, and always check (at least skim) the research methodology section to make sure there are no major holes in the approach used.

## RELEVANT ORGANIZATIONS

If you know of another organization(s) that is currently working to prevent and intercept trafficking related activities or restore and rehabilitate victims, it may be useful to consult with one of their staff to gain a better understanding of how organizations and agencies today are addressing the issue and the information they have gained in their programs and operations.

## 1. LEARN ABOUT THE COMMUNITY

# Collage Activity

Ask participants to sit in a group of four people (not less than four). Provide chart paper, newspapers/magazines, scissors and a glue stick to each group. Ask participants to imagine what a strong family looks like. They may discuss in groups for five minutes. You can help participants brainstorm by asking the following questions:

Does it make a difference if a child lives with his/her parents or with others?

What is necessary for a child to live a stable and healthy lifestyle?

What is the role of parents in a family?

What else plays a role in a strong family?

Ask participants to cut pictures, sentences, words, etc. from materials and paste them on the chart paper. Once the groups complete their collages, ask each group to make a short presentation. Now, place three pieces of paper on the floor with “25%”, “50%” and “100%” written on them respectively. Percentages represent the degree to which the images collected by groups reflect their community.

Ask the participants,

How many of the families in this community are strong as defined in these collages? Is it 10% of the families? 25% of the families?

Stand somewhere on the line marked by the percentage that you think is correct. (If there are participants standing in different locations, ask two or three of them to share with the group why they chose to stand at that point.)

How many are weak families? (Ask participants to stand at the percentage they think represents the weak families in their community and have two or three participants explain why they chose their percentage.)

Conclude by saying, “The aim of this training is to help our community move towards the 100% mark.” Hang the collages on a wall so that you can refer to it when appropriate. Participants may do this activity with their friends and family and report back to the group their findings.

## 1. LEARN ABOUT THE COMMUNITY

# Understanding Child Rights

Split participants into groups of four and provide a flip chart to each group. Ask them to write down in bullet points what they do as adults for young children. For example, food, shelter, education, etc. Ask participants to note down as much as they can. Then, ask the following questions:

Why do you do it?

Why can't children do it themselves?

What other organizations, institutions, community groups, etc. are doing this?

Why are they doing this?

Explain, "We are doing this because these are the rights of children and a child is unable to provide these things for him/herself. We should act for children in order to ensure that these rights are met." Ask the group to come up with a definition of what they think child rights are.

Explain that child rights can be divided into the following four categories:



### SURVIVAL RIGHTS

Children's basic needs are met



### PROTECTION RIGHTS

Children are kept safe from harm



### DEVELOPMENT RIGHTS

Education and experience enable a child to grow up into a secure adult



### PARTICIPATION RIGHTS

Children take part in society and have a voice in decisions

Make and print cards for the following list of rights and ask participants to place them under the correct category.

Survival	Protection	Development	Participation
To be alive	Not to work too much	To be cared for by parents or those who will care for me best	To have a name
To have healthcare	Not to be hurt, neglected or abused	To have a good education	For people to listen to what I think
To have enough food	Not to be used as a soldier in wars	To play	To practice my religion
To have clean water	To be protected from danger	To receive special help and education if I have a disability	To know about my rights and responsibilities

After placing the cards under the correct categories, ask participants to reflect on how their original collages reflect these rights. Pose the question, “Does your collage represent the survival/protection/development/participation rights of a child?”



## 1. LEARN ABOUT THE COMMUNITY

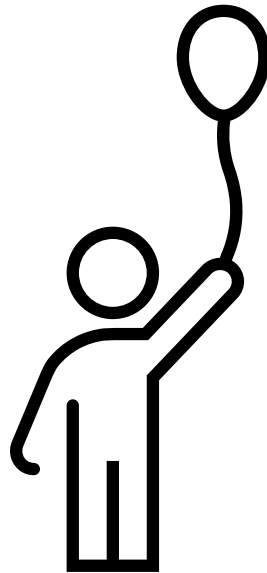
# Child Well-Being

Let's dig deeper into the issues of child protection in your community. Now that you have a good idea of the child protection activities and initiatives that are being done by other groups and organizations (e.g. home visits, school programs), this will help you realize what realistic actions look like.

Imagine a child who is doing well and write down the factors enabling them to do well on the left-hand side. Then, think of the factors that might make a child vulnerable in your community and write these on the right-hand side. These factors could include abuse, homelessness, migratory populations, etc.

POSITIVE FACTORS

NEGATIVE FACTORS



What influences their wellbeing?

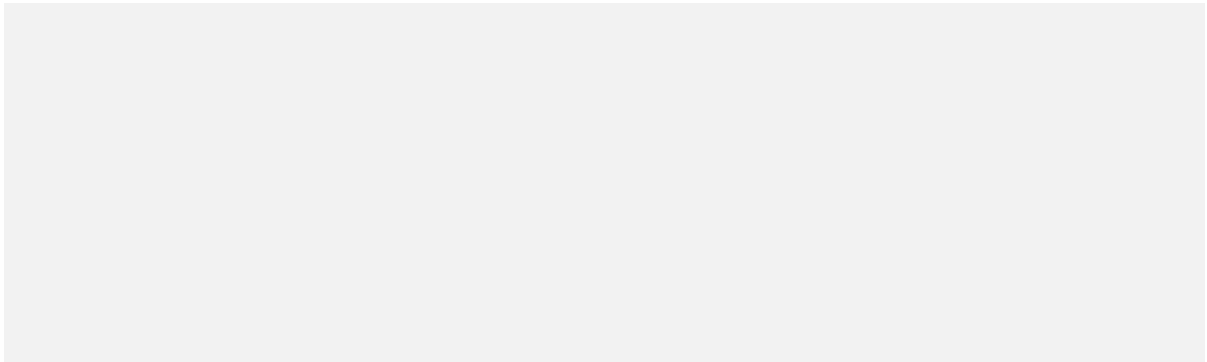
1. LEARN ABOUT THE COMMUNITY

# What Makes Children Unsafe?

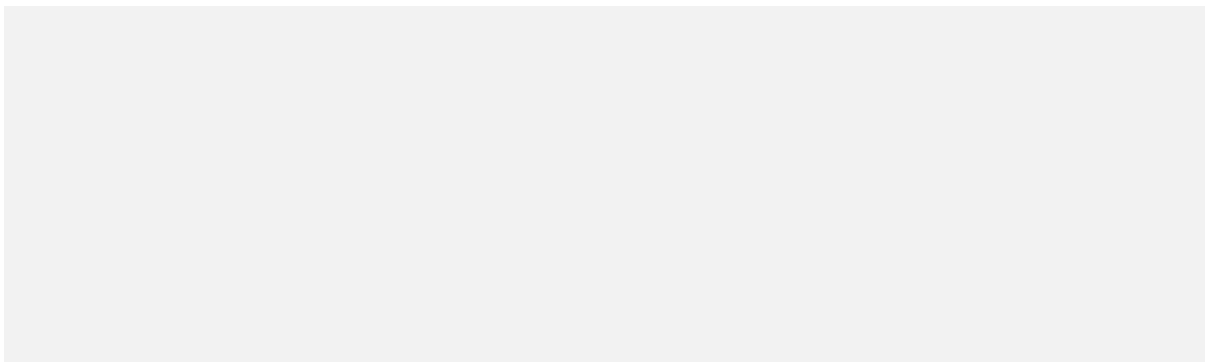
Fill out the following chart to explore what makes children unsafe in your community!

What kinds of abuse/behavior seen locally causes harm to children?	Who causes the harm?	Is this linked to a traditional or cultural practice?	How does it affect children?

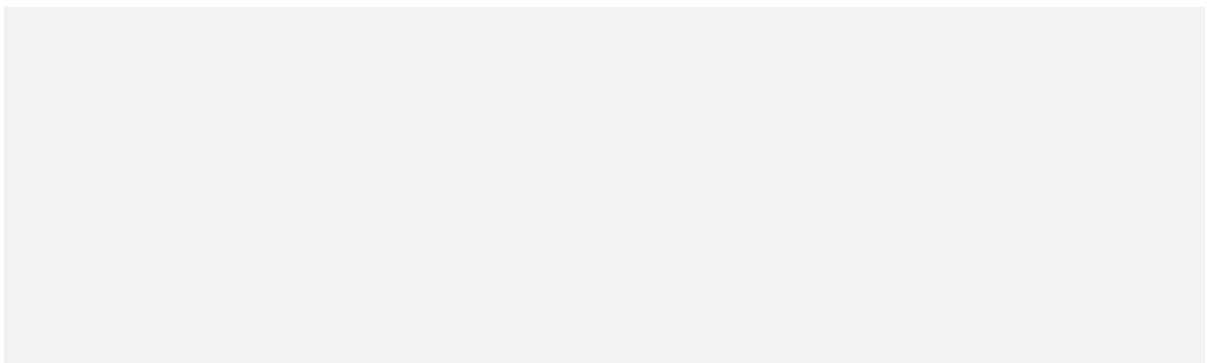
Are these practices prevalent in your community?



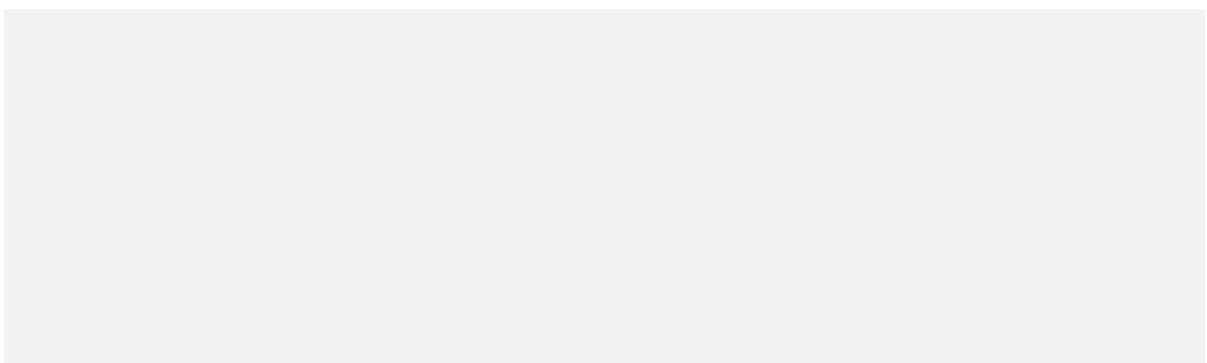
Are children the victims of such practices? If so, how?



How can we help children to be safe from such practices?



Is it our responsibility to protect them? Why?



## 1. LEARN ABOUT THE COMMUNITY

# Measuring Risk

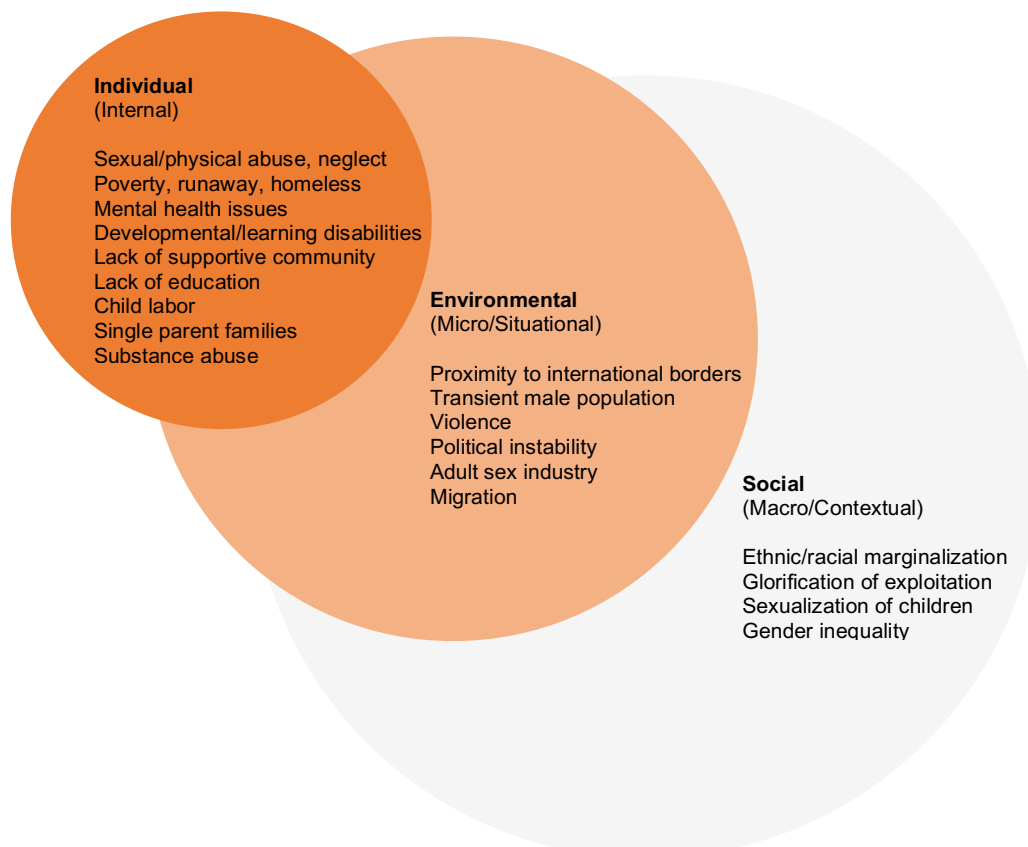
## INTRODUCTION

### WHAT DOES 'AT-RISK' MEAN?

'At risk' is a common phrase used by researchers and practitioners in the anti-human trafficking effort to describe when a person or community has a heightened vulnerability to exploitation compared to other similar individuals and communities. The phrase is often used as a broad categorization of target populations for which programs are implemented to prevent human trafficking. Practitioners, researchers, and policymakers often use 'at risk' without an accurate understanding of risk itself, nor the factors that enhance risk. There is a need for preventative policies and interventions to define risk and target communities and populations that are more 'at risk' than others.

### THE SOCIAL-ECOLOGICAL MODEL

The social-ecological model provides a framework for prevention by outlining risk factors that contribute to an individual's vulnerability to exploitation. This model considers the complex interplay between individual, relationship, community, and societal factors<sup>1</sup> and has been adapted in various forms to describe factors for human trafficking.<sup>2,3,4,5</sup> This guide presents Global Family's adapted social-ecological framework and methods for measuring individual and community factors.



## INSTRUCTIONS

The purpose of this tool is to assist community-based practitioners in understanding the level of risk that individuals face to trafficking and exploitation in a particular community. This tool is based on an adapted social-ecological model of risk and as such it is a theoretically grounded tool. It is not meant to provide a holistic understanding of the factors that increase vulnerability, nor does it enable the user to weight different factors. It does provide a framework through which risk can be assessed and compared based on commonly understood definitions and empirical observations of vulnerability. Three types of measures are recorded, which are explained below.

- 1) Relative measures are those that are measured against the national average. The only relative measures in the tool are income and wealth. To assess vulnerability of income and wealth in the context of a country (for instance, understanding the community's vulnerability in comparison to or in the context of other communities within the same country), collect country-wide measurements for income and wealth. To assess vulnerability in the context of a region, collect regional measurements. For example, if the tool is being used in a village in Thailand and the intended use is to compare vulnerability between villages in Thailand, data should be collected for the country of Thailand.
- 2) Absolute measures are those that are measured without comparison to other communities and regions. When assessing absolute factors, select the box for the range in which the community falls.
- 3) Observational measures are factors that the user(s) observe in the community. If the user(s) has not spent time in the community, the user(s) should consult community members and other research on the area.

After the tool has been completed, add up the checked boxes at the bottom of each section (individual, environmental, and social). One checked box counts for one point in Tercile 1, two points in Tercile 2, and three points for Tercile 3. Add up the points at the end of each section. The following table shows the number of points that indicates a community has low, medium, and high vulnerability. This tool measures individual, environmental, and social vulnerability separately since a community may display higher vulnerability at the individual level, but low vulnerability at the social level. While they are interconnected, they may not be mutually dependent.

Level	Range	Vulnerability
Individual	34 – 57	Low
	58 – 80	Medium
	81 – 102	High
Environmental	11 – 18	Low
	19 – 25	Medium
	25 – 33	High
Social	9 – 15	Low
	16 – 22	Medium
	23 – 27	High

## APPLICATION OF FINDINGS

Aside from determining the vulnerability of individuals and communities to trafficking and exploitation, a risk assessment can inform how and where preventative interventions are implemented. Findings may be used to design or validate a strategy, make mid-course corrections, improve project design and implementation, and make funding decisions. When using findings to begin or amend preventative programming, consider the strengths and weaknesses of current interventions and whether changing program design would bring value to the community or beneficiaries of the project(s).

## EVALUATION

This tool can also be used to measure how risk factors change over time. When implementing preventative policies or interventions, this tool can be used as a baseline assessment of risk as well as a continual assessment of outcomes. This is especially useful for policies and interventions that aim to mitigate specific risk factors. Find a list and description of risk factors in the appendices.

## RISK ASSESSMENT TOOL

<b>Name</b>				
<b>Date</b>				
<b>Name of community</b>				
<b>Type of community</b>	Village / Town / City / Suburb / Region			
<b>Number of households in community</b>				
<b>Level of relative measurement</b>	District / State or Province / National / Regional / Continental / Global			
<b>Individual (Internal)</b>				
Factors	Measure(s)	Rating		
		Tercile 1	Tercile 2	Tercile 3
Poverty	Average income per capita (ranked from high income to low income)	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
	Average wealth per capita (ranked from wealth to low wealth)	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
Capability	Accessibility to the nearest medical clinic	<input type="checkbox"/> Accessible	<input type="checkbox"/> Medium Accessibility	<input type="checkbox"/> Inaccessible
	Accessibility to the nearest hospital	<input type="checkbox"/> Accessible	<input type="checkbox"/> Medium Accessibility	<input type="checkbox"/> Inaccessible
	Out of pocket spending on health care	<input type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High
	Political freedom	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
	Social capital	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
	Emotional wellbeing	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
Sexual/physical abuse	Ratio of the number of cases of sexual abuse reported to the police in the last year to the population	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-30%	<input type="checkbox"/> 30-100%
	Sexually inappropriate behavior amongst youth	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Neglect	Average rate of school absenteeism amongst primary students	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-30%	<input type="checkbox"/> 30-100%
	Average rate of school absenteeism amongst secondary students	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-30%	<input type="checkbox"/> 30-100%

	Percent of youth who regularly consume alcohol	<input type="checkbox"/> 0-10%	<input type="checkbox"/> 10-40%	<input type="checkbox"/> 40-100%
	Children show signs of neglect, including lacking medical care and sufficient clothing	<input type="checkbox"/> Low Neglect	<input type="checkbox"/> Medium Neglect	<input type="checkbox"/> High Neglect
Runaway	Percent of youths who are runaways	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Children exhibit behavioral issues	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Homeless	Percent of youths who are homeless	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Children are malnourished	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
	Children have poor hygiene	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Mental health issues	Men suffer from mental health issues	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
	Women suffer from mental health issues	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
	Children suffer from mental health issues	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Developmental/learning disabilities	Children suffer from developmental and learning disabilities	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Lack of supportive community	Availability and accessibility of services, groups, and associations that increase social capital	<input type="checkbox"/> Accessible	<input type="checkbox"/> Medium Accessibility	<input type="checkbox"/> Inaccessible
Lack of education	Average educational attainment (males)	<input type="checkbox"/> University	<input type="checkbox"/> Secondary	<input type="checkbox"/> Primary
	Average educational attainment (females)	<input type="checkbox"/> University	<input type="checkbox"/> Secondary	<input type="checkbox"/> Primary
	Children attend school regularly	<input type="checkbox"/> Regularly	<input type="checkbox"/> Mostly	<input type="checkbox"/> Irregularly
Child labor	Percentage of children engaged in industry labor	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Percentage of children engaged in domestic labor	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
Single parent families or lack of supportive parents	Percentage of single-parent families	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Percentage of families where one parent travels for more than two months of the year	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%



	for work or other reasons			
	Percentage of families where both parents travel for more than two months of the year for work or other reasons	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
Substance abuse	Rate of substance abuse amongst youth	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Rate of substance abuse amongst adults	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
<b>Individual Factor Rating</b>		( _____ *1) +	( _____ *2) +	( _____ *3) =
		<b>Total:</b>		
<b>Environmental (Micro/Situational)</b>				
Proximity to an international border	Accessibility to an international border	<input type="checkbox"/> Inaccessible	<input type="checkbox"/> Medium Accessibility	<input type="checkbox"/> Accessible
	Availability of means of transportation to border areas	<input type="checkbox"/> Unavailable	<input type="checkbox"/> Medium Availability	<input type="checkbox"/> Available
Transient male population	Percentage of the population at any given time consisting of males who originate from other communities and/or countries and who are temporary residents or workers in the community	<input type="checkbox"/> 0-10%	<input type="checkbox"/> 10-20%	<input type="checkbox"/> 20-100%
Violence	Ratio of the number of gender-based violence cases to population	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Ratio of the number of domestic violence cases to population	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Ratio of the number of work-based violence cases to population	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
Political instability	Political authority and institutions are stable	<input type="checkbox"/> Stable	<input type="checkbox"/> Sometimes Stable	<input type="checkbox"/> Unstable
Adult sex industry	Availability of brothels	<input type="checkbox"/> Unavailable	<input type="checkbox"/> Medium Availability	<input type="checkbox"/> Available
	Availability of other venues where sex is bought and sold commercially	<input type="checkbox"/> Unavailable	<input type="checkbox"/> Medium Availability	<input type="checkbox"/> Available

Migration	Percentage of the community that migrated in within the past year	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
	Percentage of the community that migrated out within the past year	<input type="checkbox"/> 0-5%	<input type="checkbox"/> 5-20%	<input type="checkbox"/> 20-100%
<b>Environmental Factor Rating</b>		( _____ *1) +	( _____ *2) +	( _____ *3) =
<b>Total:</b>				
<b>Social (Macro/Contextual)</b>				
Ethnic/racial marginalization	Percent of the population that consists of a minority group or a group that suffers discrimination or marginalization	<input type="checkbox"/> 0-20%	<input type="checkbox"/> 20-40%	<input type="checkbox"/> 40-100%
Glorification of exploitation	Exploitation featured in mainstream media, including television, film, music, and social media	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Sexualization of children and women	Sexualization of children in magazines, marketing, advertising, television, film, music, and on social media	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
	Availability and use of child pornography	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
	Display of over-sexualized behavior amongst children	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often
Gender inequality	Maternal mortality rate <sup>1</sup>	<input type="checkbox"/> 0-200	<input type="checkbox"/> 200-500	<input type="checkbox"/> 500+
	Adolescent birth rate <sup>2</sup>	<input type="checkbox"/> 0-20	<input type="checkbox"/> 20-50	<input type="checkbox"/> 50+
	Percent of government offices held by women	<input type="checkbox"/> 50-100%	<input type="checkbox"/> 30-50%	<input type="checkbox"/> 0-30%
	Labor force participation rate of females	<input type="checkbox"/> 50-100%	<input type="checkbox"/> 30-50%	<input type="checkbox"/> 0-30%
<b>Social Factor Rating</b>		( _____ *1) +	( _____ *2) +	( _____ *3) =
<b>Total:</b>				

<sup>1</sup> The annual number of female deaths per 100,000 live births from any cause related to or aggravated by pregnancy or its management (excluding accidental or incidental causes).

<sup>2</sup> The annual number of births per 1,000 women aged under 19 years.

## REFERENCES

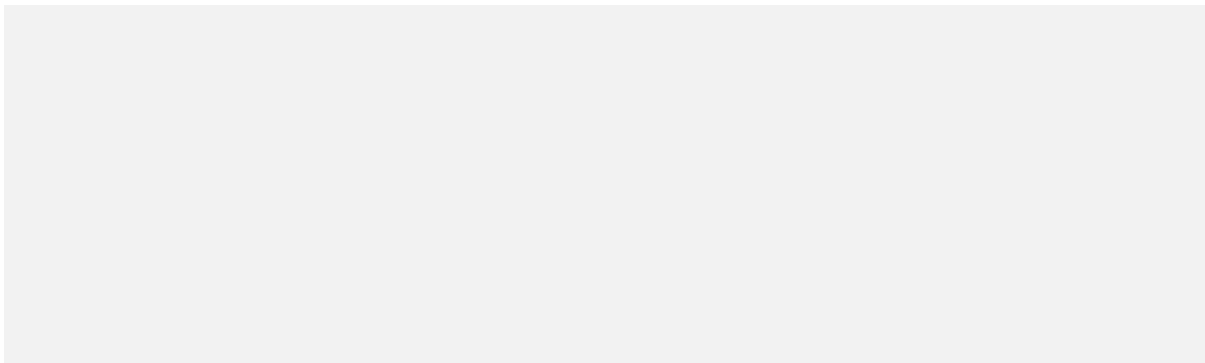
- <sup>1</sup> CDC. (2019). The social-ecological model: A framework for prevention. Available at: [https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Foverview%2Fsocial-ecologicalmodel.html](https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Foverview%2Fsocial-ecologicalmodel.html).
- <sup>2</sup> Barner, J.R., Okech, D., and Camp, M.A. (2017). "One size does not fit all:" A proposed ecological model for human trafficking intervention. *Journal of Evidence-Informed Social Work* 15(2): 136-149.
- <sup>3</sup> Francis, A. (2017). Modern slavery: Introducing the socio-ecological model. Available at: <https://www.unhscotland.org.uk/single-post/2017/11/13/Human-Trafficking-Modern-Slavery-Introducing-the-Socio-Ecological-Model>.
- <sup>4</sup> Villalobos, A.D. (2014). Child victims of human trafficking: An ecological overview in Chile. Unpublished Dissertation. Cornell University.
- <sup>5</sup> Greenbaum, V.J., Titchen, K., Walker-Descartes, I., Feifer, A., Rood, C.J., and Fong, H. (2018). Multi-level prevention of human trafficking: The role of health care professionals. *Preventive Medicine* 114: 164-167.

## 2. ASSESS COMMUNITY ASSETS AND RESOURCES, NEEDS AND ISSUES

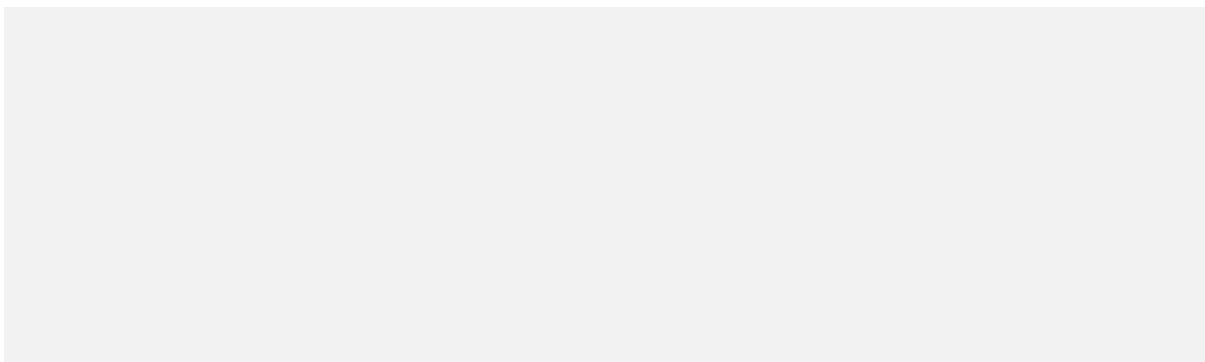
### Social Map

A social map shows the social structures and institutions in a defined geographic area and identifies social and economic differences between areas. Here are some key questions to ask before you start.

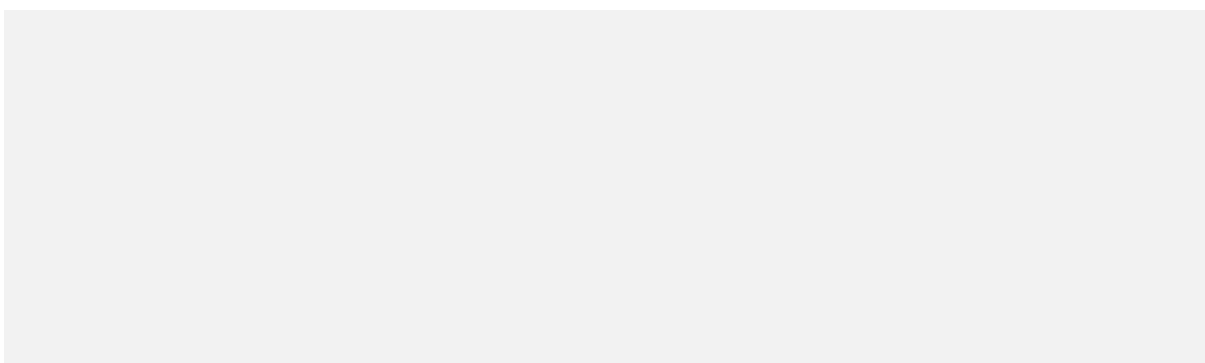
How many households are found and where are they located?



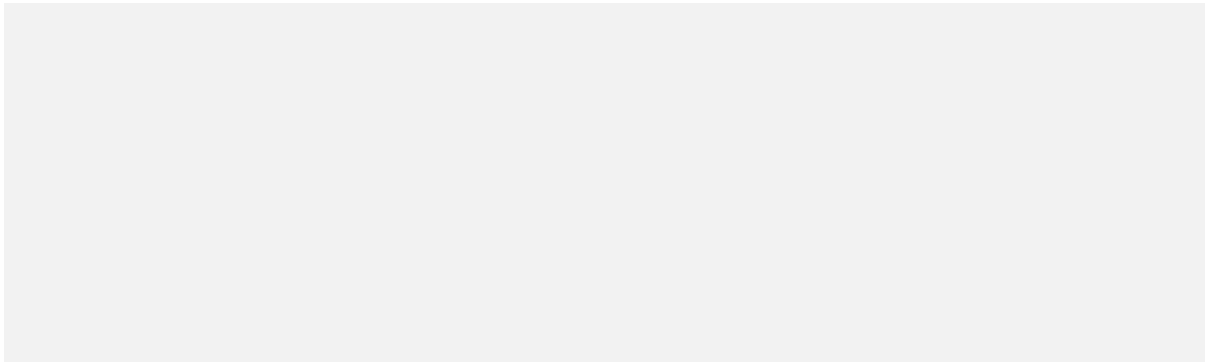
Is the number of households growing or shrinking?



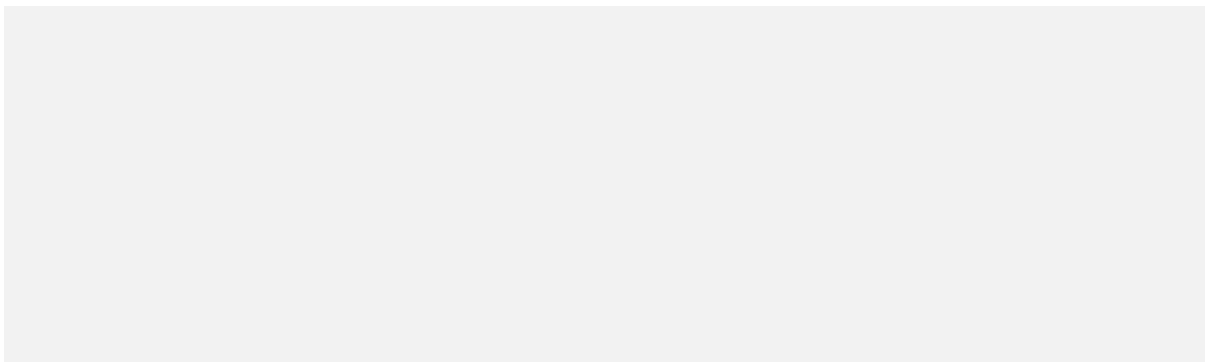
What are the social structures and institutions?



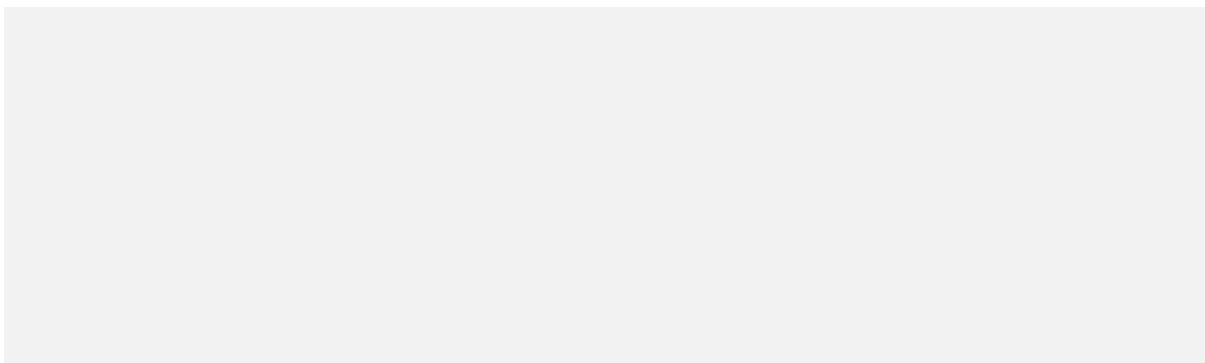
Where are the low-, middle-, and high-income households?



What religious groups are found? Where do different religious groups live?



What ethnic groups are found? Where do different ethnic groups live?

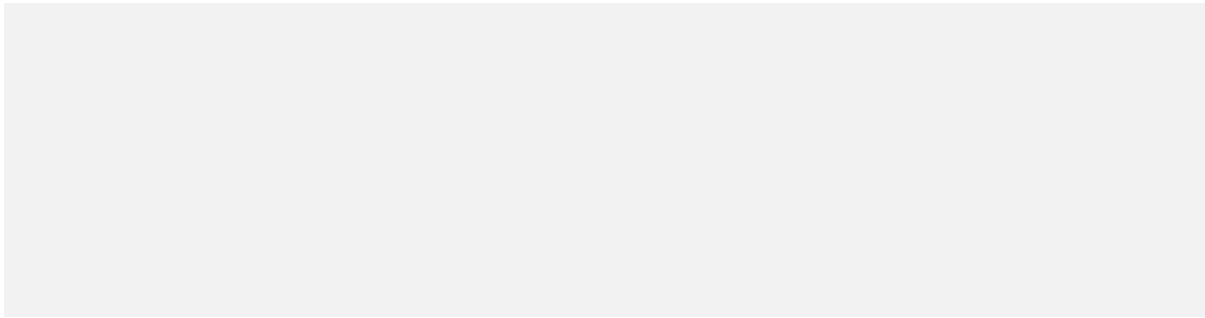


Draw a map of the area, showing households, groups, and institutions. Discuss important changes that has happened in recent years with regards to population, income, and relevant institutions. If there are changes, ask why these changes have taken place and whether they have caused problems for certain families, groups, or the community at large.

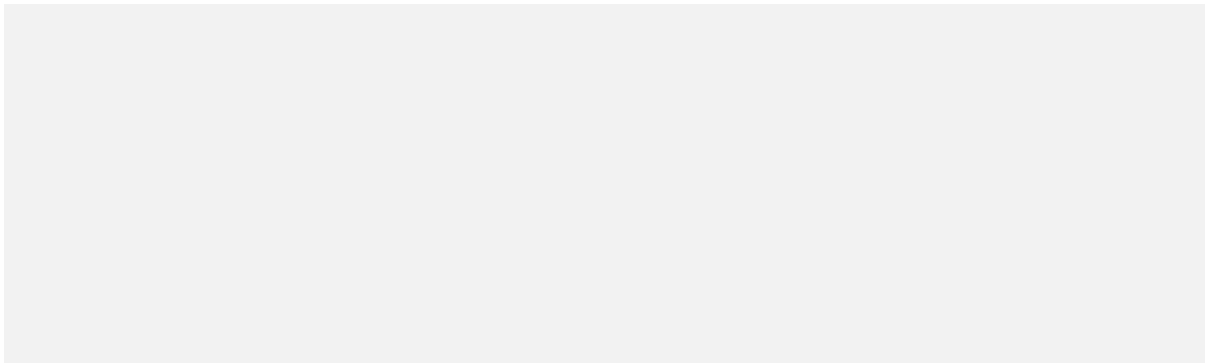
Show institutions, buildings and places that offer social services. Also show popular spots to meet and converse. Examples of these places include schools, clinics, religious institutions, and places where people frequently meet. Mark where different income levels, migrant populations, and religious groups live. Conclude by answering and discussing the following questions.



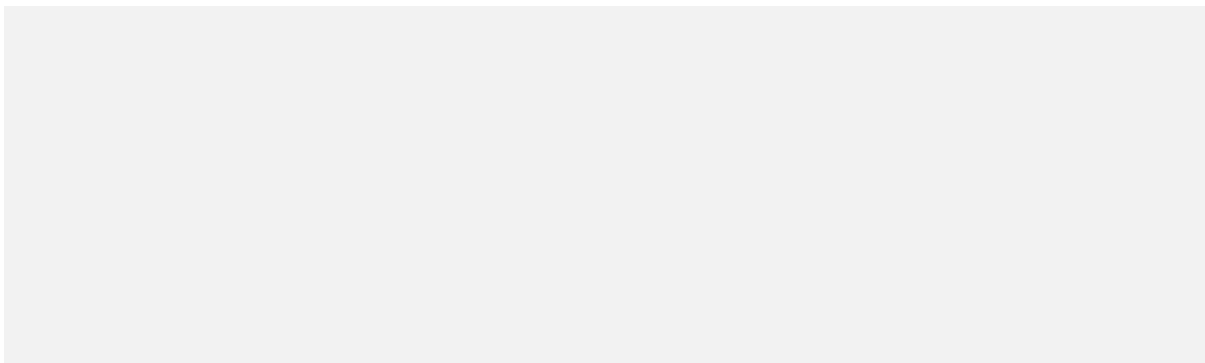
How many households are found? Is the number of households growing or shrinking? Explain.



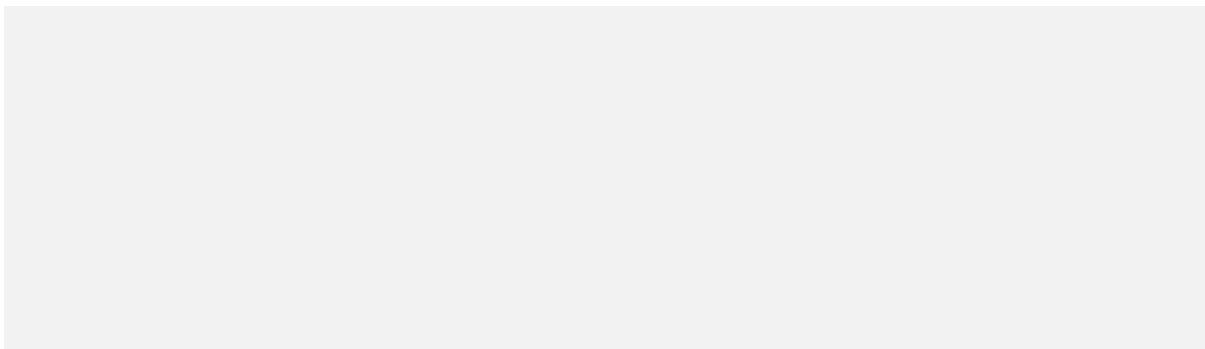
What are the social structures and institutions found in the area? Explain.



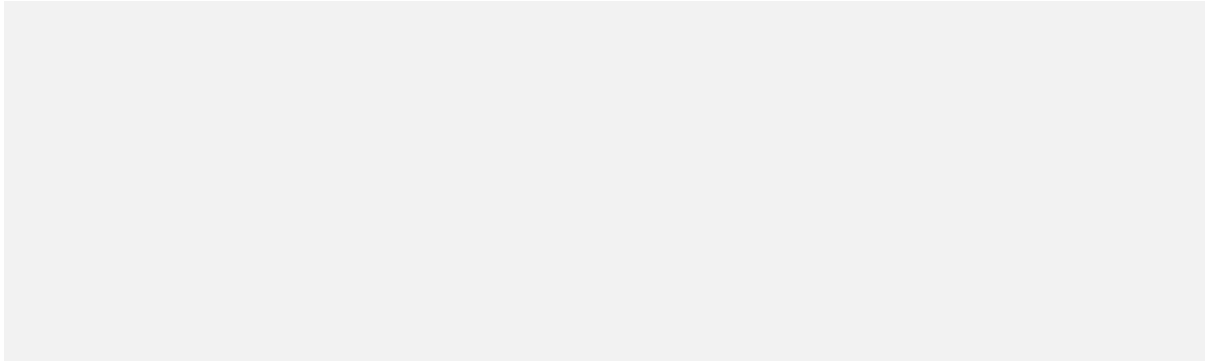
What religious groups are found? Do people of the same religion tend to stay in the same areas? Other important findings related to religion?



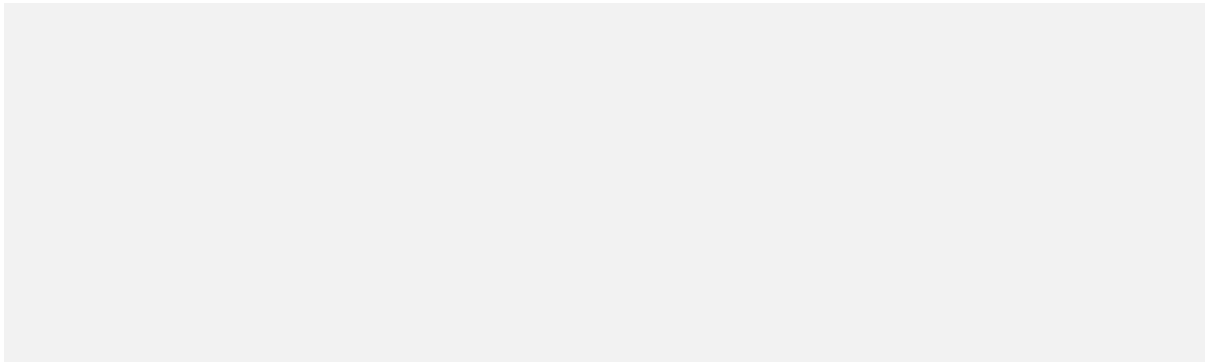
What ethnic groups are found? Do people of the same ethnic group tend to stay in the same areas? Other important findings related to ethnic groupings?



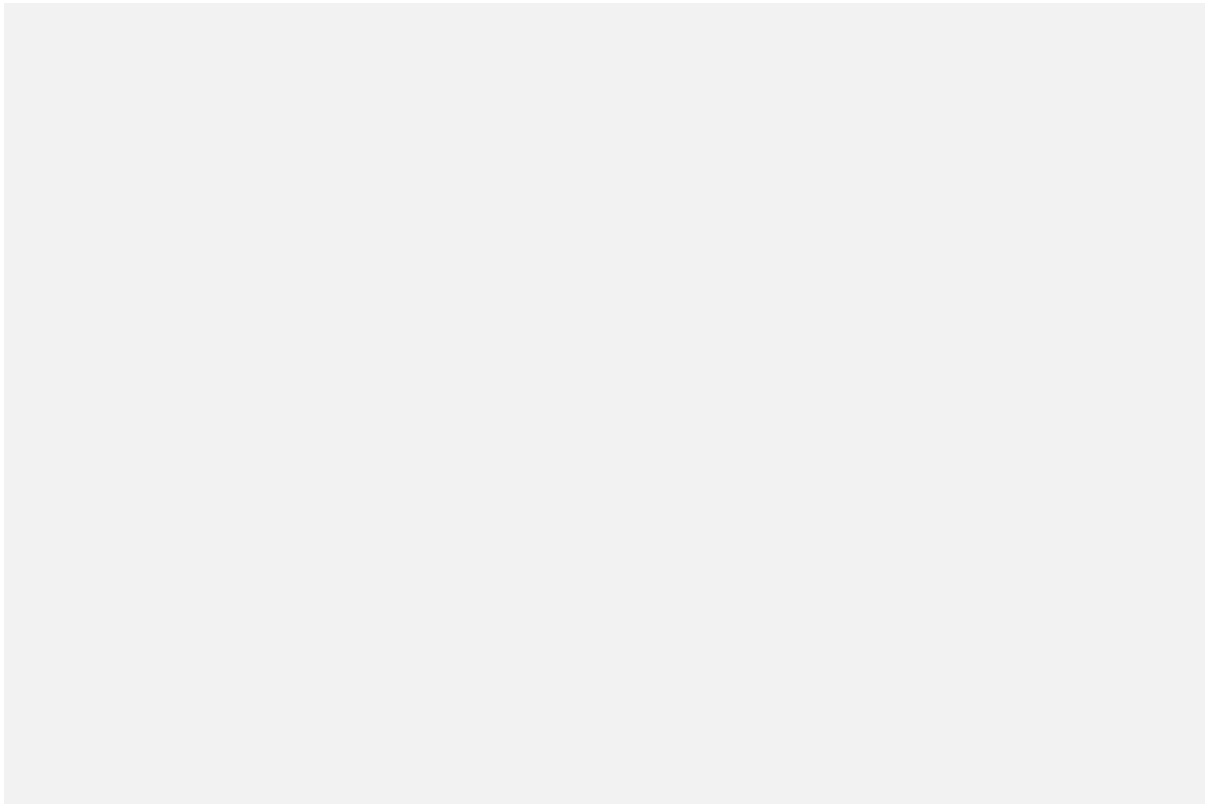
How many female households are found? What relevant information has been given when discussing about female-headed households?



What else did you observe or notice?



How do you assess the situation? What are your conclusions?





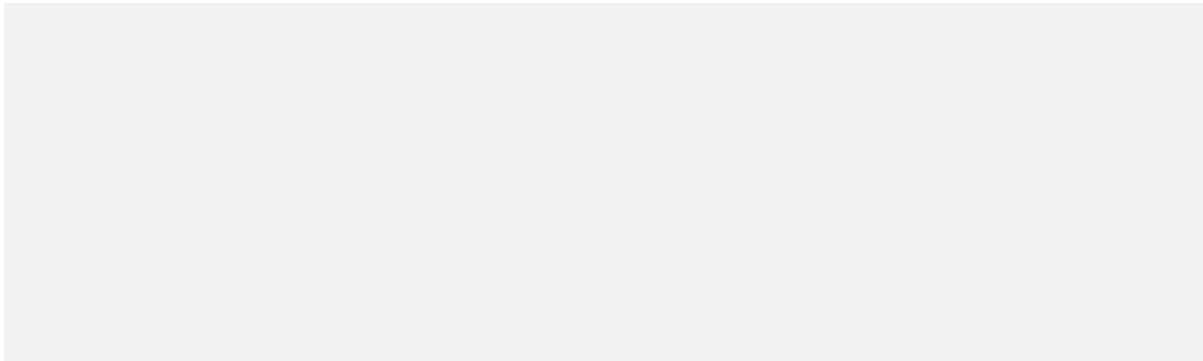
## Venn Diagram of Institutions

A Venn Diagram of institutions shows institutions, organizations, groups, and important individuals found in the community. The objective is to identify external and internal organizations, groups, and individuals active in the community; understand who participates in these institutions; and find out how these institutions relate to each other in terms of contact, cooperation, flow of information, and provision of services.

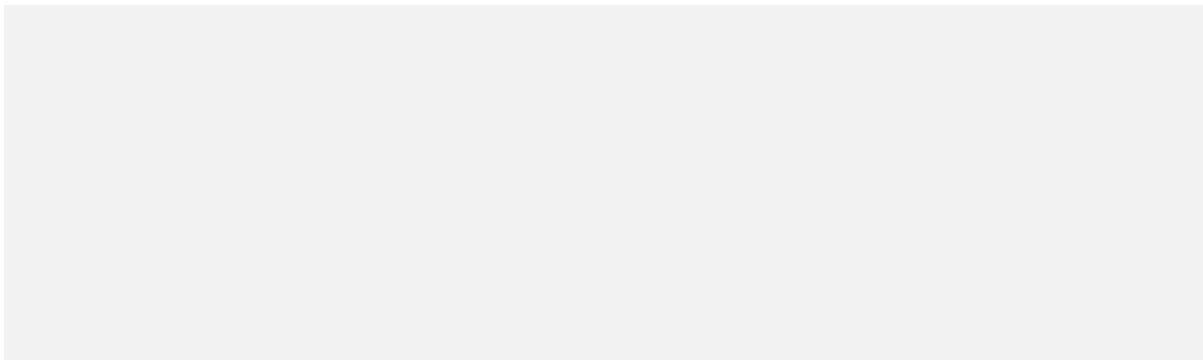
Indicate the degree to which that institution affects the issue of human trafficking, including (but not limited to) in the form of preventing or intervening in the spread of human trafficking or providing services to victims. Also note the extent to which each institution is in contact with and cooperates with other institutions.

Each institution should be drawn as represented by a circle. Institutions that the group feels have much influence on the issue of human trafficking should be drawn larger, and those with less influence should be drawn smaller. Institutions should be drawn close to each other if they have regular cooperation, and farther away if they have less cooperation. Circles may be drawn to overlap if there is close cooperation, or touch if there is some cooperation.

Which organizations, institutions, and groups are working in or with the community?



Which do community members regard as most important or influential, and why?





Which institutions are addressing human trafficking, child abuse, and child welfare?

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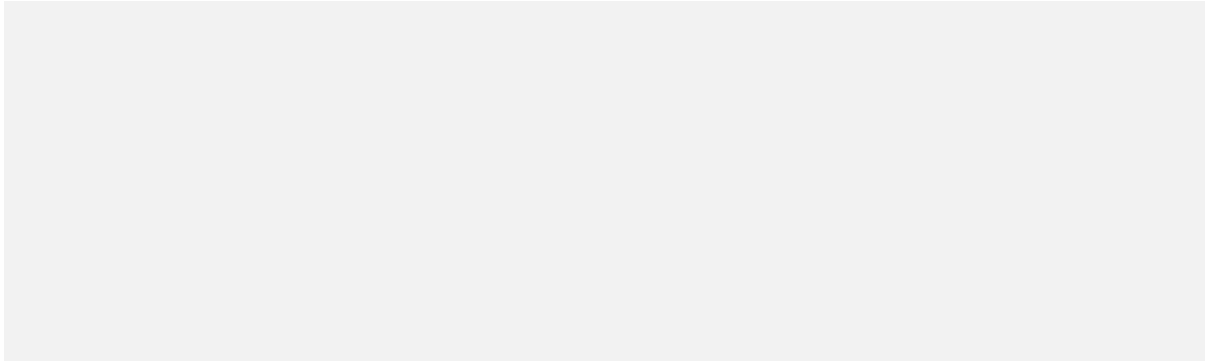
Which institutions work together?

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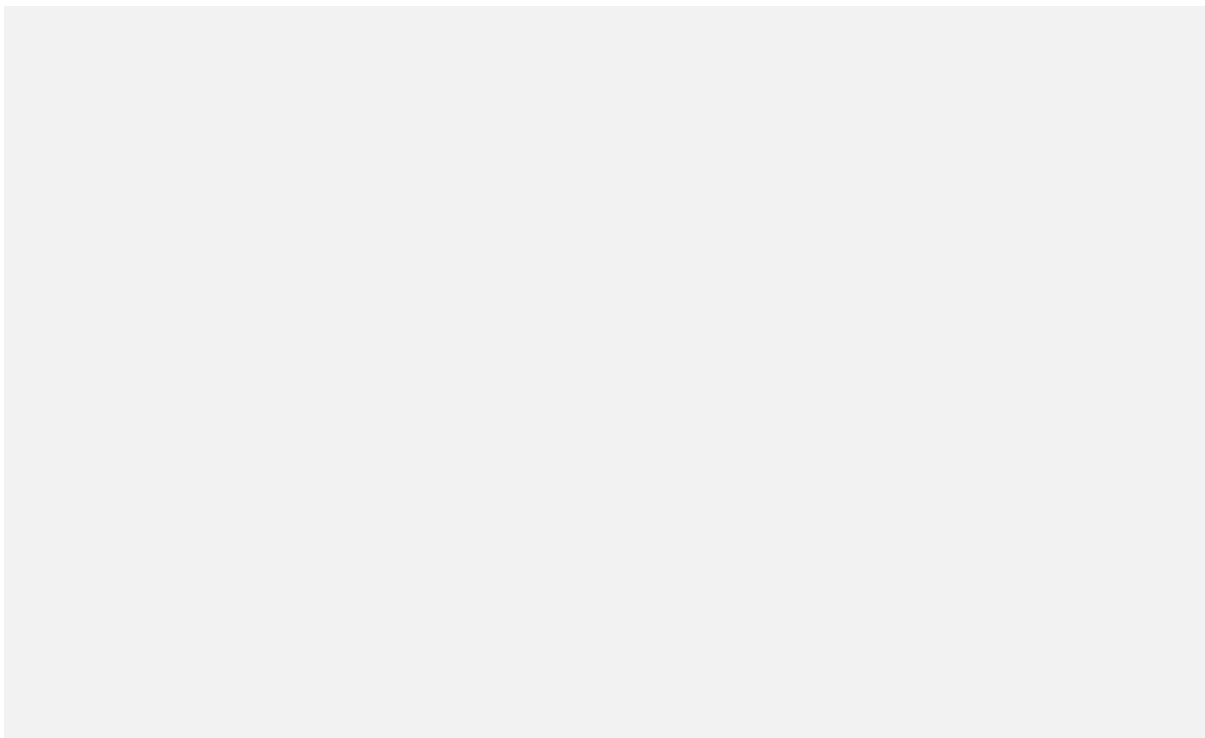
Are there institutions that benefit certain groups only?

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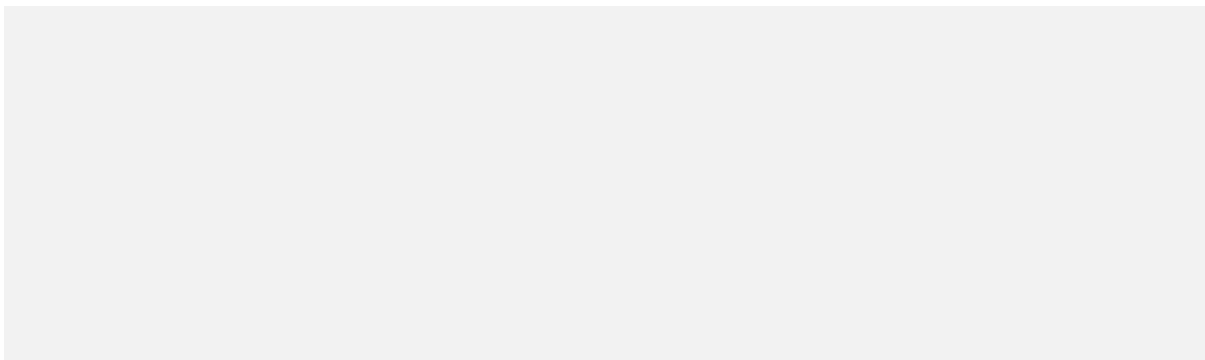
Are some groups excluded from being members or receiving benefits or services from certain institutions? If so, why?



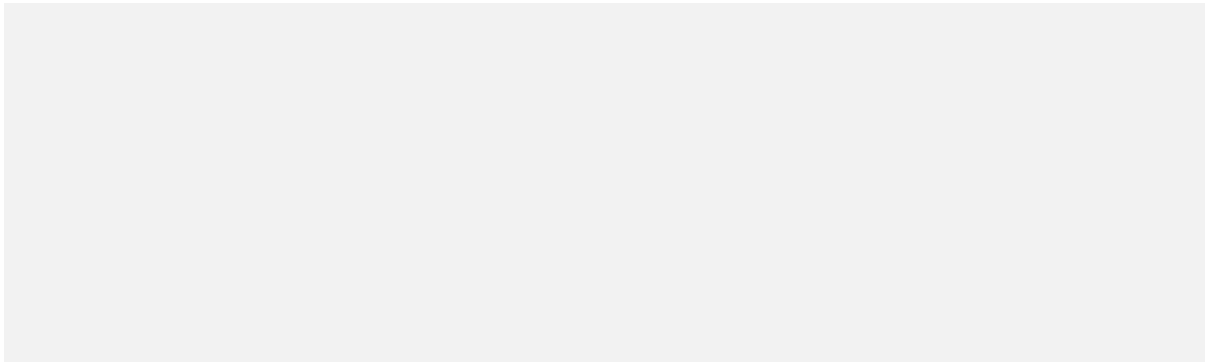
Which local groups are organized along social issues (health, education, etc.), economic issues (business development, etc.), politics, or religion?



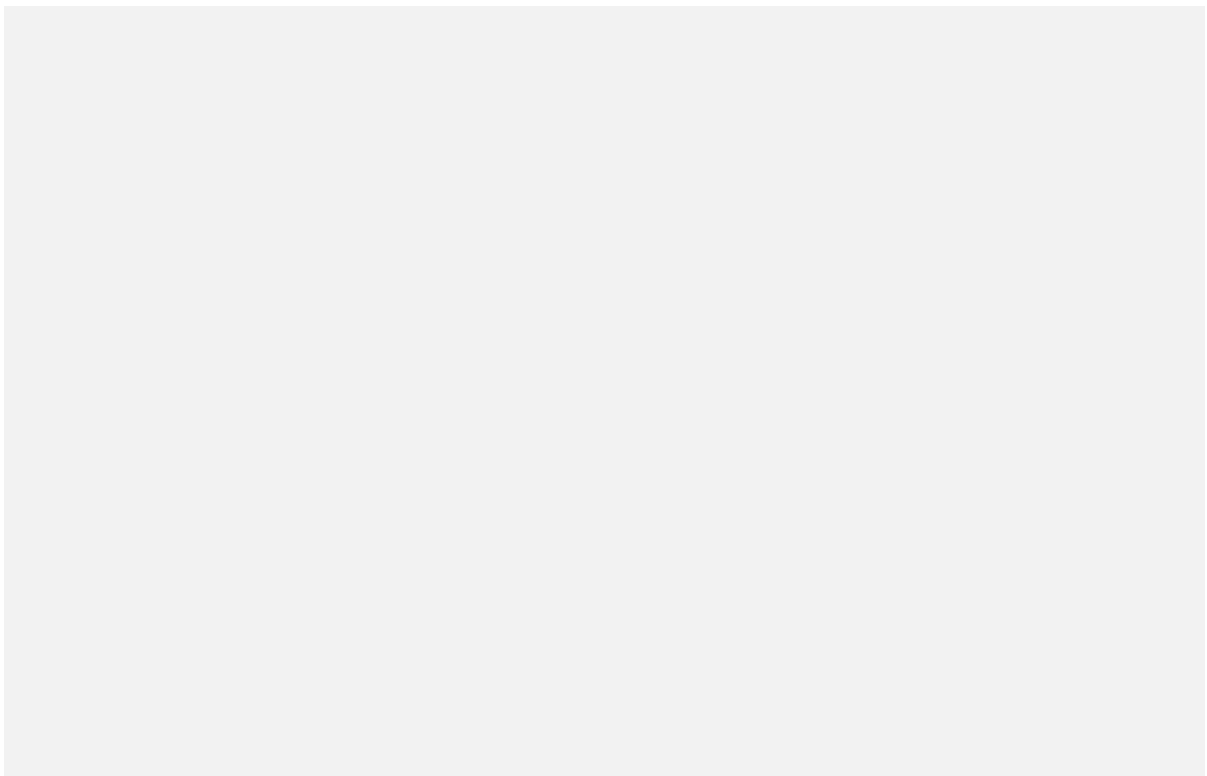
Who makes important decisions within these institutions? Who makes important decisions that affect these institutions?



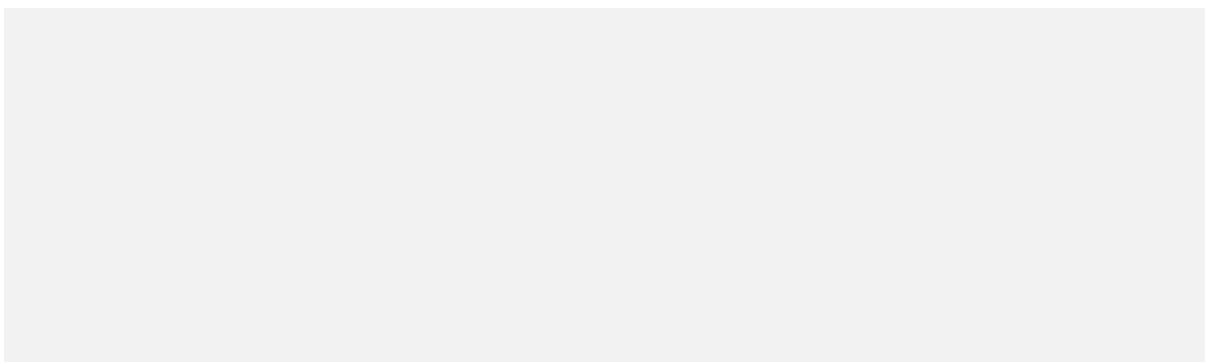
Which institutions are not represented? Why?



What does the Venn Diagram imply for preventative strategies and for human trafficking in your community?



Would improved cooperation improve preventative strategies? If so, what are the steps needed to improve cooperation?



### 3. BRING PEOPLE TOGETHER TO DEVELOP A SHARED VISION

## Introduction to Clubs

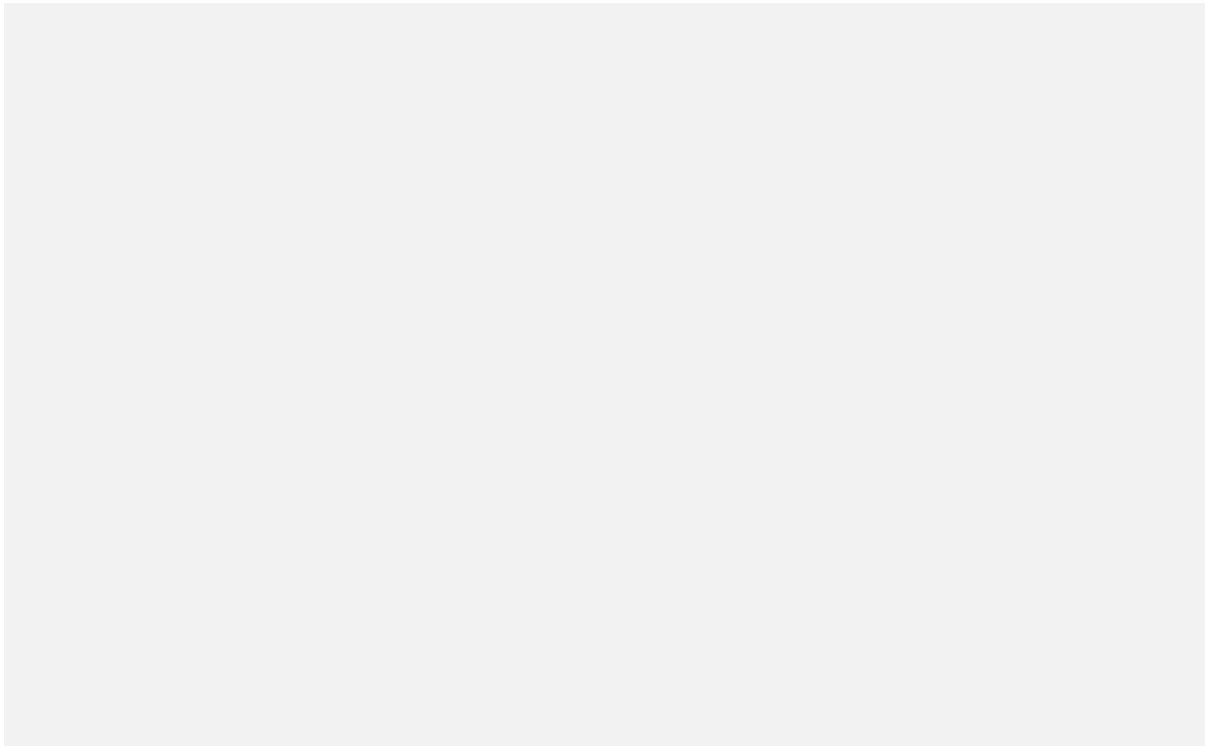
There is a girl in your community who has been abused by her teacher in school and he has threatened her if she tells anyone about it. She stopped going to school seven days ago. There are girls in her school who have noticed she has not been attending and try to find out what is happening to her.

Why do the girl's friends want to help her?

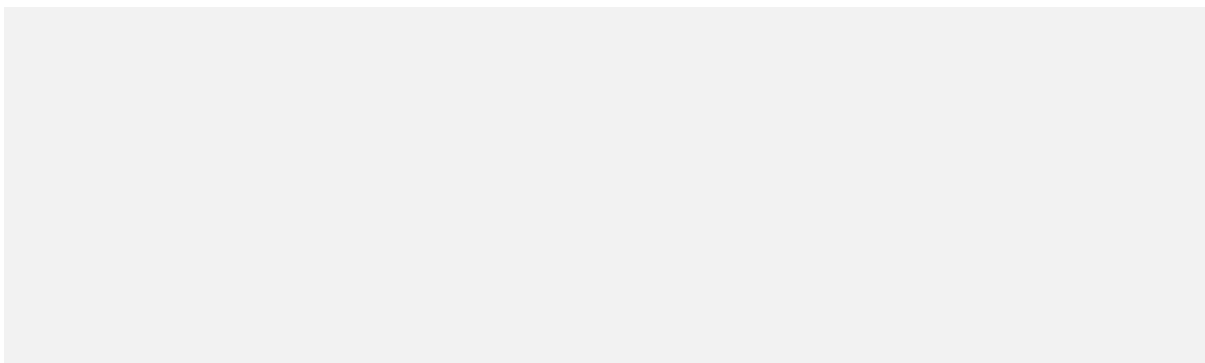
Where do these friends come from? Are they from the same community?

What help can they offer?

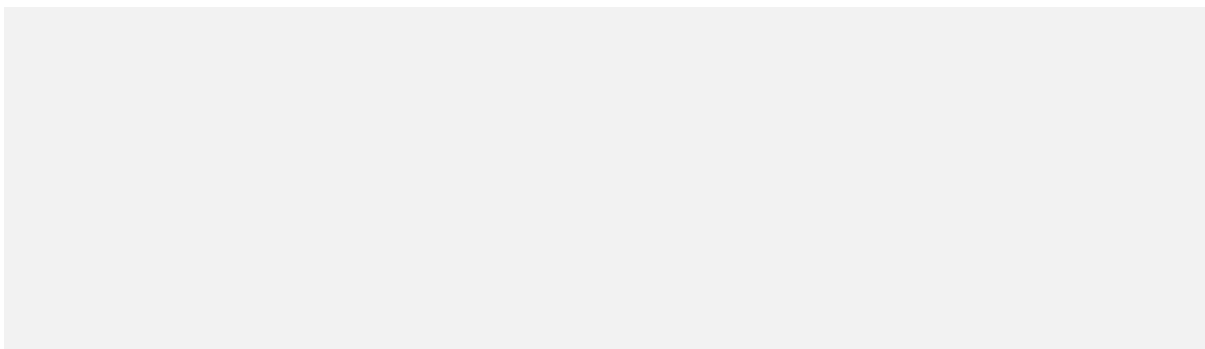
This group of girls who helped the abused girl is a “club”. A “club” is a group of people who organize under a common vision of preventing the spread of trafficking, exploitation and abuse in their community. Is anything you would like to add to this definition of “club”?



Based on this definition of “club”, are there any clubs in my community?



What are the objectives of these clubs? Are there any clubs working against trafficking, exploitation, abuse, etc.?



### 3. BRING PEOPLE TOGETHER TO DEVELOP A SHARED VISION

## Aims and Objectives

The Empower curriculum can be used in a variety of different ways according to the context in which you are hosting your club, the age range and maturity of the girls participating, and other activities in which the club engages. It is important to remember the following key points when starting a club in your community:

### PREVENTION

The Empower curriculum was developed as a trafficking prevention tool by the Global Family and Daughter Project team in Kathmandu, Nepal. Although awareness and education are important factors in combating the spread of human trafficking, the curriculum supplements these efforts by providing a tool for club leaders and volunteers to strengthen the girls and families in their communities. When girls, families and communities are weak, the abuse and exploitation of young girls thrives. As evidence began surfacing that girls from rural Nepal now consent to being sold into commercial sexual exploitation even when knowing the results of their decisions, we realized that an entirely new approach to the prevention of trafficking needed to be taken. This approach directly empowers and supports girls in vulnerable communities.

### COMMUNITY

The curriculum to empower girls was created as part of this solution, but it is only part of the equation. Using the curriculum is most effective when it facilitates the creation of communities of support for the girls who participate in clubs. It's your job, as a club facilitator, to foster friendship and mentorship amongst the girls and with volunteers. The club should be a place where girls can feel comfortable to share, talk about the obstacles and challenges that they face, and encourage each other to stand up for what is right.

### MENTORSHIP

Fostering mentorship between volunteers and girls is an important factor in building a community of support and empowering girls throughout good times and the bad times. Although small group discussions are designed to encourage sharing, volunteers should commit to showing up to club meetings as often as they can. Mentorship encourages girls to share about their lives and ask questions!



## 4. DEVELOP AN ACTION PLAN

# Organizing a Club

The following steps should be followed when starting an Empower club, either through staff and volunteers of your organization, or volunteers from at-risk communities who would like to engage in prevention activities.

### 1. VOLUNTEERS

Gather at least three volunteers who can commit to meeting for three hours once a week consistently for 44–55 weeks (this depends on how the curriculum is used).

### 2. LOCATION

Find a location at which the club can be hosted. This could be a building or program location currently being used by your organization, a partner organization in an at-risk area, a community center, or a school building.

### 3. CURRICULUM

Provide copies of the curriculum to all volunteers and collectively decide if anything specific to the community in which the club will be operating should be added.

### 4. PARTICIPANTS

Invite girls to the club and promote the club to families that live in the target community.

### 5. BUDGET

Budget for the materials that are needed for each meeting.

Club volunteers should report regularly to an individual within the organization who oversees and helps to initiate club activity. When deciding on the frequency with which your club meets for lessons, you may choose to host club meetings multiple times per week, once every week, once every two weeks, or once every month. This will depend on where you host the club and in what ways you choose to use the curriculum.

## 4. DEVELOP AN ACTION PLAN

# Mentorship

Recruiting and matching mentors can be a great way of providing girls in your club with positive role models. Mentors have a unique opportunity to build strong and long-lasting relationships with girls who are at-risk of trafficking and exploitation. Ensure that you train mentors by providing them with the information in the “Modern Slavery” section at the beginning of this handbook, as well as by taking them through some of the activities on identifying child rights and understanding issues in your community.

### CHARACTERISTICS OF A GOOD MENTOR

Compassion at the heart of service

Honesty, integrity, loyalty, and patience

A lack of blame or judgment toward persons of all ages, socioeconomic levels, ethnic groups, and nationalities

A sense of hope and possibility for children who are victims of exploitation and abuse

Ability to communicate effectively

Adequate family and organization support

A sense of responsibility for and partnership in service for children

A firm but loving manner to work with children who may be resistant, angry, and manipulative

A willingness to work with a multi-disciplinary team

An understanding of sexual abuse, its effects, and its recovery process

Boldness and courage to talk about sensitive topics

Understanding of and commitment to confidentiality issues

What are some other characteristics you can think of?

## DO'S AND DON'TS OF MENTORSHIP

### DO'S

Be realistic about your commitments

Be friendly and open

If one day the youth doesn't feel like meeting with you, wait around for some time, and write them a note to say hi before leaving

Allow the youth to open up, if they want, about their family and home

You are obligated to report anything the youth tells you about his/her 'boyfriend', or any abuse or exploitation they have experienced

### DON'TS

Give the youth your cell phone

Take the youth outside of the premises

Encourage or respond positively to the youth talking about their "boyfriend"

Give the youth money or medication

Say CSEC specific trigger

Ask the youth specific questions about their abuse or exploitation

Disclose your personal address

Make promises that you can't

## 4. DEVELOP AN ACTION PLAN

# Child Protection

All club volunteers should be familiar with the key tenets of child protection. Ensure that all volunteers read and sign the Child Protection Policy (found in the appendices).

### STAFF AND VOLUNTEERS SHOULD FOLLOW THESE GUIDELINES:

Do not physically assault, hit, or discipline a child

Do not use violence against a child

Do not take images of children (photos, videos, etc.) that are detrimental, sexually explicit, or undermining to a child's dignity in any way

Do not develop any type of relationship that will lead to harming a child

Do not use language or make statements that are seductive or abusive in any way

Do not develop relationships with individuals or organizations that would induce any form of child abuse/trafficking

Do not invite a child to a place of residence unsupervised or stay overnight with any child unsupervised

Do not abuse your own children or employ child laborers in your own home

### AGENCIES AND ORGANISATIONS SHOULD FOLLOW THESE GUIDELINES:

Maintain a secure environment

Display basic child protection rules and regulations in child-friendly language

Increase the participation of children in the design and implementation of programs affecting their rights and well-being to ensure that assistance responds to their needs and that they are fully aware of the services and resources available to them

Form peer protection group amongst the children

Organize child awareness programs and prevention strategies to provide knowledge and inform children about abuse

Increase access to and confidentiality of complaint mechanisms so that children are more likely to seek help when they feel at risk or have been abused

Encourage children to use complaint mechanisms to 'break the silence' in cases of abuse

Empower children by building confidence and life skills to cope with at-risk situations

Provide children with information on where to go for help and advice in relation to abuse

Foster an environment of respect, trust and accountability so that children feel comfortable talking about their problems and respect children's boundaries

Be willing to challenge abusive or exploitative behavior at an early stage

Be able to recognize and avoid situations that may create risk for a child

Increase the number of female staff members, particularly in activities that affect girls

Avoid unhealthy attachments with children

Act responsibly and minimize risks when in contact with children who display sexualized or inappropriate behavior

Visiting guidelines should be displayed and followed strictly

Make staff and volunteers aware of sanctions for failing to respect the policy

## 5. EVALUATE

# Evaluation

## INTRODUCTION

### WHAT IS MONITORING AND EVALUATION?

Monitoring is the regular collection of information about a project's activities. It keeps track of project inputs and outputs such as activities, reports and documentation, finances and budgets, and supplies.

An evaluation asks whether a project is achieving what it sets out to do and whether it is making a difference. If this happens, evaluation seeks to understand how and why an intervention works. Evaluation keeps track of key outcomes related to a project's objectives.

#### MONITORING AND EVALUATION PROVIDE:

Information on how well an intervention is doing and whether it is achieving its aims and objectives

Guidance on future intervention activities

An important part of accountability to donors

#### M&E HELPS TO:

Be accountable and responsible

Better manage risk and opportunities

Make informed decisions

Learn from experience

### WHY MEASURING OUTCOMES IS IMPORTANT

Make programs more effective and sustainable: Continually shape our own strategies and projects so they become more effective.

Donor reporting: Showing donors that our projects are effective and represent the best possible outcomes.

Promoting an evidence-based approach: Demonstrating that Global Family's projects are based on proven strategies for prevention, intervention, and aftercare.

Knowledge creation: Contributing to a broader body of knowledge around family-based childcare and anti-human trafficking interventions that influence other organizations and policies.

## ADOPTING AN EVIDENCE-BASED APPROACH

In very rare circumstances will you choose to guess rather than know. The rise of evidence-based policy (EBP) and practice is driven by largely this idea, that it is better to have as much evidence possible and to be optimally informed in order to produce, theoretically, the most effective outcomes. EBP is often understood, in most cases on the part of the academic community, as involving a systematic and comprehensive understanding of high-quality and robust evidence. While this may be an ideal type of evidence use in policy and practice, evidence which is systematically collected and analyzed is not necessarily the most relevant, nor the most useful given either the problem or the stakeholders involved.

In most cases, evidence-informed practice starts with understanding what is effective and what is not effective. Measuring outcomes is important because it can be used to make programs more effective and sustainable, show donors and other stakeholders that a project represents the best possible outcomes, and contribute to a broader body of knowledge around a particular subject. In order to accomplish this, monitoring and evaluation (M&E) consists of the regular collection of information about a project's activities, and then assessing whether a project is achieving its original goals and why and how and intervention operates. M&E can provide guidance on future activities and constitutes an integral part of accountability to intervention partners.

The general steps for evaluation consist of developing objectives, creating indicators, data collection, analysis of data, application of findings to implementation, and communicating the relevant information. Indicators should be specific and measurable, and they should communicate what has changed and for whom. You might choose to use a logic model, or the analysis of annual work plans to evaluate the efficiency and effectiveness of a program.

### KEY ISSUES AND INDICATORS FOR CLUBS

#### CLUB ORGANISATION

Number of clubs

Leaders trained

Volunteers recruited

#### COMMUNITY CAPACITY

Clubs achieve goals for awareness, community, and mobilization

Community resources (human, technical, and financial)

Networks, partnerships, and collaborations

#### SOCIAL CAPITAL

Interaction between individuals, groups, and sectors in a community

## POST-MEETING EVALUATION

Meet with the individuals from your organization, volunteers, and partnering groups/organizations that were involved in the Awareness Campaign to debrief and assess. Talk about what went well, what could have been better, the content and activities that were effective, those that could be improved, and the information you want for next time. Then congratulate yourselves on a job well done!

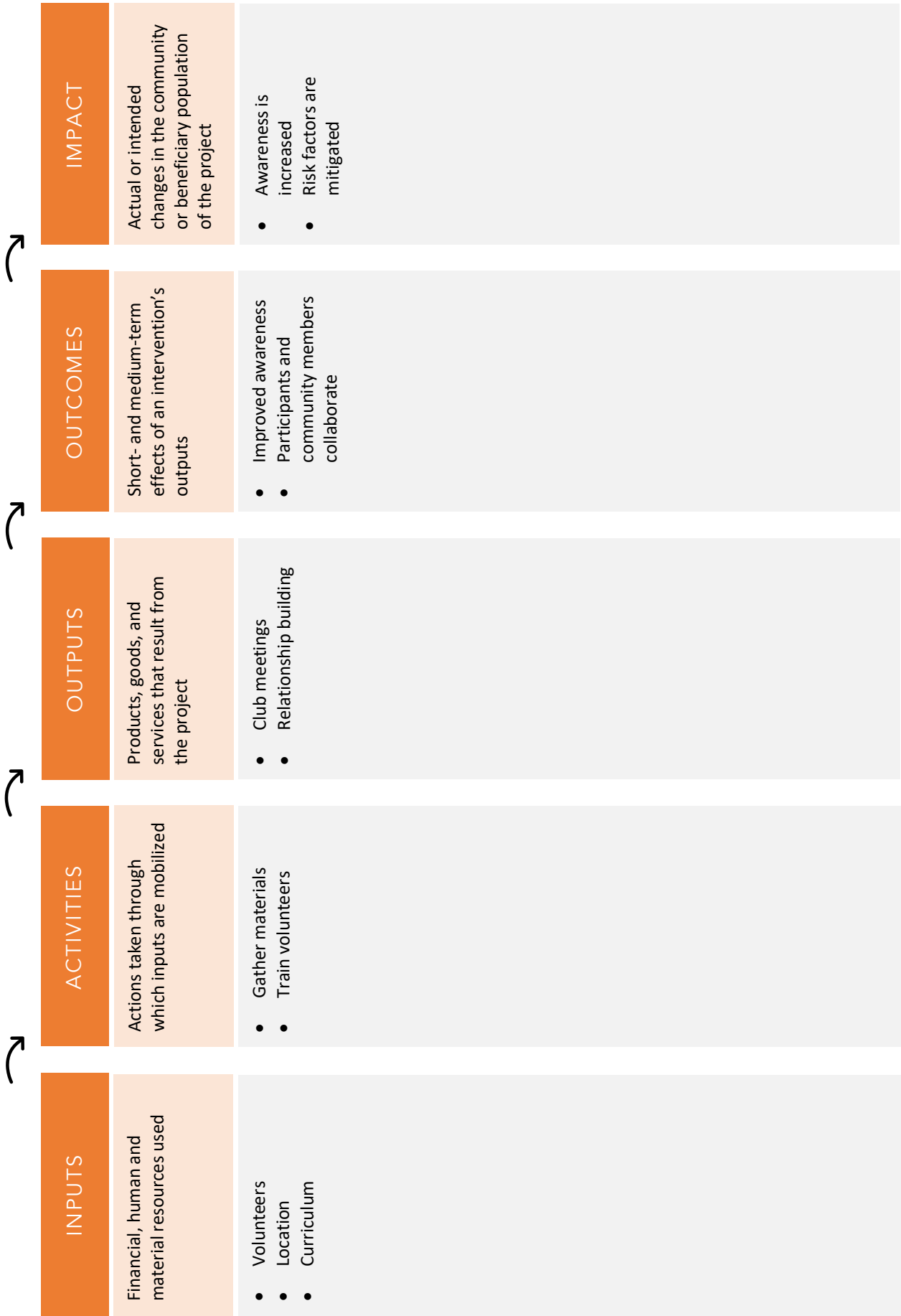
What went well?

What could have been better?

## LOGIC MODELING

Creating a logic model can be a great way of evaluating how your inputs and activities create outputs, outcomes, and impact. We've added some examples below to get you started!





## PRE-POST EVALUATION

Overall, reviews and assessments of evidence on preventative programs are far from achieving data saturation. Robust evaluations of girl's empowerment and other youth club programs are most often found in high-income countries, while evaluations from (or focusing on) interventions in low- and middle-income countries tend to be sub-sets of evaluations on general anti-human trafficking programs implemented by NGOs. Studies and evaluations often do not define or report outcomes, which is largely a result of the lack of a comparison group and lack of data on incidence of trafficking and child abuse. Additionally, many clubs are located in rural areas, which presents challenges for researchers, especially independent evaluators, to conduct in-depth research.

Conducting an evaluation of your club can help you assess the extent club activities have mitigated the risks of child trafficking and abuse. Evaluation may include identifying key risk factors, measuring risk factor prevalence amongst club participants, and understanding the perception of mitigation amongst club leaders. Findings can be used to improve program effectiveness; identify the components of the curriculum, training, and reporting structure that are effective and those that are ineffective; improve contextualization; and contribute to knowledge around community-based youth club implementation and preventative interventions targeting human trafficking and child abuse.

Baseline surveys for participants and club leaders can be found in the appendices.

## DATA COLLECTION

Baseline and end-line surveys were designed to collect data on changes in risk factor prevalence amongst club participants and to measure the club's ability to mitigate those risks. Survey questions for club participants were written in a topic-sensitive manner so that participants who themselves or whose friends may have been affected by trafficking or abuse would not be adversely affected or triggered. Survey questions were informed by EMpower's research and guidelines for monitoring and evaluation programs for youth<sup>3</sup>. Questions that measure self-esteem were adapted from the Rosenberg self-esteem scale<sup>4</sup> and questions that measure gender attitudes were adapted from the GEM scale developed by Promundo<sup>5</sup>.

## MATERIAL TRANSLATION

Translate the survey questions. If any questions need to be re-worded in order to contextualize them or for other reasons, such as they are not appropriate or may not be well understood by respondents, report all changes that are made.

## TRAINING FOR CLUB LEADERS

If you are the club leader, please fill out one survey per club that you oversee. If you oversee or manage club leaders that lead their own clubs, arrange a meeting for them to assemble. It is recommended that this meeting is scheduled for a full day and that the following outline is used.

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<sup>3</sup> EMpower. (2018). *Evaluating programs for youth*. New York, London, Hong Kong: EMpower.

<sup>4</sup> Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.

<sup>5</sup> UN Women. (2013). *Making women count: An annual publication on gender and evaluation by UN Women multi country office for India, Bhutan, Sri Lanka and Maldives*. New Delhi: UN Women.

### **1. Surveys as a Tool to Improve Effectiveness**

Explain that a survey is a tool that is used to improve the effectiveness of programs, such as clubs, in achieving their goals. A survey is a list of questions for each individual participate to fill out. It will ask them about their experiences in the club as well as in outside activities and will also ask them about their experiences in observing or identifying abuse and exploitation. It is important that club leaders fill out surveys themselves, as well as assist club participants in completing surveys. The goal of this meeting is to discuss the goals of the surveys and provide instructions for helping participants complete them.

### **2. Explain the Purpose of the Evaluation and the Baseline Survey**

Explain that the information from the surveys will most importantly be used to improve Global Family's processes in club management and sustainability, and to improve the writing, development, and contextualization of the curriculum. In explaining the purpose of the evaluation, it is important that leaders do not feel that they have been unsatisfactory in their work. Rather, we aim to improve Global Family's own processes and curriculum.

Explain that responses will be anonymous. No names are collected on the survey forms, and any outcomes that are reported in Global Family's internal reports or published elsewhere will be attached to them.

### **3. Answer Questions**

If leaders have questions, answer them here.

### **4. Fill out the Survey for Club Leaders**

Distribute the survey for club leaders and provide one copy for each individual and allow 1-2 hours for this activity. Explain that while filling out the survey, they should not discuss amongst themselves their answers. Instead, each person should fill out the survey with their own answers.

If they have questions, you may assist them in understanding the questions and the type of answer to be provided but refrain from providing answers for the surveys yourself. For example, if someone asks you how to answer the question, "Why did you join the club?", you may explain, "This question is asking the reason why you joined the club. What caused you to join? Were there any desires or people who influenced you to join?". You may not provide a potential answer to the question, for instance by saying, "You may have joined because someone asked you to join, because you were interested in helping girls in the community, or because you wanted to learn from the experience."

When everyone is finished, collect the completed surveys. Thank them for their involvement and reiterate that their feedback will be very useful in improving clubs, both in this country and around the world. If anyone refuses to complete a survey, ask them why and record their answers. If some questions are not completed, ask why they were unable to answer these questions and record their answers.

It is important that you do not inform the club leaders of each other's outcomes. This is so that leaders would not analyze each other's answers, and so that the end-line survey will provide an accurate account of the clubs' effectiveness without the information that baseline survey responses would have provided.

## 5. Discuss the Process for Distributing the Survey Amongst Club Participants

You may want to have a short break before discussing how leaders can distribute the survey amongst the youth who are involved in their club.

### REPORTING

Report the number of club participants and club leaders who complete the baseline and end-line surveys, summarizing response rates in the following table.

Club	Baseline		End-line	
	No. Complete	No. Incomplete	No. Complete	No. Incomplete

Complete the following table to show the reason for incomplete responses.

Club	Baseline		End-line	
	Reason	%	Reason	%

Complete the following table to report results for each topic.

Club	Pre-Score	Post-Score	Difference	% Change	P-Value

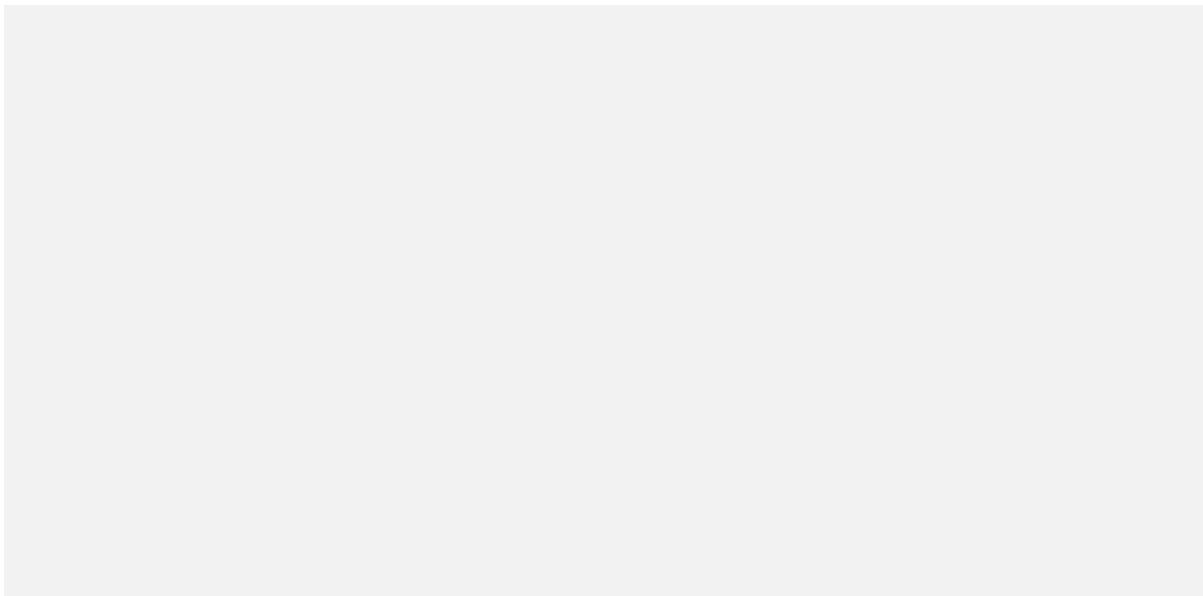
When analyzing results, look at significant findings, common themes, sub-group results, and implications for policy, practice, and research.

- Significant findings: Findings that represent significant results and what these mean for our programs, and an analysis of effective components, ineffective components, or components with unknown effectiveness
- Common themes: Findings that represent significant results and what these mean for our programs
- Sub-group analysis: Difference between sub-groups amongst participants (e.g. age, location, duration of participation, time the club has been active)
- Implications for policy, practice, and research: How findings contribute to the current evidence base and their implications for policy and practice

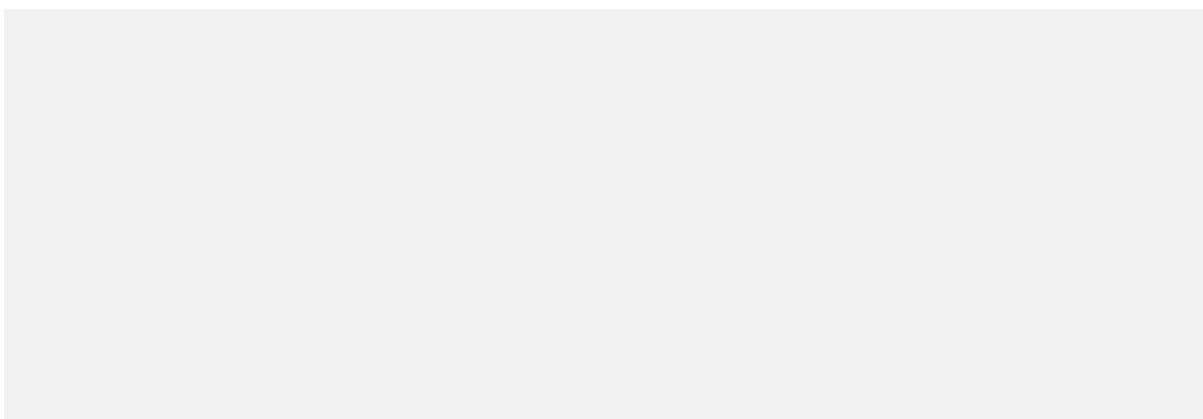
## APPLYING FINDINGS TO PROJECT IMPLEMENTATION

Key questions:

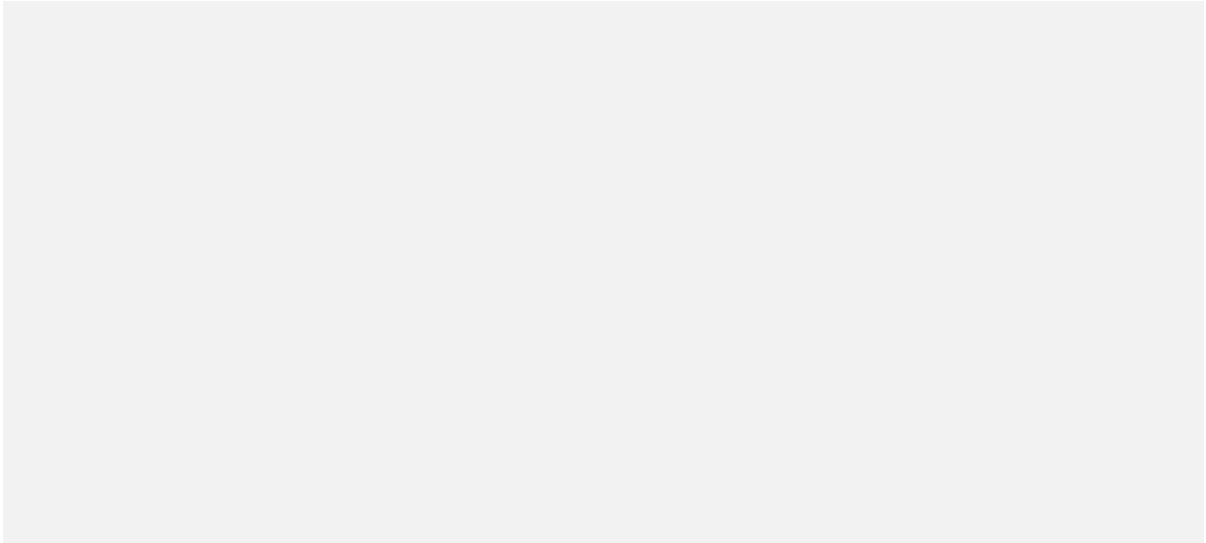
What are the current strengths of the project and how can we build upon these?



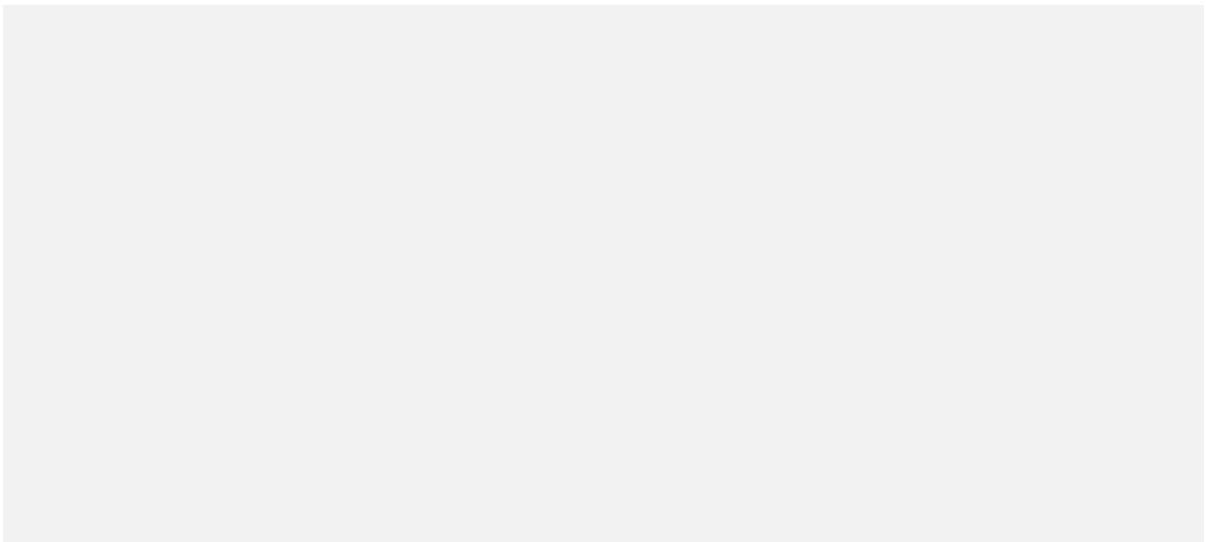
What are the gaps or weaknesses in the project that need to be addressed?



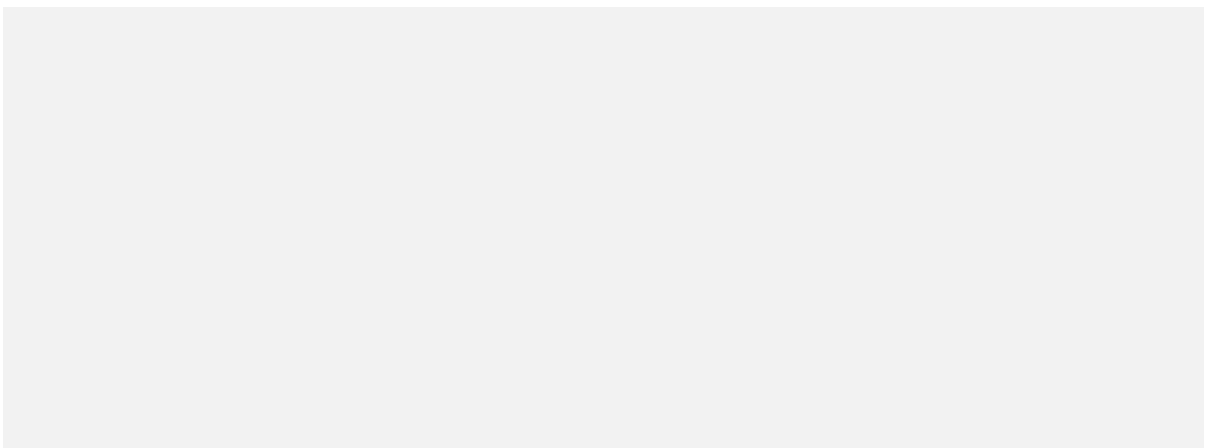
Based on our findings, what are the key steps that can be taken?



How much time and resources will it take to improve on strengths and address weaknesses?



Would taking these steps bring value to this community or to the beneficiaries of the project?



# Appendices

Child Protection Policy

Description of Risk Assessment Factors

Survey for Club Participants

Survey for Club Leaders

# Child Protection Policy

## INTRODUCTION

Global Family approves and endorses this Child Protection Policy (CPP) as a general directive to safeguard and protect children from any kind of abuse and exploitation. We believe that the implementation of this CPP will give clear guidance to staff, board members, volunteers, caregivers, caseworkers, networks, and partner organizations on how to behave around children in care and what to do if you are informed about inappropriate behavior towards children.

Because we are convinced of the importance and necessity of ensuring the secured and favorable conditions of our children who are at risk of losing their basic rights, and because we desire to safeguard and protect the rights of children both now and in the future, Global Family holds all partner organizations and certified projects to abide by this CPP at all times. This policy is based on the child-rights framework of the United Nations Convention on the Rights of the Child (UNCRC) 1989.

## I. NAME

The official name of this document shall be Global Family's Child Protection Policy.

## II. COMMENCEMENT

This policy shall be applicable to the organization and all partner organizations and certified projects from the date approved by the Global Family board of directors, and for partners and certified projects, from the date they sign a partnership agreement, memorandum of understanding, or other formal document outlining the details of partnership.

## III. OBJECTIVE

To make the working members of Global Family aware of child protection and to keep children safe.

## IV. DEFINITIONS

Child	A child is a person who is under 18 years of age as defined in the United Nations Convention on the Rights of the Child.
Child Abuse	Child Abuse is the misuse of power and authority by someone who is in a position of authority over a child. Abuse occurs when adults or other children seriously hurt children, either physically or in some other way. The types of child abuse commonly seen are physical abuse, emotional abuse, sexual abuse, neglect, forced marriage, child labor, discrimination, spiritual abuse, and harmful cultural practices.



Child Labor	This means a child placed to work, which can be hazardous and likely to interfere with the child's education. Labor can also be harmful to a child's health or physical, mental, spiritual, moral, or social development. It can happen by force, promise, or pressure placed upon a child and regardless of the child's consent.
Child Protection Policy	This policy is a statement of intent that demonstrates our commitment to safeguard children. Although no standards or process can offer complete protection for children, following these standards will minimize the risk of abuse and exploitation of children. By implementing these standards, all representatives will have clear guidance concerning their own behavior around children and on what to do if they are informed about inappropriate behavior on the part of others. We hope to make our commitment to safeguard children clear and to help others move towards best practices of caring for children.
Discrimination	A child should not be discriminated against, whatever their race, religion, abilities, and regardless of what they say or what type of family they come from.
Emotional Abuse	Emotional abuse of a child includes the following: <ul style="list-style-type: none"> <li>• Persistent or severe attacks on a child's self-esteem, for example, by name calling, blackmailing, ridiculing, isolating, making the child feel worthless or inadequate, and degrading punishment.</li> <li>• Failure to provide care and affection resulting in adverse effects on the behavior and emotional development of the child, for example by rejection, emotional ill treatment, isolation, lack of supervision and normal living experiences.</li> <li>• Inappropriate expectations imposed on the child.</li> </ul>
Forced Marriage	This includes a marriage without consent of the marrying partners. The age at which a child may legally give consent to being married varies depending on the country.
Neglect	Failure to provide the child with the basic necessities of life such as food, clothing, medical care, shelter, supervision, or basic education to the extent that the child's health and development are placed at risk.
Physical Abuse	This occurs when a person purposefully injures or threatens or fails to prevent injury to a child, and can take the form of slapping, punching, shaking, kicking, burning, shoving or grabbing, beating, hitting, smacking, pinching, poisoning, scalding, cutting, scratching, throwing, suffocating, and drowning.
Sexual Abuse	Sexual abuse of a child, whether or not the child is aware of the abuse or consents to the abuse, includes: <ul style="list-style-type: none"> <li>• Inappropriate expectations imposed on the child.</li> <li>• Inappropriate sexual behavior with a child, which may include sexual remarks, fondling, incest, rape or other sexual intrusion.</li> <li>• The child is encouraged or forced to observe or participate in any form of sexual behavior that is not appropriate according to the child's age and development.</li> <li>• Making a child take part in or watch pornographic material.</li> <li>• Prostitution and other forms of demeaning or sexual exploitation.</li> </ul>

	<ul style="list-style-type: none"> <li>Forming inappropriate emotional attachments that lead to sexual abuse of the child, such as grooming.</li> </ul>
Spiritual Abuse	Spiritual abuse occurs when a spiritual leader or someone in a position of spiritual power or authority misuses their authority and the trust placed in them with the intention of controlling, coercing, manipulating, or dominating a child. This can be linked with other kinds of abuse, including physical, emotional, and sexual abuse.

## V. IMPLEMENTATION

The agencies abiding by and accepting this CPP should organize a team of three people from within the organization to maintain confidentiality and disseminate the policy and should plan to overcome necessary barriers while handling any incidents on child abuse.

Staff and volunteers should follow these guidelines:

- Do not physically assault, hit, or discipline a child in a manner that is in breach of this policy
- Do not use violence against a child
- Do not take images of children (photos, videos, etc.) that are detrimental, sexually explicit, or undermining to a child's dignity in any way
- Do not develop any type of relationship that will lead to harming a child
- Do not use language or make statements that are seductive or abusive in any way
- Do not develop relationships with individuals or organizations that would induce any form of child abuse/trafficking
- Do not invite a child to a place of residence unsupervised or stay overnight with any child unsupervised
- Do not abuse your own children or employ child laborers in your own home

Agencies and organizations should follow these guidelines:

- Maintain a secure environment
- Display basic child protection rules and regulations in every home in child-friendly language
- Increase the participation of children in the design and implementation of programs affecting their rights and well-being to ensure that assistance responds to their needs and that they are fully aware of the services and resources available to them
- Form peer protection group amongst the children
- Organize child awareness programs and prevention strategies to provide knowledge and inform children about abuse
- Increase access to and confidentiality of complaint mechanisms so that children are more likely to seek help when they feel at risk or have been abused
- Encourage children to use complaint mechanisms to 'break the silence' in cases of abuse
- Empower children by building confidence and like skills to cope with at-risk situations
- Provide children with information on where to go for help and advice in relation to abuse
- Foster an environment of respect, trust and accountability so that children feel comfortable talking about their problems and respect children's boundaries
- Be willing to challenge abusive or exploitative behavior at an early stage
- Be able to recognize and avoid situations that may create risk for a child
- Increase the number of female staff members, particularly in activities that affect girls
- Avoid unhealthy attachments with children

- Act responsibly and minimize risks when in contact with children who display sexualized or inappropriate behavior
- Visiting guidelines should be displayed and followed strictly
- Make staff and volunteers aware of sanctions for failing to respect the policy

## VI. IMPLEMENTATION

Procedures are in place in order to make sure that the policy is implemented as prescribed in the following:

### DETECTION

Global Family may conduct interaction, collect reports, and hear complaints from the organization's programs, send questionnaires, and ask to receive particular information. Concerned organizations should send reports on the progress and actual conditions of the implementation of the policy to Global Family.

### INVESTIGATION

If a child tells you that he/she has been abused, take it seriously and let him/her know that you need to tell someone else. Record the complaint immediately after it is shared with you. Where there is an allegation, first inform the project lead. If the project lead is the subject of the allegation, inform a higher authority. The allegation should be kept confidential with only those directly involved or those handling necessary information. If a member of staff is the subject of an allegation involving child abuse or abuse of humanitarian aid, that staff member should be asked to take leave of his/her duties until an investigation has been completed. Such suspension does not imply guilt, but rather protects all parties while an investigation takes place.

Where it is established that a breach of this policy or abuse has taken place, the guilty party will be dismissed from his/ her post immediately and the matter should be handed over to the policy for necessary legal actions. If abuse has not occurred, steps will be taken to sensitively reinstate the individual.

### RESTORATION

Abuse commonly causes psychosocial trauma and developmental stagnation. The child should receive medical care, support, and counselling. If needed, or in case the situation doesn't improve, refer the child to professional services. If a child is found neglected of his/her legal rights through the detection and investigation processes, the project lead shall warn the concerned organization to restore such rights of the child within a given timeframe. If the organization fails to restore the child to his/her normal conditions as stated above, alternative living arrangements should be made depending on the newly formed needs of the child.

## VII. RECOMMENDATIONS

This CPP has been prepared and expected to be practiced by subscribing member organizations by their own consent. The provisions stipulated in this policy document are not enforceable by law and are the general directives for its subscribers.

## VIII. SIGNATURE

I have read and understand the standards and guidelines outlined in this child protection policy. I agree to comply with the principles contained therein and accept the importance of implementing child protection policies and practices while associated with Global Family.

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Name

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Designation

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Signature

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Date

# Description of Risk Assessment Factors

## INDIVIDUAL (INTERNAL)

### POVERTY

Poverty is largely understood as a primary risk factor, or 'root cause', for trafficking and exploitation.<sup>1,2,3,4</sup> Poverty on a larger scale may not necessarily be related to trafficking and may be more indicating at the individual and household level.<sup>5,6</sup> The idea of poverty is often closely related to subjective assessments of societies and communities. Poverty is related to material conditions (limited resources, needs, pattern of deprivation), economic circumstances (standard of living, inequality, economic position), and social position (lack of security, exclusion, dependency, social class).<sup>7</sup>

A relative definition of poverty sets the threshold for poverty in relation to general standards of living (e.g. constant percentage of average income). Using a relative definition requires looking at standards of living according to the minimum livelihood each individual should attain in their context.<sup>8</sup> An absolute definition of poverty defines standards of living for bare subsistence. Income may be used to measure poverty, but the limitation of solely using income is that it says nothing about the 'depth' of poverty; monetary income partially reflects individuals' choices about how to allocate wealth between employment and leisure; and an individual's income may vary over his/her lifetime.

Poverty may also be measured in terms of deprivation, which combines a number of relative measures to capture the multi-dimensional nature of poverty. Deprivation may be defined as limited resources that prevent individuals from attaining an acceptable way of life. Deprivation is both absolute (the same indicators apply from year to year) and relative (the initial and subsequent choice of indicators reflect expectations prevailing within the current society).<sup>9</sup>

For instance, the 1960s index for deprivation developed by Townsend focused on items such as food, refrigerators, indoor baths, and holidays.<sup>10</sup> Interest in neighborhood deprivation reflects the fact that poverty is typically concentrated within geographic areas. It is often difficult to determine which indicators to include. Different demographic groups vary in how they define themselves as not meeting an indicator by choice versus because they can't afford it.<sup>11</sup>

### MEASURES

Wealth: Financial wealth, physical assets, and human capital, each of which yields a flow of income

Full monetary income: Monetary income together with non-monetary income (e.g. job satisfaction, enjoyment of leisure, and values of services from durable goods)

Household income, which can be adjusted for household size and age composition with equivalence scale<sup>12,13</sup>

### CAPABILITY

A person's quality of life is determined by his/her capability to achieve basic functions (poverty being the deprivation of these). Capability provides a more accurate depiction of well-being for individuals who are comparatively worse-off economically or in systemic poverty, however who may possess different kinds of capabilities which improve their standard of living.

## MEASURES

Health, education, political freedom, social interaction, and emotional state<sup>14</sup>

## SEXUAL/PHYSICAL ABUSE

Child Sexual Abuse (CSA) is any sexual activity with a child where consent is not or cannot be given. Sexually abusive acts may include penetration, creation of pornographic images, sexual touching, or non-contact acts. Sexual Exploitation of Children (SEC) is defined as taking unfair advantage of the imbalance of power between an adult and a child under the age of 18 for the purpose of sexual pleasure. It can also involve remuneration in or promise of money, goods, or services to the child.

## MEASURES

Changes in behavior

Avoiding the abuser

Sexually inappropriate behavior

Physical problems

Problems at school

Verbal hints and clues that abuse is happening<sup>15</sup>

## NEGLECT

Neglect is the failure of a parent, guardian, or other caregiver to provide for a child's basic needs. Neglect may be 1) physical (failure to provide necessary food or shelter, or lack of appropriate supervision); 2) medical (failure to provide necessary medical or mental health treatment); 3) educational (failure to educate a child or attend to special education needs); or 4) emotional (inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs).

## COMMON SIGNS OF NEGLECT

Frequently absent from school

Begs or steals food or money

Lacks needed medical or dental care

Consistently dirty and has severe body odor

Lacks sufficient clothing for the weather

Abuses alcohol or other drugs

States that there is no one at home to provide care<sup>16</sup>

## RUNAWAY

A runaway or missing child refers to a child who has run away from their home or care placement, has been forced to leave, or whose whereabouts are unknown.<sup>17</sup> Runaway children face an increased likelihood of high-risk behaviors, including engaging in unprotected sex and participating in intravenous drug use; greater risk of severe anxiety and depression, suicide, poor health and nutrition, and low self-esteem; increased likelihood of exchanging sex for food, clothing, and shelter or dealing drugs to meet basic needs; difficulty attending school; and experiencing violence on the streets.<sup>18</sup>

## SIGNS THAT A CHILD MIGHT BE PLANNING ON RUNNING AWAY

Accumulating money and personal possessions

Talking about running away

Problems at school

Family problems

A sudden change of friends or companions

Behavioral issues

Depression<sup>19</sup>

## HOMELESS

Homeless children include:

- Children who lack a fixed, regular, and adequate nighttime residence (includes children who reside in emergency shelters or a place not meant to human habitation),
- Children who will imminently lose their primary nighttime residence, and
- Children who are fleeing, or are attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions that relate to violence against the child or a family member.<sup>20</sup>

## MEASURES

Lack of continuity in education

Poor health/nutrition

Transportation and attendance problems

Poor hygiene

Lack of privacy/personal space

Social and behavioral concerns<sup>21</sup>

## MENTAL HEALTH ISSUES

Children with mental health issues may be more isolated and may have a reduced ability to provide consent. Children who experience anxiety, depression, self-harm behaviors, dissociation, suicidal ideation and attempts, and cognitive impairment may be more at risk for exploitation.

## MEASURES

Mood changes

Intense feelings

Behavior changes

Difficulty concentrating

Unexplained weight loss

Physical symptoms

Physical harm

Substance abuse<sup>22</sup>

## DEVELOPMENTAL/LEARNING DISABILITIES

A child with a general learning disability finds it more difficult to learn, understand, and do things compared to other children at the same age. Like all children, children with learning disabilities continue to progress and learn throughout their childhood, but more slowly. General learning disability is different from specific learning disability, which means that the child has difficulties in one or two areas of their learning (such as reading, writing, or understanding what is said to them) but manages well in other areas of their development.<sup>23</sup>

Learning disabilities typically affect:

- Spoken language: Delays, disorders, and deviations in listening and speaking
- Written language: Difficulties with reading, writing and spelling
- Arithmetic: Difficulty in performing arithmetic operations or in understanding basic concepts
- Reasoning: Difficulty in organizing and integrating thoughts
- Memory: Difficulty in remembering information and instructions<sup>24</sup>

## SYMPTOMS COMMONLY RELATED TO LEARNING DISABILITIES

Difficulty discriminating size, shape, and color

Difficulty with temporal (time) concepts

Reversals in writing and reading

Poor visual-motor coordination

Hyperactivity

Difficulty copying accurately from a model	Slowness in completing work
Easily confused by instructions	Difficulty with abstract reasoning and/or problem solving
Often obsesses on one topic	Poor short-term or long-term memory
Lags in developmental milestones (e.g. motor, language)	Poor adjustment to environmental changes
Difficulty concentrating	Difficulty with tasks requiring sequencing <sup>25</sup>

### LACK OF SUPPORTIVE COMMUNITY

A child is more vulnerable to exploitation if he/she lacks supportive communities. These include extended familial networks, social capital within their community (including a neighborhood, village, town, or city), involvement in extra-curricular activities, and membership of a spiritual group or association.

#### MEASURES

Availability and accessibility of services, groups, and associations that increase social capital

### LACK OF EDUCATION

A child is more vulnerable to exploitation if he/she does not receive an education or has only achieved the equivalent of a primary education.

#### MEASURES

Frequency and level at of school attendance

### CHILD LABOR

The worst forms of child labor are defined as:

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
- The use, procuring, or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- The use, procuring, or offering of a child for illicit activities, in particular for the production and trafficking of drugs; and
- Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children.<sup>26</sup>

#### MEASURES

Abuse of vulnerability	Deception	Restriction of movement	Isolation
Physical/sexual violence	Intimidation and threats	Retention of identity documents	
Withholding of wages	Debt bondage	Excessive overtime <sup>27</sup>	



## SINGLE PARENT FAMILIES OR LACK OF SUPPORTIVE PARENTS

Children in single parent families or in families where a parent is absent for large periods of time may be more vulnerable to exploitation. Additionally, children whose parents suffer from alcohol and substance abuse issues or who are involved in crime are more likely to be involved in child prostitution.<sup>28</sup>

### MEASURES

Number of single parent families

Parent(s) is absent for long periods of time for work or because of other reasons)

## SUBSTANCE ABUSE

Substance abuse is often cited as a risk factor of trafficking, especially amongst youth.<sup>29,30,31</sup> Drugs have a role in the recruitment of individuals and forcing individuals to perform sex acts or engage in pornography.<sup>32,33</sup> Substance abuse is one of the main reasons cited by adult women for entering commercial sex work.<sup>34,35,36</sup> Substance use may also provide a barrier for exit, and may be used as a means of coercion by the exploiter by demanding 'payment' through sex work.<sup>37,38,39</sup> The exploiter may use dependency on drugs to control youth and ensure their involvement in sex work. Substance use may also facilitate engaging in survival sex<sup>40,41,42,43</sup> or be used to cope with exploitation.<sup>44,45</sup> Minors who are trafficked are often observed to also suffer from substance abuse.<sup>46</sup>

### MEASURES

Regular use of drugs and display of drug addiction symptoms and behaviors

Behavioral changes, including problems at school or work, physical health issues, neglected appearance, and money issues<sup>47</sup>

## ENVIRONMENTAL (MICRO/SITUATIONAL)

### PROXIMITY TO AN INTERNATIONAL BORDER

Most victims trafficked internationally cross official border points. According to the IOM, women are more likely to be trafficked through an official border point than men, and adults are more likely to be trafficked across border points than children. Some carry forged travel documents.<sup>48</sup> Cross-border trafficking flows (both sub-regional and transregional) are often more connected to organized crime. While victims are normally recruited by local citizens in the victims' own country (origin country), traffickers in the destination country may be either local citizens of the destination country or foreigners. Most often, traffickers and victims come from the same country.<sup>49</sup>

### MEASURES

Distance from an international border

Accessibility to an international border

Availability and affordability of means of transportation

## TRANSIENT MALE POPULATION

The presence of transient male populations increases the risk for trafficking, especially the commercial sexual exploitation of children (CSEC).<sup>50,51</sup> These may include transient adult males such as members of the military, truckers, conventioners, and tourists.<sup>52,53,54,55</sup>

### MEASURES

Percentage of the population at any given time consisting of males who originate from other communities and/or countries and who are temporary residents or workers in the community

## VIOLENCE

Child victims of family and domestic violence and who live in societies with higher tolerance for violence are more at risk to exploitation. Societal norms around violence support patriarchal structures that interplay with material deprivation, which in turn affect individual factors such as education and criminalization of perpetrators of violence.<sup>56</sup> Individuals who have experienced violence and trauma are more vulnerable to exploitation due to the long-term effects of trauma. Traffickers target victims of domestic violence, sexual assault, and war and conflict.<sup>57</sup> Victims of trafficking also share risk factors with other forms of violence, including intimate partner violence, sexual violence, and gang violence.<sup>58</sup>

### MEASURES

Gender-based violence

Domestic violence

Physical/sexual abuse

Work-based violence

## POLITICAL INSTABILITY

A UN report identified three human trafficking trends connected to conflict: 1) within and into conflict zones (trafficking of people from outside a conflict zone into the zone); 2) child trafficking (including as combatants and servants); and 3) trafficking out of and through conflict zones (e.g. large refugee and internally displaced people (IDP) populations as they try to leave conflict zones, and irregular migrants as they try to find opportunities by travelling through a conflict zone).<sup>59</sup>

Political instability and conflict, especially in origin countries, causes significant migration flows which can be related to trafficking.<sup>60</sup> Other 'push factors' that result from political instability include warfare and civil unrest, ethnic intolerance, and lack of freedom and democracy.<sup>61</sup> Political instability can also reduce the government's ability to provide services to vulnerable populations. Prevention efforts suffer as a result, and organized crime may increase due to reduced spending on security.<sup>62</sup>

### MEASURES

Patterns of political authority and stability of political institutions<sup>63</sup>

Civil protest, politically motivated aggression, and instability within political regimes<sup>64</sup>

Ideological heterogeneity, polarization, survival of the legislature, time horizon to next mandatory elections, overall economic conditions, and stability of the party in power<sup>65</sup>

## ADULT SEX INDUSTRY

The presence of an adult sex industry provides a medium through which the organized exploitation of children and adults can be facilitated. Trafficking into the commercial sex industry is also commonly associated with the spread of HIV.<sup>66,67,68</sup> The expansion of the commercial sex industry has been facilitated by mainstreaming in economic and social institutions through cultural change and neo-liberal policies and attitudes.<sup>69</sup>

### MEASURES

The existence of brothels or other places in which commercial sex takes place

## MIGRATION

Migration and trafficking in persons are largely inter-connected issues.<sup>70</sup> The prevalence of human trafficking is higher in regions with large emigration flows since there are lower recruitment costs for traffickers in emigration and more negative self-selection into migration.<sup>71</sup> It is often related to the sex industry, domestic labor, and the commercial marriage market.<sup>72</sup> Migration and trafficking facilitated by migration is encouraged by globalization and increasingly international flows of labor and trade.<sup>73</sup>

### MEASURES

Population registers and census

Transition and event data<sup>74</sup>

Distance travelled<sup>75</sup>

Migration age profiles<sup>76</sup>

## SOCIAL (MACRO/CONTEXTUAL)

### ETHNIC/RACIAL MARGINALIZATION

Marginalized populations are at heightened risk for trafficking and exploitation.<sup>77</sup> Marginalization is associated with discrimination, isolation, poverty, lack of employment, lack of economic opportunities, and lack of access to education and health care. There may also be multi-generational exploitation in marginalized groups.<sup>78</sup> Ethnic and racial minorities may not be as well protected by preventative policies<sup>79</sup> and may be specifically targeted for trafficking and exploitation.<sup>80</sup> Minorities are also disproportionately affected by poverty, which increases their risk of being trafficked.<sup>81</sup>

### MEASURES

Percent of the population that consists of a minority group or a group that suffers discrimination or marginalization<sup>82</sup>

### GLORIFICATION OF EXPLOITATION

A culture that tolerates or promotes sexual exploitation is a risk factor for trafficking.<sup>83</sup> Normalization of a culture of exploitation reduces social and psychological barriers for victims to enter commercial sex work, for traffickers and exploiters, for policymakers and practitioners in preventing and intervening in trafficking, and for the general population in identifying and reporting instances of trafficking and perpetuating further normalization of exploitation.

## MEASURES

Exploitation featured in mainstream media, including television, film, music, and social media

Exploitation and violence in pornography

## SEXUALIZATION OF CHILDREN AND WOMEN

The sexualization of children is a social norm that is often listed as a risk factor for human trafficking.<sup>84</sup> A 2011 study found that sexual denigration of oneself and/or others increases a youth's likelihood of engaging in prostitution.<sup>85</sup> Child pornography may also increase the prevalence of trafficking of children by projecting adult agency onto children and normalizing abusive practices.<sup>86</sup> A review of empirical research on sexualization of women in mainstream media finds that exposure to sexualized content results in body dissatisfaction, self-objectification, support of sexist ideas, tolerance towards sexual violence toward women, and diminished view of women's competence, morality, and humanity.<sup>87</sup> Exposure to sexualizing media increases self-objectification.<sup>88</sup> More frequent consumption of women's magazines and reality television results in greater use of alcohol to feel sexual, less condom use, and negative sexual affect.<sup>89</sup>

## MEASURES

Sexualization of children in magazines, marketing, advertising, television, film, music, and on social media

Availability and use of child pornography

Display of over-sexualized behavior amongst children

Interest in child molestation scale<sup>90</sup>

## GENDER INEQUALITY

Gender inequality and social norms that de-value women contribute to exploitation and forced migration.<sup>91</sup> Research shows that trafficking is more likely in countries with higher shares of female-to-male income.<sup>92</sup>

## MEASURES

Maternal mortality

Adolescent birth rates

Percent of women in government offices

Secondary education attained by females

Labor force participation rate of females

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# Survey for Club Participants

## INTRODUCTORY DETAILS

What is today's date?

What is your age?

Who do you live with? Do you live with both of your parents? If not, which parent do you live with?

What grade/class are you in?

Do you have any children? If yes, how many children do you have?

Were you born in the neighborhood in which you live? If no, where did you move from, and at what age?

Are your parents employed? If so, what is their occupation(s)?

Do you get along well with your family?

What do you want to do when you grow up?

## PARTICIPATION IN THE CLUB

Who told you about the club?

Why did you join the club?

How long have you been coming to this club?

What are your favorite parts of the club meetings, and why?

What are your least favorite parts of the club meetings, and why?

What is your favorite topic that is discussed at the club, and why?

What have you learned from the club?

What would you like to learn from the club, but you haven't learned it yet?

How often do you talk to the club leader(s) about sensitive issues such as abuse?

## OUTSIDE ACTIVITIES

Do you participate in any other similar clubs or groups?

Do you work anywhere or are you employed? If so, how often do you work and what is your job?

Do you go to school? If so, how often do you attend school?

Do you think that girls and boys should both be able to pursue high-skilled jobs, like becoming a doctor or a teacher?

## SELF ESTEEM

CIRCLE THE ANSWER THAT YOU MOST AGREE WITH

I am satisfied with myself	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel that I have a number of good qualities	Strongly Agree	Agree	Disagree	Strongly Disagree
I am able to do things as well as most people	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel I do not have much to be proud of	Strongly Agree	Agree	Disagree	Strongly Disagree
Sometimes I feel useless	Strongly Agree	Agree	Disagree	Strongly Disagree

## GENDER ATTITUDES

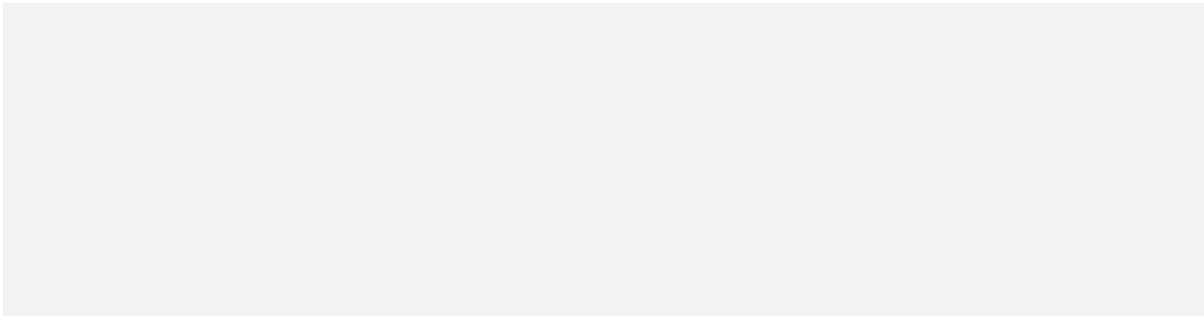
CIRCLE THE ANSWER THAT YOU MOST AGREE WITH

A woman's role is to take care of her home and family	Strongly Agree	Agree	Disagree	Strongly Disagree
There are times when a girl/woman deserves to be beaten	Strongly Agree	Agree	Disagree	Strongly Disagree
It is a girl/woman's responsibility to avoid getting pregnant	Strongly Agree	Agree	Disagree	Strongly Disagree
Male members of the family should have the final word about decisions in the home	Strongly Agree	Agree	Disagree	Strongly Disagree
A wife should tolerate violence in order to keep her family together	Strongly Agree	Agree	Disagree	Strongly Disagree
A man and a woman should decide together if they want to have children	Strongly Agree	Agree	Disagree	Strongly Disagree
The participation of the father is important in raising children	Strongly Agree	Agree	Disagree	Strongly Disagree

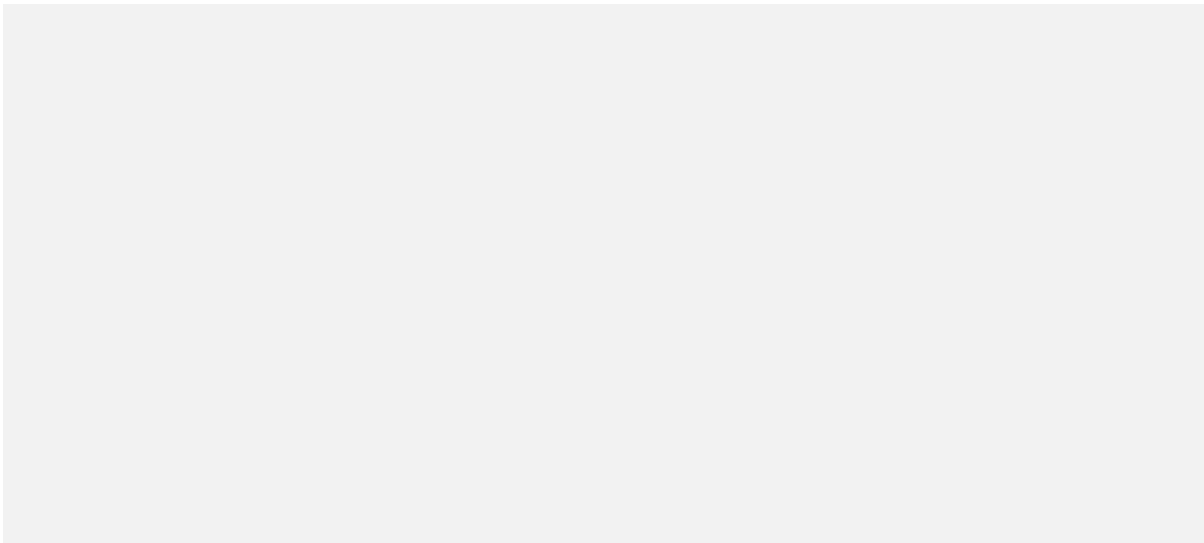
## KNOWLEDGE

What are the qualities of a good friend?

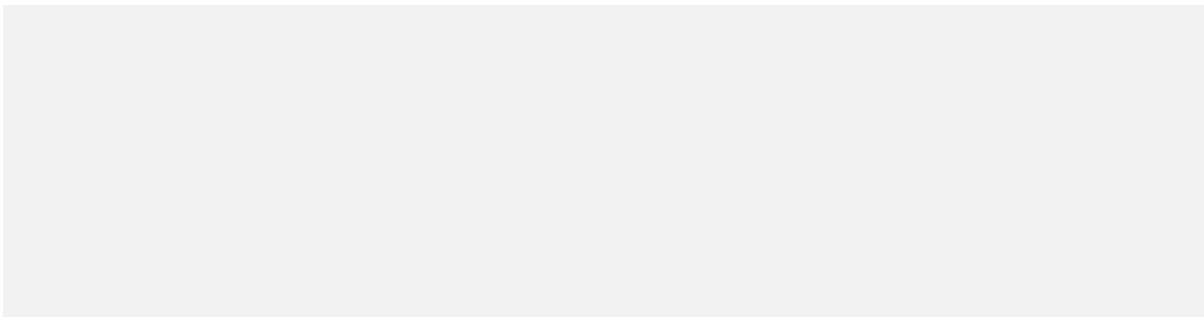
What are the qualities of a good boyfriend?



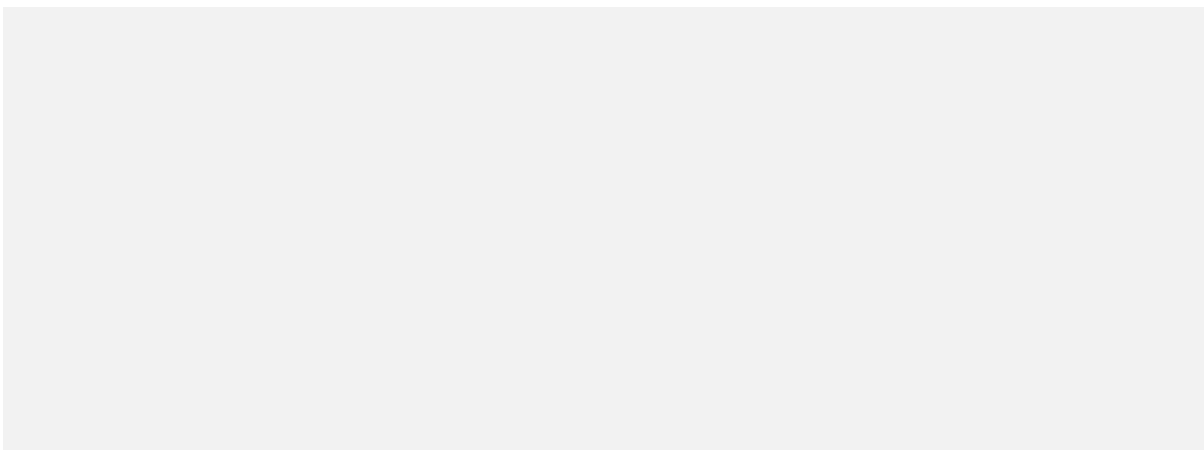
Do you talk about relationships with anyone? If so, who?



Do you talk about marriage with anyone? If so, who?



Do you talk about menstruation with anyone? If so, who?



What is human trafficking?

What is abuse?

What should you do if you think that someone is abusing you?

What should you do if you think that a friend or family member is being abused?

## ACTION

HOW OFTEN HAVE YOU DONE THE FOLLOWING?

Intervened to protect a victim of sexual harassment	Never	Once or Twice	Often
Reported violence or abuse	Never	Once or Twice	Often
Told a family member about what abuse or human trafficking is	Never	Once or Twice	Often
Told a friend about what abuse or human trafficking is	Never	Once or Twice	Often

## PREVALENCE

How many of your friends or family members, that you know of, have run away from home?

How many of your friends or family members, that you know of, have gone missing?

How many of your friends or family members, that you know of, have been abused?

CIRCLE THE ANSWER THAT YOU MOST AGREE WITH

I feel safe at school	Yes	No
Abuse has decreased at my school	Yes	No
Abuse has decreased in my town/village	Yes	No
Trafficking has decreased in my town/village	Yes	No
The number of missing children has decreased in my town/village	Yes	No



# Survey for Club Leaders

## INTRODUCTORY DETAILS

What is today's date?

What is your age?

Do you have any children? If yes, how many children do you have?

## PARTICIPATION IN THE CLUB

For how long has this club been running?

How many members does it have?

How many youth leaders does it have?

How many adult leaders does it have?

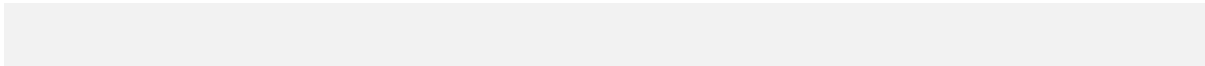
Who told you about the club?

Why did you join the club?

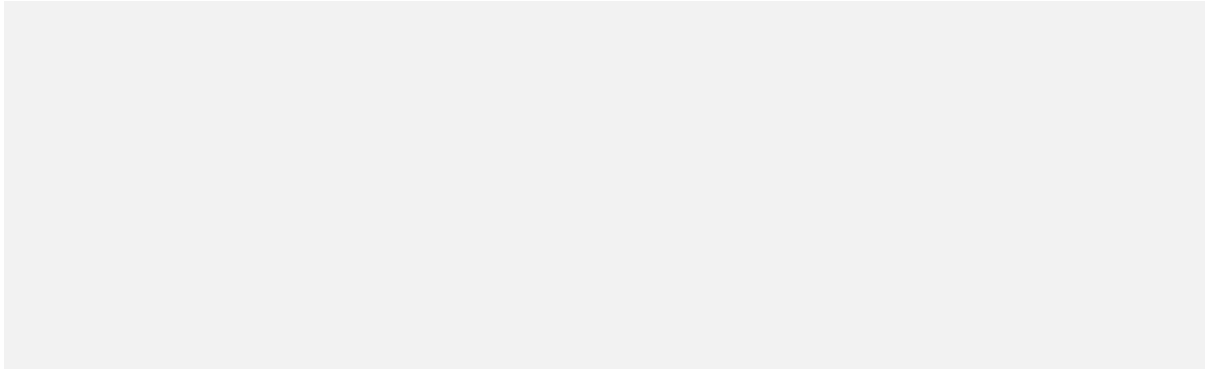
In what language do you use the curriculum?



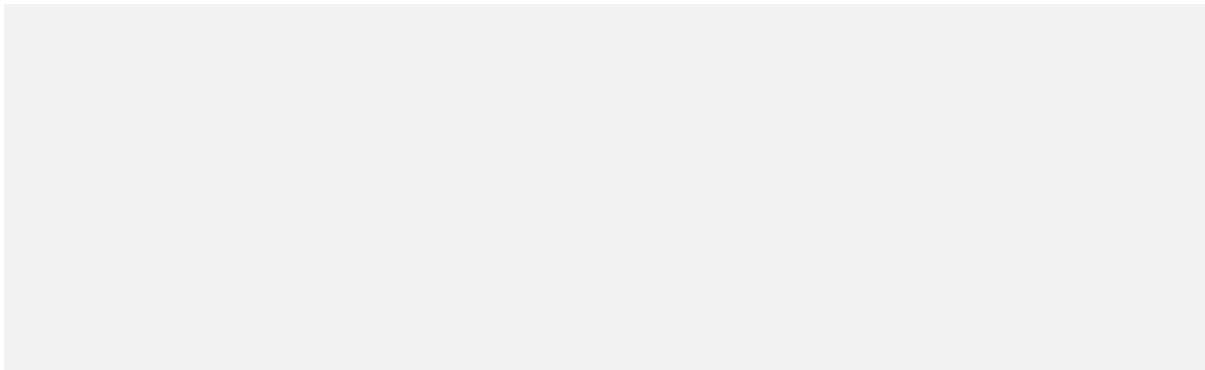
How long have you been coming to this club?



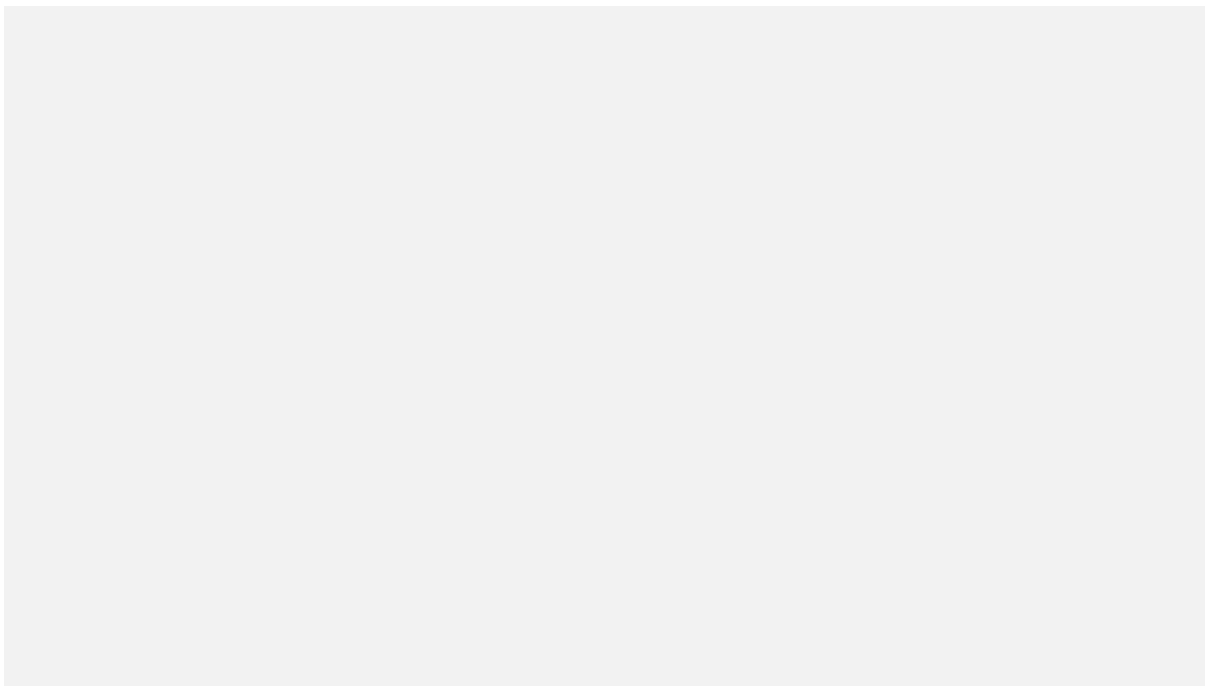
What are your favorite parts of the club meetings, and why?



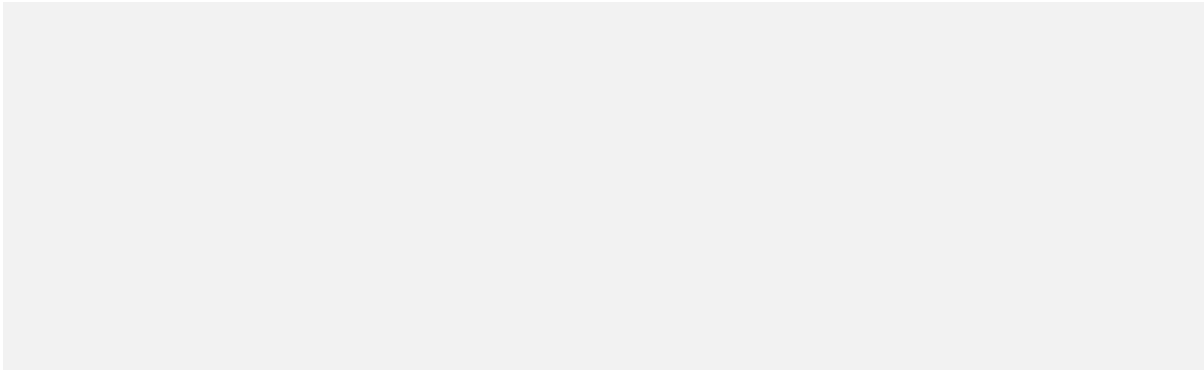
What are your least favorite parts of the club meetings, and why?



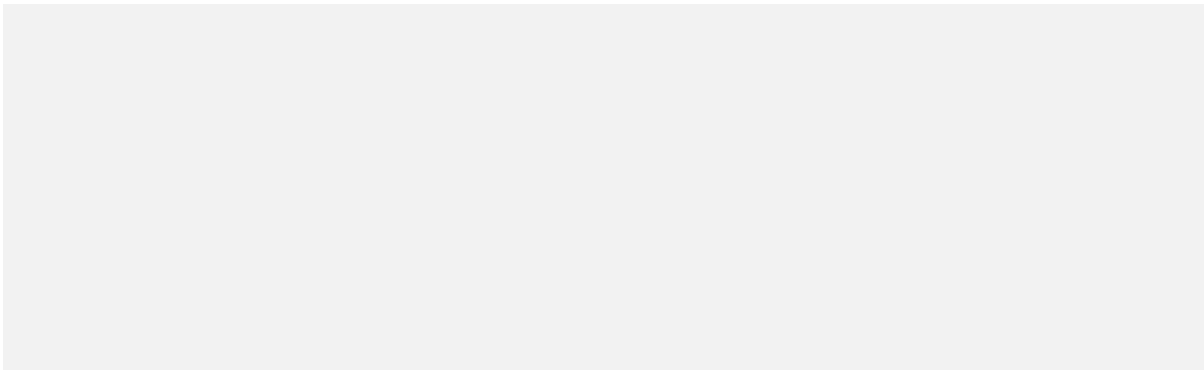
What is your favorite topic that is discussed at the club, and why?



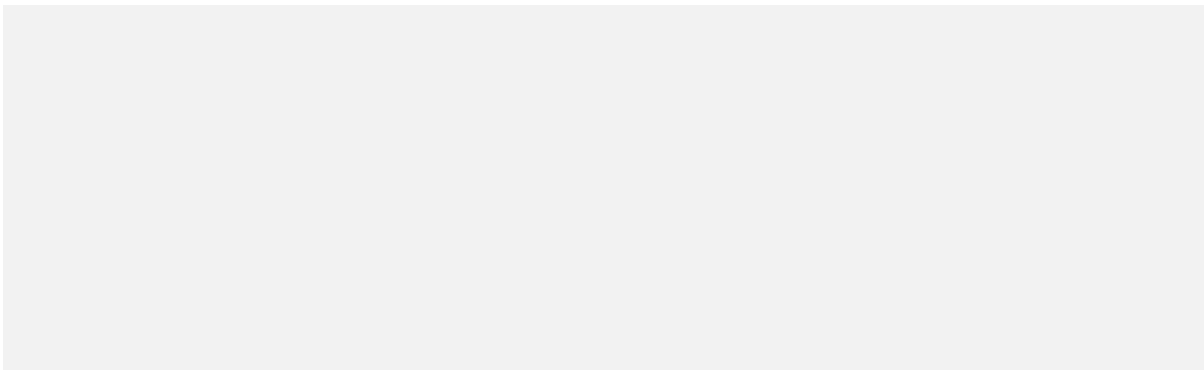
What have you learned from the club?



What would you like to learn from the club, but you haven't learned it yet?

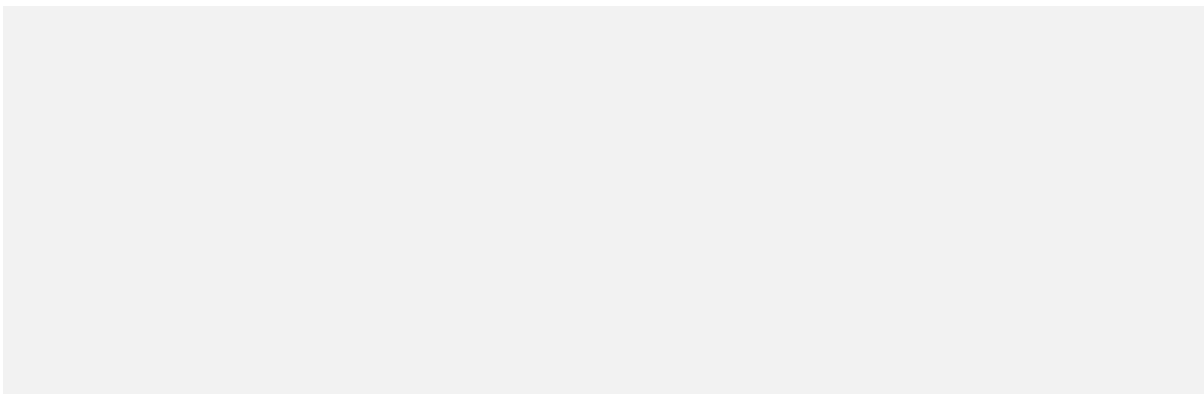


How often do you talk to the club member(s) about sensitive issues such as abuse?

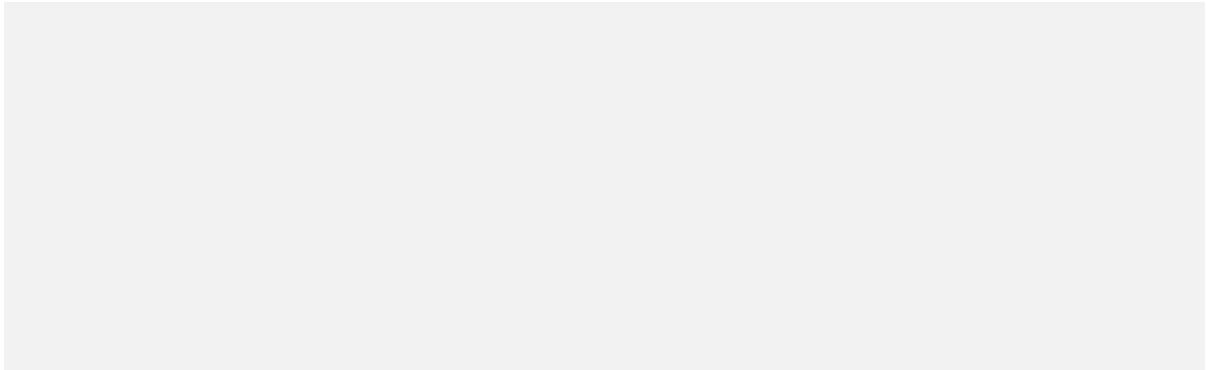


### OUTSIDE ACTIVITIES

Do you participate in any other similar clubs or groups?

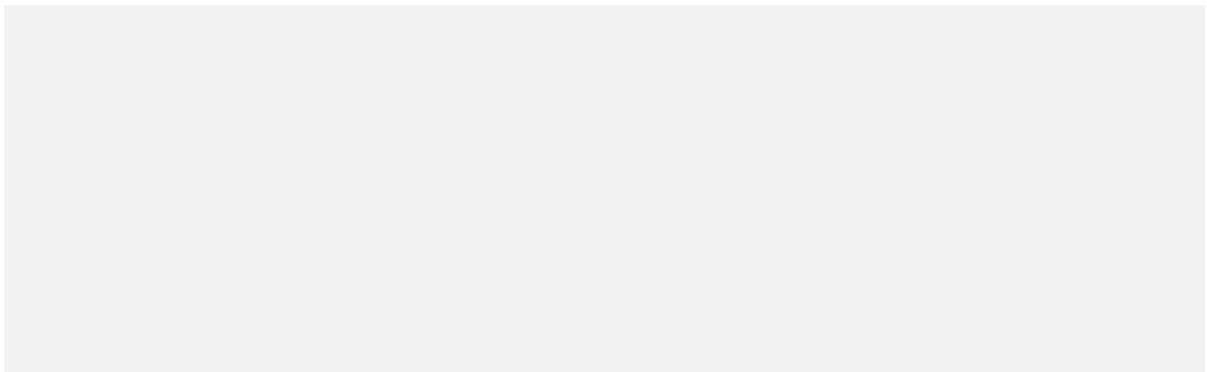


Do you work anywhere or are you employed? If so, how often do you work and what is your job?

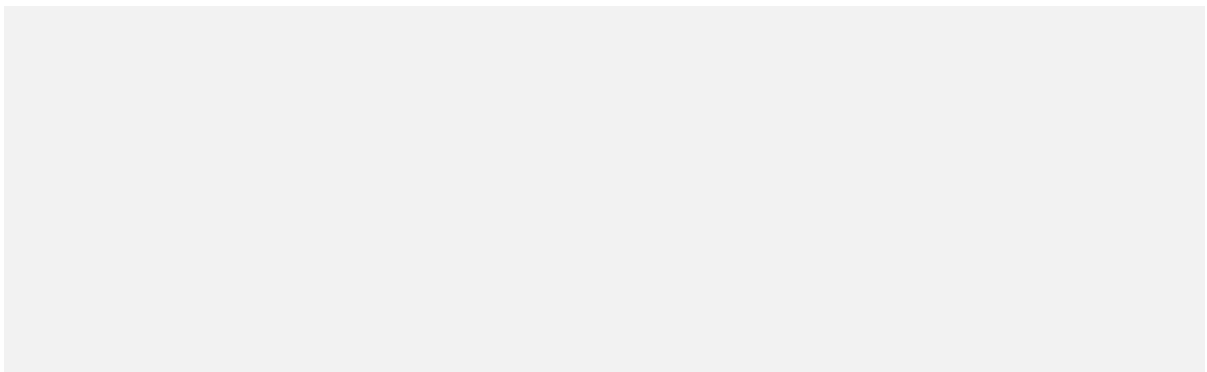


## KNOWLEDGE

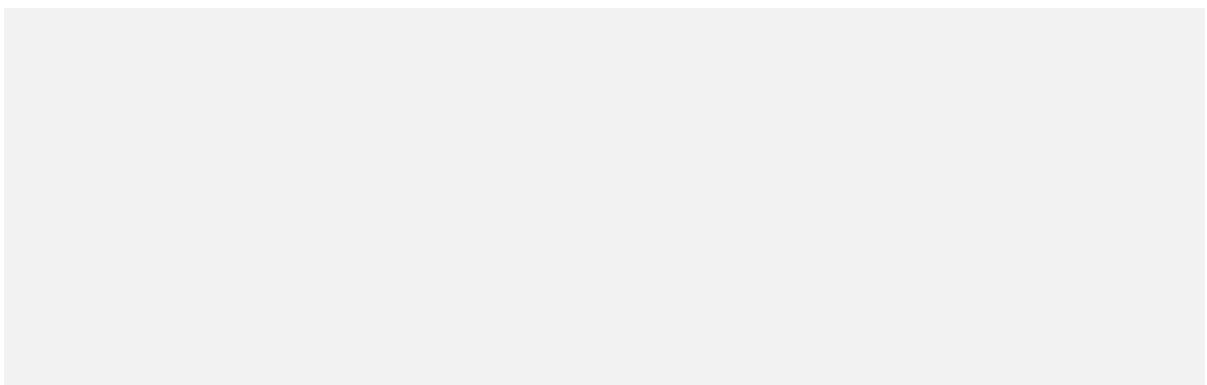
What is human trafficking?



What is abuse?



What should you do if you think that someone is abusing you?



What should you do if you think that a friend or family member is being abused?

### ACTION

HOW OFTEN HAVE YOU DONE THE FOLLOWING?

Intervened to protect a victim of sexual harassment	Never	Once or Twice	Often
Reported violence or abuse	Never	Once or Twice	Often
Told a family member about what abuse or human trafficking is	Never	Once or Twice	Often
Told a friend about what abuse or human trafficking is	Never	Once or Twice	Often

### PREVALENCE

How many of your friends or family members, that you know of, have run away from home?

How many of your friends or family members, that you know of, have gone missing?

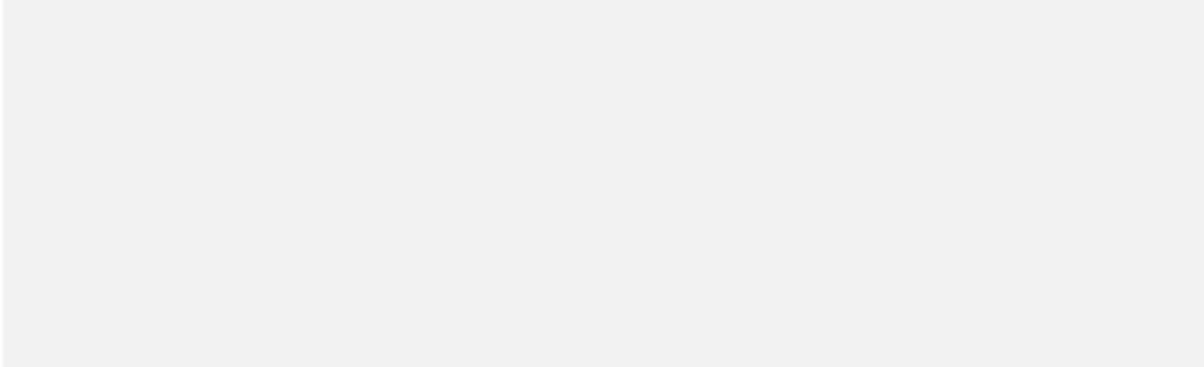
How many of your friends or family members, that you know of, have been abused?

CIRCLE THE ANSWER THAT YOU MOST AGREE WITH

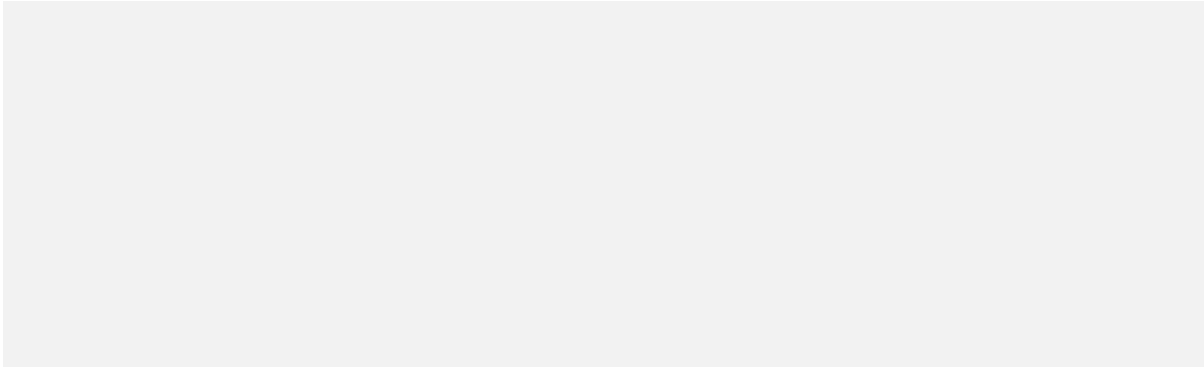
I feel safe at school	Yes	No
Abuse has decreased in my community	Yes	No
Abuse has decreased in my community	Yes	No
Trafficking has decreased in my community	Yes	No
The number of missing children has decreased in my community	Yes	No

## CLUB OUTCOMES

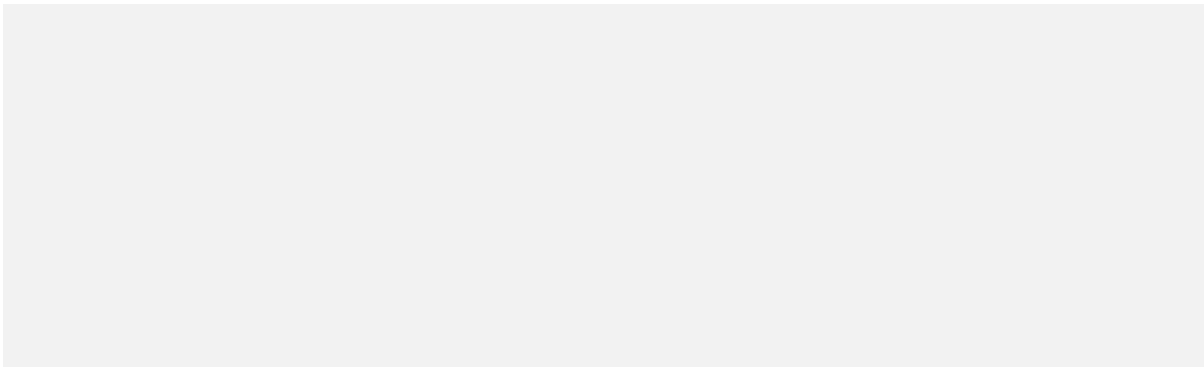
What do you think are this club's most effective activities at empowering its members? Why?



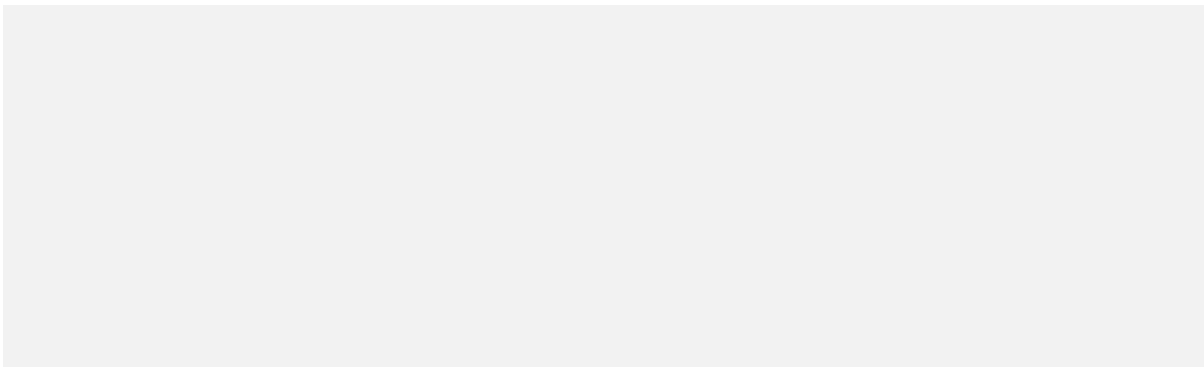
What do you think are this club's most effective activities at reducing the prevalence of abuse and human trafficking? Why?



What are the best lessons in the curriculum, and why?



How can the curriculum be improved?



How have members of the club taken action to identify, report, and/or intervene in human trafficking and/or abuse, and why do you think this is?

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PART 2

# Empower Curriculum





## MEETING 1

# Welcome to Empower

### SUPPLIES

REQUIRED	Large piece of fabric or sheet to be used for a banner Colored pencils, crayons, markers or paint Scarf
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OPTIONAL	Whiteboard or chalkboard Poster Paint
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### WELCOME

"Welcome to Empower! My name is [name] (and introduce other leaders). Empower is a club just for girls... we want each one of you here to be a part of this club and are really excited because we have some great activities planned! We think girls are special and we want to help you see just how special you are. Being a girl is hard sometimes, but this is a place where you can have fun while learning and growing together. Our goal is to build friendship, community, and trust."

Go around the room taking turns saying names, ages, schools they attend and their favorite things to do for fun (i.e. "I love to draw" or "I like to read books"). Note the activities they enjoy so you can incorporate them into future meetings.

### CREED

"Now that we all know each other a little better, how about we learn the club creed? This will help us remember what Empower is all about. Would you like to learn it?"

Read the creed aloud and explain what each point means if necessary. We recommend making a poster with the words of the creed to display at each meeting. Ask the girls if they agree or if they would like to change or add to it.

### Empower is...

Showing love and compassion to one another,  
Living with integrity and holding each other accountable,  
Always encouraging each other and knowing our worth,  
Overcoming obstacles with a positive outlook,  
Choosing to forgive friends who have wronged us,  
Standing firm and following our dreams,  
Making a positive difference in our community, and  
Standing together for what we believe is right.

## BANNER

The girls can create a banner that can be displayed during your meetings. Write “Empower” in big letters on the banner, then paint or color the banner all together. Make sure you explain the meaning of Empower and that the purpose of this club is to help their inner beauty shine! We want girls to know how valuable they are. Empower is a place where they can define their worth and realize their own potential.

Once the banner is finished, line the girls up and have them put their handprints on the banner. We recommend drawing around their fingers if using colored pencils. If using paint, brush onto the girls’ hands and have them immediately rinse under water after making their print. Once all the girls have made their mark, select small groups to go write their names beside their handprints and decorate the banner however they choose (small pictures, phrases, etc.). While one group is painting, the others may watch them, or play a game. We suggest the “Scarf Game,” but any fun game will do!

## ACTIVITY

### SCARF GAME

Have the girls get into a circle. Select two that are at least four participants apart and place scarves around their necks. When the game begins, each girl must completely tie and untie her scarf before she can pass it to the girl on her right. You must tie two knots in the scarf that begins farthest to the right and tie one knot in the scarf that begins farthest to the left. When the one-knotted scarf catches up to the two-knotted scarf, the girl wearing both scarves must go into the center of the circle and dance while everyone sings a short song!

Then, begin again. The one-knotted scarf should be placed on the girl who was just in the center and the other placed at least four people away. Repeat as many times as desired. We recommend using any light scarf for this game.

## WRAP UP

Let the girls know that it is almost the end of the first club meeting. When you feel it is time to wrap up, thank them for coming, encourage them to bring their friends and reiterate how excited you are that they have chosen to be part of the club!

## NOTES





## MEETING 2

# Being Unique

### SUPPLIES

REQUIRED	Candy Paper Pens or pencils Journals
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Have participants sit in a circle and give each girl ten pieces of candy. Go around the circle and have each girl state her name and one thing in her life that she thinks is special or a talent that she possesses. As each girl speaks, the other members of the group throw that girl a piece of candy if that is not something that they have in common with her. For example, if she says, "I can play the piano," each of the girls who cannot play the piano must throw her one piece of candy. The point of this game is to allow the girls to get to know each other, as well as to highlight things in each girl's life that are unique and special to her. The game should end at a point when all members have the same amount of candy again, or when everyone has some so that no-one feels left out.

### LESSON

"Sometimes, it can be challenging to think of things that make us special, but did you realize that there has never been and will never be another girl just like you? You are completely unique, from head to toe, and you possess talents and abilities that other people do not. We shouldn't ever underestimate our self-worth. We each have special talents, and we all possess individual, unique qualities."

Katrina lives in a small town. She is fourteen years old and loves to draw. When she was younger, she loved playing outside with her friends. Katrina is older now and has a lot of responsibilities at home and school. Recently, however, she has felt like there is nothing unique about her. She notices that everyone lives in similar houses, eats similar food, dresses in similar clothes and does similar work. She wants to be different, but she can't help but feel that she is not. Katrina feels stuck in a world where she can never be unique or special.

One day, Katrina hears that her school is trying to raise money to buy more supplies. The school decides to put on a fundraiser and asks all the students to use their talents to raise money. Katrina thinks to herself, 'Maybe people would pay me to draw portraits of them. That could be my talent!' Katrina draws many people the day of the fundraiser. Some are young and some are old, some are

tall, and some are short, some have big eyes, and some have big feet! As she draws them, she observes their physical features, but she also notices their personalities. Some are restless and rude while others are kind and patient. She tries to include their characteristics in the portraits. For example, if they seem angry, she puts creases near their mouths to show that they are frowning. If they are happy, she gives them high cheek bones and sparkly eyes. She has a lot of fun and is glad that everyone likes her portraits. She looks around and sees that other people are using their specific talents as well. Some are cooking and selling food, some are singing, and some are making bracelets. It seems like everyone is doing something different.

Katrina feels good about herself. She is able to help others and do something good with her talents! She now sees in herself someone who can use her talents to help others.

## DISCUSSION

- 1 What are some of your talents?
- 2 What are some of your friends' talents?
- 3 Do you enjoy using your talents? Why?
- 4 Make a list of as many talents as you can think of. Then, take turns talking about a time when you used one of the talents on the list and how it made you feel.
- 5 On one sheet of paper, each girl should write her name and finish one of the following four sentences about herself:

One thing that makes me special is \_\_\_\_\_.

One thing people might not know about me is \_\_\_\_\_.

One thing I am really good at is \_\_\_\_\_.

One of my proudest achievements is \_\_\_\_\_ because \_\_\_\_\_.

## ACTIVITIES

### ALL ABOUT ME AUTOBIOGRAPHY

Give each girl a sheet of paper and instruct them to fold it in half. On the front, tell them to come up with a title for their stories (e.g. "All about Lexi" or "My Story by Sandra"). Next, there are two options: 1. The girls can draw a self-portrait to illustrate their cover, or 2. The girls can illustrate their cover by drawing something that embodies the character or qualities she possesses. When they have finished the cover, have them title the first inside page, "My Favorites," and complete the following sentences:

- My favorite color is \_\_\_\_\_.
- My favorite food is \_\_\_\_\_.
- My favorite sports are \_\_\_\_\_.
- My favorite animal is \_\_\_\_\_.

- My favorite subjects in school are \_\_\_\_\_.
- My favorite place to visit is \_\_\_\_\_.

The second inside page should be titled “My Values” and the girls should list the top five things that are most important to them in order from 1 to 5 (1 being the most important). The back-cover page should be titled “More About Me” where the girls can write anything they want. We suggest letting them choose from the following options:

- Three things I can’t live without are \_\_\_\_\_.
- One person I admire is \_\_\_\_\_ because \_\_\_\_\_.
- When I grow up, I want to be a \_\_\_\_\_.
- A few words that describe me are \_\_\_\_\_.
- One of my funniest/most embarrassing memories is \_\_\_\_\_.
- My most cherished memory is when \_\_\_\_\_.
- If I was a super heroine, my name would be \_\_\_\_\_ and my superpower would be \_\_\_\_\_.

Aside from this information, encourage the girls to decorate and fill their books however they want!

## GUESSING GAME

“Now we’re going to celebrate all the things that make us unique. We’ll guess which girl wrote what about herself, and then we’ll congratulate her. How should we do that? Should we clap, cheer, or snap? You decide!”

Once the group has chosen a method to congratulate each girl, mix up the papers and read one sentence from a random sheet, asking the group:

“Who do you think said she is good at \_\_\_\_\_?” Or, “Who do you think said, ‘One of my proudest achievements is \_\_\_\_\_ because \_\_\_\_\_?’”

Let the girls guess first, then ask, “Who really wrote that?” Have the author stand up or raise her hand. Before moving on, make sure the group takes time to celebrate each girl for her accomplishment. Go through the papers until you have celebrated each girl.

## MEMBER INFO SHEETS

“We really want to know as much about you as possible and how you want this club to look. We have forms so you can tell us all about yourselves and what you would like to do together. Does that sound good?”

Once the girls have filled out the Member Info Sheets, you will have a better idea of the age range you’re working with, their backgrounds, individual interests to incorporate into activities and the way each girl views herself. Use this information to tailor future lessons to the unique interests and needs of your particular group.

## MEMBER INFO SHEETS

My name is:

I am \_\_\_\_\_ years old.

I live in \_\_\_\_\_.

My school is called \_\_\_\_\_.

Please tell us a little bit more about you by rating yourself on the following traits! Number 1 is low, 3 is average, and 5 is high. There is no right or wrong answer.

I am helpful	1	2	3	4	5
I am confident	1	2	3	4	5
I am a good listener	1	2	3	4	5
I am artistic	1	2	3	4	5
I am athletic	1	2	3	4	5
I am good at academics	1	2	3	4	5
I am trustworthy	1	2	3	4	5
I am open-minded	1	2	3	4	5
I have leadership skills	1	2	3	4	5
I handle peer pressure well	1	2	3	4	5
I make good decisions	1	2	3	4	5

Since this club is all about you, please tell us some things you think would be fun to do during club time. Some examples would be dancing, skits, art, stories, etc. Be creative and specific, we want this time to be special for you!



## WRAP UP & JOURNAL

"We have found that it is helpful to keep journals. That way, we can look back and remember what we have done and how much we have grown! We are going to give you all journals to write about Empower and we will give you time at the end of every meeting to think about what we did that day or ideas you have for the club. You can also write about other things in your life that happened during the week and how the lessons you learned at Empower helped you. No one else will ever read this journal unless you want them to, so you can feel free to be as honest as you want. Does that sound like something you want to do?"

Today, we spent a lot of time thinking about the things that make us unique. In your journal, finish the sentence, "My name is \_\_\_\_\_, and I am unique because \_\_\_\_\_." Then, think about ways you can use your talents to influence the people in your life.

## NOTES





## MEETING 3

# Being a Good Friend

### SUPPLIES

REQUIRED	Whiteboard, chalkboard or poster Paper Colored pencils, crayons or markers
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OPTIONAL	Magazines Scissors Glue Music
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### WELCOME ACTIVITY

The first girl gives her name: Alyssa. The second girl gives the first girl's name and then her own name: Alyssa, Charity. The third girl starts at the beginning, reciting each girl before her and adding her own: Alyssa, Charity, Lindsey. The game ends when the first girl, who originally only said her own name, recites the whole group's names.

### LESSON

"Now that we're in a club together, it means that we are all friends. There may be girls here that you don't know very well, or who are a little different from you and the friends you already have. Part of being in a club together is accepting and overlooking our differences to love and encourage one another, right? So today, we are going to talk about what it means to be a good friend. Can one of you tell me something a good friend would do?"

Jennifer was a young girl who lived in a big city. She had a lot of friends and loved to go shopping and watch movies with them. Summer break was ending and that made her sad, but she was also excited that she could spend more time with her friends at school and maybe meet some new ones. On the first day of school, her teacher Mrs. Davis said, "This is Maya, she is a new student, so I expect you all to make her feel welcome." Beside the teacher stood a small girl wearing a light pink sundress with two braids in her hair. She looked nervous about being at a new school.

At lunch, Jennifer saw that Maya did not have anyone to sit with, so she walked over and introduced herself. By looking at Maya, Jennifer could tell that Maya's family did not have as much money as hers did. Her clothes were not as nice as Jennifer's and her hair looked messy, but Jennifer knew that the way a person looked and the amount of money they had was not that important. After spending one day together, Jennifer and Maya became great friends. They both loved music, reading, and cooking with their mothers. Jennifer was so glad that they were friends. They had so much fun together.

One day, Maya did not come to school. Jennifer assumed it was because she was sick. However, Maya did not come to school the next day, or the day after, or even a whole week after that. Jennifer became worried and went to visit Maya at her house. When Jennifer arrived, she saw that her house was very modest. She could tell that they had very different lives.

Still, Jennifer wanted to continue being Maya's friend. Jennifer did not care what other people at school had been saying about Maya. She was her friend and that would never change. As Jennifer entered the house, she saw that Maya was lying on the bed. She looked very sick. Maya's parents explained that she had recently been found to have a lung disease, probably because of the smoke that often came from the factory nearby. Jennifer was extremely sad and disliked seeing her friend in pain. She visited her often. She even baked dessert and brought it to her. Maya was very weak, so she didn't talk very much, but Jennifer stayed with her and talked to her. After about a month, Maya slowly started showing improvements. As this happened, Jennifer and Maya spent time doing other things such as writing poems together and painting each other's nails. Jennifer brought schoolwork for Maya so that she wouldn't become too far behind in her classes. Maya was so thankful that she had such a great friend.

Soon, Maya was showing lots of improvement! She even went back to school and was able to spend more time with Jennifer. Two months later, Maya announced that she would be moving to a different city with her family. Jennifer was heartbroken. After how much their friendship had grown, they would now have to be separated. Jennifer started crying, but Maya said, "Don't cry. Even though I am leaving, Jennifer, you will always be my best friend. You have shown me what true friendship is when no one else would. Thank you so much." Even though Maya moved away, the two girls continued to talk to each other and video chat so they could keep in touch. When they were old enough, they visited each other. This continued until they were both old, even after they had husbands and families of their own.

## DISCUSSION

- 1 Can you think of a time in your life when you helped a friend?
- 2 What other things could you do to be a better friend?
- 3 Do you know anyone who might not be a very good friend to you? How could you address the issue?

When the girls seem to have thoroughly gone over the questions, bring them back together as a whole group and say,

"Now we all know how to be good friends, but what do we do about the 'not so good' friends we may already have? Can anyone tell me what you might do when someone is not a very good friend and makes you feel badly about yourself? Well, one thing you can do is tell them how they make you feel when they hurt you. They might not even understand that they are hurting you and may change when you ask them to. Another thing you can do is to spend less time with them and more time with your good friends. Make sure you choose friends who will love and support you."

## ACTIVITIES

### GOOD FRIENDS AND BAD FRIENDS

Ask the girls to offer suggestions then write this list on the left side of a whiteboard or poster with the title “Good Friends”:

*Laugh with you*  
*Share stories with you*  
*Listen to your opinions and feelings*  
*Cheer you up when you are having a bad day*  
*Accept you for who you are*  
*Are happy when you succeed*

“Sometimes, the people we call our friends don’t make us feel very good about ourselves. They might even really hurt us. At times, we need to learn to forgive them and become friends again. But if that person continues to hurt us and make us feel bad, they may not be a very good friend. What are some things a ‘not so good’ friend does?”

Title the right column “Not So Good Friends” and write these ‘not so good’ responses across from their corresponding good responses.

*Laugh **at** you*  
*Share stories **about** you*  
*Only care about **their** opinions and feelings*  
***Avoid** you when you are having a bad day*  
***Pressure** you to be someone you’re not*  
*Are **mad** or **jealous** when you succeed*

Being a good friend means always loving, caring, and supporting. It is important to be the best friend that you can be, especially to the other girls in our club.

### ADVERTISING FRIENDSHIP

Ask the girls what an advertisement is. Explain that the purpose is to persuade people to use a product with pictures and words. Each girl should come up with an advertisement persuading someone to be her friend. She should inform other girls of her positive qualities using pictures, words or both. If a girl is struggling to think of reasons why someone would want to be her friend, have her think of characteristics she looks for in a friend herself. At the end of the session, you may elect some girls to share their advertisements with one another, encouraging them to confirm the positive qualities of the presenter.

Supplies can vary from paper and colored pencils to magazines, scissors, and glue sticks for girls who want to make a collage. This depends upon the supplies you have at your disposal. Remember that the purpose of this project is to have the girls identify positive personality traits and talents they have and to develop pride and confidence in what they have to offer in a friendship.

## FRIENDSHIP BRACELETS

“Now that we all know what good friends that we can be to each other, let’s make friendship bracelets. This way, we can be reminded throughout the week to remember the lessons we are learning together, and we can tell people who ask about our bracelets about our club. When other girls ask about our bracelets, we can invite them to come join!”

Explain how to make the bracelet style you have chosen. See the instructions below for how to make braided and diagonal bracelets. Distribute materials and give a step-by-step demonstration. Younger girls may need help in the beginning. If the girls are struggling and growing frustrated, instruct them to just braid the threads. Let girls know that they may finish the bracelets at home if they do not have them done when the time is up.

## DANCE DANCE EVOLUTION

Divide the girls into teams of five and have them get into lines, each team facing another team. When they are ready, have teams challenge each other by having one girl identify and perform a short dance move (i.e. “disco twice”). The girl across from her on the other team repeats and performs the same move, then adds one of her own (i.e. “disco twice, spin around”). The dance moves continue down the line, with each girl performing previous moves and adding a new move to the mix. Girls who cannot complete the sequence correctly are out until the next round. Once the dance reaches the end of the line, it jumps back to the first girl who must keep it going, performing all the dance moves and adding a new one. A team wins when they eliminate all the members of the opposite team. If resources allow, a nice addition for this game would be to make a playlist of fun dance music.

## WRAP UP & JOURNAL

Today, we learned the difference between a good friend and a ‘not so good’ friend. How will you be a good friend to others this week? What are some things your friends do that make you feel special?

## NOTES



## MEETING 4

# Making Healthy Choices

### SUPPLIES

OPTIONAL	Whiteboard or chalkboard Paper Colored pencils, crayons or markers Music
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### WELCOME ACTIVITY

Divide the girls into teams of five and tell each group to get into a circle. To play, one girl starts by identifying and performing a short task (i.e. “clap four times”). The girl on her right repeats and performs the same task, then adds one of her own (i.e. “clap four times, jump twice”). This continues around the circle, with each person performing previous tasks and adding new ones to the mix. Girls who cannot complete the sequence correctly are out until the next round. The last girl remaining in her circle does not win unless she can successfully complete the whole sequence. Repeat as many rounds as desired.

### LESSON

“Today, we’re going to talk about good choices we can make to keep ourselves healthy and happy! We should all try to make good choices for ourselves and care for our bodies. It will make us feel much healthier and more confident in ourselves.”

Catalina was a young girl who was bored with school. She decided she wanted to learn something new and interesting. One day, Catalina’s teacher asked a nurse to come into her class and talk about living a healthy lifestyle. This was interesting to Catalina because she had never learned about that before.

The nurse began by telling the class that it was very important to get enough sleep. She suggested getting between 8 and 10 hours of sleep each night. “Your body and mind can be affected in a negative way if you don’t get enough sleep,” she explained. “Not getting enough sleep affects your ability to think, handle stress, control emotions, and fight off infections in your body. It also affects your ability to remember and to concentrate.” Catalina quickly counted how many hours of sleep she usually got and realized it was only 6 hours.

Next, the nurse explained how important it was to start off each day with a good, morning meal. She continued, “Research shows that without morning food, a person may develop headaches, sleepiness, and even stomach pain. This meal also helps with memory, problem solving, and test scores that are important for students like you! A healthy breakfast can include fruit, cereal with fiber and even leftovers from the night before including rice.” Catalina had only eaten food before school three times that week because she was too busy doing the homework that she did not do the night before.



After explaining the importance of good food in the morning, the nurse told the class that general cleanliness was also very important. She said that brushing your teeth, washing your body, brushing or combing your hair, clipping your fingernails and cleaning your ears are important. “Doing these things can help prevent the spread of infections, illnesses and bad odors. Taking care of our bodies can give us confidence in everyday life,” said the nurse. She also explained the importance of washing one’s hands often. She said that everyone should wash their hands after using the bathroom and before eating or touching food. Catalina listened closely and decided that she could do a better job of being clean. She realized that she didn’t wash her hands as often as she should.

The next topic that the nurse talked about was the importance of exercise. She said that it was important to exercise daily. “Ways to exercise include playing sports, walking, dancing, doing chores and especially playing active games outdoors.” She told the class that exercising can be fun and that it doesn’t always have to be hard work. “Regular exercise helps maintain healthy bones, muscles and joints. It also helps control weight, builds muscle and reduces fat. Exercise prevents and delays high blood pressure.” Catalina realized that she didn’t play any sports or walk very far each day. Sometimes she would help her mom with different chores, but she decided that she needed to help her mom more and to play more games outside with her friends.

The last topic that the nurse explained was the danger of cigarettes and alcohol. She said that both are very dangerous for your body and may even cause cancer. They learned that smoking cigarettes causes lung cancer, throat cancer, heart disease and rots your teeth. She also told the class that regular alcohol consumption causes a number of diseases including liver and heart disease. Alcohol inhibits your ability to make good decisions. Catalina had never learned about all of these dangers and was happy that she would be more informed for the future.

The nurse finished by reminding the class that everyone should make an effort to live healthy lifestyles. Catalina knew that was what she needed to do. From that day on, Catalina took better care of herself. She got enough sleep, ate nutritious food, practiced general cleanliness and exercised often. After a few weeks, Catalina noticed a difference in the way she felt and the amount of energy she had. She knew it was because she had made an effort to live a healthy lifestyle.

## DISCUSSION

- 1 How many hours of sleep should we get each night?
- 2 If you skip eating in the morning, what might you feel like during the day?
- 3 What does a healthy morning meal include?
- 4 What does it mean to have general cleanliness?
- 5 What are some ways that you could exercise?
- 6 List one thing that you will work on to live a healthier lifestyle.

## ACTIVITIES

### HEALTHY CHOICES, TRUE OR FALSE?

Explain that you will be making statements about healthy choices and that the girls will have to tell you whether they are true or false. If a girl believes a statement is true, she should walk over and touch the wall on her right. If a girl believes a statement is false, she should touch the wall on her left. A few questions of varying difficulty are provided, but you may create your own as well.

- You should get at least eight hours of sleep each night (T)
- Not getting enough sleep affects your body's ability to fight off infections (T)
- A person who skips breakfast may not be able to concentrate well (T)
- Dinner is the most important meal of the day (F)
- Eating a morning meal can improve test scores (T)
- Wearing deodorant helps with odors (T)
- You only need to wash your hands after using the toilet (F)
- Doing chores can be exercise (T)
- Exercise does not affect your bones (F)

### FOOD PYRAMID

You may want to introduce the food pyramid and healthy food groups to the girls. Explain the different food groups and how important it is that we eat balanced meals and avoid unhealthy foods. Explain why sugar and caffeine are not healthy choices, but that they are not completely bad if they are consumed in moderation. Ask the girls to give examples of foods in each of the groups, foods they should avoid, and healthy snack options.

### YOGA

End today's meeting with a yoga session! You may want to play soft music in the background. Begin by having the girls arrange themselves at least an arm's length apart from each other. Perform each pose separately for at least ten seconds each. Repeat any poses that the girls find fun and add some of your own! Here are some yoga poses to try:

#### Mountain

Stand with feet together and arms at your sides. Relax your shoulders and distribute your weight evenly between your feet. Now take a deep breath and raise your hands above your head. Straighten your arms above you with your hands facing each other. Reach up towards the ceiling.

#### Downward Dog

Place your hands on the ground directly below your shoulders, knees under hips. Walk your hands forward on the floor and spread your fingers wide. Slowly move hips upward, towards the ceiling, bringing your body into an inverted V. Feet should be hip-width apart and knees should be slightly bent.

#### Warrior

Place your feet 3 to 4 feet apart. Turn your right slightly out and your left foot slightly inward. Place your hands on your hips and relax your shoulders. Spread your arms to your sides at

shoulder level. Bend your right knee 90 degrees, keeping your knee over your ankle. Look out over your right hand. Switch sides.

### Tree

Start with your arms at your sides. Shift your weight onto your left leg and place your right foot on the inside of your left thigh. If you can't hold it, put it on the inside of your right ankle instead. Try to keep your hips facing forward. If you feel like you are tipping over, it's ok to grab a wall or a chair to stay standing upright. Once you are balanced, bring your hands together in front of you. Inhale, then extend your arms over your head, reaching for the ceiling. Repeat with your left foot on the inside of your right thigh/ankle.

### Bridge

Lie on the floor with your knees bent so that they are directly above your heels. Place your arms on the floor beside you with your palms down. Exhale and lift your hips upward. Clasp your hands under your lower back and press your arms down, lifting your hips until your thighs are parallel to the floor. This will bring your chest to your chin.

### Triangle

Extend your arms out beside you and bend your right leg. Stand with your feet about 3 feet apart. Touch the floor or your left leg with your right hand and extend your left hand towards the ceiling. Look towards the ceiling. Repeat on the opposite side.

### Seated Twist

Sit on the floor with your legs in front of you. Cross your right foot over and outside of your left thigh. Bend your left knee and keep your right knee pointing at the ceiling. Place your left elbow on the outside of your right knee and your right hand on the floor behind you. Twist your torso to the right as far as you can. Keep your rear end on the floor. Repeat on the opposite side.

## WRAP UP & JOURNAL

Today we learned about some choices we can make to stay healthy. What might prevent you from being able to make healthy choices? How might you try to overcome these challenges? How can you encourage your friends and family to make healthier choices?

## NOTES



## MEETING 5

# What Makes You Happy?

### SUPPLIES

#### REQUIRED

Paper  
Pens or pencils  
Blankets

#### OPTIONAL

Whiteboard or chalkboard

### WELCOME ACTIVITY

Ask the girls a series of questions by saying ‘would you rather \_\_\_\_ or \_\_\_\_?’ Designate one side of the room to be ‘x’ and the other to be ‘y.’ When asked ‘would you rather...?’, the girls walk to either side of the room, depending upon what they would rather do.

Examples of questions include:

- Visit the doctor or the dentist?
- Eat broccoli or carrots?
- Watch TV or listen to music?
- Own a lion or an elephant?
- Be an apple or a banana?
- Be taller or shorter?
- Be invisible or be able to read people’s minds?
- Be the most popular or the smartest person you know?
- Be in the newspapers for saving someone’s life or win an award?
- Always be cold or always be hot?
- Not be able to hear or see?
- Eliminate hunger and disease or bring lasting world peace?
- Be able to see the future or change the past?

### LESSON

“What makes you happy? Maybe it is something small like a compliment from a stranger, sunshine, or a piece of candy. Maybe it is an activity, like painting or playing sports. Don’t allow others to stop you from following your dreams! Doing what you love is important. Be true to what is in your heart.”

Anna loved reading fiction books. She fell in love with reading when she was just a little girl. Her father started reading books to her when she was four years old. He read to her every night before bed. Anna would fall asleep while listening to exciting stories and picturing every scene in her mind. She loved the stories so much that when her father would stop reading, she begged him to read just a little longer. She would close her eyes again, and her father would read a little more. Anna loved explaining to her father the pictures that she would come up with in her head as he read the stories. He told her that it sounded beautiful.

As Anna grew older and learned to read herself, she began reading stories on her own. Her favorite place was the bookstore. The owner knew Anna so well that she would pick out books just for Anna and allow her to borrow them. She had read so many books from the shop that she needed to start looking for new ones somewhere else! She always had a book with her wherever she went. It brought her comfort to soak into a good story for a couple of hours. Sometimes when life seemed hard, she would imagine what it would be like if her own life was a fictional story. Then she could make it as wild, exciting, or unbelievable as she wanted. She would even tell her friends about this imaginary life. After school, the girls would gather around and listen to Anna tell stories. They loved how exciting the stories were and how much imagination Anna brought to them. They could listen to her for hours.

When Anna turned eighteen, she became busy with school, exams and the pressures of life. Her friends never had time to listen to her stories, and she herself was very involved in school and other activities. She often became overwhelmed and was always busy doing something.

It had been years since she had read a book just for fun. Then, one night as she was studying, she heard a knock on her door. Reluctantly she said, "Come in." It was her father, he walked in with a book in his hand and sat down next to Anna. "What is that?" she asked.

"Close your eyes and listen," he said. He read to her for over an hour and Anna just sat and listened while imagining everything in her mind. When he finished reading, he quietly left, and Anna was still lying on her bed with her eyes closed, imagining the story.

She remembered how much she used to love reading and telling stories. It made her so happy. When she was little, she had dreamt of writing her own book. But now that she was older, it seemed like an impossible task. Anna realized that it was the time for her to decide what she was going to do with her life. Would she find a job somewhere and accept whatever was offered, even if she didn't enjoy it? Or would she follow her dream and become a writer? Would she choose to do what makes her truly happy? She thought about all the people that would make fun of her. They might think that she would fail at writing or she wouldn't make very much money, if any at all. Anna thought about all of these things. Was this what she was supposed to do? Would she succeed at it? Anna decided that she would stop thinking negative thoughts. She chose to believe in herself and follow her dream. She knew in her heart that this was really what she was meant to do, that it would make her happy and bring joy to others as well.

## DISCUSSION

- 1 What dreams do you have?
- 2 What are some negative things that people might say about your dreams?
- 3 How will you make sure that you keep following your dreams?

## ACTIVITIES

### WHAT ARE OUR SKILLS?

Give a sheet of paper and pencil to each girl and ask them to write one skill or activity on the top of their page that they love doing. If more than one girl has the same thing written, encourage them to choose something different. Explain that we can certainly have things in common, but there is also more than one thing we can enjoy doing. For the purpose of this exercise, each girl should have something different written. Next, have the group brainstorm as many careers or activities that they can think of involving that skill. For example, if a girl loves to tell stories, they could suggest that she teach reading, become a news announcer, tell stories in school, write novels, develop club curriculums, write newspaper or magazine articles, etc.

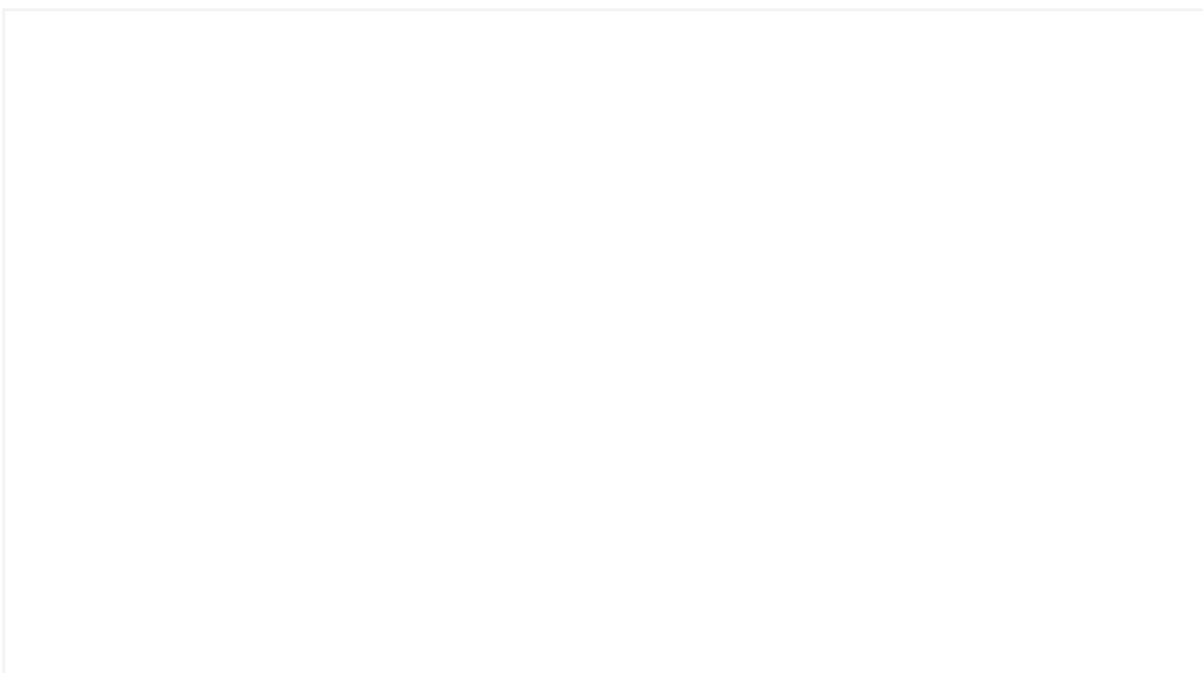
### BLANKET RACE

Divide the group into teams of at least six girls and give each team a blanket. Designate a starting line and race around a certain point and back carrying one team member in the blanket. Teams must race around the point and back six times (the number of girls in each team) with a different girl carried each time.

## WRAP UP & JOURNAL

Today we shared our dreams with each other and learned what makes us happy. How often do you get to do these things? Why don't you get to spend more time doing them?

## NOTES







## MEETING 6

# Self-Image

### SUPPLIES

REQUIRED	Paper Pens or pencils Colored pencils, crayons or tape
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Everyone slowly runs around in a circle. The facilitator stands in the center of the circle and yells out, “Fire on the mountain! Run! Run! Run!” All the girls join in on, “Run! Run! Run!” Repeat this two or three times and yell out a number. The girls should then get into groups according to the number called as quickly as they can. The girls that do not find a group are ‘out’. The facilitator can have a helper to call players out.

### LESSON

“Self-image is the way we see ourselves. It is defined as ‘the idea one has of one’s abilities, appearance, and personality’. Sometimes we are insecure because we compare ourselves to others. Instead, we should focus more on what makes us special.

The way we view ourselves shapes the way we live and how we interact with others. We should not compare ourselves to others because we are all unique, and we all have different qualities and talents. Some of us are good at painting, some at singing, some at schoolwork, and some at encouraging others. Inner beauty is the image that we should be focused on, more than what we look like on the outside or what we think is popular.”

Isabelle goes to school every weekday. She wakes up many mornings and has cold cereal, and many nights she eats chicken, sometimes with rice and sometimes with vegetables. She does homework and watches after her younger siblings every day. One day, she thinks to herself, “I am boring, and I don’t have many friends. In fact, the popular girls at school who have pretty hair and thin faces make fun of me. I don’t blame them though, because there is nothing interesting about me.” Isabelle feels badly because she believes she isn’t good enough for her friends.

That same day, while walking home from school, she sees the elderly farmer who lives down the street struggle to carry a bag of vegetables. His bag breaks from the weight, and his vegetables scatter all over the ground. People see him, but they point and laugh as they walk past him. She feels sorry for him, so she runs to help him gather the vegetables off the ground and carry the heavy load to his

house. The man says, "Thank you, young lady, you are very kind. I can see how much compassion you have in your heart." Isabelle continues the journey to her home.

A few minutes later, a younger girl runs past her, crying. Isabelle rushes to help her. She says, "Hello, is something wrong?" The young girl says, "Yes, I have lost my textbook and could get in trouble if I don't bring it back tomorrow." Isabelle goes to the school with her to find the book, and they see it lying on one of the desks. The girl says, "Thank you, Isabelle. I will always remember you for the kindness and love you showed towards me." Isabelle says goodbye, and once again continues walking home.

As Isabelle walks, she feels good about herself and stops at a nearby pond. While throwing rocks into the water, she sings some of her favorite songs. After a while, she heads home again, but she is stopped by a lady who says, "I heard you singing. You have such a beautiful voice!" Nearing her house, Isabelle realizes that she had been hard on herself for the wrong reasons. She has compassion, she is kind and loving, and she is good at singing! Inner beauty is the image of herself that she should be most concerned about. She decides to use her talents to help her family and community, just as she had done that afternoon.

## DISCUSSION

- 1 What do you think 'self-image' is?
- 2 What are some people that you might compare yourself to?
- 3 Do you compare yourself to people on social media? Celebrities? Friends?
- 4 Do you think comparing yourself to others is healthy?
- 5 Where does your value come from?
- 6 Explain a time when you felt badly about yourself.
- 7 What are some special things about you? How can you use them to help others?

## ACTIVITIES

### COMPLIMENT CARDS

While the girls are still in groups, pass out pieces of paper to each girl. Explain to them that sometimes it is hard to see the good things about ourselves, so we should remind each other of the beauty that we each possess.

Tell the girls to write the names of each person in their group followed by a compliment especially for them. If the girls do not know each other well, suggest something like, "I like your haircut" or "You have a nice laugh," but try to emphasize non-physical compliments as much as possible. If the girls know each other better, encourage them to dig deeper (e.g. "You are kind to people in need" or "You are a great encourager"). Every girl should write one card for each girl in her group that includes the girl's name and a compliment just for her. At the end, the leader will collect them all and read the compliments to each girl (so the source remains anonymous).

## SELF PORTRAIT

“Now that we know how our friends see us, let’s focus on how you see yourself!”

Provide the compliment cards as well as various art supplies including paint, colored pencils, crayons, etc. and tell the girls to use whatever they want to create their self-portrait. Then have them glue the colored compliment squares they were given in their small groups to their portrait.

The purpose of this activity is to let the girls express how they view themselves through their own choices in medium, color, size of drawing, etc. You can look at the products of this activity and assess how a girl views herself. For example, if a girl draws herself very small on a large piece of paper, it is generally indicative of low self-esteem or confidence. If she chooses to only draw her face, and not her full body, she may have poor self-image. If she uses dark, sad colors, or no color at all, she may be dealing with slight depression, etc. Therefore, it is important to allow them to make all the decisions as to how they want to depict themselves. No example drawing should be given as they may simply copy it. This exercise is not to ‘test’ their artistic skill or lack of skill. The portraits serve as honest reflections of how the girls view themselves.

## CHALLENGE GAME

Split the girls into two groups. Give them ten minutes to each come up with a challenge. When they are ready, choose one girl to demonstrate her challenge. Each member from the other team should attempt the challenge, but only one girl needs to succeed. If the challenged team cannot perform the challenge correctly, the other team receives a point. Allow the challenged team to be the next challenger. Go back and forth until all of the girls have had a chance to demonstrate their challenge. Keep score as you go. Encourage all of the girls to participate. Remind the girls that this is supposed to be fun!

Examples of Challenges:

- Most wads of paper into a trashcan
- Loudest whistle
- Highest jump
- Fastest reader of a paragraph out of a book
- Bend thumb back and have same thumb touch forearm
- Lick elbow
- Place leg behind neck

## WRAP UP & JOURNAL

Today, write down what you like most about yourself! Think about the compliments your friends have given you today. Did any of them say something that surprised you? Do you believe what they said about you?

## NOTES

## MEETING 7

# Choosing Good Friends

### SUPPLIES

#### REQUIRED

Paper  
Pens or pencils

#### OPTIONAL

Whiteboard or chalkboard  
Colored pencils, crayons or markers

### WELCOME ACTIVITY

Place just enough seats in a circle for each girl except one. The one who doesn't have a seat stands in the middle of the circle and calls out an attribute or experience that may apply to many of the girls present. For example, she might say "Everyone who has braided her hair this week." Everyone who fits the description must get up and change seats. In the commotion, the speaker also finds a seat. Whoever is left standing must call out the next description.

### LESSON

"Sometimes those closest to us can steer us down the wrong path. We should hold on to our values and what we know is right so that we don't make a bad decision when our friends are pressuring us. We need to choose our friends wisely and encourage them by thinking positively and being good friends in return."

"Come quickly!" Kaylee whispered. Emily, her best friend, scurried behind her. They held the thick books up to their chests and ran out of the school building and into a clump of trees nearby. Out of breath, they looked at each other. "I think we made it," Kaylee said. "Let's go before anyone notices." She looked back at the building in the darkness and felt a pang of guilt for what they were doing, but she looked at Emily running away and knew they couldn't turn back. She ran after her.

When they got back to Kaylee's house, they strolled casually into one of the bedrooms. Kaylee's older sister, Stephanie, turned on the light, and her three friends smiled as Kaylee and Emily presented the books. "Yes!" Stephanie almost shouted, "You got them little sister! For a while I doubted that you could do it, but congratulations!" Kaylee looked at Emily.

Neither of them smiled, but they were both content that they had completed their daunting task. Stephanie's friends snatched the books out of their hands and immediately began turning the pages, copying down answers and memorizing the questions.

As Kaylee lay in bed that night, trying to fall asleep, she thought about everything that had happened the week before. She and Emily were sitting in the courtyard at their school and Stephanie and her friends walked up to them. “Kaylee,” Stephanie said, “as you know, exams are coming up, and we’re all worried about how well we’re going to do. How are you feeling about it?”

“Well,” Kaylee answered meekly, “Emily and I have been studying pretty hard, so I think we’ll be alright.”

Stephanie stared blankly at her. “Are you kidding? Don’t you know how hard these exams are going to be?” Kaylee and Emily looked anxiously at each other. Stephanie said in a lower voice, “I heard that many students failed them last year, and even had to retake their classes. If only we had the answers to those tests, we would be able to pass with no worries! Don’t you think that would make mom and dad so happy? They would be so proud of us for passing and doing well on the exams.”

She paused and sat down next to her sister. “Kaylee, what if you and Emily somehow got a hold of the test scores? I know for a fact that Mrs. Davis keeps them at the bottom of the cabinets in her office, but there’s no way you could get in there during the day. You would have to go at night.”

One of Stephanie’s friends sat down in front of them and said, “If you get us those test scores, we could make you our friends, and we’d let you hang out with us!”

“Come on Kaylee,” Stephanie said, “if you don’t get us those answers, we’ll ignore you and no one will want to be your friend.” Motioning to both her and Emily, she said, “You two don’t want to be unpopular, do you?”

Coming back to real life, Kaylee stared at the dark ceiling above her in bed. She knew they had been wrong to steal those exam answers, and suddenly felt so horrible about herself. The next day, she talked to Emily about it and they decided to confess what they had done. When they told their teachers, they had to face the consequences for stealing the exam answers, but Kaylee still felt glad that they had told their teacher. She knew Stephanie wasn’t being a good friend or sister because she encouraged her to do something that was wrong.

## DISCUSSION

- 1 What are your friends like?
- 2 Are they good friends or do they pressure you to do things that you know are wrong?
- 3 In what ways have you made an effort to influence others positively?

## ACTIVITIES

### SAY NO ROLE PLAYS

Role-plays provide a safe environment in which girls can practice handling difficult situations. Ask for two volunteers who like acting, assign them parts, and give them a few moments to read the script and think about their performance. Have them read the first conversation. Emphasize that they should put emotion, action, and thought into their performance. Congratulate them when they are done and

ask the group if anyone thinks they could handle it differently. Select two more volunteers for the next conversation.

### Conversation 1

Girl #1: Hey, will you let me copy your homework? Girl #2: Uh, maybe?

Girl #1: Come on please! I've got a lot to do.

Girl #2: I've got a lot to do too, and I'm not sure if it would be right. Girl #1: Don't worry about it, no one will find out. It will be fine. Girl #2: I'm still not sure about this.

Girl #1: Seriously, it's not that big of a deal. People do it all the time. Girl #2: Really? Have you had someone do this for you before? Girl #1: Yeah, I do it all the time; it's not a big deal!

Girl #2: I don't think so.

Girl #1: If you were my real friend, you would do this for me.

Girl #2: I'm still your friend but I'm not going to do this. I need to do what's right.

Girl #1: Yeah right, you're the worst friend ever. I never ask you for anything. The one time I ask you to do something for me you don't do it.

Girl #2: Just because I don't help you cheat doesn't mean I'm a bad friend. I said no and that's final.

### Conversation 2

Girl #1: Hey! I am so hungry. Those biscuits look really good, but I don't have money with me. We should steal them!

Girl #2: We can't do that. It would be wrong.

Girl #1: The shop owner will never miss them. Look how many they have. This one package is not going to matter.

Girl #2: Stealing is stealing. We can't just take it without paying. Girl #1: Come on, be a rebel! Where is your sense of adventure? Girl #2: I am not going to do it. No means no.

Girl #1: You are so lame.

Girl #2: It's just not right. I have to say no.

### Conversation 3

Boy: I really had fun tonight, that movie was great!

Girl: Yeah me too!

Boy: (leans in for a kiss)

Girl: I don't feel comfortable kissing you yet.

Boy: Come on, if you really like me you will kiss me.

Girl: I'm really not ok with this.

Boy: I can't believe you don't want to kiss me, just do it!

Girl: No! I won't! And that's final.

## FRIENDSHIP LETTERS

"We not only have the power to positively or negatively influence our friends' decisions, but also to influence how they view themselves. That's quite a responsibility, isn't it? Let's do something today to use our influence and encourage a friend to value her inner beauty."

Give each girl a piece of paper and tell her to choose a friend to write a letter to. This should be a friend who may need encouragement or for whom they would like to be a positive influence. Follow

the format laid out below. On the bottom or back of the letter, have them draw a portrait of how they see their friend or the two of them doing one of their favorite things together. Tell the girls to give these letters to their friends sometime this week.

*Dear \_\_\_\_\_,  
I think you are \_\_\_\_\_.  
I want you to believe this one thing about yourself \_\_\_\_\_.  
You should know that without you, I could never \_\_\_\_\_.  
I hope you love \_\_\_\_\_ about yourself, because I do!  
Your inner beauty shines when you \_\_\_\_\_.  
Your Friend, \_\_\_\_\_.*

## PICTIONARY RELAY

Form teams of four or five girls. Have the teams appoint one girl to start. That girl will be the first to run to the facilitator and receive the first word. The girl will then run back to her team and draw that word out on a piece of paper without speaking. When a girl on her team guesses the word correctly, a different girl can run to the teacher to receive the second word and repeat the process. The team that draws and guesses all of the teacher's words first is the winner. It may be helpful to have the girls tell you the last word that was drawn so that you know which word to give them next.

## WRAP UP & JOURNAL

Write a letter to yourself in the same format as the one you just wrote to your friend. Does this make you feel good about yourself? Do you believe what you wrote? Why or why not? How will you make an effort to be a better influence for your friends?

## NOTES





## MEETING 8

# Peer Pressure

### SUPPLIES

REQUIRED	Blindfolds
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Tell the girls to wander around the room while playing music or singing. When the music stops, they have to find a partner and talk to her for thirty seconds to two minutes, taking turns stating names, ages, schools, favorite things, interesting facts about themselves, etc. When they hear the music again, they all jumble up until the music stops and they have to find a new partner. Encourage them to talk to girls they don't already know. Repeat until girls have talked to a majority of the group.

### LESSON

"The game we just played is a good example of our topic today: peer pressure. The girl who was 'it' had to persuade you to do something you didn't want to do, and something that actually had negative results for you. We have all had friends try to pressure us into making a choice. We need to learn to ignore negative pressure and stand firm in our decisions. This can be really difficult to do, though, because it can mean losing the people who we call our friends.

We can use the influence that we have upon people in our lives to help them make positive choices. When you stand up for what you believe is right, others will stand with you. You may never realize what kind of influence you have in the lives of your friends. Choose to use your influence to help those around you make good choices instead of bad ones."

Serena was a lovely young girl in her sophomore year of high school. She and her family lived in a town in Oregon. She loved looking at the hills; they were so beautiful and always looked so peaceful and quiet. She had a wonderful family that loved her very much and three close friends. Everything in her life seemed to be perfect. She and her three best friends, Coral, Rosa and Tia, had been inseparable since they were five years old. They went to school together, took long walks together, and did their homework together. Whenever they were able to be together, they were. They talked about everything! The four of them had so much in common and Serena felt so thankful to have such good friends.

Despite how much Serena loved being around her friends, she was unaware of how they were changing as they grew up. The four of them would be turning sixteen years old this year. Serena had noticed that Coral, Rosa and Tia were more focused on their appearances than they used to be. They

were more interested in boys and willing to try new things that Serena knew were wrong. Serena felt annoyed by their change in behavior, but these were her best friends and she couldn't imagine not being close to them.

Coral, Rosa and Tia did these things now and Serena felt that she needed to as well. Serena felt that if she were going to continue to have their friendship, she would need to conform. She would have to focus on her physical appearance and try to get boys to like her. She knew she would also start trying things like alcohol, stealing, gossiping, skipping class and lying to her parents. If she didn't, her friends said they would not hang out with her and that she was weird. Serena did not want to be left alone with no friends. She tried telling them that they should not do these things, but the girls wouldn't listen. Coral told Serena that they were just having fun. She said, "The four of us need to do everything together, and that includes these things. If you don't want to do them then maybe you shouldn't hang out with us anymore." Serena was so sad, she went home and cried because she felt like she was losing her best friends who were so important to her. She could hardly sleep that night.

The next day, Serena made a decision to not give in to the pressure that her friends were putting on her. She did not want to do the bad things they were doing, even if it meant losing her best friends. Coral, Rosa, and Tia told her that if she wouldn't play along, then she shouldn't hang out with them. Serena told them she didn't want to participate and walked away feeling proud of herself even though she already missed her friends.

Just a week later, Serena made some new friends. They soon became even closer to her than Coral, Rosa and Tia had ever been because they genuinely cared about her just as she was. Serena was so happy with her decision not to give in to peer pressure.

## DISCUSSION

- 1 What kinds of things do you and your friends do together?
- 2 What are good things to do with friends?
- 3 What are bad things to do with friends?
- 4 What are ways that you can support your friends in doing the right thing?
- 5 What is an example of a time that you have dealt with peer pressure?
- 6 Can you think of ways to influence others in a positive way?
- 7 Why is it important to not give in to peer pressure?

## ACTIVITIES

### PEER PRESSURE SCENARIOS

This activity provides a safe environment in which girls can practice handling peer pressure situations. It also provides them with visual examples in case they ever find themselves in similar situations. It is

good for girls to know that there is more than one way to handle every situation. Let them know that each scenario might not go exactly as they practiced so they need to be prepared.

For each scenario, ask for volunteers to come to the front of the room. Read the scenario and the roles of each girl to the group, then allow volunteers a few moments to plan what they want to say. When they are ready, have them act out the scenario, giving thorough applause when they are finished. After each scenario, ask the girls who were watching if they thought the actresses handled the situations well or if they would have done something differently.

### Scenario 1: Bad Peer Pressure

Your good friend of five years wants to copy your homework assignment because she was watching TV last night and didn't have time to complete her own.

#### **Volunteer 1**

Don't let your friend pressure you into letting her copy your homework. You worked hard on it and it would be wrong to let her copy. You most likely will get caught and both of you will be in big trouble. Don't give in!

#### **Volunteer 2**

Try as hard as you can to convince your friend to let you copy her homework. Don't give up. If you don't turn in this assignment, you will get a very bad grade in the class and your parents will be upset.

*After 3 or 4 minutes, tell Volunteer 2 to give in.*

### Scenario 2: Bad Peer Pressure

Your friend asks you if you want to drink alcohol. All of your friends are standing around about to drink it. You know that you shouldn't. It is illegal and your parents would be mad. Your friend goes on and on about how great it is and how everyone is doing it. Your friend leans in and says, "You're going to feel really weird if you're the only one not drinking. It's fun, trust me."

#### **Volunteer 1**

You really don't want to drink alcohol because you don't want to disobey your parents. Your conscience is telling you that it is wrong and that you will regret it. Do everything you can to stay true to yourself. Don't let your friend convince you, even if it means losing her friendship.

#### **Volunteer 2**

You need to convince your friend that drinking alcohol is a cool thing to do and that it's fun. Pressure your friend into participating with you. Tell her that you want her to do it with you because you don't want to do it alone. Remind her of the length of your friendship and how you've done everything together. Tell her that you don't want to look stupid in front of all these people.

*After 3 or 4 minutes, tell Volunteer 2 to give in.*

### Scenario 3: Good Peer Pressure

Your friend wants to go to the movies tonight. Both of you have a very important test in the morning and have a lot more studying to do. She says that she doesn't care how she does on her test. Your

friend would much rather go to the movies and forget about school. You care very much about your friend and want her to succeed at school.

#### **Volunteer 1**

Convince your friend to stay home with you and study instead of going to the movies. Explain to her the importance of school. Tell her that you think she is a great student and that if she tries a little harder and makes good choices that she will do great in school and on the test tomorrow. Persuade her to study with you in a nice and caring way.

#### **Volunteer 2**

You want to go to the movie. It will be fun! You don't care about school or the test tomorrow. You make bad decisions like this often. You don't care about your future, but you have a great friend who does care about your future. You respect her very much. Listen to her.

*After 3 or 4 minutes, tell Volunteer 2 to give in.*

### RABBIT HUNTING

"Now we're going to play a game that shows the power of persuasion. Two girls will be blindfolded while attempting to accomplish their goals. The rest of you will have the choice to either convince them of the right direction or the wrong direction."

Set up a rectangular playing area, preferably on a surface that makes sound when the players move around (i.e. a wood floor, tile, etc.). Choose two girls to be the main players: a hunter and a rabbit. Blindfold both girls and guide them to opposite ends of the area. The object of the game is for the hunter to catch the rabbit and the rabbit to evade her, but both players are blinded. Each girl should give false signs of her location to fool her opponent. For instance, the hunter may tap loudly in one area, then tiptoe to another because she assumes the rabbit will run away from the noise. Girls may whisper, yell, etc., to try to fool each another. The other girls stand around the perimeter, helping the players to remain in the designated playing field. They too may give clues, try to mislead or distract the players, but they cannot touch the hunter or rabbit except to help them stay in bounds. When the hunter catches the rabbit, the blindfolds are passed to two more girls, and the game continues with a new hunter and rabbit.

### WRAP UP & JOURNAL

Have you ever faced a situation like the ones we acted in the peer pressure scenarios, or a similar situation? The next time you are faced with negative pressure from a friend, do you think you will be strong?

## NOTES

## MEETING 9

# Thinking Positively

### SUPPLIES

REQUIRED	Paper Tape Pens or pencils
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Tape a word or picture (we suggest animals since they are easier) on each girl's back without her knowing what it is. Tell the girls that they have to figure out what is on their back by asking the other girls in the room questions that have a 'yes' or 'no' answer. They may only ask each person one or two questions before moving on to someone else. Once they can correctly identify what is on their back, they may remove it, but they should still stay in the mix to answer questions for the remaining girls. A fun way to enhance this game is to make the pictures in pairs. This way not only do the girls have to figure out what is on their own back, but they must also find their match.

### LESSON

"In our last meeting, we talked about how to cope with peer pressure. One way to do that is to find the good things in a situation rather than focus on the bad. There are good things in every situation, though some may be harder to find than others. Learning to think positively no matter what the circumstance is can greatly help you to overcome obstacles, endure hardship and be a happier person.

Sometimes it is difficult to face the challenges in our lives. Emma learned that tackling these obstacles is much easier with a positive attitude. Having a good outlook in life will allow you more time to appreciate the good things and less time resenting the hard things that you might have to deal with."

Emma is a young girl, age 14, who has been given a lot of responsibility. She is the oldest of four siblings, and her mother works every day as a tailor. Her father travels to different places around the country for his job so he is not at home very often. This makes Emma sad, not only because she misses spending time with her dad, but also because she has to take care of her siblings every day.

Three of her siblings attend school, but her youngest brother is just two years old. Every morning Emma gets her brothers and sister ready for school. She prepares food, makes sure that everyone has their homework done, gets their clothes ready, and takes them to school on time. Emma also drops

her youngest brother off at her aunt's house before going to school herself. At school, Emma works hard and finishes all her assignments, but sometimes she gets poor grades because she doesn't have enough time to study at home. Emma is sad when this happens because she feels overwhelmed with responsibilities.

After school, Emma gathers her siblings and heads home. She prepares dinner and tells them to do their homework. She usually needs to help her brother with his math homework every night. After they are finished with their homework and Emma has prepared dinner, they all sit down and eat together. At eight o'clock when her mother returns home, it is finally time for Emma to start her own homework. She works until she is too tired and falls asleep. This is Emma's routine every day. She misses spending time with her friends and is upset when she gets bad grades. She does not like having to always be responsible for her brothers and sister. Tonight, she decides that she will talk to her mom about this.

Her mother explains, "Emma, you are doing such a great job. I am so proud of you and so thankful for all that you do around the house and for your siblings. Sometimes life can be hard, but, luckily, you will only have to do all these things until dad gets back. You can look forward to that. Your brothers and sister look up to you so much! They want to be just like you. You are influencing their lives and teaching them what it means to be responsible. You are still doing really well in school and I am proud of you. Sometimes you don't get to spend time with your friends, but, think about how close our family is becoming because we are spending so much time together. We are a family that will stick together and always love each other."

Emma realized how much there was to be thankful for. She now saw time with her siblings as having purpose and realized that everything she had been doing was really important. She was happy that her father had a job even though it meant he had to travel. She was no longer sad about him being gone, but rather looked forward to him coming home! Emma realized how much she loved her brothers and sister and how nice it was that they looked up to her. She loved spending time with them, sometimes even more than with her friends. Emma decided that when she got a grade she didn't like, she would no longer get upset and frustrated. Rather, she would feel content knowing that she worked hard and did the best that she could. Emma made it her goal to focus on all the good things that she had instead of what she did not have.

## DISCUSSION

- 1 What are some responsibilities that you have?
- 2 Do you ever feel overwhelmed by your responsibilities?
- 3 Who are the people you can ask for help?
- 4 Do you try to think positively in tough situations?
- 5 Give an example of a time when you thought positively.



## ACTIVITIES

### OPTIMISM SCENARIO ACTIVITY

While the girls are still in their groups, assign each group one of the scenarios listed below. Ask them to make a list of ways in which the character could think positively about her situation. You may either hand each group a printed copy of the scenario and have them write their answers on the back, or you may give them a piece of paper to write on.

After ten minutes, have each group take turns reading their scenario aloud and offer their suggestions. After each, ask the other groups if they have any ideas to add.

#### Scenario 1

Ashley's family just moved away from their home in the hills to be closer to their relatives in the city, but she doesn't know how to feel about it. What are some things that could make moving away a good change for Ashley?

Potential Answers:

- Ashley will have the opportunity to make new friends.
- She will be much closer to her relatives.
- Ashley can go to a better school in the city.
- She will get to experience a new place and have new adventures.

#### Scenario 2

Kaya's teacher just told her class that, instead of their big essay being due after vacation, it is now due before the break. Instead of having two weeks to complete the assignment, she only has one. How can Kaya look at this as a positive change?

Potential Answers:

- She does not have to worry about the assignment over break and can spend her time resting and having fun.
- She can use the increased pressure to give her more incentive to do the assignment rather than procrastinating.
- At least her teacher gave them a week!

#### Scenario 3

Rena refused to ask for help studying and got a bad grade on her first math test this term. What are some good things she can learn from this experience?

Potential Answers:

- It was only the first test. She has the entire semester to work hard and bring her grade back up.
- She knows specific things she needs to focus on when studying for later tests.
- She knows early in the semester how important it is to ask for help.

## Scenario 4

Charlotte just had a great time on her summer vacation, but school starts tomorrow. How can Charlotte remain positive?

Potential Answers:

- She can focus on the fact that she will now get to see her friends every day at school.
- She can remember how lucky she is that she gets to go to school.
- She can think about her favorite subject and how much she will learn that year.
- She can be thankful for her holiday and concentrate on the fact that she is one year closer to being finished with school.

## Scenario 5

Dana got into a huge fight with her best friend Kristy because Kristy has been spending more time with other friends and Dana feels left out. How can she look at this situation positively?

Potential Answers:

- Dana may have needed to find new friends if Kristy was a not-so-good friend. She is now free to find friends who will not exclude her.
- If she takes the time to figure out why Kristy is spending less time with her, she may be able to fix the problem and make their friendship even better than before.
- Dana will be less likely to exclude other girls because she knows how much it hurts.

## MATRIX GAME

On a large piece of paper or a whiteboard, draw a 3' x 3' or square yard matrix. You may also make the matrix using taped lines on the floor if there is no board. In each square, write or draw a picture of an aspect of the girls' lives. For example, you may include school, chores, siblings, activities, friends, etc. Give one girl an object that she can easily throw and have her toss it onto the matrix. For the square that it lands in, she should tell you something good about it. For example, if it lands in the 'school' square, she may tell you about a subject in which she excels, a test on which she did well, a time that she stood up for herself, or anything that makes her feel special. Demonstrate yourself so they know what to do.

## POSITIVELY ME

"Thinking positively does not only apply to interactions with others. As we discussed when learning about self-image, we need to acknowledge the great features about ourselves as well!"

Give each girl a sheet of paper and instruct her to fold it in half, long-ways. On the top half (holding the folded edge closest to themselves), have them write their names in big, bold letters and decorate. When they finish, have them unfold the paper and lay it flat. Next, they should invent a positive word that starts with each letter of their name that they feel describes them. For instance, a girl named Lindsey might list lovely, insightful, neat, delightful, etc. They should write these words vertically, using the decorated letters from their name as the beginning of each attribute.

## WRAP UP & JOURNAL

Sometimes we can't see the positive in situations until after they are over, and we have had time to think about them. What is an example of a time that you did not have a very positive attitude about a situation? Looking back, how could you have found something positive? How would this have affected your reactions and experience?

## NOTES



## MEETING 10

# Staying Optimistic

### SUPPLIES

REQUIRED	Paper Pens or pencils Colored pencils, crayons or markers Box Paper
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Ask for a volunteer to be ‘Mother’. The object of the game is to be the first player to reach Mother. Have Mother stand across the room facing away from the other girls. Line the other players up at a designated starting point. If there are a large number of girls, play a few different rounds with smaller groups. Mother calls out an instruction to one of the players, stating a number and type of steps she can take to move forward. For example, “Girl 1, take 3 baby steps.” Before the player may move, however, she must ask, “Mother, may I take 3 baby steps?” and Mother must reply with “yes” or “no.” If Mother says “yes,” the girl may follow the instructions; if she says “no” and the girl takes the steps, however, the girl must go back to the starting line. The game ends when a girl reaches Mother. Steps include, regular, baby, giant, bunny (a hop), scissors (jump while crossing your feet, then jump while uncrossing them), a skip, etc.

### LESSON

“Sometimes when we are faced with difficult situations, staying positive can help you feel better. Having a positive outlook makes it a whole lot easier to face obstacles!”

Rachel was extremely organized. Her papers from school were neatly kept in a small binder, her clothes were tidily stacked in her room in order of lightest to darkest, and she kept track of all the things she needed to do on a list that she always carried with her. Her family knew that she was very organized and smart, and a lot of her friends trusted her to help them with their schoolwork.

The school was preparing to host a talent show for all the parents, and Rachel was in charge of organizing all the costumes. Some of the students were going to dance, others would sing, and some had funny and even unusual talents to show off! Rachel’s job was to collect the costumes they wanted to wear for the show and keep them safe until the performance.

On the first day of the week, three days before the show was going to happen, Rachel was taking supplies to make some final alterations to the costumes. As she opened the door, however, half of the

costumes were gone! She stood in the storage room wondering about where they might have gone, or who might have taken them, and instantly ran out to ask someone about it. She hurried over to her group of friends and asked them out of breath, “Do you know where the costumes for the talent show are? I just came in to alter some of them and couldn’t find half of the outfits!”

Her friends looked at her, confused. “Rachel,” one of them said, “are you sure? Those costumes have been there for weeks, you probably just made a mistake.” She looked at them blankly and was surprised that they didn’t believe her. She went to her teacher and told him what happened. He came with her to the storage room, and after seeing that half of the costumes were gone, he went and told the other teachers. They searched everywhere for the clothes, but they were nowhere to be found!

The next day they made an announcement to the school and told all the students that if anyone had seen the costumes, they should return them immediately. Everyone looked around nervously at each other, but no one knew where they might be. In class, those who were going to perform in the show were sad and found it hard to concentrate on their work.

She realized that some people were even sadder than she was that the costumes were gone, and so, from then on, tried to be positive by encouraging those who were going to perform. For the rest of the day, Rachel told everyone that the costumes were probably going to be found soon, and even if they weren’t, the show was still going to be great. They were so talented that it didn’t even matter what they wore! By the end of the day, her friends and everyone whose costumes were missing felt better and were able to have fun at school even though they didn’t know if the costumes would be found. Rachel felt proud that she made everyone feel better and knew that the show would be great even if they couldn’t find the costumes.

## DISCUSSION

- 1 What does it mean to be positive?
- 2 Do you think that being positive can help us face challenges that come our way?
- 3 How have you overcome negative thoughts in the past?
- 4 How can we overcome negative thoughts in the future?

## ACTIVITIES

### THANK YOU & ENCOURAGEMENT CARDS

Pass out paper and writing/coloring utensils of your choice. Tell the girls to write a card to someone who they know is going through a rough time and needs encouragement. Tell them to encourage that person to see the positive things in whatever their situation might be. They may also choose to write a thank you note to someone who has helped them or shown kindness to them recently. Encourage them to hand out their cards in the next week.

## POSITIVITY BOX

Have the girls decorate a box that has both: 1) a slot in the top for slips of paper, and 2) a way to be opened and closed easily. Tell them this is their “Positivity Box,” a place for positive thoughts. Each week, the girls can put their submissions into the box, either publicly or anonymously, and they will be read and responded to at the end of each meeting. Submissions may include:

1. Compliments to other club members.
2. Praises to girls for accomplishments or acts of service.
3. Encouragement to girls who may be having a hard time.
4. Requests for help to think positively.
5. Stories of excitement about something positive that happened that week.
6. Things the girls are looking forward to.
7. Uplifting stories the girls come across.

Tell the girls that they may write their submissions on slips of paper and place them in the box whenever they would like. Explain to them that no-one but the leader or a girl the leader selects is allowed to open the box.

## WRAP UP & JOURNAL

How have you made an effort to think positively? Did it help you to overcome a challenge that you were faced with? What are some ways you will encourage others to think positively?

## NOTES





## MEETING 11

# Stress Less

### SUPPLIES

REQUIRED	Paper Colored pencils, crayons or markers
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

This game involves maintaining a steady rhythm and pattern of pats, claps and snaps while answering questions. First, establish the pattern: pat your lap with both hands twice, clap twice, snap twice with your right hand and snap twice with your left hand. This should be done all together in the same sequence at the same speed for the entire game. Run through this a few times to make sure that everyone has the rhythm. During the next phase of the game, the rhythm begins as normal, and a topic is introduced (begin with something simple like your name and progress to types of animals, movies, etc.). Ask the girls ahead of time for topic suggestions. Establish the rhythm, then have one girl begin, saying her name during the second set of snaps (pat, pat, clap, clap, 2 right snaps, name during 2 left snaps). The girl on her left will now say her name during the first set of snaps and her own name during the second set (pat, pat, clap, clap, name 1 during 2 right snaps, her own name during 2 left snaps). The next girl will say the previous girl's name and then her own name, and so on until the topic goes all the way around the circle. If a girl breaks rhythm, says the wrong name, or misses her cue, she is 'out'. For the name topic, tell the girls it is just a practice round, allow them to stay in, and choose a new topic after each girl has had a chance to say her name. For other topics (e.g. colors), girls will be called out and the game continues around the circle until there is a winner.

### LESSON

"The game we played earlier was a little bit stressful, wasn't it? Not only was there pressure to keep the same pattern going, but also to go fast, stay in the pattern, remember what the girl before you said, and come up with your own answer! Luckily, it was just a game, but what about situations in our lives that cause stress? How do we deal with them?"

Stress can make us feel overwhelmed. It can also manifest as physical health problems if we allow it to persist, just like Renee started getting headaches. Getting plenty of sleep, eating healthy, staying organized and planning ahead rather than procrastinating are all good ways to prevent undue stress in your life. Another important way to prevent and handle stress is to do things that make you happy once in a while. Take a walk and a moment to relax or read a book and step away from your sources of stress. We need to make healthy choices and keep balance in our lives to avoid stress."

Renee was a 16-year-old girl who was very dedicated in her schoolwork. Her parents were both successful business owners. When Renee was just a young girl, her parents wanted her to be a doctor. Renee grew up knowing that her future had been decided. She was going to be a doctor because this is what her parents wanted her to do. Renee felt a lot of pressure from her parents. They expected her to get perfect grades. If she didn't do well on an exam, her parents were very disappointed in her. She felt like her parents, relatives and teachers all had high expectations of her.

Junior year examinations were coming up and she had to take the SATs, the SAT subject tests, and several other difficult exams. Renee started studying every night for hours at a time. She focused mainly on science. They had learned so much lately. Chemistry was the hardest for her. She just couldn't understand it. However, she was determined to do well on the exams so that she didn't disappoint her parents. Two weeks before the exams, Renee's father had to leave for work. This meant that Renee had to help around the house a lot more. Between helping around the house, studying for her exams, not understanding chemistry and the pressure from her parents, Renee became stressed and felt very overwhelmed. She tried to study but she would get interrupted by her mother to prepare dinner or by her little sister wanting help with her homework. Renee began to feel sick because she was so stressed. She had a headache and sometimes her stomach hurt. Renee knew that if she didn't do well on these exams, she would not be able to become a doctor.

One night, Renee was so stressed that she just started crying. She felt defeated. After a lot of tears, she decided she needed to take control of the situation. She was not going to let this stress control her life and she knew that there had to be a healthy way to deal with everything that was going on. The next day, she made an effort to talk to one of her trusted friends about how she had been feeling. Being able to talk about it and express her feelings helped Renee. Next, she decided to prioritize her responsibilities. She made a calendar and assigned blocks of time that she would spend helping at home, studying and relaxing. She wrote this in for every day of the week. She shared this with her family and asked them to not interrupt her during her specific studying time. She also realized how important it was to have time to relax. Renee loved making necklaces and she found the creativity and repetition of the activity to be very soothing. She made sure that every day she spent some time making necklaces. During this time, she was able to escape from the stress of life. She reflected on her day and organized her thoughts.

When it came to studying, Renee knew that she needed to ask for help with chemistry. She asked her teacher a lot of questions, and soon enough, Renee was enjoying the subject because she understood it. This also gave her some free time to focus on the other areas of science that she needed to study.

Once Renee took control of all the things she needed to do, talked to a friend, organized her priorities, took time to reflect and got help from her teacher, she felt a lot less stressed. She continued this for two weeks leading up to her exams. Renee did extremely well, and her parents were very proud. Renee was so happy that she did well and that she was able to overcome her stress.

## DISCUSSION

- 1 What causes us to be stressed?
- 2 What are some negative things we might do to lessen stress?
- 3 What are some positive things we might do to lessen stress?

4

Describe a situation when you felt stressed. How did you handle it?

5

List three things that you love doing that would help you during a stressful time.

## ACTIVITIES

### STRESS LESS CHARADES

This game is a great way to introduce healthy ways to relieve stress. Write down different activities that girls can do to get rid of stress on separate slips of paper, fold them individually, and place them in a bowl, hat, or bag. Ask for a volunteer to begin and have her draw one of the slips. She must now silently act out the activity that is written on her slip while the other girls guess what she is doing. The actress is not allowed to make noises or speak, but she may give nonverbal hints (like holding up two fingers if the answer is two words) and nods of approval or nonverbal encouragement to girls who are close to the answer. The first girl to accurately guess the activity gets to be the next to act.

Suggestions for activities:

Taking a nap	Playing a sport	Singing
Drinking tea	Eating a healthy meal	Reading a book
Cooking/baking	Riding a bike	Writing a story
Picking flowers	Community service	Dancing
Drawing/painting	Exercising	Taking a walk

### WEEKLY PLANNERS

Give each girl a sheet of paper and colored pencils, crayons or markers. Have them draw out a one-week calendar on one side of the paper and fill in some of the activities that they usually do. For example, they might fill in their school times, when they hang out with friends, etc. Encourage them to fill in empty slots with fun and stress-free activities such as reading, napping or writing a poem. Encourage them to decorate their planners in whatever way they wish!

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

## WRAP UP & JOURNAL

On a completely new page (make sure nothing is written on the back of it), write down things that cause you stress in your life right now. Tear this page out of your journal, crumple it up, and throw it away. Then, write about how good it felt to be able to so easily get rid of those things. This is how it feels when we choose not to focus upon our stress and take time to do things that make us stress less. Don't worry, you won't have to tear this page out of your journal!

## NOTES





## MEETING 12

# Influencing Well

### SUPPLIES

REQUIRED	Small ball or light object Paper Pens or pencils Scissors
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Gather the girls in a circle and throw a small ball or light object to one girl. After she catches it, ask her a question about herself. Then instruct the girl to throw it to someone else and ask her a question as well. The game ends when each girl has been asked a question! Examples of questions include:

- If you could travel to any time in the future or past, what time would you go to?
- If you could go anywhere in the world, where would you go?
- If your house is burning down, what one object would you save?
- If you could talk to any one person in the whole world, who would it be and why?
- If you had to give up one of your senses (hearing, seeing, feeling, smelling, tasting), which would it be and why?
- If you were an animal, which would you be and why?
- What is one gift someone has given you that you will never forget?
- Name one quality you really like about yourself.
- What's your favorite thing to do during breaks from school?
- What is your favorite movie?
- What was the best thing that happened to you this week?

### LESSON

"Sometimes the people who are close to us can cause us stress. Often times, we don't have any control over these situations and have to deal with the consequences. It is important to know that we can't always modify uncomfortable or difficult circumstances that result from other people's actions. The best thing to do in these situations is remain calm because your stress can make other people become anxious or worried. Keep this in mind as you help others through strenuous circumstances and become someone that people can rely upon."

"Are you coming Ava? We aren't going to wait for you all day, little sister." Ava ran out of her small house towards her older brother, Kase, and two of his friends. They were going into town, and she

wanted to tag along. Everyone knew that Ava was a smart and pretty young girl, but they didn't like Kase, her brother, who often bullied younger boys and stole things from shops in the mall. Their mother made Kase take Ava along to town whenever he went because she wanted her to keep an eye on him and make sure he was staying out of trouble.

That day in town, while Ava was looking at some scarves in one of her favorite stores admiring different fabrics, she turned around and saw her brother across the street, talking to three other boys who came to join him and his friends. Ava didn't know them, but she recognized one of them as her friend Ariel's boyfriend, Adam. She continued to wander around the shop, trying not to get involved in what he was doing. Just then, Kase ran across the street and grabbed her arm roughly, saying to her, "Ava, I'm going out with some other friends, but you can't come with us. I'll meet you by the grocery store in three hours. Can you do that?"

Ava looked at him, scared that he might do something drastic, but she realized that she had no control over his actions or anything that he might do. "Alright Kase," she replied, "I'll meet you in three hours, but be careful not to get into any trouble. I've heard what people are saying about your mischiefs. Besides, we shouldn't give mother any more stress than what she can handle. Don't you agree?"

He just looked at her, then ran back across the street and disappeared into the crowd with his friends. Ava spent the next couple of hours meandering through the mall shops, enjoying herself by smelling the lotions and examining the different items that were being sold.

As she was about to turn into another section of the mall, she turned around to see Ariel running quickly towards her. Ariel had a worried look on her face, but Ava didn't see it and said, "Ariel! You wouldn't believe it, but I saw your boyfriend just a while ago. He was going out with my brother to do something, although I'm not sure what it was. What are you up to today?"

When she had reached her, Ariel said in an anxious voice, "I know, I just spoke with Adam." She looked up, paused, then started crying. "He told me they were going to steal drugs, and he wanted me to come with him. I said no and then he pushed me away and told me that he didn't like me! What do we do, Ava? How can we stop them?"

Ava stared at her with an open mouth. She couldn't believe that Kase and Adam could do this. She looked at Ariel and said in a calm voice, "Ariel, there's nothing we can do to stop them. They are being foolish and reckless, but we'll only get hurt or into trouble if we get involved. I think we should tell my parents and they can work it out."

She led Ariel all the way back to her house. Her mother got so upset when she told her what Kase was doing but told Ava that she had done the right thing by not getting involved. "I'll take care of this, Ava. Take Ariel home, hopefully he'll be back by the time you return."

Ava took Ariel home, consoling her all the way. She told Ariel that it was a good decision not to follow Adam and that he wasn't a good friend if he was trying to lead her into harm. Ariel felt better and thanked Ava for being so calm and taking care of her. When Ava got home, Kase had arrived and her mother was getting angry at him.

"I can't believe you, Kase!" She yelled at him. "First of all, you left Ava all alone in the market with no one to take care of her. Can you imagine if something had happened to her while you were gone? You also put her in a dangerous situation; now she has to deal with what you have done. Secondly, you stole drugs and used them. This is very, very bad, Kase. Do you even know how bad drugs can be for you and how they can hurt your body? Never use them again."



Ava felt badly listening to her mother yell at Kase so she hid herself in her room. She sat on her bed feeling sorry for Ariel, and mad at Kase and Adam. She was just about to run into the other room and scream at Kase, but then decided that it would only be worse for her if she got involved. It wouldn't make the situation easier by being angry at Kase.

Later, her mother came to talk to her and told her that she was so proud of how she reacted to Kase's behavior. "Ava," she said, "I'm so glad that you have remained calm throughout this whole situation. It is good that you knew not to try and stop Kase because you might have gotten hurt and made the situation even worse than it already was. You are a brave girl for coming to tell me and taking care of Ariel. I'm proud of you!"

## DISCUSSION

1 In what ways have you been confronted with a sudden stressful situation?

2 Describe how you have handled a stressful situation.

## ACTIVITIES

### WRITING POETRY AND SHORT STORIES

Provide the girls with paper and pens or pencils. Tell them to use their imagination and write about anything they would like. Suggest that they brainstorm ideas and organize their thoughts on a scrap piece of paper before writing formally, encouraging them to develop characters and a plot. If they have writer's block (if they feel it is difficult to write), remind them that some of the best fiction is based upon things that have happened in real life. Explain that they can get ideas from their own experiences and memories. If you decide to do this as a group, perhaps you can collect all the stories, along with any illustrations the girls may provide, and bind them into an Empower short story book.

### PICTURE PUZZLE

Create several different puzzles by cutting up drawings into small pieces and placing them in front of each team, jumbled and face down. There should be enough pieces to present a challenge, but not so many that the puzzle cannot be solved. On your mark, the girls flip the pieces over, and the first team to solve their puzzle wins.

## WRAP UP & JOURNAL

Today we talked about some ways to handle stress. How will you try to handle stressful situations from now on? How do you think you can apply what we learned about being positive even when we are faced with challenges and stressful situations?

## NOTES

# Facing Obstacles

## SUPPLIES

REQUIRED	Paper Colored pencils, crayons, markers or paint Scissors Blindfold Ball Bucket
OPTIONAL	Whiteboard or chalkboard Cup Pens or pencils

## WELCOME ACTIVITY

A facilitator calls out different numbers and players must get in groups of that number. Players who cannot successfully find a group are eliminated. The facilitator may have helpers in the crowd to assist in calling players out.

## LESSON

“When faced with a challenge, make a decision to overcome it one step at a time. You might have to stop and think about the challenge and what you have to work with, and you might even need to ask people to help you. But never give up because there is always a solution. Remember to think positively!”

Noelle loved the mountain town that she lived in. She loved the birds, the woods and the beautiful sunsets. Despite having lived in such a small town, she had a lot of good friends. Her father worked in a factory for 20 years making clothes. Because of this, she had always wanted to become a fashion designer. Her plan was to go to college, become a fashion designer and then move back to her town that she loved so much.

One day, her mother told her that they were moving to a different city for her father’s work. She told Noelle that the factory was shifting locations, and thankfully her father didn’t lose his job. Noelle was heartbroken. She didn’t want to leave the home that she loved.

She didn’t want to leave her friends or her school. She would have to leave behind everything that she loved, including the beautiful mountains. How would she ever deal with this change? She thought it was too hard and that she wouldn’t be able to overcome this obstacle. Noelle felt helpless.

Three weeks later, Noelle’s family set out for the city that they would now call home. She didn’t like her new house; it was too small and cramped. The city had no fresh air. There were too many factories, cars and motorcycles. She didn’t like her new school either. It was big and she hadn’t made any friends yet. She wondered if she ever would. She missed her home so much and thought she would never be able to adjust to her new life. “This is all just too hard,” she thought. She decided that nothing would ever change and that she would just have to be miserable for the rest of her life.

Her mother sat down with Noelle one evening and told her that she needed to change her attitude. She told her that this was a challenge and that she needed to decide how she was going to deal with it. Was she going to continue being unhappy about her situation or was she going to figure out a way to overcome it? She decided to overcome the challenge.

In order to adapt to her new school, she planned to meet at least one new person every week. Her plan worked. Not long after, she had made some good friends. She started looking forward to school instead of hating it. She also tried to get used to her new home by helping her mom clean up more often and by decorating her space with pictures. Even though the house was still small, helping her mom fix it up made Noelle feel better. Instead of complaining that there was no fresh air in the city, she decided she would find a place that was quiet, without the smoke and a lot of cars. It was a small hill on the edge of the town, and it was Noelle’s special place. Anytime Noelle felt like she still missed home, she would draw pictures of the mountains and her friends that still lived there. It always made her feel better. It was these small things that helped Noelle overcome her challenge. Soon, Noelle loved living in the big city and was so glad that her family had moved there. She still planned on going to college to become a fashion designer.

## DISCUSSION

- 1 What are some obstacles you have faced in the past and how did you overcome them?
- 2 What are some obstacles that you are facing right now?
- 3 How do you plan to overcome them?

## ACTIVITIES

### VALUES GAME

“What we look like, our likes, dislikes and talents are only part of who we are. Our values also make us unique. Can anyone tell me what values are? Values are our beliefs and the things that are important to us that shape our character. What are some examples of values?”

As the girls volunteer answers, write them on a whiteboard, poster or visible sheet of paper. Refer to the following list to offer values that the girls may have missed.

Adventure  
Courtesy  
Dependability

Honesty  
Intelligence  
School

Popularity  
Creativity  
Cheerfulness

Family  
Friends  
Helping others

Time alone  
Travel  
Faith

Patience  
Organization  
Being healthy

Explain to the girls that you are going to read off each of the values on the board. If a girl agrees that she shares a particular value, she should move to the right side of the room. If a girl does not share that value, she should move to the left side. This should be repeated for each value and will get the girls to move around the room. Encourage them that there is no right or wrong answer and explain that not everyone shares the same values: this is part of what makes them unique! Re-emphasize that it is ok to be unique, even if they are the only person standing on their side. Make sure you end the exercise with the observation that everyone values different things and that is a big part of their uniqueness.

## THE BIGGER PICTURE

In this activity, girls will create an art piece. First, give each girl a piece of paper as well as colored pencils, crayons, markers or paint. Cut thin strips of paper and tell the girls to lay them out randomly on top of their pieces of paper, going in all directions and overlapping each other. Another way to do this craft is to take a cup, paint the rim with a dark color, and then dab it all over the papers so that each girl has multiple overlapping circles. You may also place the cup on the paper and trace around it with a pen or pencil if paint is difficult.

Then, instruct the girls to color or paint within the lines they have on their papers, whether they are straight or round, and to fill in each gap with a different color. Tell them to think about an obstacle that they have faced in the past or are facing right now as they color or paint each gap.

“Obstacles can seem hard to overcome when we are facing them. But when we look at them all put together, they make a beautiful picture. The obstacles that we overcome make us stronger in the end, and the decisions that we make when facing challenges defines who we are and our ability to face the future.”

## BLIND LEADING THE BLIND

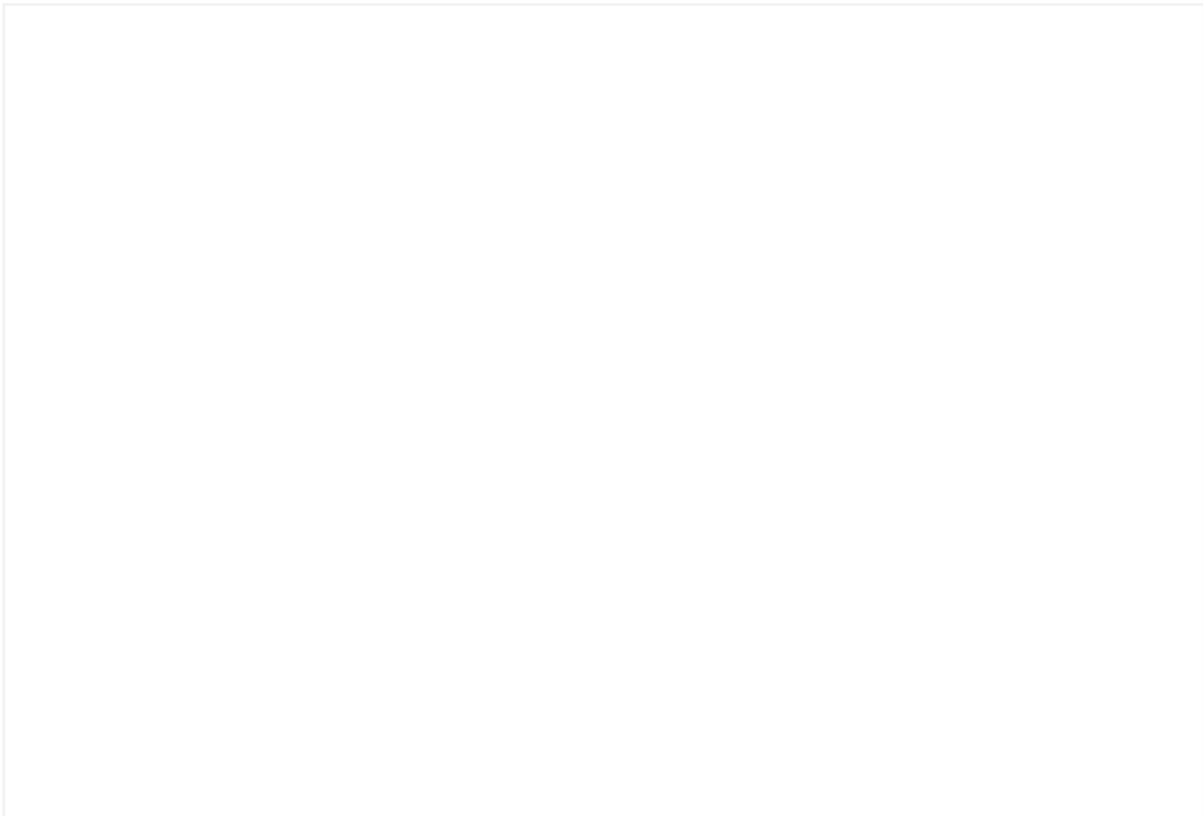
Distribute the girls into groups of up to ten. Select a seemingly simple task (such as picking up a ball and putting it in a bucket and bringing the bucket to the spokesperson) for one blindfolded team member to accomplish. The only person who is allowed to talk to the blindfolded girl is the spokesperson, but she must face away from the space and is not allowed to see anything the blindfolded girl is doing at any point in the exercise. The rest of the girls on the team stand in front of the spokesperson so they can see the whole space and the blindfolded girl, but they are not allowed to talk. Using only motions and gestures, the girls must try to get the spokesperson (who cannot see the field) to yell to the blindfolded person and tell her what to do to accomplish the task you have set up. Only one group should go at a time, and you may choose to time them for added complexity.

“The goal is to have one member of each group pick up a ball, put it in a bucket, and bring the bucket back to your group. That sounds like a really manageable goal, right? Well, what happens if I throw in an obstacle? The obstacle will be that only one person, the spokesperson, will be allowed to talk to the person performing the task. Now you have a limitation, but the goal still seems pretty easy, doesn’t it? What if I also tell you that not only will the person performing the task be blindfolded, but also that the spokesperson must stand with her back to the room so she can only see the rest of her group members and not the person performing the task? Suddenly, your manageable goal has become much more difficult, hasn’t it? The rest of the group is not allowed to talk either. They must communicate what they see to the spokesperson only with gestures and movements. Sometimes in life, we set attainable goals for ourselves, but little obstacles make them seem impossible. So, let’s find a way to work together and overcome these obstacles!”

## WRAP UP & JOURNAL

What are some possible obstacles standing in the way of you achieving your goals? Is there a way for you to plan ahead to avoid some of those challenges? If so, how? If not, do your goals mean enough to you that you will work to solve the problems that arise?

## NOTES





## MEETING 14

# Speaking Out

### SUPPLIES

REQUIRED	Paper or cards Leaves and flowers Paper Paint
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OPTIONAL	Whiteboard or chalkboard
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### WELCOME ACTIVITY

Ask the group to sit in a circle. Write twenty questions on cards or pieces of paper and place them in the middle of the circle. The first person takes a card, reads it out and gives their answer. The card is placed at the bottom of the pile before the next player takes a card. Examples of questions include:

- If you could go anywhere in the world, where would you go?
- If I gave you \$100, what would you spend it on?
- If you could wish one thing to come true this year, what would it be?
- If you could have any question answered, what would it be?
- If you could have any kind of pet, what would it be?
- If you could do your dream job twenty years from now, what would it be?
- If you had one day to live over again, what day would you pick?
- If you could eat your favorite food now, what would it be?
- If you could learn any skill, what would it be?

### LESSON

“Life is full of difficult decisions. That’s why it’s so important to 1) know what you believe in, 2) stick to your values, and 3) gather people around you that you trust!”

“Ouch!” Madelyn said quietly, balancing the pot of hot tea she held in her hands. She slowly poured it into a large mug, making sure not to spill it on the counter or the floor. She then placed the mug onto a tray and delivered it to her employer’s office where he sat behind a large, wooden desk. “Mr. Sherman, I have your tea.”

“Ah,” he replied, his eyes fixed on a stack of papers in front of him, “thank you.” Madelyn left as quietly as she came, trying not to slam the door on her way out. Mr. Sherman was a good employer, but no one ever really saw him. Madelyn had been employed at the Sherman’s household as a maid for almost a year and a half. She was twenty years old and came from a poor family in a small town. She



moved into the city in order to find work, but because she didn't have a good education, working for Mr. Sherman was the only job she could find.

"Don't stop now dear," said the main cook of the large house, Cheryl, "we still have a dozen more rolls to go!" Madelyn looked at her hands, covered in dry dough. She pressed into the large ball of dough, breaking it up into smaller pieces to roll. She looked up out the window and saw through the bushes outside a pair of brown eyes peeking through.

"Cheryl, can I walk outside for a few minutes? I think I promised A.J. that I would water the garden for him. After she received permission, she darted out the door and scurried around the side, only to see her younger brother, Sammy, running to embrace her. "Sammy!" She exclaimed, surprised to see him as he still lived in her hometown, a few hours away. "What are you doing here? Have you come to find work, like I have?"

"Madelyn! I'm so glad to see you!" He hugged her, then said solemnly, "Actually, I haven't come to look for work. I've come to, um, give you a message." Madelyn noticed his sudden change in demeanor, as his shoulders slumped, and he became sad. He continued, "People have heard news that someone is planning to build a dam right on top of our town! Workers have already come to examine the river. They are going to demolish our houses and make us move!"

"What?" Madelyn asked in disbelief. "How can this be?"

"The river area where we live is low enough to build, but the water is strong enough to produce a lot of energy. Everyone was confused when they started coming, but then someone found out that the man behind the dam project is none other than your employer, Mr. Sherman!" Madelyn looked at the ground, knowing instantly what he was going to ask her to do. "Madelyn, you have to confront him. Maybe you could ask him to stop the project, or build the dam somewhere else?"

Madelyn sighed. "Sammy, it's really good to see you again, but there's no way I can confront Mr. Sherman. He might fire me! What would happen to me then?" She paused, then said in a calmer voice, "Well, I'll think about it. Give me some time to figure out how I will ask him." She looked over her shoulder, seeing Cheryl coming toward the door wondering where she might have gone, then said, "Sorry, I have to go!" She gave him a quick hug then darted back inside before she questioned her.

That night as Madelyn lay in bed trying to sleep, she thought about what her brother had asked her. "It's impossible," she thought. "If I confront Mr. Sherman I could be fired. But if I don't confront him, who will?"

The next day, she walked up to the door of his office. As she touched the handle, she paused, thinking over her decision. She realized that losing the town where she was from and seeing the relocation of her family and friends was much worse than having to endure the humiliation of losing her job or looking for a new one. She bravely opened the door and, stepping in, closed it softly behind her. She stood there uncertainly for at least a minute and then, looking up from his work, Mr. Sherman saw her. He wasn't expecting her to come in and evidently didn't see her, so he said, "What are you doing here? I thought I asked all the maids not to disturb me while I work."

"Forgive me, Mr. Sherman," Madelyn replied timidly, "but I have come to ask you for a favor."

"Very well," he answered her, "what is it that you want?"

“Yesterday I learned about a project that you are working on in a nearby town. You’re building a dam there, and it will force hundreds of people to move their houses and relocate to another town. I grew up in this town, and my family will be included amongst those affected. I wanted to ask if you would reconsider building the dam, or perhaps build it somewhere else.”

Mr. Sherman leaned back in his chair and crossed his arms. He looked at her skeptically, then said, “I am planning to build a dam right outside of the city, but I have no knowledge that it is going to be placed above an entire town. Let me talk to my colleagues, thank you.”

At that cue, Madelyn walked out of the office and breathed a sigh of relief, happy that she still had her job and that she might have prevented her town from being demolished. A few days later, she heard that the dam was being moved up the river, far away from her hometown. She was so happy that she succeeded!

## DISCUSSION

1 Have there been difficult decisions or choices that you had to make?

2 How will you address the obstacles that you will face in the future?

## ACTIVITIES

### NATURE PRINTS

Collect various leaves and flowers and distribute them amongst the girls. Give each girl a piece of paper and have her place a leaf or flower on one side of the page. Then have her trace around the object with paint, remove the object, and fold the paper in half lengthwise so that the paint presses against the other side of the paper. When she opens it up, the outline of the leaf or flower should be reflected on the other side of the page, like a mirror. Encourage the girls to trace more than one leaf or flower so that her entire page is decorated.

Once they have finished, conclude by saying:

“When we reflect on the challenges that we have overcome, we realize what we have learned and how we have been made stronger. Sometimes, we even see that those challenges were easier than we thought they were going to be, and well worth the rewards!”

### HUMAN KNOT

Have the girls get into a circle and tell them that they will work together to get themselves out of a human knot. To form the knot, each girl puts out her left hand and grabs someone else’s. Next, each girl grabs a different girl’s hand with her right hand. At this point, each girl should be holding hands with two different people. The challenge is for the girls to work themselves back into a circle without letting go of the girls’ hands they are holding. This activity can work with larger groups, but it is easiest to keep it under ten girls. Each group, however, should always have an even number of girls.

"Just like in the last activity, overcoming obstacles is easier if we have the support of our friends."

## WRAP UP & JOURNAL

Today, we learned about how reflecting upon obstacles we have overcome in our past makes us stronger and more prepared for what we might face in the future. What kinds of challenges have you overcome that make you stronger?

## NOTES





## MEETING 15

# Enduring Hardship

### SUPPLIES

REQUIRED	Masks Colored pencils, crayons, markers or paint Jump ropes or other long ropes
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OPTIONAL	Whiteboard or chalkboard String Feathers Beads
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### WELCOME ACTIVITY

One person is 'it'. The 'it' person has to tag other players by touching them with their hands. Once a person is tagged, they hold hands with the 'it' person and form a chain. The last player to join the chain is the winner.

### LESSON

"Sometimes things happen in our lives that we have no control over and have no way of preventing. We can be doing everything right, but bad things still happen to us. What do we do when these things happen, and we have no way to change them?"

When hardship comes, it is normal to feel sad and overwhelmed. However, you do not have to remain sad or angry. Even though you may not be able to change the situation, you can change how you react to it. Instead of becoming angry or hopeless, try to find the positive side as you would with any other challenge. If you need help, find someone to talk to about your feelings. Try to see hardship as a way to grow stronger and to learn how to turn bad situations into experiences you can use to help others who may be dealing with similar challenges."

Nikki was born into a wonderful family that loved her very much. She was the only child and her parents' pride and joy. They would spend every evening together, just the three of them. They would eat dinner together, play games, watch TV and talk about life. Nikki thought it was perfect, but that changed the day she found out that her mother had cancer.

Her mother had gone to the doctor because she had been feeling sick for weeks. A few days later, Nikki's mother was told that she had Leukemia, a blood cancer that many people die from. Nikki felt so scared when her mother told her this. She was sad, confused and angry. She wondered why this

had to happen. Why her family? Everything was going perfectly, she was doing everything right, and now everything would change.

Nikki noticed her mother getting more and more sick. She was very weak and tired and had to stay in the hospital for long periods of time. When this happened, Nikki missed her mother very much and worried about her. When her mother was home, it wasn't the same. No one laughed anymore. Nikki never talked to her mother or father about how she felt. She didn't tell them how sad she was. She kept all her feelings to herself. She didn't think her feelings were important and didn't want to bother them when she knew they needed to focus on her mother's condition. All that emotion had been building up inside of her. She didn't know how to let it out. Then her mother died, and it was the worst day of her life. She cried for weeks.

One of the teachers at her school told her that she could talk to the school counselor anytime that she wanted. Nikki didn't want to talk to anyone about the way she was feeling. She didn't think that anyone would understand the pain that she felt. She tried talking to her father once, but he told her that he didn't want to talk about her mother. This made Nikki feel very sad. She was finally at the point where she wanted to talk to someone but didn't know whom to ask. Then she remembered that her teacher mentioned the school counselor. She didn't really want to talk to the counselor, but she decided to give it a try.

The counselor was a woman named Marilyn. She was very nice and was a great listener. Marilyn told Nikki that it was ok to feel sad and that it was normal. "Hardship is not your fault," said Marilyn, "but you can find a way to begin recovering." Marilyn told Nikki that it was important to express her feelings and to develop a healthy way of dealing with hard situations. Marilyn gave Nikki a list of things that she could do to serve as an outlet to how she was feeling. The list included journaling, making a craft or doing art, reading a book, playing sports, talking to an adult she felt comfortable with and focusing on positive things. She also said that it is important to maintain a positive outlook. Nikki tried everything on the list and was surprised at how much she enjoyed doing them and how much better they made her feel. She enjoyed journaling the most and used it to express her feelings. Some days were hard, and some weren't, but no matter how she felt, she wrote it down. Nikki was so thankful for Marilyn and for all the things she had learned from her.

Nikki grew up to be a counselor for young girls. She helped many girls through situations similar to her own. She now saw her difficult situations as learning experiences. Even though she went through a lot of hardship, these experiences shaped who she is as a person today.

## DISCUSSION

- 1 How have you dealt with difficult situations in the past?
- 2 Who do you talk to about the challenges that you face?
- 3 What are some of the challenges that you are currently facing?
- 4 What are some ways that you can go about solving and dealing with these challenges?

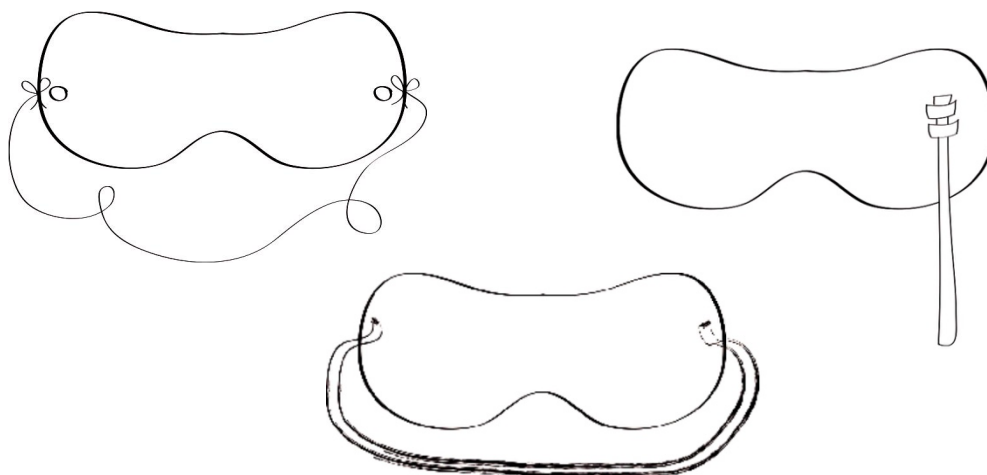
## ACTIVITIES

### MASK MAKING

Psychologists believe that the process of making art can be used both as a therapeutic process for a child and as a way to initiate or facilitate conversation with children about the problems they are dealing with. Art can also be a calming process and one that allows children to express their negative feelings in a healthy way. One method that is used to work with children who have experienced trauma or great hardship is making masks. If you present this activity as a fun way to explore opposite feelings or emotions, the girls may not even be aware of the deeper possible connotations behind the activity. You could simply tell them that making art is one way to positively express and deal with hardship. In whichever way you present it, the art produced will be a strong indicator for you as the facilitator to better understand what each girl is dealing with and whether she needs additional guidance.

You have several options on how to address this activity. You may choose to have the girls make a mask for how other people see them and another for how they really look on the inside. If you do not want to delve too deeply, you may opt to have the girls make simpler masks. For example, one depicting a negative emotion like anger, depression, sadness, etc., and one depicting a positive emotion like forgiveness, thankfulness, or joy.

There are several supply options depending on available resources. You can make simple masks out of paper and colored pencils or more elaborate masks that have been painted or that have string to hold it in place. Encourage the girls to be creative! The masks do not have to be realistic representations of a human face if they do not wish them to be. They can be full of pictures, patterns, colors, etc. Additional supplies you may consider having on hand for the masks are feathers, beads, etc.



“We all have faces that we wear to show the people around us, especially when we are dealing with hard situations. Some of us are honest about our feelings, and some of us hide them. We need to learn to be honest about our feelings so that people can help us. This is a healthy way of coping with hardship. We can focus on the positive things in our lives, reach out to other people for help and choose to be joyful instead of sad or angry. What masks are you wearing today?”

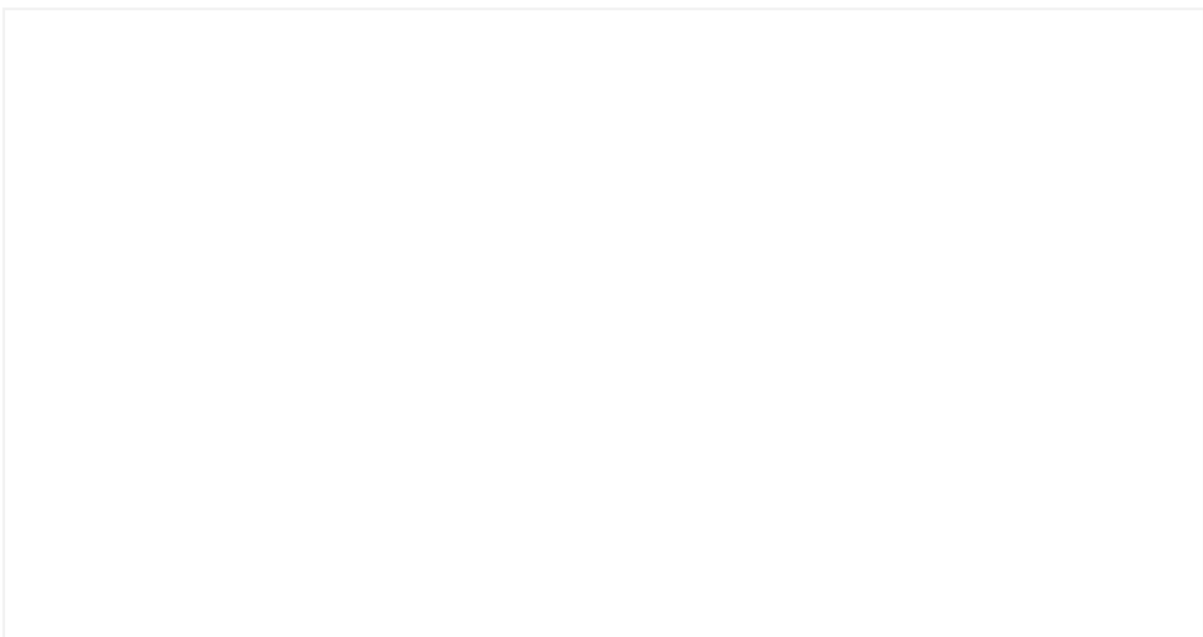
## DOUBLE JUMP

You will need jump ropes or long ropes for this activity. Give one rope to each pair and assure that they are long enough for two people. Instruct girls to stand hip to hip and each grab one end of the jump rope with their outside hand. On your mark, teams begin to jump, but you may want to give them a moment to practice before beginning. Teams are called out when they falter or miss a beat, and the last team left is the winner. If you only have one rope, the team who can jump the longest amount of time or the largest number of jumps without error wins.

## WRAP UP & JOURNAL

Write about a hardship you are struggling with right now or struggled with in the past. It is ok to be sad or even angry, but it is also important to be honest about those feelings and to find a way to work through them. A good way to do this is to find things you are thankful for in your life and focus on them. After you write about this hard situation, write about the things you are thankful for in your life.

## NOTES







# Dealing with Change

## SUPPLIES

REQUIRED	Paper Pens or pencils Colored pencils, crayons, markers or paint Hat or box
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OPTIONAL	Whiteboard or chalkboard
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## WELCOME ACTIVITY

Divide the girls into two teams. Give each girl a blank piece of paper and ask her to write five facts about herself that not many people know. Collect the cards into two piles, one for each team. Draw one card from the opposing team's pile. Each team tries to name the girl while reading as few clues as possible. A team receives five points if they guess her on the first clue, then 4, 3, 2, 1 and 0. The team with the most points at the end wins.

## LESSON

"Our ability to face the hardships in our lives is determined by our willingness to approach them with a good attitude."

"You wanted to see me, sir?" Shannon asked. Her boss swung around in his large armchair, clutching a cup of coffee and dropping a stack of papers on his desk.

"Shannon," he answered her, "you've been working here for six months, and so far, we've seen you improve significantly. Your trips outside the suburbs to outlying small towns are very successful, and we've seen more and more people become healthy because of your treatments."

Shannon smiled uncertainly at him. She was grateful for the compliments, but felt that he wasn't finished yet, and she might not like what she was about to hear. While she had been working as a nurse at the clinic in New Orleans, she had loved taking small trips outside the city and treating the diseases and injuries of the people who needed her most, where good healthcare was harder to come by. The only thing she was ever scared of was facing her boss. He was a good person, but she rarely ever saw him and was always afraid of what he would say to her at their meetings.

He continued, "Shannon, what we have decided to do is transfer you to a mental hospital just outside the city. This is not because you haven't done an excellent job, but the people there need you much more than those you have been serving recently."

Shannon stood there staring at his desk for a few moments, shocked and surprised by his proposal, then said, “But I have no experience working with mentally impaired patients. Why do you want to send me there?”

He answered her, “That is not disconcerting to us. You have extraordinary talents, Shannon. As well as being knowledgeable and successful in general, you have a rare ability to endure tough situations. Unlike your past experiences, this hospital won’t necessarily be wanting of supplies and medical knowledge. It is, however, lacking someone who is able to face challenges enthusiastically.” He paused, then once Shannon didn’t respond, said, “We are convinced that though this may be the most difficult venture you have taken on, it will be your most successful.”

Shannon looked him in the eyes and said, “I’ll do my best, sir.” Then she left the room, her mind whirling with what seemed like millions of fears and doubts. Not only would it be an entirely different experience treating patients with mental illnesses instead of physical ailments, but it would be an entirely new way of using and administering medicine and helping patients get well. She was scared and didn’t know what to think, so she decided to visit her friend, Julie.

Julie exclaimed, “Shannon!” she exclaimed, “I’m so glad you came! I have some great news to tell you!” Julie explained that her employer was planning on moving her to a different section of their company. “Even though I have absolutely no experience with this section, I’m excited to see what I can do through it. It will be difficult to adjust but I’m sure that much good can come from it!”

Shannon looked at her, then laughed. “Julie, I’m so glad I came to see you! I’m going through exactly the same thing at the clinic and have been so scared to face a different work environment. You see, they are transferring me to a different hospital. But seeing you so excited to change positions helps me see that this change might be for the better. Who knows what could happen?” Shannon was glad that she had someone to confide in and was excited about her future.

## DISCUSSION

1 Have you ever turned a hardship into a positive learning experience?

2 Tell about a time when you looked back on a hardship that you faced and saw it differently than when you were going through it.

## ACTIVITIES

### PAINTING EMOTIONS

Giving children the freedom to paint their emotions freely can both help them to release negative thoughts and show you what they are dealing with. This activity is largely dictated by how you would like to instruct your group.

#### Version I

Ask the girls to color or paint what a negative emotion (anger, depression, sadness, resentment, etc.) looks like and then color or paint what a positive emotion (forgiveness, thankfulness, joy, hope, peace, etc.) looks like. This version is abstract, but it can still be quite revealing. When they have completed

their drawings and paintings, ask the girls which picture they would rather focus on, and encourage them to look at it when they are feeling sad or overwhelmed.

## Version 2

Ask the girls to color or paint specific moments in their lives that have brought them one of the negative and then one of the positive emotions. On the back of each, tell them they can write a description of what they have drawn (as brief or detailed as they wish). As with *Version 1*, encourage them to take the positive image home to cheer them up. If you feel the need to follow up on a negative image, you may choose to talk to a girl about her drawing or painting.

If you choose to talk to a girl about a drawing that is particularly concerning, or if a girl approaches you wanting to talk about a negative emotion or situation, here are some suggested questions:

- What emotion have you drawn here?
- Why did you draw it this way?
- Is there an event or person that caused you to feel this emotion?
- When do you feel this way? Is this feeling connected to a particular situation, or do you feel this way all the time?
- Who have you talked to about it?
- What are ways that you have tried to feel less like this emotion? Do these strategies work?
- Let's create a strategy for you to tackle this emotion, or to avoid or change situations that make you feel this emotion.
- Do you want to talk about this again next week? Is there anyone else that you want to talk to? Do you or someone else in your life need help?

## GUESS THE WORD

Like *Charades*, words are written on slips of paper and drawn from a hat or box. Unlike *Charades*, however, girls are allowed to give verbal hints along with actions, but they are not allowed to say the word or any words that rhyme with it. For example, if a girl draws "paper," she may say "notepad" or "pad of \_\_\_\_," but she may not say "caper." Get into teams of four or five. Each team decides who will act and who will guess, and they are given forty-five seconds to act and guess as many words as they can. Once her team accurately guesses her word, the actress should immediately draw another word from the hat or box. The team who successfully guesses the most words in the time allowed wins.

## WRAP UP & JOURNAL

We don't choose the hardships that come into our lives, which is why they can be really difficult to overcome. Knowing that many hard situations can be turned into learning experiences, how will you choose to deal with hardships in the future? Are you going through a hard situation right now that you need help with?

## NOTES

# Discovering Potential

## SUPPLIES

REQUIRED	Trash or plastic bag Paper Pens or pencils Colored pencils, crayons or markers
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OPTIONAL	Whiteboard or chalkboard Paint
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## WELCOME ACTIVITY

Divide everyone into pairs. Ask each pair to sit on the floor with their partner, backs together, feet out in front and arms linked. Their task is to stand up together. Once everyone has done this, two pairs join together and the new group of four tries to repeat the task. After they succeed, add another two and try again. Keep adding people until everyone is trying to stand together!

## LESSON

“Being a woman can be challenging, but we can do so much more than we realize! Sometimes, it’s easy to underestimate what we can do. Beware of people who discourage you from following your dreams just because you are a girl! You have just as many gifts and talents to offer the world as anyone else. Be confident that you will do something great one day. You have the potential to make a difference in the world around you!”

“Yvonne!” her mother yelled, “go pick up those dirty clothes. Can’t you see your brothers are trying to get ready for school?” “Yes mom,” Yvonne replied as she gathered the heap of laundry into a basket. Then, running out of the house, she caught up to her two older brothers as they walked to school. She bounded behind them, having to take two steps for every single step they took, their longer legs a huge advantage over hers. She put her hands over her stomach, aching with menstrual cramps. “Ugh, why does this have to happen? I miss out on so many things because of these stupid cramps. If only I was a boy, I wouldn’t have to worry about this at school,” Yvonne thought to herself.

That day at school, Yvonne sat at her desk feeling tired and weak. She found it difficult to concentrate on her work and stared at her feet until her teacher said, “Students, today we are going to have different lessons for boys and for girls. Girls, after you are finished with your work, you can follow me to the classroom next door.” Happy to move and to be done with her assignment, Yvonne jumped up to follow her teacher to the next room. Her teacher then explained, “The reason why you are in a

different room today, girls, is that we have brought in a special guest to talk to you. Please welcome to our school, Sandra Jackson.”

As they clapped, a young woman in her mid-twenties walked to the front of the room and faced the class. She was wearing a pretty sundress and her hair was pulled back in a low ponytail. Excited to hear what she had to say, all of the girls leaned slightly forward in their desks.

“Good morning girls!” Sandra said. “Like your teacher said, my name is Sandra and today I’ve come to tell you about my story.” She paused, looked around the room, and continued. “I was born in a small rural town in Mississippi. My family was very poor, and we often struggled to have one meal a day. One day, my parents separated, and my father left to find work in Chicago. He promised to send us some money every month, but after a while it stopped coming. My mother took my younger sister and I to live in New Orleans, hoping to find a job and provide for us. Eventually my mother started working as a maid in someone’s house, and my sister and I were able to go to a new school.”

Sandra paced around the front of the room, delving deep into her memories from far back. “I studied really hard, and after a lot of work, was able to get a job at a newspaper company. When I got the job, I imagined myself sitting at a large desk, writing hundreds of interesting articles and going around the city collecting ideas for new stories. However, the majority of what they wanted me to do was just make coffee and serve it to the people who were actually writing. I felt out of place at the company because all of the writers and editors were men, and they all had college degrees. I was disappointed, but was glad to be getting paid, nonetheless. I made that coffee the best that I could. After two years of making coffee, I decided to make my dream of becoming a journalist a reality, so I wrote a story about the problems with education policy. I hoped that it would show the editor-in-chief how well I could write and investigate relevant material that was important to the public.”

She smiled curiously, then continued. “I remember walking into the editor-in-chief’s office. He didn’t even look at me until I started talking to him. All he did was shove my article at the very bottom of a stack of papers on his desk. I suspected that he wouldn’t even bother to glance at it, but I was happy that I had tried. Two days after I submitted my article, two hundred teachers from around the city went on strike, refusing to come to work or teach their classes. When I heard about the news, I ran into the editor’s office and asked him, “Did you hear about the strike?”

He looked at me and said, “Yes, and I read your article. If you can write me three more articles as good as this one, I’ll make you a journalist.”

Since then, I’ve been a writer at that very same newspaper where hundreds of my articles have been published! When I first started writing, I could tell that several of my colleagues thought less of me. It was difficult at first, but I eventually succeeded in convincing them that my articles were just as good as theirs. There are obstacles that I still face, but I’ve learned that there are many things that I find easier to do because I’m a woman! I’ve learned that even though it can be harder for a woman to pursue certain careers, it can be incredibly rewarding and wonderful! Being a journalist is my dream job and I absolutely love it.”

Yvonne’s teacher walked to the front of the class and said, “Thank you, Sandra, for joining us today. Girls, I wanted you to hear Sandra’s story so that you can think about the possibilities in your own lives, and to know that you should never think that growing up to be a woman will hinder you. Being a woman allows you to do and be so many more things than you ever imagined.”

Yvonne left school that day happy that someone like Sandra, who grew up an ordinary girl like herself, was able to do something great even when faced with many obstacles. She was excited about growing up and all the great things she could do.

## DISCUSSION

- 1 Do you think that being a girl is challenging? Why?
- 2 How can you use the good things about being a girl to overcome these challenges?

## ACTIVITIES

### WE CAN'T DO WHAT?

Give each group a sheet of paper and instruct them to make a list of things that they think girls are unable to do. When they are finished, ask for volunteers from each group to read a few examples. At the end, hold up a bag, tell the groups to tear up their papers, and throw them in. Reinforce the point that girls can do anything!

### I LOVE BEING A GIRL

In this craft, supply each girl with one or two pieces of paper. Have the girls cut up their paper into long strips. On each strip, she should write down one thing that she loves about being a girl. If they can't think of anything, encourage them to swap ideas. Once they are finished with all their strips, take one strip and tape or glue the two ends together with the writing on the outside to create a chain link. Then take the next strip and slip it through the circle you have already made and tape or glue the ends together. Do this with all the slips and you should have a chain of fun! Tell the girls that they can take them home and hang them up to remind them of all the wonderful things about being a girl.

### FOOTPRINTS

Give the girls a piece of paper each and have them place their right foot on the right side of the page. Tell them to trace their foot with a pen, pencil, colored pencil, crayon or marker, and lift her foot off the page. Do the same with the left foot on the opposite side so there is an outline of both feet. They should write down whatever they think girls can do like being a doctor, teacher, lawyer, athlete, painter, singer, musician, etc. Encourage them to be creative and include the things that the girls can do and want to do in the future. They can decorate their pages however they want! Another option for this activity is to paint the bottom of the girl's feet and stamp their feet onto the papers. They can then write around their feet shapes as they dry.



## WRAP UP & JOURNAL

Today we talked about all the great things that girls can do. Sometimes, there are challenges we face in order to do those great things. Write down some challenges you think you may face as you grow up to be a woman. Then, write about what you believe you will learn from overcoming these challenges and how this can enable you to be anything you want!

## NOTES





# Relationships

## SUPPLIES

REQUIRED	Knives
OPTIONAL	Whiteboard or chalkboard

## WELCOME ACTIVITY

Get the girls into pairs and ask them to decide who is the 'birdie' and who is the 'perch'. Tell the perches to form a circle and the birdies to form another circle around them. When the music or singing starts, the perches should walk in their circle clockwise and the birdies should walk counterclockwise. When the music or singing stops, the birdies and perches should find their partners as quickly as they can. The perch should get down on one knee and the birdie should sit on the perch's raised knee. The last pair to complete the task each round is 'out'. Ask teams who get out to help you judge.

## LESSON

"As you get older, many outside pressures will encourage you to dress and act a certain way. Many of the people around you will change and you may become confused about who you are. It is fun to try out new looks and hobbies, but it is always important to make sure you feel comfortable with the new things you try out.

Although being popular and having many people like you may seem tempting, changing yourself can make you uncomfortable. Staying true to your values ensures that people like you for who you really are. That is the best way to form healthy and happy relationships!"

Alice was a beautiful, 14-year-old girl. She lived in a small town and was excited about starting high school. Alice couldn't help but notice how different some of her friends looked since starting high school. Her best friend Emily started wearing makeup and dressing in showy outfits like celebrities. Alice noticed all the attention Emily was receiving from older boys at school and felt left out. Alice decided it was time to make a change! When she got home from school, she called her Aunt Susan and asked if she would take her shopping for new clothes and makeup. Aunt Susan was always Alice's favorite person to talk to because she gave the best advice and always understood what Alice was going through. Aunt Susan agreed to pick her up that afternoon and take her to the mall.

Aunt Susan honked the car horn and Alice ran outside to greet her. Once settled in the car, Aunt Susan asked Alice, "What's with the sudden need for a makeover?" Alice decided to tell her about how she wanted an older boy to ask her on a date and told her all about how Emily had a new older girl look and was getting so much attention.

Alice tried on numerous mid-drift tops and tight pants like the ones Emily wore. She even went to a beauty counter and got her makeup done. Aunt Susan looked at Alice and asked, “Well how do you feel?” Alice stared at her new look in the mirror and realized she did not feel very comfortable in her new clothes and makeup. Aunt Susan could tell she was upset.

Aunt Susan pulled Alice into a hug and asked, “What types of things do you look for in someone you want to date?”

Alice thought hard for minute and replied, “Well... I like when someone can make me laugh. I also like when they read books because it gives us a lot to talk about since I read so much. I also like when the person is honest with me because it means I can trust them.”

“Hmm,” said Aunt Susan, “so you like when someone is funny, smart, and trustworthy it sounds like.”

“Yes,” responded Alice.

“Well those are all characteristics that are defined by someone’s personality, not by how they appear physically,” remarked Aunt Susan.

Later that night Alice sat around thinking about what Aunt Susan had said about dating someone because you like whom he or she are on the inside instead of how they looked on the outside. Alice realized that she did not want to dress like Emily anymore because it made her feel uncomfortable. Alice just wanted to be herself, even if it meant waiting to meet a guy who liked her for who she was on the inside instead of her looks.

## DISCUSSION

- 1 What are the traits you look for in someone you want to date?
- 2 What are the good qualities of someone who is a potential girlfriend or boyfriend?
- 3 What are the bad qualities of someone who is a potential girlfriend or boyfriend?
- 4 Who is a good person to talk to about relationships?

## ACTIVITIES

### HEART CARVINGS

In this activity, girls will carve hearts out of bars of soap. You may want to cover the working area so that the soap shavings don’t scatter on the floor. Give each girl a bar of soap and a knife. There is no need to supply sharp or heavy knives; plastic knives will work. Have them lightly trace a heart with the flattest side of the soap on the floor. Tell them to scrape away the remaining soap that is outside of their tracing. They can smooth remaining pieces away with the flat edge of the knife. Wet the surface lightly with the soap and instruct them to wait two days until using them!

“Right now, we are still growing up and becoming women. Our hearts have not fully developed, and we don’t yet know what exciting things are in our futures. It can be fun to change how we look on the outside but staying true to our hearts is most important. This way, we will know exactly who we are so that we will be ready to participate in healthy relationships.”

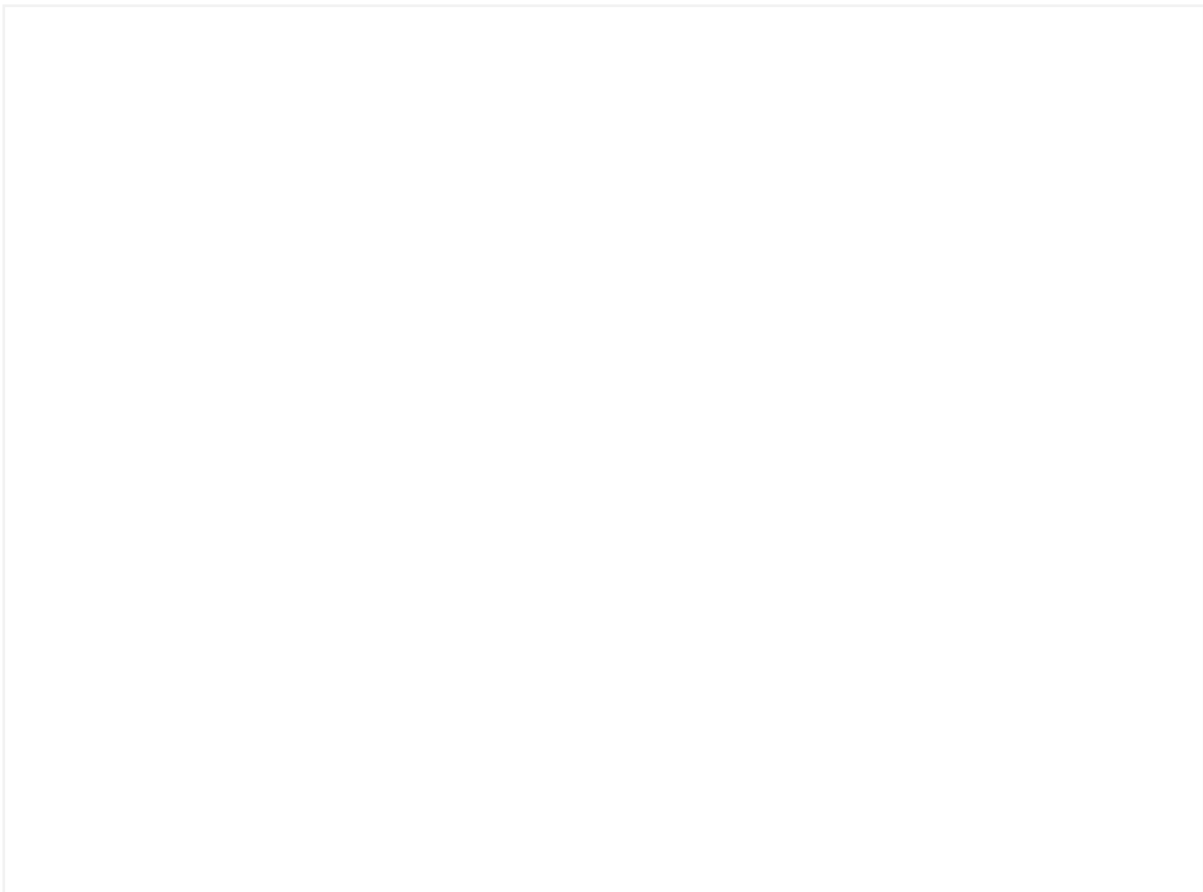
### THREE-LEGGED RACE

Have each pair stand hip to hip and tie their two middle legs together with a scarf, rope or something strong (but soft). Girls race from start to finish using communication and coordination.

### WRAP UP & JOURNAL

Can you recall a time you wanted to change the way you looked? What influenced your decision to change or stay the same? Do you think looking like celebrities is important? What traits, other than appearance, do you like about yourself? What traits, other than appearance, do you look for in others?

### NOTES





# Staying Safe

## SUPPLIES

REQUIRED	Paper Scissors Pens or pencils Colored pencils, crayons or markers Glue or tape
OPTIONAL	Whiteboard or chalkboard Colored paper

## WELCOME ACTIVITY

Have the girls form a line. If there are more than fifteen girls, you may want to form two lines. Each girl faces the front of the room and holds the shoulders of the girl in front of her. The girl in the front of the line is the 'head' of the dragon and the girl at the back of the line is the 'tail'. To start, the tail shouts "1,2,3, dragon!" The goal is for the head to catch the tail. The line must stay together. If the line breaks, the dragon dies, and the head goes to the end of the line and becomes the tail. If the head tags the tail, the game starts over!

## LESSON

This lesson involves multiple, true stories of girls who have been exploited by means of force or coercion and have experienced sexual abuse. The goal is to communicate these potential dangers to the girls, and to offer support if they have experienced similar trauma. Feel free to use some, or all, of the stories according to the maturity level of the audience. It is important that the girls learn more about trafficking and understand that sexual abuse (towards persons of all ages) is wrong.

Ira

When Ira was a little girl, her father began touching her in private areas. As she got a little older, her father sold her to several men, women, people that he knew, and others in the community. Ira wanted to be a good girl and make her dad proud, so she did as she was told. She was sad and didn't like to sleep with lots of people and began to not like herself and her family. One day, she decided to tell her teacher at school what was going on at home. Her teacher immediately called the police and helped Ira get away from her family. Ira left her family and was able to get help from organizations and friends, finished college, got her master's degree in social work, and now is an advocate and speaker against human trafficking.

## Ellie

When Ellie was eight years old, her mother passed away, and Ellie went to live with her grandparents and uncle because her father could not care for her. Ellie's father remarried soon after, but even after this, he told Ellie that she would have to stay with her grandparents and uncle. When Ellie first started living with her relatives, she went to school regularly. Not long after, they started making her stay home from school to do domestic work like cooking, cleaning, and taking care of her younger cousins. This made Ellie sad, but she didn't have a choice. Ellie's uncle was a mean man. He would come home drunk and would treat Ellie very badly. He beat her and touched her inappropriately often. Ellie didn't know what to do or who to tell. She hated the way her uncle treated her. One day, Ellie heard about a gathering at a school a few blocks away. She didn't know what it was all about, but she wanted to go, just to be away from her family. When she got there, she saw people speaking in front of a crowd, so she sat down to listen. The people said that forcing any person to perform a sexual act is illegal, wrong, and that no-one should have to endure that. Next, they asked if anyone was being wrongly treated. Ellie bravely stood up and told her story. It was really difficult for her and she cried a lot, but everyone there was very supportive. Shortly after the gathering, a social worker visited Ellie's home and realized that her story of sexual abuse was indeed true. Her case was reported, and Ellie was taken to a special home for girls who have been sexually abused. Now, after counselling and friendship with the other girls staying there, Ellie is doing much better. She feels safe and understands that she doesn't deserve what happened to her.

## Angel

Angel is a 15-year-old girl that has recently run away from her mom's house. She didn't have anywhere else to go, so she began living on the street. Angel's mother reported her as a runaway to the local police, and they identified her hanging out with friends at a local park. Angel explained to the police that after a couple nights of staying on the street, she met a man named Tim. Tim offered Angel to stay at his place for free. During her stay, she slept with him because she thought that was what she was supposed to do in exchange for him letting her live there for free. Angel told Tim she no longer wanted to engage sexually with him, and Tim responded by telling her that if she didn't then she would need to start paying part of the rent, food, and bills. Tim also told Angel that having sex in exchange for staying at his place is better than her going back home because she could do whatever she wanted there, unlike when she lived with her mom. Angel admitted that she didn't have any money for rent, so she kept sleeping with him in order to live in his house for free. When the police officers heard this, they identified her as a minor victim of commercial sexual exploitation and arranged for a social worker and advocate to come and speak with her at the station. Angel explained her situation, and they encouraged her to cooperate with authorities. With their help, Angel received services and support from a girl's empowerment and anti-human trafficking agency and was able to see how the situation she was in was unsafe and how her exploitation was not her fault. Now, she is glad to receive help, is going to counselling and family reunification sessions with her mom and is doing better now. She wants to learn how to live independently so that she can keep herself safe when she leaves her mom's house for college.



“Ira, Ellie, and Angel are ordinary girls, just like you are. They were very fortunate to have been rescued from dangerous situations, but thousands of women and children each year are not so fortunate. By hearing these stories and passing them along to others, you can help make your community a safer place. Now that you are aware, you can prevent these things from happening to yourself or people you know. Remember that you have the right to protect your body and no-one should ever touch you inappropriately without you telling them that it is ok. Not every person has bad intentions, but it is important for you to be aware that some do and to keep yourself safe.”

**Discuss and provide the following handouts to the club. You may leave time to answer questions such as “What is trafficking?” “What is sexual abuse?” and “What do I do if I find myself in one of these situations?” Make sure to reiterate that if any of the girls is sexually abused, she needs to speak to a trusted adult. It is never her duty or obligation to sell herself, not even for her family.**

**If a girl has been sexually abused or is facing a situation in which she may be at risk or is trafficked, talk to her and refer her to the appropriate services. Let her know that she can be helped and that none of these things are her fault.**

# Understanding the Problem:

## HUMAN TRAFFICKING

### Definitions

**HUMAN TRAFFICKING** is a form of modern-day slavery that subjects men, women, and children to coercion or abduction for the purpose of exploitation.

#### WHAT IS COMMERCIAL SEXUAL EXPLOITATION?

The commercial sexual exploitation of children (CSEC) is a type of trafficking which includes any sexual activity involving a child in exchange for something of value, or promise thereof, including money, shelter, food, drugs, etc. CSEC may be street-based 'prostitution', but may also include a minor having a sexual relationship with an older adult figure who provides rent, drugs, or other goods.

#### ABUSE AND EXPLOITATION

are violations of your rights to survival, development, protection, and participation.

#### SEXUAL ABUSE HAPPENS WHEN

someone who is older than you takes advantage of you for sexual pleasure. Sexually abusive acts may include penetration, creation of pornographic images, sexual touching, or non-contact acts such as exposure or voyeurism.

According to the United Nations Convention on the Rights of the Child, you have these rights:

#### Survival Rights

Your basic needs are met

#### Protection Rights

You are kept safe from harm

#### Development Rights

Education and experience enable you to grow up into a secure adult

#### Participation Rights

You take part in society and have a voice in decisions

These rights are...

#### Universal

The same for everyone regardless of race, gender, religion, or politics

#### Inalienable

All human beings have rights and they cannot be taken away

#### Unconditional

You do not have to behave in a certain way to have rights - you just get them by being alive!

#### Indivisible

They are all important and interdependent

If I am younger than 18 years old, what are my rights?

#### SEXUAL ABUSE

Is a violation of your rights to survival, development, protection, and participation.

## How do I identify trafficking?



### WHEN SOMEONE MAY BE PREPARING YOU TO BE TRAFFICKED OR EXPLOITED:

- Takes an interest in you
- Compliments you
- Pretends to share common interests
- Learns your likes and dislikes
- Buys expensive gifts for you
- Attempts to build trust in your relationship
- Reassures your family
- Secrecy
- Isolates you from friends and family
- Making you dependent on them
- Your employer doesn't pay you in cash or they keep your money; doesn't pay you at all
- Someone doesn't let you go where you please
- Someone makes you feel extreme emotions in order to control you: sometimes they tear you down, calling you names like "trash", while other times they build you up by calling you names like "queen"
- Someone can access and control your phone, Twitter, Instagram, Snapchat, or email
- Your employer promised you one type of job, but instead makes you do something different
- A person that you trust or the person that you love makes you have sex with other people
- You don't get to choose who you can be friends with

### IF YOU THINK A FRIEND MIGHT BE EXPLOITED, HERE ARE SOME QUESTIONS TO ASK THEM:

- Can you leave your job if you want to?
- Can you come and go as you please?
- Have you been hurt or threatened if you tried to leave?
- Has your family been threatened?
- Do you live with your employer?
- Where do you sleep and eat?
- Are you in debt to your employer?
- Do you have your passport/identification? Who has it?



Okay, trafficking is a big deal in other places. It can't happen to me though.... Right?

Did you know...

### YOU ARE NOT

**DEVELOPMENTALLY**, legally, or socially able to make the choice to have sex for money, or to become involved in the commercial sex industry.

### ONLY ABOUT HALF OF THE

**ADULTS** who abuse children sexually are pedophiles. Most are trusted members of the child's network of social relationships.

### THE MAJORITY OF

**CHILDREN** involved in CSEC come from working- and middle-class families.

### 90% OF ALL CHILDREN AND YOUTH

trafficked for sexual purposes in the U.S. are citizens of the U.S. Most CSEC victims have run away from home because of abusive situations in their own families.

## IF YOU THINK YOU ARE IN A POTENTIAL TRAFFICKING SITUATION,

you should not confront a suspected trafficker or rescue a suspected victim since this may put both your and the victim's safety at risk. Instead, follow these steps:

**1. Get to a place where you are safe**

**2. Tell a trusted adult**

Parents, family members, teachers, police.

**3. Report the incident**



Call 1-888-373-7888 or text "BeFree" to 233733

### National Human Trafficking Hotline

Speak to advocates who are available 24/7. All reports are confidential and anonymous. The hotline should be contacted if you are a victim of trafficking or have information about a potential trafficking situation. Anyone can call, including witnesses, potential victims, service providers, and community members. You may call to get help, report a tip, find services, and learn about options.

Call 1-866-347-2423

### Homeland Security Tip Line

You can also submit a tip online at [ice.gov/](http://ice.gov/) tips.

### National Center for Missing & Exploited Children

Report missing children and child pornography. You can also submit a tip online at [report.cybertip.org](http://report.cybertip.org).

Call 1-800-843-5678

**If you or someone you know is in immediate danger, call 911**

## Be Safe:

- 1. Don't share your passwords** (social media, bank PIN numbers, email, etc.) and avoid posting your location online
- 2. Keep an eye on your ID documents** if someone asks to hold them for you, say no
- 3. Identify friends,** community members, and family that you trust



### 4. Remember that

you deserve to be safe

### 5. Remind yourself that your worth

is not determined by another person



### 6. Be careful on social media:

traffickers often use social media as recruiting grounds

### 7. Come up with a safety plan:

think about who you would call, where you would go, and how you would get there if you found yourself in a situation that felt unsafe



### 8. Memorize the National Human Trafficking Hotline

number (call 1-888-373-7888 or text "HELP" to BeFree, 233733) and/or the number of a safe adult that you trust

## DISCUSSION

1

How did Ira first get exposed to trafficking? Who was her trafficker in this story and what were his real intentions?

2

Who was mistreating Ellie? What did Ellie do that was very bold?

3

How was Angel found? How was she able to receive help?

“Even though what we are talking about today is difficult to think about, we can be thankful that we are safe! Let’s focus on celebrating just that for the rest of today.

The bottom line:

- If someone touches you inappropriately without your consent, it is wrong, and you need to tell someone about it immediately.
- If someone offers you something in exchange for any kind of sexual activity, it is wrong, and you need to tell someone about it immediately.
- If you know that something like this has happened to a friend, or you see something like this happening to someone else, it is wrong, and you need to tell someone about it immediately.”

## ACTIVITIES

### TELEPHONE

Everyone forms a circle and sits down. One girl decides upon a short phrase or sentence to whisper into the girl’s ear to the right of her. She should make sure to whisper very quietly so that no one else hears. Each girl repeats the sentence to the girl on her right. No one is allowed to repeat the sentence if a girl doesn’t hear the first time. The last girl to hear the sentence announces what she was told to the whole group. It will most likely be completely different than the original sentence.

## WRAP UP & JOURNAL

How did the stories you heard today make you feel? Were you aware that these things are happening even in this city? Have you or someone you know ever been mistreated? If no, write about a time when you were afraid and how you overcame that fear. If yes, have you ever told anyone about it? If not, why? Would you be willing to if you knew that it would help? What are you going to do to protect yourself from people with bad intentions?

## NOTES

## MEETING 20

# It's Ok to Say No

### SUPPLIES

OPTIONAL	Whiteboard or chalkboard Poster
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### WELCOME ACTIVITY

Write on a whiteboard, chalkboard or visible poster:

- How many girls are wearing red?
- Who has travelled the longest distance to get here?
- Who has the most unusual hobby?
- Who has eaten the weirdest thing?
- Who has the most embarrassing experience?

A girl wins when she finds the answers to all of these questions and can recite them in front of the whole group!

### LESSON

"In Empower, we have learned many lessons about how to handle tough situations and to stand up for what we believe is right. In order to do these things, it means that we have to know how to say 'no' strongly and effectively. Easy as it sounds, it can be a lot harder than it seems, can't it?"

Even though it might seem easy to say 'no,' there are situations that come up in which we might find it difficult to say 'no' to our friends. If we give an uncertain answer such as, 'I don't think so' or 'maybe', we allow people to convince us otherwise. However, if we say 'no' clearly and firmly, people will know that there is very little they can argue. The more you repeat your firm 'no,' the quicker they will understand and leave you alone."

Maya was a 14-year-old girl who loved spending time with her friends. She was a happy girl. As she became older, she noticed that she was able to make decisions for herself. At school, she had friends that sometimes drank alcohol. One night, they asked her if she wanted to drink with them. She was afraid that if she said 'no,' they would not want to spend time with her anymore. So finally, she said, "Well... Okay I guess." She felt sick and guilty afterwards and wished she hadn't participated.

On another occasion, Maya's friend asked her if she wanted to steal a shirt. Maya knew that she shouldn't, so she told her friend, "I don't think I really want to do that today." But Maya's friend

convinced her that it was a good idea. She told Maya that they needed to look pretty and that this shirt will help do that. The two of them stole it. Again, Maya felt guilty and promised that the next time someone asked her to do something that she didn't want to do, she would say 'no.'

Maya had another friend at school that was a boy. They liked to talk and spend time together. She thought that he was handsome and very nice. He always told her how pretty she was, and that made her feel special. One night, he asked her to go on a walk. He started to kiss her and touch her. She liked him, but she felt uncomfortable with the things he was doing. She remembered that she had promised herself to say 'no' when she didn't want to do something, even if her friends were doing it too. She stepped away from him and said, "No, I won't do that." He got upset and said that he liked her and that she was so pretty. "Don't you like me?" he said, "If you like me, you will do this." She responded, "I like you, but my answer is still 'no.'" She knew that she was making the right decision and walked away feeling very proud of herself.

Maya learned that her voice counted. She now understood that she could speak up for herself and say 'no.' She previously believed that she needed to be quiet and always do what was asked of her, even when it conflicted with what she believed was right.

## DISCUSSION

1

Why is it difficult to say 'no' to something a friend or significant other asks us to do, even though we know it might be wrong?

2

Why is it important to say 'no' and stick to your values?

3

Explain a time when you said 'no' to something that was wrong.

## ACTIVITIES

### SAYING 'NO' SCENARIOS

Choose a girl at random, have her stand up, and ask her to say "no." Tell her it's not a trick question, and congratulate her when she says it. Pick another girl, and say:

"A friend asked me if she can copy my homework, and I said, 'I don't know. I really don't think you should copy my homework.' My response was weak, though, because I never used the actual word 'no.' How would you answer her more effectively?"

Make sure she says an effective "no" statement, then congratulate her and choose a new girl. Say:

"Even after I said 'no' like \_\_\_\_\_ just said it, my friend kept asking. What would you say?"



Encourage her responses until she says another “no” statement. Then say:

“Yes! We should repeat saying ‘no’ until the person either gets the message or gives up. Good job.”

Select a new girl and say,

“Sometimes, it’s not just that we say the word ‘no,’ but how we say it. Can you give me a ‘no’ that sounds like you mean it?”

Once she says ‘no,’ congratulate her and pick another girl. Say:

“How about you? Can you give me a firm ‘no’ as well?”

Congratulate her and pick another girl. Say:

“Our body movements can also be used to more strongly communicate that we are firm when we say ‘no.’ Can you show me a movement or gesture that would communicate ‘no’?”

Go around the room, having each girl stand up and say ‘no’ firmly with a different movement or gesture (e.g. hands on hips, turn around, etc.). This exercise should be fun, but it should also show the girls different ways to effectively say ‘no’ and give them a chance to act it out.

## 20 QUESTIONS

“In our next game, you will only be able to say ‘yes’ or ‘no.’”

Play a practice round of “20 Questions” with the whole group to teach them the rules, and then have the girls play in pairs. Give each girl a scrap of paper and have her write down how many questions it took her to guess the object each round (or keep track of all the girls’ scores on a whiteboard). After both girls in each pair have had a chance to choose an object and to guess, the girl who took the shortest number of guesses should stand up and find a new partner. Have the girls total up the guesses on their papers and declare the girl with the lowest number the winner.

To begin, one girl must think of an object. If you want to make the game easier, you may have her classify the object as an animal, food, thing, person, place, or event. The other player asks questions about the object one at a time to try to figure out its identity, and the first girl may only answer ‘yes’ or ‘no’. Girls are allowed to guess by asking, “Is it a \_\_\_\_?” and this counts as one question. Girls are allowed to ask a total of 20 questions. If you are playing in a group, a girl wins if she correctly identifies

the object before 20 questions have been asked. If not, the girl may say what the object was, and another girl should choose a new object.

## WRAP UP & JOURNAL

Describe a time when you have said 'no' to someone who was pressuring you to do something you knew was wrong. Do you like or dislike saying 'no'? Why do you believe this is? What can you do to become more effective when saying 'no'?

## NOTES





# Setting Goals

## SUPPLIES

REQUIRED	Paper Pens or pencils
OPTIONAL	Whiteboard or chalkboard Colored pencils, crayons or markers Stapler Ribbon or string

## WELCOME ACTIVITY

Create a bingo template by drawing a 5x5 table onto a piece of paper. In each square, write a different fact or interesting topic that describes the girls in your group. For example, you might write “Has more than three brothers,” “Was not born in this city,” “Loves to read,” “Can play an instrument,” “Likes coffee more than tea,” “Prefers vanilla over chocolate,” etc. Once you have filled the grid, photocopy it and make sure that each girl has one copy. The girls will have ten minutes to find other girls in the group who share a common fact or topic, at which point the matching girl will sign her name in the respective box on her template that she matches. Each girl may only sign another girl’s card once, so they should plan accordingly. The first girl to get five signatures in a row (vertically, horizontally, or diagonally) yells “Bingo!” Once you confirm that she has five signatures in a row, making sure that each signature belongs to a different girl, she is declared the winner. Celebrate, then go around the room and have each girl share one thing on the card that she matches.

## LESSON

“Our goals can be difficult to reach because of the obstacles and challenges that we face. Nonetheless, we should persevere and realize that our dreams are important! This mindset will help us pursue and achieve our dreams.”

Avery was a 13-year-old girl who loved animals. She was determined to become a veterinarian when she grew up. She couldn’t wait to help sick animals someday in a clinic! However, before she could become a veterinarian, she needed to work very hard in school and go to college. Even though she knew it would be difficult, she decided to pursue her dream. She set goals to earn better grades in school, study at a good college, and started volunteering at a clinic for sick animals. Thinking about all of this, Avery was so excited to become a veterinarian, but she realized that she would first have to focus on the small steps that would help her get there.

Avery began working really hard at her schoolwork to raise her grades. She paid attention to what her teachers said and did all of her homework on time. She also asked her family to support her so that

she could do well. Avery set up a study group with a couple of the girls in her class in order to work together and help each other with difficult homework assignments. The study group was very successful, and soon they were all getting better grades!

After she reached her goal to improve her grades and felt comfortable taking on more responsibility, she began volunteering at a local veterinary clinic. She was even able to help the veterinarians treat some of the animals that came in! Avery was able to learn more about caring for animals and about working in a business. She asked the veterinarians she worked with about the different classes she should take in college and they gave her advice as she pursued a career in medicine. Avery learned a lot about what she wanted to do by getting involved in her community and felt more confident that she would be able to attain her dreams one day.

When it came time for her to go to college, she began looking for schools that were close to home so that she could visit her family often. She found a few good ones but was sad and disappointed when she was denied to the first college she had applied to. She was upset because she felt unable to accomplish her goal to become a veterinarian. She even thought about giving up on this dream. However, she reflected back on her experience volunteering in the clinic and knew that it was the only career for her; she loved it so much! Avery decided that her dreams were worth fighting for, so she set a new goal to apply to every school with veterinary programs until she was accepted. Soon after, she was accepted into two colleges! Because Avery refused to give up and learned to adapt to her circumstances, her goal was nearly accomplished.

Avery worked very hard when she got into college and greatly enjoyed studying medicine and animal biology. After she graduated, she began working in an animal clinic and later opened one of her own! After years of hard work striving towards her goals, Avery was finally doing what she dreamt about as a little girl.

## DISCUSSION

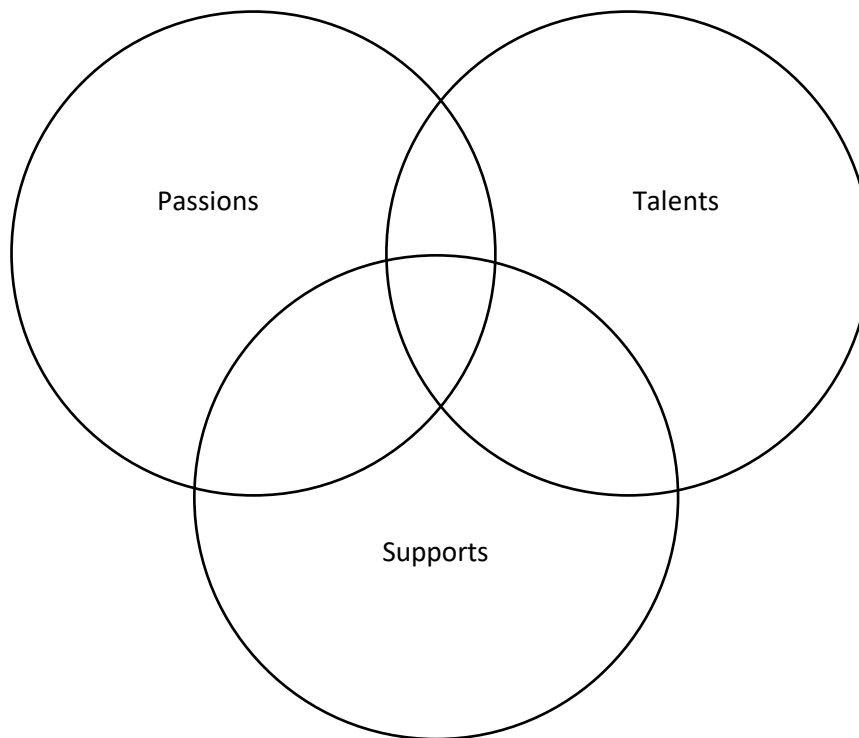
- 1 What are your dreams?
- 2 What goals have you set to accomplish them?
- 3 Set a small goal for this week and share it with your group.
- 4 List some ways that you can achieve this goal.

## ACTIVITIES

### VENN DIAGRAMS

In this activity, girls will have the chance to reflect on how their passions and skills can come together to form potential future careers. Print out a template for each of them or show them how to make their own. In the circle titled "Passions," the girls should write everything they are passionate about. They can write anything they want, for example, art, music, helping people, science, etc. In the circle titled "Talents," they should write their unique talents, gifts and abilities. In the circle titled "Support," they should write all of the jobs/careers that interest them and that have the potential to support them in the future. Once they have finished, instruct them to look at what they have written in each

circle and assess how their circles might intersect in the middle. This activity is designed to help the girls identify potential careers that combine their passions, talents and means of financial support. You may need to walk around the room and help the girls complete their Venn Diagrams if they are having trouble.



## STRING OF FUN

For this activity, the girls will brainstorm all of the things they love doing. For example, they might pick reading, cooking, playing sports, etc. Have them cut out small circles of paper about five to seven centimeters in diameter and draw an illustration of each activity on a circle. Cut a yard-long piece of string for each of them and have them use paper clips, clothes pins or tape to attach their activity circles along the string. They can take them home and hang them up however they would like!

## CATERPILLAR RACE

Split up into teams composed of five to seven girls. Have the girls come up with team names, then have them stand in a line with their hands on the shoulders of the girl in front of them. All teams start at a designated starting point and must be the first ones to make it to a designated end point in order to win. The caterpillar can move when the first person in line hops forward; all the while, her shoulders are being held by the person behind her. Once the first person in line hops forward, the next person can hop, and so on until the end of the line. After the last person has hopped, she yells the name of her team and everyone hops forward at once. The process continues; the first-person hops and is then followed by everyone else in the line, one-by-one. Players must keep their hands on the shoulders of the girl in front of them throughout the race.

## WRAP UP & JOURNAL

What are your dreams? What are some of the smaller goals you need to make in order to accomplish them? Do you have goals that you want to accomplish by tomorrow, by the end of this week, or this month? Are there any other life goals that you would like to fulfil?

## NOTES





# Leading Ladies

## SUPPLIES

REQUIRED	Paper Scissors Tape or glue
OPTIONAL	Whiteboard or chalkboard Colored paper

## WELCOME ACTIVITY

Whisper into each girl's ear the name of an animal – give at least three girls the same animal name. The girls must then try to find the other girls who have the same animal by making the sound of that animal, but without speaking words. Once they have found others with the same animal, they should sit down and wait until everyone else is finished.

## LESSON

"Today's lesson includes a different kind of story-telling. Instead of me telling you a story about a girl or a woman who has become a leader, each of you is going to tell your own story! First, think about your dream career, something that you would love to do in the future. Maybe you want to be a doctor, a writer, a teacher or work in a business! After you decide what your ideal career is, imagine all the things that you will do when you have this job. For instance, think about what type of work you will do, what you will love about your work or whom you will work with. Then, think about how you want to be a leader in this job. So that you'll know how to do it, I'll go first!"

Proceed by giving a short, two- to five-minute speech containing:

1. Your dream career,
2. What it will be like, and
3. How you will become a leader through that career.

Give the girls time to think about what they want to say, then have them come up one by one and share. If some of the girls can't think of what their dream career would be, ask them to tell everyone about a woman in their lives who is a leader to them and how they have learned from her. Once everyone is finished, say:

“Well done! It was great to hear about what you want to do one day. Remembering your dreams will help you keep your plans in perspective so that you can set goals to help you get there. Often, it is easier to follow others in the wrong direction than it is to lead ourselves in the right one! Becoming a leader means that you have to know what you want and persevere until you get there!”

## DISCUSSION

- 1 How did it feel to tell everyone about your dream career?
- 2 Were you inspired by any of the other girls’ speeches? Which ones and why?
- 3 Why do you admire the girls in this room?

## ACTIVITIES

### CARD MAKING

Have the girls get into pairs. In this activity, the girls will create a card for their partner to express why she admires her or how she is an example of a leading lady. The following are two recommendations for unique card designs.

#### *The ‘Hands of Love’ Card*

Fold a piece of paper in half to create the card. Cut a heart out of another color of paper and paste it inside the card on one side. Write a message!

#### *The ‘Heart Pop-Up’ Card*

Fold a piece of paper in half to create the card. Cut out a large heart shape in another paper color. Create fold lines by folding the heart in half, and then fold each of the curved corners of the heart in opposite directions. Unfold and align the centerline of the heart with the centerfold on the inside of the card. Place glue or tape on the bent corners of the heart, and glue or tape to the card. The center of the heart should fold freely towards the opening of the card as you close it. Decorate as desired.

### KARAOKE

Have the girls get into groups of four or five, choose a song, and then perform it in front of the whole group! They may choreograph their own moves and use whatever props they would like.

## WRAP UP & JOURNAL

To whom did you write your card? Why does this girl inspire you and how is she a leading lady? What did she write about you? Do you agree with what she said? How can you learn from the girls in this room and become a leading lady in the future?

## NOTES



# Learning How to Lead

## SUPPLIES

REQUIRED	<ul style="list-style-type: none"> <li>Paper</li> <li>Scissors</li> <li>Colored pencils, crayons or markers</li> <li>Tape or glue</li> <li>Blindfold</li> <li>Whiteboard, chalkboard or poster</li> </ul>
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OPTIONAL	<ul style="list-style-type: none"> <li>Colored paper</li> <li>String</li> </ul>
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## WELCOME ACTIVITY

Tell the girls to find a partner and choose who will be the ‘artist’ and who will be the ‘canvas.’ The canvases will sit with their backs to the artists. Without the canvases hearing, give the artists a list of simple things to draw (e.g. smiley face, heart, star, etc.). The artists should then use their fingers to ‘draw’ or trace the items on their partners’ backs. The canvases should identify each shape before the artists move to the next one, and the artists may only repeat the drawings once. If the canvases cannot correctly guess after an item is drawn twice, they should move on to the next item. Teams with the most correctly identified shapes win.

## LESSON

“Being a great leader requires you to listen to other people’s input, encourage others, make your own suggestions, and help everyone do their tasks to the best of their abilities. Many of you have shown leadership potential just by being here at Empower and volunteering to help, making good choices, and helping other club members. You can use the skills you learn here to be leaders in your own communities as well!”

Sabrina was assigned to a history project at her school. Her teacher divided her class into groups of four. Each group needed to think about one historic event and write an essay about it. They would then present the event on a poster to the entire class. Sabrina was in a team with two boys and one other girl: Juan, Nathan, and Liz. Sabrina’s teacher appointed her as the group leader. This made Sabrina nervous because she was afraid that she wouldn’t do a good job as a leader and that the other students in her group wouldn’t work together. Even though she was nervous, she decided to try her best. At their first meeting, she was in charge of guiding their conversation. She started by asking the group which historic event they wanted to focus on. Juan and Liz wanted to write about ancient Egypt, but Nathan wanted to focus on the industrial revolution. There was a lot of disagreement between

them, so Sabrina took control and said that it was important for the group to agree upon an event. She asked Nathan if he would consider changing his mind, and, after thinking for a moment, he decided that he would be all right with writing about ancient Egypt. Sabrina was so glad that the disagreement had been resolved!

Next, Sabrina had to distribute tasks to each member. She told Juan that he would be in charge of research, Liz would write the essay, and Nathan would find pictures and decorate the poster. Sabrina would help everyone with his or her tasks as well as pull everything together at the end. She coordinated a meeting each week to see everyone's progress and discuss how each member could help one another. Sabrina listened intently to everyone's questions, comments, and concerns. She tried her hardest to incorporate the team's suggestions into the project as well as input her own opinions. Sabrina even encouraged her teammates by saying, "You did a great job on this paragraph, Liz!" and "Wow, good job finding all this information, Juan!"

Two days before they were supposed to present their project, they met again. All four of them had finished their parts. Now all they had to do was put everything together and make it look good! Because of Sabrina's instructions and guidance, they all managed to get along and complete the project. As they ended their last meeting, Sabrina asked if they had anything more they wanted to talk about, but everyone felt prepared and ready to present!

The group received top scores on their project! Juan, Nathan, and Liz were thankful that they had such a great team leader to work with, and Sabrina was proud that she had learned how to work through disagreements and delegate tasks effectively.

## DISCUSSION

- 1 Describe a situation in which you have led others.
- 2 What are some ways to be a good leader?

## ACTIVITIES

### LEADING QUALITIES

Have the girls remain in their discussion groups, then ask them to share a leadership quality one at a time as you write it on a whiteboard, chalkboard or poster. The girls will then share with their group about a time when they showed that quality while leading others. Suggested qualities for you to announce are, integrity, ability to care about others, courage, creativity, commitment, and flexibility.

### BLIND OBSTACLE COURSE

Tell the girls that they will now get the chance to exercise their leadership skills with a blind obstacle course! Set up a simple obstacle course that involves walking around, stepping over, and ducking under various objects. Ask each girl to find a partner. Have each pair of partners choose who will be the runner (the one to run the obstacle course) and who will be the leader (the one to lead the runner through the obstacle course). Have one group volunteer to go first and blindfold the girl in that pair who will be running the course. Explain that the object of this activity is for the leaders, who are not allowed to enter the course or touch their partner runners, to give clear and specific directions to

guide their partners safely through the course. The benefit to the last team is that they can observe the choices that the other leaders make and improve upon them, just like great leaders do every day. To make the activity more challenging, you can time the teams and declare the pair who completes the course in the shortest time the winner. To step up the challenge even more, each time a girl touches any of the objects or walls in the course, they receive a five second penalty, so they must continue to concentrate on effectively communicating and navigating. You can also have all the teams run the course at the same time to add extra confusion, showing that leadership in real life isn't always straightforward or simple!

## WRAP UP & JOURNAL

Write down some leadership qualities that you have (e.g. considerate, organized, a good listener). Are there any communities that you are a part of where you could use your influence to positively affect others? How can you use your leadership skills to bring about great change in your schools, families and surroundings?

## NOTES







# Being a Role Model

## SUPPLIES

REQUIRED	Colored pencils, crayons or markers Blindfold Nail polish Nail polish remover Whiteboard, chalkboard or poster
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## WELCOME ACTIVITY

Each girl will take turns saying three things about herself, two of which are true and one that is a lie, and the other girls are to guess which one is the lie. You can have them answer individually, or in a 'raise your hand if you agree' format. If you want to extend the game, you can have each girl justify why she believes the statement is true or false.

## LESSON

"Empower has taught us how to be confident in ourselves and be the best that we can be! Each one of us has changed in so many different ways. Did you know that the changes you are making in your life are inspiring other girls to make positive changes in their lives too?"

You are a role model for your siblings, friends and community. The more that you let your inner beauty shine, the more you will positively affect the lives of everyone that you meet!"

Allie was the oldest of five children in her family. When Allie turned 13 years old, her behavior began to change. She no longer enjoyed spending time with her family and preferred to only be with her friends. Allie disagreed with her parents most of the time and argued with them. She even lied to them and snuck out of her house to be with her friends. Most of the time she didn't complete her chores, and, when she did, she didn't put a lot of effort into them. At one point, Allie's grades began to drop at school. She didn't study as much as she used to and told her parents that she wanted to quit school.

Not only were Allie's actions changing, but her entire attitude and outlook on life changed too. She was always negative; nothing was good enough and it seemed like everyone around her did everything wrong. If something wasn't done correctly, she quickly blamed it on others instead of taking responsibility herself (even when it was her fault). Not only was Allie negative, but she was also prideful. She thought of herself as better than most people, including her family. Allie resented how old-fashioned they were and thought they should relax and 'get with the times'. All of these changes in her life led her to rebel; she started to smoke cigarettes with her friends and do other things she

knew were wrong. Allie didn't understand the impact that she was having on so many people in her life.

One day, Allie heard her younger sister, Brianna, arguing with their mother. Brianna was saying that she wouldn't do her chores because Allie didn't do hers. The next day, Allie heard her sister arguing with their mother again. Brianna said that she didn't want to go to school anymore and that she just wanted to spend time with her friends. Allie didn't want her sister to quit school. Brianna was smart and had the potential to do great things when she was older.

A week later, Allie met up with her friends to smoke. Brianna saw her leaving the house and decided to follow her. Brianna saw them all smoking together and asked Allie, "Can I have one?" Allie shouted, "No! You can't! Smoking is bad for you, Brianna!" Brianna replied, "But you're having one, so why can't I?" Allie didn't know what to say. Soon enough, one of Allie's friends handed Brianna a cigarette and showed her how to smoke it. Allie felt terrible. She hated seeing her little sister so easily persuaded, and she realized that it was her fault. After they left and had come back home, Allie felt like she needed to talk to her mom.

"Mom," she said, "I need to talk to you. Lately I've noticed that Brianna is trying to do everything that I do. I don't like it because I know that Brianna is smart and has such a great future ahead of her... I don't want her to waste it away. It makes me so sad." "Allie," her mother said, "I'm glad you've noticed this. Brianna wants to be just like you, and so she copies everything that you do. Little girls always look up to their older sisters, so you need to be careful about what you do. Brianna hears everything that you say and sees everything that you do. When you argue with me, so does Brianna. When you speak negatively, so does Brianna. However, it's not only your little sister that watches you. Whether you know it or not, your friends are also influenced by the decisions you make."

When Allie heard this, she felt so guilty. She would never forget the feeling she had when she saw Brianna smoking and she never wanted to feel that way again. She decided that she didn't want anyone else in her life to follow her bad example and realized that the decisions she made were affecting other people in her life. Allie wanted to change so she talked to her mother again.

Allie's mother explained, "You are someone that people look up to, and you need to take that responsibility seriously. Be careful of your actions and your words. Take time to listen and offer good advice to those who are younger than you. Be positive and happy; your smile will encourage others to smile. Be generous with your time and remember that life isn't just about you. Treat others with respect and kindness; be honest and always try your best to make the right decisions. Lead by becoming an example that you want others to follow! If you do these things, you will become a positive role model instead of a negative one. I am proud of you, Allie, for wanting to make a change and for understanding that your actions can affect the people around you."

Allie decided that she would show love to her friends and family by becoming a positive example. Not only did she convince her friends to change their bad habits, she became an amazing role model for many other girls in her community. Just as she had always done, Brianna followed in Allie's footsteps and became a positive influence for other girls as well. Allie was so proud of her, and she was proud of her own decision to make a positive impact in the community around her.

## DISCUSSION

- 1 Can you think of anyone who looks up to you as a role model in his or her own life?
- 2 List a few ways that you want to become a better role model.

## ACTIVITIES

### BRAINSTORM

Ask the girls to one-by-one offer a suggestion for a quality that a good role model should possess. Using a whiteboard, chalkboard or poster, record each girl's suggestion so that it is visible to the rest of the group. You may want to talk about suggestions that are particularly relevant to your group or point out a girl that you think exhibits that quality. Encourage the girls to be creative and, if they can't think of anything, tell them to think about the qualities that some of their own role models have.

### FUTURE SELF-PORTRAIT

Have the girls think about where they want to be tomorrow, next week, next month, next year, ten years from now, or any time in the future. Have them envision what they would like to be doing at that time. What places do they want to visit? What kind of person do they want to be? Have them create self-portraits that showcase their desired futures. Supply paper and either colored pencils, crayons or markers. Encourage them to create two portraits: one for their near future and one for years ahead. Ask them to put today's date on the back of the portrait and describe the scenarios they have drawn or colored. Make sure they clarify how far in the future is represented in their portraits and what specific goals they hope to achieve by then. They should take their portraits home and keep them in places where they will serve as reminders to make choices that will help them achieve their goals.

### BOOKMARKS

Have the girls create bookmarks with the **Empower** creed written on them to help them remember what they have learned here! Feel free to provide additional decorating supplies such as ribbon, string or glitter.

## WRAP UP & JOURNAL

Who are your role models and who are you a role model to? What kind of role model would you like to become? During the time that you have been coming to Empower meetings, what have you learned about becoming a better role model to the people around you? How do your gifts and talents help you become a better role model to the girls that you know? In what ways have you grown in those abilities and what abilities would you like to continue growing in? How are you going to apply what you have learned here to real life situations?

## NOTES

## MEETING 25

# Celebration

### SUPPLIES

#### REQUIRED

Paper  
Colored pencils, crayons or markers

### WELCOME ACTIVITY

Place pillows or chairs in a circle on the ground facing outward. Make sure each participant is sitting in a chair or on a pillow at the start of the game. Play music, clap your hands, sing or hum and take away one chair or pillow. When the music stops, each girl must find a chair or pillow to sit on. The girl who cannot find something to sit on leaves the group. Continue until you have just one player left!

### CELEBRATION

#### FUN MEMORIES

Have the girls draw pictures of the funniest or best things that happened in your Empower meetings. Each girl should present her drawing to the group and talk about it. Use this as a time to laugh and remember all the good times you have had together!

#### SELF ESTEEM GAUNTLET

Have the girls form two lines that face each other, forming a gauntlet. One girl at the front of either line begins by walking between the two lines. As the girl walks through the gauntlet, those in line pat her on the back, give her a high-five or a hug, speak kind words, and clap for her. Tell them to make as much noise as they want and really make the girl walking through feel special! Encourage the girl to walk slowly and to pay attention to the kind words being expressed. Once she has walked through, she joins the end of the line and the next girl walks through. At the end, debrief with everyone about their experience. What did they find hardest, cheering others on or walking through the gauntlet? Explain that sometimes it can be easier to give compliments than to receive them, and that it is good to learn how to receive praise and accept good things that are said about us.

#### AFFIRMATIONS

Use this activity as an opportunity for girls to see how much they've grown since they started coming to Empower and how they want to grow in the future as well! Have the girls sit in a circle and, starting with one girl, ask everyone to say one nice thing about that girl. If possible, they should say why that girl is a role model to them. Go around the circle until all of the girls have been affirmed!

## CEREMONY

“While we have been a part of Empower, we have learned so many things! We started off by learning about how unique and special we are as individual girls! Then we talked about overcoming challenges and the obstacles that we might face. We have concluded by dreaming about the future, planning our steps to get there, and how we can become role models for other girls in our communities. Congratulations, each one of you, for being a part of Empower. Our goal is that you will leave here emboldened with confidence!”

**Call each girl to the front and give her a certificate of completion. Have the girls clap for each other as they accept their certificates. You may also want to say a few kind words about each girl as she comes up!**

## PARTY

**End your time together at Empower by having fun! Allow the girls to celebrate, hang out and play games. Feel free to play music in the background and provide refreshments and fun food to eat!**



# *Certificate of Completion*

This certificate of completion is awarded to

\_\_\_\_\_

On this day of \_\_\_\_\_ in the year \_\_\_\_\_

for successfully completing *Empower*.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## NOTES



