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



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



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Introduction

This handbook provides The Flourishing Child Program: Sierra Leone LLP Girl's Club curriculum and is to be facilitated by trained club facilitators (see Club Facilitator Training Guidebook). This comprehensive curriculum includes introductory sessions for the establishment of the club as a safe community for disadvantaged adolescent girls as well as provides tools and resources for the Love, Learn and Play philosophical framework to allow for human flourishing. In addition the curriculum provides seven diverse modules to be selected, which provide practical skills for flourishing along with loving, learning and playing throughout each module. This handbook should be utilized by the club facilitators to present and facilitate the club sessions to the club participants. Monitoring and evaluation tools are included in this handbook along with basic information regarding the club including expectations of participants and notes on facilitation. All club facilitators should read through this material ahead of implementing the club. Sessions should be reviewed multiple times and annotated to reflect preparation for implementation ahead of facilitation.

Objectives:

By the end of the club, club participants will be able to ...

- ... identify opportunities for Love, Learn and Play within daily life resulting in increased flourishing.
- ... expand their awareness of empowerment, leadership, activism, general health, sexual reproductive health, financial literacy and/or entrepreneurship.
- ... exercise increased self-confidence, self-respect, and self-worth within the Love, Learn and Play philosophical framework.
- ... flourish.

Facilitation

Facilitation is the presentation of material in an intentional manner to support discussion, collaboration and participation by participants, or learners. Facilitation will be used as opposed to teaching during the club in order to provide the most support to girls through love, learning and play. The girls' club embodies human rights based approaches to facilitation as well as creating a safe learning environment. These ideas are covered extensively in the Club Facilitator Training Guidebook which all club facilitators will have participated in ahead of administering the sessions contained in this resource.

In this curriculum, *facilitator* refers to the adult leading the session and utilizing the session guide to provide content, ask questions and facilitate discussion during the club meetings. The club facilitator is a mentor, mandated reporter and team member as it relates to The Flourishing Child Program: Sierra Leone LLP Girl's Club. The *participants*, as they are referred to in this curriculum, are the disadvantaged adolescent girls attending the club and benefitting from the club intervention. The expectations for both club facilitators and participants can be found below under "Expectations."

When utilizing the session guides the facilitator must be familiar with the different forms of text within the guide. Plain text within the "Content" section (middle column) of the session guide indicates what should be verbalized to the participants; this is spoken by the facilitator. *Italicized text* is smaller and indicates notes to the facilitator regarding presenting the materials and things to look out for from participant responses; this should not be spoken. **Bolded text** is sometimes used to differentiate the questions asked to participants from general instruction. This can be written on the board or flipchart paper ahead of the session to provide additional support for participants.

Session Structure

Each session in the The Flourishing Child Program: Sierra Leone LLP Girl's Club Curriculum follows the same structure. Each session guide provides the following:

1. Module, Session Title and Duration- This identifies the session in relation to the scope and sequence and allows facilitators to accurately prepare for the session by identifying the expected time it will take to be facilitated.
2. Objectives- The session objectives present the expected outcome of the session by describing what participants will be able to do once it is facilitated. These objectives must be used by facilitators to create indicators to administer checks for understanding to measure participants' progress in reaching the objectives.
3. Love, Learn and Play Objectives- These objectives are associated with each idea in the LLP philosophical framework as it relates to the session. The LLP framework informs the club curriculum, therefore these objectives identify how the session provides support for each love, learn and play.
4. Materials and Preparation- This information is important for the facilitator to utilize ahead of facilitating the session by gathering materials needed during the session's activity and preparing any flipchart sheets, posters, handouts, etc.
5. Section, Content and Facilitator Notes- The remainder of the session is divided into these three columns for ease in reference throughout the facilitation of the session. The *sections* are listed in further detail below and provide a breakdown of the different areas within the session along with more specific timing. The *content* of the session is the information that needs to be relayed to the participants. The *facilitator notes* provide details regarding facilitating the content to the participants. (See above "Facilitation" for further information regarding text types within the *content* and *facilitator notes*).
6. Motivation- In this section of the session participants are motivated by the session's topic through question asking and discussion, which jump starts their wonder through prior knowledge or experiences. This should take about 5 minutes for each session.
7. Introduction- In this section the focus of the session is presented to the participants for the first time as an overview of its connection to the purpose of the club. This leads directly into the content of the session. This should take about 1-3 minutes for each session.
8. Content- This section of the session outlines the content that will be covered in the lesson by providing a basis for knowledge to be used in the activity. The timing for this section varies for each session depending on the amount of new information; about 20-40 minutes.
9. Activity- This section of the session provides an interactive and participatory activity for participants to work together and apply the content from the previous section. The timing for this section varies for each session depending on the activity; about 20-40 minutes.
10. Reflection- This section of the session allows participants to be individually creative and respond personally to the session and its content through any means of expression in their journal. This should take about 5 minutes for each session.
11. Action Plan- This section of the session puts into action the ideas expressed in this session and the personal reflection done previously. This is done as a whole club activity with some personalization. This should take about 2-5 minutes for each session.
12. Additional Resources- This space provides links to resources used to develop the session or for additional information and is for the facilitators' reference if needed or interested.
13. Handouts- Any handouts associated with the session are found after each session guide and are referenced within the session guide when used and in the materials section.

Expectations

Club Facilitators

The club facilitators are one of the most vital components of The Flourishing Child Program: Sierra Leone LLP Girl's Club. These partners are responsible for the continuation of the club week-to-week through the set-up and facilitation of the club. These facilitators should be members of the community being served and should have a passion and dedication to empowering and supporting

adolescent girls. The following expectations outline the responsibilities of the club facilitators and must be upheld throughout the duration of the club.

Facilitators must be...

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

While facilitating the club all facilitators must...

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

Participants

The club participants are the beneficiaries of this program and the population in need. The participants are disadvantaged adolescent girls living in developing countries or communities across the world. The focus on *girls* for this club is significant as girls face additional barriers during their adolescence than boys. Studies have shown a focus on girls provides multi-generational improvements for communities in need. *Disadvantaged* is used to identify the population of girls as in need, due to circumstances beyond their control. *Adolescent* is defined as the ages between childhood and adulthood, more specifically age 9-18. This definition is fluid and flexible to meet the needs of the local community being served. Participants must meet this criteria and be identified by the local partner organization(s). It is more beneficial if the club participants come from the same, or similar, geographical community. The following expectations outline the responsibilities of the club participants and must be upheld throughout the duration of the club.

Participants must be...

- committed to attend the club at the same time weekly and for the entire club meeting throughout the duration of the club.
- open to exposure of new ideas, skills and knowledge to increase their ability to flourish.
- well behaved throughout the club by following the agreed upon ground rules established in the first session of the club.
- willing to participate in discussion and activity independently and with other participants in the club.
- eager to love, learn and play in order to flourish.

While attending the club, participants must...

- attend 90% of the club meetings.

- follow all agreed to ground rules and club procedures.
- provide feedback and data regarding their experience in the club through the M&E tools provided by UEF.
- work together to create a welcoming and safe environment for each other and the facilitator.
- support one another in establishing their creativity, self-expression, self-confidence and self-esteem.
- commit to embracing love, learning and playing in their daily lives.

Monitoring and Evaluation

Monitoring and evaluation (M&E) is vital to understanding the impact and outcome of an intervention. For this project, M&E begins during the training of facilitators (see Club Facilitator Training Guidebook). M&E continues before, during and after the implementation of the LLP Girls' Club. Beginning with the baseline questionnaire, or pre-assessment, club facilitators are responsible for administering the M&E tools, gathering the responses and providing the data to UEF and the partner organization(s). The following outlines the M&E logical framework and the tools used only in this strategy; the LLP girls' club, in the order they are to be administered during the club. The logical framework is for reference, while the tools are to be printed, copied and administered before, during and after the club.

Strategy	Projected Outcomes	Objectives	Indicators	Means of Verification	Outputs
Administer a comprehensive girls' club within the Love, Learn and Play philosophical framework through the The Flourishing Child Program: Sierra Leone LLP Girl's Club Curriculum.	Girls across the world will be equipped with the tools, resources and community to love, learn and play which will result in increased flourishing.	By the end of the club, club participants will be able to identify opportunities for love, learn and play within daily life resulting in increased flourishing.	Percentage of club participants who correctly respond to 6 or more of questions 3, 4, 5, 6, 8, 9, 10, 12, and 13 on the endline questionnaire at the end of the club duration.	Participant Endline Questionnaire (Questions 3, 4, 5, 6, 8, 9, 10, 12, and 13)	100% of club participants correctly respond to 6 or more of questions 3, 4, 5, 6, 8, 9, 10, 12, and 13 on the endline questionnaire at the end of the club duration.
	The Love, Learn and Play philosophical framework will be spread globally.	By the end of the club, club participants will be able to expand their awareness of empowerment, leadership, activism, general health, sexual reproductive health, financial literacy and entrepreneurship.	Percentage of club participants who correctly respond to 6 or more of questions 2, 7, 16, 17, 18, 19, 20, 21 and 22 on the endline questionnaire at the end of the club duration.	Participant Endline Questionnaire (Questions 2, 7, 16, 17, 18, 19, 20, 21 and 22)	100% of club participants correctly respond to 6 or more of questions 2, 7, 16, 17, 18, 19, 20, 21 and 22 on the endline questionnaire at the end of the club duration.
		By the end of the club, club participants will be able to exercise increased self-confidence, self-respect, and self-worth within the Love, Learn and Play philosophical framework.	Percentage of club participants who correctly respond to 5 or more of questions 1, 11, 13, 14, 15, 17, 21 and 22 on the endline questionnaire at the end of the club duration.	Participant Endline Questionnaire (Questions 1, 11, 13, 14, 15, 17, 21 and 22)	100% of club participants correctly respond to 5 or more of questions 1, 11, 13, 14, 15, 17, 21 and 22 on the endline questionnaire at the end of the club duration.
		By the end of the club, club participants will be able to flourish.	Percentage of club participants who attend 90% of the club meetings. Percentage of positive responses as related to flourishing 6 months after the club.	Attendance Tracker 6-month Post Intervention Check-in Questionnaire	100% of club participants attend 90% of the club meetings. 100% of club participants respond positively to 60% or more questions in the 6-month Post Intervention Check-in Questionnaire.

Pre-assessment (Baseline questionnaire)

The pre-assessment is administered to all LLP Girls' Club participants before the first session. This assessment measures the prior knowledge participants bring to the club and provides a baseline for change when compared to the endline questionnaire. The club facilitator leading this training should review all responses to the pre-assessment and use this data to inform decisions for modifications throughout the sessions. Each completed questionnaire should be shared with UEF and the partner organization(s) once reviewed by the facilitator after the first week of the club.

Attendance Tracker

Attendance must be taken at the start of each session; this is one of the club facilitator's weekly responsibilities. An attendance tracker sheet is provided with the materials below. This attendance data should be shared with the UEF and partner organization(s) team weekly. Reminder: Club participants must attend 90% of the club meetings.

Facilitator Weekly Feedback Form

During the implementation of the club, facilitators should complete the weekly feedback form to shed light on the progression of the club regarding best practices and opportunities for improvement for UEF and the partner organization(s). This short form provides space for facilitators to leave comments and insights as to the progression of the club and the participants' responses to the session(s). There are close ended and open ended questions to provide diverse data. One form should be completed for each facilitator or club group. This should be shared weekly with UEF and the partner organization(s).

Mid-point Evaluation

At the halfway point of the club the mid-point evaluation is administered to the club participants as a group. This tool provides questions to ask the entire group of participants similar to a focus group. The club facilitator is responsible for recording the group's responses. This allows for major concerns to be addressed within the duration of the rest of the club and for more immediate feedback from the participants for the facilitators, UEF and the partner organization(s). The responses should be shared with UEF and the partner organization(s) as soon as possible once the evaluation has been administered.

Post Assessment (Endline questionnaire)

This assessment or endline questionnaire provides a summative evaluation of the impact of the club and its content on the participants. This tool mirrors the pre-assessment or baseline questionnaire to provide comparison and highlight changes in attitudes, knowledge and understanding as it relates to the objectives of the club and its curriculum. Facilitators may use the results of this assessment to gauge their effectiveness in delivering the sessions. Each completed questionnaire should be shared with UEF and the partner organization(s) once reviewed by the facilitator after the last week of the club.

6-month Post Intervention Check-in Questionnaire

After the club has been completed the monitoring and evaluation process is still ongoing as we want to measure the lasting impact of the club. Six months after the graduation for the club, facilitators will gather the club participants to administer a focus group with the questions provided. The facilitator may administer the questionnaire to smaller groups of participants for feasibility. Club facilitators will record participants' responses and provide the data to UEF and the partner organization(s) as soon as possible after administration.

Scope and Sequence

Session	Title	Summary	Objectives
1	Introduction to the Club	This session provides an introduction to the The Flourishing Child Program: Sierra Leone LLP Girl's Club structure and the routines and procedures used during the club. Ground rules are agreed upon by all club participants and facilitators, community is established through icebreakers and games.	By the end of this session, club participants will be able to... ... identify the purpose of the The Flourishing Child Program: Sierra Leone LLP Girl's Club. ... recognize club routines and procedures that will be recurring for each session. ... practice club ground rules throughout the duration of the club.
2	Love, Learning and Playing Lead to Flourishing	This session provides an overview and introduction to the Love, Learn and Play philosophy established by UEF. The idea of flourishing is presented and club participants identify what flourishing looks like in their local context. This session provides goal setting skills and establishes the goals for the participants to achieve through the club.	By the end of this session, club participants will be able to... ... recognize the framework used throughout the club and highlighted in each session. ... contextualize flourishing for themselves and their local community. ... establish goals for themselves and the club community to reach by the end of the club.
3	Love	This session provides an in depth examination of the ideas surrounding “Love” within the LLP philosophical framework. Methods, tools and resources associated with <i>love</i> are presented to participants. Club participants contextualize these ideas within their local setting and individual experience.	By the end of this session, club participants will be able to... ... re-imagine <i>love</i> to include friends, family, community members, the environment, etc. ... prioritize <i>love</i> in their daily lives. ... connect future sessions to elements of <i>love</i> as associated with flourishing.
4	Learn	This session provides an in depth examination of the ideas surrounding “Learn” within the LLP philosophical framework. Methods, tools and resources associated with <i>learning</i> are presented to participants. Club participants contextualize these ideas within their local setting and individual experience.	By the end of this session, club participants will be able to... ... re-imagine <i>learning</i> as a life-long process of meaning making including diverse subjects and including others. ... prioritize <i>learning</i> in their daily lives. ... connect future sessions to elements of <i>learning</i> as associated with flourishing.
5	Play	This session provides an in depth examination of the ideas surrounding “Play” within the LLP philosophical framework. Methods, tools and resources associated with <i>play</i> are presented to participants. Club participants contextualize these ideas within their local setting and individual experience.	By the end of this session, club participants will be able to... ... re-imagine <i>playing</i> as an ageless adventure found in diverse engagements with oneself and others. ... prioritize <i>playing</i> in their daily lives. ... connect future sessions to elements of <i>playing</i> as associated with flourishing.
A1	Equity & Empowerment I		
A2	Equity & Empowerment II		
A3	Equity & Empowerment III		
B1	Leadership I		

B2	Leadership II		
B3	Leadership III		
C1	Activism I		
C2	Activism II		
C3	Activism III		
D1	General Health I		
D2	General Health II		
D3	General Health III		
E1	Sexual Reproductive Health I		
E2	Sexual Reproductive Health II		
E3	Sexual Reproductive Health III		
F1	Financial Literacy I		
F2	Financial Literacy II		
F3	Financial Literacy III		
G1	Entrepreneurship I		
G2	Entrepreneurship II		
G3	Entrepreneurship III		
6	Reflection & Action Plan	<p>This session closes the club curriculum by providing space for reflection of the collective and individual growth and increased knowledge acquired through the sessions. While reflection and action planning are integrated into each session this session focused on this for the club as a whole. Active planning for next steps for</p>	<p>By the end of this session, club participants will be able to...</p> <ul style="list-style-type: none"> ... reflect on their experience as a participant in The Flourishing Child Program: Sierra Leone LLP Girl's Club and identify their individual and collective growth. ... establish an action plan to continue to use love, learn and play in their lives to flourish.

		each participant as well as the club community provide sustainable change.	
7	Graduation	This provides a template for the structure that can be used to provide a final gathering for the club through a graduation ceremony and the distribution of certificates.	Not Applicable

Pre-assessment

**The Flourishing Child Program: Sierra Leone LLP Girl's Club Participant
Baseline Questionnaire***

**This assessment should be administered at the beginning of the girls' club, before any sessions are facilitated.*

Answer the following questions honestly and to the best of your ability. Your answers to this assessment will not impact your participation in the LLP Girls' Club. There is no grade associated with the results of this assessment.

Mark the following statements as either True or False by circling one.

- | | | |
|---|------|-------|
| 1. Girls and women can flourish in [country name]. | True | False |
| 2. Girls my age have the same opportunities to flourish as boys my age. | True | False |
| 3. Love, learning and playing are important to incorporate into daily life. | True | False |
| 4. Love is only between two people in a romantic relationship. | True | False |
| 5. Learning can happen outside of school. | True | False |
| 6. Play is for young children only. | True | False |
| 7. Girls have more responsibilities than boys in [country name]. | True | False |
| 8. It is good to be a part of a community of girls and women. | True | False |
| 9. There are women I look up to in my community. | True | False |
| 10. I can make choices that will lead to my own flourishing. | True | False |

Rate your agreement with the following statements by circling your response.

11. I am looking forward to attending every session of The Flourishing Child Program: Sierra Leone LLP Girl's Club.

Strongly Disagree	Disagree	Agree	Strongly Agree
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12. I value love, learning and playing in my daily life.

Strongly Disagree	Disagree	Agree	Strongly Agree
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13. I can flourish in this community.

Strongly Disagree	Disagree	Agree	Strongly Agree
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14. I am a good person.

Strongly Disagree	Disagree	Agree	Strongly Agree
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15. There are people in my community that support me.

Strongly Disagree	Disagree	Agree	Strongly Agree
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16. There are barriers I face as a girl that boys my age do not face, based on gender.

Strongly Disagree	Disagree	Agree	Strongly Agree
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17. I can be a leader in my community.

Strongly Disagree	Disagree	Agree	Strongly Agree
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18. I can exercise my rights and stand up for myself and others through activism.

Strongly Disagree	Disagree	Agree	Strongly Agree
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19. It is important to practice good hygiene for myself and those around me.

Strongly Disagree	Disagree	Agree	Strongly Agree
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20. By learning about my body I can better protect myself from sexually transmitted diseases, early pregnancy and sexual violence.

Strongly Disagree	Disagree	Agree	Strongly Agree
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21. I can make financial choices now that benefit my future.

Strongly Disagree	Disagree	Agree	Strongly Agree
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22. There are steps I can take and skills I can develop to further my interests in a career.

Strongly Disagree	Disagree	Agree	Strongly Agree
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Write your response to each question.

23. What are you most looking forward to during this club? _____

24. What are you most nervous about concerning joining this club? _____

25. Is there anything else you would like us to know about? _____

Attendance Tracker

Participant Name	Dates of The Flourishing Child Program: Sierra Leone LLP Girl's Club Session Meetings													
 <p data-bbox="256 279 480 373">UNIVERSAL ENLIGHTENMENT & FLOURISHING</p>														
1.														
2.														
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24.														

Facilitator Weekly Feedback Form

The Flourishing Child Program: Sierra Leone LLP Girl's Club Facilitator Weekly Feedback Form

This form provides space for reflection and feedback by club facilitators to the UEF team for each week of the club. Please provide honest feedback, your responses to this form will benefit the LLP Girls' Club and will not negatively impact your employment for the club.

Week of Club: _____ Session Topic/ Title: _____ # of Participants: _____

1. Rate how successful the session was, overall, this past week. Mark one of the following.

Not Successful	Somewhat Successful	Successful	Very Successful
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2. Rate the level of engagement, or participation, of the club participants this past week. Mark one of the following.

No participation	Little Participation	Normal/ Expected Participation	High Participation
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3. Rate the usefulness of the session guide for the session facilitated this past week. Mark one of the following.

Not Useful	Somewhat Useful	Useful	Very Useful
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4. Provide a positive reflection on the session from the past week below.

5. What are some areas that can be improved on in future sessions?

6. How can UEF further support the club at this time? _____

7. List any other comments you have regarding the club below.

Session 1 *The per-assessment/ baseline questionnaire must be administered BEFORE this session.

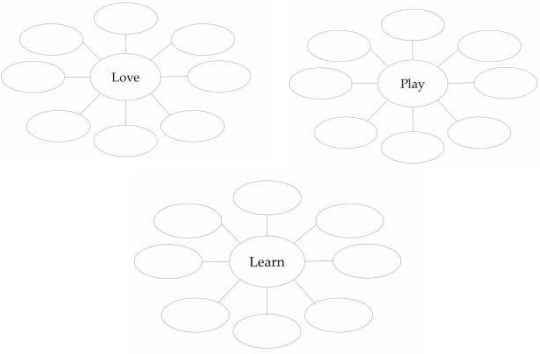
Module	Introduction	Duration: 1 hour* <small>* allow flexibility for timing to establish routines and familiarity with the sections of the session.</small>
Session Title	Introduction to the Club	
Session Objectives	By the end of this session, club participants will be able to... ... identify the purpose of the The Flourishing Child Program: Sierra Leone LLP Girl's Club. ... recognize club routines and procedures that will be recurring for each session. ... practice club ground rules throughout the duration of the club.	
Love	By the end of the session, club participants will be able to exercise “Love” by... ... introducing themselves positively to the group showing self-love. ... joining discussions and creating community among all participants showing love for one’s peers.	
Learn	By the end of the session, club participants will be able to exercise “Learn” by... ... understanding the new routines and procedures for the club and learning the names of other participants. ... remembering the agreed upon ground rules for the club.	
Play	By the end of the session, club participants will be able to exercise “Play” by... ... utilizing free expression during the breaks. ... being creative when introducing themselves and when reflecting on the session.	
Materials	Flipchart paper, markers, <i>Optional</i> : handout or poster with club logistics (guide attached after session guide)	
Preparation	Set up the chairs/desks in a semi-circle or different shape to help establish a safe learning environment and highlight the difference between the club and a classroom. Print the handout or prepare the poster with the club logistical details. Prepare a poster or flipchart sheet for the club ground rules.	
Section	Content	Facilitator Notes
Motivation 5 mins In this section of the session participants are motivated by the session’s topic through question asking and discussion jump starting their wonder through prior knowledge or experiences.	<i>Take attendance.</i> Welcome to UEF’s Love, Learn and Play Girls’ Club. We are so happy you can join us today and throughout the duration of the club. Let’s get to know each other and explore our interests. To learn each other's names we are going to play a game. First you will say your name, then you will say what you like to do (a hobby or fun activity you enjoy), then you will act out that hobby. Now, the entire group will say together, this is [name] and she likes to [hobby]. While acting out the hobby in the same way. We will go around in a circle so everyone has a chance to introduce themselves.	<i>Establish your conducive learning environment. Smile. Be excited and encouraging. Make a strong, friendly first impression.</i> <i>Introduce yourself to model the game, then ask if anyone would like to go next. Encourage participation from everyone, go in a circle after the first participant volunteers.</i>
Introduction 5 mins	Welcome to the Love, Learn and Play Girls’ Club. In this	

<p>In this section the focus of the session is presented to the participants for the first time. This leads directly into the content of the session.</p>	<p>club we will explore many ideas and topics all in relation to the philosophy of Love, Learn and Play which leads to Flourishing. You will be provided tools and resources to be a leader in your community who utilizes empowerment and activism while also learning about general health, sexual reproductive health, financial literacy and entrepreneurship. You will flourish.</p> <p>This club will meet [<i>input specific club duration information, who often for how long</i>]. We will always meet at [<i>location of the club</i>] and start at [<i>club start time</i>] and end at [<i>club end time</i>] It is very important that you attend each session as you must attend 90% of the club sessions in order to graduate and receive your certificate.</p>	<p><i>Omit the topics that will not be covered in this particular club.</i></p> <p><i>Provide the basic details about the club so all participants are aware immediately.</i></p> <p><i>Optional: create a poster or handout that outlines all these details so participants can share it with their families and/or see the poster constantly as a reminder see attached handout as guide.</i></p>
<p>Content 20 mins</p> <p>This section of the session outlines the content that will be covered in the lesson by providing a basis for knowledge to be used in the activity.</p>	<p><u>Ground rules</u>- the community agreed upon rules that will be maintained throughout the club</p> <p><u>Routines</u>- a sequence of actions regularly followed; a fixed program</p> <ul style="list-style-type: none"> ● Attendance: at the start of every session the facilitator will take attendance, this helps us track who is here every club meeting, remember you must be here for 90% of the club so if there are 10 sessions you are only allowed to miss 1. ● Reflection: at the end of the session all participants will do a reflection in their journals. The reflection is presented as multiple questions. The reflection can be written, drawn, etc. It is up to the participant how they want to respond to the reflection questions. This is a private, creative activity that participants complete at the end of each session. They are welcome to share their reflection with the club if they would like, but are not required to. ● Action plan: The last part of every session is the action plan. This provides space for club members to brainstorm together or independently about how to put into action what they have learned in the session. This will be a statement or couple of sentences explaining what was learned in the session and how it can be applied in everyday life. <p><u>Girls' club:</u></p> <ul style="list-style-type: none"> ● Whether in school or other community settings – aim to empower girls by giving them a chance to learn about issues that affect their lives, enabling them to expand their social networks and, in some cases, learning vocational and life skills. ● Girls' clubs and empowerment programmes can help to shift gender norms, attitudes and practices by increasing girls' self-confidence, encouraging 	<p><i>Present the definitions to the participants on a slide or flipchart paper.</i></p> <p><i>Explain what 90% is for the specific duration of this club.</i></p> <p><i>Add additional routines you would like to establish for the club.</i></p> <p><i>Remind participants that the girls' club will be different from school.</i></p>

	<p>them to express their views, and giving them access to role models who often also act as mentors.</p>	
<p>Activity 35 mins</p> <p>This section of the session provides an interactive and participatory activity for participants to work together and apply the content from the previous section.</p>	<p>All of us in this club are a team and to work together as a team we need to establish ground rules that we will all abide by and create a safe and fun space to share and learn in together.</p> <p>Let’s think of some ground rules we can commit to in the club.</p> <p>Some ideas: <i>respect others’ opinions, no judgment, allow others to share their ideas, respect privacy, encourage one another.</i></p> <p>Great, now we have a strong list of guidelines and ground rules to follow to ensure everyone feels comfortable. We can also add to this list if something arises during the club. All participants are expected to follow these rules throughout the club.</p> <p>What should be the consequence if one of these rules are broken?</p> <p>Some ideas: <i>write an apology letter to the participant affected, facilitator and/or club as a whole, make a verbal apology, sit out of the activity for the day.</i></p> <p>Now let’s think more about how we will act, interact and love, learn and play during this club. This club is different from school or being in a classroom.</p> <p>In pairs or small groups: Brainstorm your experience in school and in class.</p> <p>What are some of the negative or bad experiences you have had in school?</p> <p>What did you come up with in your brainstorm with each other?</p> <p>Go back to your pairs or small groups: Brainstorm your experience in school and in class.</p> <p>What are some of the positive or good experiences you have had in school?</p> <p>What did you come up with in your brainstorm with each other?</p>	<p><i>Ensure participants feel empowered to determine their own ground rules. Only provide examples if there is limited participation.</i></p> <p><i>Prepare a flipchart page or poster to list the ground rules.</i></p> <p><i>Remind participants the consequence should not be violent or mean, but a reminder why it is important to follow the rules.</i></p> <p><i>Transition to the next part of the activity.</i></p> <p><i>Allow participants to choose their partners or groups but ensure no one is left out.</i></p> <p><i>Give participants around 5 minutes to brainstorm then return as a whole group.</i></p> <p><i>Use the School v. Club handout (attached at the end of this session guide) as a template for presenting the results of this brainstorm.</i></p> <p><i>Give participants around 5 minutes to brainstorm then return as a whole group.</i></p> <p><i>Record the responses on the School v. Club handout.</i></p>

	<p>Now, let's think of how we can make sure these negative experiences don't happen in the club and the positive experiences do.</p> <p>What can we do as a team, in this club, to make these negative experiences positive?</p> <p>What can we do as a team, in this club, to make sure the positive experiences you have had in school happen in the club?</p> <p>Now we have a list of the ways we can make the club an overall positive experience for all of you. Let's remember this list along with the ground rules to make sure we are all doing our part to make this club enjoyable, comfortable and safe.</p>	<p><i>As a group go through each negative experience associated with school and think of a way to make sure it doesn't happen in the club. Take suggestions from club members and provide your own.</i></p> <p><i>As a group go through each positive experience and think of a way to make this happen in the club.</i></p> <p><i>Thank participants for providing their experiences to help make the club their own.</i></p>
<p>Reflection 5 mins</p> <p>This section of the session allows participants to be individually creative and respond personally to the session and its content through any means of expression in their journal.</p>	<p>Now we will do one of the routines we will do for each session: Reflect.</p> <p>Using the questions provided respond in your journal however you would like; this can be in a drawing, writing a poem, writing a paragraph, making a list, etc.</p> <p>What are some of the ways you like to express yourself?</p> <p>In your journal reflect on the session with the following questions (you may respond to one, a few or all).</p> <ul style="list-style-type: none"> ● What from this session excites you most about being part of the LLP Girls' Club? ● How is the club going to be different from school? ● How do you feel about coming to the next club meeting? 	<p><i>Remind participants this will happen each session and they should keep all of their reflections in the same journal</i></p> <p><i>This question is not part of the reflection, this is just an opportunity for participants to share some of the unique ways they like to express themselves and provide examples to others.</i></p> <p><i>Ask if any participants want to share their reflection or a general reflection they have regarding the session. Participants are welcome to keep their reflections to themselves.</i></p>
<p>Action Plan 2 mins</p> <p>This section of the session puts into action the ideas expressed in this session and the personal reflection done previously. This is done as a whole club activity with some personalization.</p>	<p>Now we will do another one of the routines we will do for each session: Action Plan.</p> <p>Using the sentence frames provided, fill in your own ideas to make a statement regarding how you will put into action what you have learned in today's session.</p> <p>Using the ground rule _____, I will help to provide a safe, comfortable and fun environment for the other club members.</p> <p>The club will be different from school because in the club we will _____.</p>	<p><i>Remind participants this will happen each session and they should keep all of their action plans right under their reflections in the same journal.</i></p> <p><i>If participants are having trouble filling in the sentence frame, provide some examples: the first sentence frame requires a ground rule and the second sentence frame requires something from the table of School v. Club experiences.</i></p> <p><i>Thank participants for attending the session.</i></p>
<p>Additional Resources</p>		

Session 2

Module	Love, Learn and Play Philosophy	Duration: 1 hour 15 mins
Session Title	Love, Learning and Playing Lead to Flourishing	
Session Objectives	By the end of this session, club participants will be able to... ... recognize the framework used throughout the club and highlighted in each session. ... contextualize flourishing for themselves and their local community. ... establish goals for themselves and the club community to reach by the end of the club.	
Love	By the end of the session, club participants will be able to exercise “Love” by... ... understanding the meaning of the term in relation to their experience as an adolescent girl and in relation to flourishing.	
Learn	By the end of the session, club participants will be able to exercise “Learn” by... ... understanding the meaning of the term in relation to their experience as an adolescent girl and in relation to flourishing.	
Play	By the end of the session, club participants will be able to exercise “Play” by... ... understanding the meaning of the term in relation to their experience as an adolescent girl and in relation to flourishing.	
Materials	Flipchart paper, markers, paper for the story created by participants	
Preparation	[Content] Write out the meaning of each, Love, Learn, Play and Flourishing on a flipchart sheet to present to the group.	
Section	Content	Facilitator Notes
<p>Motivation 5 mins</p> <p>In this section of the session participants are motivated by the session’s topic through question asking and discussion jump starting their wonder through prior knowledge or experiences.</p>	<p>Take attendance.</p> <p>Brainstorm the meaning of the following words, individually: “Love”, “Learn” and “Play.” Think of <u>synonyms</u>, <u>meaning</u> and <u>applications</u> of each term.</p>  <p>What might happen if we prioritized each of these ideas?</p> <p>If this question is challenging, don’t worry, you will be able to answer this by the end of this session.</p>	<p><i>Welcome participants kindly and excitedly, thank them for coming.</i></p> <p><i>Create a word web for each word and fill in the surrounding circles with the participants’ answers.</i></p> <p><i>Facilitate diverse responses for each term and highlight there are various meanings and applications for each.</i></p> <p><i>Allow participants to think about the answer to the question, take one to two responses. If participants are unsure how to answer, emphasize that this is a major question of UEF’s LLP philosophy and we will be examining it closer in the session.</i></p>
Introduction 1 min	The Universal Enlightenment & Flourishing sponsors the Love, Learn and Play Girls’ Club. This group is comprised of	<i>Highlight the unique adaptation of the LLP framework for the local</i>

<p>In this section the focus of the session is presented to the participants for the first time. This leads directly into the content of the session.</p>	<p>philosophers, academics, educators and successful professionals. They have identified three areas of life (love, learning and play) that should be prioritized in order to flourish, or reach one’s potential. UEF wants to spread this message and implement their findings through a girls’ club, therefore they have established the LLP girls’ club.</p> <p>In this session we will explore what this framework of love, learning and playing can provide for you all.</p>	<p><i>context by focusing on the result as a personal impact for each of the club participants.</i></p>
<p>Content 20 mins</p> <p>This section of the session outlines the content that will be covered in the lesson by providing a basis for knowledge to be used in the activity.</p>	<p>Love can mean... caring, empathizing, and showing compassion for oneself, one’s family, one’s friends, one’s community and one’s life. Love is more than a relationship, it is a deep-seated compassion without the expectation of reciprocity.</p> <p>Learning can mean... being conscious, making sense of what is experienced and intentionally acquiring information regarding skills, ideas, thoughts, and philosophies to expand an individual’s or group’s understanding and knowledge. Learning may include new information, different perspectives, updated information about oneself, one’s environment, one’s community, etc.</p> <p>Play can mean... to exercise creativity and innovation by enjoying oneself at any age, doing any activity that brings joy, which is self-motivated. Play is diverse, relaxing, driven, essential to learning and can be independent or collective, but should continue throughout life.</p> <p>Flourishing is.. unique to the individual and their environment as well as collective. Flourishing should be measured by the individual and represent their full potential, or success, of loving, learning and playing.</p> <p><i>Ask the follow for each idea:</i></p> <p>What is your initial impression of the meaning of this idea, do you agree or disagree? Is there anything to add?</p> <p>How many people are affected by this idea? Does this idea only affect the individual or the collective as well, how?</p> <p>Why is this important?</p> <p>What might make this idea difficult to prioritize and apply in daily life?</p>	<p><i>Prepare flipchart paper with the descriptions for each idea before the session and reveal one at a time.</i></p> <p><i>Ask a participant to read each idea one-at-a-time and analyze what it means as a group.</i></p> <p><i>Use the questions in bold at the end of this section to facilitate discussion about each idea after it is read.</i></p> <p><i>Respond to the participants’ reactions to these ideas and their meaning. Allow for discussion and debate. Participants should feel like they can contribute to the meaning of each idea.</i></p>
<p>Activity 45 mins</p>	<p>Let’s think about what Love, Learn, Play and Flourishing looks like for girls in [the specific community].</p>	<p><i>This is the first part of the activity in which the participants as a group determine characteristics of</i></p>

<p>This section of the session provides an interactive and participatory activity for participants to work together and apply the content from the previous section.</p>	<p>We will write a story about a fictional (not real) girl in this community. The story will explain how this girl, the main character in the story, loves herself, her friends and her community, learns new skills, and finds ways to be creative through playing. The story will end by describing how she has flourished.</p> <p>Let's brainstorm as a group who the main character is. We know she lives in this community. Let's decide some more details about her.</p> <p>What should be the main character's name? Where in this community does she live? How many brothers and sisters does she have? What is her favorite subject in school? What are her hobbies? What else should we imagine for her?</p> <p>-----</p> <p>Now that we have created this character together we need to write the story. In this story the main character will practice love, learn and play to flourish.</p> <p>In small groups write a paragraph and illustrate some images to describe how the main character is doing one of the LLP ideas in her daily life. One group will focus on one of the four areas of the LLP framework (love, learn, play and flourishing).</p> <p>Love: Participants in this group should write a paragraph and draw some images to show how the main character loves in her daily life. This can include loving herself, showing love to her friends, family and community, and/or loving the environment. Think about real life situations you and your group members experience day-to-day.</p> <p>Learn: Participants in this group should write a paragraph and draw some images to show how the main character learns in her daily life. This can include learning new ideas, new skills, meeting new people and other types of learning. Think about real life situations you and your group members experience day-to-day.</p> <p>Play: Participants in this group should write a paragraph and draw some images to show how the main character plays in her daily life. This can include playing games, doing hobbies, practicing creativity independently or with others. Think about real life situations you and your group members experience day-to-day.</p> <p>Flourish: Participants in this group should write a paragraph and draw some images to show how the main character flourishes after loving, learning and playing.</p>	<p><i>the main character of the story which should resemble themselves.</i></p> <p><i>Ask questions to the group and take responses from different participants, ensuring there is a consensus regarding the main character of the story.</i></p> <p><i>Record the characteristics determined by the participants on a flipchart sheet. Optional: you can draw an image of a girl and write these characteristics around the drawing.</i></p> <p><i>In this second part of the activity participants work in small groups to write and illustrate the rest of the story by describing how the main character loves, learns, plays and flourishes.</i></p> <p><i>Remind participants to make the story realistic to mirror their experience in the local community.</i></p> <p><i>Provide the activity prompt to each group according to their focus. There should be four groups one for each: love, learn, play and flourish.</i></p> <p><i>Each group should work on their part of the story for about 20 minutes.</i></p>
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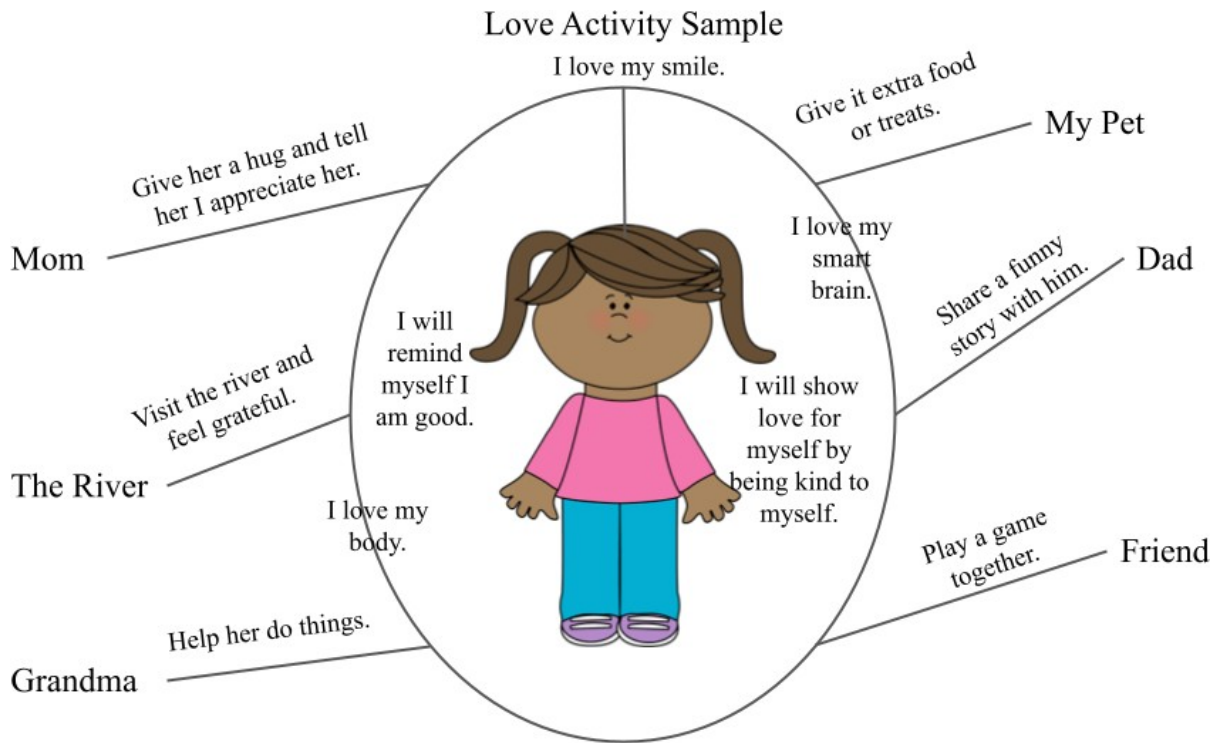
	<p>This should include whatever success and/or happiness look like in your community. Think about how you and your team members visualize or dream about success or flourishing.</p> <p>Now that we have the story written, let's read it. Pick one person from each group to read and show the images you have created.</p> <p>This story is fictional but you all can write your own, real, story by practicing love, learn and play inside and outside of the club and flourish. Let's think back to this story you all created while we move forward with the club and practice these ideas in each session.</p>	<p><i>Thank each group for being so creative and writing the story. Highlight that the club participants have come together to create a beautiful story about love, learn and play in this local community.</i></p>
<p>Reflection 5 mins</p> <p>This section of the session allows participants to be individually creative and respond personally to the session and its content through any means of expression in their journal.</p>	<p>In your journal reflect on the session in whatever way you would like by responding to the following questions (you may respond to one, a few or all).</p> <ul style="list-style-type: none"> ● Can you love, learn and play in your daily life? How/ Why not? ● What happens when you prioritize love, learning and playing in your daily life? ● Do you want to flourish? Why/ Why not? ● How does the club help you do more love, learn and play? 	<p><i>Ask if any participants want to share their reflection or a general reflection they have regarding the session. Participants are welcome to keep their reflections to themselves.</i></p>
<p>Action Plan 1 min</p> <p>This section of the session puts into action the ideas expressed in this session and the personal reflection done previously. This is done as a whole club activity with some personalization.</p>	<p>Using the sentence frames provided, fill in your own ideas to make a statement regarding how you will put into action what you have learned in today's session.</p> <p>I can use the idea of "love" from the LLP framework in my daily life by _____.</p> <p>I can use the idea of "learn" from the LLP framework in my daily life by _____.</p> <p>I can use the idea of "play" from the LLP framework in my daily life by _____.</p>	<p><i>If participants are having trouble filling in the sentence frames, direct participants to the ideas presented in the story they developed.</i></p> <p><i>Thank participants for attending the session.</i></p>
<p>Additional Resources</p>	<p>LLP philosophy: https://www.uef.org/blog/love-learn-play-the-triple-helix-of-human-flourishing</p>	

Session 3

Module	Love, Learn and Play Philosophy	Duration: 1 hour
Session Title	Love	
Session Objectives	By the end of this session, club participants will be able to... ... reimagine <i>love</i> to include friends, family, community members, the environment, etc. ... prioritize <i>love</i> in their daily lives. ... connect future sessions to elements of <i>love</i> as associated with flourishing.	
Love	By the end of the session, club participants will be able to exercise “Love” by... ... illustrating how they can show love for themselves. ... writing letters to those they love in the community.	
Learn	By the end of the session, club participants will be able to exercise “Learn” by... ...examining multiple methods of expressing and feeling love.	
Play	By the end of the session, club participants will be able to exercise “Play” by... ...being creative in their illustrations of themselves and their letter writing.	
Materials	Flipchart paper, markers, UEF video: Love, drawing supplies, paper, mirror (optional), Love Activity Sample	
Preparation	[Content] Prepare to present the UEF video: Love where all participants can see and hear.	
Section	Content	Facilitator Notes
Motivation 5 mins In this section of the session participants are motivated by the session’s topic through question asking and discussion jump starting their wonder through prior knowledge or experiences.	<i>Take attendance.</i> Brainstorm the following questions. Think about what was discussed last session regarding the multiple meanings for “love.” What are the different ways to show love? Who can receive love from you? Why is love important?	<i>Welcome participants kindly and excitedly, thank them for coming.</i> <i>Collect responses from a few participants, initiate a whole group discussion.</i>
Introduction 1 min In this section the focus of the session is presented to the participants for the first time. This leads directly into the content of the session.	This session will focus on the “love” idea as part of the love, learn and play framework introduced last session. Love can mean more than commonly thought of. It is important to love oneself, one’s friends and family, one’s community and/ or the environment. In the session we will practice these different forms of love. You should begin to think of ways to implement these different types of love in your daily life.	<i>Review the most relevant take-aways from the previous session as it relates to the ideas of love.</i>
Content 30 mins This section of the session outlines the content that will be covered in the lesson by providing a basis for knowledge to be	The video we will watch now was created by UEF and explains the meaning of “love” and its effect on our lives. Be prepared to answer questions about the video when it finishes. Feel free to ask questions after as well. <i>Play the UEF “Love” video (5 minutes)</i>	<i>Prepare the video to be played so that all participants can see and hear.</i> <i>Hold a 10-15 min discussion using the questions provided and others</i>

<p>used in the activity.</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. What did you like about the video? 2. What did you learn that was new about the idea of love? 3. What did you already know about the idea of love? 4. Do you disagree with anything presented in the video? 5. What was most surprising about the idea of love as presented in the video? <p>What are some ways you can show love?</p> <ul style="list-style-type: none"> ● Showing kindness ● Sharing ● Listening ● Hugging ● Playing ● Being caring ● Compassionate 	<p><i>(ask follow up questions to the responses given by participants).</i></p> <p><i>Make sure all participants understood the main message of the video, you can ask a participant to summarize what was presented if the language is a barrier to understanding.</i></p> <p><i>Use this question to transition into the activity section. Create a list of participants' responses along with what is provided and keep it posted on the board throughout the activity section of the session.</i></p>
<p>Activity 20 mins</p> <p>This section of the session provides an interactive and participatory activity for participants to work together and apply the content from the previous section.</p>	<p>Now that we know so much about love, let's visualize the love we can share with others and ourselves.</p> <p><i>(See handout for an example)</i></p> <ol style="list-style-type: none"> 1. Draw a picture of yourself. Add detail to show your unique characteristics. 2. Brainstorm the people/ things or places you love. Write the names around the picture of yourself or draw them too. 3. Draw a line from the image of yourself to what you love. On the line write how you will show them you love them. 4. Draw a circle around the image of yourself, connected to the image. On the circle write what you love about yourself. Inside the circle write how you will show yourself love. <p>Share what you have created with the rest of the club. Explain why you made the decisions you did.</p>	<p><i>Provide participants with paper and drawing supplies or they can draw in their journals.</i></p> <p><i>Optional: Provide a mirror to show participants their beautiful features.</i></p> <p><i>This part of the activity should be done individually with instructions given to the whole group one at a time.</i></p> <p><i>Each participant should present their drawing. This builds self esteem and confidence through public speaking.</i></p>
<p>Reflection 5 mins</p> <p>This section of the session allows participants to be individually creative and respond personally to the session and its content through any means of expression in their journal.</p>	<p>In your journal reflect on the session in whatever way you would like by responding to the following questions (you may respond to one, a few or all).</p> <ul style="list-style-type: none"> ● Do others show love to you? How? ● How will others be impacted by learning you love them? How might they feel? ● Is love always a positive, or happy feeling? 	<p><i>Ask if any participants want to share their reflection or a general reflection they have regarding the session. Participants are welcome to keep their reflections to themselves.</i></p>
<p>Action Plan 1 min</p>	<p>Using the sentence frames provided, fill in your own ideas to make a statement regarding how you will put into</p>	<p><i>If participants are having trouble filling in the sentence frames,</i></p>

<p>This section of the session puts into action the ideas expressed in this session and the personal reflection done previously. This is done as a whole club activity with some personalization.</p>	<p>action what you have learned in today's session.</p> <p>I love _____ because _____ _____ . I can show them I love them by _____ _____ . We will flourish through love by _____ .</p>	<p><i>explain: they should first think of a person, then why they love them. Next, how they can show love for this person. Finally, how love can lead to flourishing.</i></p> <p><i>Thank participants for attending the session.</i></p>
<p>Additional Resources</p>		



Session 4

Module	Love, Learn and Play Philosophy	Duration: 1 hour 20 mins
Session Title	Learn	
Session Objectives	By the end of this session, club participants will be able to... ... reimagine <i>learning</i> as a life-long process of meaning making including diverse subjects and including others. ... prioritize <i>learning</i> in their daily lives. ... connect future sessions to elements of <i>learning</i> as associated with flourishing.	
Love	By the end of the session, club participants will be able to exercise “Love” by... ... providing something to others in the club exercising sharing and kindness to show love.	
Learn	By the end of the session, club participants will be able to exercise “Learn” by... ... learning about the idea and learning something new.	
Play	By the end of the session, club participants will be able to exercise “Play” by... ...actively trying something new, a new skill, idea or understanding.	
Materials	Flipchart paper, markers, UEF video: Learn, Use Your Brain video, Learning Styles Quiz	
Preparation	[Content] Prepare to present the UEF video: Learn where all participants can see and hear. [Content] Write the different types of learning styles on separate flipchart sheets. [Content] Print out a few Learning Style Quiz handouts.	
Section	Content	Facilitator Notes
Motivation 5 mins In this section of the session participants are motivated by the session’s topic through question asking and discussion jump starting their wonder through prior knowledge or experiences.	<i>Take attendance.</i> Brainstorm the following questions. Think about what was discussed in the introduction session about love, learn and play and what was included in the meaning of learn/ learning. What ages do people learn? Why? Who can provide learning? Who can learn? Why is learning important? What kind of things do people learn?	<i>Welcome participants kindly and excitedly, thank them for coming.</i> <i>Collect responses from a few participants, initiate a whole group discussion.</i>
Introduction 1 min In this section the focus of the session is presented to the participants for the first time. This leads directly into the content of the session.	This session will focus on the “learn” idea as part of the love, learn and play framework introduced in Session 2. Learning can mean more than commonly thought of. People of all ages can learn and learning can take place anywhere. Anything that is new, interesting and insightful can be seen as learning. In this session we will practice learning in different ways. You should begin to think of ways to implement learning in your daily life.	<i>Review the most relevant take-aways from the introductory session on LLP (session 2) as it relates to the ideas of learning.</i>
Content 20 mins This section of the session outlines the content that will be covered in the	The video we will watch now was created by UEF and explains the meaning of “learning” and its effect on our lives. Be prepared to answer questions about the video when it finishes. Feel free to ask questions after as well.	<i>Prepare the video to be played so that all participants can see and hear.</i>

<p>lesson by providing a basis for knowledge to be used in the activity.</p>	<p><i>Play the UEF “Learn” video (5 minutes).</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What did you like about the video? 2. What did you learn that was new about the idea of learning? 3. What did you already know about the idea of learning? 4. Do you disagree with anything presented in the video? 5. What was most surprising about the idea of learning as presented in the video? <p>People learn in different ways. There are four main ways people can learn.</p> <p><u>Visual</u> - Visual learners are better able to retain information when it’s presented to them in a graphic depiction, such as arrows, charts, diagrams, symbols, and more. Visual learners thrive with clear pictures of information.</p> <p><u>Auditory</u> - Sometimes referred to as “aural” learners, auditory learners prefer listening to information that is presented to them vocally. These learners work well in group settings where vocal collaboration is present and may enjoy reading aloud to themselves.</p> <p><u>Reading & Writing</u> - Focusing on the written word, reading and writing learners succeed with written information on worksheets, presentations, and other text-heavy resources. These learners are note-takers and perform strongly when they can reference written text.</p> <p><u>Kinesthetic</u> - Taking a physically active role, kinesthetic learners are hands-on and thrive when engaging all of their senses during course work. These learners tend to work well in scientific studies due to the hands-on lab component of the course.</p> <p>Which form of learning do you prefer? (You can prefer more than one). <i>If participants can’t determine it for themselves, administer the Learning Styles Quiz attached after the session.</i></p> <p>The differences between us, in the ways we prefer to learn, come from our brains. Our brains help us learn. Watch this video to learn more about how brains work.</p> <p><i>Play the video “Use Your Brain” (5 minutes)</i></p>	<p><i>Hold a 10-15 min discussion using the questions provided and others (ask follow up questions to the responses given by participants).</i></p> <p><i>Make sure all participants understood the main message of the video, you can ask a participant to summarize what was presented if the language is a barrier to understanding.</i></p> <p><i>Prepare flipchart sheets with each way of learning. Ask a participant to read each outloud and emphasize the items bolded.</i></p> <p><i>Discuss how each learning style can be achieved, i.e. acting out, creating models, talking, using the board, etc.</i></p> <p><i>Ask the participants to think of which learning style they prefer. Take note of their responses to better tailor the sessions for their independent learning needs. Each participant should respond.</i></p> <p><i>Play the video at 0.5X speed for better understanding.</i></p>
<p>Activity 50 minutes</p> <p>This section of the session</p>	<p>Now let’s practice learning from each other and with different styles.</p>	<p><i>Transition to the activity. Connect the ideas of learning and teaching.</i></p>

<p>provides an interactive and participatory activity for participants to work together and apply the content from the previous section.</p>	<p>In pairs (groups of two) you will teach and learn. You and your partner will agree on two topics, one of these topics one participant will teach and the other topic the other participant will teach. You will learn what your partner teaches. When picking a topic, think of something you know about that you can share with your partner and then, something you want to learn. <u>This can be a new skill, a game, a song, a dance, new information, etc.</u> You will take turns teaching and learning. Don't forget about the different learning styles! To teach, use the learning style your partner prefers so they can learn better.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Find a partner. 2. Pick two topics. Each partner must make a list of all the things they can teach on one side and a list of the things they want to learn on the other side. Share your lists with your partner and pick two topics; one topic you want to learn and one you can teach. 3. Establish learning styles. Find out which learning style your partner prefers. This will be the style you will use when teaching your topic. Share with your partner what learning style you prefer. This will be the style they will use to teach something to you. 4. Plan how you will teach your <i>teaching</i> topic. Take about 15 minutes to plan out how you will teach your partner your <i>teaching</i> topic. List the steps, determine the starting point and end point and make notes about how to use the learning style they prefer. (Your partner will take the same 15 minutes to plan their own teaching topic). 5. Take turns teaching your topic and learning the other topic. (It should take about 10 minutes to teach your partner). <p>Does anyone want to share about their experience as a teacher or learner?</p>	<p><i>Optional: pair participants up based on topics of interest and ability to teach.</i></p> <p><i>Remind participants the topic can be very simple such as a song or a dance.</i></p> <p><i>Commend participants for completing the activity. Recognize: it may have been difficult but they <u>learned</u> a lot during the process.</i></p> <p><i>Transition into the reflection which provides similar questions.</i></p>
<p>Reflection 5 mins</p> <p>This section of the session allows participants to be individually creative and respond personally to the session and its content through any means of expression in their journal.</p>	<p>In your journal reflect on the session in whatever way you would like by responding to the following questions (you may respond to one, a few or all).</p> <ul style="list-style-type: none"> ● What did you learn from teaching something to someone else? How did you feel? ● What was it like to learn from a club member? How did you feel? ● What are some things you can learn in this community? Who are the teachers? 	<p><i>Ask if any participants want to share their reflection or a general reflection they have regarding the session. Participants are welcome to keep their reflections to themselves.</i></p>
<p>Action Plan 1 min</p>	<p>Using the sentence frames provided, fill in your own ideas</p>	<p><i>If participants are having trouble filling in the sentence frames,</i></p>

<p>This section of the session puts into action the ideas expressed in this session and the personal reflection done previously. This is done as a whole club activity with some personalization.</p>	<p>to make a statement regarding how you will put into action what you have learned in today's session.</p> <p>I want to learn _____ by _____ _____ . I will flourish through learning by _____ .</p>	<p><i>explain: they should first think of something they want to learn. Next, how they want to learn this. Finally, how learning can lead to flourishing.</i></p> <p><i>Thank participants for attending the session.</i></p>
<p>Additional Resources</p>	<p>Use Your Brain video: https://www.youtube.com/watch?v=b79xio8qgiY Learning Styles info: https://sphero.com/blogs/news/learning-styles-for-kids#:~:text=The%20four%20core%20learning%20styles%20include%20visual%2C%20auditory,reading%20and%20writing%2C%20and%20kinesthetic.</p>	

Learning Styles Quiz
<ol style="list-style-type: none"> 1. What kind of book would you like to read for fun? <ol style="list-style-type: none"> A. A book with lots of pictures in it B. A book with lots of words in it C. A book with word searches or crossword puzzle 2. What's the best way for you to learn about how something works e.g. a radio? <ol style="list-style-type: none"> A. Get someone to show you B. Listen to someone explain it C. Figure it out on your own 3. What do you find most distracting when you are trying to study? <ol style="list-style-type: none"> A. People walking past you B. Loud noises C. An uncomfortable chair 4. What do you like to do to relax? <ol style="list-style-type: none"> A. Read B. Listen to music C. Exercise (walk, run, play sports, etc) 5. What are you most likely to remember about new people you meet? <ol style="list-style-type: none"> A. Their face but not their name B. Their name but not their face C. What you talked about with them

Session 5

Module	Love, Learn and Play Philosophy	Duration: 1 hour 10 mins
Session Title	Play	
Session Objectives	By the end of this session, club participants will be able to... ... reimagine <i>playing</i> as an ageless adventure found in diverse engagements with oneself and others. ... prioritize <i>playing</i> in their daily lives. ... connect future sessions to elements of <i>playing</i> as associated with flourishing.	
Love	By the end of the session, club participants will be able to exercise “Love” by... ... finding out how their peers in the club enjoy play.	
Learn	By the end of the session, club participants will be able to exercise “Learn” by... ...developing new ideas about play and finding new ways to play.	
Play	By the end of the session, club participants will be able to exercise “Play” by... ...trying various different types of play through creativity and activity.	
Materials	Flipchart paper, markers, UEF video: Play, free play materials: balls, paper, toys, books, etc.	
Preparation	[Content] Prepare to present the UEF video: Play where all participants can see and hear. [Activity] Provide materials for free play and make them accessible.	
Section	Content	Facilitator Notes
Motivation 5 mins In this section of the session participants are motivated by the session’s topic through question asking and discussion jump starting their wonder through prior knowledge or experiences.	<i>Take attendance.</i> Brainstorm the following questions. Think about what was discussed in the introduction session about love, learn and play and what was described as “play.” What ages do people play? Who can play? What is included in play? Why is playing important?	<i>Welcome participants kindly and excitedly, thank them for coming.</i> <i>Collect responses from a few participants, initiate a whole group discussion.</i>
Introduction 1 min In this section the focus of the session is presented to the participants for the first time. This leads directly into the content of the session.	This session will focus on the “play” idea as part of the love, learn and play framework introduced in Session 2. Playing can mean more than commonly thought of. People of all ages can play and playing can take place anywhere. Anything that is creative, interesting and interactive can be seen as play. In this session we will practice playing in different ways. You should begin to think of ways to implement playing in your daily life.	<i>Review the most relevant take-aways from the introductory session on LLP (session 2) as it relates to the ideas of play/ playing.</i>
Content 20 mins This section of the session outlines the content that will be covered in the lesson by providing a basis for knowledge to be used in the activity.	The video we will watch now was created by UEF and explains the meaning of “play” and its effect on our lives. Be prepared to answer questions about the video when it finishes. Feel free to ask questions after as well. <i>Play the UEF “Play” video (5 minutes).</i>	<i>Prepare the video to be played so that all participants can see and hear.</i> <i>Hold a 10-15 min discussion using the questions provided and others</i>

	<p>Questions:</p> <ol style="list-style-type: none"> 1. What did you like about the video? 2. What did you learn that was new about the idea of play? 3. What did you already know about the idea of play? 4. Do you disagree with anything presented in the video? 5. What was most surprising about the idea of play? <p>Now brainstorm, if you had 1-2 hours of free time (no responsibilities or anything to do) what would you do during that time?</p> <p>Some ideas:</p> <ul style="list-style-type: none"> ● Read a book ● Play a game with friends (<i>explain what game, use the name and/or write the description</i>) ● Play an instrument ● Dance ● Sing ● Talk with neighbors ● Play a sport ● Draw, be creative <p>What you would do/ do, do with freetime is how you enjoy playing. Freedom = play.</p>	<p><i>(ask follow up questions to the responses given by participants).</i></p> <p><i>Make sure all participants understood the main message of the video, you can ask a participant to summarize what was presented if the language is a barrier to understanding.</i></p> <p><i>Take responses from all participants to create a list of play. This list should describe and define the different ways the club participants would practice play.</i></p> <p><i>Ensure participants understand play is different for each of them, but can also be similar and can be done together or alone. The diversity of play is a main takeaway.</i></p>
<p>Activity 40 mins</p> <p>This section of the session provides an interactive and participatory activity for participants to work together and apply the content from the previous section.</p>	<p>The best way to practice playing and discover what type of play we enjoy the most is to ... play.</p> <p>For the next 20-30 minutes you are free to use the time how you wish. You may play together or alone, inside or outside, with tools and materials or without. Remember a big part of playing is being creative, so be creative with your time and resources. The goal is to be happy and enjoy the time.</p> <p>Now that you have finished your play, lets discuss how it went.</p> <p>How did you feel when you learned you could spend 20-30 minutes anyway you wished?</p> <p>Are you satisfied with how you spent the time? Why/ Why not?</p> <p>Explain what activity you chose? Have you played this way before? Why did you choose it?</p>	<p><i>Transition into the activity by providing structured freedom.</i></p> <p><i>Observe intentionally to see what friendships form and what type of play participants choose. This can provide insight into the different ways participants might prefer to communicate in the future.</i></p> <p><i>Facilitate a discussion in which many participants contribute and present their feelings and experience.</i></p> <p><i>Transitions into the reflection where participants should provide more personal reflections.</i></p>
<p>Reflection 5 mins</p>	<p>In your journal reflect on the session in whatever way you</p>	

<p>This section of the session allows participants to be individually creative and respond personally to the session and its content through any means of expression in their journal.</p>	<p>would like by responding to the following questions (you may respond to one, a few or all).</p> <ul style="list-style-type: none"> ● What was it like to play? ● How can you find time to play more? ● What happens to your mind and body when you play? ● How are playing and flourishing connected? 	<p><i>Ask if any participants want to share their reflection or a general reflection they have regarding the session. Participants are welcome to keep their reflections to themselves.</i></p>
<p>Action Plan 1 min</p> <p>This section of the session puts into action the ideas expressed in this session and the personal reflection done previously. This is done as a whole club activity with some personalization.</p>	<p>Using the sentence frames provided, fill in your own ideas to make a statement regarding how you will put into action what you have learned in today's session.</p> <p>I like to play by _____.</p> <p>I will flourish through playing by _____.</p> <p>_____.</p>	<p><i>Thank participants for attending the session.</i></p>
<p>Additional Resources</p>	<p>https://www.youtube.com/watch?v=hLtkC-G5dY</p>	

Session 6 *Unfinished

Module	Closing the Club	Duration: XX
Session Title	Reflection and Action Plan	
Session Objectives	By the end of this session, club participants will be able to... ... reflect on their experience as a participant in UEF's LLP Girls' Club and identify their individual and collective growth. ... establish an action plan to continue to use love, learn and play in their lives to flourish.	
Love	By the end of the session, club participants will be able to exercise "Love" by... ... reflecting on how they have used love in past sessions and prepare to use it independently in their daily life.	
Learn	By the end of the session, club participants will be able to exercise "Learn" by... ...reflecting on how they have used learning in past sessions and prepare to use it independently in their daily life.	
Play	By the end of the session, club participants will be able to exercise "Play" by... ... reflecting on how they have used play in past sessions and prepare to use it independently in their daily life.	
Materials	Flipchart paper, markers,	
Preparation		
Section	Content	Facilitator Notes
Motivation 5 mins In this section of the session participants are motivated by the session's topic through question asking and discussion jump starting their wonder through prior knowledge or experiences.	<i>Take attendance.</i>	
Introduction 1 mins In this section the focus of the session is presented to the participants for the first time. This leads directly into the content of the session.	This is the last session of the club. By reflecting and creating an action plan you can best prepare for utilizing the skills acquired in this club in your daily life and sharing them with others in the community.	
Activity TIME This section of the session provides an interactive and participatory activity for participants to work together and apply the content from the previous section.	Read through your journal. Read each reflection and action plan you have made for each session of the club.	
Additional Resources		

Mid-Point Evaluation

The Flourishing Child Program: Sierra Leone LLP Girl's Club Mid-Point Evaluation

This template provides the questions that should be asked during the middle point in the LLP Girls' Club duration. The questions should be asked by the facilitator to the entire group of participants as a focus group format.

Facilitators should ask the questions verbally and record the response of all participants in the space provided. Give plenty of time for each participant to provide a response who wants to. All participants are not required to respond individually, but should participate in some manner.

Total number of participants in attendance: _____

The following should be responded to by a show of hands, participants should raise their hand if they agree with the statement. Record how many students raise their hand on the line provided. *note who raises their hands for these questions and ask why, provide some notes below each of these.

1. I am enjoying coming to the club each week. _____
2. It is easy for me to join each club session. _____
3. My family supports me coming to the club. _____
4. Sometimes it is hard for me to come to the club.* _____

5. I have not made friends at the club.* _____

6. I feel safe at the club. _____

7. I do not feel happy when I am at the club.* _____

8. I will continue to come to the club until graduation. _____

The next set of questions are open ended. Participants can provide answers in a sentence or few words. All participants who want to respond should be given a chance. Take notes of their response on the lines provided.

9. What has been your favorite session of the club so far? _____

10. What part of each session do you enjoy the most? Why? *Count the number of participants who enjoy each part and provide notes regarding their explanation.*

Motivation: # _____

Introduction: # _____

Content: # _____

Activity: # _____

Reflection: # _____

11. If you could change one thing about the club, what would it be? _____

Post Assessment

The Flourishing Child Program: Sierra Leone LLP Girl's Club Participant Endline Questionnaire*

**This assessment should be administered at the end of the girls' club, after all sessions are facilitated.*

Answer the following questions honestly and to the best of your ability. Your answers to this assessment will not impact your graduation from the LLP Girls' Club. There is no grade associated with the results of this assessment.

Mark the following statements as either True or False by circling one.

- | | | |
|---|------|-------|
| 1. Girls and women can flourish in [country name]. | True | False |
| 2. Girls my age have the same opportunities to flourish as boys my age. | True | False |
| 3. Love, learning and playing are important to incorporate into daily life. | True | False |
| 4. Love is only between two people in a romantic relationship. | True | False |
| 5. Learning can happen outside of school. | True | False |
| 6. Play is for young children only. | True | False |
| 7. Girls have more responsibilities than boys in [country name]. | True | False |
| 8. It is good to be a part of a community of girls and women. | True | False |
| 9. There are women I look up to in my community. | True | False |
| 10. I can make choices that will lead to my own flourishing. | True | False |

Rate your agreement with the following statements by circling your response.

11. I was excited to attend every session of The Flourishing Child Program: Sierra Leone LLP Girl's Club.

Strongly Disagree	Disagree	Agree	Strongly Agree
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12. I value love, learning and playing in my daily life.

Strongly Disagree	Disagree	Agree	Strongly Agree
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13. I can flourish in this community.

Strongly Disagree	Disagree	Agree	Strongly Agree
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14. I am a good person.

Strongly Disagree	Disagree	Agree	Strongly Agree
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15. There are people in my community that support me.

Strongly Disagree	Disagree	Agree	Strongly Agree
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16. There are barriers I face as a girl that boys my age do not face, based on gender.

Strongly Disagree	Disagree	Agree	Strongly Agree
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17. I can be a leader in my community.

Strongly Disagree	Disagree	Agree	Strongly Agree
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18. I can exercise my rights and stand up for myself and others through activism.

Strongly Disagree	Disagree	Agree	Strongly Agree
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19. It is important to practice good hygiene for myself and those around me.

Strongly Disagree	Disagree	Agree	Strongly Agree
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20. By learning about my body I can better protect myself from sexually transmitted diseases, early pregnancy and sexual violence.

Strongly Disagree	Disagree	Agree	Strongly Agree
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21. I can make financial choices now that benefit my future.

Strongly Disagree	Disagree	Agree	Strongly Agree
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22. There are steps I can take and skills I can develop to further my interests in a career.

Strongly Disagree	Disagree	Agree	Strongly Agree
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Write your response to each question.

23. What is your favorite memory from attending the LLP Girls' Club? _____

24. What was the most difficult part of attending or participating in the club sessions? _____

25. Is there anything else you would like us to know about? _____

Appendix

Example Weekly Calendar

(Minimum club duration- 2 months)

Week 0	Pre-assessment
Week 1	Set Expectations
Week 2	LLP = Flourishing
Week 3	Love
Week 4	Learn
Week 5	Play
Week 6	Mid-point evaluation
Week 7	Optional session
Week 8	Optional session
Week 9	Reflection & Action Plan
Week 10	Graduation
Week X	Post Assessment

Example Weekly Calendar

(Recommended club duration- 4 months)

Week 0	Pre-assessment
Week 1	Set Expectations
Week 2	LLP = Flourishing
Week 3	Love
Week 4	Learn
Week 5	Play
Week 6	Optional session
Week 7	Optional session
Week 8	Optional session
Week 9	Mid-point Evaluation

Week 10	Optional session
Week 11	Optional session
Week 12	Optional session
Week 13	Optional session
Week 14	Optional session
Week 15	Optional session
Week 16	Reflection & Action Plan
Week 17	Graduation
Week X	Post Assessment

Example Weekly Calendar

(Maximum club duration- approx. 7 months)

Week 0	Pre-assessment
Week 1	Set Expectations
Week 2	LLP = Flourishing
Week 3	Love
Week 4	Learn
Week 5	Play
Week 6	Optional session
Week 7	Optional session
Week 8	Optional session
Week 9	Optional session
Week 10	Optional session
Week 11	Optional session
Week 12	Optional session
Week 13	Optional session
Week 14	Mid-point Evaluation
Week 15	Optional session

Week 16	Optional session
Week 17	Optional session
Week 18	Optional session
Week 19	Optional session
Week 20	Optional session
Week 21	Optional session
Week 22	Optional session
Week 23	Optional session
Week 24	Optional session
Week 25	Optional session
Week 26	Optional session
Week 27	Optional session
Week 28	Reflection & Action Plan
Week 29	Graduation
Week X	Post Assessment