

**AFLATOUN**

Social & Financial Education

ages  
**13-14**

# Afla Teen

## manual



**Life Skills and Financial  
Education Programme**

**1**  
**STAGE**

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# Introduction

Welcome to Aflateen Life Skills and Financial Education through a Gender Lens, a revised curriculum from the Aflatoun Secretariat, created in response to the need to provide relevant and modern learning support to adolescents across the globe. This is a revision and update based on the 2013 Aflateen and the 2017 Aflateen+ curricula. In the years since our global network of partners made such a success of the original Aflateen and Aflateen+ curricula, our combined programming experience has convinced us of the need to offer one comprehensive curriculum for the adolescent age group of 13-18 year olds, but to provide two stages so that the curriculum is more age appropriate across the age range. You will find information below on specifically what is found in Stage 1 and 2.

This curriculum continues to reinforce the interconnectedness of gender equity and economic prosperity. This is consistent with Aflatoun's concept of the need to balance social and financial education and with our core conviction that these two spheres are mutually reinforcing. We also recognize that helping young people meet their full potential, and giving them control over their own futures, logically entails giving them the knowledge, confidence and options they need to look after and take responsibility for their own health and bodies, their own choices and find their agency.

Aflatoun International and its partners collaborated to determine what could make this new version of Aflateen as successful as possible for achieving 21st century schools, contributing to gender equity, simplifying modern but useful advancements in financial institutions and concepts, and modern employment and entrepreneurship skills. Drawing on our partners' rich experiences we were able to tailor this curriculum for both formal and non-formal education settings. Perhaps most importantly, there is an increased focus on taking action in the curriculum to empower those participating in the programme.

Our work benefitted from the advice and guidance of a global advisory group to whom we remain eternally grateful.

This curriculum is appropriate for boys and girls, in formal and non-formal education settings and at any grade level as it is more specific to their age and not the grade of school in which they would be at the time. Education, as ever, offers the key to reforming societal and economic norms and to broadening the horizons of the children and young people we seek to help.

The curriculum is intended for adaptation to local circumstances and comes with an accompanying training manual and tools for monitoring and evaluation. In addition, it now also offers digital refresher training resources that will render it sustainable. This manual presents the participants with games and exercises that offer a creative, active approach to learning. The participants will benefit most from this manual if they find it fun. We believe they will and we hope you do too.

**Thank you for taking the journey with us,**

The Aflatoun Team

# How to use

## Who are the learners in this Aflateen: Stage 1 curriculum?

This curriculum is for young people aged 13 and 14. The experiences of our global network of partners has taught us that it will be delivered in diverse contexts. We have therefore tried to create a resource that is equally relevant and applicable to learners in both formal and non-formal education. You may find yourself working with groups in which learners have differing levels of numeracy and literacy. In such instances, please try to ensure that those with lower reading or mathematical skills are paired up with those who have higher levels. Stage 1 contains topics and levels of application more appropriate for this younger end of the adolescent spectrum – more focused on understanding, naming, listing, and remembering as well as a simpler focus on puberty. This stage retains the classic Aflatoun approach of working on an enterprise idea as a team with some career orientation.

## You the facilitator

We want you to benefit from your participation in this programme as much as the young learners in your group. The success of Aflateen depends largely on you and we hope that by participating in the programme, you find new ways to develop your capacity as a facilitator. We have therefore developed a training manual and workshop to accompany this curriculum. Hopefully by the time you come to use this curriculum you will have completed an intensive training workshop. At that workshop we hope that you will have become familiarized with many of the methods employed in this manual, and with the overall structure of the programme. We hope that the workshop helps you get the most out of this curriculum and helps you learn new skills so that participants learn more effectively. We also hope the workshop helps you to find joy in your work. If you have not yet been able to participate in such a workshop please contact the Aflatoun Secretariat for advice on how this might be done.

## What is your role as a facilitator?

Of course the role of a facilitator is different from that of a teacher in some cultures. If you are using this curriculum within a formal education setting, you may find yourself being encouraged to work in ways that differ from more traditional concepts of teaching. We hope you find that a positive experience. The lessons in this curriculum are informed by a participatory, learner-centered pedagogy and are characterized by a variety of active-learning methods. We hope you enjoy this and feel encouraged to apply them in other subjects that you teach, or with other groups where you are a facilitator. The lessons are also guided by a learning and competency framework. There are assessments per module if you should need more formal assessment methods as part of your school requirements.

## An atmosphere of trust, safety, inclusion and participation

Participants will not learn well or develop the necessary skills and attitudes to become successful agents of change until they have begun to form a strong group identity. Nor will they speak openly about sensitive topics or voice their opinion if they don't feel safe within their group. They may need time to realise that this curriculum's activities are governed by very different rules and norms from those they may remember/know from school. In other words, we need to give them time in which to readjust their assumptions. We need to begin our work with the participants by demonstrating to them that this programme is not just for them, it is about them. That means that the process requires them to reflect on their own experiences and to share these.

# Lesson 2.1 Knowing My Rights



## Learning Objectives

By the end of the lesson, the participants will be able to:

- Identify different rights and the responsibilities associated with them.
- Identify individuals and institutions that are responsible for ensuring that rights are protected and what to do if rights are denied.



## Strategies

- **Start:** Pictionary
- **Learn:** Linking rights and responsibilities
- **Reflect:** Tree poem



## Materials

- A flipchart demonstrating how rights are linked to responsibilities
- Papers
- Pens



## Duration

60 minutes



## Key words

- Rights
- Responsibilities



## Facilitator Information

The goal of this lesson is to help participants to see that human rights embrace and include sexual and reproductive rights. Try to ensure that, by the time the lesson ends, participants understand that, in principle, we all share the same rights, that rights are not earned, that they are never conditional on good behaviour, and that nobody should be discriminated against or persecuted for their sexuality.

With the Pictionary exercise it's important that you only show the piece of paper with the term written on it to the members whose turn it is to draw. If the group is

too big, you can first form smaller groups and then split these smaller groups in two teams. Make sure you use terms that the participants are familiar with.

You will need to prepare the flipchart on Rights and Responsibilities. When you prepare the flipchart, make sure to leave the 'Responsibilities' column empty. The notes below are set out simply to offer you some suggestions of possible answers.

## Start |10 minutes|

### Pictionary

1. Divide the group into two teams.
2. Provide one team member in each team with terms or phrases related to rights and responsibilities.
3. Have this one participant demonstrate the term with a drawing without using words or letters, while their teammates try to guess what the drawing represents.
4. Once the term has been correctly guessed, you can briefly discuss the meaning of the term.
5. Then, the next participants of each team should take a turn.
6. Optional terms for the Pictionary exercise: right to education, food, clean drinking water, religion, work, healthcare.

## Learn |40 minutes|

### Linking Rights and Responsibilities

1. Suggest to participants that for every right that we are guaranteed, there is usually a corresponding responsibility based on common sense.
2. Try and elicit some examples by asking:
  - If you have a right to food, what is your responsibility?  
(Suggested answer: not to waste food.)
  - If you have a right to free, basic education up to the age of 14, what is your responsibility?  
(Suggested answer: to try your hardest in school.)
  - If you have a right to health care, what is your responsibility?  
(Suggested answers: to keep fit and to look after your health.)
3. Now ask the participants to form groups of five or six and draw their attention to the flipchart/board that you prepared earlier with two columns: one for 'Rights' and one for 'Responsibilities' (see below).
4. Explain that they have ten minutes in their groups to: Decide what responsibility each right implies.
5. Discuss why it is important to take on these responsibilities.
6. Bring the participants together again and listen to their suggested answers for the 'Responsibilities' column, allowing them to express these ideas in their own words.
7. Next, ask them why it is important to take on these responsibilities. Their answers should highlight the consequences of failing to do so; for example, "*People will become uncaring*";

*“It will prevent other people from enjoying their rights”; or “I won’t be able to make the most of my own rights if others don’t respect them.”*

8. Have the groups discuss how they can ensure that there are no violations of rights. You can help by defining ‘a violation’ as follows: A violation of rights is something that ignores or actively goes against a human right (something that we should all be guaranteed, such as a safe place to be, safe drinking water, etc.).
9. Conclude by asking the participants to discuss what they can do to promote the rights of young people around them.

## Reflect |10 minutes|

### Tree poem

1. Ask the participants if they can remember the rules for writing a Tree Poem. If necessary, show them the flipchart you used in previous lessons.
2. Now ask participants to work individually for five minutes to write a Tree Poem on the theme of ‘rights’.
3. Try to listen to half a dozen poems and then spend approximately five minutes on a quick discussion, during which the participants can share what they have learnt in this lesson. You can ask the following questions:
  - What are key rights and responsibilities?
  - Who has the responsibility to ensure that young people’s rights are protected?
  - How can young people help to protect their rights and the rights of others?
4. Remind the participants that the goal of this lesson was to establish key rights, and to recognise that promoting the rights of all young people is an important part of being a change agent and contributing to a just and fair society.

RIGHTS	RESPONSIBILITIES
You have the right to a good education...	... and the responsibility to study hard and respect your teachers.
You have the right to be taken seriously and to give your opinions...	... and the responsibility to listen to the opinions of others with respect, even if you don't agree with them.
You have the right to health care, medical information and contraception...	... and the responsibility to stay fit and healthy.
You have the right not to be discriminated against on the grounds of your religion, ethnicity, gender, sexual orientation or social, or economic class...	... and the responsibility not to discriminate against others on any of these grounds.
You have the right to work...	... and the responsibility to work hard.



# Lesson 3.3 My changing body



## Learning Objectives

By the end of the lesson, the participants will be able to:

- Describe in detail the changes that take place for boys and girls during puberty.
- Identify how these changes can also make them feel differently or affect their emotions.



## Strategies

- **Start:** Changes energizer
- **Learn:** Running dictation and taking stand
- **Reflect:** Journaling



## Materials

- Running Dictation slips (printed or written and stuck to the walls of the room)
- Running Dictation answer templates (if you don't have a printer, draw the template on the flipchart for the writers to copy into their notebooks)
- Three sheets of paper with BOYS, GIRLS and BOTH written on them, respectively
- Pens



## Duration

60 minutes



## Key words

- Changes
- Physical
- Emotional
- Societal



## Facilitator information

Participants should understand that puberty is a physical, emotional and social process of change that all of us experience.

The Anonymous Questions Box will be available at each lesson. Explain that you will leave the box on your desk for ten minutes before and after each lesson, and will do your best to answer any questions submitted at the beginning or end of each lesson. Encourage participants to put questions into the box at any time they wish.

This lesson facilitates critical thinking about the impacts of the physical, emotional and social changes experienced during puberty for boys and girls. Puberty can be a challenging time and it's important for participants to have an understanding of what's happening to them on all three levels.

In addition, it is the period in a person's life when they become physically able to conceive (meaning they are able to have children). A lack of information about the possibility of a girl becoming pregnant could lead to risks associated with early childbearing.

During this lesson participants will discuss intimate information and topics. They should not feel embarrassed. Emphasise as the facilitator that all information in this lesson (e.g. about menstruation) is perfectly normal. If discussions are difficult in mixed-gender groups, consider forming single-gender groups.

If possible, you might want to use extra materials in your lesson. There is an app developed in South Africa called B-WISE! Health at your Fingertips.

## Start |5 minutes|

### Changes Energiser

1. Ask participants to move around the space, making eye contact, smiling and saying "hello" as they pass one another.
2. As they walk around, issue the following instructions from time to time (remind them to continue making eye contact, smiling and saying "hello" as they pass each other, as they follow your instructions):
  - Change your height
  - Change your walk
  - Change your voice
  - Change your posture
  - Change your age
  - Change your gender
  - Change your speed
3. This will be quite a funny activity, but before moving on to the Learn phase you can ask them which instructions were harder to 'change' or demonstrate? Why?
4. Introduce the idea that today you will be discussing puberty.

## Learn |40 minutes|

### Running Dictation

1. Before the lesson, ensure that the Running Dictation slips (below) are randomly placed around the four walls of the classroom.
2. Ask participants to recall the theme of today's energiser. Then ask them if they can see a connection between the game and the theme of today's lesson: puberty. Try to help them to see that the common theme is 'changes'.
3. Ask participants, what changes occur during puberty? Try to elicit examples that illustrate changes in the three categories: physical, emotional and societal (or how society expects us to behave).
4. Ask:
  - What changes occur in our bodies?
  - What changes occur in our feelings?
  - What changes occur in how we are expected to behave?
5. Explain that, before you go any further, the participants are going to participate in an activity to learn about and share information on the physical and emotional changes that everyone goes through in puberty.
6. Put the participants into teams of three. Give a number to each participant within each of the teams: 1, 2 or 3. Next, tell half of the teams that they are 'A teams' and the other half that they are 'B teams'. The 'A teams' will be looking at changes that happen to girls and the 'B teams' will be looking at changes that happen to boys.
7. Explain that all the participants who have been given the number 2 are the writers. Make sure that they each have a pen and a copy of the Running Dictation answer template (or ask them to copy the template from the flipchart into their notebooks). Explain that team members numbered 1 and 3 are the runners. It is their job to run around the classroom and find the slips on the wall. 'A teams' are only looking for slips marked with an 'A' and 'B teams' are only looking for slips marked with a 'B'.
8. When the runners find a slip, they need to read it and memorise it. They must not write it down or photograph it with their phones. Then, they need to run back to their writer and tell them what they have memorised so that the writer can note the contents of the slip down in the correct space in the Running Dictation answer template.
9. Once the teams have finished writing down all of the information slips, couple each team with a team from the other half (i.e. pair 'A teams' with 'B teams'). The 'A team' then teaches the 'B team' its information, and the 'B team' writes it down in the Running Dictation answer template. The 'B team' then teaches the 'A team' its information and the 'A team' writes it down in the Running Dictation answer template. Walk around the room and ensure that, at this stage, a member of both teams is writing down all of the information in their notebooks.

Running Dictation slips	
Armpit hair	Facial hair
Pubic hair	Breast development
Lower voice	Spots/Acne
Need more sleep	Grow in height
New emotions	Menstruation

10. Once all teams have finished, review their answers. Ask the participants:
- Which changes are unique to girls and which are unique to boys?
  - Which changes are common to both? [Answers: actually almost everything occurs in some form for both, except only girls experience menstruation and breast development, and boys experience a lower voice and the most significant increase in facial hair]



### Take a Stand

1. Repeat that these are changes that everyone goes through.
2. Emphasise that the participants have looked at the changes our bodies go through and seen that our feelings will also change. Explain that we will now spend some time thinking about how the participants might experience changes in the way that people treat them.
3. Point out the three signs fixed to the walls marked BOYS, GIRLS and BOTH.
4. Ask: "What happens to boys and girls when they reach adolescence (ages 10-19)? Do people treat them differently? What might some examples be?"
5. Take a few answers.
6. Next, explain that you are going to read a list of statements. After each statement, participants should decide if it applies to girls, boys, or both. They should then stand in front of the sign that matches their answer.
7. Allow participants 10 seconds to choose their answer and stand where they wish. Then ask a few participants from each sign to explain their choice. Ask them: "Why do you think that?"
8. After hearing from these volunteers, ask if anyone wishes to change their position based on the arguments they have heard. Then read the next statement, and so on. Please choose only five to six statements from the below:



### Statements for boys & girls

- More freedom to move about in public spaces (streets, parks, community centres, shopping areas)
- Less freedom to move about in public spaces (streets, parks, community centres, shopping areas)
- More domestic responsibility (such as household chores or childcare)
- More responsibility to start earning money
- More pressure to dress in a way that covers the body
- More pressure to dress in a way that displays the body
- More social mixing between boys and girls
- Less social mixing between boys and girls
- Coming-of-age rituals with harmful practices
- Coming-of-age rituals with no harmful practices
- Increasing social pressure to gain sexual experience

- Increasing social pressure to prepare for marriage
- Wider opportunities for leadership at school and in the community
- Social pressure to succeed in sport
- Greater likelihood of being pulled out of school by one's family
- Exposure to sexual harassment
- Pressure to join a gang
- Pressure to comply with gender roles by taking dangerous risks
- Pressure to exchange sex for gifts, money or school fees

## Reflect |10 minutes|

### Journaling

1. 1. Give a selection of prompts and allow participants to write down their reflections of the day. They can finish at home if there is little time left.  
Ask them to consider how their (young people's) gender roles and lives change with puberty and adolescence. Specific prompt options:
  - *Can the changes that young people encounter at puberty be described as fairly dramatic or fairly minor?*
  - *What do you notice about what boys encounter at puberty? Overall, is their freedom expanding or shrinking? Do these experiences lose importance after puberty or can they affect the boy's life into adulthood?*
  - *What do you notice about what girls encounter at puberty? Overall, is their freedom expanding or shrinking? Do these experiences lose importance after puberty or can they affect the girl's life into adulthood?*
  - *Could things be different? Is it possible to live in a way that would be better or fairer? What is your opinion?*
2. Before closing, ask a few volunteers to name one way in which society could allow young people a better experience of puberty and adolescence.

# Lesson 4.2 Learning about Saving



## Learning Objectives

By the end of the lesson, the participants will be able to:

- Categorise needs and wants in their own life that can help them reach their goals.
- Identify three saving goals related to those dreams and establish saving targets.



## Strategies

- **Start:** Answer the ball
- **Learn:** Ana's story
- **Reflect:** My saving goals



## Materials

- Ball/rolled up paper
- Paper
- Pens
- Needs and Wants flipchart
- One set of Ana's Saving Cards for each group (see Facilitators' Resources)



## Duration

60 minutes



## Key words

- Saving
- Goals
- Long-term
- Short-term
- Needs
- Wants
- Needs and wants



## Facilitator Information

Saving is an important skill that helps us to prepare for our future and for emergencies. In addition, it encourages us to practise the disciplines of planning and managing our resources daily.

A volunteer will be needed to record the responses to the Answer the ball activity in Start. Prepare a Needs and Wants flipchart in advance.

Please feel free to contextualise The Story of Ana, currently set in Rwanda, to the local context as this will help the participants identify more easily with the situation.

As the facilitator, be prepared to challenge unrealistic goals, and be mindful that this might dishearten young people. Encourage realistic thinking and planning.

## Start |15 minutes|

### Answer the ball

1. Ask the participants the following questions:
  - Do adults save, and if so what kinds of things do they save for?
  - Do young people save, and if so what kinds of things do they save for?
  - Why is it important to think about interest rates and inflation when saving?
2. Inform the participants that they are going to share their own personal savings stories by playing Answer the ball.
3. Ask them to stand in a circle, and explain that you will start a sentence, and throw the ball to someone in the circle.
4. The person who catches the ball has to complete the sentence. For example, you say: 'Adults save so they can...' and throw the ball. The person who catches the ball completes the sentence by saying '...buy a house'.
5. Next, that person repeats the same unfinished sentence, and throws the ball to another person in the circle who then has to provide their own answer before repeating the process with someone new.
6. Ask a volunteer to record the answers.
7. Continue to throw the ball, keeping things moving at a lively pace and changing the start of the sentence to also include:
  - 'Young people often save to...'
  - 'Savings can help you...'
  - 'I am saving for...'
8. Place sheets of paper or a flipchart headed with the following categories at the front of the room:
  - Needs
  - Wants
9. Using each of the answers given during the ball throwing have the group decide which of the two categories each answer belongs to, helping them understand that savings can be based on needs and wants.
10. Review what has been covered in the lesson so far:
  - Why do people save?
  - Why do adults save money?
  - Why is it important to save for your wants/needs?
  - In addition to money, what other resources do people save?

## Learn |35 minutes|

### The Story of Ana

#### 1. Read the Story of Ana

*Ana is 21 years old, and lives in a village near Kibuye by Lake Kivu. She is looking forward to her wedding in two months, and moving to Kigali to live with her husband's family. Before she leaves, she wants to get a gift for her younger sister. She feels sorry to be leaving her behind, but so many adventures are awaiting her in the city! She will also definitely need a new outfit. While she plans to continue doing embroidery work to bring in a little money, she is really looking forward to working with her husband at his kiosk. Despite dropping out of school at an early age, Ana has the skills and ideas needed to be entrepreneurial. Once she learns the business, her husband will be free to look for other work opportunities. And this will help them to save up enough money to rent their own place more quickly. Ana knows that her husband's family will be expecting them to have a child soon, but she has other dreams for her new life with so much going on. She also has many ideas for how to make the kiosk more profitable, and even has plans to launch her own business.*

2. Repeat to the participants that Ana has many demands to be met, and wants to save for many things including those on the nine ranking cards (see Facilitators' Resources).
3. Ask participants to form small groups of three or four, and give out one set of Ana's Saving Cards (below) to each group.
4. Ask participants to look at the things that Ana needs to save for, and to consider which are the most important.
5. Explain that they should place the cards in a diamond shape, with the most important reasons for saving at the top and the least important at the bottom.
6. Next, ask the participants to move around to the other groups to see how they have prioritised the reasons for saving.
7. Bring the participants back together, and discuss the similarities and differences in their rankings.
8. Emphasise that – as in the case of Ana – some goals can be accomplished in a short period of time, while others require more time.
9. Ask the participants:
  - What are Ana's needs and wants?
  - Which of your savings goals can be met within a short amount of time?
  - Which of your savings goals will take the most time to achieve?
10. Next, ask the groups to reorder their cards so as to form a continuous line, putting the goals that can be met quickly at one end (the short-term goals) and those that will take longer at the other end (the long-term goals).
11. Ask: 'What can Ana do to save the amount of money needed for her goals?'
12. Share ideas among the whole group.





### FACILITATOR TIPS

The Diamond Ranking game has the potential to generate rich, illuminating discussions beyond the more standard 'needs' versus 'wants', and 'short-term' versus 'long-term' learning objectives so common to financial education. Ask participants to compare the different diamonds they have created. Ask them what Ana's priorities should be, and to whom her loyalties should be?

Tease out the idea that depending on their diamonds, they might be revealing their beliefs that Ana's first duty is either to her husband, to her sister, or to herself. You might ask the participants to do the diamonds again, this time asking them to do so as if Ana were acting purely in her own best interests.

This might lead you into some tough but rewarding discussions around the extent to which Ana should push herself forward. Should she place her sister's feelings ahead of her own need to pursue her education? Should she postpone having children until she gets an enterprise started? What are the cultural norms that might be informing her decisions or constraining her? Exercises like these are more about the process of discussion than trying to get one right answer or simply showing the participants the difference between short-term and long-term goals.

### Reflect |15 minutes|

#### My saving goals

1. Ask the participants to write down three saving goals for themselves.
2. Ask them to categorise them the same way they did with Ana's goals.
3. First ask them to sort out the most important goals to the least important goals.
4. Secondly ask them to sort out the goals that will take the longest time, to the shortest time.
5. Have them think about a plan on how to save money to reach their goals.



**AFLATOUN**

Social & Financial Education

ages  
**15-16**

# Afla *Teen* manual



**Life skills and Financial  
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# Lesson 1.3 My goals



## Learning Objectives

By the end of the lesson, the participants will be able to:

- Present someone who has positively influenced their life and why.
- Describe the person they want to be in five years and why.



## Strategies

- **Start:** Case Studies
- **Learn:** Team Problem-solving Game
- **Reflect:** Goal Setting



## Materials

- Goal Mapping table on poster (prepare in advance, see Facilitators' Resources below)
- Paper
- Pens



## Duration

60 minutes



## Key words

- Goal setting
- Positive influence



## Facilitator information

Adolescence is the period when we shift from childhood to adulthood, a transition that is not always easy. It can, however, be an exciting time because you feel like you are about to 'start your life' as you slowly gain more responsibilities and make more decisions about the future.

Please feel free to change the names of the characters in the two case studies in the Start activity, or to write case studies better suited to your context if you are comfortable doing that.

In the Learn activity, you will need to choose one group activity prior to the lesson. They vary in difficulty, so choose what suits your group:

- Arrange yourselves by age, without speaking.
- Make a list of all the countries/states/cities you have visited.
- Sing a complete song together.
- Make a paper aeroplane that can fly at least five metres.
- Move a piece of paper from one end of the room to the other without using your hands, making sure that each participant touches the paper at least once.

The final activity in the Reflect part of the lesson, Goal Mapping, requires participants to copy a table from an example you have drawn on a flipchart. Prepare your own in advance as you will need to use it as an example.

## Start |10 minutes|

### Case Studies

1. Ask a volunteer to share the definition of 'goals' to check that participants remember.
2. This can, for example, be a goal around school, their health, relationships or work.
3. Read the following two scenarios out to the class (**Isiah** and **Thandi**, below).
4. After each one, ask the participants to share the advice that they would give each person.

You can ask the participants what each character:

- Wants to achieve.
- What obstacles they are encountering.
- How they can get around these obstacles.
- Who in their life is supportive/inspiring.

#### **Isiah**

*Isiah is a 17-year-old boy whose goal is to go to university. He does well in school and loves participating in a maths club. But his family doesn't have a lot of money and they want him to help cover the household expenses by getting a job. He is very focused and willing to make sacrifices to achieve his goal, but he would really like to keep studying. His aunt is an accountant and he always felt interested in her job and life path.*

#### **Thandi**

*Thandi is a 16-year-old girl who is saving money so she can study to be a graphic designer. She once saw a news article about a woman from a nearby village who was very good at using computers and became very successful. Thandi is very creative and artistic. One day she hears that her uncle has passed away, and her father asks her to help pay for the funeral. Thandi has always wanted to have a professional career, but she loves her family and wants to support them. What should she do?*

5. Explain to the participants that this lesson is about goals. Have one volunteer define Goal for a final time.

## Learn |35 minutes|

### Problem-solving Game

1. Divide the participants into teams of four to five.
2. Tell them they have to complete a task, a 'goal', together as a group.
3. You can make it a competition to see who can complete it first, or let each group take a turn at the front to try it.
4. Make sure the goal is clear in what they have to achieve (see the list of suggestions in Information for Facilitators, above).
5. Give them time to carry out the task in their teams.
6. At the end, discuss the obstacles the participants faced in reaching their 'goals' in the game, and how they dealt with them
7. Next, back in their small groups, ask each of the participants to name a goal (personal or work-based) they have for the future.
8. After each has shared their goal, walk around giving them discussion prompts to continue sharing on the topic. The following questions can be used as a guide to spark discussion:
  - What is the difference between a goal and a dream?
  - Why is it important to have both?
  - What are some obstacles you may face in achieving your goals?
  - How will you deal with these obstacles?
  - Do people need money to achieve their goals? Why or why not?
  - Who are the people that can prevent you from reaching your goals?
  - Who are the people that can help you reach your goals?
9. Back as a whole group, explore the last question in more depth: who are the people that can help you reach your goals?
10. Instruct them to think about one person, like in the stories you told at the beginning, who positively influenced them. This can be a family member, a teacher; a person from the community or religious congregation.
11. Ask everyone to take a few minutes to write a brief a thank you note to this person, stating:
  - Who the person is and how you know them.
  - Why this person influenced you positively.
  - What things this person has achieved that you also hope to achieve.
12. Ask a few volunteers to share their thank you notes.

## Reflect |15 minutes|

Me in 5 years (so this will be when they are 20–23 years old)

1. Give each participant a sheet of paper and pen.
2. Show the participants your drawing of the Goal Mapping table (Facilitators' Resources, below) on the flipchart and ask them to copy it.
3. Ask them to think again about a personal or work-related goal. If that goal is not a '5-year' goal, then they should consider modifying it. If they don't have a goal yet, or find it difficult to think about a '5-year' goal they can choose one for next year, for example.
4. They should write it at the top of their paper.
5. Instruct participants to identify three steps they must take in order to achieve their goal and at each step they should also try to identify ways in which important people in their lives can have a positive influence on each of these steps.
6. As you walk around to assist, the following question prompts might be helpful for them:

- Why is this the goal you want to reach in 5 years?
  - What steps can you take immediately to help you reach your goal?
  - What steps can you take in one year? And in four years?
  - Which steps require support from an important person?
7. Encourage participants to put these pieces of paper somewhere they will see them regularly to help remind themselves of their goal and the steps that will allow them to achieve it.
  8. Close the activity by reviewing the key points from the lesson:
    - A goal is a specific and measurable objective or target we hope to achieve within a definite period of time. It can be in relation to your education, health, work or family.
    - Careful planning is required to achieve our goals. We need to set realistic goals – these can be long or short term – and identify the steps required to achieve them.
    - It helps to identify how people around us can positively impact our life and goals.
    - Goals change over time and if you don't have one yet, that is also understandable, and it will hopefully become clearer later in the programme.



### Facilitators' Resources: Goal Mapping Table



**MY 5 YEAR GOAL:** \_\_\_\_\_

Step	Action	Person



# Lesson 3.3 Challenging gender-based violence



## Learning Objectives

By the end of the lesson, the participants will be able to:

- Define gender-based violence.
- Identify types of gender-based violence in different situations.
- Present strategies for eliminating violence against women as television / radio commercial or online campaign.



## Strategies

- **Start:** Brainstorm
- **Learn:** TV commercial
- **Reflect:** Questions about the TV commercial



## Materials

- (flipchart) paper or board and marker
- Group Agreements Poster (prepare in advance: see Information for Facilitators, below)



## Duration

60 minutes



## Key words

- Gender-based violence



## Facilitator information

Address the Anonymous Question Box as needed and remind participants of its purpose. Before carrying out this lesson, you should research and contact organisations in your region/country that offer support to survivors of violence, and in particular those that offer services to child survivors of violence. Obtain their contact information (phone number, address, contact person) in case a participant requires support.

Explain to the group that they will be discussing violence today, because violence has a profound influence on people's ability to ensure their sexual and reproductive health.

For example, people – particularly girls – in violent relationships face challenges when it comes to having protected sex because often the person committing the violence can force sex on them or can force them to have unprotected sex. As a result, survivors of violence may end up with sexually transmitted infections and/or unwanted pregnancies.

Acknowledge that the topic is challenging because violence harms many women and girls. State that some people in the group may have been affected by violence: maybe they have witnessed violence with neighbours, or maybe they have experienced it within their own family.

Explain that violence is a sensitive topic and that it is important for the participants to respect the group agreements (see below).

## GROUP AGREEMENTS:

1. What is said in the room stays in the room.
2. Everyone has the right to pass: if a participant feels uncomfortable about a particular topic or if they are uncomfortable about sharing on a particular point, they have the right to pass. Everyone has a right to their opinions and beliefs; try not to judge others, and to maintain an open mind and hear what others are saying.
3. Have respect for the opinions and feelings of others: Avoid interrupting others while they are speaking; avoid mocking or belittling a person's contribution.
4. Do not speak for others: Only share what is yours to share; do not relate what someone else may have said in the context of this group.
5. Pay attention when others are speaking and try to listen carefully to what they are saying.

## Gender-based violence (GBV) can be:

1. Physical violence: Any use of physical force causing injury or bodily harm.
2. Emotional/psychological violence: Verbal abuse, threats, intimidation, or controlling behaviour.
3. Sexual violence: Unwanted sexual acts, harassment, or coercion.
4. Economic violence: Controlling access to financial resources or employment, hindering economic independence.

## Effects of GBV on victims and their families include:

1. Physical health consequences (injuries, chronic illnesses, etc.).
2. Emotional and psychological trauma (anxiety, depression, PTSD).
3. Social isolation and damaged self-esteem.
4. Economic hardships (loss of income, job instability).
5. Impact on children and families, including intergenerational cycles of violence.

## Start |15 minutes|

1. Share the Group Agreements Poster and confirm that all participants agree to follow those rules.
2. Divide the participants into groups of three or four. Give each group a sheet of flipchart paper and a marker.
3. Explain that each group will come up with a definition of violence that they will write on the flipchart page. Their definition should not exceed two sentences. Tell the groups they will have 5 minutes to complete the assignment.
4. After 5 minutes have passed, ask the groups to share their definitions of violence one by one. As the groups share their definitions, write the common ideas and key concepts that emerge on a blank flipchart page.
5. Next, share the following definition of violence with the group:

**VIOLENCE** can be defined as the use of force – or the threat of force – by one individual against another. Violence is often used as a way to control another person, and to have power over them.

**SEXUAL AND GENDER-BASED VIOLENCE** refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It includes physical, emotional or psychological, and sexual violence, and the denial of resources or access to services. Violence also includes the threat of violence and coercion. Sexual and gender-based violence inflicts harm on women, girls, men, and boys, and is a severe violation of several human rights.

### **Some background information:**

'Gender-based violence' is often used interchangeably with 'sexual violence' and 'violence against women'. This does not mean that all acts against women are gender-based violence, or that all victims of gender-based violence are female. Men can also be victims of sexual violence, for example when they are harassed, beaten or killed because they do not conform to society's accepted view of masculinity.

## Learn |40 minutes|

TV commercial

1. Ask participants to make groups of four or five members.
2. Give clarity on what forms gender-based violence can take and what are its effects:

### **Gender-based violence can be:**

- Physical violence: Any use of physical force causing injury or bodily harm.
- Emotional/psychological violence: Verbal abuse, threats, intimidation, or controlling behaviour.
- Sexual violence: Unwanted sexual acts, harassment, or coercion.
- Economic violence: Controlling access to financial resources or employment, hindering economic independence.

**Effects of GBV on victims and their families include:**

- Physical health consequences (injuries, chronic illnesses, etc.).
  - Emotional and psychological trauma (anxiety, depression, PTSD).
  - Social isolation and damaged self-esteem.
  - Economic hardships (loss of income, job instability).
  - Impact on children and families, including intergenerational cycles of violence.
3. Explain that they will now create a television advertisement announcing a new initiative to tackle the roots of sexual and gender-based violence. You might want to put the following points on a flipchart to help guide the groups.

Their TV commercial should:

- Promote a new product or initiative designed to tackle violence against women and girls in families, schools and communities.
  - Speak directly to one or more groups linked to the causes of sexual and gender-based violence, e.g. tribal leaders, politicians, male participants, men in bars, church leaders, teachers who fail to tackle gender bias in the classroom, actors who promote images of gender bias on television, companies whose advertisements/commercials feature exploitative images of women, etc.
  - Explain all of the negative impacts of gender-based violence on both women and men. Refer to real-life examples that participants might know about, where individuals or organisations have tried to tackle sexual and gender-based violence.
  - Suggest a way that men and boys can be involved in the effort/solution.
4. Explain to participants that they now have 20 minutes to prepare their TV commercials, which they will then perform as a play.
5. As the groups prepare, walk around the room to monitor their work and help and encourage them.
6. After 30 minutes, have each group come up and perform their commercial as though it was airing on live television.

**TIP FOR FACILITATORS:**

A powerful tool of empathy is role-reversal. If you have a mixed group, you could make single sex groups and encourage boys' groups to work from the perspective of women and girls' groups to work from the perspective of men on their commercials.

Adaptation note: If visualising this as a commercial or Public Service Announcement is too uncomfortable for your group, you can ask them to work in groups to make a questionnaire that could be used to (anonymously/privately) help those who might be affected. Based on what they have learned, they could come up with a set of questions that might help someone realise whether they are a victim of gender-based violence or not, and they could include a helpful information flyer as well. It's great if this could be distributed beyond the classroom, but it's not a requirement.

# Lesson 5.1 My Career Options



## Learning Objectives

By the end of the lesson, the participants will be able to:

- Examine the distinctions and similarities between self-employment/entrepreneurship and skills and qualifications for traditional employment.
- Adjust their career objectives for both the immediate and distant future.



## Strategies

- **Start:** Case study and discussion
- **Learn:** Categorising skills
- **Reflect:** Modify their long-term goals



## Materials

- Paper, including enough for 3 pieces per group
- Pens
- Flipchart or print-outs of the skills list (see below, prepare in advance)



## Duration

60 minutes



## Key words

- Employment
- Self-employment
- Skills
- Long-term goals



## Facilitator information

If possible, invite a career counselling expert come in for this lesson, and adapt it based on their recommendations.

The International Trade Union Confederation is a good place to find more information on unions: <http://www.ituc-csi.org/>





How to choose my future profession? – **A step-by-Step guide:** [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_800646.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_800646.pdf)

Prepare the list of skills for the Learn activity in advance. Please keep in mind that the table of skills for Employed, Self-Employed, and Both are just suggestions. There are skills that are used or valued more in one of those categories than the other, but many can be important in any work situation. Debate is also a useful skill – so let participants make their case!

## Start |10 minutes|

Me in 5 years (so this will be when they are 20–21 years old)

1. Give each participant a sheet of paper and pen.
2. Ask the participants to think about their future.
3. Ask them to think again about a work-related goal. If possible, it would be good for the goal to be long-term (something to achieve in around 5 years) so that they can think further into the future.
4. They should write their goal at the top of their piece of paper.
5. Ask them to reflect on that work-related goal: what type of work is it? Is it something with their hands such as making art, something technical such as building machines, is it in an office, or something they can do from around their home? Would they have a boss? Or would they be their own boss?
6. They don't have to answer but should just think about it before you move onto the Learn.

## Learn |35 minutes|

Skills for employment and self-employment

1. Start by asking who knows the difference between being an employee and being self-employed? Collect several answers.
2. Quickly explain what the difference is between self-employment (being an entrepreneur) and employment.

EMPLOYMENT:

**Employee:** Works for someone else. Usually has less responsibility, but also less stress and does not have to manage others. **Manager:** Works for someone else. Has responsibility for managing a particular area of work, including the employees that work in that area.

SELF-EMPLOYMENT:

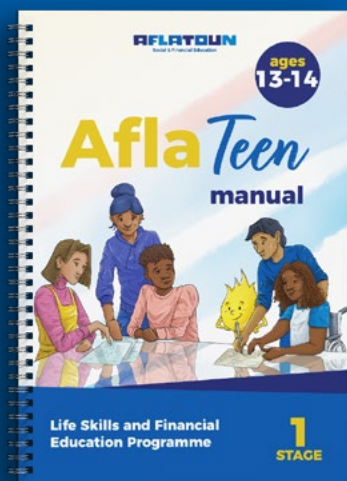
**Entrepreneur:** Creates and runs an entire business. The business may or may not have employees. An entrepreneur has control over the idea and the business, but also has to take risks and is not guaranteed a wage. Entrepreneurs are individuals who are typically innovative, resourceful, and willing to take calculated risks in pursuit of their business endeavours.

3. Ask the participants to form groups of 5–6 members.
4. Write the following skills (see table below) on the flipchart/board. Make sure you don't write the words in the same order as given here. Don't let the participants know where the skills belong as there are also multiple options for the answers.
5. Tell them they are going to write down skills (talents and things they can learn) that are important for self-employment/entrepreneurship and for employment.
6. Give every group 3 pieces of paper. Have them write Self-employment on the first piece, Employment on the second and Both (self-employment and employment) on the third piece of paper.
7. The groups are going to categorise the skills on the board across the three papers, and write them where they think this skill is most important to have.
8. The skills and suggested answers are below, but keep in mind that this can be debated. Sometimes certain skills are used more in a certain category, but can still be important for both.

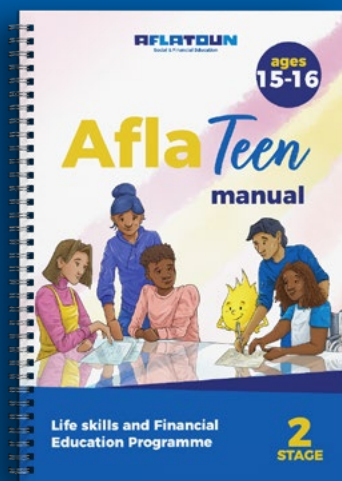
EMPLOYMENT	SELF-EMPLOYMENT (entrepreneur)	BOTH
Teamwork Critical thinking Technological proficiency Attention to detail Conflict resolution Supervision (manager) Corporate policies Specialised knowledge Performance review Company culture	Risk-taking Initiative Innovation Resilience Business planning Risk management Self-motivation Market research Resource management	Communication skills Problem-solving Time management Adaptability Customer service Financial literacy Leadership Digital literacy Networking Creativity Marketing and sales Negotiation

9. After the groups have categorised them, have them come together in pairs of groups and compare and discuss their answers.
10. Ask the participants the following questions:
  - Are there skills you placed somewhere different to the other group? Why?
  - Can some skills that you placed in employment also be useful for self-employment? Ask why and for examples.
  - Can some skills now placed in self-employment, also be useful for employment? Ask why and for examples.
11. Ask every participant to choose 5 skills from those listed that they feel they have, and ask:
  - Do you feel these skills are more suited for employment or self-employment?
  - Did you expect to fit more in one category of career than another? Is it the one you expected?
  - Finally, ask every participant to choose 1 skill that they would like to improve or build up.

# The Aflateen Curriculum includes:



**Stage 1**



**Stage 2**

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