

# L2B x GU



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## Purpose

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The purpose of this adapted program is to introduce Learn to Breathe (L2B) into Girl's United (GU) curriculum. L2B is a program that teaches students how to recognize and regulate their emotions. It provides intentional strategies to support students in processing past or ongoing stressful (and potentially traumatic) experiences. This concept is also referred to as "mindfulness".

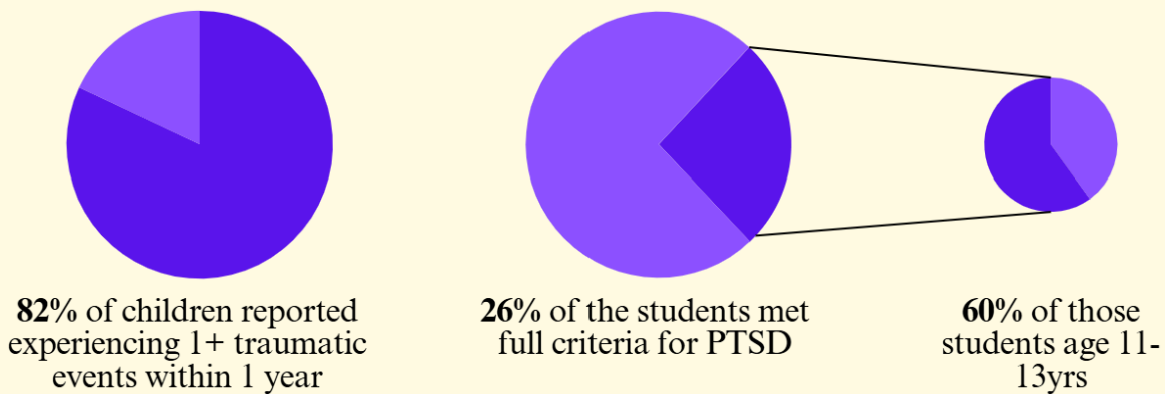
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## Why is this Program important?

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As seen in the table below, many Kenyan students have experienced at least one emotionally distressing even in their lifetime

### Post Traumatic Stress Disorder survey given to 2482 primary and secondary school students ages 11-17 in Kenya\*



\*UCLA PTSD Reaction Index

Girls in Kenya also face specific physical and social barriers that have long-term impacts on their schooling and future careers

- **1 in every 2 children** in Kenya experience violence
- **Unplanned pregnancy:** 15% of adolescent girls have been pregnant and nearly 20% of Kenyan girls marry before the age of 18 (The Kenya Demographic and Health Survey)
  - **Missed schooling:** Girls miss an average of four school days every month, translating to 165 days of learning loss over four years of high school (Flying Kites)
- **Sexual gender-based violence:** 91% of the sexual gender-based violence cases were girls age 10-17 (Kenya Violence Against Children Survey 2020)
  - See more on page 5 about sexual gender-based violence
- **Sexual violence:** 66% of girls experienced multiple sexual violence violations before 18 years old (Kenya Violence Against Children Survey 2020)

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## What this program will do

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**Educate girls** on puberty, menstruation, and safe sex practices to help prevent unplanned pregnancies. Provide girls with **emotional recognition and regulation strategies** to practice anywhere they are. **Teach girls their rights** so they can make informed decisions about their bodies. **Empower** them to know about their body and what is best for it.

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## Important Terminology

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**Stress:** Our body's reaction to changes or challenges in life

- **Toxic stress** is when the body continually activates the stress response system in the brain

**Trauma:** An emotional response to a terrible event or events that has long lasting, negative effects on the way we function and our physical, social, emotional well-being

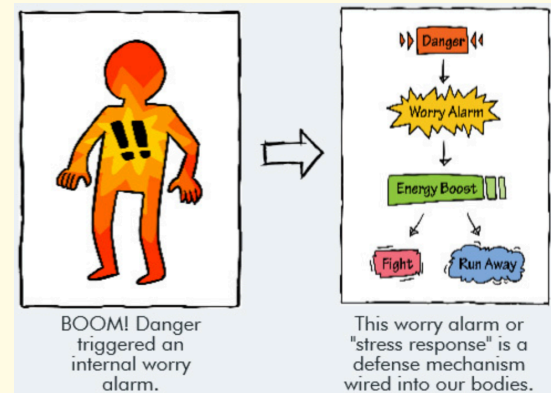
**Examples of Trauma<sup>1</sup>:** Not an all inclusive list. Some events may be more or less traumatizing for certain children

- Being involved in post-election violence
- Being in another kind of disaster (fire, flood, storm etc.)
- Being in a bad accident
- Being in a place where war was going on around you
- Being hit, punched, or kicked very hard at home or school
- Seeing a family member being hit, punched, or kicked very hard at home
- Being beaten up, shot at, or threatened to be hurt badly
- Seeing someone being beaten up, shot at, or threatened to be hurt badly
- Seeing a dead body in your area
- Having an adult or someone much older touch your private sexual parts
- Hearing about the violent death or serious injury of a loved one
- Having painful and scary medical treatment in a hospital

**Trauma sensitive responses:** A way to work with students that is sensitive to past or ongoing traumas children and their families may have experienced. These responses acknowledge that these traumas might influence the way the child acts and may cause the child to react strongly.

- **Goal:** Help students move away from a fear response and towards a calm response.
  - **Trauma sensitive lens:** Observing how students behave/act while keeping in mind they may currently be experiencing trauma in their lives or may have experienced trauma in the past.
  - This lens helps prevent re-traumatization

Children can act in a variety of ways when experiencing a trauma reaction: Fear, anxiety, worry, withdrawal, difficulty concentrating, aggression, headaches, stomachaches





- **Trigger:** can cause an even stronger traumatic reaction. This happens because the student's brain is telling the body they are currently in danger and is sending signals to Fight Flight or Freeze.

Some ways to respond to a child having a traumatic reaction:

1. Check your own level of stress, use a calm and respectful tone of voice
2. Identify, acknowledge and label feelings with the child.
3. Pay attention to your body language, gestures and physical closeness to the student. Offer space.
4. Be clear. Try not to give too many directions.
5. Avoid arguing with the student.
6. Give the student a choice in the moment.
7. Use mindfulness techniques (breathing exercise, providing something to hold or squeeze).

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### Outline

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Each lesson has a “Main Theme”, “Journal Prompt”, and “Activity”.

#### Main Theme

- The Main Theme is the main objective for the meeting and combines ideas from L2B and GU’s curriculums. It includes the “key idea” of the GU lesson for that meeting as well as an important mindfulness concept.
- What is in *italics* can be used as a script for the Child Protection Volunteers to share with the GU Patrons

#### Activity

- The Activity is meant to be used after learning about the topic of the meeting. It provides a chance for students to engage together around the key idea of the lesson. The hope is that students use the activity to hear other students' perspectives as well as explore the lesson objectives more deeply in a different manner to promote learning.
- All activities can be completed without prior lesson exposure (ex. During the Energizer Activity time). However, some marked with an asterisk (\*) would be most beneficial if the lesson was reviewed first.
- Activities in [blue and underlined](#) are linked in the Appendix

#### Journal Prompt




- The Journal Prompt is meant to be used as the “reflective activity” in GU’s curriculum. It involves diving deeper into the key idea of the lesson and provides an opportunity for students to reflect on what they learned and thoughtfully apply it in their own life. As it is meant to be written in their journal, the hope is students can explore some of the harder questions and/or topics in a more comfortable and private manner if they prefer.





## What is Violence Against Children?

Adapted from "[Protecting Children Against Violence](#)" The Republic of Kenya's Ministry of Labour and Social Protection June 2020

**Violence against children** is any action or words that cause harm, injury, or sadness to children. It happens in homes, schools, and communities across Kenya no matter the tribe, religion, or upbringing.

This table outlines the main types of violence committed against children and the associated laws that are set up to protect children.

Name	Description	The Law
 PHYSICAL VIOLENCE	Beating, slapping, pushing, shaking, pinching, punching, kicking, beating with an object, threatening someone with a knife, gun or other weapon, among others.	"Every child has the right ... to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour". The Constitution of Kenya Article 53 (1)(d)
 CORPORAL PUNISHMENT	Hitting, slapping, smacking, and physically hurting a child as punishment at home or in school.	"Any person who torture or other cruel and inhuman or degrading treatment, including corporal punishment, commits an offence and shall, on conviction, be liable to the offence under the Prevention of Torture Act (Cap. 88)". The Children Act Article 25 (3)(c)
<b>Solution</b>	<a href="#">Classroom Management Strategies</a> Positive Discipline <a href="#">Emotional Regulation</a>	
 SEXUAL VIOLENCE	Any sexual activities done by an adult or an older child on a child. It may involve touching in a sexual way without permission, making a child touch or look at the private parts of others, attempting or physically forcing sex.	"Any person who unlawfully penetrates the genital organs of another person... manipulates any part of his or her body or the body of another person so as to cause penetration of the genital organ into or by any part of the other person's body, is guilty of an offence termed sexual assault". The Sexual Offences Act Article 5 (1)(a)(b)(2)

 <p><b>CHILD MARRIAGE</b></p>	<p>This is a union of two people in which one or both are younger than 18 years of age.</p>	<p>“A person shall not marry unless that person has attained the age of eighteen years”.</p> <p>The Marriage Act Article 4</p>
 <p><b>ONLINE CHILD ABUSE</b></p>	<p>Publicly bullying, threatening or shaming a child online on social media accounts like Facebook, Instagram, WhatsApp, YouTube and Twitter. This includes using children's images for the wrong purpose e.g. pornography, putting children's pictures on the Internet without their parents or child's permission.</p>	<p>Kenya is a member of the WePROTECT initiative by the Global Alliance to End Child Sexual Exploitation Online</p>
 <p><b>EMOTIONAL VIOLENCE</b></p>	<p>When someone makes a child feel bad or hurts their feelings. For example, a loved one telling a child that they are not loved, wishing they were never born or dead, making fun of you, insulting, or embarrassing you when alone or around other people, threatening to leave you, or using harsh language and shouting.</p>	<p>“Any person who... subjects the child to any cultural or religion practice which dehumanizes or is injurious to the physical, mental, and emotional wellbeing of the child, commit an offence and shall, on conviction, be liable to the offense under the Prevention of Torture Act”.</p> <p>The Children Act Article 25 (3)(b)(d)</p>
 <p><b>WITNESSING VIOLENCE AT HOME OR IN THE COMMUNITY</b></p>	<p>Seeing violence between parents or other family members can negatively affect how children grow, feel, and how they deal with other people throughout their lives. Where there is violence against women in a family, children also face violence.</p>	<p>“A person psychologically abuses a child if that person causes or allows the child to see or hear the physical, sexual, or psychological abuse of a person with whom the child has a domestic relationship...”</p> <p>The Domestic Violence Act Article 3 (3)(a)</p>
<p>Female Genital Mutilation</p>	<p>This is a harmful cultural practice that causes injury to the female genital organs for non-medical reasons. It may be done when a girl is still a baby, during childhood, or in adolescence.</p>	<p>Prohibition Of Female Genital Mutilation Act, 2011 prohibits the practice of female genital mutilation.</p> <p>“No person shall subject a child to... female genital mutilation... any person who contravenes the provisions of subsection (1) commits an offence and shall, on conviction, be liable to imprisonment for term of no less than three years or to a fine of not less than five hundred thousand shillings, or to both”.</p> <p>The Children Act Article 23 (1)(2)</p>

Radicalization	This is a process in which a person or group has extreme social or religious ideas that can result in violent extremism or terrorism.	“Every child has the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour...” The Constitution of Kenya Article 53 (d)
Child Labor	Work that deprives children (any person under 18) of their childhood, their potential and their dignity, and that is harmful to their physical and/or mental development. It may deprive them from participation in school.	““Child labour”” means work done by a child which— (a) is exploitative, hazardous or otherwise inappropriate for a person of that age; and (b) places at risk the child's well-being, education, physical or mental health, or spiritual, moral, emotional or social development”. The Children Act Article 2 (k)
Gender-Based Violence	Any harmful act, whether it is sexual, psychological or physical, that is perpetrated against a person, and is simply based on differences between males and females	“Every person has inherent dignity and the right to have that dignity respected”. The Constitution of Kenya Article 28

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### Violence Against Children Laws

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Below you can find the legal versions of the laws Kenya has written out that protect children against physical, mental, emotional, and sexual violence.

[The Constitution of Kenya](#) Revised 2022

[The Children Act](#) Revised 2022

[The Protection Against Domestic Violence Act](#) Revised 2022

[The Marriage Act](#) Revised 2022

[Sexual Offenses Act](#) Revised 2012

[Prohibition of Female Genital Mutilation Act](#) Revised 2012

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## Violence Against Children Resources

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### [Violence Against Children Survey Report \(2019\)](#)

#### **Republic of Kenya, Ministry of Labor and Social Protection**

This report outlines the prevalence and characteristics of different types of child violence in Kenya

### [National Prevention and Response Plan on Violence Against Children in Kenya](#)

#### **The Republic of Kenya**

This plan aims to respond to the Violence Against Children Survey to provide evidence-based actions to address violence against children that will be implemented by government, civil organizations, and community members.

### [Protecting Children Against Violence \(Child Friendly Booklet\)](#)

#### **The Republic of Kenya**

This program provides children and adults with the tools to spot and stop violence in their home, school, and community.

### [Handbook on Children Recruited and Exploited by Terrorist and Violent Extremist Groups](#)

#### **The United Nations Office on Drugs and Crime**

This document offers clear and consistent guidance to national authorities on handling children that could, are, and have been recruited and exploited by violent extremist groups. It also focuses on the role of the justice system.

### [Preventing Violent Extremism Through Rehabilitation, Vocational Training and Social Reintegration in Children's Statutory Institutions in Kenya](#)

#### **The United Nations Office on Drugs and Crime and Kenya Directorate of Children Services**

The purpose of this article is to outline the strategies Children Services in Kenya are using to reduce radicalization to violent extremists among children and youth offenders.

### [Online Child Sexual Exploitation and Abuse in Kenya](#)

#### **The Republic of Kenya**

This document outlines the laws, prevention strategies, support, and evaluation surrounding children at risk of online sexual exploitation and abuse.

### [Protecting Kenya's Children from Online Sexual Exploitation and Abuse \(Short Version\)](#)

### [Disrupting Harm in Kenya: Evidence on Online Child Sexual Exploitation + Abuse \(Long Version\)](#)

#### **End Violence Against Children and Interpol and UNICEF and ECPAT**

This article the *Disrupting Harm in Kenya* research project to outline data, action, funding, and education surrounding the prevention and strategies for dealing with online child abuse.

### [Kenya National Child Protection Legislation](#)

#### **International Center for Missing and Exploited Children**

This document provides a brief outline to Kenya's child protection legislation. It covers many physical, emotional, psychological, and sexual abuses.

### [Sexual and Gender-Based Violence in Kenya: A Call for Action](#)

### [School Related Gender Based Violence](#)

### [Professional Development on What is Trauma](#)

Use this infographic as a guide

Think of yourself as a potential **solution** to trauma

**Practice** breathing and going through a 5-4-3-2-1 sequence with a student having a trauma response

# TRAUMA

What is the solution?

## A SOLUTION



### CHECK YOURSELF

Check your own level of stress and use a calm, respectful tone of voice



### BE CLEAR

Give concise directions and avoid arguing



### PAY ATTENTION

Pay attention to your body language, gestures



### IDENTIFY

Identify, acknowledge, and label feelings

## PRACTICE

### PRACTICE PULLING YOUR FOCUS TOWARDS EMOTIONAL AND MENTAL STABILITY

5

WHAT ARE 5 THINGS YOU CAN **SEE**?

4

WHAT ARE 4 THINGS YOU CAN **TOUCH**?

3

WHAT ARE 3 THINGS YOU CAN **HEAR**?

2

WHAT ARE 2 THINGS YOU CAN **SMELL**?

1

WHAT IS 1 THING YOU CAN **TASTE**?



## **LOWER LEVEL (Grades 4-6)**

## MEETING 1

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### Main Theme

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#### Intro to Puberty and Mindfulness

What is stated in italics is meant to be read aloud

*Puberty is when boys and girls' bodies change into an adult body. Puberty leads to physical and emotional changes in the body.*

*Our bodies will communicate with us and it is important to listen and pay attention. This listening and paying attention is called mindfulness. When we practice mindfulness, we are slowing ourselves down which helps us recognize and regulate our emotions. This helps us care for our bodies.*

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### Activity

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#### Breathing is important because...

Regulates the nervous system

- Deep breathing activates the parasympathetic nervous system which reduces stress and promotes relaxation

Enhance awareness

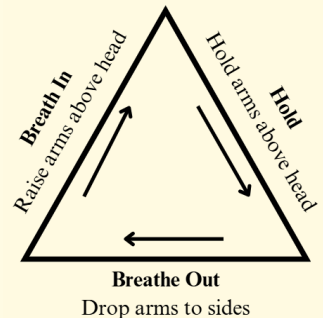
- Mindful breathing helps bring present-moment awareness so you can focus on what's important

Connects mind and body

- Conscious breathing helps you observe thoughts and emotions

Emotional regulation

- Mindful breathing helps you respond appropriately to situations



#### Level 1: Triangle breaths

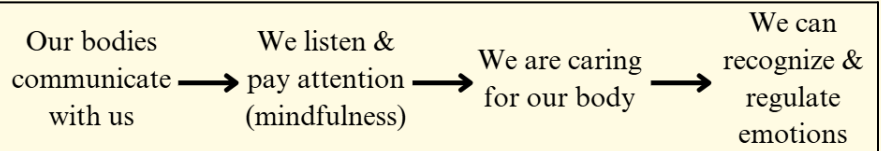
- Draw a triangle on a paper or board where everyone can see
- Direct students to
  - *Breathe in for 3 seconds and slowly raise your hands* (trace up one side of the triangle)
  - Then, *hold your breath for 3 seconds* as you trace the next side of the triangle
  - Then, *breathe out for 3 seconds and slowly lower hands* as you trace the final side of the triangle
- Repeat 3 times (can ask GU patrons to volunteer to lead the exercise)

#### Level 2: Belly Breaths

- *Put one hand on your belly and take a deep breath in through your nose for 3 seconds*
- *Then, breathe out from your mouth for 3 seconds*
- Repeat 3 times

## Journal Prompt

Remember that during puberty, your body will change in preparation for adulthood and having babies if you chose to be a mother.



Practice listening to your body now. Put a checkmark next to the body signs you have had or currently have. Then, circle the feelings that have multiple body signs checked. This is one way our body can communicate with us.

Note: These are some examples of feelings and signs your body may give you but it does not include all the feelings or body signs you may have. You can write any that are not on the list.

Feeling	How my Body Shows It	Feeling	How my Body Shows It
<b>Anxiety</b>	<input type="checkbox"/> Churning stomach <input type="checkbox"/> Sweating <input type="checkbox"/> Shortness of breath <input type="checkbox"/> Feeling weak or tense	<b>Peace</b>	<input type="checkbox"/> Relaxed muscles <input type="checkbox"/> Slow, steady breathing <input type="checkbox"/> Calm arms and legs <input type="checkbox"/> Clear thoughts
<b>Sadness</b>	<input type="checkbox"/> Heaviness in your body <input type="checkbox"/> Tightness in chest <input type="checkbox"/> Tired, low energy <input type="checkbox"/> Crying	<b>Joy</b>	<input type="checkbox"/> Feeling of lightness in your body <input type="checkbox"/> Smiling <input type="checkbox"/> Laughing <input type="checkbox"/> Relaxed muscles
<b>Excited</b>	<input type="checkbox"/> Fast, shallow breathing <input type="checkbox"/> Quick heart beat <input type="checkbox"/> Rigid muscles <input type="checkbox"/> Churning stomach	<b>Tired</b>	<input type="checkbox"/> Yawning <input type="checkbox"/> Headache <input type="checkbox"/> Heavy limbs <input type="checkbox"/> Muscle aches, slow movements
<b>Content</b>	<input type="checkbox"/> Relaxed muscles <input type="checkbox"/> Grateful thoughts <input type="checkbox"/> Feeling balanced <input type="checkbox"/> Small smile	<b>Anger</b>	<input type="checkbox"/> Hot or flushed face <input type="checkbox"/> Clenched fists or jaw <input type="checkbox"/> Shaking <input type="checkbox"/> Jerky body movements
<b>Pride</b>	<input type="checkbox"/> Upright posture <input type="checkbox"/> Increased energy <input type="checkbox"/> Purposeful movements	<b>Shame</b>	<input type="checkbox"/> Hot face <input type="checkbox"/> Lowered eyes <input type="checkbox"/> Lowered body posture
<b>Confidence</b>	<input type="checkbox"/> Steady breathing <input type="checkbox"/> Smooth movements <input type="checkbox"/> Clear vision	<b>Fear</b>	<input type="checkbox"/> Dizziness <input type="checkbox"/> Weakness in legs <input type="checkbox"/> Fast breathing and heart rate

## MEETING 2

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### Main Theme

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*Menstruation is a normal process. It is not something that should be kept secret. You do not need to feel shy or embarrassed about it. Periods happen to all girls and it is a normal and healthy change in your body.*

*But if you do feel shy or embarrassed, it's okay. You can practice some of the breathing techniques we learned last week (triangle breaths or belly breaths) or simply take some deep breaths. This helps our body process the emotions.*

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### Activity

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#### Level 1: Resting breaths

If sitting at desk	If sitting on the floor
<ul style="list-style-type: none"><li>- <i>Move forward in your chair so your feet are flat on the ground</i></li><li>- <i>Put your arms on the desk, folded in front of you</i></li><li>- <i>Take a slow, deep breath in through your nose</i></li><li>- <i>Close your eyes if you feel comfortable and let the deep breath out</i></li><li>- <i>Put your forehead onto your arms</i></li><li>- <i>Try to let your head, shoulders and body relax</i></li><li>- <i>Breathe in and out (repeat 5 times)</i></li></ul>	<ul style="list-style-type: none"><li>- <i>If you can, bring your knees up to your chest do so now</i></li><li>- <i>Wrap your arms around your knees like a hug</i></li><li>- <i>Take a slow, deep breath in through your nose</i></li><li>- <i>Close your eyes if you feel comfortable and let the deep breath out</i></li><li>- <i>Put your forehead onto your knees</i></li><li>- <i>Try to let your head, shoulders and body relax</i></li><li>- <i>Breathe in and out (repeat 5 times)</i></li></ul>

#### Level 2: Body Scan

- *Sit upright in a chair, sit on the floor, or lie on your back*
- ***Start by taking 2 gentle breaths.*** *Pay attention to how that feels. Your belly rises and falls. Air moves in and out of your body. If you like, place a hand on your belly and feel it move with each breath.*
- ***Now we're going to pay attention to the other parts of the body.***
- *Start with your feet. They might feel warm or cold, wet or dry, relaxed or restless. It's also okay if you feel nothing at all. If you can, relax your feet now. If that's hard to do, that's fine. Take a moment and notice how that feels too.*
- ***For these few seconds, let yourself be still.*** *There's nothing to do. Pay attention as best you can. When your mind gets busy, gently bring your attention back to your feet again.*
- ***Now move your attention next to your knees and relax them. Feel the front, back, and sides of your knees.*** *Do they feel heavy, light, warm, cold, or something else? Let go of frustration or the urge to get up and do something. Just do your best and give yourself a few moments of rest.*

- **Now move your attention to your belly.** It always moves when you breathe, rising and falling, like waves on the sea. You might feel something on the inside, like full or hungry. You might notice the touch of your clothing or a blanket. You might even feel emotions in your belly, like happy or sad or upset.
- **Next, move your attention around to your back.** How does it feel against the bed or the floor? Notice how it rocks with each breath. When your mind gets busy or angry or scared, you can always come back to how your body feels in this way for a moment.
- **Next, bring your attention to your chest.** Notice it rising and falling as you breathe. If you feel that it's hard to focus, that's normal. Gently practice coming back again to how your chest feels when you breathe.
- **Now move attention to your neck and shoulders, letting go and relaxing them.** If your mind wanders, that's fine. No one can pay attention all the time. Just keep returning to noticing your body whenever you find yourself thinking of something else.
- **And now feel your face and head.** What expression do you have right now? What would it feel like to smile? What else do you notice in your face, your head, and in your mind?
- **Finally, spend a few moments, paying attention to your whole body.** If it is easier, continue to pay attention to your breath. Open your eyes and sit for a few moments before deciding when to move again.

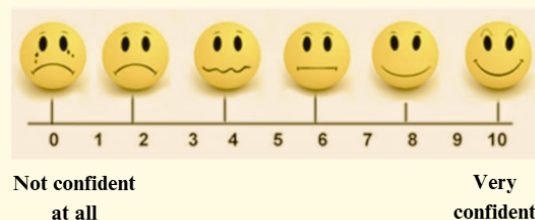
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### Journal Prompt

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The changes that come with menstruation can be confusing and sometimes scary. This is why it is important to learn about what to expect during puberty and discuss it.

How confident am I in my understanding about the menstrual cycle after learning about it in Girl's United?



What resources would help me feel more confident discussing it?

Do I feel comfortable discussing my period with people I am close with? If no, why?

Do I have feelings of embarrassment or shame from my period? If yes, why?

Do I have any questions regarding my menstrual cycle and/or puberty that I want to ask in the question box next week?

## MEETING 3

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### Main Theme

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*Our bodies have physical and mental needs.*

*Physically, it is important that girls have access to sanitary pads, menstrual aids, clean water, and private toilets during menstruation.*

*Mentally, it is important that girls understand how stress can affect the body. Stress can have a negative impact on our relationships, physical health, and ability to learn in school.*

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### Activity

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#### Level 1: Mind and Body Affirmations

- An affirmation is a positive truth we can tell to ourselves and others to support physical and emotional health
- *Pick 2 or 3 affirmations and write them on a piece of paper you can keep nearby to remind yourself of how special you are:*
  - I am brave and strong
  - My body is unique and special
  - I am worthy of happiness
  - I have many talents and abilities
  - I can handle challenges with courage and determination
  - I have the power to make a difference in the world
  - I can be a great friend and make those around me feel loved
  - I am deserving of love and respect

#### Level 2: Mind and Body affirmations

- An affirmation is a positive truth we can tell to ourselves and others to support physical and emotional health
- *Take some time to write a positive affirmations to yourself*
  - My body is\_\_\_\_\_
  - I am\_\_\_\_\_
  - I can\_\_\_\_\_
  - I am proud of\_\_\_\_\_
  - I am deserving of\_\_\_\_\_



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### **Journal Prompt**

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Think about a time you were stressed last week (ex. Something happened to a family member or friend, someone said something that made you upset, you had difficulty completing work at school)

What were you stressed about?

What did you do when you felt stressed?

If you could go back, would you have used a different strategy to help you when you felt stressed?

## MEETING 4

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### Main Theme

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*During puberty and the menstruation process, our bodies release hormones which can make feelings affect our body in a bigger way.*

*Feelings can be pleasant, neutral, and unpleasant.*

*Due to gender inequalities, some girls may feel unpleasant emotions such as shame or fear during menstruation.*

- *Gender inequalities are when people are treated unfairly because they are a boy or girl. For example, if girls can't go to school because there isn't a clean place to change a pad. Or if girls are not allowed to work a job just because they are not a boy.*

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### Activity

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#### Level 1: [5 finger breathing](#)

- *Hold your hand out in front of your with your fingers outstretched*
- *Start at the bottom of your thumb. Use your pointer finger to trace up your thumb as you slowly breathe in through your nose, filling up your belly with the breath.*
- *When you get to the top of your thumb, slowly breathe out all the air through your mouth as you trace down the other side.*
- *We will repeat this until we have traced our whole hands.*

#### Level 2: Feelings toolbox

- *We are going to make a list of activities we can engage in when we feel pleasant or unpleasant emotions*

Pleasant	Unpleasant
<i>Ex. Write it down in a journal so you can go back to it when you feel an unpleasant emotion, share with a loved one</i>	<i>Ex. go on a short walk, get a drink of water, take some deep breaths, count to 10</i>

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### Journal Prompt

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Are there any gender inequalities I see now?

How does that make me feel?

When I feel this way I can\_\_\_\_

This is a list of some people I feel safe to talk to (i.e. friend, teacher, caregiver)

## MEETING 5

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### Main Theme

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*Emotions are important to pay attention to and they play a role in relationships. Emotions help you understand how someone is treating you and how you want to treat others. For example, a friend that is kind and listens will be someone we want to spend time with more. However, someone who is mean and only talks about themselves may make us feel sad or frustrated and not want to spend time with them. Emotions don't define people but they can help us understand our relationships better.*

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### Activity

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#### Level 1: Color my emotions

- Ask students to write down challenging emotions (such as sadness, anger, frustration, embarrassment, shame) they have felt in the last week or day
  - You can also write the events that made you feel that way
- When done, color all over the paper as a way to release the challenging emotions
- Then, crumple the paper and throw it on the floor or into the garbage
- This is a physical representation of recognizing and letting go of challenging emotions

#### Level 2: Fulfilling Friendship

- Ask students to read the statement in italics and write how it makes them feel after. Or, discuss as a group or with a partner
  - *You ask to sit with your classmates at lunch and they say no*
  - *You catch your classmates laughing at you because of a stain on your skirt*
  - *Your friend got a better score than you on the test and told you multiple times*
  - *You're working on a group project and nobody is agreeing on the next steps to take*
  - Then, take the emotions that students felt and complete Level I activity
- 

### Journal Prompt

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What 3 qualities do I look for in a relationship?

- Ex: Loyalty, trust, respect

What do each of those characteristics mean?

What 3 characteristics make me a good friend?

What are 3 characteristics I want to improve on?

## MEETING 6

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### Main Theme

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Note: Discussion around unhealthy and healthy love may be triggering for some students. It may bring up unpleasant memories or desires that are hard to process. Offer breaks and space if needed.

*Love is an emotion, “a strong feeling of affection towards something or someone,” and it can make us feel safe but can also be hurtful. Love that is kind and makes you feel happy and safe is healthy love. Love that makes you feel bad, scared, or not good enough is unhealthy love.*

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### Activity

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#### Level 1: Healthy Love Collage

Hand out paper and coloring utensils

Ask students to *draw things that you love. It could be people, friends, or even subjects in school. Then, write what you love about those people and/or things*

*Keep this as a reminder so you can remember what qualities and characteristics are in healthy love*

#### Level 2: Healthy and unhealthy types of love

Write or read aloud the word banks below and sort the characteristics into how unhealthy/healthy love usually makes a person feel and what unhealthy/healthy love promotes

Answer key	
Unhealthy love often makes a person feel...	Powerless, selfish, dependent, manipulated, immature, desperate, disrespected
Healthy love often makes a person feel...	Trust, commitment, faith, acceptance, communication, respected
Unhealthy love promotes...	Jealousy, possessiveness, suffering, manipulation, unprotected sex
Healthy love promotes...	Space, freedom, respect, growth, safety

---

### **Journal Prompt**

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Remember, love is about a deep feeling of fondness, attractions, respect, caring, and understanding for another person or thing, despite their weaknesses. This can be directed towards someone such as a caregiver but also towards something such as a favorite toy.

- Who do you feel love for? Remember, love doesn't need to be romantic, it can be for items or even ideas.
- Are there boundaries you set to ensure my physical, emotional, and sexual health?
  - A boundary in a relationship is an expectation we set to make sure you feel comfortable and respected. (ex. Asking people to ask you for permission before they touch you, not kissing a boy until you both want to)

## MEETING 7

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### Main Theme

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*During puberty, everyone's body changes and has parts that are involved in sexual health and reproduction. It is common to have questions about it.*

*It is important to have a trusted adult or older friend/sibling who you can ask questions to.*

*As we have learned before, it is important to pay attention to how our bodies feel, to what we are thinking, and what emotions we feel so that we can prevent harm to our bodies and mind.*

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### Activity

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#### Level 1

First, complete the reproductive system matching activity in the lesson handouts

Then, have the student write a positive affirmation on their body diagram (handout)

- Ex. "I am beautiful inside and out"

Lastly, have students practice previous breathing activities (meeting 1, 2 or 4) to manage emotions that may come up

#### Level 2

First, complete the reproductive system matching activity in the lesson handouts

Complete a short gratitude practice

- *The practice of gratitude is a way to encourage positive emotions. This practice can be done at any time.*
- *Close your eyes and take 3 deep breaths*
  - *In and out, in and out, in and out*
- *Now think of something positive. Some examples of thoughts of gratitude are a sunny day, or being able to go to school today, or not feeling sick. Or it could be something that happened to you within the last week or a couple weeks ago. Such as earning a good grade or having a nice conversation with a friend.*
- *It can be something big or little. Think about it. Breathe slowly and notice your gratefulness for this thing or event that you remember.*
- *Take 3 more deep breaths and pay attention to relaxing your body and muscles.*



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### **Journal Prompt**

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What do I currently know about sexual health and reproduction?

Do I notice any changes happening in my body? (Ex. Breast growing larger, discharge in my underwear, body odor)

How do I feel about growing up?

What are some things I can do to help me take care of my body?

What trusted adult can I ask questions about sexual and reproductive anatomy and physiology?

## MEETING 8

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### Main Theme

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*As our bodies go through changes, it is important to take care of ourselves!*

*Practicing self-care can be as simple as taking some deep breaths and allowing our body to rest.*

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### Activity

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#### Level 1: [Animal breaths](#)

Butterfly breathes + Crocodile breathes (see next page)

#### Level 2: Mindful movements (see Appendix)

Choose one sequence or more sequences

- [Full body stretch level](#)
  - Practice the poses pictured holding each stretch for 10-20 seconds
  - At the conclusion of the movement practice, use some time to reflect
    - *How is your body feeling right now?*
    - *What thoughts and feelings did you notice?*
    - *What did you notice about your body during this practice?*
- [Seated positions](#)
  - Read the prompts in *italics* and pic as many or as few stretches as you wish
  - At the conclusion of the movement practice, use some time to reflect
    - *How is your body feeling right now?*
    - *What thoughts and feelings did you notice?*
    - *What did you notice about your body during this practice?*

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### Journal Prompt

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Ways you care for yourself

- Ex. Getting enough sleep to let your body and mind recover

Ways you wish you cared for yourself more

- Ex. Practicing deep breathing more to help recognize and manage emotions

What we wish for ourselves

- Ex. I wish to find a friend who loves me for who I am

What we wish for others

Ex. I wish for others to feel loved and have kindness spread to them

## MEETING 9

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### Main Theme

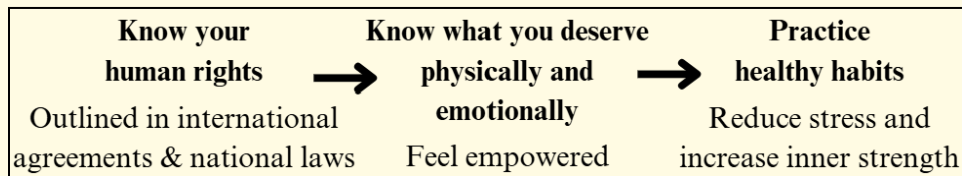
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*It's important to know your human rights. Human rights are things that every person should have or be able to do. For example, everyone has the right to go to school and drink clean water. Knowing what you should be free from (ex. harm) or entitled to (ex. safety) can help you feel empowered.*

*If one of your human rights is taken away or broken, you can practice other healthy habits you have learned.*

- *Breathing exercises can help reduce stress and increase inner strength*
- *You can find an adult or older person you trust to talk to*

*Remember it is not your fault, you are not to blame. You are worthy to be heard and to have the rights you deserve*



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### Activity

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**Level 1:** All children have the right to...

Have students take turns reading the human rights and discussing what they mean

- Education
- Be protected from harmful practices
- Be as healthy as possible and be able to access the best possible health care services
- Privacy and confidentiality
- Freedom from abuse and exploitation
- Take part in important life decisions
- Freedom of association
- Freedom of expression

**Level 2:** All children have the right to...

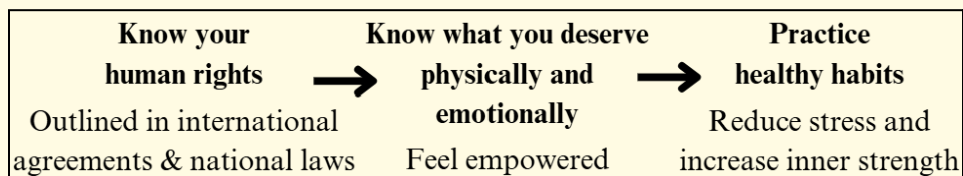
Have students discuss/write down with a partner the human rights they think they have. Then share as a class and discuss if on the list or not.

- Education
- Be protected from harmful practices
- As healthy as possible and be able to access the best possible health care services
- Privacy and confidentiality
- Freedom from abuse and exploitation
- Take part in important life decisions
- Freedom of association
- Freedom of expression

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### Journal Prompt

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Remember it is important to know your rights, what you deserve, and practice healthy habits.

What are some human rights you enjoy from the list below?

- Education
- Be protected from harmful practices
- Be as healthy as possible and be able to access the best possible health care services
- Privacy and confidentiality
- Freedom from abuse and exploitation
- Take part in important life decisions
- Freedom of association
- Freedom of expression

What are some human rights you don't see being practiced?

How do those inequalities make you feel?

## MEETING 10

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### Main Theme

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*Gender inequalities and differences in power exist in families, friendships, relationships, communities and society as a whole.*

*Remember that gender inequalities are when people are treated unfairly because they are a boy or girl. For example, if girls can't go to school because there isn't a clean place to change a pad. Or if girls are not allowed to work a job just because they are not a boy.*

---

### Activity

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**Level 1:** Color some positive affirmations for others

See appendix for coloring pages or click [here](#)

- Thank you for being my good friend
- I'm glad you were at school today
- You are smart
- You are caring
- You are strong
- You are loved

**Level 2:** Write at least two positive affirmations for others and two for yourself. Use the table below for examples if needed.

For others	For yourself
I really appreciated when you____ I am happy you____ I love how you are kind to others I am glad to see you today You are beautiful inside and out You are deserving of respect Your mistakes do not make you who you are You are strong physically and emotionally I'm here for you if you need a friend	I am worthy of love because____ I have many strengths such as____ If I feel sad, embarrassed, or ashamed that's okay because everyone feels those emotions sometimes. I have the right to be safe from harm I have the right to a home and food I have the right to health care I have the right to have a place to learn

---

### Journal Prompt

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How has this program helped me feel empowered?

How can I empower others?

What strategies will I continue to use?

## **UPPER LEVEL (Grades 7-8)**



## MEETING 1

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### Main Theme

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*We are going to review what we learned about puberty and periods last year*

- *Puberty includes physical changes as well as emotional changes due to hormones. Menstruation can also lead to changes in your daily routine. It's important to take time to listen to your bodies and practice self-care both at school and at home.*
- *Self care may be healthy habits such as period hygiene and staying educated on female and male reproductive education. It also may include safe sex practices.*
- *But, self care can also include your thoughts. Such as engaging in body positivity, emotional regulation, and communication to friends/partners about the changes happening.*

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### Activity

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**Level 1:** *The purpose of this activity is to slow down, focus on the present moment and environment. It is called the 5 senses scavenger hunt.*

*I will read a prompt and you can discuss with a partner or we will discuss as a group*

- *Sight: What is something colorful or interesting you see around you?*
- *Sound: What can you hear right now? Is it loud or soft? What is making the sound?*
- *Touch: What is touching you right now? Is it cold or warm? Rough or soft?*
- *Smell: What can you smell right now? Do you like it?*
- *Taste: Take a drink of water, does it taste like anything?*

*This can be a self-care activity you do with yourself to help calm yourself and focus on any task you need to complete.*

### **Level 2:** [3 Minute Body Scan](#)

- *State the italicised prompts in the script to guide the students*

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### Journal Prompt

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Remember one way to practice mindfulness is by paying attention to our bodies.

What changes (if any) have you noticed in your body?

What changes (if any) have you noticed in your emotions?

What specific emotions do you have about those changes you have noticed?

What are two ways have you been using the strategies you learned last year and/or listening to your body? Or two ways you want to start using the strategies you learned?

## MEETING 2

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### Main Theme

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*During puberty and pregnancy, hormones can impact the way we think and act. This is why it is important to be able to recognize and regulate our emotions. The physical and emotional changes that come with puberty can be exciting as well as stressful. For example, some people feel embarrassment or uneasiness when thinking or talking about sex.*

*Knowing about your body has many benefits such as*

- *Control: Knowing how and what your body can do allows you to make safe choices for your body such as protected sex.*
- *Improved health awareness: Understanding how your body works can help you manage and anticipate changes that come with puberty such as menstruation.*
  - *You will also be able to recognize signs of illness or injury earlier*
- *Confidence: Being informed about your body can help you trust yourself when making decisions about your health.*

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### Activity

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#### Level 1: [Mindful Art + Reflection \(Coloring\)](#)

Note: Discussion around emotions (the pleasant and unpleasant ones) may be triggering for some students. It may bring up distressing memories. Offer breaks and space if needed.

Hand out paper and colored crayons, pencils, or markers. Ask the following prompts

- *What colors do you feel represent your emotions right now? (ex. Sadness may be represented by darker colors)*
- *What shapes or patterns do you notice in your mind when you close your eyes? (ex. Calmness may be represented by smooth lined, curvy shapes while anxiety may be sharp edged shapes)*

#### Level 2: [Mindful Art + Reflection \(River\)](#) (Adaptation of KAWA Model)

*You are going to draw a river and the surrounding environment. Each part of the river and environment is going to symbolize something in your life.*

- *Start off with the water in your river. Is it moving fast or slow? This symbolizes your life. Do you feel like it is going by fast and you are very busy? Or do you feel that progress and growth is slower?*
- *Next, focus on rocks in the river. What are the challenges in your life? Are they big or small? Are there many or just a few? Label the rocks (challenges) in your life right now.*
- *Now, draw some branches (driftwood) in the river. This represents resources you have to support yourself in your life. Do you feel like you have sources of support in your life now? Are they thick and can withstand the rushing waters or life? Or are they on the thinner side?*
- *Lastly, focus on the riverbanks of the river. This represents your current environment. Do you feel your environment is supportive of you? Do you feel you have a healthy community to guide you?*

## MEETING 3

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### Main Theme

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*We have discussed how puberty leads to physical and emotional changes. But, it can also lead to social and cognitive changes. Social changes refers to the way people interact with and treat you. This may affect our relationships with friends, family, and community members. Cognitive changes refers to the way we think and view the world.*

*Some examples of social changes are*

- *New leadership opportunities*
- *New responsibilities*
- *New pressures related to sexual activity, marriage*
- *New rules on how to dress*

*Some examples of cognitive changes are*

- *Greater interest and focus on attraction to the other gender or finding love*
- *Thinking about different possibilities*
- *Beginning to wonder why certain rules are in place and developing your own sense of right/wrong*
- *Thinking about future plans/goals*

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### Activity

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**Level 1:** Peer pressure would you rather

Have students pair up and read statements A and B to each other. Then discuss, would you rather people say option A or B to you and why?

*I am going to read two statements. These statements relate to social and cognitive changes that you may go through with puberty. After I read them I want you to discuss with your partner or we will discuss as a group which statement you think is kinder and why.*

1. *Insecurity about body changes*
  - a. *You've got hair everywhere now, it's ugly.*
  - b. *It's totally normal to have hair grow in different places. There are safe removal techniques like shaving but it's also fine to leave it.*
2. *Insecurity about body changes and hormone release*
  - a. *Why are you crying? Kenyans don't cry*
  - b. *Kenyans are tough but crying is a natural way to let go of emotions. It's okay I'm here for you.*
3. *Pressure against cultural expectations*
  - a. *I can't believe you got pregnant. Your life is over.*
  - b. *We are here for you and we will get through this together!*
4. *Pressure to act a certain way*
  - a. *You can never get a job, your job is to clean the house and take care of children*
  - b. *You are strong and intelligent. I want to support you in your goals!*
5. *Pressure to rush into dating*

- a. *Why are you waiting? Everyone's already dating or kissing*
  - b. *I admire how you're not rushing into dating like other people are. Are you just waiting for the right moment?*
- 6. *Pressure to rush into dating*
  - a. *You haven't had your first kiss yet!?*
  - b. *Everyone's first kiss comes at a different time and waiting will mean yours is extra special!*

## **Level 2: Pair Peer Pressure**

Pair students up or discuss as a group.

*You are going to pair up or we will discuss in the group and take turns reading the statement and responding. The following statements relate to social and cognitive changes that you may go through with puberty. After your partner responds to the statement, discuss how their response made you feel. Did you like it? Why or why not.*

- 1. *Insecurity about body changes*
  - a. *You've got hair everywhere now, it's ugly.*
  - b. Response goal: Embrace natural changes
  - c. Response goal: Gain comfortability with body
- 2. *Insecurity about body changes and hormone release*
  - a. *Why are you crying? Kenyans don't cry*
  - b. Response goal: Embrace the body's natural way of letting go of emotions and individual's strategies to manage emotions
- 3. *Pressure against cultural expectations*
  - a. *I can't believe you got pregnant. Your life is over.*
  - b. Response goal: Offer support rather than shaming
- 4. *Pressure to act a certain way*
  - a. *You can never get a job, your job is to clean the house and take care of children*
  - b. Response goal: Empower girls to reach for their own goals no matter what other people say
- 5. *Pressure to rush into dating*
  - a. *Why are you waiting? Everyone's already dating or kissing*
  - b. Response goal: Trust yourself, your own pace and comfortability level is ok
- 6. *Pressure to rush into dating*
  - a. *You haven't had your first kiss yet!?*
  - b. Response goal: Don't let peer pressure dictate your actions. Wait till you're ready

---

### **Journal Prompt**

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Have you noticed that loved ones have treated you differently as you have grown up?

- In what ways do you like that?
- In what ways do you not like the change?

Do you feel pressure from your friends, family, or society to act or look a certain way as you go through puberty?

How do you handle that pressure?

## MEETING 4

### Main Theme

*Puberty is a different experience for everyone. Even though the same process happens to everyone, you may feel differently about it than your friend or classmate and that is okay.*

*We learn about physical ways to manage emotions surrounding menstruation such as forming clean habits for taking care of ourselves during that time. We also discussed emotional recognition and regulation strategies such as breathing deeply, journaling, and talking to a trusted adult or friend.*

### Activity + Journal

Mood tracker: Helps emotional awareness and provides awareness into how your mood changes throughout puberty.

**Level 1:** *Keep a daily journal where you track how you're feeling emotionally, physically, and mentally. Record stressful moments and how you handled them.*

- *Date: Write the date*
- *Mood rating: Here you will rate your day on a 1-10 scale. 1 being challenging feelings such as anger or sadness and 10 being feelings such as happiness and excitement. Write why you rated the day that number. Did you feel that way most of the day or just some of the day? What made you feel that way?*
- *Best thing that happened today: What was something that you are glad happened today?*
- *Worst thing that happened today: What is something that was challenging today?*
- *Who I went to for help/how did I handle the situation: How did I deal with the challenging event?*



Example:

- **Date:** 13/02/2025
- **Mood rating:** Today my mood was a 6 because I got to see my friend and we had a nice time chatting. But it was very busy and I felt stressed trying to get all my assignments done.
- **Best thing that happened today:** Chatting with my friend made me very happy. She listened to me and I got to listen and help her as well.
- **Worst thing that happened today:** I didn't finish everything on my to-do list which makes me feel a bit guilty and anxious.
- **Who I went to for help/how did I handle the situation:** I did some triangle breaths when I felt anxious and told myself I tried my best, I am intelligent, and strong. Tomorrow is a new day.

**Level 2:** *Keep a daily journal where you track how you're feeling emotionally, physically, and mentally. Record stressful moments and how you handled them.*

- *Date: Write the date*
- *Mood rating: Here you will rate your day on a 1-10 scale. 1 being challenging feelings such as anger or sadness and 10 being feelings such as happiness and excitement. Write why you rated the day that number. Did you feel that way most of the day or just some of the day? What made you feel that way?*
- *Best thing that happened today: What was something that you are glad happened today?*
- *Worst thing that happened today: What is something that was challenging today?*
- *Who I went to for help/how did I handle the situation: How did I deal with the challenging event?*
- *Positive affirmation for myself or someone else: What is something I can say to myself that I know is true to encourage myself or someone else?*

Example:

- **Date:** 13/02/2025
- **Mood rating:** Today my mood was a 6 because I got to see my friend and we had a nice time chatting. But it was very busy and I felt stressed trying to get all my assignments done.
- **Best thing that happened today:** Chatting with my friend made me very happy. She listened to me and I got to listen and help her as well.
- **Worst thing that happened today:** I didn't finish everything on my to-do list which makes me feel a bit guilty and anxious.
- **Who I went to for help/how did I handle the situation:** I did some triangle breaths when I felt anxious and told myself I tried my best.
- **Positive affirmation:** I am intelligent, and strong. Tomorrow is a new day.

Think about how/if puberty has affected how you handle schoolwork.

## MEETING 5

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### Main Theme

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*Romantic relationships can be strongly affected by inequality and differences in power (e.g. due to gender, age, economic, social or health status)*

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### Activity

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#### Level 1: Examining personal boundaries in relationships

*Personal boundaries are rules we set for ourselves to protect our emotional and physical health in relationships. First we are going to break down that definition.*

- *What are rules?*
- *What is emotional health?*
- *What is physical health?*

Now, I am going to say a statement and I want you to identify if it is a physical, sexual, emotional, mental, or time boundary.

#### Examples

- *I'm not comfortable being touched without asking first*
- *I don't feel ready for physical intimacy, I need to take things slow*
- *I'm feeling overwhelmed right now, I need some space to process my emotions alone*
- *I appreciate your opinion, but I have a different perspective*
- *I've got a lot on my plate so it's best I don't take on new commitments*

#### Level 2: What are personal boundaries in relationships?

*What are personal boundaries?* Personal boundaries are limits and/or rules we set for ourselves to protect our emotional and physical health in relationships.

*There are different types of boundaries*

*Physical: Limits on personal space and physical touch from others (ex. I'm not comfortable being touched without asking first)*

- *Sexual: What are you comfortable with in terms of physical intimacy and sexual activity (ex. I don't feel ready for physical intimacy, I need to take things slow)*

*Emotional: How you regulate your emotions and how much you can invest in/with others (ex. I'm feeling overwhelmed right now, I need some space to process my emotions alone)*

*Mental: The way you manage your thoughts, opinions, and perspectives as your own (ex. I appreciate your opinion, but I have a different perspective)*

*Time: How you prioritize your time while respecting others' (ex. I've got a lot on my plate so it's best I don't take on new commitments)*

*Has there been a time when one of your boundaries was disrespected or violated? How did that make you feel?*



*What strategies did you use to manage the situation and what would you do differently (if anything)?*

---

**Journal Prompt**

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If you imagined a healthy and positive relationship/friendship what qualities would it have?

Think of a healthy friendship you have or hope to have.

What qualities do you admire in that person?

What do you like about the way they treat you?

How do you treat them?

What would you do if they did something to lose your respect or trust?

## MEETING 6

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### Main Theme

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*The process of making decisions about sexual behaviour includes consideration of all positive and negative potential consequences*

*Positive consequences refers to reasons why sexual behavior may be a safe and thoughtful decision.*

*Negative consequences refers to reasons why engaging in sexual behavior may be harmful. Such as having an unplanned pregnancy, getting a sexually transmitted diseases, or getting hurt emotionally*

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### Activity

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#### Level 1: Reasons to delay sex

From handout "Meeting 6: Patron Supplement (1)"

Label the statements about delaying or abstaining from sex as true or false and discuss

1. Abstinence from sex is the only 100% effective method for avoiding unwanted pregnancy + STIs TRUE
2. In a sexual situation, there is the possibility of being forced to have sexual intercourse TRUE
3. If I wait for sex, I'll lose all my friends. FALSE *Waiting for sex allows time for friendships to develop and grow*
4. Sex is always safe if it's with someone I like. FALSE *Feelings and other things such as substance use can lead to poor decisions*
5. If I don't feel ready for sex I'm just immature and need to grow up. FALSE, *If you don't feel ready, that's ok. Maturity involves understanding your feelings.*
6. Waiting for the right person to have sex can make the experience much better. TRUE
7. If I don't have sex soon, my partner will lose interest. FALSE *Healthy relationships are built on trust and communication. A person who respects you will understand your feelings and boundaries.*
8. Waiting for sex doesn't mean I'm missing out on an important experience. It's not the only thing that defines a relationship. TRUE
9. Sex is the ultimate way to show love. FALSE *Love can be shown in other ways such as through shared experiences, communication, and affirmation.*
10. Sex can bring me closer to my partner but there's no guarantee it will. TRUE *Rushing or feeling pressured can sometimes create distance if both partners are not truly ready.*

#### Level 2

Make a pros and cons list for delaying sex or abstaining from it and discuss

Pros to Delaying Sex or Abstaining from it	Cons to Delaying Sex or Abstaining from it

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### Journal Prompt

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We are going to make a goal.

What is one change I want to make or a habit I want to achieve? (ex. *Delay participating in sex until I am 18*)

How important is it for me to reach this goal? (ex. *Extremely important*)

How confident do I feel I can attain this goal? (ex. *not confident*)

What are some barriers to that change? (ex. *Peer pressure, many people around me engage in sex at a much earlier age*)

What strengths will support me in this? (ex. *I am determined, I have the knowledge to know it is a safe choice*)

What are 2 steps I will take towards implementing this goal? (ex. *I will tell a friend to keep me accountable and I will set a physical boundary to prevent it*)

Final Goal Narrative: It is important to me that I delay participating in sex until I am 18. I am not confident I can attain this goal as there is peer pressure but I am determined and know it is a safe choice for my health. I will tell a friend to keep me accountable and set physical boundaries.

## MEETING 7

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### Main Theme

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*Boys and girls have different body parts involved in sexual health and reproduction. It is common to have questions about them and no need to feel embarrassment or shame.*

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### Activity + Journal

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#### Level 1: Letter

Need paper and pencils

*You are going to write letters to yourselves. Write down two things you hope for yourself and one goal you have for yourself. Draw images of these hopes and goals if you like. You can refer back to these in a week, month, or a few months to see what progress you have made.*

*Here are some prompts to help with idea forming*

- *What is one quality I wish to improve? For example I hope to be more patient and kinder to my friends. I also wish to practice breathing exercises to help my anxiety more regularly*
- *What is one goal I have for the end of the school year? For example, read 2 books in my free time..*

#### Level 2: What I wish for Myself

*You are going to write a letter to yourself reflecting on what good wishes (hopes, goals, and so on) you have for yourselves, and write them down or draw images of these wishes. You can refer back to these in a week, month, or a few months to see what progress you have made.*

- *What do you wish for yourself?*
- *What do you want to keep doing that you have learned from this program?*
- *What thing in your life would you most wish to change after having taken this program?*
- *If you do not make changes in your life, how might you feel?*
- *Which habits of self-care do you wish to strengthen?*

## MEETING 8

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### Main Theme

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*Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction.*

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### Activity

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#### Level 1: Body Scan

- *Sit upright in a chair, sit on the floor, or lie on your back*
- ***Start by taking 2 gentle breaths.*** *Pay attention to how that feels. Your belly rises and falls. Air moves in and out of your body. If you like, place a hand on your belly and feel it move with each breath.*
- ***Now we're going to pay attention to the other parts of the body.***
- *Start with your feet. They might feel warm or cold, wet or dry, relaxed or restless. It's also okay if you feel nothing at all. If you can, relax your feet now. If that's hard to do, that's fine. Take a moment and notice how that feels too.*
- ***For these few seconds, let yourself be still.*** *There's nothing to do. Pay attention as best you can. When your mind gets busy, gently bring your attention back to your feet again.*
- ***Now move your attention to your belly.*** *It always moves when you breathe, rising and falling, like waves on the sea. You might feel something on the inside, like full or hungry. You might notice the touch of your clothing or a blanket. You might even feel emotions in your belly, like happy or sad or upset.*
- ***Next, move your attention around to your back.*** *How does it feel against the bed or the floor? Notice how it rocks with each breath. When your mind gets busy or angry or scared, you can always come back to how your body feels in this way for a moment.*
- ***Next, bring your attention to your chest.*** *Notice it rising and falling as you breathe. If you feel that it's hard to focus, that's normal. Gently practice coming back again to how your chest feels when you breathe.*
- ***And now feel your face and head.*** *What expression do you have right now? What would it feel like to smile? What else do you notice in your face, your head, and in your mind?*
- ***Finally, spend a few moments, paying attention to your whole body.*** *If it is easier, continue to pay attention to your breath. Open your eyes and sit for a few moments before deciding when to move again.*

#### Level 2: Body Scan

- *Sit upright in a chair, sit on the floor, or lie on your back*
- ***Start by taking 2 gentle breaths.*** *Pay attention to how that feels. Your belly rises and falls. Air moves in and out of your body. If you like, place a hand on your belly and feel it move with each breath.*
- ***Now we're going to pay attention to the other parts of the body.***
- *Start with your feet. They might feel warm or cold, wet or dry, relaxed or restless. It's also okay if you feel nothing at all. If you can, relax your feet now. If that's hard to do, that's*

*fine. Take a moment and notice how that feels too.*

- ***For these few seconds, let yourself be still.*** There's nothing to do. Pay attention as best you can. When your mind gets busy, gently bring your attention back to your feet again.
- ***Now move your attention next to your knees and relax them. Feel the front, back, and sides of your knees.*** Do they feel heavy, light, warm, cold, or something else? Let go of frustration. Just do your best and give yourself a few moments of rest.
- ***Now move your attention to your belly.*** It always moves when you breathe, rising and falling, like waves on the sea. You might feel something on the inside, like full or hungry. You might notice the touch of your clothing or a blanket. You might even feel emotions in your belly, like happy or sad or upset.
- ***Next, move your attention around to your back.*** How does it feel against the bed or the floor? Notice how it rocks with each breath. When your mind gets busy or angry or scared, you can always come back to how your body feels in this way for a moment.
- ***Next, bring your attention to your chest.*** Notice it rising and falling as you breathe. If you feel that it's hard to focus, that's normal. Gently practice coming back again to how your chest feels when you breathe.
- ***Now move attention to your neck and shoulders, letting go and relaxing them.*** If your mind wanders, that's fine. No one can pay attention all the time. Just keep returning to noticing your body whenever you find yourself thinking of something else.
- ***And now feel your face and head.*** What expression do you have right now? What would it feel like to smile? What else do you notice in your face, your head, and in your mind?
- ***Finally, spend a few moments, paying attention to your whole body.*** If it is easier, continue to pay attention to your breath. Open your eyes and sit for a few moments before deciding when to move again.

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### Journal Prompt

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Look back on or complete the Male and female reproductive system handouts

Do you have any questions on how each organ/body part works?

## MEETING 9

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### Main Theme

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*It's important to know your human rights. Human rights are things that every person should have or be able to do. For example, everyone has the right to go to school and drink clean water. Knowing what you should be free from (ex. harm) or entitled to (ex. safety) can help you feel empowered.*

*If one of your human rights is taken away or broken, you can practice other healthy habits you have learned.*

- *Breathing exercises can help reduce stress and increase inner strength*
- *You can find an adult or older person you trust to talk to*

*Remember it is not your fault, you are not to blame. Y, you are worthy to be heard and to have get the rights you deserve*

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### Activity

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#### Level 1: [Strengths Finder 1.0](#)

- Follow the directions in the activity

#### Level 2: [Strengths Finder 2.0](#)

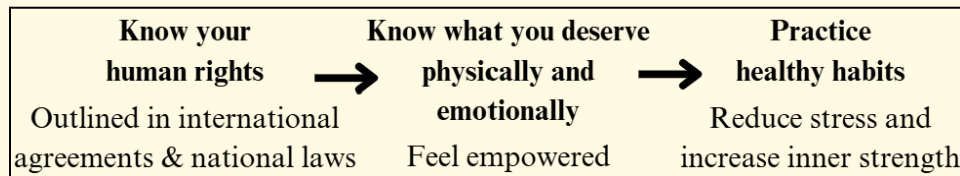
- Follow the directions in the activity

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### Journal Prompt

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Remember it is important to know your rights, what you deserve, and practice healthy habits.



What are some human rights you enjoy from the list below?

- Education
- Be protected from harmful practices
- Be as healthy as possible and be able to access the best possible health care services
- Privacy and confidentiality
- Freedom from abuse and exploitation
- Take part in important life decisions
- Freedom of association
- Freedom of expression

What are some human rights you don't see being practiced?

How do those inequalities make you feel?

## MEETING 10

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### Main Theme

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*Gender inequalities and differences in power exist in families, friendships, relationships, communities and society as a whole.*

*Remember that gender inequalities are when people are treated unfairly because they are a boy or girl. For example, if girls can't go to school because there isn't a clean place to change a pad. Or if girls are not allowed to work a job just because they are not a boy.*

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### Activity

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**Level 1:** Color some positive affirmations for others

See appendix for coloring pages or click [here](#)

- Thank you for being my good friend
- I'm glad you were at school today
- You are smart
- You are caring
- You are strong
- You are loved

**Level 2:** Write at least two positive affirmations for others and two for yourself. Use the table below for examples if needed.

For others	For yourself
I really appreciated when you____ I am happy you____ I love how you are kind to others I am glad to see you today You are beautiful inside and out You are deserving of respect Your mistakes do not make you who you are You are strong physically and emotionally I'm here for you if you need a friend	I am worthy of love because____ I have many strengths such as____ If I feel sad, embarrassed, or ashamed that's okay because everyone feels those emotions sometimes. I have the right to be safe from harm I have the right to a home and food I have the right to health care I have the right to have a place to learn

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### Journal Prompt

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How has this program helped me feel empowered?

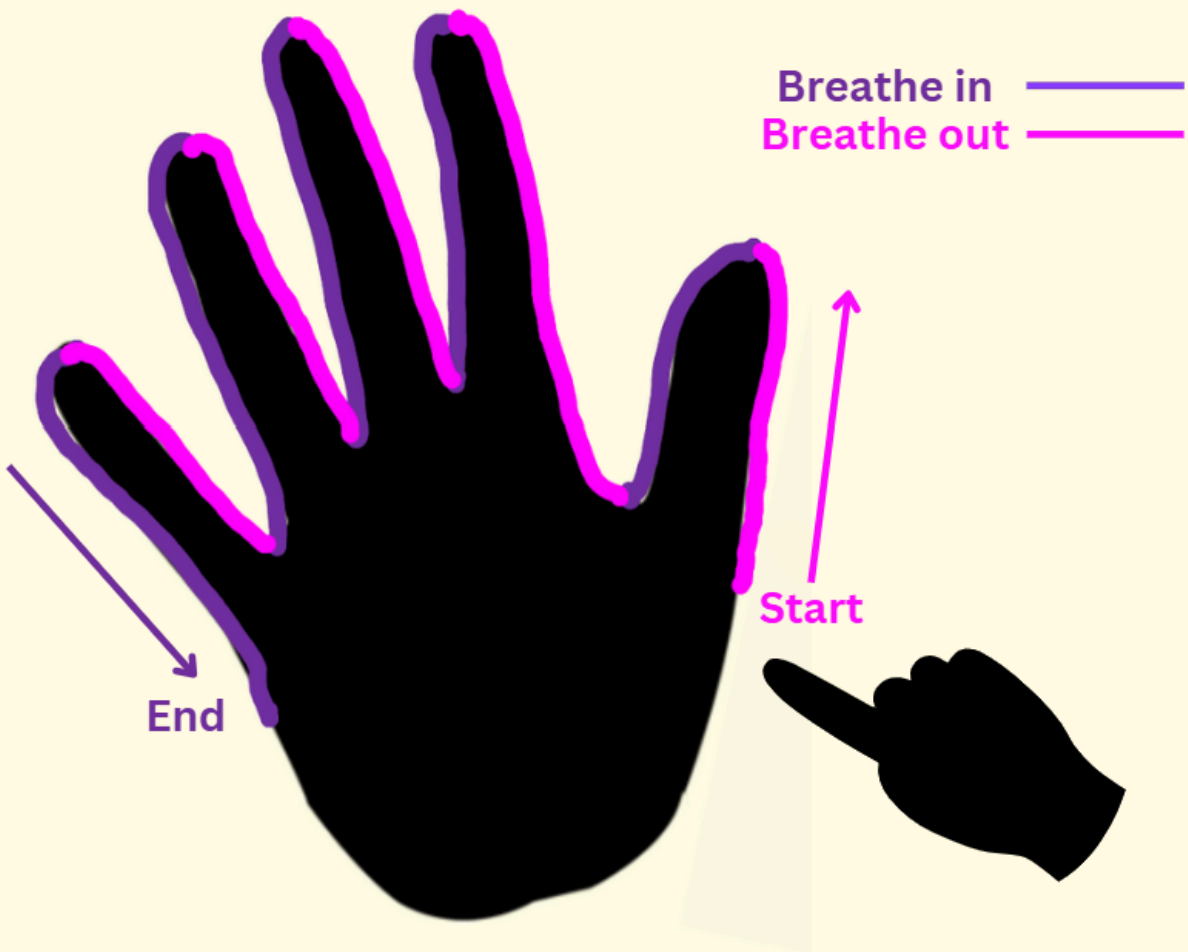
How can I empower others?

What strategies will I continue to use?



# Appendix

## Five Finger Breathing (Meeting 4 Activity 1, Lower Grades)



### Animal Breaths (Meeting 8 Activity 1, Lower Grades)

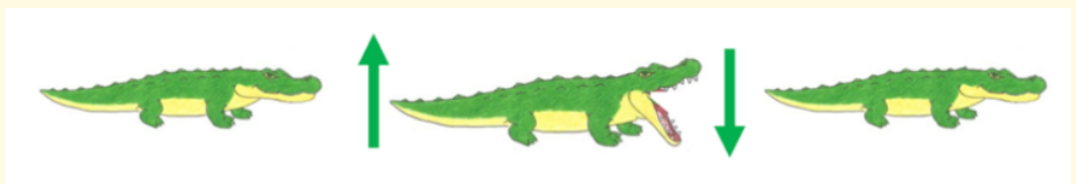
#### Butterfly Breaths



Start with your arms straight at your side. Like a **butterfly**, open your wings by keeping your arms straight and raising them above your head while you breathe in through your nose deeply.

Now, like a **butterfly**, close your wings by lowering your straight arms back to your side while you breathe out through your mouth.

#### Crocodile Breaths



Put your arms out straight in front of you like a crocodile's mouth. Now, like a **crocodile**, close your mouth and breathe in through your nose deeply. While you breathe in, open your arms like a crocodile opening its mouth.

Like a **crocodile**, close your straight arms as you breathe out of your mouth

### Full Body Stretch I (Meeting 8 Activity 2, Lower Grades)



shoulder stretch #1



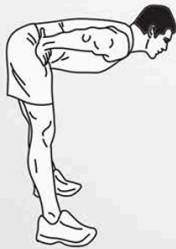
shoulder stretch #2



upper back stretch



core stretch



hamstring stretch



glute stretch



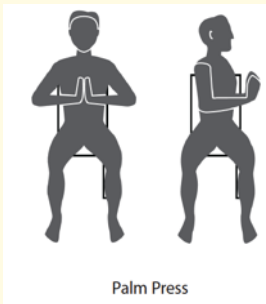
quad stretch



calf raise hold

## Seated Stretches (Meeting 8 Activity 2, Lower Grades)

### Seated Position: Palm-Press Pose



*Sit in your chair with your back straight with your feet flat on the floor. Bring your palms together and hold them against your chest. Inhale and twist to the right, and look over your right shoulder; keeping your palms together. Notice how that feels in your body. On the next out-breath, twist to the left and look over your left shoulder. Notice sensations in your body, as well as your thoughts and feelings, as you hold this pose for a few seconds. Now return to center and inhale. Now reverse and start with the left side.*

Repeat 2 or more times

### Seated Position: Upward Stretch



*Lift your arms up and bend your elbows, weaving your fingers together behind your head. Push your elbows back and feel your shoulder muscles tightening and your chest opening. Spend a few seconds in this position, noticing your breath, any sensations in your body, any thoughts, or any feelings.*

*On the next breath, raise your arms above your head, keeping your fingers woven together. Rotate your palms to face the ceiling. Hold for several seconds. Notice what this feels like in your arms and hands. On the next out-breath, release and return your hands back*

*behind your head.*

Repeat 2 or more times

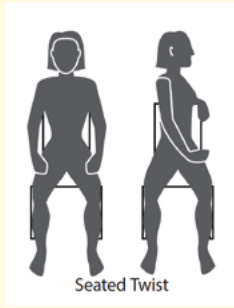
### Seated Position: Seated Tree



*Sit with your feet on the floor and your hands in your lap. Feel your neck and head balanced on your spine. Your back is straight but not stiff. Inhale and raise both arms above your head, weaving your fingers together. Exhale slowly as you bend to the right without moving your hips. Breathe deeply while holding the posture as you notice sensations in your body, the movement of your breath, and any thoughts or feelings that might arise. On next out-breath, return to center.*

Repeat on the left side. Then repeat the entire sequence two more times on each side.

### **Seated Position: Seated Twist**

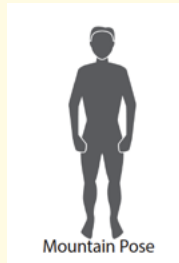


*From the seated position, with your back straight, hips facing forward, and feet on the floor, grab the left side of the chair by your legs with the right hand and put your left hand on the chair up by your back. Keeping your shoulders as level as possible, twist your upper body as far to the left as possible, using your hands to pull the chair for support.*

*As you hold this position, breathe for three or four breaths, and notice sensations, thoughts, feelings. On the next out-breath, slowly allow your body to rotate back to the center and your hands to come back to your lap. Pay attention to your breathing and notice sensations in your body.*

Repeat on the right side. Then repeat the entire sequence two more times on each side.

### **Standing Position: Mountain Pose**



*Begin by standing in a mountain pose, with your feet about hip-width apart, your knees not locked, your arms straight by your side. Adjust your posture so that your weight is even on each foot. Imagine that there is an invisible piece of thread pulling your head toward the ceiling. As you hold this position, notice your breath moving through your body. Can you notice your breath moving from the top of your head to the soles of your feet? Become aware of your experience, including any physical sensations, thoughts and feelings, without trying to change anything. Take three complete breaths.*

### **Standing Position: Reach Up Stretch**



*Starting from mountain pose, with your hands straight at your side, gently adjust your weight to come to rest on the right foot. Extend your right hand up to the ceiling as far as you can while keeping your left hand by your side, feeling the stretch along your right side. You might lean toward your left side to lengthen the stretch. As you hold this position, feel the sensations in your body, notice your breath, and observe any thoughts or feelings you are having.*

Repeat on the left side. Do the sequence twice more on each side.

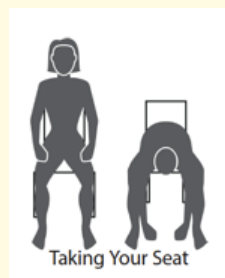
### **Standing Position: Rag-Doll Stretch**



*On your next in-breath, in one motion, raise your arms over your head, stretching up toward the sky. Then as you exhale, slowly bend forward, arms out straight in front of you, reaching for the floor. Bend your knees if you need to. Let your head, arms, and hands drop down as you bend from the waist. Use your hands to hold your opposite elbows, and let your head hang down, getting a little closer to the floor with each breath. As you stay in this position for a few breaths, notice sensations in your body.*

*Then gently come up, very slowly, into a standing position. Take three complete breaths. Notice the way your body feels right now.*

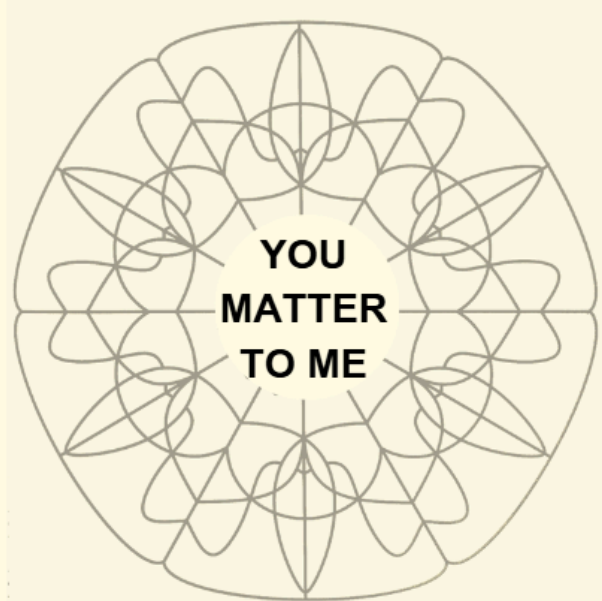
### **Back to Seated Position: Taking Your Seat**



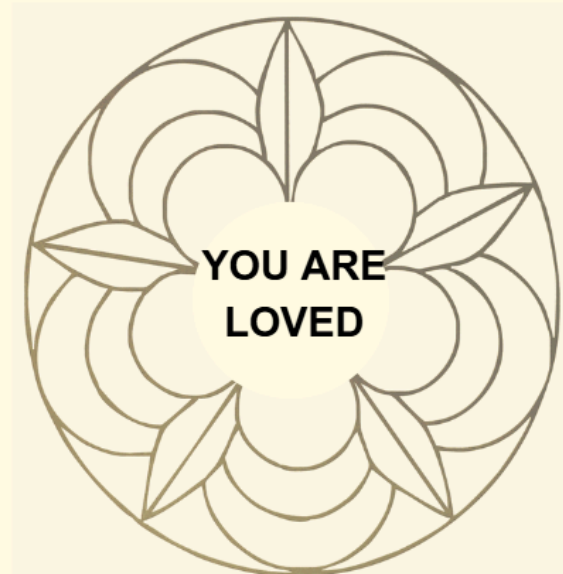
*Mindfully sit down, keeping your back straight, take a deep breath in, and tuck your chin into your chest. Place your feet flat on the floor about hip width apart. On the next out-breath, slowly drop your upper body forward, bending at the waist. Let your hands and arms slide down between your knees. If you are at your desk, let your head rest on the desk. Notice your breath and any sensations in your body as you remain in that position. With each breath, relax a little bit more. Then, on the next*

*out-breath, gently and very slowly, come back to seated position.*

**Coloring Positive Affirmations** (Meeting 10 Activity 1, Lower + Upper Grades)







### 3 Minute Body Scan (Meeting 1 Activity 2, Upper Grades)

#### Try it

Whenever you are feeling tense or anxious

Wherever you are

- While seated in class
- Before tests, athletic events, speaking in public
- In bed when you first wake up or are falling asleep
- While standing in line

#### How to do it

1. *Sit with your back straight but not stiff, with both feet on the floor; and your hands comfortably in your lap*
  - a. *Remember to breathe completely and let the breath flow freely into and out of the body.*
  - b. *When you notice your mind wandering, as it will, gently bring it back to focus on the instructions.*
2. *Pay attention to your body to find your breath*
  - a. *Become aware of your belly rising and falling as you breathe*
3. *On the next in-breath, direct your attention all the way down through your body to the bottoms of both feet...*
  - a. *Become aware of your toes, the arches of your feet, the place where the heels meet the floor; notice any feelings in your feet, any warmth or coolness, pressure, tingling, or tightness*
  - b. *Imagining that you can breathe right into your feet: first breath into your right foot and then into your left*
  - c. *On each out-breath, let go of any tiredness, any tension, from the bottoms of both feet.*
4. *Focus your attention on your legs, notice any feelings in your legs, being aware of the skin, the bones, the muscles, perhaps warmth or coolness*
  - a. *Become aware of the contact your legs make with the chair, allowing your attention to explore any feelings in this part of your body.*
  - b. *Use your attention to direct your breath all the way down your entire left leg, and next, breathe down your entire right leg.*
  - c. *On each out-breath, let go of any tiredness or tension...Breathe in relaxation*
5. *Move your full tension to your lower back... observe any feelings in this part of the body*
6. *Allow your attention to move slowly up your back... all the way up your spine*
7. *Breathe into the whole back area*
  - a. *Allow the muscles to ease and release with each breath*
  - b. *Let go of any tiredness or fatigue*
8. *Move your attention to your belly*
  - a. *Feel the movement as it rises and falls with each breath*
9. *Move your attention to the chest area*
  - a. *Become aware of the movement of the chest*
  - b. *Aware of the heart beating*
10. *Let your attention rest on the fingertips of both hands*
  - a. *Become aware of sensations of tingling, air touching, moisture or dryness*

11. *Draw your attention to our head area*
  - a. *Notice any feelings at the top of your head, forehead, eyes, nose, cheeks, mouth, jaw, neck*
12. *Breathe in new energy and relaxation*
13. *Breathe our tension, tightness, and fatigue*

## Mindful Art Reflection (Coloring) (Meeting 2 Activity 1, Upper Grades)

### Purpose

Explore emotions and thoughts through creative expression

### Handout

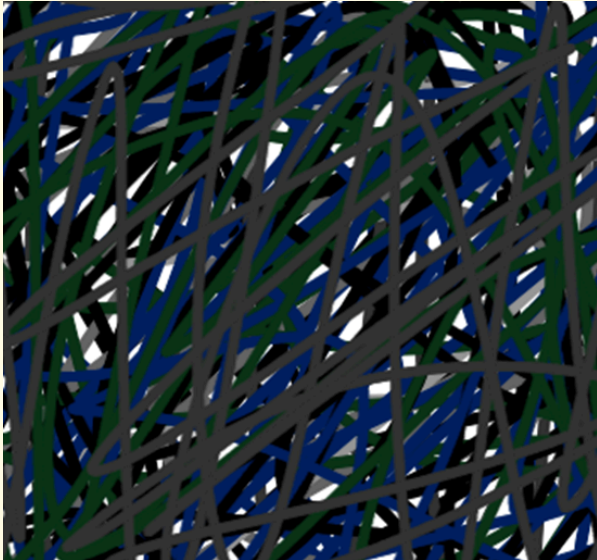



- Paper
- Colored crayons, pencils, or markers

### Directions

Ask the following prompts

- What colors do you feel represent your emotions right now?
- What shapes or patterns do you notice when you close your eyes?

### Example

<b>Colors:</b> Black, gray, dark colors - I am feeling sad and anxious	<b>Colors:</b> Red, orange, yellow, bright colors - I am feeling excited
	
<b>Shapes:</b> I noticed shapes with sharp edges and angles	<b>Shapes:</b> I noticed shapes with curved edges and no angles as well as less definition
	



## Mindful Art Reflection (River) (Meeting 2 Activity 2, Upper Grades)

### Purpose

Explore how the student feels their life is moving in relation to barriers and supports.

### Handout

- Paper
- Colored crayons, pencils, or markers

### Directions

Direct students to draw a river

Ask the following prompts

- How is your River (Life) flow: Is it fast? Slow?
- What are your Rocks (Obstacles): Are there many challenges in your life? Are they big or small?
- How are your Riverbanks (Environments, contexts, social + physical): How is your riverbank? Is it healthy with trees and flowers? Or is it lacking some support?
- What does your Driftwood (support) look like?: What personal resources do you have to help you?

### Example

My River



#### Riverbank

My riverbank has some sandy spots as sometimes my work causes moments of stress. But most of my riverbank has healthy grass and trees because I have a community of people who want to support me and love me

#### River Flow

I feel my life is very fast paced and busy but it is smooth as I have strategies to remain on task and achieve my goals

#### Driftwood

My supports include my family, friends, mentors, and professors. I also have my wisdom, creativity, and self-discipline that help me work towards my goals.

#### Rocks

Some obstacles/challenges I have are financial resources and time. Sometimes I don't make time or feel like I have enough time to do activities I like

### My Strengths Finder 1.0 (Meeting 9 Activity 1, Upper Grades)

*I have strengths that can help me advocate for my rights in different environments*

**Check the strengths you feel you have below**

Wisdom and Knowledge <input type="checkbox"/> Creativity <input type="checkbox"/> Curiosity <input type="checkbox"/> Open-mindedness <input type="checkbox"/> Respect	Courage <input type="checkbox"/> Bravery <input type="checkbox"/> Perseverance <input type="checkbox"/> Honesty <input type="checkbox"/> Resilient	Humanity <input type="checkbox"/> Love <input type="checkbox"/> Kindness <input type="checkbox"/> Caring <input type="checkbox"/> Empathetic
Justice <input type="checkbox"/> Fairness <input type="checkbox"/> Leadership <input type="checkbox"/> Teamwork <input type="checkbox"/> Trustworthy	Temperance <input type="checkbox"/> Forgiveness <input type="checkbox"/> Humility <input type="checkbox"/> Self-control <input type="checkbox"/> Responsible	Transcendence <input type="checkbox"/> Appreciation <input type="checkbox"/> Gratitude <input type="checkbox"/> Determination <input type="checkbox"/> Purpose

**Which strength is my top strength?** \_\_\_\_\_

**I am most proud of these strengths**

- 1.
- 2.

**I would like to improve these strengths**

- 1.
- 2.

**Steps I can take to develop these strengths**

- 1.
- 2.

**People I have to support me**

- 1.
- 2.

## My Strengths Finder 2.0 (Meeting 9 Activity 2, Upper Grades)

*I have strengths that can help me advocate for my rights in different environments*

**Check the strengths you feel you have below**

<b>Wisdom and Knowledge</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Creativity</li><li><input type="checkbox"/> Curiosity</li><li><input type="checkbox"/> Open-mindedness</li><li><input type="checkbox"/> Love for learning</li><li><input type="checkbox"/> Respect</li><li><input type="checkbox"/> Thoughtful</li></ul>	<b>Courage</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Bravery</li><li><input type="checkbox"/> Perseverance</li><li><input type="checkbox"/> Integrity</li><li><input type="checkbox"/> Enthusiasm</li><li><input type="checkbox"/> Honesty</li><li><input type="checkbox"/> Resilient</li></ul>	<b>Humanity</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Love</li><li><input type="checkbox"/> Kindness</li><li><input type="checkbox"/> Sociability</li><li><input type="checkbox"/> Honor for self + others</li><li><input type="checkbox"/> Caring</li><li><input type="checkbox"/> Empathetic</li></ul>
<b>Justice</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Citizenship</li><li><input type="checkbox"/> Fairness</li><li><input type="checkbox"/> Leadership</li><li><input type="checkbox"/> Teamwork</li><li><input type="checkbox"/> Assertive</li><li><input type="checkbox"/> Trustworthy</li></ul>	<b>Temperance</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Forgiveness</li><li><input type="checkbox"/> Humility</li><li><input type="checkbox"/> Caution</li><li><input type="checkbox"/> Self-control</li><li><input type="checkbox"/> Service minded</li><li><input type="checkbox"/> Responsible</li></ul>	<b>Transcendence</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Appreciation</li><li><input type="checkbox"/> Gratitude</li><li><input type="checkbox"/> Determination</li><li><input type="checkbox"/> Optimism</li><li><input type="checkbox"/> Humour</li><li><input type="checkbox"/> Spirituality/purpose</li></ul>

**Which strength is my top strength?** \_\_\_\_\_

**What was an example of when this strength helped me?**

**I am most proud of these strengths**

- 1.
- 2.
- 3.

**I would like to improve these strengths**

- 1.
- 2.
- 3.

**Steps I can take to develop these strengths**

- 1.
- 2.

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