



Universal
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Presents:

The Flourishing Child Program: Sierra Leone LLP Girl's Club



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Club Facilitator Training Guidebook



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Introduction

This guidebook provides training to the facilitators of The Flourishing Child Program: Sierra Leone LLP Girl's Club. This guide provides an overview of the structure of the girls' club provided by UEF through skills for facilitation, awareness of challenges to girls and content knowledge that is needed for facilitating the club. The facilitator of these sessions should be familiar with UEF's LLP philosophical framework, have a good understanding of the local context, the experience of adolescent girls and human rights based approaches to facilitation and teaching. The project lead facilitating these sessions should first read through this guide in its entirety before administering any of the sessions to the club facilitators.

Objectives

The sessions provided in this training guide aim to...

- ... inform participants of the importance of girl's clubs, the love, learn, play principles and the expectations of the facilitators' role in the club.
- ... model human rights based approaches to prepare facilitators to communicate effectively, handle sensitive situations and facilitate the club sessions successfully.
- ... establish best practices for creating a safe and conducive learning environment to support girls' love, learn and play during the club.
- ... provide content knowledge surrounding topics covered in the LLP Girls' Club Handbook.

Note: Once the club facilitators have participated in this training they will receive a certificate to acknowledge their ability and skill advancement acquired by this training for facilitating a successful girls' club. Please find a template certificate at the end of this document.

Facilitation

Facilitation is the presentation of material in an intentional manner to support discussion, collaboration and participation by participants, or learners. Facilitation will be modeled during the sessions presented in this training as this will be used in the club itself by the facilitators (participants of this training workshop). In order to provide the most support to girls through love, learn and play, the girls' club embodies human rights based approaches to facilitation as well as creating a safe learning environment. These ideas may be new to the club facilitators therefore this training is extremely important to establish these mindsets for the facilitators.

Session Structure

Each session guide reflects the same template used in the Facilitator Handbook which will be used by club facilitators for the content for each club meeting. Included in each session guide is...

- Session title and duration
 - Note: the duration of each session varies
- Session objectives
- Material and preparation
 - preparation describes what needs to be created ahead of the session

Each session guide is further divided into Section, Content and Facilitator Notes. These divisions organize the information and break down the session into Motivation, Introduction, Content, Activity and Reflection.

- Motivation establishes interest and measures the prior knowledge of the group.
- Introduction provides an overview of the session and ties the objectives of the session to the wider curriculum.
- Content presents the new information and knowledge for the session.

- Activity applies the content.
- Reflection provides long-term questions to further think about the session and apply the learning to real life (for this training: facilitation of the club).

Within each session there is *italicized text* and regular text. The italicized text is information only for the facilitator and provides guidance for the facilitation of the session. The regular text is information to be presented to the participants verbally or written on a flipchart paper (or the board).

Expectations for Club Facilitators

The club facilitators are one of the most vital components of UEF's LLP Club. These partners are responsible for the continuation of the club week-to-week through the set-up and facilitation of the club. These facilitators should be members of the community being served and should have a passion and dedication to empowering and supporting adolescent girls. The following expectations outline the responsibilities of the club facilitators and must be upheld throughout the duration of the club.

Facilitators must be...

- passionate about girls' education, empowerment, leadership and equality.
- responsible adults committed to serving the club multiple hours a week including preparation, facilitation and evaluation.
- honest and trustworthy individuals with a proven history of support for adolescent girls.
- strong communicators with some public speaking and facilitation skills.

During this training workshop club facilitators must...

- actively participate in all training sessions by taking notes, contributing to discussions and asking questions.
- provide data for the monitoring and evaluation of the training workshop by answering all questions as part of the pre-assessment and post-assessment.
- score above a 70% on all check-for-understanding formative assessments administered through the content training sessions.
- model inclusive behavior and a passion for girl's empowerment and leadership along the Love, Learn and Play principles of UEF.

While facilitating the club all facilitators must...

- take attendance at the beginning of each club session, facilitate the entirety of the session and close with a reflection.
- create a safe, welcoming and conducive learning environment for all club members.
- create routines and procedures to establish consistency and safety within the club.
- utilize human rights based approaches to facilitation and delivery of content.
- conduct monitoring and evaluation of the club through the collection of data and provide feedback.
- collaborate with each other (team of facilitators) to adapt the curriculum to address the specific needs of the context and the girls participating in the club.
- provide space for participants to talk one-on-one or in small groups with the club leadership about any safety concerns, feedback or general comments they have.
- report, provide support and follow up on any participants who disclose an unsafe circumstance or prior event in which they or someone close to them was (or are) at risk.

Monitoring and Evaluation

Monitoring and evaluation (M&E) is vital to understanding the impact and outcome of an intervention. For this project, M&E begins before this training of facilitators through a pre-assessment. M&E continues throughout the training and then through the post-assessment. Facilitators of the club must conduct monitoring and evaluation during the progression of the club, therefore this is also a session in this training curriculum to prepare facilitators to conduct M&E. The following outlines the M&E logical framework and tools used only in this strategy; the club facilitator training. The logical framework is for reference, while the tools are to be printed, copied and administered before and after the training sessions.

Strategy	Projected Outcomes	Objectives	Indicators	Means of Verification	Outputs
Provide comprehensive training for all club facilitators ahead of implementation of the UEF LLP Girls' Club through the Facilitator Training Guide Curriculum.	All (100%) facilitators are prepared to implement the girls club.	The sessions in the Facilitator Training Guide aim to inform participants of the importance of girl's clubs, the love, learn, play principles and the expectations of the facilitators' role in the club.	Percentage of club facilitators who correctly respond to at least 10 questions of questions 1-12 on the endline questionnaire by the end of the club facilitator training sessions.	Facilitator Endline Questionnaire (Questions 1-12)	100% of club facilitators correctly respond to at least 10 questions of question 1-12 on the endline questionnaire by the end of the club facilitator training sessions.
		The sessions in the Facilitator Training Guide aim to model human rights based approaches to prepare facilitators to communicate effectively, handle sensitive situations and facilitate the club sessions successfully.	Percentage of club facilitators who correctly respond to questions 13, 15, 16, 17, and 19 on the endline questionnaire by the end of the club facilitator training sessions.	Facilitator Endline Questionnaire (Questions 13, 15, 16, 17, and 19)	100% of club facilitators correctly respond to questions 13, 15, 16, 17, and 19 on the endline questionnaire by the end of the club facilitator training sessions.
		The sessions in the Facilitator Training Guide aim to establish best practices for creating a safe and conducive learning environment to support girls' love, learn and play during the club.	Percentage of club facilitators who correctly respond to question 14 on the endline questionnaire by the end of the club facilitator training sessions.	Facilitator Endline Questionnaire (Question 14)	100% of club facilitators correctly respond to question 14 on the endline questionnaire by the end of the club facilitator training sessions.
		The sessions in the Facilitator Training Guide aim to provide content knowledge surrounding topics covered in the LLP Girls' Club Handbook.	Percentage of club facilitators who score above 70% on each of the 7 content assessments administered after each content training session.	Formative Content Assessments (7)	100% of club facilitators score above 70% on each of the 7 content assessments administered after each content training session.

Pre-assessment (Baseline questionnaire)

The pre-assessment should be administered to all LLP Girls' Club facilitators before the first training session. This assessment measures the prior knowledge facilitators are bringing to the training session. The program representative leading this training should review all responses to the pre-assessment and use this data to inform decisions for modifications throughout the sessions.

Check for Understanding Evaluations- *formative assessment*

Throughout the training there are various opportunities to check for understanding of the club facilitators. These checks are incorporated into the sessions. For the content sessions there are formal assessments to measure the retention of the material by the participants. Club facilitators must score above 70% on each content assessment to successfully complete the training and be prepared to facilitate the club.

Post Assessment (Endline questionnaire)- *summative assessment*

To conclude the monitoring and evaluation of the training piece of the UEF LLP Girls' Club all trained facilitators must take the post assessment. This assessment is the same as the pre-assessment and measures any improvement of the participants' understanding of the topics covered in the training sessions.

Scope and Sequence

Club Basics	Facilitation Skills	Content Training
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Session	Title	Summary
Preparation	Pre-assessment	This assessment measures the prior knowledge of the club facilitators and provides baseline data for the M&E of the training program.
Preparation	Introduction to the Training	This session serves to introduce the training as a whole and the various elements involved in it to the club facilitators.
Session 1	Importance of Girls' Clubs	This session provides an overview of the purpose of girls' clubs. Participants are provided with a fact sheet about girls clubs and then design a fictional club that includes all the elements outlined in the handout.
Session 2	Introduction to Love, Learn and Play	The meaning and application of love, learning and play is explored and participants will be prepared to spread these ideas to the girls in the club in order to allow them to flourish. Club facilitators create public awareness campaign advertisements to spread the LLP message for each idea.
Session 3	Establishing a Conducive Learning Environment	This session explores facilitator methods and choices that create a conducive, or appropriate, environment for a girls' club. Club facilitators model and apply various pedagogies that will be used in the duration of the club.
Session 4	Human Rights Based Approaches to Facilitation	This session provides a connection between the values informing human rights to the rationale of facilitation by emphasizing dignity, fairness, equality, respect and independence for participants. Club facilitators practice developing their own facilitation practices to meet the contextual and population needs of the LLP Girls' Club.
Session 5	Handling Sensitive Situations	This session outlines two instances for club facilitators to support participants' safety; through sensitive topics addressed in the content of the club sessions and when a participants' safety is at risk. Club facilitators practice addressing various situations through scenarios.
Session 6	Monitoring and Evaluation of	This session provides an overview of monitoring and evaluation for the UEF LLP Girls'

	the Girls Club	Club along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.
Session 7	Content Training: Equity & Empowerment	This session provides comprehensive content training for the entire scope of the “Empowerment” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 8	Content Training: Leadership	This session provides comprehensive content training for the entire scope of the “Leadership” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 9	Content Training: Activism	This session provides comprehensive content training for the entire scope of the “Activism” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 10	Content Training: General Health	This session provides comprehensive content training for the entire scope of the “General Health” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 11	Content Training: Sexual and Reproductive Health	This session provides comprehensive content training for the entire scope of the “Sexual and Reproductive Health” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 12	Content Training: Financial Literacy	This session provides comprehensive content training for the entire scope of the “Financial Literacy” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 13	Content Training: Entrepreneurship	This session provides comprehensive content training for the entire scope of the “Entrepreneurship” sessions found in the LLP Girls’ Club curriculum. A formative assessment to measure club facilitator’s comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Closing	Post Assessment, Award of Certificates	This assessment measures the knowledge gained during the training and provides end line data for the M&E of the training program.

Pre-assessment

LLP Girls' Club Facilitator Training Pre-assessment

Answer the following questions to the best of your ability, honestly and fully. Your responses to these questions will not affect your employment as a facilitator for the LLP Girls' Club.

Circle **True** or **False** in response to the following statements.

1. It is important for adolescent girls to have a place and time where they can get together as a group of just girls.
True False
2. Girls face the same challenges as boys in [country name].
True False
3. A girls' club environment should be similar to a classroom environment.
True False
4. Every girl should feel welcomed in a girls' club.
True False
5. It is important for girls to love, learn and play.
True False
6. It is important for adults to love, learn and play.
True False
7. Club facilitators should be seen just like teachers in a classroom.
True False
8. Club facilitators should be seen as leaders and role models for the girls in the club.
True False
9. Facilitators should not always believe or trust girls who report something bad happening to them.
True False
10. It is not important for girls to learn as much as boys.
True False
11. Girls should play at any age.
True False
12. Love can mean many things and someone can love their friends, their family, and themselves.
True False

Circle the appropriate response to each question.

13. Which of the following is a human rights based approach to facilitation?
 - a. Only including participants who seem engaged into discussions.
 - b. Supporting different learning styles.
 - c. Using violence to correct misbehavior.
 - d. Calling on the same participant for every response.

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14. Which of the following is an example of a safe and conducive learning environment?
- a. Participants feel pressured to only participate if they have the right answer.
 - b. The facilitator makes rude or derogatory comments.
 - c. Every session is different and unexpected.
 - d. Participants are familiar with the progression of sessions and can expect recurring routines throughout the session.
15. Which of the following is a good example of a way to check for understanding of participants?
- a. It is not important to check for understanding.
 - b. Ask the group if they understand and move on without acknowledging the response.
 - c. Have participants provide an individual, written response to a question from the session.
 - d. Ask if any students have questions and then move on.

Write your response to each of the following on the lines provided.

16. List the elements that make a useful session guide (lesson plan).

17. Why is it important to be intentional and sensitive when working with adolescent girls in [country name]?

18. What does flourishing look like for women in [country name]?

19. Describe how you will provide leadership and mentorship to the participants of the girls' club?

20. What are you hoping to learn from this training session? What areas are you hoping to improve on during these sessions?

Introduction Session

Introduction to the Training	Duration: 45 minutes
Materials:	Slides 3-12
Content	Facilitator Notes
<p><i>*Note: all participants should have taken the pre-assessment prior to this session.</i></p> <p>Welcome to UEF’s Love, Learn and Play Girls’ Club Facilitator Training Workshop. This training will prepare you to facilitate an LLP Girls’ Club in [country and community name].</p> <p><u>Introductions</u> <i>Introduce yourself as the training facilitator and your connection to UEF.</i></p> <p>Let’s get to know one another. Please introduce yourself by providing <u>your name</u>, <u>your past experience with disadvantaged adolescent girls</u> and <u>your favorite thing to do to relax</u>.</p> <p>This session serves to introduce the training as a whole and the various elements involved in it. Thank you all for completing the pre-assessment for the training. This will help us gauge your prior knowledge and better understand how effective this training is.</p> <p><u>Training Objectives</u> Let’s start with the objectives of this workshop. The sessions provided in this training guide aim to...</p> <ul style="list-style-type: none"> ● ... inform participants of the importance of girl’s clubs, the love, learn, play principles and the expectations of the facilitators’ role in the club. ● ... model human rights based approaches to prepare facilitators to communicate effectively, handle sensitive situations and facilitate the club sessions successfully. ● ... establish best practices for creating a safe and conducive learning environment to support girls’ love, learn and play during the club. ● ... provide content knowledge surrounding topics covered in the LLP Girls’ Club Handbook. <p>Note: Once the club facilitators have participated in this training they will receive a certificate to acknowledge their ability and skill advancement acquired by this training for facilitating a successful girls’ club.</p> <p><u>Facilitation</u> “Facilitation” and “participation” are intentional language used in this training to illustrate active engagement and collective discussion by both the trainer and the trainee. You all, the club facilitators, are the participants of this training and I am the facilitator. You all will become facilitators through participating in this training and gaining facilitation skills.</p> <p>For clarity: facilitation is the presentation of material in an intentional manner to support discussion, collaboration and participation by participants, or learners. Facilitation is modeled during the sessions presented in the training as this will be used in the club, itself, by the club facilitators (participants of this training workshop). In order to provide the most support to girls through love, learn and play, the girls’ club embodies human rights based approaches to</p>	<p><i>Establish a welcoming and exciting environment for the facilitators.</i></p> <p><i>Ask the club facilitators to go around and introduce themselves in whatever order they would like. Model this first by responding to each piece of the introduction.</i></p> <p><i>Inform participants that they should view the training sessions as models for their own facilitation during the</i></p>

facilitation as well as creating a safe learning environment. These ideas will be expanded on during the sessions.

club.

Active participation is required of all participants of this training.

Facilitator Expectations

The club facilitators are one of the most vital components of UEF's LLP Club. These partners are responsible for the continuation of the club week-to-week through the set-up and facilitation of the club. These facilitators should be members of the community being served and should have a passion and dedication to empowering and supporting adolescent girls. The following expectations outline the responsibilities of the club facilitators and must be upheld throughout the duration of the club.

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- honest and trustworthy individuals with a proven history of support for adolescent girls.
- strong communicators with some public speaking and facilitation skills.

During this training workshop club facilitators must...

- actively participate in all training sessions by taking notes, contributing to discussions and asking questions.
- provide data for the monitoring and evaluation of the training workshop by answering all questions as part of the pre-assessment and post-assessment.
- score above a 70% on all check-for-understanding formative assessments administered through the content training sessions.
- model inclusive behavior and a passion for girl's empowerment and leadership along the Love, Learn and Play principles of UEF.

While facilitating the club all facilitators must...

- take attendance at the beginning of each club session, facilitate the entirety of the session and close with a reflection.
- create a safe, welcoming and conducive learning environment for all club members.
- create routines and procedures to establish consistency and safety within the club.
- utilize human rights based approaches to facilitation and delivery of content.
- conduct monitoring and evaluation of the club through the collection of data through baseline and endline questionnaires, interviews, attendance data and provide feedback.
- collaborate with each other (team of facilitators) to adapt the curriculum to address the specific needs of the context and the girls participating in the club.
- provide space for participants to talk one-on-one or in small groups with the club leadership about any safety concerns, feedback or general comments they have.
- report, provide support and follow up on any participants who disclose an unsafe circumstance or prior event in which they or someone close to them was (or are) at risk.

If feasible print out a copy of the scope and

Scope and Sequence

In terms of the material covered in this training the scope and sequence can be found here:

Session	Title	Summary
Preparation	Pre-assessment	This assessment measures the prior knowledge of the club facilitators and provides baseline data for the M&E of the training program.
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Session 6	Monitoring and Evaluation of the Girls Club	This session provides an overview of monitoring and evaluation for the UEF LLP Girls' Club along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.
Session 7	Content Training: Empowerment	This session provides comprehensive content training for the entire scope of the "Empowerment" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
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Closing	Post Assessment, Certificates	This assessment measures the knowledge gained during the training and provides end line data for the M&E of the training program.

Session Structure

Each session guide reflects the same template used in the Facilitator Handbook which will be used by club facilitators for the content for each club meeting. Included in each session guide is...

- Session title and duration
 - Note: the duration of each session varies
- Session objectives
 - these will be tied to love, learn and play for the club curriculum
- Material and preparation
 - preparation describes what needs to be created ahead of the session

Each session guide is further divided into Section, Content and Facilitator Notes. These divisions organize the information and break down the session into Motivation, Introduction, Content, Activity and Reflection. The Motivation establishes interest and measures the prior knowledge of the group. The Introduction provides an overview of the session and ties the objectives of the session to the wider curriculum. The Content presents the new information and knowledge for the session. The Activity applies the content. The Reflection provides long-term questions to further think about the session and apply the learning to real life (for this training: facilitation of the club).

Ground Rules

In order to have a successful training we must establish ground rules we all agree to. This is something you will do with the girls in the club as well.

Ask participants to provide some ground rules the group can agree to in order to respect one another and create an environment in which everyone feels safe and welcomed.

What should be some of the ground rules we put in practice for each session?

Some examples: Respect others' opinions, Be attentive to ourselves and others, Give everyone a chance to participate, etc.

sequence to be shared with the participants.

Create a poster with the agreed to ground rules that will hang in the training room. REview the ground rules at the start of each session and if there are any conflicts within the group during the sessions.

Session 1

Session Title	Importance of Girls' Clubs	Duration: 1 h 15 m
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> ... describe the needs of adolescent girls in [country name]. ... understand the benefits of a girls' club for [country name]. ... identify the components of a successful girls' club. 	
Materials	flipchart paper, markers, Girls' Club Fact Sheet handout (printed), slides 13-42	
Preparation	<p>[Content section] <i>If printing is unavailable:</i> Write out each fact, one on each flipchart page. (11 facts, 11 pages)</p> <p>[Activity section] Write out the elements of the activity on the board or flipchart paper.</p>	
Section	Content	Facilitator Notes
<p>Motivation 10 minutes</p> <p>Measure the group's opinions and experience based on their description of the need for support of adolescent girls in [country name].</p>	<p><i>Start the session by asking the following questions to the group. Take answers from multiple participants and give space for everyone to contribute who would like to.</i></p> <ol style="list-style-type: none"> Do girls have opportunities for play or fun during a normal day in [country name]? Why/ Why not? What are some of the barriers to girls' education here? Do girls have the same opportunities for success as boys? Are girls reaching their full potential? 	<p><i>Feel free to ask follow up questions to participants' responses to the questions for your own clarity. Encourage other participants to ask questions based on other's responses as well.</i></p> <p><i>If participants cannot identify any barriers or challenges faced by adolescent girls, start with more basic questions comparing the outcomes of boys and girls in the country.</i></p>
<p>Introduction 1 minute</p> <p>Introduce and ignite interest in the idea of girls' clubs and their impact on adolescent girls.</p>	<p><i>Thank the group for the discussion and illuminate how it provides insights for the specific situation in this community.</i></p> <p>The situation for adolescent girls in [country name] is found in many other places across the world. Girls and women are often restricted from the same opportunities as boys and men for various reasons. Some girls have more responsibilities at home caring for younger siblings or older relatives. Other girls are asked to "grow-up" or mature quickly and marry to start their own family. In some places girls are not allowed to go to school.</p> <p>You all have already outlined what is affecting adolescent girls in [country name]. It is our job, now, to address these challenges.</p> <p>Girls' clubs are a way to conquer many of the barriers you all have outlined. Across the world girls' clubs have been established to provide space for adolescent girls and young women to thrive through community. These clubs can provide supplemental education, skill development, resources and much more. We are all here today under this shared calling to provide a girls club for [community name].</p>	<p><i>Contextualize the focus of this session in relation to the goals of the training, reference the session objectives. This will help the club facilitators see the structure being this is the first session of the training.</i></p> <p><i>Outline the following sections of the session with an overview of the activity and content to follow.</i></p>

<p>Content 30 minutes</p> <p>This section provides the information necessary for the session and may contribute to the knowledge needed to complete the activity.</p>	<p><i>If printing is available, share the fact sheet (attached at the end of the session guide) containing the following information with each participant. Ask one participant to read each fact aloud to the group. Once the fact is read aloud, discuss it briefly as a group in terms of its application to this community's context. Annotate (highlight, underline, circle) the important pieces of each fact together. Each fact is annotated with underlines below for reference of the important information.</i></p> <p>Girls' clubs – whether in school or other community settings – <u>aim to empower girls by giving them a chance to learn about issues that affect their lives, enabling them to expand their social networks</u> and, in some cases, <u>learning vocational and life skills</u>.</p> <p>Girls' clubs and empowerment programmes can help to <u>shift gender norms, attitudes and practices</u> by <u>increasing girls' self-confidence, encouraging them</u> to express their views, and giving them <u>access to role models</u> who often also act as mentors.</p> <p>Programs need to do more to target the most vulnerable girls. <u>Clubs must be held at convenient times for girls,</u> and activities must be appropriate to participants' age and context. Girls should also have a say in the activities they are participating in.</p> <p>Clubs should engage with <u>girls' families</u> to influence girls' lives so that they can pursue their rights within a <u>supportive environment</u>. It can be particularly fruitful to engage with men (fathers, grandfathers, uncles and older brothers) who sometimes have the greatest decision-making power over girls' lives.</p> <p><u>Girls' clubs are one of several 'ingredients' of empowerment and gender norm change.</u> They are most effective when accompanied by complementary interventions such as universal education, broader behaviour change and rights awareness communications that promote gender-egalitarian values, economic opportunities for educated women, and legal changes to prohibit discriminatory practices.</p> <p>Most girls' clubs are <u>single-sex environments</u>, enabling girls to meet, learn and discuss issues that affect their lives <u>without the presence of boys, who might dominate discussions or make it harder for girls to reflect on gender inequalities.</u></p> <p>Girls' clubs operate in different ways. The LLP Girls' Club will be held once a week for two hours in the local school building or community center [add specific information for the context here.]</p>	<p><i>If printing is not available, write out each fact on a sheet of flipchart paper in large print so it can be viewed by all participants. If available, these can also be typed out on slides. Call one participant up at a time to annotate each fact.</i></p> <p><i>Note: participants can annotate how they would like such as circles, highlight, underline, etc.</i></p> <p><i>When discussing the application of each fact to the situation in [country name] use the following questions as a guide.</i></p> <p><i>Is this what you expected a girls' club to be like?</i></p> <p><i>What could this look like in [country name]?</i></p> <p><i>Why do you think this is important?</i></p> <p><i>For this fact highlight that a supportive environment includes the girls' home environments.</i></p>
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	<p>Some clubs use formal teaching methods including <u>lectures and video presentations</u> (often for older girls); others organize <u>fun activities such as dramas, quizzes and games</u> (usually for younger girls). <u>The LLP Girls' Club will incorporate both formal learning with activities, games and discussions</u> to provide alternative forms of information sharing and communication.</p> <p>Many clubs aim to boost girls' educational performance; others provide non-formal education to girls as supplementary learning from their daily lessons in school. Clubs can also focus on economic empowerment, offering training in vocational skills and financial literacy, and small loans or start-up grants to help older adolescents to develop businesses. <u>The LLP Girls' Club provides an introduction to all of these pathways to flourishing for example general education, health and safety awareness and skill development.</u></p> <p>Clubs are run by a variety of people ('<u>facilitators</u>'): usually <u>teachers, community leaders, local women</u> (and occasionally men) who act as <u>role models</u>, or older girls. Many clubs emphasize <u>building trust</u> – between members, and between members and club leaders – to <u>encourage discussion, moving away from the more formal teacher-student relationships typical of schools.</u></p> <p>Girls' clubs can help <u>change gender norms</u> by giving girls <u>time and space to develop their thoughts and views</u>, and the <u>opportunity to challenge norms</u> about what girls can and can't (or should and shouldn't) do. These clubs can also change gender norms by <u>giving girls a forum in which they can relax and socialise with other girls</u> as well as giving girls <u>access to new knowledge and information</u>. Additionally the club can <u>increase girls' self-confidence so that they can advocate on their own behalf and collectively</u>, for other girls in their community. At a more basic level, but arguably most important, <u>the club functions as a protective/child safeguarding mechanism for current abuse and mistreatment of girls.</u></p>	<p><i>Assure participants LLP will be covered in depth in the next session.</i></p>
<p>Activity 30 minutes</p> <p>This section of the session presents an activity for the participants to apply the content presented in the previous section.</p>	<p><i>Transition into the activity portion of the session, explain that this will be more active and collaborative and will apply what was just learned in the content section.</i></p> <p>Now that you know many of the elements and the main purpose of a girls' club you can create our own. In this activity you will design your own girls' club by including all the important pieces you highlighted, underlined, and/or circled on your fact sheet.</p> <p>Brainstorm with your partner or small group what you must include in your club, how you will include it and how you will present it to the large group. For example</p>	<p><i>This activity can be done in pairs or small groups dependent on the size of the group. It is preferred that participants work together in this portion of the session.</i></p>

	<p>you may write a proposal, draw a blueprint or image with labels, create a verbal presentation, or another method.</p> <p>Your club design must include:</p> <ul style="list-style-type: none"> ● the purpose for a girls club in the community including the challenges it is addressing. ● all of the elements listed and emphasized on the fact sheet. ● logistical plan to implement the club, i.e. partners, location, gaining interest of girls, etc. ● what topics the club will cover. ● how the topics covered in the club will be delivered and by whom. ● the expected impact of the club on the girls in the community. <p>Each pair or group will present their plan to the entire group with an opportunity for questions by others.</p>	<p><i>Write these components on the board or a flipchart paper to present to the group.</i></p> <p><i>Allow for the final ten minutes of this section to be presentations.</i></p>
<p>Reflection 5 minutes</p> <p>In this final section of the session participants are given space to reflect on the session’s content and activity and connect it to their larger responsibility within the girls’ club.</p>	<p><i>Introduce the reflection section of the session as the closing of the session which will be recurring for each session and will be foundational for the girls club itself.</i></p> <p>In today’s session you explored the current situation for adolescent girls in [country name]. You also were introduced to the purpose and elements of a successful girls’s club by highlighting pertinent information for you all as soon-to-be facilitators of a club. Finally you designed your own club utilizing this new information.</p> <p>Think about the following questions independently and answer them in your journal.</p> <ol style="list-style-type: none"> 1. How has your understanding of girls’ clubs changed during this session? What previous knowledge did you have about girls’ clubs? Was it accurate compared to what you learned today? 2. What surprised you from the Girls’ Club Fact Sheet? 3. How was it designing a girls’ club to include everything mentioned on the fact sheet? Was it difficult? Why/ why not? 4. How has this session influenced your approach to facilitating a girls’ club in the future? <p><i>Ask participants to share one or two of their responses to the questions with the group or a general reflection they have regarding the session.</i></p>	<p><i>Thank all the participants for sharing their ideas from the previous section and ask them to keep these ideas in mind throughout the training as well as in their own facilitation of the club.</i></p> <p><i>This is also an opportunity for participants to ask any final questions.</i></p>

Girls' Club Fact Sheet

Girls' clubs – whether in school or other community settings – aim to empower girls by giving them a chance to learn about issues that affect their lives, enabling them to expand their social networks and, in some cases, learning vocational and life skills.

Girls' clubs and empowerment programmes can help to shift gender norms, attitudes and practices by increasing girls' self-confidence, encouraging them to express their views, and giving them access to role models who often also act as mentors.

Programs need to do more to target the most vulnerable girls. Clubs must be held at convenient times for girls, and activities must be appropriate to participants' age and context. Girls should also have a say in the activities they are participating in.

Clubs should engage with girls' families to influence girls' lives so that they can pursue their rights within a supportive environment. It can be particularly fruitful to engage with men (fathers, grandfathers, uncles and older brothers) who sometimes have the greatest decision-making power over girls' lives.

Girls' clubs are one of several 'ingredients' of empowerment and gender norm change. They are most effective when accompanied by complementary interventions such as universal education, broader behaviour change and rights awareness communications that promote gender-egalitarian values, economic opportunities for educated women, and legal changes to prohibit discriminatory practices.

Most girls' clubs are single-sex environments, enabling girls to meet, learn and discuss issues that affect their lives without the presence of boys, who might dominate discussions or make it harder for girls to reflect on gender inequalities.

Girls' clubs operate in different ways. The LLP Girls' Club will be held once a week for two hours in the local school building or community center [add specific information for the context here.]

Some clubs use formal teaching methods including lectures and video presentations (often for older girls); others organise fun activities such as dramas, quizzes and games (usually for younger girls). The LLP Girls' Club will incorporate both formal learning with activities, games and discussions to provide alternative forms of information sharing and communication.

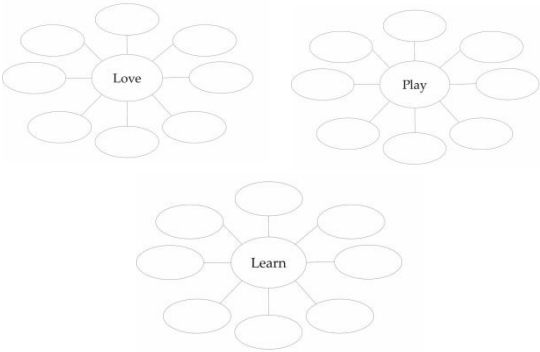
Many clubs aim to boost girls' educational performance; others provide non-formal education to girls as supplementary learning from their daily lessons in school. Clubs can also focus on economic empowerment, offering training in vocational skills and financial literacy, and small loans or start-up grants to help older adolescents to develop businesses. The LLP Girls' Club provides an introduction to all of these pathways to flourishing for example general education, health and safety awareness and skill development.

Clubs are run by a variety of people ('facilitators'): usually teachers, community leaders, local women (and occasionally men) who act as role models, or older girls. Many clubs emphasise building trust – between members, and between members and club leaders – to encourage discussion, moving away from the more formal teacher-student relationships typical of schools.

Girls' clubs can help change gender norms by giving girls time and space to develop their thoughts and views, and the opportunity to challenge norms about what girls can and can't (or should and shouldn't) do. These clubs can also change gender norms by giving girls a forum in which they can relax and socialise with other girls as well as giving girls access to new knowledge and information. Additionally the club can increase girls' self-confidence so that they can advocate on their own behalf and collectively, for other girls in their community. At a more basic level, but arguably most important, the club functions as a protective/child safeguarding mechanism for current abuse and mistreatment of girls.

[Source: Overseas Development Institute 2015]

Session 2

Session Title	Introduction to Love, Learn and Play	Duration: 1 hour
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> ... identify the meaning of Love, Learn and Play as described by UEF. ... express the importance of loving, learning and playing which leads to flourishing for adolescent girls in [country name]. ... visualize love, learn and play through multiple means within a girls' club setting. 	
Materials	flipchart paper, markers, poster paper, colored pencils or markers, magazine or newspapers for images or internet image search and printing ability, slides 43-58	
Preparation	<p>[Motivation section] Draw three word webs on flipchart paper. [Content section] Write out the love, learn, play and flourishing descriptions on flipchart paper. [Activity section] Write the activity prompt and required elements on a flipchart paper.</p>	
Section	Content	Facilitator Notes
<p>Motivation 10 minutes</p> <p>This section of the session measures the prior knowledge participants are coming to the session with regarding ideas about love, learning and playing. This also establishes interest in this session's topic. Participants should be brainstorming and contributing to the discussion.</p>	<p><i>Welcome participants to the session and thank them for coming.</i></p> <p>Brainstorm the meaning of the following words, individually: "Love", "Learn" and "Play." Think of <u>synonyms</u>, <u>meaning</u> and <u>applications</u> of each term.</p> <p><i>Create a word web for each word and fill in the surrounding circles with the participants' answers.</i></p>  <p>What might happen if we prioritized each of these ideas?</p>	<p><i>Participants should prepare for the session by brainstorming their understanding of love, learn and play.</i></p> <p><i>Facilitate diverse responses for each term and highlight there are various meanings and applications for each.</i></p> <p><i>Allow participants to think about the answer to the question, take one to two responses. If participants are unsure how to answer, emphasize that this is a major question of UEF's LLP philosophy and we will be examining it closer in the session.</i></p> <p><i>They should be able to answer this question by the end of the session.</i></p>
<p>Introduction 1 minute</p> <p>This section of the session introduces and ignites interest in the LLP philosophy developed by UEF and its connection to the girls' club. Participants should be engaged and listening.</p>	<p>The Universal Enlightenment & Flourishing sponsors the Love, Learn and Play Girls' Club. This group is comprised of philosophers, academics, educators and successful professionals. They have identified three areas of life (love, learning and play) that should be prioritized in order to flourish, or reach one's potential. UEF wants to spread this message and implement their findings through a girls' club, therefore they have established the LLP girls' club.</p>	<p><i>Contextualize the focus of this session in relation to the goals of the training, reference the session objectives.</i></p> <p><i>LLP is the foundation of the girls' club.</i></p>

	In this session the meaning and application of each idea will be explored and club facilitators will be prepared to spread these ideas to the girls in the club.	
<p>Content 15 minutes</p> <p>This section provides the content for the session. For this session this is definitions of the key LLP ideas. Participants should take notes during this section.</p>	<p><i>Ask the following questions for each idea after each one is read, to check for understanding and further explore each idea.</i></p> <ul style="list-style-type: none"> - What is your initial impression of the meaning of this idea, do you agree or disagree? Is there anything to add? - How many people are affected by this idea? Does this idea only affect the individual or the collective as well, how? - Why is this important? - What might make this idea difficult to prioritize and apply in daily life? <p>Love means... caring, empathizing, and showing compassion for oneself, one's family, one's friends, one's community and one's life. Love is more than a relationship, it is a deep-seated compassion without the expectation of reciprocity.</p> <p>Learn means... being conscious, making sense of what is experienced and intentionally acquiring information regarding skills, ideas, thoughts, and philosophies to expand an individual's or group's understanding and knowledge. Learning may include new information, different perspectives, updated information about oneself, one's environment, one's community, etc.</p> <p>Play means... to exercise creativity and innovation by enjoying oneself at any age, doing any activity that brings joy, which is self-motivated. Play is diverse, relaxing, driven, essential to learning and can be independent or collective, but should continue throughout life.</p> <p>Flourishing is.. unique to the individual and their environment as well as collective. Flourishing should be measured by the individual and represent their full potential, or success, of loving, learning and playing.</p>	<p><i>Present the following content on flipchart paper, ask a participant to read each and analyze what it means as a group.</i></p> <p><i>Have the questions presented on a flipchart paper or written on the board. Prepare flipchart paper with the descriptions for each idea before the session and reveal one at a time.</i></p> <p><i>Respond to the participants' reactions to these ideas and their meaning. Allow for discussion and debate. Club facilitators should feel like they can contribute to the meaning of each idea.</i></p>
<p>Activity 30 mins</p> <p>This section of the session</p>	<p><i>Present the following activity to the participants, this should be worked on in pairs or small groups.</i></p>	<p><i>Present the activity prompt by revealing the flipchart paper prepared before the session.</i></p>

<p>presents an activity to the participants to apply the new information they received in the previous section. Participants should be participating in discussion and collaborating with each other.</p>	<p>Create a public awareness campaign advertisement for one of the ideas (love, learn or play) to encourage people to prioritize it in their life because it will lead to flourishing.</p> <p>We want to share the message of LLP with everyone who might benefit, and as club facilitators you will be sharing these ideas with the girls in the club. Take what you have learned about each idea; love, learn and play, and create a public awareness advertisement about this idea.</p> <p>Your advertisement should include the following:</p> <ul style="list-style-type: none"> ● images or drawings representing the idea and drawing attention to the poster ● persuasive language describing and explaining the idea ● clear steps for applying the idea to daily life ● details about how this idea can lead to flourishing (and what flourishing is, or can be, in this context) <p>Use the materials provided to create a poster and present all the elements of the advertisement to the whole group.</p>	<p><i>Materials should be made available to the participants. A virtual adaptation for this activity can be made through the use of Jamboard.</i></p> <p><i>Inform participants they can use images from the magazines/ newspapers or from a Google image search</i></p> <p><i>Allow for the final 5 minutes of this section to be for presentations. Hang the posters around the room and keep them up for the duration of the training.</i></p>
<p>Reflection 5 minutes</p> <p>In this final section of the session participants are given space to reflect on the session’s content and activity and connect it to their larger responsibility within the girls’ club.</p>	<p>In today’s session you explored the UEF LLP philosophy. You contextualized it for yourselves and the local context. You translated the ideas of love, learn and play into consumable advertisements raising awareness for their benefits to flourishing.</p> <p>In closing this session, consider the following questions and record your responses in your journal.</p> <ol style="list-style-type: none"> 1. How do you envision the LLP philosophy impacting disadvantaged, adolescent girls? 2. How can a girls club provide an opportunity for girls to love, learn and play? 3. What is the club facilitator’s role in the love, learn and play philosophy? 4. Should club facilitators practice love, learning and playing? Why or why not? <p><i>Ask participants to share one or two of their responses to the questions with the group or a general reflection they have regarding the session.</i></p>	<p><i>Thank participants for their efforts creating the advertisements and highlight that they will essentially be doing that same thing in their role as club facilitator by raising awareness for LLP for the girls.</i></p> <p><i>This is also an opportunity for participants to ask any final questions.</i></p>
<p>Additional Resources</p>	<p>LLP philosophy: https://www.uef.org/blog/love-learn-play-the-triple-helix-of-human-flourishing</p>	

Session 3

Session Title	Establishing a Conducive Learning Environment	Duration: 45 minutes
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> ... identify aspects of a non-conducive learning environment. ... develop strategies to create a safe learning environment that supports girls participation in the club. ... understand the need for conducive learning environments when working with disadvantaged adolescent girls. 	
Materials	flipchart paper, markers, slides 59-71	
Preparation	[Content section] Write out the definitions on flipchart paper.	
Section	Content	Facilitator Notes
<p>Motivation 5 minutes</p> <p>This section of the session establishes interest in this session's topic by examining participants' past experience in school. Participants should be reflecting and contributing to the discussion.</p>	<p>Girls' clubs are similar to schools in some ways and very different in others. Reflect on your time in school, try to visualize yourself sitting in the classroom.</p> <p>Answer the following questions to yourself, feel free to close your eyes to think about this time.</p> <ul style="list-style-type: none"> What does being in a classroom feel like, physically and emotionally? What are the good feelings like? What are the bad feelings like? What does your teacher do (did do) that makes you feel welcome and wanted? When do you participate the most during class? Why? <p>Our teachers made choices during their lessons that affected the way we felt in school. You all, as club facilitators, have many opportunities to make choices that will affect the girls in the club. Your decisions should be intentional and considerate of the girls.</p> <p><i>Thank the club facilitators for being vulnerable and sharing their experiences.</i></p>	<p><i>Welcome participants to the session and thank them for coming.</i></p> <p><i>Participants should prepare for the session by thinking back to their time in school or other social settings.</i></p> <p><i>Ask a few participants to share their experiences.</i></p> <p><i>Make a note that some participants might have shared experiences, but participants also all had their own experience in school, positive and negative and that everyone's own experience should be respected (point to the ground rules).</i></p>
<p>Introduction 1 minute</p> <p>Introduce conducive learning environments and their relationship and importance to girls' clubs. Participants should listen.</p>	<p>The environments learners flourish in must be intentionally designed to allow for learning. The environment can include the physical space as well as the emotional and mental space.</p> <p>This session explores facilitator methods and choices that create a conducive, or appropriate, environment for a girls' club. If an environment is not conducive for learning, engagement, participation and safety, concerns for these things will create distractions. It is important for club facilitators to use their own learning</p>	<p><i>Contextualize the focus of this session in relation to the goals of the training, reference the session objectives.</i></p>

	<p>experiences as a guide for creating this conducive environment, yet it is also important to remember not all learners are the same.</p> <p>These ideas will be explored in depth in this session.</p>	
<p>Content 15 minutes</p> <p>This section provides the content for the session, definition of terms and methods for facilitating a conducive learning environment. Participants should take notes during this section.</p>	<p>A conducive learning environment is unique to the resources available, local cultural context, content of the learning, the learner and the facilitator.</p> <p><i>Definition: <u>Conducive</u>- providing the right conditions for something good to happen or exist</i></p> <p><i>Definition: <u>Environment</u>- the surroundings and conditions in which someone lives or operates, physically, mentally and emotionally</i></p> <p>Creating a conducive learning environment means making sure the environment in which learners are learning is helping them to learn, rather than inhibiting their learning through distractions.</p> <p><i>The following list includes ways facilitators can establish a conducive learning environment during the girls' club.</i></p> <ol style="list-style-type: none"> 1. Calling participants by their names- this helps to create connections between club facilitators and participants, everyone would rather be called by their name than just "you" 2. Positive praise- recognize the individual achievements of participants as they occur, positive attention by the facilitator can encourage more participation rather than negative attention for misbehavior 3. Seating design- arrange the chairs or desks in a new way, different than a typical classroom, maybe a circle or in groups, now the facilitator and participant are more equal sharing the space 4. Allow space for questions/ participation- providing ample time for questions or comments throughout the session reassures participants their contributions are valued and they can expect to have a chance to ask 5. Utilize participant experience- once facilitators know more about their participants they should call on participants with experience or prior knowledge on the topic at hand to emphasize the community, discussion based approach to the club 6. Set an example- participants will mirror the actions, reactions, emotions and attitude of the facilitator, be positive, encouraging, excited and enthusiastic during the sessions 	<p><i>Highlight that the diversity of conducive learning environments make it hard to define.</i></p> <p><i>Write the definitions on flipchart paper to present to the group.</i></p> <p><i>Present the methods verbally or have them written out on flipchart paper ahead of time.</i></p>

	<ol style="list-style-type: none"> 7. Be attentive- recognize the signs of a participant in distress, depressed, or acting different, take time to check-in with the participant one-on-one 8. Establish routines and be consistent- follow the same order each day and begin and end the session the same way, consistency provides comfort and safety 9. Normalize error- allow wrong or incorrect answers or ideas, use this as a learning moment, not a discipline moment, explore the learner’s reasoning and come to the correct response together 10. Use positive discipline- if there is misbehavior address it with positive discipline and not punishment and never violence or violent language <p>There are many different ways to provide a conducive learning environment and new methods can always be added to a facilitators’ toolkit. <u>The main idea is to be supportive</u>. Support each and every participant, learn how they want to be supported and provide that support in various ways.</p>	<p><i>Gauge the participants’ understanding of the new material and ask for any examples not mentioned that participants have used, or seen used, that establish a conducive learning environment.</i></p> <p><i>Call on any participants with teaching or facilitation experience.</i></p>
<p>Activity 20 minutes</p> <p>This section of the session presents an activity to the participants to apply the new information they received in the previous, content, section. Participants should be participating in discussion and collaborating with each other.</p>	<p><i>Transition to the activity applying the methods described.</i></p> <p>Now that we have been introduced or reminded of various methods to use when establishing a conducive learning environment, let’s put it to practice.</p> <p>In pairs or small groups choose at least two of the methods described in the content section and create a short (30 second - 1 minute) skit, or play, enacting a scene using the method.</p> <p>Your skit must include:</p> <ul style="list-style-type: none"> ● The role of the facilitator ● The role of the participant ● At least 2 of the methods from the content ● Clear depiction of the methods ● Debrief of participant view: the participant role should explain how the method made them feel in the learning environment ● Debrief of facilitator view: the facilitator role should explain why they used the method <p>Each group should <u>prepare a short outline</u> of the skit, <u>practice</u> the skit and then <u>present</u> the skit to the whole group.</p> <p><i>Note:</i> Think about the situation in which the method would be most beneficial for the participant in a normal club setting.</p>	<p><i>Reiterate that the list of methods is not exhaustive and it is the responsibility of the facilitator to constantly develop and learn new methods and share them with the rest of the team.</i></p>

	<p><i>*Challenge:</i> Don't announce what methods are being used, let the group try to identify it from the skit.</p>	
<p>Reflection 5 minutes</p> <p>In this final section of the session participants are given space to reflect on the session's content and activity and connect it to their larger responsibility within the girls' club.</p>	<p>In today's session you were introduced to the elements of a conducive learning environment and multiple methods to use to establish this within the girls' club. By acting out some of the methods you gained experience implementing these facilitation skills and understood their purpose and appropriate usage.</p> <p>In closing this session, consider the following questions and record your responses in your journal.</p> <ol style="list-style-type: none"> 1. Why should learners feel supported by the facilitator? 2. How does the environment affect the love, learn and play philosophy? 3. What makes a conducive learning environment necessary for the LLP Girls' Club and the population of disadvantaged adolescent girls? 4. What other environments should strive to be more conducive? <p><i>Ask participants to share one or two of their responses to the questions with the group or a general reflection they have regarding the session.</i></p>	<p><i>Thank participants for creating and acting out their skits. Highlight that it was good practice for their facilitation of the club.</i></p> <p><i>This is also an opportunity for participants to ask any final questions.</i></p>
<p>Additional Resources</p>	<p>https://freespiritpublishingblog.com/2016/11/29/ten-ways-teachers-can-create-a-positive-learning-environment/</p>	

Session 4

Session Title	Human Rights Based Approaches to Facilitation	Duration: 50 minutes
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> ... identify the importance of a human rights based approach to club facilitation for disadvantaged adolescent girls. ... develop strategies to implement human rights based facilitation practices for the LLP Girls' Club. 	
Materials	flipchart paper, markers, slides 72- 82	
Preparation	[Content section] Write out the definitions on flipchart paper.	
Section	Content	Facilitator Notes
<p>Motivation 5 minutes</p> <p>This section of the session establishes interest in this session's topic by examining participants' prior knowledge of human rights and facilitation. Participants should be reflecting and contributing to the discussion.</p>	<p>Facilitation and its importance was described and defined in the Introduction Session of this training. Think about that session, your own experience facilitating and your understanding of providing support to disadvantaged adolescent girls to brainstorm responses to the following questions. Feel free to discuss as a group.</p> <ol style="list-style-type: none"> How is facilitation different from lecturing or teaching? Which method is used by teachers in [country name]? What might a human rights based approach to facilitation mean? How should the girls feel in the girls' club? 	<p><i>Welcome participants to the session and thank them for coming.</i></p> <p><i>Participants should prepare for the session by brainstorming ideas surrounding facilitation and human rights.</i></p> <p><i>Encourage participants to discuss the questions as a group and work with multiple experiences.</i></p> <p><i>These questions can be used as a check for understanding as they highlight knowledge gained in past sessions.</i></p>
<p>Introduction 1 minute</p> <p>Introduce human rights based approaches to facilitation and their relationship and importance to girls' clubs. Participants should listen.</p>	<p>Club facilitators are responsible for supporting the participants of the girls' club and encouraging their participation and attendance throughout the club. In addition to creating a conducive learning environment, the method of facilitation should be carefully selected by the facilitator for the topics covered and the needs of the participants.</p> <p>Human rights based approaches highlight the rights participants have as human beings as well as the needs that must be addressed for their success, or flourishing. By using a human rights framework facilitators can understand the rationale behind their facilitation practices.</p>	<p><i>Contextualize the focus of this session in relation to the goals of the training, reference the session objectives.</i></p>
<p>Content 10 minutes</p> <p>This section provides the content for the session, definition of terms and methods for facilitating with</p>	<p>Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away. These basic rights are based on shared values like dignity, fairness, equality,</p>	<p><i>Transition into the content of the session and present the rationale for human rights based approaches and the definitions for the values used as a framework for facilitation.</i></p>

	<p>issues during the session with calm and kindness to learn the root cause.</p> <ul style="list-style-type: none"> ● Encourage all progress- Facilitator’s must support the participants with encouraging actions, language and rewards. Tying in equity and independence progress will be different for each participant and any type of progress should be showcased to the group. This opportunity should be present for each participant and their type of progress. <p>These are just some of the ways a facilitator can apply dignity, fairness, equality, respect and independence within the girls’ club setting. The main idea is to reflect the values of human rights by using dignity, fairness, equality, respect and independence as a guide for the decisions and actions made during a session and in front of participants.</p>	
<p>Activity 30 minutes</p> <p>This section of the session presents an activity to the participants that applies the new information they received in the previous, content, section. Participants should be participating in discussion and collaborating with each other.</p>	<p>Now that some examples of facilitation practices and methods have been shared you will develop your own that can be used in the girls’ club.</p> <p>In small groups or pairs think of facilitation practice that includes each of the values informing human rights (dignity, fairness, equality, respect and independence). Think of the local community the girls’ club is held in and the population of disadvantaged adolescent girls to determine a facilitation practice that meet their needs and emphasizes each of the values.</p> <p>The presentation of the facilitation practice you have developed must include:</p> <ul style="list-style-type: none"> ● A name for the practice (be creative) ● What situation is most appropriate for this practice to be used (delivering content, initiating a discussion, group activity, addressing misbehavior, etc.) ● Steps for a facilitator to implement this practice ● Explanation for how this practice addresses the needs of disadvantaged adolescent girls in the local community ● Explicit connection to each value, describe how the practice supports dignity, is fair, establishes equality, shows respect for the participants and allows for their independence <p>Each pair or small group will present their practice to the entire group to inform them of this additional practice that they can use in the upcoming club.</p>	<p><i>Clarify that this activity should be fun and creative as well as provide an additional practice to the facilitators’ tool box for application in the upcoming girls’ club.</i></p> <p><i>Thank participants for creating an additional facilitation practice utilizing all the values of a human rights based approach. Highlight that the activity was an example of the thinking they should be doing throughout the club, constantly rethinking, strategizing and creating new practices that can support the participants.</i></p>
<p>Reflection 5 minutes</p>	<p>In this session you learned the rationale behind human rights based approaches to facilitation practices. You</p>	<p><i>Overview what was accomplished in the session and close by asking the question to be answered</i></p>

<p>In this final section of the session participants are given space to reflect on the session's content and activity and connect it to their larger responsibility within the girls' club.</p>	<p>were introduced to the values behind human rights and their connection to facilitation methods. Once given a few examples, you developed your own facilitation tools and practices that emphasized the local context, the needs of the population you will be serving in the girls' club and all of the values consistent with human rights.</p> <p>In closing this session, consider the following questions and record your responses in your journal.</p> <ol style="list-style-type: none"> 1. How are human rights connected to facilitation practices? 2. How can you share new practices, tools or ideas for facilitation with the other club facilitators? Why might this be important? 3. How does creating a conducive learning environment connect with human rights based approaches to facilitation? <p><i>Ask participants to share one or two of their responses to the questions with the group or a general reflection they have regarding the session.</i></p>	<p><i>independently by the participants as a reflection in their journal.</i></p> <p><i>Emphasize the sharing of new ideas among one another as a community of club facilitators.</i></p> <p><i>This is also an opportunity for participants to ask any final questions.</i></p>
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Session 5

Session Title	Handling Sensitive Situations	Duration: 1 hour
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> ... identify warning signs of club participants in danger and/or at risk of violence. ... fully understand their responsibility as mandatory reporters for at-risk club participants. ... responsibility and accurately report violent and harmful situations reported to club facilitators by participants. ... develop strategies to address sensitive situations that arise during the club. 	
Materials	flipchart paper, markers, Sensitive Situation Scenario handout, slides 83- 98	
Preparation	[Content section] Write out the definitions on flipchart paper.	
Section	Content	Facilitator Notes
<p>Motivation 5 minutes</p> <p>This section of the session establishes interest in this session’s topic by examining participants' prior experience working with disadvantaged adolescent girls and other at-risk populations. Participants should be reflecting and contributing to the discussion.</p>	<p>While working with disadvantaged populations there are sensitives that must be addressed by facilitators through difficult conversations and providing a space for honesty and security.</p> <p>Use your previous experience working with these populations to provide examples to answer the following questions. Ensure confidentiality (which will be addressed in the session) by not using names or specific places when providing examples.</p> <ol style="list-style-type: none"> 1. What local cultural norms are in place around sharing personal information regarding experiencing crime, violence or danger? 2. Who are the local leaders or enforcers that address crime, violence or danger to girls specifically? 3. What is the typical process for addressing mis treatment of adolescent girls? 	<p><i>Welcome participants to the session and thank them for coming.</i></p> <p><i>Participants should prepare for the session by brainstorming ideas surrounding their past experience with at-risk youth.</i></p> <p><i>Remind participants about the ground rules, every situation is unique and also reassure participants that they don't have to share if they don't feel comfortable.</i></p>
<p>Introduction 1 minutes</p> <p>Introduce mandatory reporting and handling sensitive situations and its relationship and importance to girls’ clubs. Participants should listen.</p>	<p>Club facilitators must establish safety, this is done in multiple ways. In addition to creating the conducive learning environment which prioritizes safety, club facilitators must also provide resources and support during difficult conversations and when approached by a participant who expresses they have been, or are, the victim of a crime, violence or a dangerous situation.</p> <p>This session outlines two instances for club facilitators to support participants’ safety; through sensitive topics addressed in the content of the club sessions and when a participants’ safety is at risk. Club facilitators are mandatory reporters therefore they must report any mistreatment of the club participants, they identify or are informed of.</p>	<p><i>Contextualize the focus of this session in relation to the goals of the training, reference the session objectives.</i></p>

<p>Content 30 minutes</p> <p>This section provides the content for the session, definition of terms and detailed notes for handling sensitive situations. Participants should listen and take notes during this section.</p>	<p>Sensitive situations arise throughout a girls' club. Sensitive situations include the topics that are being covered in which particular sensitivities can be expected as well as through personal conversations with participants that are less expected. In either case club facilitators must be prepared to address the situation intentionally, honestly and with respect.</p> <p><i>Definition: <u>sensitivity</u>-</i> the personal ability to perceive, understand, and respect the feelings, experience and viewpoints of others</p> <p><i>Definition: <u>safety</u>-</i> the condition of being protected from or unlikely to cause danger, risk, or injury</p> <p><i>Definition: <u>mandated reporter</u>-</i> person who has regular contact with vulnerable people and is therefore legally required to ensure a report is made when abuse is observed or suspected</p> <p><i>Definition: <u>confidentiality</u>-</i> private, secret information not to be shared with the public</p> <p>Steps for addressing sensitive situations and the rationale:</p> <ul style="list-style-type: none"> ● Be proactive <ul style="list-style-type: none"> ○ Give trigger warnings before sensitive topics are discussed, allow participants to opt out of conversations that may be upsetting, establish an environment in which participants are willing to share their discomfort with facilitators ● Be prepared <ul style="list-style-type: none"> ○ Have resources and next steps ready for when a participant reports abuse or a dangerous situation ● Be discreet <ul style="list-style-type: none"> ○ Confidentiality is key to ensuring continuous safety for participants who have shared abuse or an unsafe situation to facilitators, no personal information or stories should be shared with anyone other those in the appropriate avenues to address the situation and reestablish safety for the participant ● Be empathetic <ul style="list-style-type: none"> ○ Believe the participant sharing the information and practice empathic listening, show you are interested and supportive and you will address the situation in the way the participant feels most comfortable; understand that various topics can be triggering for past or present experience with abuse or a lack of safety, consistently present a safe space for sensitivity 	<p><i>Transition into the content of the session and present the rationale and tools for handling sensitive situations.</i></p> <p><i>Write the definitions on flipchart paper to present to the group.</i></p> <p><i>Inform participants that the next steps mentioned here can be found further in the session.</i></p>
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	<ul style="list-style-type: none"> ● Be helpful <ul style="list-style-type: none"> ○ Present multiple avenues for participants and advocates to explore to address the mistreatment reported. Allow the participant to make decisions based on the resources and tools the facilitator provides ● Be compliant <ul style="list-style-type: none"> ○ Club facilitators must report abuse and unsafe situations shared with them by participants to the appropriate higher-ups, advocates and authorities in the community, facilitators must act as an advocate for the participant and as a supporter of the process for justice ● Be diligent <ul style="list-style-type: none"> ○ The process for responding to sensitive situations does not end; constant, consistent follow ups are necessary for mandatory reporters, this includes being conscious of the actions of participants as signs for recurring mistreatment <p>Trigger warnings are used to inform participants regarding an upcoming session that will discuss topics that may be sensitive to some participants. These warnings are incorporated into the session guides but should also be made at the discretion of the facilitator.</p> <p>Questions may arise during or after a session in which sensitive topics are brought up. Facilitators must be flexible and ready to answer these questions, however facilitators should never try and answer a question they aren't sure the answer to. It is okay to defer the question until the next session and review resources to answer the question properly.</p> <p>Next Steps for Mandatory Reporting</p> <ol style="list-style-type: none"> 1. Identify if the participant is safe to remain in her home environment. If not, secure a safe place for her to stay, with family or someone she trusts 2. Consult the participant regarding how she would like to move forward, i.e. legal action, community engagement, family action, etc. 3. Inform an immediate superior and a leader of the community, legal authority or trusted family member 4. Continue engagement throughout the process while maintaining confidentiality throughout 5. Follow up with the participant routinely throughout and after the club 	<p><i>**Note that this may differ slightly for various contexts.</i></p> <p><i>Remind club facilitators this is not an exhaustive list.</i></p>
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<p>Activity 15 minutes</p> <p>This section of the session presents an activity to the participants that applies the new information they received in the previous, content, section. Participants should be participating in discussion and collaborating with each other.</p>	<p>Every response to a sensitive situation should be unique and tailored to the participant and her circumstance. Let's practice addressing sensitive situations with some scenarios.</p> <p>In pairs or small groups read the scenario and identify the steps a club facilitator should take to address the situation and/ respond to the participant.</p> <p><i>Scenarios are listed on the handout.</i></p> <p>Each response to the scenario should include:</p> <ul style="list-style-type: none"> ● The reaction of the facilitator to the situation ● The facilitator's immediate response ● The steps taken to address the situation ● The advocates involved by the facilitator to address the situation ● The long term response of the facilitator <p>Each pair or small group will present their outlined steps to the entire group.</p>	<p><i>Use the Sensitive Situation Scenarios handout for the scenarios to be discussed during this activity.</i></p> <p><i>Thank participants for working through the scenario and practicing applying the steps outlined in the content. Highlight that the activity was an example of the thinking they should be doing throughout the club, constantly strategizing ways to support the participants and maintain safety.</i></p>
<p>Reflection 5 minutes</p> <p>In this final section of the session participants are given space to reflect on the session's content and activity and connect it to their larger responsibility within the girls' club.</p>	<p>In this session the two types of sensitive situations have been addressed; participant reporting of abuse or an unsafe environment and sensitive topics discussed during club sessions. The club facilitator's role as a mandated reporter is examined and the responsibilities associated with this are outlined. By using scenarios to prepare for what might arise in the club the facilitators are better prepared to address sensitive situations.</p> <p>In closing this session, consider the following questions and record your responses in your journal.</p> <ul style="list-style-type: none"> ● Why might a participant feel compelled to share sensitive, personal situations with the club facilitator? Is this good or bad? ● How does the club facilitator's response to a participant expressing concern over her safety affect the club environment? ● Why is confidentiality important? How can it be put in practice? <p><i>Ask participants to share one or two of their responses to the questions with the group or a general reflection they have regarding the session.</i></p>	<p><i>Overview what was accomplished in the session and close by asking the question to be answered independently by the participants as a reflection in their journal.</i></p> <p><i>This is also an opportunity for participants to ask any final questions.</i></p>

Sensitive Situation Scenarios

After the weekly club session a participant approaches you looking very uncomfortable and sad. She asks you if you have time to talk just one-on-one. She explains that she feels unsafe at home because her sister's boyfriend comes around often and has physically hit her and made rude comments to her. No one in her family knows and she doesn't know how to bring it up to her mother or sister. She is scared to go home after the club because her sister's boyfriend is usually there without her mother or sister. She expresses that she wants to go about this within her family but she needs an ally to approach her mother about this.

During the third week of the club you notice the most outgoing participant who often answers questions and participates in discussions is very quiet and looks as if she has been crying and not sleeping much. You call on her to share about her day and she ignores the request. She turns her back to the rest of the group and puts her head on the desk. You ask her individually to talk one-on-one after the session or during a break in the session.

During a sexual reproductive session a participant asks about menstruation, she says her older brother told her she is dirty when she is menstruating and she should not play during this time, or cook dinner. This is a common myth in the community so you choose to address it for the whole group.

During a financial literacy session a participant expresses that her family spends very little for food each week. Other participants realize this is not enough for her family to eat properly and start to make faces and small whispers about the participant being poor. You realize this is a learning moment for the entire group regarding empathy and honesty.

Session 6

Session Title	Monitoring and Evaluation	Duration: 1 hour 20 minutes
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> ... understand the importance of monitoring and evaluation for reporting successes and areas for improvement of the club to UEF. ... identify opportunities for monitoring and evaluation through checks for understanding throughout the club sessions. ... administer baseline and endline questionnaires to club participants. ... conduct one-on-one interviews with club participants to identify best practices and areas for improvement. 	
Materials	flipchart paper, markers, slides 99- 109	
Preparation	<p>[Content section] Write out the definitions on flipchart paper.</p> <p>[Content section] If possible: print out one copy of the attendance tracker for reference.</p>	
Section	Content	Facilitator Notes
<p>Motivation 5 minutes</p> <p>This section of the session establishes interest in this session’s topic by presenting questions about monitoring and evaluation. Any participants with experience with monitoring and evaluation should be identified during this section. Participants should be reflecting and contributing to the discussion.</p>	<p>Monitoring and evaluation is key for any program to measure impact.</p> <p>Brainstorm the answers to the following questions and think about any previous experience you have working on a project with monitoring and evaluation.</p> <ol style="list-style-type: none"> How do you know when a project has been successful? What about a lesson? What does evidence look like in the projects you have worked on in the past? What is the purpose of monitoring and evaluation processes and findings? 	<p><i>Welcome participants to the session and thank them for coming.</i></p> <p><i>Participants should prepare for the session by brainstorming ideas surrounding their past experience with at-risk youth.</i></p>
<p>Introduction 1 minute</p> <p>This section of the session introduces monitoring and evaluation as a tool, process and responsibility for club facilitators. This connects the topic to the club facilitators’ role in the girls’ club. Participants should listen.</p>	<p>Monitoring and evaluation, or M&E, is a tool, process and club facilitator responsibility. Girls’ clubs provide many things to the participants, with flourishing being the final intended impact. M&E must be used to measure how this goal is being reached and explore additional avenues to further this impact.</p> <p>This session provides background information on the UEF LLP Girls’ Club M&E framework and theory of change in addition to tools and skills needed to collect evidence, or data, throughout the club duration.</p>	<p><i>Contextualize the focus of this session in relation to the goals of the training, reference the session objectives.</i></p>
<p>Content 45 minutes</p>	<p>Monitoring and evaluation is used to inform UEF of the progress of the girls’ club through data evidence that sheds light on the impact of the club as an intervention and the results of the club aligned with the theory of change.</p>	

	<p><i>Definition: <u>monitor</u>- observe and check the progress or quality of (something) over a period of time; keep under systematic review</i></p> <p><i>Definition: <u>evaluate</u>- the making of a judgment about the amount, number, or value of something; assessment</i></p> <p><i>Definition: <u>objective</u>- a thing aimed at or sought; a goal</i></p> <p><i>Definition: <u>indicator</u>- a gauge or meter of a specified kind</i></p> <p><i>Definition: <u>check for understanding</u>- any method used to inform the facilitator about the participant's current level of knowledge and understanding</i></p> <p><i>Definition: <u>baseline</u>- a study that is done at the beginning of a project to collect information on the status of a population</i></p> <p><i>Definition: <u>endline</u>- the study conducted after the end of that intervention to measure change, if any, from the baseline</i></p> <p><i>Definition: <u>questionnaire</u>- a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study</i></p> <p><i>Definition: <u>interview</u>- a meeting of people face to face, especially for consultation, guided by question and answer</i></p> <p>The UEF LLP Girls' Club utilizes baseline and endline questionnaires, interviews, feedback forms and attendance data to monitor and evaluate the impact of the club for disadvantaged adolescent girls in [country name].</p> <p>The baseline and end line questionnaires are composed of the same questions. The baseline questionnaire is administered to all girls attending the club <u>before</u> any sessions are facilitated. The end line questionnaire is administered to all the girls attending the club <u>after</u> all sessions have been facilitated.</p> <p>Attendance is taken for each club at the same time, this should be done by checking the box associated with the date of that club session next to the name of each girl present for the session. <i>See example:</i></p>	<p><i>Write the definitions on flipchart paper to present to the group.</i></p> <p><i>Emphasize: checks for understanding can be questions or short activities, for example a small piece of writing or skills-based activity.</i></p> <p><i>Highlight that in an interview the interviewer asks questions and lets the person being interviewed answer honestly without influence.</i></p> <p><i>Remind club facilitators of the pre assessment they took before this training, that was a baseline questionnaire, they will have a post assessment , or endline questionnaire after all the sessions.</i></p> <p><i>If possible, print out a copy of this attendance sheet to share with the club facilitators for reference.</i></p>
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	<p>Note: participants' understanding changes throughout a session while new information is presented so <u>checks for understanding need to be recurring and varied for different participants.</u></p> <p>Indicators should be SMART, this means:</p> <ul style="list-style-type: none"> ● Specific <ul style="list-style-type: none"> ○ Ask yourself: What exactly do you want to know from the participant?; It must connect directly with the objective. ● Measurable <ul style="list-style-type: none"> ○ Must include a number, Ask yourself how many or how much? ● Achievable <ul style="list-style-type: none"> ○ Ask yourself: Is this really something the participants will know from what has been presented to them? ● Relevant <ul style="list-style-type: none"> ○ It should be associated with a skill, line of reasoning or information that the session is aiming to provide. ● Time-bound <ul style="list-style-type: none"> ○ Think about at what point in the lesson the participants should know this. Ask yourself: When has the information been presented multiple times and clearly? <p>Many objectives follow the SMART structure as well, so the indicator should just reflect the same elements of the objective. The checks for understanding should reflect the indicator by asking questions that respond to the indicator.</p> <p>Objective → Indicator → Checks for Understanding</p>	
<p>Activity 20 minutes</p> <p>This section of the session presents an activity to the participants that applies the new information they received in the previous, content, section. Participants should be participating in discussion and collaborating with each other.</p>	<p>Developing checks for understanding differ for each session and each class, even each participant. Every session provides objectives, it is the club facilitators' responsibility to develop indicators from these objectives and then identify how to incorporate checks for understanding of the content, for the class and particular participant needs.</p> <p>In pairs or small groups use the example session objectives provided to create SMART indicators and develop checks for understanding to be used during the lesson and for the group as well as individual participants.</p> <p>Example session objectives: By the end of the session club participants will be able</p>	<p><i>Transition to the activity and emphasize that this activity is direct practice for club facilitator's actions during the club.</i></p> <p><i>Each pair or group will create indicators and checks for understanding for all the objectives.</i></p>

	<p>to identify opportunities to incorporate love, learn and play into their daily lives.</p> <p>By the end of the session club participants will be able to practice responsible financial literacy by saving for a goal and spending responsibly. By the end of the session club participants will be able to share safe cooking practices with their family to eliminate food borne illness.</p> <p>By the end of the session club participants will be able to exercise their human rights through activism by raising awareness of human rights of female students through creating posters to be posted at the local school.</p> <p>Each pair or small group must present:</p> <ul style="list-style-type: none"> ● One indicator for each objective <ul style="list-style-type: none"> ○ The indicator must be specific, measurable, attainable, relevant and time-bound ● One question or short activity to check for understanding of this objective through the indicator they developed ● A plan for addressing participants who fail the check for understanding ● A follow up check for understanding for those who failed the first <p>Each pair or small group will present their work for one of the objectives to the entire group.</p>	<p><i>Note that there can be multiple indicators for one objective.</i></p>
<p>Reflection 5 minutes</p> <p>In this final section of the session participants are given space to reflect on the session's content and activity and connect it to their larger responsibility within the girls' club.</p>	<p>In this session an overview of monitoring and evaluation for the UEF LLP Girls' Club was presented along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.</p> <p>In closing this session, consider the following questions and record your responses in your journal.</p> <ul style="list-style-type: none"> ● How do indicators relate to objectives? How do indicators and objectives relate to checks for understanding? ● How does monitoring and evaluation provide information to UEF? What is the result of M&E? ● Who benefits from monitoring and evaluation? 	<p><i>Overview what was accomplished in the session and close by asking the question to be answered independently by the participants as a reflection in their journal.</i></p>

	<i>Ask participants to share one or two of their responses to the questions with the group or a general reflection they have regarding the session.</i>	<i>This is also an opportunity for participants to ask any final questions.</i>
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Session 7- Session 14 Template

Session Title	Content Training: Equity & Empowerment	Duration:
Session Objectives	<p>By the end of this session, club facilitators will be able to...</p> <ul style="list-style-type: none"> • ... gain knowledge of equity and empowerment in order to facilitate this module for the girls' club. • ...familiarize themselves with the full scope of content for this module 	
Materials		
Preparation		
Section	Content	Facilitator Notes
Introduction	<p>The concept of empowerment is defined as “the expansion of freedom of choice and action. It means increasing one’s authority and control over the resources and decisions that affect one’s life.” Associated with the concept of empowerment are such concepts as social inclusion, autonomy, visibility, mobility, agency (that is, the capacity to make use of available assets), and self-efficacy (that is, confidence in one’s individual competencies).</p> <p>The following content comes from “Empowerment of Adolescent Girls: A Key Process for Achieving the Millennium Development Goals” developed by WHO’s Regional Office: Pan American Health Organization, Sida, Royal Norwegian Embassy and accid. Published in 2010.</p>	<p><i>Reminder: this session does not follow the same structure as the former sessions as its purpose is just to deliver content for the module in the club curriculum.</i></p>
Content		
Assessment		
Additional Resources		

LLP Girls' Club Facilitator Training Post Assessment

Answer the following questions to the best of your ability, honestly and fully. Your responses to these questions will not affect your employment as a facilitator for the LLP Girls' Club.

Circle **True** or **False** in response to the following statements.

14. It is important for adolescent girls to have a place and time where they can get together as a group of just girls.
True False
15. Girls face the same challenges as boys in [country name].
True False
16. A girls' club environment should be similar to a classroom environment.
True False
17. Every girl should feel welcomed in a girls' club.
True False
18. It is important for girls to love, learn and play.
True False
19. It is important for adults to love, learn and play.
True False
20. Club facilitators should be seen just like teachers in a classroom.
True False
21. Club facilitators should be seen as leaders and role models for the girls in the club.
True False
22. Facilitators should not always believe or trust girls who report something bad happening to them.
True False
23. It is not important for girls to learn as much as boys.
True False
24. Girls should play at any age.
True False
25. Love can mean many things and someone can love their friends, their family, and themselves.
True False

Circle the appropriate response to each question.

26. Which of the following is a human rights based approach to facilitation?
- e. Only including participants who seem engaged into discussions.
 - f. Supporting different learning styles.
 - g. Using violence to correct misbehavior.
 - h. Calling on the same participant for every response.
14. Which of the following is an example of a safe and conducive learning environment?
- e. Participants feel pressured to only participate if they have the right answer.
 - f. The facilitator makes rude or derogatory comments.
 - g. Every session is different and unexpected.

h. Participants are familiar with the progression of sessions and can expect recurring routines throughout the session.

15. Which of the following is a good example of a way to check for understanding of participants?

e. It is not important to check for understanding.

f. Ask the group if they understand and move on without acknowledging the response.

g. Have participants provide an individual, written response to a question from the session.

h. Ask if any students have questions and then move on.

Write your response to each of the following on the lines provided.

16. List the elements that make a useful session guide (lesson plan).

17. Why is it important to be intentional and sensitive when working with adolescent girls in [country name]?

18. What does flourishing look like for women in [country name]?

19. Describe how you will provide leadership and mentorship to the participants of the girls' club?

20. What skills do you feel you improved the most through this training workshop?
