



Training Manual "Empowered Girls to Lead" Program



MINISTRY OF FOREIGN AFFAIRS
OF DENMARK
Danida



Save the Children

This Training Manual was made possible by the support from the Danish International Development Agency (DANIDA)



All information and quotes published in this resource are from the Child Early Marriage Pilot implemented by Save the Children Jordan.

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Introduction

This training manual has been developed within the framework of the project “Protection and Response to Child Marriage and Its Prevention Measures”, which aims to empower adolescent girls- including married girls and those at risk- by strengthening their leadership roles and enabling them to participate actively in their communities. The program provides safe and supportive spaces that enhance girls to express their opinions, make informed decisions, and claim their rights, particularly in matters related to gender, protection, and the prevention of all forms of violence, with early marriage at the forefront.

The manual is based on an interactive training methodology and includes four training days covering diverse topics such as leadership skills, facilitation skills, mental health and well-being support, violence prevention, creative thinking and community initiative design.

The sessions were piloted and developed based on feedback from participating girls to ensure that the activities are relevant and effective to make meaningful change. This manual is intended for facilitators working with girls in local communities, particularly in priority areas, and serves as a practical tool to help them conduct sessions in a flexible, interactive manner that respects individual and cultural differences, encourages active participation, and promotes experiential learning.

Through this training program, we aim to strengthen girls’ capacities, empower them to play active roles in social change, and inspire them to launch initiatives they lead themselves - initiatives that address issues important to them and their communities so they become a leading voice carrying a message of hope and positive change.

“I want to be a voice for girls who are subjected to early marriage, and I call for a condition that ensures the continuation of education until high school before marriage.” Girl from Ramtha, 18 years old

References for Preparing & Adapting the Manual

The preparation of this manual relied on several globally recognized manuals and curricula, which were carefully reviewed and adapted to fit the local context of girls in targeted communities. Key references include:



Child & Youth Resilience Program

Integrates components of leadership, protection, and facilitation skills, contributing to the psychosocial well-being of girls



Girls Lead Curriculum

Designed to support both married and unmarried girls in building leadership and advocacy skills



Girls Shine Program

Focuses on empowerment and the prevention of gender-based violence



I Support My Friend

A manual for building girls' capacities to provide peer psychosocial support

These resources were analyzed, and the most relevant units and activities were selected and adapted to align with the target age group and local community contexts, particularly in Ramtha District.

The completion of the curriculum was accompanied by the preparation of a facilitator's manual and related handouts to ensure effective implementation.

A training plan for facilitators was also developed to build their capacities in applying the adapted curriculum.

Welcome and introductions

Activity objectives

- * Create a welcoming and safe environment for participants
- * Introduce participants to the facilitator and to the program
Empowered girls to lead
- * Strengthen the sense of belonging and encourage participants to express themselves

 15 minutes

 Flipchart
 Markers
 Sticky notes
 Paper tape

Activity steps

Welcome the caregivers to the first session of the “Empowered girls to lead” program and express that you are happy with their presence and participation.

- Introduce yourself, explain your role in the program, and briefly introduce your organization.
- Briefly explain to the participants the concept of a “safe space” for women and girls, and mention the types of activities and services offered within this space.
- Inform participants that you are available to answer any questions after the session, and reassure them that they can speak with you or a team member privately if they wish.
- Clarify to participants that the aim of this program is to discuss a set of important issues related to girls and women, which are particularly relevant to caregivers.
- Provide an overview of the main themes to be addressed during the sessions, including:
 - Relationships with girls, and sharing concerns related to safety.
 - How to create a safe environment for girls at home and in the community.
 - Showing appreciation and support for girls of different stages of their lives.
 - Discussing child marriage (under 18), including:
 - How do we decide when the time is right for a girl to marry?
 - How can we support married girls?
 - What are the benefits and impacts of delaying marriage?



Conclude this part by emphasizing: ***“This space is designed to be shared, safe, and comfortable for all participants. To achieve this, we ask you to attend all sessions and actively participate to ensure that everyone benefits from the sessions.”***

- Ask each participant to talk with the person sitting next to her, introduce herself, and share her opinion about joining this group.
- Afterward, ask each participant to introduce her the person next to her to the whole group, mentioning her name and one or two facts about her.
- Remind participants that it is okay if someone forgets something, as fellow can help. The purpose of this activity is to break barriers and create a comfortable, safe group atmosphere.
- Ask participants to suggest a set of rules that will help create a safe and comfortable environment for everyone.
- Write the suggestions on a flip chart sheet.
- If some essential rules are not mentioned, make sure to add the following points:
 1. The main purpose of being here is to support one another, especially adolescent girls.
 2. Confidentiality is essential: we do not share personal stories outside the group.
 3. We respect all opinions and listen to one another without interruption.
 4. We do not judge any participant based on what she shares.
 5. We commit to attending all sessions at the agreed-upon times.
 6. Post “Group Agreements” chart in a visible place, to remain as a reference throughout the sessions.

Understanding 'Gender'- Exploratory Activity

Activity objectives

- * Enable participants to explore stereotypes related to gender-associated traits
- * Encourage participants to analyze the roots of these classifications and their impact on individual behavior and societal expectations
- * Clarify the difference between gender and biological sex through a precise definition

🕒 30 minutes

📋 Flipchart
🖍️ Markers

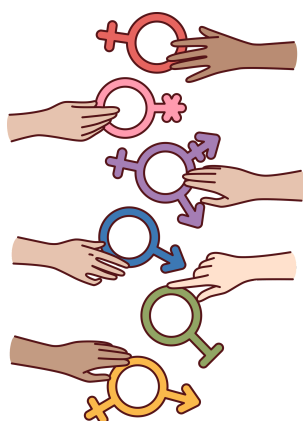
'Personal trait' cards

**in activity annex

Sticky notes

Activity steps

- Begin with a brief introduction to the session, telling participants that the aim of this activity is to reflect on the stereotypes we usually associate with women and men.
- Divide participants into two groups of roughly equal numbers.
- Provide each group with a flip chart sheet.
- Give both groups a set of trait cards (each trait printed on a separate card).
- Ask each group to classify the traits on the cards into two categories:
 - Traits they believe are often associated with women.
 - Traits they believe are often associated with men.
- Encourage participants to work collaboratively and share their opinions freely.
- Emphasize that there are no right or wrong answers at this stage- the purpose is to share personal and social perceptions.
- Ask each group to present their classifications to the whole group.
- Invite them to explain the reasoning or criteria they used to assign traits, without judging the content.
- Encourage respectful listening without interruption.
- Open the discussion with all participants, using guiding questions such as:
 - Do you notice any differences between the two groups' results? Why?
 - What criteria did you rely on when assigning each trait?
 - Do you think these classifications are absolute?
 - Why are certain traits associated with females and others with males?
 - Can a man possess traits considered feminine? And vice versa?
 - Do you think these classifications have a biological basis?
 - What is the impact of generalizing these traits on individuals and society?
 - In your opinion, what is gender?
- Encourage participants to express their views freely.
- Focus on asking questions rather than providing answers, in order to enhance critical thinking within the group.
- Conclude the discussion by presenting the following definition clearly:



Gender: Widely shared ideas and expectations that define women and men. These include stereotypical feminine traits for females and masculine traits for males, as well as common shared expectations that guide the behavior of women and men. Gender is not determined by biological differences and is distinct from sex.

Gender-Based Violence – “If I Were...”

Activity objectives

- * Encourage participants to reflect on gender roles from a different perspective
- * Increase awareness of the role individuals play in creating and sustaining gender norms in society

 30 minutes

 Flipchart
Markers

Activity steps

- Divide participants into two groups of roughly equal size.
- Explain that each group will discuss a set of questions for 20 minutes, then present their discussion outcomes at the end of the activity.
- Clarify that the purpose of the activity is to reflect on socially imposed gender roles and how they influence behavior and expectations.

Give to each group a copy of the following prompt: “If I were a man, I would...”

- Ask participants to discuss the following questions within their groups:
 - How would you treat women?
 - What roles would you want men to play in society?
- Encourage groups to have open and thoughtful discussions on the questions.
- Remind participants to exchange different perspectives without judgment.
- Ensure each group prepares a short presentation (3 minutes) summarizing their key discussion points.
- Invite each group to present their findings to the larger group, highlighting the main ideas and conversations that took place.
- Encourage all participants to listen respectfully without interruption.
- Conclude the activity with a whole-group discussion that links the exercise to real-life contexts, using the following guiding questions:
 - What similarities or differences do you see between the ideas presented and the actual reality in your community?
 - Do you expect men in real life to play certain roles? Which ones, and why?
- Ask participants: What role do we play as individuals in reinforcing or challenging these norms?

Wrap up by emphasizing that understanding gender-related roles and responsibilities is an important step toward building fairer relationships and more aware, equal societies.

Gender-Based Violence – “If I Were...”

Activity objectives

- * Encourage participants to reflect on gender roles from a different perspective
- * Raise awareness of individuals' roles in creating and sustaining gender norms in society

 25 minutes

 Flipchart
 Markers

Activity steps

- Present participants with a set of reflective questions about gender-based violence (questions are included in the annex).
- Give participants 5 minutes to think about the questions and write their thoughts in their notebooks.
- Listen to some participants' responses depending on the available time; encourage participation and respect diverse opinions.
- Provide the following definition to the group: *Gender-Based Violence (GBV) is any harmful act perpetrated against a person based on the social differences between men and women. It includes acts that cause physical, sexual, emotional, or psychological harm or suffering, as well as threats, coercion, and restrictions on opportunities and freedom. These acts may occur in public or private spaces.*
- Mention that this definition is based on the “Girls of the Sun” manual.
- Ask the group:
After reviewing the concept of gender-based violence, how does it affect our lives?
- Encourage participants to discuss the different impacts on individuals and society.
- Ask participants:
Where do we see gender-based violence in our community? Can you provide examples?
- Allow the discussion to expand to include different forms of violence they experience or know about in their surroundings.

Violence Against Girls – “We Draw to Express”

Activity objectives

- * Make participants grasp the concept of violence against girls through drawing
- * Encourage discussion about the types of violence girls experience in the local community
- * Raise awareness about different forms of violence without sharing personal stories



45 minutes



Flipchart



Markers

Coloring tools

Drawing paper

Pencils

Activity steps

- Distribute drawing papers and coloring tools to the participants.
- Explain that the purpose of this activity is to express their understanding of the concept of violence against girls through drawing.
- Ask each participant to draw a picture that represents violence as she understands or perceives it, emphasizing that drawings will remain anonymous.
- Give them 15 minutes to complete the drawings, and tell them that sharing their drawing later is optional.
- After the time is up, ask participants to sit in a circle.
- Place all the drawings in the center of the circle randomly, and ask everyone to look at them quietly, without making any comments or judgments.
- Emphasize respect for each participant's privacy; anyone who does not wish to present her drawing is not obligated to do so.
- Open the discussion by asking: “What types of violence do girls experience?”
- Write the answers on a flip chart according to what participants mention.
- Clarify that the aim is to understand the concept, not to share personal stories or experiences.
- Emphasize that anyone wishing to share a personal experience may approach the case manager present for support.
- Add any types of violence not mentioned by the participants, especially: (early marriage, denial of education, psychological or emotional violence).
- Explain that some forms of violence may not be physical, but still deeply affect girls' lives.
- Present the following definition to the group:

Violence against women and girls is any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women and girls, including threats of such acts, coercion, or unjust deprivation of liberty, whether occurring in public or in private life.

Violence against women and girls includes, but is not limited to, physical, sexual, and psychological violence occurring within the family or in the community, and acts perpetrated or condoned by the State.

Day two

Activity 1

Prevention and Response to Violence Against Girls

Activity objectives

- ✦ Help participants learn ways to protect girls from violence and understand the importance of balancing protection and community participation
- ✦ Raise awareness among girls about the concepts of acceptable and unacceptable touch and encourage them to express their personal boundaries.

🕒 45 minutes

📋 Flipchart
🖍 Markers
🎨 Coloring tools
📄 Drawing paper
✎ Pencils

(from Life Skills Annex- "Voices Against Violence", Save the Children)

Activity steps

- In different parts of the room, hang the labeled categories: "Acceptable Touch", "Unacceptable Touch", and "I Don't Know".
- Distribute the printed worksheets with pictures showing different scenarios of touch.
- Ask each girl to take a moment to think about the images, then place her worksheet in the category she feels is most appropriate based on her understanding.
- After the classification, review the worksheets with participants.
- Explain each scenario of touch, engaging the girls with the following questions:

Why might a girl who has experienced violence not want to talk about it? How can we support girls to feel safe and speak up about their experiences? Are there practices we allow for boys but disallow for girls under the pretext of "protection"?

Explain that protecting girls does not mean restricting or isolating them, such as stopping them from going to school or making friends.

- Clarify that this type of presumable "protection" can cause long-term psychological and social harm to girls.
- Encourage participants to think together about realistic ways to protect girls while maintaining their active participation in society.
- Remind the girls of their right to say "No" whenever they feel uncomfortable.
- Provide information about available emergency numbers, such as 911 and the Family and Child Protection Line 110, emphasizing that it is free, confidential, and available at any time.
- Highlight the importance of having a trusted adult for listening and support, such as a case manager or facilitator.
- Ask participants if they have other ideas for supporting girls, and record suggestions on the flip chart.
- Conclude by reinforcing the idea that supporting girls starts with listening to them without judgment or blame, and by providing a safe environment that respects their privacy.



"The cooperation with the Supreme Judge Department and Save the Children in developing the Standard Operating Procedures was a strategic step that will facilitate data sharing and follow-up on sensitive cases, with a focus on sustaining education and expanding the practical application of guidance counselors in schools." Mr. Bassam Habahbeh, Counselling Department, Ministry of Education

Psychosocial Support - Coping with Difficult Emotions

Activity objectives

- * Help participants identify difficult emotions and understand their importance in their daily lives
- * Teach participants relaxation exercises that promote physical and emotional awareness.
- * Enhance skills for healthy coping with negative emotions

 45 minutes

 Flipchart
Markers

Activity steps

- Ask participants to put aside anything in their hands and sit in a comfortable position, then gently ask them to close their eyes.
- Begin the relaxation exercise, consisting of five stages, using a calm and slow guiding voice:
- Feeling: “Take a deep breath... feel the air filling your chest... notice your body... the air on your face... your feet on the ground...”
- Progressive relaxation: “Allow your body to gradually relax... notice any tension... gently embrace this feeling...”
- Breathing: “Take a deep inhale... notice how your chest expands... then exhale... repeat this five times...”
- Embracing emotions: “Which part of your body feels tense? Your chest? Your throat? Give it the right to feel... don’t resist what you are experiencing...”
- Spreading positive energy: “Focus on your heart... remember someone you love... imagine their face... feel the love toward them... take a deep breath... and slowly begin to open your eyes...”

Open a discussion about difficult emotions, using reflective questions from the annex, such as:

- What are difficult emotions?
- How do you usually cope with them?
- Do you think your way is healthy or unhealthy?
- What happens when we ignore these emotions?

Explain to participants that difficult emotions are not “bad”; They are a natural part of the human experience. We should listen to and understand them rather than suppress them.

Use an illustrative phrase, for example: “Avoiding sadness or anger does not make it disappear—it only makes it surface unexpectedly, and it can also prevent us from feeling joy.”

Provide examples of healthy ways to cope with such emotions:

- Relaxation exercises
- Talking to a trusted person
- Physical activity
- Drawing or coloring



Ask the girls if they have other ways they find useful. Write their answers on the flip chart.

You may also refer to trusted resources such as the book “Letting Go” as a starting point for self-reflection in this area.

Day two

Facilitation Skills

Activity 3

Activity objectives

- * Introduce participants to the concept of facilitation and its importance.
- * Enable participants to understand the stages of the facilitator's role before, during, and after the session.
- * Enhance participants' effective communication through an icebreaker activity.

 60 minutes

 Flipchart
Markers

Activity steps

Begin with an exploratory discussion using the following questions (they can be printed or written on a flip chart):

What does facilitation mean to you?

Have you ever been in situations where you acted as a facilitator?

Why do we need the skill of facilitation?

What are the qualities of a good facilitator?

After listening to participants' inputs, provide a definition of facilitation based on "The Community Work Toolkit / Developing Facilitation Skills": Facilitation is the set of practical skills we use to guide and lead essential parts of working with groups such as meetings, trainings, planning, and consultations. The facilitator does not carry out the tasks but rather facilitates the process, enabling others to reach their own decisions and learn skills.

Explain to participants that facilitation involves three main stages:

- o Before the session
- o During the session
- o After the session



Divide participants into three groups.

- Give each group a paper that includes one of the stages, and ask them to reflect on and explore the facilitator's roles within that stage and prepare a simple presentation.
- Allocate 15 minutes for group work, followed by 5 minutes for each group to present their findings.
- It is recommended that a member of the project team join each group to provide support if needed.
- After the groups finish presenting, select two volunteers from among the participants:
 - o Give the first volunteer a piece of paper with a sentence written on it (example: "Violence has no justification").
 - o Explain that her task is to deliver the sentence to the second volunteer using words and gestures only.
- Meanwhile, ask the rest of the participants to stand in the middle of the room to form a "human wall," attempting to block communication between the two volunteers using noise, movement, and distractions.

After the activity ends, lead a reflective discussion on the importance of effective communication by asking the following questions:

- o What made delivering the message difficult?
- o How does this relate to the communication skills a facilitator needs?
- o How can we ensure that we both convey and understand messages clearly during facilitation?


Conclude the activity by emphasizing that facilitation is not only about managing sessions, but about creating a safe, interactive, and inclusive space. Remind participants that they will have the opportunity to practice facilitation themselves in the upcoming sessions, and encourage them to observe the facilitation methods they see during training as a way to learn.

Day two

Communication Skills

Activity 4

 45 minutes

 Small square cards of the same color
Markers

Activity objectives

- * Explore the concept of communication and its key elements
- * Raise participants' awareness of the challenges and misunderstandings that result from weak communication skills.

Activity steps

- Prepare a set of square cards. On each set of cards, draw a picture representing a specific action (e.g., people laughing, swimming, singing, dancing), with 4 cards for each action.
- Shuffle the cards well and distribute them randomly to participants so that each girl receives only one card.
- Explain that the task is for participants to find the other members of their group using only gestures—no talking is allowed.
- Emphasize the importance of not speaking and ask everyone to take the task seriously.

After the exercise, ask the participants the following discussion questions:

- How was the experience?
- What challenges did you face in trying to communicate?
- What helped you understand each other despite the absence of words?

Use the discussion as a starting point to define the concept of communication:

- “Communication is the process of transferring information, signals, ideas, opinions, and expressing emotions between people. It has many diverse means, and the development of technology has facilitated and accelerated these means, helping to bridge distances and overcome boundaries.”

Ask participants: What components are necessary for successful communication?

Guide the conversation to introduce the three main elements:

- Sender: the person sending the message
- Receiver: the person receiving the message
- Message: the content or idea to be communicated

You can use a flip chart to illustrate this model visually.

Ask participants:

- Why does miscommunication sometimes occur?
- What makes a message unclear?
- What role does active listening play in communication?

Encourage participants to share examples from their own lives of situations where miscommunication occurred, and discuss together the possible reasons.

Ethical Considerations: Working with Adolescent Girls

Activity objectives

- * Clarify the key principles to be observed when providing services to adolescent girls, especially those vulnerable to violence
- * Highlight the concepts of confidentiality and privacy, mandatory reporting, and the importance of involving the girl in decision-making

 45 minutes

 Flipcharts
Markers

Activity steps

- Invite the case manager to the session.
- The case manager asks the participants a reflective question: “If a girl experiences gender-based violence, in your opinion, what could she do? And who could she turn to?”
- Listen to the participants’ contributions, encourage all opinions, and thank them.

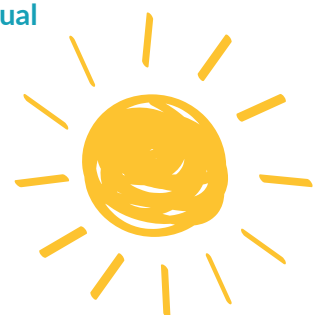
The case manager explains their role in simple terms:

- Listening to the girl in a safe and confidential space.
 - Avoiding judgment or providing ready-made solutions; instead, supporting the girl to think through her decisions.
 - Providing information about support options and available services.
- Discuss the concept of confidentiality and privacy with the girls.
 - Use the flip chart to explain the cases where confidentiality must be broken to ensure safety:
 - In the case of rape.
 - Threat of suicide.
 - Self-harm.
 - Harm to others.
 - Explain that these cases require intervention to ensure the best interest of the girl and the community.
 - Discuss with the participants the difference between the role of the facilitator and the role of the case manager.

Ensure that facilitators:

- Understand the limits of their roles.
 - Provide basic psychological first aid.
 - Encourage girls to access appropriate services without coercion.
 - Inform the case manager if there is immediate danger, while explaining the situation to the girl.
- Clarify that a safety plan is an additional tool to help each girl protect herself.
 - Emphasize that each person has their own way of protecting themselves, and that the plan aims to support and strengthen these methods.

Mention that this concept is based on the “Girls of the Sun” manual



Day three

Innovation and Creativity

Activity 2

Activity objectives

- * Introduce participants to the concepts of creativity and innovation, distinguish between them, and encourage critical and collaborative thinking

🕒 45 minutes

📄 Flipcharts
🖍 Markers

Activity steps

- Divide the participants into three equal groups.
- Ask each group to discuss the two concepts: What is creativity? What is innovation?
- Ask each group to summarize their ideas on a flip chart paper.
- Ask each group to appoint a spokesperson to present their discussion results to everyone.
- Each group is given about 5 minutes to present and share their ideas.
- After the presentations, clarify the difference between the two concepts:

Creativity: Producing a new idea.

Innovation: Turning that idea into reality.

- Use real-life or community-based examples to make the concept clearer.
- Thank the participants for their interaction and recap the main points distinguishing creativity from innovation.



Day three

My Community and Myself

Activity 3

Activity objectives

- ✦ Enhance the girls' understanding of themselves and encourage them to express their dreams, ambitions, and personal needs

🕒 45 minutes

📚 Pens/Pencils for each participant
Paper or notebook

Activity steps

- Ask the girls the following question: "Who are you?"
- Explain that the goal is to reflect on themselves in terms of skills, interests, ambitions, strengths and weaknesses, or roles they aspire to achieve.

Provide some examples to help them get started:

- "I like going to school."
- "I aim to complete my university education in the future."
- "I enjoy learning new things in cooking."



Emphasize that the goal is to think about themselves freely and honestly.

- Distribute a paper and pen to each participant.
- Ask each girl to write 10 sentences about herself.
- If some participants cannot write, encourage them to draw or think of the sentences and present them orally later.
- Allow some girls to share what they wrote (depending on time available).
- Focus the discussion on their ambitions and dreams, and the importance of education in achieving these goals.
- Reinforce the sense of empowerment and self-confidence, and encourage the participants to support each other's dreams.
- Summarize the importance of self-awareness in building a strong future.

Thank the girls for participating and express appreciation for their honesty and courage in expressing themselves.

“Supported by mentors, the core team in the pilot implemented four girl-led initiatives designed to raise awareness and support girls. These initiatives were shaped through focused discussions with the girls themselves, ensuring that the activities directly reflected their needs and concerns”- Save the Children Jordan Team



Community Impact and Role Model

Activity objectives

- * Explain the different leadership styles
- * Introduce the girls to the skills leaders should acquire to create positive community impact

 60 minutes



Flipchart

Markers

Cards with leadership styles written on them (prepared for group distribution)

Activity steps

Begin by explaining that leadership is not a single pattern; there are multiple styles that differ depending on situation and personality.

- Clarify that they will engage in a group role-play activity to practically understand these styles.
- Divide the participants into small groups (4–5 participants per group).

Give each group a card with one of the following leadership styles:

- Authoritarian leadership.
- Democratic leadership.
- Motivational leadership.
- Servant leadership.

Ask each group to discuss the leadership style they received and prepare a short role-play (2 minutes) demonstrating that type of leadership.

- Provide support if needed and encourage collaboration.
- Allow each group time to perform their role-play in front of everyone.
- Ask the participants to identify the type of leadership being portrayed after each presentation.
- Briefly explain each of the four styles, emphasizing that none is “right” or “wrong” but depends on context and situation.
- Use the flip chart for deeper understanding.
- Open a discussion with participants about the qualities a good leader should have.
- Write the suggested qualities on the flip chart.
- Examples of qualities: **courage, fairness, empathy, communication skills, integrity, assertiveness, respect for others.**

Designing Initiatives: Identifying Issues and Objectives

Activity objectives

- ✦ Enable the girls to identify a community issue and work on formulating a clear vision and realistic goals for a community initiative related to this issue

🕒 60 minutes



Flipchart
Markers
Paper and Pens
Initiative Plan
Template (preprinted from annex)

Activity steps

Introduce the participants to the concept of a community initiative, explaining that this session aims to start designing initiatives led by girls based on issues they feel are important in their communities.

Explain that designing initiatives involves several steps:

- Identifying the issue and objective.
- Building the vision.
- Determining the advocacy circle.
- Choosing tactics.
- Preparing the action plan.



Begin a group discussion with the question:

“What is the problem or issue you would like to work on? And why is it important in your community?”

- After ideas are shared, encourage the girls to select one issue to focus on for the group initiative.
- Ensure that outputs are documented (with assistance if available) to use later in developing the initiative document.

Ask participants to reflect on the following questions and write their answers:

- What would the world look like after solving this problem?
 - What change do we want to see?
 - How will our community look after the change?
 - How do we know we have succeeded in achieving the objective?
- Allow time to hear some answers and thank the participants for their contributions.
 - Facilitate an interactive discussion on: “Who are the people or entities supporting you in your life? How can they be engaged to support the initiative?”
 - Help participants think about support networks: family, friends, school, local community, etc.
 - Divide the girls into two groups and distribute papers and pens.
 - Ask each group to brainstorm tactics or activities that will help achieve the initiative’s objective.
 - After 7 minutes of brainstorming, allocate 3 minutes for each group to present and discuss their ideas.
 - Divide participants into two new groups, asking each group to select a facilitator and a recorder.
 - Distribute the initiative action plan template to each group and explain its sections:
 - Activity: What we will do
 - Responsibilities: How we will do it
 - Activity completion date
 - Needs
 - Anticipated Challenges
 - Guide the groups to break down selected tactics into smaller activities to be implemented before, during, and after the initiative.
 - Explain the importance of commitment and follow-up for the initiative’s success.
 - Assist participants in setting a date for the next team meeting to follow up on planning and implementation.

Thank the girls for their participation and emphasize that they are capable of making a real change in their communities.