



My Better World - Video Facilitation Guide



Life Skills Development for School Clubs

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

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

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



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



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



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



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



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



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



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



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

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

Table of Contents

Being Conscious and Attentive 1

Being Mindful 5

Being Conscious of the Past..... 8

Being Conscious of the Future 11

Being Conscious of Yourself..... 15

Being Conscious of Others 22

Being Conscious and Attentive: The Goals Story

Objective: By the end of the story, club members will be able to explain the importance of being responsible and of achieving a balanced life with attention to their hopes and dreams.

Suggested time: 2 Hours

Materials: MBW Video – The Goals Story, MBW facilitation guide, board, chalk, TV/DVD player, ball (for activity 1 under introduction).



1. **Introduction:** Tell club members that today's story is about Amina. Explain that first, you would like to play a game to see how well they can pay attention.

Flow-Switch-Fly:

- Let's form a circle. We will pass the ball around the circle as fast as we can.
- There are three words in this game. These words are commands that you give the person you pass to. "Flow" means the club member you pass to should continue passing the ball in the same direction (for example, to the left). "Switch" means to pass it in the other direction (back to the person who passed it to you). "Fly" means to call the name of a club member on the other side of the circle and pass it to them.
- As you pass the ball, say one of these words as a command to the person you pass the ball to.
- Remember, if you hear "Flow", pass the ball in the same direction. If you hear "Switch", pass it in the other direction (back to the person who handed it to you), if you hear "Fly", call the name of any club member on the other side of the circle and pass it to them.
- If you catch the ball when someone says "Fly", you can choose to pass the ball to your left or right, and again you will need to give a command to the person you pass to (Flow, Switch or Fly)

Encourage club members to play the game faster and faster.

After the game, explain that when you are **attentive**, you are paying careful attention to something. **Ask:**

- Were you attentive during the game?
- In life, why is it important to be attentive?

Being Attentive

- **Listening:** Listen carefully to instructions or guidance.
- **Concentration:** Focus on what you are doing, even when there are distractions.
- **Managing Distractions:** There are always things that will take your attention away from what you need to do. Sometimes it may be another person interrupting you. Other times it may be your own thoughts drifting - like thinking about your plans for the weekend when you are studying.
- **Balancing Your Attention:** We often have to focus on more than one thing at a time. Changing the focus of your attention away from one thing to another and back again is an important life skill!



2. **The Goals Story:** Tell club members they will watch Amina's story and after viewing the first part you want to know if they think Amina is being attentive or not.

Video Viewing: Play from 01:17 and pause at 03:35.

Discuss the following.

- What does Amina's mother want her to be attentive to? (Answers: The cooking pot; her future/preparing to be a wife)
- Is Amina attentive? Explain how you know she was paying attention or not?
- Could something worse have happened? (Yes, the house could have caught on fire)
- Have you ever been in a similar situation to Amina and lost your focus? If so, what happened? How did you feel?
- If you had to give some advice to Amina, what would you tell her?
- What do you think will happen next?

We will continue watching. As you watch, I want you to keep your eyes open for an ally. We have talked a lot about allies. What is an ally? (**Ally:** Someone who helps you when you are being treated unfairly. An ally has your best interests at heart and is committed to supporting you to bring about positive change, especially when other people are opposing you.)

Next, cue to 05:48 and play to the end of the video. Discuss the questions below:



Post-Viewing – Whole Group Discussion: Discuss the following.

- Who is an important ally to Amina in this story? What makes that person a good ally? (Her father. He cares about her dream of playing football. He wants her to pursue what she loves but also be responsible.)
- Do you think boys and men can be allies to girls who face challenges pursuing what they love?
- How can girls and boys be allies to one another?
- Let's go back to the story. What challenge did Amina have in pursuing what she loves?
- What do you think Amina's father means when he says, "It's all about balance"? Once club members share ideas on "all about balance" read below and discuss.

Living a Balanced Life – Being Conscious

Paying attention is important, but it is not the same as **being conscious**. We can use our attention to **become conscious**; that is being aware of our surroundings, our thoughts, our physical body, our feelings. This can help us to discover what we care about. Yes, we need to pay attention to carry out tasks in a responsible way, but we also need to pay attention to what makes us happy. We need a **balance** between doing all of the necessary work in life - being responsible people - and paying attention to our hopes and dreams. We need to care about ourselves, the people around us and the world around us!



3. I can Dream Who I Dream to Be! Remember, we were inspired by Freddie’s song in *Being Confident: The Talent Show Story* and we wrote a song about dreams. I want to replay that song for you so you can remember how it goes. Play The Talent Show Story (Cue to 05:50 and play to 06:12) Now, let us add to that song as if we are Amina. Amina almost had her dream crushed.

- How do you think it feels when you have a passion for something, something you love to do, and someone wants to take that away?

Once club members respond, emphasize **that we have the right to be free to follow our dreams, but we need to be responsible as well.** I want you to meet in groups. Imagine you are Amina and you have learned what she learned in this story. What would she say, what song would she write?



Freddie’s Song: I can be who I dream to be! I can fly above the sky and beyond! I can sing like the birds in the morning time! Can’t you see that the world is for you and me!

Now, write what Amina would say:

I can be who I dream to be!

If _____.

I can _____.

I can _____.

If _____.

I can _____.

Can't you see that the world is for you and me!

Allow club members to share their songs and remind them that if we want those we love to support our dreams, we also need to be responsible.



4. Doing Well – Let’s Meet Hadiza: Explain that now they will watch a story about a woman from Nigeria by the name of Hadiza, who has big dreams and also helps others to focus on their goals.

Video Viewing: Cue to 03:35. Play from 03:35 to 05:48.



Post-Viewing: Use the questions below to guide your discussion. Add any other questions that you think may be relevant.

- What are Hadiza’s goals? (Possible responses: Helping women to be self-reliant, helping orphans get basic education, addressing violence against women, addressing forced marriage, seeing the government create an action plan on women, peace and security).

- How does Hadiza act as an ally to other women and girls? (Possible response: She speaks to parents, community members and leaders about girls' and women's issues.)
- Do you think her goals are easy or challenging to achieve? Do you have any goals that are hard to achieve?
- Hadiza says: "**I don't believe in failure. I believe failure is an opportunity to begin again.**" Think of the times you feel like you failed. What did you do after you failed? Did you let go of your goal? Did you learn something from the failure?
- Did you do something to get yourself back on track? If yes, what?
- Who can be an ally to you?

Note to Mentor: If you feel the club members need to revisit the idea of goal setting go back to The Housework Story and review the content on goal setting.



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Conscious and Attentive?**

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

Being Mindful: The New Garden Story

Objective: By the end of the story, club members will be able to explain the importance of being mindful and how we can improve our attention to the present moment to clearly see new opportunities and solutions.

Suggested time: 2.5 - 3 Hours

Materials: MBW Video – The New Garden Story, MBW facilitation guide, board, chalk, TV/ DVD, notebooks, pencils.



- 1. Introduction:** Explain that today we are going to watch a story about Abi. It is about being **conscious by paying attention** to what is going on around us. Some people call this “being mindful”. I want to tell you about being mindful. (read below or pass your facilitator guide around for club members to read one point each from below.)

Being Mindful Means.....

Paying attention to what is happening (here and now): Making a decision to pay attention and focus on the present moment. Not being lost in memories, daydreams or thoughts about the future. Living in the moment.

Noticing the little details of life (in this instant): Being observant. Noticing the way in which things are always moving and changing.

Not making judgements: Being open to new ideas. Being open to believing or thinking something new as you keep your mind open.

Being still: Stopping distractions. Feeling calm. Breathing calmly.

Clearing our Minds: Explain that often people like to sit quietly and focus on their senses and their breathing to relax their mind and increase their focus on life and the world around them. Explain that you would like to do an activity to focus their attention on what is going on at that moment.

- **Deep Breathing:** Ask club members to close their eyes and take a deep breath that fills their lungs completely and slowly release the breath. Ask them to repeat 3 times, talking them through each time.
- **What do I See?** Have club members open their eyes and count five things in the room that they can **see**.
- **What do I hear?** Then, have them close their eyes and count four sounds that they hear.
- **What can I touch?** Afterwards, have them count three things that they can either touch or is touching them (example: the chair they are sitting in).
- **What can I smell?** Next, have them count two things they can smell (this one may result in some funny responses.)
- **What do I like about me?** Finally, for the last one, instead of taste, have them think of one thing they like about themselves.

When we do activities like this regularly, we clear our minds and it allows us to focus our attention on what is going on around us.

If there is nature close to the school, mentors can also take club members on a nature walk and focus on the earth, the beauty in nature, what they smell, see and so on. Going out to explore nature also helps us to be mindful.

When we are mindful, we see things more clearly. We are better able to see challenges around us, see what is important to us, think creatively and make clear decisions about important matters.



2. The New Garden Story: We are going to watch a story about Abi. I want you to tell me if she is mindful and if so, how do you know that?

Video Viewing: Play from the beginning of the story and pause at 02:57.

Post-Viewing – Whole Group Discussion: Go back to the pre-viewing focus questions you gave the club members; Is Abi mindful? If so, how do you know that?

Continue with the questions below.

- What problems did Abi see? (Possible responses: Vegetables are too expensive; the community has a lot of vegetable waste.)
- Do we have similar problems in our community or school?
- What do you think her plan is?

Next, cue to 05:24. Play from 05:24 to the end of the story.



Post-Viewing – Whole Group Discussion:

- How did Abi solve the problems?
- Where did she get this idea from? (Answer: She saw a gardener using compost in his vegetable patch.)
- Abi says, “I’ve never noticed this patch here before.” How did Abi and others in her community benefit because she noticed it?
- How is noticing the patch related to being mindful of the present?

Explain that when you know what is happening in the present moment, you can enjoy the present moment. When you know what is happening in the world now, you can spot problems and opportunities. This means that you can deal with those problems and act on those opportunities more effectively – you have more information to make decisions.



3. Group Work – Opportunities Around Us: This activity takes two sessions. You will ask club members to make some observations on their own between sessions.

Form groups of 5 - 6. Ask groups to:

- Think about a situation that is affecting the community negatively (example: dumping, road accidents on market days, plastic waste).

- Discuss how it is affecting the community.
- In the next few days, pay attention to what is happening around you. Do you see anything that could help improve this situation? You can use your notebook to write down your observations or any ideas you have.

When club members come back for the next session, ask groups to:

- Tell your group members the things you noticed and any ideas you have.
- Together, think about what you can do to improve the situation for yourselves, your families, friends or the entire community.
- Describe how you plan to do it.



4. Doing Well – Let’s Meet Calvince: Explain that you want to share a story of someone from Kenya by the name of Calvince.

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

- What challenges does Calvince see around him?
- How did being aware of what is happening around him help him solve the problem? (Possible responses: He was aware that now people are using technology like mobile phones; he was aware of the benefits of doing farming as a business; he was aware of new technology)

Video Viewing: Cue to 02:57. Play from 02:57 to 05:24.

Discuss the pre-viewing questions and any other relevant questions you may want to add. Then discuss the following questions:

- Think about Abi’s story. How are Abi and Calvince similar? (Possible responses: Both are young people who used creativity in agriculture; both are aware of what is going on around them; both are open to new ideas.)
- In our community, what opportunities do boys have to be creative in science? What opportunities do girls have?
- Do girls who want to pursue science face any challenges that may differ from boys? If so, What?
- How can girls and boys support one another to pursue science or any other area of interest?

Explain that Abi and Calvince were able to make positive changes by being aware of what was going on around them and being open to new ideas.



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Mindful of the Present?**

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

Being Conscious of the Past: The Pond Story

Objective: By the end of the story, club members will recall the past and explain how remembering their past can help them to take positive decisions and actions in the present and future.

Suggested time: 2.5 Hours

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



1. **Introduction:** Remind the club members that last time we learned about being conscious of the present. Today, we will watch a story about Yusuf. It is about being conscious of the past.



2. **The Pond Story:** Explain that they will watch a story about Yusuf and one of his happy memories.

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

- What do Yusuf and his father remember?
- Does Yusuf feel that things have changed for the better or worse?

Video Viewing: Play from the beginning of the story to 02:16.

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

- What do you think Yusuf plans to do?

Cue to 04:42. Play from 04:42 to the end of the story



Post-Viewing – Whole Group Discussion

- What did Yusuf do to the area by the stream?
- Why did he decide to do that?
- Do you think restoring the area was good for Yusuf and his family? If yes, why?
- Yusuf says, “Being conscious of and honouring the past can help guide you in the present.” What does he mean by this?

Explain that we will talk more about this later.



3. **Think-Pair-Share – Good Memories Showcase:** I want us to have a peaceful reflection time and think for about 5 minutes before you meet in pairs. Let’s think of a happy moment from our past.

- What is one of your happiest memories?
- Where were you?
- What were you doing?
- Why were you so happy?

Once club members have had time to think and share in pairs, invite club members to share their stories with the whole group.

Next ask;

- How did you feel when you thought about your happy memory?
- Why is it important to think of good memories?

Explain that, remembering happy memories:

- Lifts your spirit
- Reminds you there are good people and good things around you
- Prepares your mind to notice similar opportunities for happiness in the future

Explain that it is important **be conscious of our past**, to remember what has happened before and learn from it.



4. Group Work – Honour the Past – Reach Back and Get It: Aside from thinking about happy memories, we can also learn from mistakes, from hard times or from teachings and traditions of the past.

- a) Learning from our parents and our grandparents. Learn some good traditions, good ways of doing things (For example, ideas or ways of living that may be getting lost along the way and trying to keep those ideas alive or bring them back to life).
- b) Learning from our own mistakes or the mistakes of others.
- c) Learning from hard times. There is an African saying; “To get lost is to learn the way.” In other words, the struggles and frustrations in life are very important points of learning, but we can only learn if we remember and take time to think about some of those memories.



I am going to ask you to meet in groups and choose to share anything you have learned from the lives you have lived so far.

Think about; What have you learned from getting through a difficult time? What have you learned from past mistakes or the mistakes of others? Or share learnings that you want to take from the past – traditions or good ideas that we want to keep alive to make a better world.

Choose one example from your group discussions that you want to share with the club. Decide how you want to share it, a song, a poem, a dance, a drawing – any other ideas you may have!

Allow club members time to share their creations back with the club.

Note to Mentor: Pay attention to how club members are feeling. Speaking about memories may bring up painful or traumatic events. Children need support to recover from negative experiences, such as the death of a family member or abuse. Ensure appropriate support is provided.

Also note that some traditions may be harmful or may benefit some over others. Be attentive to what club members share to keep the discussion focused on growth and positive change that benefits everyone.

Memories Affect How We Think About Ourselves.

- Think back on happy memories, especially in hard times when we feel down.
- Learn from things we have done well, or from role models who have done good things.
- Learn from past mistakes - our own mistakes or the mistakes of others.
- Remember how we made it through a challenging time and gained strength from that. Let that boost your confidence so that you can overcome!
- Reach back to save and use what is good. Cherish the traditions that enable us to solve problems together, that can benefit all of us and bring us closer. Hold onto what is good.



- 5. Doing Well – Let’s Meet Sarah:** Explain that you want to share a story of a young woman from Ghana by the name of Sarah.

Video Viewing: Cue to 02:16. Play from 02:16 to 04:42.

Next, use the following questions to guide your discussion.

- When Sarah was young, what kind of person did she dream of becoming? (Answer: Someone who would change the whole family.)
- How does being conscious of her past affect her now? (Example responses: She knows what she has gone through and doesn't want to go back to that situation; she knows how to take her steps, how to take decisions and how to work)
- What are some challenges that Sarah faced in her past?
- What are some challenges and mistakes that she saw in the lives of others around her? What do you think she learned from this?
- Is Sarah a role model to other children in difficult situations? How do you think she inspires them?
- Are there any role models in your life? What do/did they do that inspires you?
- Do you know any of your role models personally? How can they be an ally when you are going through a challenge?

Explain that our past often has both positive and negative aspects. Like Sarah, we can grow through our challenges, and challenging times can inspire us to take decisions that help us to be well and do well. We can also learn from past successes and mistakes – our own and other people’s – to make a better world for ourselves and those around us.



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Conscious of the Past**?

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

Being Conscious of the Future: The Accident Story

Objective: By the end of the story, club members will be able to explain how present attitudes and behaviour can affect their futures in negative and positive ways and the importance of being prepared for unforeseen circumstances.

Suggested time: 2.5 Hours

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



1. Introduction: Tell club members that they will watch a story about Freddy. This story is about being conscious of the future.

Explain that you would first like to play a guessing game to hear some of their thoughts about the future. A club member is going to either act out or draw on the board. I will ask for some volunteers who want to be an artist or an actor, but there is no speaking. If you choose to be an actor, you can only use actions, not words. Ask each volunteer to act out or draw their answer to one of the questions below. Ask one question and allow the volunteer to act or draw while others guess what it is that they want to do. Do a few of below or all, as time permits.

What is something you want to do...

- Tomorrow?
- On the weekend?
- Next week?
- Next year?
- When you graduate primary/secondary school?
- When you are 18?
- When you have your own children?
- When you have grandchildren?

After the game, debrief with the following questions:

- We have talked about being conscious of the present and the past. What do you think it means to be conscious of the future?
- How do you think being conscious of the future can help us to be well and do well? Explain.

Being Conscious of the Future

- Thinking about what might happen in the future, both opportunities and challenges, so that you can plan and prepare for them.
- Imagining the possible effects of your present actions, and how this affects your future; knowing your decisions affect your future and the future of others.
- Thinking about the near and more distant (long-term) future.
- Thinking about the future realistically (what can actually happen).



2. The Accident Story: Explain that they will watch Freddie’s story.

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

- Who sees the future positively? Who sees it negatively?
- How do you think this affects their feelings and actions?

Video Viewing: Play from the beginning of the story to 03:19.

Discuss the pre-viewing questions. Then cue to 06:21. Play from 06:21 to the end of the story.



Post-Viewing – Whole Group Discussion:

- What changed in Freddie’s and Sara’s lives? Were they prepared to deal with this change? Explain.
- How did Freddie’s attitude towards the future change?
- Why do you think he changed?
- How did his new way of thinking affect his feelings and actions?
- What about Sara? Was the accident a setback?
- What did Freddy do to support Sara when she was injured? How will this help Sara to continue to follow her dreams for the future? (Possible responses: She can recover more quickly because Freddie is taking care of her; she can get the rest she needs to grow strong again because she does not need to cook or hurry back to work; she can save some of her earnings to pursue her education because Freddie is also working.)
- Why is it important for brothers and sisters to support one another?
- When Sara says, “You cooked!” she seems surprised and Freddie says, “I tried.” Is it only when a sister is sick that housework should be shared? (Note: Avoid using terms like Freddie should “help” Sara with the cooking, as this still implies that it is really Sara’s job.)

Explain that seeing the future positively, negatively and/or realistically affects our feelings and actions. We can be both positive and realistic in our view of the future. For example, we can think ahead about changes and surprises that could happen and be ready for them. We can also find opportunities, even in hard times.



3. Group Storytelling – What Happens Next?: Explain that club members will use storytelling to think about the future and how our choices can affect our future. Explain that you will divide them into groups and select a group leader.

- Each group leader will be given a story starter (or you may choose to give each group 2 story starters) and a “talking stick” (any object that can act as a talking stick so that the group member who holds it is the one who has permission to speak).
- The group leader will read the story starter and ask; What happens next?
- The group leader will then hand the “talking stick” to another group member to say the next line of the story.
- Once that group member shares the next line of the story, he or she hands the “talking stick” to any group member to continue with the next line and so on, until they feel their story comes to an end.

Do an example with the whole group. Read the story-starter below. Ask, what comes next? Allow the group to think for a moment, and then hand the “talking stick” to a club member.

Story Starter 1: Benta is trying to study, but the material is difficult. She looks outside and sees other children playing; What happens next?

Hand the “talking stick” to one club member and once they add a line ask them to hand to another. Allow 2 or 3 club members to add a line. Next, divide them into their groups to create oral stories.

Sample Story Starters:(change the names to fit your context)

- 1) Benta is trying to study, but the material is difficult. She looks outside and sees other children playing.
- 2) Mohammad is walking to school. He passes some older boys, who tease him and tell him he doesn't need school. They say that if he follows them, they can teach him to make money without going to school.
- 3) Patricia will represent her school at a community meeting and make a speech. One week before the meeting, she hears that there will be visitors from the university who want to give scholarships to support students.
- 4) John has a big test tomorrow morning. His grandfather is watching the sky and tells him that there will be a lot of rain.
- 5) Someone asks Rosemary to work in her shop. Rosemary had promised to spend more time tutoring her younger siblings who are having difficulty at school.
- 6) Abdul lives with his grandmother. Yesterday his grandmother lost her job.
- 7) Samira is at a football match. People are placing bets on who will win. They ask her to join the betting.
- 8) Michael has earned some extra money. His mother is part of a co-op and taught him that it is important to save some money for emergencies. Michael is thinking about how much to save when he passes by a stand with a very nice jacket on display. It looks like just his size!

Debrief: After groups have had about 15 minutes of story-telling, bring club members back together and use the following questions to debrief.

- Who can share a good choice or good decision a character made in the stories you created?
- Who can share a bad choice or bad decision a character made in the stories you created?
- How might those choices affect their future?
- In a story where a character made a bad choice, how could a different choice help bring about a better future?
- In a story where a character made a good choice, how might a bad choice in that situation affect their future?



4. **Doing Well – Let’s Meet Lydia:** Explain that they will now meet someone by the name of Lydia. She is from Uganda and now lives in Rwanda.

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

- What is Lydia’s job?
- What steps did she take to get there?

Video Viewing: Cue to 03:19. Play from 03:19 to 06:21. Discuss the pre-viewing questions and any other relevant questions. Next, use the questions below to guide your discussion:

- What role did others play in Lydia’s journey to pursuing her goal?
- Were you surprised to see a woman who designs buildings and works on construction sites? Do you think women face any challenges when they want to study and do this kind of work? If yes, what?
- Lydia’s tutor was a man who saw her potential and encouraged her to study architecture in university. Think about the challenges you named. How can boys and men support girls to be all that they can be?
- How can boys and girls support one another?
- Is Lydia conscious of the future? How?
- Does Lydia’s story encourage you in any way? If yes, how?
- What advice does Lydia give to others who have a goal?

Remind club members of Lydia’s words: “I would encourage other girls out there not to believe the people who tell them that they cannot do it. We limit ourselves if we believe that we cannot do it. Yet, the power to do anything is definitely coming from within us.”

Tell club members that both girls and boys can be who they dream to be, and they should support each other to reach their goals.



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Conscious of the Future?**

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

Being Conscious of Yourself: The Monthly Story

Objective: By the end of the story, club members will be able to define puberty, identify myths about adolescent girls and boys, and clearly state their needs.

Suggested time: 3 Hours

Materials: MBW Video – The Monthly Story, MBW facilitation guide, board, chalk, TV/ DVD player, anything to mark a start and finish line (ex: rocks, chalk).

Note to Mentor: This story is about menstrual hygiene management (MHM). You will need to determine which activities boys and girls should be engaged in based on your context. Also think about whether some club members should be excluded from this session, based on age. Create a comfortable environment to discuss questions and concerns. Make sure you are prepared with accurate facts about the topics and invite additional resource persons as needed. Look for opportunities where it may make sense to hold joint sessions, where girls and boys come together to discuss issues.



- 1. Introduction:** Tell club members that we have talked a lot about being conscious of our past, our present and our future. It is also important to be conscious of yourself; that is knowing yourself. Part of that knowing yourself is knowing your physical body and the needs of your physical body. For pupils (girls and boys) at your age, this is very important because there are a lot of changes going on.



- 2. The Monthly Story:** Ask, how old do you think Grace and our other MBW friends are? Once club members respond, explain that our MBW friends and you are at a stage of life called “puberty”¹. What does this word mean to you? Once club members have shared some ideas, share below.

What is Puberty?

Between the ages of 10 and 14, girls and boys begin to notice changes in their bodies. These physical changes, caused by hormones, take place over a number of years. The hormones that begin the **physical changes** also affect your moods and the way you feel. These changes, referred to as “**puberty**”, take place during “**adolescence**”. Girls and boys from this age, until adulthood, are often called “**adolescents**”.

What are Hormones? Hormones are chemicals your body makes to help it do certain things - like mature into an adult. Hormones are important when you start to go through puberty, which is when you **begin** developing into an adult. During this time, there are a lot of active hormones that tell your body it is time to start changing.

¹ Adapted from: Grow and Know Inc. (2012). Smartline PublishersC3 Coastal Estates DTD. Baatsona, Spintex Road – Accra. Ghana, West Africa.

Explain to club members that today we will meet Grace experiencing challenges linked to being an adolescent girl. Let us watch and find out more.

Video Viewing: Play from the beginning of the story and pause at 02:40.

Discuss using the questions below and any others you feel are relevant.

- What was Grace's need? Was she prepared to meet that need?
- How did this affect her other needs? (like being educated)
- What could Grace have done to make sure that she would not have to go home when her period started?
- Do you think her mother needed to help Grace prepare for her period? What did she need to do? What about the school?

Cue to 05:42. Play from 05:42 to the end of the story.



Post-Viewing – Whole Group Discussion:

- Will Grace be more prepared for her period next month? How? (Answer: She made reusable pads; she noted the date of her next period.)
- Grace says, "Thinking more about yourself and your needs isn't selfish. It's important. You need to take care of yourself and think about your future." How did Grace show that she was aware of her needs and taking care of herself?
- Who can be an ally to help make sure her needs are met? (Possible responses: Mother, grandmother, teachers/school staff, friends/classmates)
- Should boys watch this story? Why or why not? (if asked to boys in the boys clubs after they have watched, let them explain why they feel it is of value for them, even though it focuses on girls' needs.)

Note: The next activity can be done with both girls and boys clubs, as long as this is suitable in your context. It is important for both girls and boys to think about the myths below and any other myths specific to your context.



- 3. Think-Pair-Share – Challenging Myths:** Explain that as we grow up, our bodies change. The way we need to take care of ourselves and our bodies also changes. We need to be sensitive in the way we relate to one another. Boys and girls need to support each other and show mutual respect. We cannot grow and mature if we do not know the things we need to know. We need to be willing to learn about one another. I am going to ask you to work in pairs. I will say a statement and you will think and decide if the statement is True (T) or False (F). Share with the person next to you to see if they agree with your answer. Discuss in pairs, if true, why is it true? If False, why is it false?

Statement	Answer and Explanation ²
When girls have their period, it means they are sick.	<p>FALSE. Menstruation is normal. When girls start their period, it means they are growing up the way they should.</p> <p>However, girls might feel unwell around that time (ex: headache, tiredness, stomach ache, sadness). Do not make assumptions about what a girl feels or experiences. Every girl is different.</p>
Schools need to ensure that they meet the puberty-related needs of girls and boys living with disabilities.	<p>TRUE: Disability agreements developed by our government require that all schools meet the needs of pupils living with disabilities. These needs may differ due to differing barriers, such as access to toilets and sanitary care. Is our school disability-friendly? (see your MBW guide for episodes 1&2 p.35)</p>
Girls are dirty or impure when they have their period.	<p>FALSE: Periods are a natural part of being a woman. It is also a sign that you are able to have a baby one day.</p>
Getting pimples is common in puberty and does not mean that a girl or boy is not washing enough.	<p>TRUE: Acne is common in children and teens because puberty causes the body to produce more oil that can block the pores.</p>
Girls get moody during puberty, but boys do not since they do not get a period.	<p>FALSE: A lot of people think that only girls get moody during puberty and particularly during their period, but both boys and girls tend to become more emotional during puberty due to so many changes in the body and the effects of hormones.</p>
Girls can go to school when they have their period.	<p>TRUE: Girls can go to school and do other regular activities, as long as they have what they need to manage their periods. We will talk about this later.</p>
Boys become aggressive during puberty and cannot control themselves?	<p>FALSE: While girl and boys both may become more moody during puberty and can be more impulsive, girls and boys both have the ability to control their emotions and their actions. That is what My Better World is all about! When it comes to impulsive or aggressive behavior, the idea that “Boys will be boys” is not acceptable.</p>
Boys get erections because they are always thinking about sex.	<p>FALSE: Erections can happen for several reasons, only some erections are caused by sexual thoughts or feelings.</p>
When a girl says “no” she really means “yes” she is just playing hard to get.	<p>FALSE: When a girl says “no” to a request to go out, to kiss or to be touched, she means “no”. Respect the word “no”. Asking a girl to do something over and over when she says “no” is harassment and is not allowed.</p>
A person who has gone through puberty is ready to have sex.	<p>FALSE: Having sexual intercourse is a big decision, and being ready for sex is about a lot more than being physically developed. A person’s values, their relationship with their partner, and understanding the risks and consequences of sexual activity all contribute to readiness for sexual intercourse.</p>
Girls can play sports during their period.	<p>TRUE: Girls can do regular activities including sports as long as they have what they need to manage their periods and their particular challenges.</p>

² Growing Healthy: Things that girls need to know (Unicef/StC/IMC) and Tranquilo, soy tu amigo Nano: Mi libro de adolescente (StC).



4. Changes in Our Bodies: Girl-Focused & Boy-Focused Discussions

A) GIRLS' CLUBS ONLY

Activity 1: Growth and Changes: Girls require special support during puberty to understand the changes in their bodies. To add to the earlier discussion on challenging myths, use the Grow and Know book, Growth and Changes. The book covers a wide range of topics, such as;

- What are the physical changes that take place in girls?
- What is menstruation?
- Does having a period hurt?
- When does puberty begin and how long does it take?
- How do I manage stomach pain and cramps?
- How to dispose of the period cloth/ pad/cotton wool?
- How do I manage your first period?

Read Growth and Changes with the girls and ensure you provide a trusting and open environment and various ways for them to share and ask questions. For example, do not only have whole group discussions but set situations where girls can talk in pairs, in groups or submit questions to you privately and anonymously.

Think about who you might invite as a guest speaker, such as someone from Ghana Health Service, Planned Parenthood or your District Girls Education Officer, female mentors.

Activity 2: Group Work – Menstrual Management Plan (MMP): Go back to Grace's story and review Grace's challenge. Explain that they will make a plan so that they can also be prepared when they have their period. Ask, what challenges do girls have when they have their period? Lead a discussion to rewrite the main challenges as needs. Prompt girls to think about different areas of life; physical, emotional, social, school/work etc.

Ask girls to create the following chart in their notebooks.³ If needed, add any important needs from your discussion that are not on the chart.

My Needs	My Plan
How will I track my monthly cycle?	
What do I need to do if I want to keep doing my usual daily activities?	
What will I use to absorb blood flow?	
Where can I get supplies?	
How can I lessen pain and discomfort?	
Who can I go to for support?	
What can the school do to help me manage my monthly period?	
Other:	

Close by reminding them to track their periods and prepare before it comes. If they try their plan and it is not working, it is okay to think of new solutions. You (mentor) are also here if they need support finding solutions.

³ Sourced from IRC's *Girl Shine Life Skills Curriculum*.

Ensure, that time is taken to revisit other plans that club members have come up with in previous sessions. Did they carry out a **school safety assessment** or a **school toilet assessment** in past sessions? If so, have the identified gaps been addressed?



Activity 3: Sisters and Brothers: We have talked a lot about allies in the MBW videos and the allies that support you in your life, in pursuing your dreams, reaching your goals and living a safe and happy life. Boys and girls can be allies to one another and in this school we want girls and boys to support one another and help each other to grow and thrive in a safe and secure school. Ask club members to meet in pairs and discuss the following.

- a) How can girls and boys support one another to ensure that the school is a safe place for all?
- b) How can boys be your ally and support you as you strive to achieve and grow?

As club members share back compile the suggestions. Ask the club to nominate 2 girls go and present to the boys club.

Conclude that girls and boys need to see themselves as sisters and brothers who want the best for each other, who encourage each other believe that each is equal to the other.

Note to Mentor: Adolescence can come with unwanted attention and advances. You may have touched on this on the True-False quiz (no means no!). However, this topic will also be addressed in future club sessions.

B) BOYS CLUBS ONLY:

Activity 1: Becoming A Man: Boys require special support during puberty to understand the changes in their bodies, to understand their rights, the rights of girls and how to be respectful of and supportive of girls and of each other. To add to the earlier discussion on challenging myths, use the Grow and Know book, Becoming A Man. The book covers a wide range of topics, such as;

- What are the physical changes that take place in boys?
- Why do erections happen?
- How to manage erections?
- What are wet dreams?
- How do girls' bodies change during puberty?
- How should boys and girls behave towards each other during puberty?
- Boys and girls need to respect each other during puberty.
- Pressures boys may feel as they grow into young men.

Read Becoming a Man with the boys and ensure you provide a trusting and open environment and various ways for them to share and ask questions. For example, do not only have whole group discussions but set situations where boys can talk in pairs, in groups or submit questions to you privately and anonymously.

Think about who you might invite as a guest speaker, such as Ghana Health Service, Planned Parenthood, the District Girls Education Officer and male role models.



Activity 3: Brothers and Sisters: We have talked a lot about allies in the MBW videos and the allies that you need to support you in life, in pursuing your dreams, reaching your goals and living a safe and happy life. Boys and girls can be allies to one another and in this school we want girls and boys to support one another and help each other to grow and thrive in a safe and secure school. Ask club members to meet in pairs and discuss the following.

- A) How can boys and boys support one another to ensure that the school is a safe place for all?
- B) Remember in The Goals Story Amina’s father was an ally to her. Can you also be an ally to girls in your school? If so how?

As club members share back, list their suggestions on the board. Ask the club to nominate 2 boys to go and present their ideas to the girls club.

Remind the boys that as club members they can be role models to others. Think about the kind of man you want to be. Be true to yourself. Do not put with harassment of girls, rude language, rude jokes, etc.

Program 25: The Science of Pregnancy

View and discuss the Science of Pregnancy with boys and girls clubs. This half-hour program includes 3 segments, highlighting information on each trimester. This video is an important tool for developing an understanding of the science behind conception, the importance of informed decision making around reproductive health and how this all relates to their changing bodies.

BELOW IS FOR BOTH BOYS AND GIRLS CLUBS



5. **This is Me - Knowing Yourself:** It is very important to know yourself. Remember Grace’s words: “Thinking more about yourself and your needs isn’t selfish. It’s important!” This next activity is for you to work on your own, but you will have a chance to share with the club. To know yourself you need to know:
- **Your Physical Body:** What is going on in my body? Do I feel healthy? What changes should I expect at this age and how does that affect me and others? Am I tense? Am I tired? Am I taking care of myself?
 - **Your Values:** What do I care about? Is the way I show myself to the world my true self? Do I show what I really think and believe? Do the things I value (care about) help me in life? Do the things I care about help ensure that I am fair and respectful to others and to the world?
 - **Your Feelings:** Am I happy right now? Am I sad? Why am I sad? What can I do to make myself feel better? What are the things that make me happy?
 - **Your Thoughts:** Do I think negative or positive thoughts. Do I practice positive, encouraging self-talk? Do my thoughts lead to positive action? Do I know how to control my thoughts if I am having negative thoughts?
 - **Your Likes and Dislikes:** Knowing what you like and what you do not like and communicating that when needed. I love taking walks, therefore I know when I am feeling down that can lift my spirits. I do not like it when my friend lies to me and I need to tell her or him that I will not accept that.

I want you to do this as a take-home project. I want you to write a poem about yourself. You can write freely or follow this guide on the board (see p. 28). Try to include some of the ideas we have just discussed.

This is Me - A Poem About Me

I love my body, it _____.

I really care about _____.

I am happy when _____ and I am sad when _____.

No matter what, I love me!

I use positive self-talk and say _____.

I like _____ but I sure do not like _____.

This is me. I love me!



6. **Video Viewing – Julia’s Story:** Let’s hear a story about Julia, who is from Tanzania, and see how she supports girls like Grace.

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

- How does Julia’s group help people meet their needs in times of emergency?
- How does Julia’s group help girls meet their regular monthly needs when they have their period?

Video Viewing: Cue to 02:40. Play from 02:40 to 05:42. Discuss the pre-viewing questions. Then discuss the questions below:

- How do you think girls benefit from the low-cost pads? (Possible responses: They can continue classes and activities; they do not need to spend so much money)
- How do you think boys and the community also benefit when girls can manage their periods easily? (Possible responses: Girls can help others learn in class by sharing ideas and helping classmates; girls can be active community members who contribute their knowledge and skills to help others)
- What else do girls need to manage their periods at school? (Possible responses: Safe toilets and water sources; places to wash and dry pads; to be free from teasing; for teachers and classmates to be understanding if they don’t feel well)
- How can girls and boys support female classmates? (Possible responses: Be respectful and understanding; lend toilet paper to peers who need it; ask schools and community members to do projects that support girls, such as safe latrines or reusable pads)



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Conscious of Yourself?**

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

Being Conscious of Others: The Firewood Story

Objective: By the end of the story, club members will gain awareness of others and their needs, identify things they can do to be conscious of others' needs, and discuss why it is important to be conscious of others' needs and the environment.

Suggested time: 2.5 Hours

Materials: MBW Video – The Firewood Story, MBW facilitation guide, board, chalk, TV/ DVD player, blindfolds (ex: cloth).



1. **Introduction:** Ask club members: Do you feel that our club is like a team? Why or why not?

Explain that we are all part of a community. All living things share this world that we live in, we are all connected. Today's story is about Rosa. It is about being conscious of others. First, let us learn a little bit more about each other.

Form groups of 5 - 6 with the people next to you. In your groups, list as many things as you can that you have in common (examples: likes mangoes, has a sister, likes football, likes meeting new friends, etc.). Then, ask each group to think of one thing that is unique to each person in the group.

Being Conscious of Others

Being conscious of others means **paying attention** to the **world** and **the people around you** rather than thinking only of yourself. It is important to know the people around you, to knowing **their likes, their dislikes, their needs**, what you have in **common** and your **differences**. It is important to know **how our actions can affect others**. This is all part of being conscious of others.



2. **The Firewood Story:** Explain that club members are going to learn more about being conscious of others in the next MBW story.

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

- Who is being conscious of others? How are they being conscious?

Video Viewing: Play from the beginning of the story to 02:31.

Discuss the pre-viewing questions. Then, ask club members to discuss the questions below in pairs and then as a whole group:

- What need did Violet have? Did Rosa have the same need? Did anyone else in the community have this need?
- Do we all have the same needs?
- Should we make decisions just based on our own needs or do we also need to think about the needs of others? Explain.
- What problem did Rosa find on Amina and Yusuf's land?
- Was this problem connected to Violet's problem? Explain.

Cue to 05:42. Play from 05:42 to the end of the story.



Post-Viewing – Whole Group Discussion:

- What did Rosa, Amina and Yusuf do about the people who were cutting trees? Was it safe? What could they have done instead?

Explain: Even when we want to help others, we need to be careful not to put ourselves in situations that could be dangerous. We can ask adults to help us or to act as our allies.

- What was Yusuf's solution to protecting the trees? What was Rosa's solution?
- Which solution was conscious of others? How?
- Which solution do you think was better? Why?

Explain that Rosa thought about **people's needs** and **the environment**. When we make decisions keeping both of these in mind, it helps everyone to **be well** and **do well**.



3. **Let's Go Outside – Being Conscious of the Needs of Others:** Create a path or obstacle course (outdoors or indoors). For example, use chalk to mark a curving path on the ground, or arrange chairs and desks as obstacles.

Form pairs. Explain that one partner in each pair will wear a blindfold (or close their eyes). The other partner needs to lead them through the path. They need to make sure their partner is safe and comfortable.

After the game, discuss:

- When you were blindfolded, how did you feel?
- When you were blindfolded, what did you need? (Possible responses: To know which way to go, instructions, to know if there was danger, to feel safe and comfortable, to have someone take my arm gently.)
- What did you do if your partner did not provide these things?
- When you were leading your partner, how did you feel?
- When you were leading your partner, did you think about their needs? If yes, what were some needs you thought of? Why did you think they needed these? (Possible responses: I imagined that I could not see; I tried to think about what they were thinking/feeling; I asked them what they wanted me to do.)
- In our daily lives, what can we do to be aware of the needs of people around us? (Possible responses: Pay attention; get to know people; ask how we can support them; try to see their perspective.)
- When you have a need, what can you do to get support?
- When we know what others need, what are some ways we can support them?

Explain that caring for others does not always mean giving them what they need. For example, it can mean helping them meet the need themselves (example: teaching someone how to solve a math problem instead of just telling them the answer) or being an ally.



4. **Video Viewing – Dr. Mary’s Story:** Explain that you want to show club members a video about a woman by the name of Mary. She lives in Kenya.

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

- Is Dr. Mary conscious of others’ needs? How?
- Is she conscious of the environment? How?

Play from 02:31 to 05:42.

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

- What needs is Dr. Mary working on solutions for?
- Do some of these needs affect girls or women more than boys or men? If so, which ones?
- Why is it important for everyone’s needs to be met? (girls, boys, including pupils living with disabilities, pupils living far from the school etc.)
- Do you think that sometimes it is hard to meet people’s needs and take care of the environment at the same time? Why or why not?
- What happens if we do one and not the other?
- Is Dr. Mary able to do both? How?

Emphasize:

Being conscious of others involves thinking about what other people need and thinking about the needs of the environment. We also need to see the connection between caring for our environment and caring for ourselves. When we care for each other and the environment, we can help make a better world for everyone!



My Better World Checkpoint: Check in with club members.

What have we learned about **Being Conscious of Others?**

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

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If many mentors have access to the internet, we can add an easy-to-read resource like this one or other external resources you have for the project contexts.

https://resourcecentre.savethechildren.net/node/13164/pdf/4.mhm_booklet_ectec_aug_2015.pdf

Schools can Access and download the Grow and Know series here:

<https://www.growandknow.org/books.html>