Draft framework
for a uniting
methodology toolkit:

A basket of tools for

Transforming the Education of Girls in Nigeria and Tanzania

Booklet One
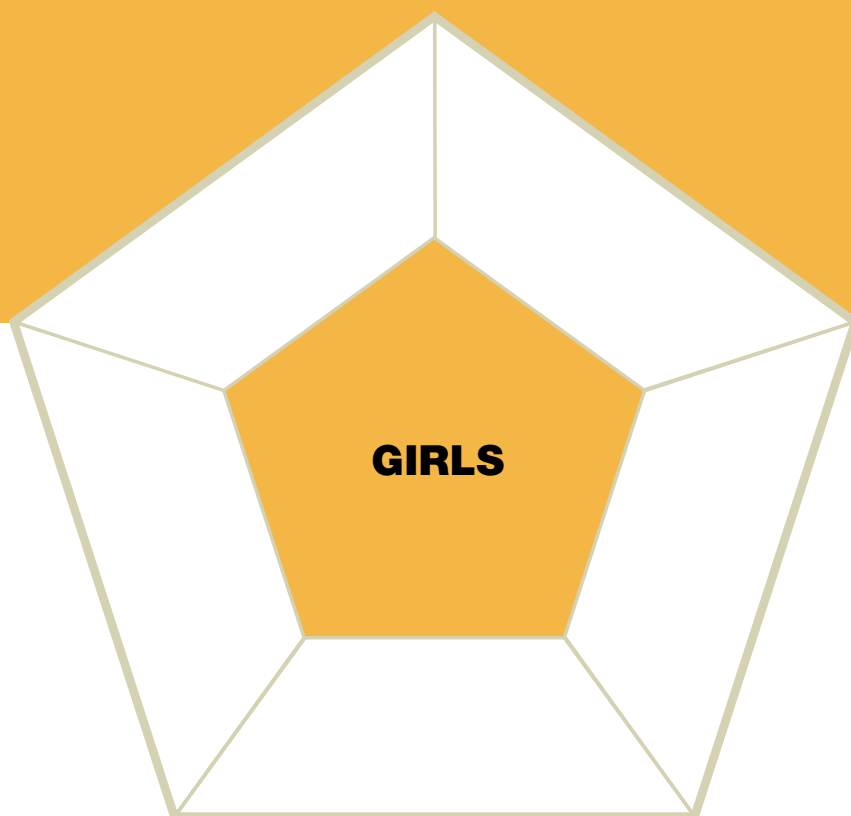## Working with GIRLS

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WORKING WITH GIRLS

Introduction

This booklet contains activities designed for work with Girls' Clubs in schools in order to:

- empower girls to realise their self worth beyond the limits of societal definition;
- build their understanding about rights, enabling them to interpret those rights in their own context and claim them effectively;
- give space for girls to identify and analyse their own issues and find their own solutions.

GIRLS

ACTIVITIES

CONTENTS

SECTION A

WARMING UP

These activities are intended to help participants to get to know each other and to feel confident and happy working together.

ACTIVITY: Introduction

Introduction:

1 Sit in a circle with the group, preferably on the ground. Everyone should be at the same level, including you. Thank everyone for coming. Enquire about latecomers or non-attendees.
2 Ask each participant to recount something good that has happened to them since the last session if appropriate, or in the last few weeks.
3 Review the last session if appropriate.
4 Explain that you are going on to discuss important things in this session, but will start with a game.

ACTIVITY: Tugs of war and peace

Purpose: This exercise illustrates the benefits of everyone working together. It is an icebreaker and will help the participants overcome shyness and start talking to each other. Try to get everyone involved.

Materials required: length of strong rope, chalk.

Steps:

1 Divide the group into two teams. Ask the teams to stand facing each other holding opposite ends of the rope. Mark a line across the middle of your teams over which each team must try to pull the other.
2 When you have said "1,2,3, Go!" the teams should start pulling against each other. Let them continue until one team has fallen over the dividing line.
3 Next, ask everyone to sit in a circle. Tie the ends of the same strong rope together, and hand the circle of rope to the participants, so that they are all holding a piece of it.
4 Ask the participants to pull together on the rope so that they can help each other stand up.

Ideas for discussion: Ask the participants what this exercise illustrates to them. The idea is to show how, instead of people pulling on opposite ends – a tug of war, when only one team wins – we can change situations so that everyone is a winner, and everyone and feels good about the result. True, the tug of war might feel good for a moment for the victors – but how do the losers feel?

Adapted from Welbourn (1998), Exercise K1: Tugs of War and Peace.

ACTIVITY: Blindfold walk

Purpose: This activity helps participants experience the value of trust and mutual support. Participants take it in turn to walk in a straight line blindfolded across the meeting area. The first time they must do it in silence with no guidance. The second time, the rest of the group is invited to provide encouragement and advice.

Materials required: a blindfold or scarf.

Steps:

1 Invite a volunteer to walk blindfolded across the meeting area. Put the blindfold on the participant and turn them around several times before they set off in a straight line across the meeting area, to reach an agreed point on the opposite side.

2 Instruct the rest of the group to keep completely silent. They should not touch the participant.

3 When the blindfolded person reaches the other side, ask them to take off the blindfold. Compare how close they are to the point they intended to reach.

4 Ask the participant how they felt.

5 Ask them to replace the blindfold and repeat the exercise, this time with the verbal encouragement of the others, who should still not touch the participant. Finally, they could repeat the exercise with some of the group using their hands to guide the blindfolded person, as well as talking to them.

6 On completion, remove the blindfold again and compare where they end up this time.

7 Ask them how they felt this time.

8 Repeat the exercise with two or three other volunteers.

Ideas for discussion: This exercise emphasises the importance of trust and mutual support in life. Encourage a group discussion about how the volunteers felt with and without the support of the group around them. Ask how their experience in this exercise relates to their real life experiences. You may need to explain to participants that this is not intended as a competition but to explore the advantages of group work over working alone and the value of listening to trustworthy friends.

Adapted from Welbourn (1998), Exercise A4: The Straight Line.

SECTION B

SPEAKING OUT

The activities in this section are intended to help participants to build self-confidence and to improve their skills of negotiation, decision-making, assertiveness and leadership.

ACTIVITY: Speaking out

Purpose: This activity uses drama and physical expression to help participants explore how individuals communicate with the world, and how we are seen by the world.

Steps:

1 Remind the students that speaking out is about free expression of our thoughts, in an organised and confident way. We can also speak out by the way that we walk, dress, sit, dance, and that these actions can be done very differently by different people. For example:
   - Walking: lazy vs. energetic
   - Dressing: neat vs. shabby
   - Sitting: bored vs. attentive
   - Dancing: embarrassed vs. uninhibited
2 Ask the group to think of other examples, to describe or demonstrate different ways of doing these activities.
3 Select one or more students at random. Ask them to walk from one end of the room to the other. Discuss with the group what is being communicated through their walking.
4 Repeat the exercise with dancing, sitting and talking.

Ideas for discussion: Guide the students in discussion about speaking out.

Adapted from FAWE (2005a), p36.

ACTIVITY: The Yes/No game

Purpose: This is a light-hearted exercise to show the many different uses we have for these two common words.

Steps:
1 Ask the participants to think about an issue that they could debate in a light-hearted way.
2 Ask participants to stand up and split into two groups. One group should stand in a line facing the centre of the training area; the others should stand on a line facing them.
3 Explain that one group is the "yes" group and the only word they can use is "yes". The other group is the "no" group and this is the only word they can use.
4 Ask the two groups to pretend to debate the issue, taking opposing sides. Each group needs to try to convince the other group of the truth of its own statement, but can only use the one word, yes or no.
5 After some time, get the groups to swap roles, with the "yes" group saying "no" and vice versa, but still arguing the same side of the issue.
6 After some more time, ask the participants to describe how they felt doing this exercise, getting them to think about body language, use of attacking or avoiding stances, laughter etc.

Ideas for discussion:
■ Explain how laughter too is an important means of expression: it can be a good equaliser at times, but at others can be very harmful.
■ There are so many different ways of saying yes and no ranging throughout the emotions. It is good for us to have a go at saying them in different ways. Each different way can have its own separate effect on others.

Adapted from Welbourn (1998), Exercise J5, The Yes/No Game.

SECTION B

ACTIVITY: Assertiveness

Purpose: This activity helps to demonstrate why it is important for participants to be aware of how much effect the way they present themselves to others can have, and how being more assertive can get results.

Steps:

1 Organise two students to undertake the following role-play:

> A student is wrongfully accused of stealing. She is called to the staff room to defend herself. The student fails to convince the teachers and breaks down in tears. Another student is similarly accused, but this time is able to convince the teachers that she is innocent.

2 Ask one or more students to act out the role of the student who cries, and others to act out the role of the more convincing student.

Ideas for discussion: Ask the whole group to discuss why one managed to convince the teachers, while the other one failed. Which one was more assertive? How was their assertiveness displayed?

Adapted from FAWE (2005a), Unit 13: Training in Life Skills.

SECTION B

ACTIVITY: Leadership

Purpose: This activity helps the participants think about what makes a good leader.

Steps:

1   Guide the students in discussion about leadership. Explore different types of leadership style, for example, dictator, laissez faire (easy going/don't care), democratic, leading by example.
2   Divide the students in to groups of three. Assign each group a different leadership style.
3   Ask each group to create a 2-3 minute scene reflecting their type of leadership and then present the scene to the rest of the group.

Ideas for discussion:

After each presentation, encourage the whole group discuss the pros and cons of each style of leadership.

Adapted from FAWE (2005a), Unit 13: Training in Life Skills.

ACTIVITY: Decision-making

Purpose: This activity uses a story to illustrate how sometimes we need to be brave to make the right decision.

Steps:

Organise students to dramatise this story:

> Joyce is a bright science student at Kiboko Secondary School. Mr Kamala, her chemistry teacher, is a very good teacher but Joyce has problems coping with her chemistry. One day, Joyce returned to the chemistry laboratory to pick up a textbook she had left behind and found Mr. Kamala alone. Mr. Kamala offered to give her extra tuition for chemistry. Several times during the tuition classes Mr. Kamala approached her for sexual favours. Finally Joyce accepted his proposal.

Ideas for discussion:

- Did Joyce make a good decision?
- Why did she make such a decision?
- What else could she have done?
- Could she have sought support? If so from whom?

Adapted from FAWE (2005a), Unit 13: Training in Life Skills.

SECTION B

ACTIVITY: Negotiation

Purpose: This role-play helps participants explore the concept of negotiation and think about what makes good negotiation.

Steps:

> It is the practice in Jambo School that only girls clean the school. They sweep the classrooms and grounds and clean the toilets. The boys are in charge of managing the library books. The girls want this practice changed, but they have to negotiate with the school head, who has previously refused to change the practice.

1 Divide the participants into two or three groups. Ask each group to perform a role-play to the rest, in which a student negotiates with the school head to change the offending practice.

2 After the discussion (see ideas below) you could get students to do a rerun of the role-play putting into practice the suggestions given.

Ideas for discussion:

- Discuss the results of the negotiation.
- Did all the students succeed in convincing the head to change the practice?
- How could they have done it better?
- Are there any practices that you would like to change in your school? How would you go about it?

Ideas for action: If the participants have identified any practice that they would like to change in the school they could put together an action plan to change the situation.

Adapted from FAWE (2005a), Unit 13: Training in Life Skills.

ACTIVITY: Peer pressure

Purpose: This activity illustrates how peer pressure can affect an individual's self-control and how it is important to try to be strong.

Steps:
Guide the whole group of participants to present the following story:

> Sara has joined a new group of friends. Tonight they plan to sneak out of school and they try to persuade her to go with them. Sara is scared because she knows that this is against school rules. Eventually her friends convince her to go with them. While they are at the disco, a sugar daddy buys them lots of beer. Sara has never tasted beer before and tries to refuse but her friends convince her and she gives in. As they are trying to sneak back to school, the teacher on duty finds them. They are to be expelled from school.

Ideas for discussion:
- Did Sara show sufficient self-confidence?
- Why did she give in to her friends?
- What could she have done differently?
- What would you do in this situation?

Adapted from FAWE (2005a), Unit 13: Training in Life Skills.

SECTION C

UNDERSTANDING GENDER

By the end of this section the participants will have acquired some understanding of the concepts of gender and empowerment and their relationship to girls' education.

"People are born female or male, but learn to be girls and boys who grow up into men and women. They are taught what the appropriate behaviours and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity and determines gender roles."

www.gender-budgets.org

ACTIVITY: Understanding gender

The term 'gender' can be confusing, and it is sometimes misunderstood as meaning the same as 'sex' or 'women's issues'. It is important for facilitators to clarify with all participants the concept of gender early on.

By the end of the session participants should be able to:
- define gender;
- explain the difference between sex and gender;
- understand the different ways in which roles and perceptions are influenced by prevailing social and cultural practices and attitudes.

Steps:
In small groups ask the participants to brainstorm the following questions:
- What are the physical differences between girls and boys / men and women?
- Do girls and boys / women and men do different jobs?
- Why?
- How do you feel about this?
- Are different things expected of you because you are a girl/woman or boy/man.
- Why?
- How do you feel about this?
- What do you understand by the term gender?
- What is the difference between sex and gender?

Ideas for discussion: After this discussion, the participants should come together to discuss their responses. If at this stage there is still some confusion, the facilitator should clearly explain the terms 'gender' and 'sex' and the difference between the two.

Adapted from ACFODE (2005), p.8.

## ACTIVITY: Girls' and boys' workload calendar

Purpose: This activity helps participants to analyse work done by girls and boys, and to consider whether the division of work is fair.

Materials required: large pieces of paper, pens, long, snappable sticks.

Steps:

1 Ask the group to discuss the work that girls and boys do on a regular basis. This may include jobs such as childcare, collecting fuel or water, paid labour on a neighbour's farm, working away from the home.

2 Ask the participants to make a list of categories of work done by men and women or girls and boys (i.e. cooking, cleaning, childcare, income work, collecting and gathering).

3 Then ask the participants to divide themselves into two single sex groups, and invite each group to construct a calendar on the ground. The calendar can be divided into months or seasons (summer/winter, dry/rainy, planting/harvesting, etc.) according to local understanding. Alternatively, a time chart can be constructed showing the hours in a day.

4 Then ask the participants to list the categories of work down the left hand side of the calendar. Then ask the two groups separately to place sticks snapped to different lengths, horizontally along the period marked for each work category, to show how much work is done by girls in that period, i.e. half of the time should be marked by a stick half the length of the time on the chart.

5 Come together to look at each other's workload calendars in turn.

6 Work with the group to agree a final version of both the girls' and boys' workloads, and copy it onto a large piece of paper. You could ask any participants who were not emotionally involved in the debate to do this.

	Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Cook												
Clean												
Collect wood												
Childcare												
In fields												
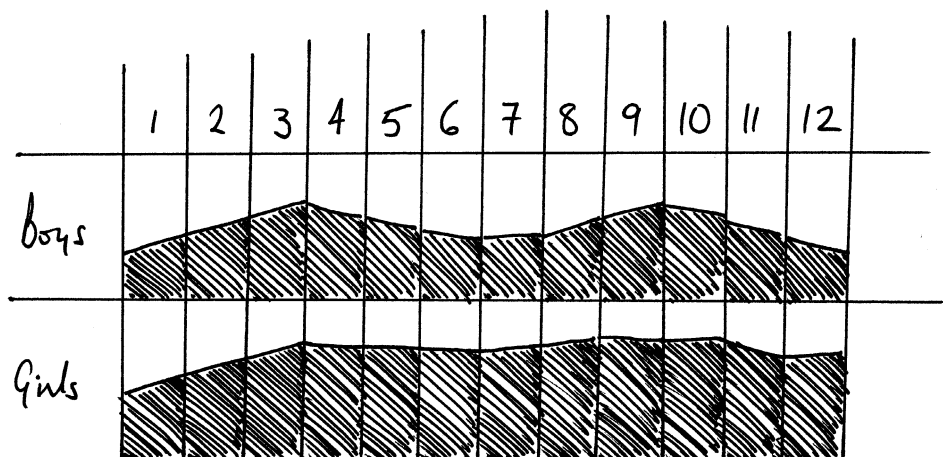
**Ideas for discussion:** The construction of the calendars will probably have involved a lot of discussion. These further questions may help:

- Are there times when there is too much work?
- What do you do when there is too much work?
- What happens if someone falls sick?
- Do girls work harder than boys or more than boys?
- Is the work that both groups do recognised as work?
- Is collecting fuel work?
- Is cleaning work?
- Why is work divided up as it is between boys and girls?
- Has it always been like this?
- Has it changed in the last ten or twenty years?
- Is there any need to change it now?

Ideas for action: A one-day swap of workloads by the girls and boys can be both entertaining and thought provoking.

Adapted from Archer and Cottingham (1996), p.126.
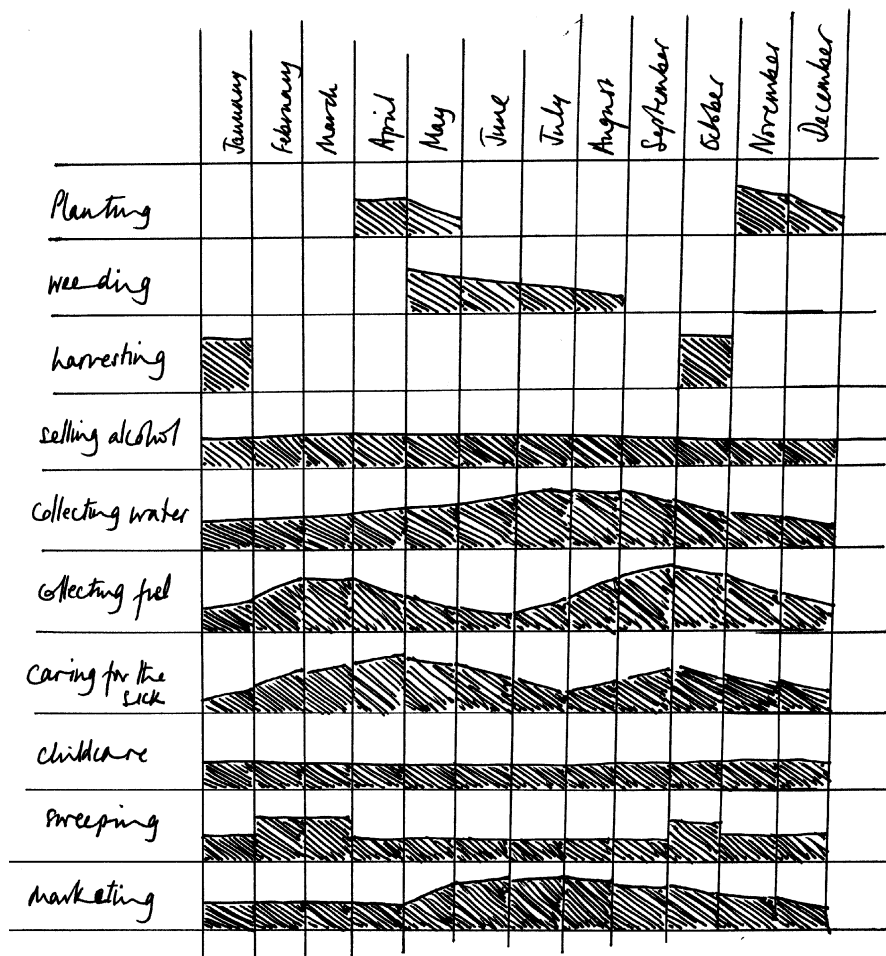
ACTIVITY: Body maps

Purpose: In this activity the participants use a body map to examine the expectations on girls/boys or men/women and how they impact on the lives of those concerned.

The body map can also be a useful tool to help participants learn about the body and discuss health issues, such as HIV and AIDS, pregnancy, alcohol or drug abuse, smoking, healthy food, etc.

Materials required: paper and pens, chalk or a stick.

Steps:

1 Divide into groups of four to six participants. In each group ask one of the participants to volunteer to lie down on the ground and ask another participant to draw around the outline of that person with a stick or chalk. If participants are not comfortable with being drawn round then the outline can be drawn without a human template.
2 Ask the participant to stand up again and then ask everyone to look at the outline.
3 Ask the participants to write or draw on the body indicating the qualities of the "ideal girl" (or boy/woman/man depending on the group involved) as seen by society. This might include for example "kind heart", "busy hands", etc, as the group decides.
4 You may need to give a couple of ideas to start with but otherwise allow the participants to discuss between themselves and negotiate the appearance of the body map.
5 Once the body maps are complete each group can present its body map to the other participants.

Ideas for discussion:

■ What are the ideal characteristics?
■ Whose ideal is it?
■ How close is the ideal to reality?
■ Is it easy to live up to this ideal?
■ Do you feel you ought to live up to this ideal?

Adapted from Archer and Cottingham (1996), p.176.

SECTION D

CONFRONTING HIV AND AIDS

The activities in this section are selected to help the participants to explore issues around HIV and AIDS.

While HIV and AIDS affect whole families and communities, women and girls are disproportionately affected. The spread and effects of HIV and AIDS has highlighted the fact that women's rights are systematically abused in many places in the world.

The following are examples of some of the difficulties women have to face:
- lack of control over their own sexuality and sexual relationships;
- poor reproductive and sexual health;
- coerced sex from violent rape to cultural/economic obligations to have sex;
- harmful cultural practices from genital mutilation to practices such as 'dry' sex;
- greater stigma and discrimination in relation to HIV and AIDS;
- lack of access to prevention education, media campaigns, condoms and reproductive health services before and after they are sexually active;
- sexual abuse – an important mode of transmission of HIV infection in girls.;
- disclosure of status, partner notification, confidentiality is more difficult for women than for men, particularly as most women are usually infected by their only partner/husband.

Adapted from Obondoh, Nandago and Otiende (2005), p.10.

ACTIVITY: Muddling messages

Purpose: This activity is an energiser, to make people laugh. It also helps us appreciate how easy it is to misunderstand what someone has said. In the context of HIV and AIDS it can help participants to understand how easily incorrect information can spread.

Steps:

1 Ask the participants to arrange themselves in a circle. You will then ask them to whisper the same message all around the circle, one person to the next. Then the finished version is compared with the original.

2 Think of a phrase to whisper beforehand, such as "many people round here like eating bananas" or "the sun at this time of year is very hot" or whatever.

3 Whisper this quietly to the person next to you and ask her/him to whisper it quietly to the next person.

4 This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper on what they have heard and is not allowed to ask for the phrase to be repeated.

5 Finally, when the phrase has been whispered all round the circle, ask the last person to say out loud what they heard.

6 Then announce to the group what your originally said. The message normally changes quite a bit as it goes round the circle!

7 If there is time, you could ask someone else to start off with another phrase.

Ideas for discussion:

■ Do you have any examples of such misunderstandings happening in real life?
■ Can you think of examples of misconceptions relating to HIV and AIDS?

Participants could follow up this activity by producing a table or matrix showing misconceptions about HIV and AIDS in one column and the correct information in another.

Adapted from Welbourn (1998), Exercise E1: Muddling Messages.

ACTIVITY: Discussing love

Purpose: The aim of this activity is to explore the many meanings of the word love.

Steps:

1   Ask the participants whether they can give you a word or words that means 'love'. Try to get everyone to agree upon this word or expression.

2   Then as a group analyse what kind of love this word or expression applies to – is it the love someone has for their partner (i.e. their husband or wife or recognised partner), or can it also be used to describe feelings between boyfriends and girlfriends, or lovers (who are not publicly recognised as a couple) or between brothers and sisters also? If other words or expressions are used to describe the different relationships, ask everyone to agree on those also.

3   Once everyone has agreed upon one or two words or expressions meaning love between partners (and, if necessary other words meaning love, between boyfriends and girlfriends, or loves, or between sisters and brothers), ask everyone to divide into pairs, preferably with someone whom they have not worked with before.

This part of the activity involves talking about love between friends, or family members, with no sex involved.

4   Ask each pair to take it in turns to describe to each other the qualities that they show to a close brother, sister or friend whom they particularly love; and then three qualities that they expect from the same brother, sister or friend.

5   Call everyone back to the full circle. Ask participants to share their thoughts, firstly on qualities they show to this person; and then on qualities they expect from him or her.

6   If there is general agreement, move on. If not, encourage participants to discuss the different views further in the whole group. Note the qualities down in two separate lists.

7   Do participants believe that the qualities they have chosen would be agreed by the person they were thinking of? In what ways might their views differ?

Next consider love between partners where there is a publicly recognised relationship between them and where they have sex. Qualities of love between lovers who are not in a publicly recognised relationship will be discussed later. This to help people explore how public recognition (or lack of recognition) affects a sexual relationship in their own culture.

8   Ask each pair to take it in turns to describe to each other three qualities that they would show to a partner (i.e. a spouse or publicly recognised partner) whom they love; and then three qualities that they expect from a partner who loves them. If the participants are not currently in a relationship, they can describe an imaginary relationship instead.

9   Then call everyone back again to the full circle. Ask them again to share their thoughts, on the qualities that they would show to a partner whom they love; and then on qualities that they expect from a partner who loves them. Again, if there is not common agreement, encourage participants to discuss the different views further in the big group.

10 Note the qualities down in two separate lists.

11 Do participants believe that their wife or husband would agree the qualities they have chosen? In what ways might their views differ?

Look at the four lists with the participants:

- Are there clear differences in the qualities of love described between partners and those described for sisters and brothers or friends?
- Why do these differences exist?
- What differences do the existence of sex or of formal contracts or public recognition of a liaison have on the qualities of the relationship?
- Does love equal sex, or does love equal marriage?
- If love does not equal marriage, what are the minimum levels of respect that they think each member of the couple should show each other.

Adapted from Welbourn (1998), Exercise C2: What is love?

ACTIVITY: Exploring stigma and labels

Purpose: This exercise helps the participants to experience to a small degree the misery that people with HIV feel when faced with the prejudices of others. Just because someone has HIV does not mean that they suddenly become inhuman or evil. Yet people's attitudes to them can change radically once it is known that they are HIV-positive. Is this fair?

Materials required: cards, crayon, and sticky tape.

Steps:

1 Distribute the cards and crayons. Then ask one half of the group to write a good quality on their card (such as generous, kind and caring, good listener, cheerful, etc).
2 Then ask everyone else to write a negative quality (such as liar, thief, selfish person, murderer, adulterer, etc).
3 When everyone has finished, ask each person to hold up their card in turn and show it to the rest of the group.
4 Then ask everyone to pass their cards to you and shuffle them so that they are all mixed up.
5 Leaving the cards in a pile, ask everyone to stand up and to move round the circle, greeting each other warmly, as they normally would.
6 Ask each person to come to you in turn and stick a card on each person's back without letting him or her see what is written on it. Tell everyone not to tell one another what the picture on their back shows.
7 Ask someone else to stick the last card on your own back.
8 When everyone has a card attached to their back, ask them to move around again, greeting one another. The style of their greeting should depend on the label that they see on the back of the person they are greeting. So if, for instance, they are greeting someone with a 'liar' label, they may show their reaction in their face and movements as they greet that person. If they meet people whom they would like to make friends with, they can stay close to them.
9 After everyone has greeted one another again, and moved into groups of friends, ask them to come and sit down again in a circle, leaving their labels on.

Ideas for discussion:

Ask the group the following questions:
   ■ How did you feel during the first meeting with your friends?
   ■ How did you feel during the second meeting?
   ■ Did others treat you differently? How?
   ■ How did that make you feel?

Next, ask everyone to remove their label and take a look at it. Then ask:
   ■ What have we learnt from this exercise?
   ■ How can we relate this lesson to the care of people with HIV and AIDS in our community?

Adapted from Welbourn (1998), Exercise D.3: Who's labelling whom?

SECTION E

LEARNING ABOUT OUR SCHOOL

By the end of this section, the participants should better understand and be able to act upon issues affecting them in school.

ACTIVITY: The value of information

Purpose: This activity helps to illustrate why it is useful to collect information on our surroundings.

Steps:
Ask participants to discuss the following case:

> During a familiarisation exercise, the students in one school found out that there were 2,500 girls and 1,500 boys in the school. They also found out that there were two girls' toilets for and two boys' toilets.

Ideas for discussion:
- What problems or issues arise out of this situation?
- What could be done about it?
- Can you think of similar issues in your school?
- What could be done about them?

Adapted from FAWE (2005a), Unit 7: Data collection.

ACTIVITY: School map

Purpose: This activity is designed to get the participants involved in the setting of school priorities and policy decisions by asking them to make a map or model of their school. This can help parents, SMCs and teachers to really understand how the participants feel about their school – what they like and what needs to be changed.

Materials required: locally available materials such as sticks, stones, string, paper and cardboard.

Steps:

1 Divide the participants into groups and ask them to make a model or map of their school using the materials available. The model can be constructed on a table or on the floor or ground.
2 Participants should mark the most important areas of the school, their favourite place, no-go areas, etc.
3 The participants can then give a "tour" of their school explaining the most important features or issues.
4 If a large-scale model is constructed on the ground, a paper copy can be made or photos taken of it to aid later discussion.
5 If there is time the participants can make two models, one of the real school and one of the ideal one. Or move the materials around to change the real school to an ideal one.

Ideas for discussion:

The real school

■ What do I think about my school? Do I like it/dislike it? Why?
■ What is my favourite part of my school? Where and why?
■ Are there any places I avoid going in school?
■ What makes me unhappy/frightened about those areas?
■ What are my favourite lessons? Why?
■ Are the teachers nice to me in school?

The ideal school

■ How would I like my school to look (classroom, toilets, playground, etc)?
■ What would I like in my school (books, teachers, friends, etc)?
■ What would the classrooms look like?
■ What would happen in my ideal school?
■ How is this different from my current school?

Adapted from Obondoh, Nandago and Otiende (2005), p.36.
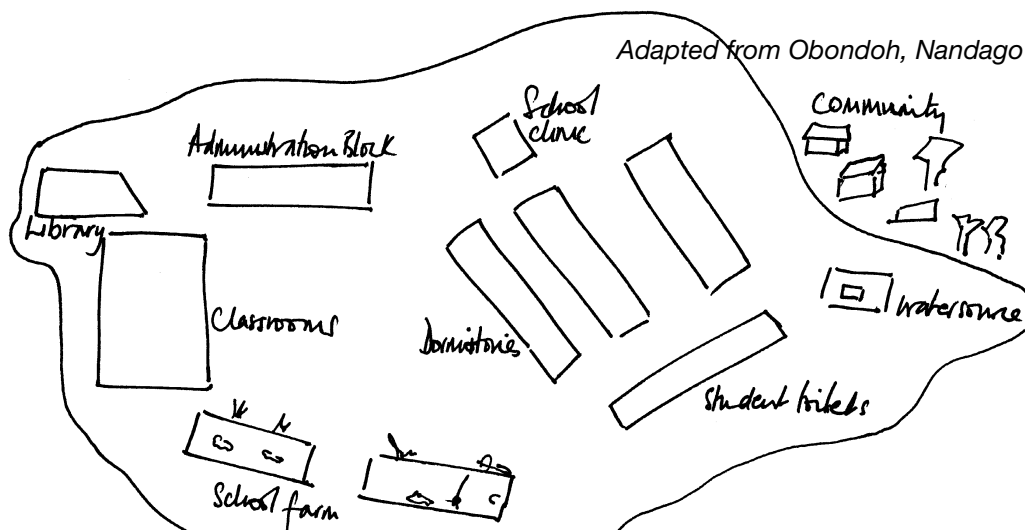
ACTIVITY: School river

Purpose: The image of the river is a useful one: its changing width, current and direction as well as features such as whirlpools, islands, rapids, waterfalls and forks, can represent changes and events in our own histories. The river can be used to trace an individual's personal journey or to represent the history of a community or organisation. In this exercise, the river is used to help participants to think about their experience of school over a period of time.
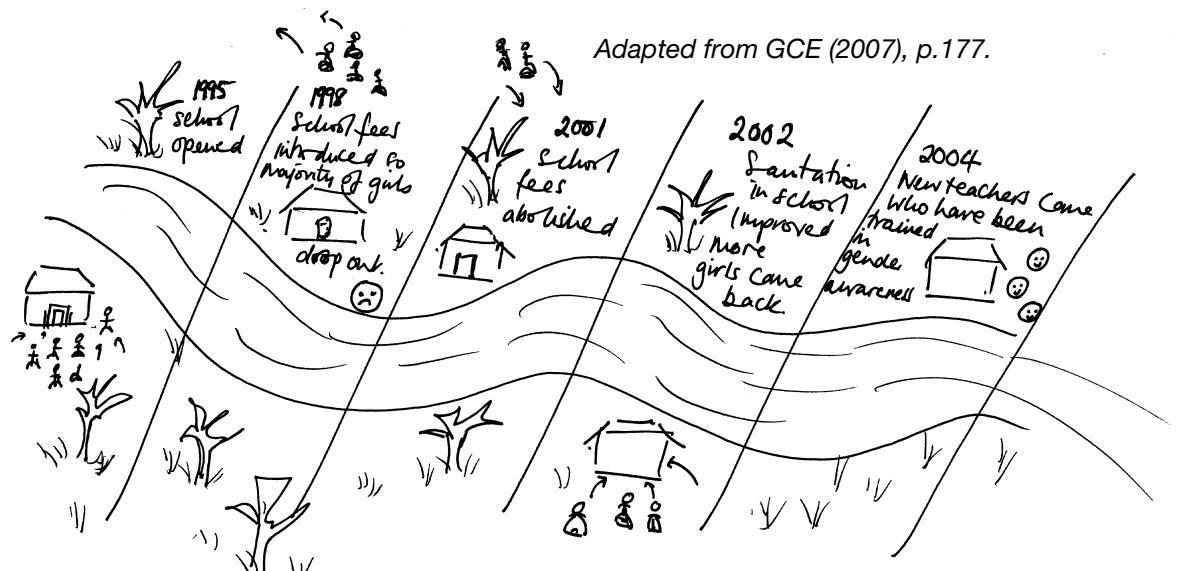
Materials required: paper and pens, or locally available materials such as sticks and stones.

Steps:

1 Ask the participants to look back to when they first started school and think quietly about the following questions:

- How did I feel when I started school?
- Has that feeling changed over time? How?
- What key events (personal or for the whole community) have happened since I started school?
- How did they affect me?
- What is my favourite thing about school?
- What don't/didn't I like about school?

- What has made me unhappy/frightened?
- Have I ever avoided going to school? Why?
- Has the school itself changed since I started?
- How does school link to my life outside school?
- Do they think their experience is different from that of the boys? If so in what way?

2 Each participant then draws the journey of time at school in the form of a river. This can be done on large sheets of paper or directly on the ground using chalk and locally available materials such as sticks, pebbles, etc. The facilitator should also construct their own river.

3 When everyone has constructed their river they can share them in small groups. At the end of each person's story, other participants can ask questions.

Ideas for discussion:

After sharing their individual rivers, participants may wish to look at whether there were common events that affected the whole school, and what type of events these were. They should be able to come up with a list of reflections on the current state of their school and recommendations for what they would like to see happen/change.

Adapted from GCE (2007), p.177.

ACTIVITY: Analysing gender roles at school

Purpose: This activity helps participants to analyse gender roles in the school.

Materials required: paper and pens.

Steps:

1   Ask the participants to find out the following information in their school:

- How many women and men are there in the following positions: school board, heads of departments and prefects?
- Is the school head a man or a woman?
- Is the head prefect a girl or a boy?
- How many male students and how many female students are there?
- How many female teachers and how many male teachers?

Discuss the gender equality implications of this situation.

2   Ask the participants who does the following when visitors come to the school:

- receives the visitors;
- talks to the visitors;
- cooks and serves;
- gives a brief on the school;
- presents the visitor with gifts.

Discuss the gender equality implications of this situation.

3   Make a list of the tasks performed by men, by women, by boys and by girls in the school.

Discuss whether this is a fair distribution of the tasks. What impact does this have on the education of the girls and/or boys?

Adapted from FAWE (2005a), Unit 1: Understanding Gender.

ACTIVITY: Analysis of textbooks

Purpose: The aim of this activity is to help participants assess the gender appropriateness of the textbooks that are provided in school. Textbooks often describe 'real life' situations as a way of encouraging reading, discussion and analysis. Unfortunately, these 'real life' situations are often highly stereotyped and may reinforce existing gender discrimination.

Materials required: a selection of textbooks used in local schools.

Steps:

1 The participants divide into small groups. Each group takes one or two textbooks and discusses the following questions:
- How many times do women/men, boys/girls appear in the textbook?
- What roles are they playing?
- Could some of the roles be reversed?
- How might these pictures influence the girls and/or boys using the books?
- Is gender-specific language used?
- What is the impact of the language use?
- What message do the books send about acceptable behaviour, roles and attitudes for girls/women and boys/men?

2 Then ask participants to select one illustration or sample text in the textbook that is not gender responsive and make it gender responsive (perhaps by drawing a new version or by photocopying it and superimposing the proposed changes).

Ideas for discussion:

Back in the large group participants should discuss what they have learnt in this exercise. Were they surprised? What percentage of the textbooks examined needed lots of changes? What had to be changed in order to make the books more gender responsive?

Ideas for action:

To totally revise materials would involve changing language and illustrations – probably buying complete new sets of materials for the school. An immediate and complete change therefore may not be practical, especially since the selection of texts is not usually determined at school level. However, at the end of this activity, the group may decide to develop a selection of materials to complement their existing materials, either themselves or through the SMC, perhaps using local artists, or even as an exercise in class.

Adapted from GCE (2007), p.76 and FAWE, 2005b, p 15.

SECTION F

GETTING ALL GIRLS INTO SCHOOL

The activities in this section should help participants to understand the reasons why many girls are still not in school and encourage them to advocate to make sure that all girls have access to quality education.

ACTIVITY: Who is out of school and why?

Purpose: In this activity a map is used to help participants analyse issues affecting access to school.

Materials required: paper, pens, string, tape and any locally available materials.

Steps:
1 Ask the group to lay out a plan of the village, starting with a neutral central point, such as a tree, well or meeting area. Roads, rivers and communal buildings should be put down first so that people can orient themselves. This creates the basic framework for the space.

2 The meanings for the symbols should be selected and agreed upon by the whole group. For example a stone could represent a house. Moveable objects are crucial as everyone needs to be able to go back, change and add elements as the map develops.

3 Participants should add their own houses and indicate the number of children in each house, their age and sex, and whether they are in school or not.

Ideas for discussion:
- How many families live in the area?
- What are the differences between these families? Are some richer than others, do they all come from the same caste or tribe?
- Are there differences according to where you live in the village?
- What jobs do children do at home?
- How many children are out of school?
- What are the reasons for keeping children out of school?
- Does the community see education as important?
- What do local people think about the school?
- How do children get to school?
- What is the school environment like for the different children?
- How many children are in school? How many are in each class?
- For how many years do children go to school?
- How does the school cope with children who have disabilities?
- What policies are in place for orphans and vulnerable children?

Adapted from Obondoh, Nandago and Otiende (2005), p.27.

ACTIVITY: Out of school problem tree

Purpose: The tree is a useful image to represent the causes and effects of a particular problem.
■ The trunk usually represents the situation to be analysed;
■ The roots represent the causes of the situation, events leading up to it, or things necessary for its existence;
■ The branches are the consequences of the situation;
■ Fruits or flowers may be added to represent possible solutions or actions.

In this example, a tree is used to look at why girls are not in school and at the consequences of this.

An alternative to the problem tree could be a healthy tree, looking at the factors that enable girls and or boys to go to school and the advantages associated with school. The group could focus on how to move from the unhealthy to the healthy tree. When thinking through how to address the challenges it will be important to identify who is responsible for implementing the solution, and to develop strategies for involving the key stakeholders, holding them to account.

Materials required: paper and pens, or mud and sticks to create the graphic on the floor.

Steps:
1 In small groups the participants work together to construct the tree.
2 On the trunk of the tree participants write the problem – "girls out of school".
3 Participants may then write the causes of the problem on the roots. It is useful to use stick on roots or post-it notes that can be easily moved or removed as the ideas are discussed and negotiated.
4 Participants then use the branches to show the impact of the lack of access to school.
5 Participants may add additional elements as they wish.
6 Once the tree is complete participants may discuss the points and may alter the tree accordingly.
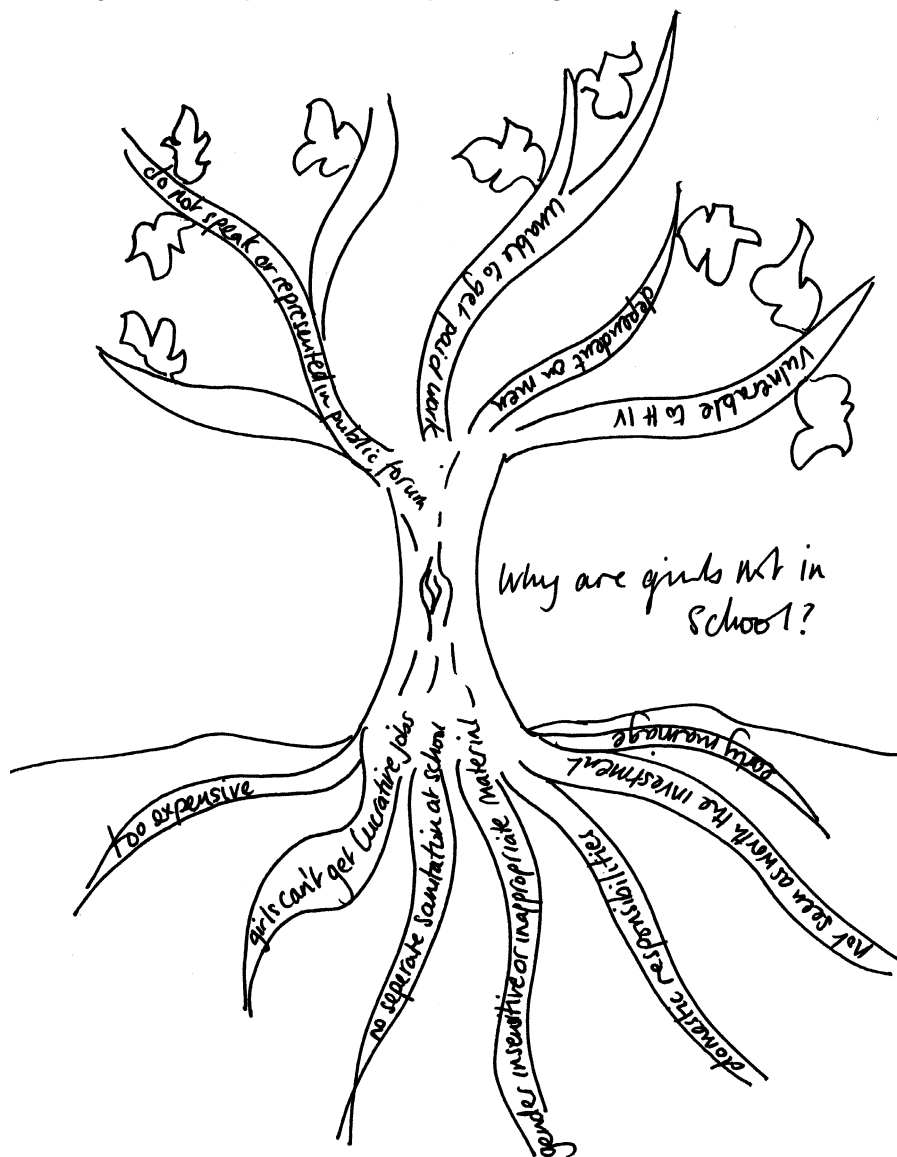
Ideas for discussion: There will inevitably be much discussion during the construction of the tree and when it's final form is agreed. Once the tree is complete participants may divide into groups to discuss ways of tackling the issues raised – other symbols (such as fruits or fertiliser) may be used to illustrate action points.

Ideas for action: The participants could develop action plans to secure girls' right to education. This might involve looking at how family-based discrimination prevents girls from attending school and developing systems to overcome this, including raising awareness in the family about the importance of education.

The participants might build their analysis into an awareness-raising tool and develop a drama to illustrate the conclusions of their discussion. They may seek the involvement of a range of local organisations including the school itself, local government, faith-based groups, women's groups, village development committees and discuss with them their role in tackling issues that prevent girls from accessing education. Moving beyond the local community, it can be empowering to link to other groups of girls – for solidarity, to share experiences and to amplify voice at the district and national levels for change.

Adapted from GCE (2007), pp. 71 & 223.

ACTIVITY: Why-why-why chain

Purpose: This is a simple tool to examine why a problem exists. Use the why-why-why chain worksheet or pieces of card as illustrated below to consider the reasons why girls (and/or boys) are out of school.

Materials required: paper and pens, or blackboard and chalk.

Steps:

1. Ask the group to nominate a particular issue of concern, for example 'Girls are not able to go to school'. Write this issue in the first box on the left hand side of the worksheet, titled 'issue'.
2. Ask, "Why is this happening?" and write the answer in the next box. The answer might be because the parents don't have enough money to pay for the fees. Again, ask "why?" So for example, the answer might be that user fees are too high in relation to household income. The chain can go on for as long as the participants feel able to ask why and think about answers.
3. If the issue chosen has multiple causes, new chains can be started radiating from the same issue. The participants could split into small groups to complete these chains.
4. Participants can complete the chains by going back to each answer and thinking of a solution, to be added in a different colour.

Adapted from Global Action Schools, p.14.
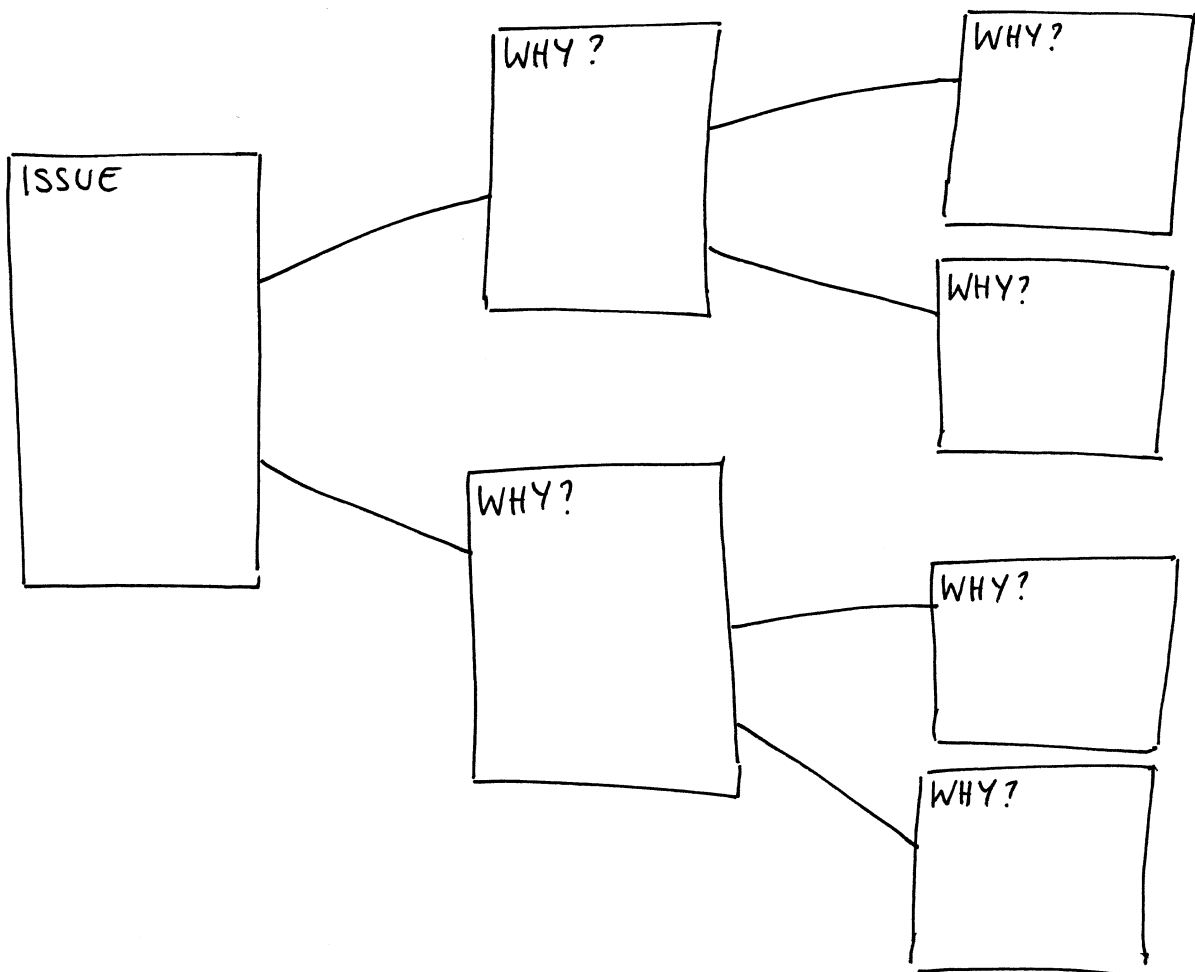
ACTIVITY: Trigger pictures

Purpose: This activity uses an image to focus attention on an issue, in this case the problem of girls' lack of access to school.

**Materials required:** flip chart, selected image, paper and pens.

Steps:

1 Select an image relating to the issue and place it in the centre of the 'Trigger picture' worksheet.

2 The participants should then consider the following questions:
   - Who is it an issue for?
   - What is the message of the image?
   - Why was the photo taken?
   - How many people does the issue affect?
   - Would other people respond to the photo in the same way?
   - What can you do to improve the situation?

3 Participants can write their answers to the question in a spider diagram around the image.

4 If possible keep the worksheet and it can be added to over time as participants come up with new ideas.

Adapted from Global Action Schools, p.14.

* Does it affect people in school?

* What is the issue?

Photo or picture here X
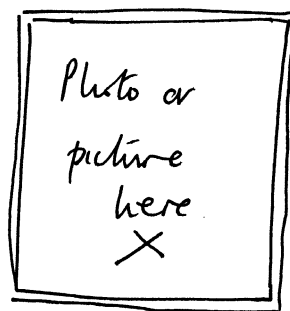
* Does it affect girls more than boys?

* What does it make you think?

* How does it make you feel?

* What does it make you want to ask?

* Does it affect the school environment?

ACTIVITY: Personal testimony

Personal testimonies can be vivid and challenging, and can breathe life into an issue. Participants may wish to invite someone who has dropped out of school to come and discuss their experiences, for example.

Materials required: pen and paper, or tape recorder.

Steps:

1 Divide participants into small groups and ask each group to select an issue and record a personal testimony, or a number of personal stories, to illustrate the issue.

2 The group may decide to approach someone outside the group who they know has a powerful story to tell.

3 It is important to put the person telling the story at ease, and not to overwhelm them with too many questions. Sometimes a visualisation technique, like a river may help the person tell the story in a more structured way. Alternatively, the group may prepare a series of questions.

4 Once the story has been collected the group can review it, look at where additional information is needed, and restructure is as appropriate.

5 The testimony should only be distributed with the original storyteller's permission, but could be a good tool to illustrate an issue outside the group of participants.

Adapted from GCE, 2007, p.28.

SECTION G

EXPLORING ROLES

Many people feel safer and more able to speak out when playing a 'role'. Therefore role-play, theatre and follow up discussions can be a good way to bring difficult issues out into the open both in school and beyond.

Role-play can be an effective way to analyse issues and rehearse situations. Participants might re-enact a real incident, examining power dynamics and or conflict, identifying how they might behave differently next time and what additional information might be useful to transform the situation. Or participants could simulate or rehearse a situation, showing what normally happens and what they would like to happen. This can help to test strategies and refine arguments. Finally, participants can switch roles – men become women, girls and boys, teachers become parents, literate become illiterate, etc. This can help to understand others' reactions and behaviour, to see other points of view and identify points of leverage for changing relationships.

The role-plays can be developed into pieces of theatre to show to wider audiences, to communicate specific ideas. As the facilitator you should try to find out which form of drama is most attractive and captures the imagination of the girls and boys with whom you are working. Often traditional forms of performance are most effective. Children often feel more natural and more at ease using their traditional style to act out messages to a larger audience and the message may be more appealing to the community if their traditional drama form is used to present the message.

The theatre performance allows the participants to communicate their views to an audience without causing offence. The fact that one is assuming another role makes the performer a neutral messenger. It's also a fun way of absorbing a message. As such, difficult subjects such as sexual harassment of students by their teachers, forced marriage of girls by their fathers, or bad leadership at the school can be handled by the students with less fear. The theatre performance also gives voice to young people; often denied to them by cultural practices dictating that young people cannot challenge adults.

Adapted from FAWE, (2005a), Unit 10: Theatre Performance.

ACTIVITY: Theatre preparation exercises

Purpose: These are warm up activities, but will also help to demonstrate that when we communicate, other people will subconsciously read our body language as much as listen to our words, and that using our voice and body bravely can help our confidence.

Voice projection:
1 Ask the participants to stand at one end of the room, and to project their voice to the other end of the room. Use a simple word like 'hello'.
2 Get the participants to speak at different levels of loudness together, starting with whispering and building up to shouting. Use good, emotive words like 'Stop!' or 'Well Done!'
3 Get the participants to imitate different sounds e.g. animals, birds, people, natural phenomena like thunder, wind, rain and any others that you all think of.

Body movement:
Ask the participants to walk around the room imitating different characters such as old people, young people, drunk, thief, girls, boys and any others you all think of.

Then ask them to move different parts of their body at different times – for example swing a leg and an arm, or nod their head and waggle their tongue.

The mirror game:
Divide the participants into pairs. One is the mirror and the other is the person looking in the mirror. The one who is the mirror repeats every action made by the person looking in the mirror, but of course if the one in the mirror raises their left arm, the one who is the mirror raises their right. After a while, reverse the roles.

The space game:
Get the students to stand apart to allow free movement. Then ask them to use the space around them giving them different instructions such as:
- imagine that there is a high ceiling and you have to touch it with your fingers;
- imagine that the space is a very tiny prison cell and you have to move in it.

Adapted from FAWE (2005a), Unit 9: Theatre Preparation Exercises.

SECTION G

ACTIVITY: Participatory theatre creation

Purpose: The theatre creation process is intended to involve all the participants. They decide on the content of the performance, they direct it and everybody takes part. The facilitator can guide, but not direct.

Steps:

1 Together with the students, select about four of the problems outlined in earlier activities. Ideally, the problems should include two problems affecting girls only, one affecting boys only, and one affecting boys and girls.

2 Ask the group to select a minimum of two students to act as 'jokers' for the post-performance discussions. The role of the jokers includes:
   - being prepared to play role of master of ceremonies;
   - going around to the different theatre creation groups to familiarise themselves with the content of the performances;
   - noting the main points of each performance including the problem, root causes, the possible solutions being advanced by the group and the questions thrown to the audience;
   - leading the discussion at the post-performance discussion.

3 Ask the participants to divide into four groups, each choosing one of the four problems.

4 Ask the groups to decide on the artistic form of the performance. These can include drama, dance, song, story telling, rap, poetry, and any other. This is an opportunity for the students to bring out their creativity, to use their cultural heritage and to speak out.

5 The student to prepare a performance of not longer than 15 minutes, which will communicate the problem, the root causes of the problem, the possible solutions and questions to provoke action.

6 Each group should democratically select a leader, as well as one or two people to record the content of their performance.

7 The facilitator and participants may decide to put on the performance for an invited audience from the school community. If so, the participants should prepare costumes, props and make up, and also materials for the publicity, and be responsible for sending out the invitations.

8 During the preparation, the facilitator can work with the jokers on how to conduct the post performance discussion.

Adapted from FAWE (2005a), Unit 9: Theatre Creation.

ACTIVITY: Post-performance discussions

Purpose: The participants should learn the following from this exercise:
- what is expected of a post-performance discussion;
- skills to conduct a post-performance discussions with the audience.

There are three models for post-performance discussion:

1 The discussion for all the performances takes place at the end of all the performances, with the audience as one large group.
2 The audience is divided into smaller groups for discussion and they later reconvene to discuss their findings.
3 The discussion is held after each performance. In all three models the jokers are the facilitators.

The facilitator should work with participants to show them how to:
- project one's voice to a large audience;
- lead a discussion by highlighting points and coming to a clear conclusion;
- encourage everyone to speak;
- show politeness and patience and respect to all.

As well as discussing any issues raised by the performance, the audience may be invited to discuss the artistic merit of the performance: whether the characters were creative, whether the actors performed convincingly and whether the performance was entertaining.

Adapted from FAWE (2005a), Unit 11: Post-Performance Discussion.

SECTION H

MOVING FROM IDEAS TO ACTION

ACTIVITY: Planning tree

Purpose: This uses the familiar shape of a tree to map out what actions need to be taken and in what order.

Materials required: paper and pens, blackboard and chalk, or locally available materials such as sticks and stones.

Steps:
1. Create the shape of a large tree in the middle of the floor, either by drawing it on several pieces of flip-chart paper stuck together, or using sticks and other materials.
2. Write or make a symbol for the action, and add it to the trunk.
3. Write or make symbols for goals and display these as fruit.
4. Tasks for achieving the goals are the branches, e.g. taking photos, writing a letter, designing materials, etc.
5. The resources needed should be displayed as the roots.
6. Leaves can be added with people's names on them, representing who does what.

Ideas for discussion:
- What are the tasks that need to be done?
- What order do the tasks need to be done in?
- Is it possible to do all of them?
- Which ones are most important?
- Who is going to do what?

*Adapted from Global Action Schools, p.55.*

ACTIVITY: Action plan

Purpose: An action plan is a tool for guiding the implementation of the activities suggested during the activities and discussions.

Steps:

1 The facilitator obtains the list of problems identified.

2 The facilitator explains to the students what an action plan is.

3 The facilitator uses the action plan matrix (see illustration below) to show the students how to do an action plan.

4 The facilitator divides the participants into groups and assigns a problem to each group.

5 In their groups, the participants develop their action plan using the matrix.

6 Each group presents their action plan for discussion by the group.

7 A group is appointed to compile the individual group plans into an overall plan. The group should have a representative from all the different stakeholders involved in the activity.

8 The group brings together the action plans into a single action plan for the school.

9 The action plan is discussed with all the stakeholders and agreed upon.

10 Comments from the other stakeholders are incorporated and the action plan is finalised.

11 The participants share the action plan with all the other stakeholders. The facilitator should ensure that there are sufficient copies made of the action plan for everyone involved.

Adapted from FAWE (2005a), Unit 12: Action Plan.
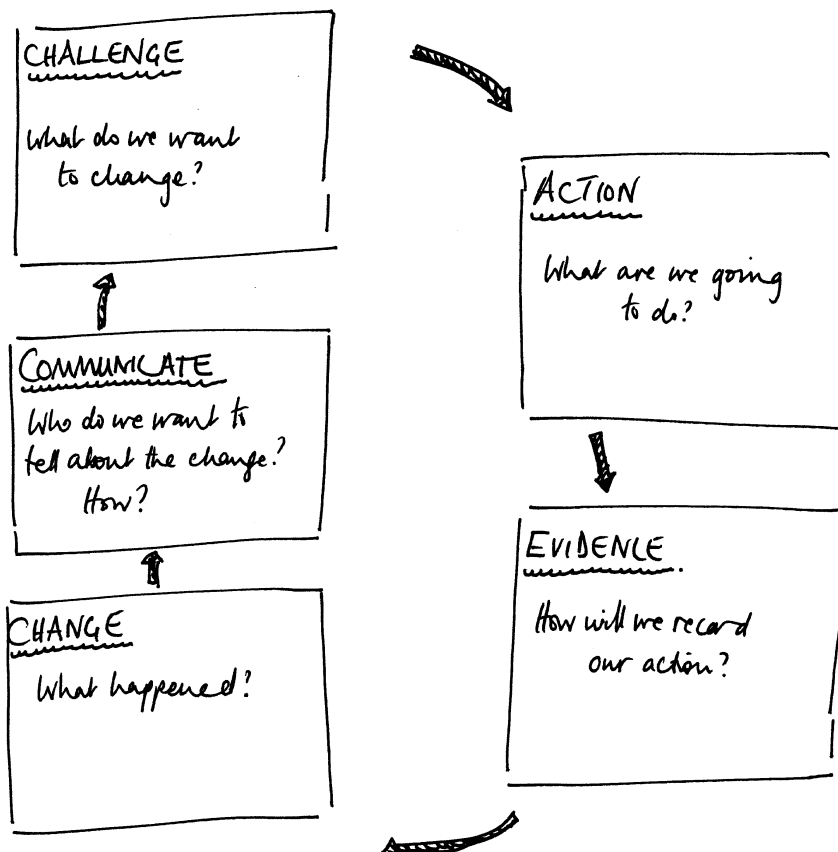
ACTIVITY: Presenting ideas

Purpose: Here we look at a variety of ways of speaking out on issues relating to girls' education. Participants are able to present their ideas to people who influence their situation and may be able to bring about change.

Speech balloons:

1 Divide the participants into pairs and ask them to sketch pictures of one another. Participants should draw their partner with a big balloon or 'speech bubble' coming out of their mouth to show their thoughts. Leave the 'speech bubble' empty for now.

2 Ask participants, in the same pairs, to tell each other their name and age, one reason why education matters to them, and what they think leaders could do that would help them. Other issues can be chosen as appropriate.

3 After doing this, each person should fill in the 'speech bubble' with a short message summarising their partner's thoughts on their chosen issue.

4 Go around the room and ask each person to introduce his or her partner by holding up their portrait and reading out the speech bubble.

5 The portraits can be presented or sent to local or national politicians. Or, if you have a camera, you can take a group photo with each child holding up the portrait she has made of her partner.

Photo diaries:

Photos have the ability to grab attention and get messages across quickly. Participants could photograph their everyday life experiences. These could either be exhibited to share their particular experience or as a way of collecting evidence for campaigning.

Exhibitions:

Create an exhibition about the issues explored in the group. Decide what to exhibit and who the audience will be. Choose an appropriate space and time when people can get to the exhibition. Think through what the audience needs to know and how best to communicate it. Take photos of the exhibition and interview people who attend the exhibition in order to further disseminate the ideas.

Posters:

Ask participants to design a poster, flyer or postcard that can be distributed to large numbers of people. This should be eye-catching and include a clear message. Decide on what its purpose is and make sure the message is clear. Also, remember to include information on how the people who see the materials can help.

Using the media:

Explore ways of broadcasting information that has been collected through TEGINT. Using the media is a powerful way of reaching large numbers of people and influencing decision makers to take action.

Adapted from Archer and Newman (2003), I000/I010/I011/I012.

ACTIVITY: Meeting with officials

Purpose: Officials are not experts in everything. When people have a concern that they wish an official to act on they need to 'brief' him/her about the issue and what they would like him/her to do on their behalf. It is therefore a good idea to prepare a simple summary on paper. This is something that they can leave with the official to keep the issues fresh in his/her mind. One side of A4 paper is a suitable length – long enough to provide helpful detail but short enough to be read in five minutes.

Steps:

1 Before completing the briefing participants should first think through the issues systematically, perhaps using an action table or why-why-why chain.

2 Suggest a structure for the briefing. It could be:
   ■ Introduce the issue;
   ■ Give some information about the scale of the problem;
   ■ Give reasons why it is an issue;
   ■ Describe the effects of the problem;
   ■ Suggest what could be done to help change the issue;
   ■ Outline exactly what you want the official to do.

3 Participants should identify what they feel are the most important 'bullet-points' to make under each heading.

4 The briefing should be written out in a clear and eye catching way in order to be presented to the official.

Adapted from Global Action Schools.

NEW ACTIVITY ADDED

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

ACTIVITY:

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NEW ACTIVITY ADDED

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Ideas for action:

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

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