

# Empower

A curriculum for girls to prevent human trafficking

SAMPLE LESSONS

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# Meeting Format

Each meeting follows a common format as laid out below.

## Welcome

Open the meeting with an enthusiastic welcome and recitation of the creed. The creed may need to be explained to new members. (10 minutes)

## Names and Introductions

If there are new members, take turns saying introductions (i.e. name, class in school, etc.). Welcome new members and make sure they know how excited you are to have them join the club. Play the welcome activity. (15 minutes)

## Lesson

Introduce this week's lesson, tell the story, then read the main point. (20 minutes)

## Discussion

Answer the first set of questions in a large group and encourage the girls to answer aloud. Then, break the girls into small groups, preferably no larger than four girls per group, and instruct them to discuss the remaining questions within their group. If you do not have a board on which to write the questions, print or write them out so each group can remember them and discuss at their own pace.

If you uncover any strong emotions during the discussion time, you should offer to walk the girls through their situations and direct them to a woman in their lives who may be willing to help. Keep in mind that it can be traumatic to acknowledge strong emotions without having a way to deal with them. (15 minutes)

## Activity

Play the recommended activities listed. Activities that support the main point of the meeting, as well as those that encourage the girls to build and maintain friendships, are included. (30 minutes)

## Wrap Up & Journal

Provide a journal prompt and allow the girls enough time to reflect and write. If possible, write the prompt on a whiteboard or somewhere the girls can easily see. (10 minutes)

Meeting 4

# Self-Image

## Supplies

*Required*    Paper  
                 Pens or pencils  
                 Colored pencils, crayons or tape

*Optional*    Whiteboard or chalkboard

## WELCOME ACTIVITY

### Fire on the Mountain

Everyone slowly runs around in a circle. The facilitator stands in the center of the circle and yells out, “Fire on the mountain! Run! Run! Run!” All the girls join in on, “Run! Run! Run!” Repeat this two or three times and yell out a number. The girls should then get into groups according to the number called as quickly as they can. The girls that do not find a group are ‘out’. The facilitator can have a helper to call players out.

## LESSON

“Self-image is the way we see ourselves. It is defined as ‘the idea one has of one’s abilities, appearance, and personality’. Sometimes we are insecure because we compare ourselves to others. Instead, we should focus more on what makes us special. Today’s story is about Isabelle who realizes this for herself!”

## Story

Isabelle goes to school every week day. She wakes up many mornings and has cold cereal, and many nights she eats chicken, sometimes with rice and sometimes with vegetables. She does homework and watches after her younger siblings every day. One day, she thinks to herself, “I am boring and I don’t have many friends. In fact, the popular girls at school who have pretty hair and thin faces make fun of me. I don’t blame them though, because there is nothing interesting about me.” Isabelle feels badly because she believes she isn’t good enough for her friends.

That same day, while walking home from school, she sees the elderly farmer who lives down the street struggle to carry a bag of vegetables. His bag breaks from the weight, and his vegetables scatter all over the ground. People see him, but they point and laugh as they walk past him. She feels sorry for him, so she runs to help him gather

the vegetables off the ground and carry the heavy load to his house. The man says, "Thank you, young lady, you are very kind. I can see how much compassion you have in your heart." Isabelle continues the journey to her home.

A few minutes later, a younger girl runs past her, crying. Isabelle rushes to help her. She says, "Hello, is something wrong?" The young girl says, "Yes, I have lost my textbook and could get in trouble if I don't bring it back tomorrow." Isabelle goes to the school with her to find the book, and they see it lying on one of the desks. The girl says, "Thank you, Isabelle. I will always remember you for the kindness and love you showed towards me." Isabelle says goodbye, and once again continues walking home.

As Isabelle walks, she feels good about herself and stops at a nearby pond. While throwing rocks into the water, she sings some of her favorite songs. After a while, she heads home again, but she is stopped by a lady who says, "I heard you singing. You have such a beautiful voice!" Nearing her house, Isabelle realizes that she had been hard on herself for the wrong reasons. She has compassion, she is kind and loving, and she is good at singing! Inner beauty is the image of herself that she should be most concerned about. She decides to use her talents to help her family and community, just as she had done that afternoon.

### Main Point

The way we view ourselves shapes the way we live and how we interact with others. We should not compare ourselves to others because we are all unique, and we all have different qualities and talents. Some of us are good at painting, some at singing, some at schoolwork, and some at encouraging others. Inner beauty is the image that we should be focused on, more than what we look like on the outside or what we think is popular.

### DISCUSSION

#### Large Group

1. What did Isabelle think of herself at the beginning of the story?
2. What things did she do that showed kindness and love?
3. After Isabelle realized that she was kind, loving, and talented, how did it change her?

#### Small Groups

1. Explain a time when you felt badly about yourself.
2. What are some special things about you? How can you use them to help others around you?

## ACTIVITIES

### Compliment Cards

While the girls are still in groups, pass out pieces of paper to each girl. Explain to them that sometimes it is hard to see the good things about ourselves, so we should remind each other of the beauty that we each possess.

Tell the girls to write the names of each person in their group followed by a compliment especially for them. If the girls do not know each other well, suggest something like, “I like your haircut” or “You have a nice laugh,” but try to emphasize non-physical compliments as much as possible. If the girls know each other better, encourage them to dig deeper (e.g. “You are kind to people in need” or “You are a great encourager”). Every girl should write one card for each girl in her group that includes the girl’s name and a compliment just for her. At the end, the leader will collect them all and read the compliments to each girl (so the source remains anonymous).

### Self Portrait

“Now that we know how our friends see us, let’s focus on how you see yourself!”

Provide the compliment cards as well as various art supplies including paint, colored pencils, crayons, etc. and tell the girls to use whatever they want to create their self-portrait. Then have them glue the colored compliment squares they were given in their small groups to their portrait.

*The purpose of this activity is to let the girls express how they view themselves through their own choices in medium, color, size of drawing, etc. You can look at the products of this activity and assess how a girl views herself. For example, if a girl draws herself very small on a large piece of paper, it is generally indicative of low self-esteem or confidence. If she chooses to only draw her face, and not her full body, she may have poor self-image. If she uses dark, sad colors, or no color at all, she may be dealing with slight depression, etc. Therefore, it is important to allow them to make all the decisions as to how they want to depict themselves. No example drawing should be given as they may simply copy it. This exercise is not to ‘test’ their artistic skill or lack of skill. The portraits serve as honest reflections of how the girls view themselves.*

### Challenge Game

Split the girls into two groups. Give them ten minutes to each come up with a challenge. When they are ready, choose one girl to demonstrate her challenge. Each member from the other team should attempt the challenge, but only one girl needs to succeed. If the challenged team cannot perform the challenge correctly, the other team receives a point. Allow the challenged team to be the next challenger. Go back and forth until all of the

girls have had a chance to demonstrate their challenge. Keep score as you go. Encourage all of the girls to participate. Remind the girls that this is supposed to be fun!

Examples of Challenges:

- Most wads of paper into a trashcan
- Loudest whistle
- Highest jump
- Fastest reader of a paragraph out of a book
- Bend thumb back and have same thumb touch forearm
- Lick elbow
- Place leg behind neck

### **WRAP UP & JOURNAL**

Today, write down what you like most about yourself! Think about the compliments your friends have given you today. Did any of them say something that surprised you? Do you believe what they said about you?

## Meeting 5

# Peer Pressure

### Supplies

*Required*     Blindfolds

*Optional*     Whiteboard or chalkboard

### WELCOME ACTIVITY

#### Mixer Name Game

Tell the girls to wander around the room while playing music or singing. When the music stops, they have to find a partner and talk to her for thirty seconds to two minutes, taking turns stating names, ages, schools, favorite things, interesting facts about themselves, etc. When they hear the music again, they all jumble up until the music stops and they have to find a new partner. Encourage them to talk to girls they don't already know. Repeat until girls have talked to a majority of the group.

### LESSON

"The game we just played is a good example of our topic today: peer pressure. The girl who was 'it' had to persuade you to do something you didn't want to do, and something that actually had negative results for you. We have all had friends try to pressure us into making a choice. We need to learn to ignore negative pressure and stand firm in our decisions. This can be really difficult to do, though, because it can mean losing the people we call our friends. Listen to Serena's story and think about the effects of her decisions."

#### Story

Serena was a lovely young girl in her sophomore year of high school. She and her family lived in a town in Oregon. She loved looking at the hills; they were so beautiful and always looked so peaceful and quiet. She had a wonderful family that loved her very much and three close friends. Everything in her life seemed to be perfect. She and her three best friends, Coral, Rosa and Tia, had been inseparable since they were five years old. They went to school together, took long walks together, and did their homework together. Whenever they were able to be together, they were. They talked about everything! The four of them had so much in common and Serena felt so thankful to have such good friends.

Despite how much Serena loved being around her friends, she was unaware of how they were changing as they grew up. The four of them would be turning sixteen years old this year. Serena had noticed that Coral, Rosa and Tia were more focused on their appearances than they used to be. They were more interested in boys and willing to try new things that Serena knew were wrong. Serena felt annoyed by their change in behavior, but these were her best friends and she couldn't imagine not being close to them.

Coral, Rosa and Tia did these things now and Serena felt that she needed to as well. Serena felt that if she were going to continue to have their friendship, she would need to conform. She would have to focus on her physical appearance and try to get boys to like her. She knew she would also start trying things like alcohol, stealing, gossiping, skipping class and lying to her parents. If she didn't, her friends said they would not hang out with her and that she was weird. Serena did not want to be left alone with no friends. She tried telling them that they should not do these things, but the girls wouldn't listen. Coral told Serena that they were just having fun. She said, "The four of us need to do everything together, and that includes these things. If you don't want to do them then maybe you shouldn't hang out with us anymore." Serena was so sad, she went home and cried because she felt like she was losing her best friends who were so important to her. She could hardly sleep that night.

The next day, Serena made a decision to not give in to the pressure that her friends were putting on her. She did not want to do the bad things they were doing, even if it meant losing her best friends. Coral, Rosa, and Tia told her that if she wouldn't play along, then she shouldn't hang out with them. Serena told them she didn't want to participate, and walked away feeling proud of herself even though she already missed her friends.

Just a week later, Serena made some new friends. They soon became even closer to her than Coral, Rosa and Tia had ever been because they genuinely cared about her just as she was. Serena was so happy with her decision not to give in to peer pressure.

### **Main Point**

What kind of friends did Coral, Rosa and Tia sound like? Serena had to make a choice, and she chose wisely because she did what was right and made new friends who were good for her. This story is about negative peer pressure. We can, however, use the influence that we have upon people in our lives to help them make positive choices. When you stand up for what you believe is right, others will stand with you. You may never realize what kind of influence you have in the lives of your friends. Choose to use your influence to help those around you make good choices instead of bad ones.

## DISCUSSION

### Large Group

1. How did Serena feel about her life in the beginning of this story?
2. How did her friends change? What did they want her to do?
3. What did Serena feel she had to do to keep her friends?
4. What did she realize was the right thing to do?
5. Did she lose her friends? Did she make new ones?

### Small Groups

1. What is an example of a time that you have dealt with peer pressure?
2. Can you think of ways to influence others in a positive way?
3. Why is it important to not give in to peer pressure?

## ACTIVITIES

### Peer Pressure Scenarios

This activity provides a safe environment in which girls can practice handling peer pressure situations. It also provides them with visual examples in case they ever find themselves in similar situations. It is good for girls to know that there is more than one way to handle every situation. Let them know that each scenario might not go exactly as they practiced so they need to be prepared.

For each scenario, ask for volunteers to come to the front of the room. Read the scenario and the roles of each girl to the group, then allow volunteers a few moments to plan what they want to say. When they are ready, have them act out the scenario, giving thorough applause when they are finished. After each scenario, ask the girls who were watching if they thought the actresses handled the situations well or if they would have done something differently.

#### ***Scenario 1: Bad Peer Pressure***

Your good friend of five years wants to copy your homework assignment because she was watching TV last night and didn't have time to complete her own.

#### *Volunteer 1*

Don't let your friend pressure you into letting her copy your homework. You worked hard on it and it would be wrong to let her copy. You most likely will get caught and both of you will be in big trouble. Don't give in!

*Volunteer 2*

Try as hard as you can to convince your friend to let you copy her homework. Don't give up. If you don't turn in this assignment, you will get a very bad grade in the class and your parents will be upset.

*After 3 or 4 minutes, tell Volunteer 2 to give in.*

***Scenario 2: Bad Peer Pressure***

Your friend asks you if you want to drink alcohol. All of your friends are standing around about to drink it. You know that you shouldn't. It is illegal and your parents would be mad. Your friend goes on and on about how great it is and how everyone is doing it. Your friend leans in and says, "You're going to feel really weird if you're the only one not drinking. It's fun, trust me."

*Volunteer 1*

You really don't want to drink alcohol because you don't want to disobey your parents. Your conscience is telling you that it is wrong and that you will regret it. Do everything you can to stay true to yourself. Don't let your friend convince you, even if it means losing her friendship.

*Volunteer 2*

You need to convince your friend that drinking alcohol is a cool thing to do and that it's fun. Pressure your friend into participating with you. Tell her that you want her to do it with you because you don't want to do it alone. Remind her of the length of your friendship and how you've done everything together. Tell her that you don't want to look stupid in front of all these people.

*After 3 or 4 minutes, tell Volunteer 2 to give in.*

***Scenario 3: Good Peer Pressure***

Your friend wants to go to the movies tonight. Both of you have a very important test in the morning and have a lot more studying to do. She says that she doesn't care how she does on her test. Your friend would much rather go to the movies and forget about school. You care very much about your friend and want her to succeed at school.

*Volunteer 1*

Convince your friend to stay home with you and study instead of going to the movies. Explain to her the importance of school. Tell her that you think she is a great student and that if she tries a little harder and makes good choices that

she will do great in school and on the test tomorrow. Persuade her to study with you in a nice and caring way.

### *Volunteer 2*

You want to go to the movie. It will be fun! You don't care about school or the test tomorrow. You make bad decisions like this often. You don't care about your future, but you have a great friend who does care about your future. You respect her very much. Listen to her.

*After 3 or 4 minutes, tell Volunteer 2 to give in.*

### **Rabbit Hunting**

"Now we're going to play a game that shows the power of persuasion. Two girls will be blindfolded while attempting to accomplish their goals. The rest of you will have the choice to either convince them of the right direction or the wrong direction."

Set up a rectangular playing area, preferably on a surface that makes sound when the players move around (i.e. a wood floor, tile, etc.). Choose two girls to be the main players: a hunter and a rabbit. Blindfold both girls and guide them to opposite ends of the area. The object of the game is for the hunter to catch the rabbit and the rabbit to evade her, but both players are blinded. Each girl should give false signs of her location to fool her opponent. For instance, the hunter may tap loudly in one area, then tiptoe to another because she assumes the rabbit will run away from the noise. Girls may whisper, yell, etc., to try to fool each another. The other girls stand around the perimeter, helping the players to remain in the designated playing field. They too may give clues, try to mislead or distract the players, but they cannot touch the hunter or rabbit except to help them stay in bounds. When the hunter catches the rabbit, the blindfolds are passed to two more girls, and the game continues with a new hunter and rabbit.

### **WRAP UP & JOURNAL**

Have you ever faced a situation like the ones we acted in the peer pressure scenarios, or a similar situation? The next time you are faced with negative pressure from a friend, do you think you will be strong?

# Notes



[globalfamily.care](http://globalfamily.care) | [daughterproject.org](http://daughterproject.org) | [preseht.com](http://preseht.com)