

AFLATEEN+

Supplement

Positive Lifestyles



AFLATOUN
INTERNATIONAL

AFLATEEN+ SUPPLEMENT: POSITIVE LIFESTYLES

SUMMARY

Positive Lifestyles Supplement

Since our education philosophy is to “learn by doing”, the sessions follow a learner-centred, participatory and activity-based approach. Through participating in once-weekly group activities and by completing personal running goals, the girls learn to build self-esteem, appreciate their bodies, develop leadership qualities, recognize and nurture healthy relationships, and perseverance. The program encourages the girls to explore personal health (fitness and nutrition) related topics whilst being physically active, such as healthy food options, their body image, and safe sexual choices. They’ll recognize the importance of developing good habits, such as good nutrition and regular exercise and will see how these habits bring life-long benefits to their health and wellbeing and to those of others. The Positive Lifestyles Supplement empowers girls to become agents of positive change in their own lives and role models for other girls in their communities.

One of the supplement’s unique features is that all sessions are designed to be completed outdoors with few resources. Everything needed is reusable and fits in one bag.

PROGRAM DETAILS

- **Curriculum Length:** 10 Sessions.
- **Length of Sessions:** 1.5 - 2.5 hours (depending on session, modifications chosen, and level to which exercising portion is carried out).
- **Primary Target Learner:** Teenage girls, ages 12-18, but could be modified for slightly younger or slightly older. Best suited in its current form for girls from more urban areas in some regions of Central/South America, North America, Western and Eastern Europe, parts of Asia.
- **Language:** English.

INFORMATION FOR THE COACH

My Power Pack!

All sessions are intended to be completed outside with few resources. Everything needed should be reusable and able to fit in one bag. You should bring the Coach's bag of supplies (called Power Pack) with you to every session and the bag should include the following items:



- Timer/clock/stopwatch to time the running part of the session
- Notebook to keep track of times
- Temperature Poster (Appendix A)
- Scenario Cards (Appendix E)
- This curriculum (for Warm Up Exercises – Appendix B; Running Guidelines – Appendix D; and Cool Down Exercises – Appendix C)
- Paper and pens/markers/crayons
- Ball
- Rope
- 4 Small cones
- Blind folds (Session 2 only)
- Straws (Session 4 only)
- Inflatable balloons (Session 7 only)
- Small object (Session 7 only)

Furthermore, it is important that the running area is pre-determined before starting the session and that a lap (400 meters) is marked off with cones, rope or other materials. The participants have to have a clear idea of what a lap is.

You will need a way to time the running sessions, either just with a clock/watch, a phone, timer or stopwatch. Make sure to keep track of how they are doing in meeting the team's overall running goals. The running goals follow this overview throughout the sessions:

Session**	Weekly meetings (number of laps*):
1	2 in 10 min
2	3 in 15 min
3	4 in 20 min
4	5 in 22 min
5	6.5 in 30 min
6	8 in 35 min
7	9.5 in 40 min
8	11 in 45 min
9	12.2 (5 km or 3.1 miles) in 48 min
10	12.2 (5km) in group goal (hopefully under 45 min)

* 1 lap = 400 meters

** All sessions are run/walk along with others exercises that accumulate in the number of laps

Set additional date/time to run 5 kilometres and celebrate the end of the program!!

Finally, it is important to read the session in full before meeting so that you have time to prepare your approach. It is also important to set a good tone from the first meeting and be clear in the structure. There are many recurring elements for each session which give it cohesion.

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1. FINDING BALANCE IN MY LIFE



OVERALL OUTCOME

In this session, participants discover the impact that exercise can have on both their physical and mental health. They learn that regular exercise is a vital part of their overall health and wellbeing.



LESSON OBJECTIVE

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

1. Understand the power of exercise in fighting against depression, negative thoughts and for relieving stress.
2. Understand how exercising their bodies also allows them to relax their minds.



MATERIALS

- Take your Temperature poster (Appendix A)
- Warm Up Exercises (Appendix B)
- Cool Down Exercises (Appendix C)
- Running Guidelines (Appendix D)
- Scenario Cards (Appendix E)
- Ball
- Timer



METHODOLOGY

- Warm Up
- Learn: Balance, Body and Mind Group Activity
- Get Moving: 2 laps in 10 minutes
- Cool Down



DURATION

90 minutes



KEY WORDS

- Healthy Mind, Healthy Body
- Calm
- Balance
- Hobbies



WARM UP



20 min.

1. Welcome the group. Give a short explanation to the participants on the program, goals and basic expectations. Things you should cover are:
 - A short summary of what the program will cover and number of meetings
 - Reminding them to come prepared each time to exercise, talk, learn and be open-minded
 - They should wear comfortable exercise clothes every time
 - This program is for everyone and will be a supportive environment
 - Explain a little about the goal of working up to running a 5K race together and what that event will be like at the end of the program (this is something that should get them excited).
2. Next, have participants stand around in a circle. Explain that each session will begin with a physical warm up as well as a discussion topic that will set the tone for the session.
3. Before making any movements, pick up the ball and explain that you are going to throw the ball around. As each person catches it, they should say their name (if they do not already know each other and/or you), their favourite hobby, and on a scale of one to ten, how they feel today.

Hold up the poster (Appendix A) of the Taking my Temperature 1 to 10 rating scale which you will use often. For this first time, you will need to explain a bit more about how the scale works (see Coach's Note). Also explain that they do not have to share any other information. If their "temperature" is a 2, they do not have to explain themselves. It is important that they think about their current emotional and physical state.

COACH'S NOTE

The 1 to 10 scale attaches a number to a feeling. It is called Taking My Temperature and will be referred to as "their temperature" throughout. This provides a safer and easier way for participants to quickly share how they are feeling. This scale will be used often throughout the sessions. It is an overall ranking (emotionally and physically) of how they are feeling in the moment. A rank of 1 is feeling the worst and 10 is feeling the best. It is important that no one is ever forced to explain their ranking, but they should be encouraged to speak if they like. If they have a low temperature they may only want to talk about it later in the session, or one-on-one after, or not at all. You want to build trust so that they can feel comfortable sharing an honest temperature ranking without feeling judgement or pressure.

4. Start the game by holding the ball and saying your name, favourite hobby and 'temperature'. Then pass the ball to a participant. After speaking, the participant then throws it to a new person and so on until everyone has introduced themselves.
5. Explain that we Took Our Temperature at the beginning of the session and we will take it again at the end of the session and compare if we feel any different.
6. Finish the warm up by choosing one from the list on the Warm Up Activities (Appendix B).



LEARN:

BALANCE, BODY AND MIND (30 MINUTES)



30 min.

1. Refer to some of the hobbies that were mentioned during the previous activity. Ask participants to help remember everything that was mentioned and say if the hobby is active or passive. Explain that active would be a hobby where you need to do a lot of activity and a passive hobby is where there is very little activity (however, it does not mean it is a bad hobby!).

Examples: Sports, painting, and singing are active hobbies and reading, listening to music, or watching TV are passive hobbies.

2. Ask the participants if it sounds like the group has more active hobbies or passive hobbies. Then break them up into partners or small groups depending on the size of the whole group.
3. In pairs/small groups, give them a few minutes to talk a bit more about what they like to do in their free time. Then, instruct them to also talk about obligations that they have. Some of these might be the same, for example, they might really enjoy playing basketball or painting and that could be something they do as a hobby in their free time as well as part of a team or with a teacher for lessons and where they are obligated to attend.
4. Now, bring everyone back together standing in a circle. Without any further instruction ask them to stand on one leg. See how it goes but many will probably have trouble with this and fall to the side. Ask them if they found it difficult and allow a few volunteers to give their answer (and why they think it is difficult).
5. Now, ask them to stand in a tight circle where they are all touching shoulders. Ask everyone to put their right hand on the shoulder of their neighbour. Then they should all bend their left leg back and hold their foot with their left hand. This time, everyone should be supported and have no trouble standing on one leg.
6. If they have not already mentioned it, ask what made it easier to stand on one leg this time. They may mention support or team work which are also important concepts but keep asking until someone gives you the answer of balance.
7. Now have everyone stand in a line facing you. Explain that you are going to ask a few questions. These are yes/no questions. To answer, they need to run to one side of you. They should run to their left if their answer is yes and to their right if their answer is no. After each question, look around to see their answers and then have them run back to the starting line.
8. Questions:
 - Would you be happy if you could only do one hobby, but your favourite hobby, the whole year?
 - Do you like being really busy with active hobbies and lots of obligations?
 - Do you like having quiet time?
 - Do you often feel like you have a temperature rating of 5 or below?
 - Do you exercise a lot?
 - Do you think there is a connection between exercise and how you feel/think?
9. Pay close attention as they do their yes/no voting and take note of questions where there are some surprising answers either because it was a split vote, or everyone ran to a side you did not expect.
10. Ask everyone to return and sit in a circle. Review some of the questions by letting volunteers answer. You want to focus on questions and answers that guide the participants into an understanding that balance in life is important. Just like the standing on one leg exercise. Balance of active time/quiet time of self-selected activities/obligations and of doing things on our own/with others are important. You do not need to focus too much yet on question 6 as you will address this in the exercise portion.
11. To wrap up this learn activity, ask for volunteers to answer the main questions: Why is balance important? What are all the things we have to balance in our lives?



GET MOVING

RUNNING GOAL: 2 LAPS IN 10 MINUTES



25 min.

1. During the Get Moving part of every session, you will always need to assign a running buddy (or a group of 3) to everyone before starting. It will be a bit difficult in the beginning until you see everyone's ability level, but eventually they will be better matched by speed.
2. Make it clear where the running boundaries are and also what a lap is. The goal for this session is that they run 2 laps. Depending on participants' abilities, you may want to encourage the run/walk method. With this method, they should run until they feel that they have run out of breath and then walk a bit to calm down and catch their breath, then begin to run again. They can repeat these intervals until they have finished the laps. Review the Running Guidelines (Appendix D) for more tips on how to appropriately instruct participants on the best running practices.
3. Tell participants, and remind them in each session afterwards, that the conversation topic is only for the first lap (or perhaps two laps later on) and after that, they should keep an eye on their running buddy but can go at their own pace to finish the running requirements.
4. Running topic: With their buddy, they should answer the question: *What is something that I get stressed about at school or at home and what do I do to make myself feel better?*
5. Remind them that both persons should be able to speak during the first lap, so one person cannot talk too long. Also, as they come around for their second lap, remind them that they should encourage their buddy, but they are welcome to go faster or slower, just at their own pace, to finish their second lap.
6. Make sure you start the timer and then end it when the last participant finishes to see how they did as a group with their time. Set a rule that the first person to finish will also run the last part (you can determine how much) of the lap with the last person. Introduce this as a positive practice and make sure that it is done in a supportive way. You can approach it from the perspective that even though we all have our own pace, we are never alone.
7. When everyone has finished have them all sit down in a circle at the finish line. Ask volunteers to share some of their stresses and how they deal with them. They may need encouragement. This could be a new way of thinking and talking for them. You might need to start with your own example.
8. Ask them to rearrange the circle and sit next to their running buddy. Hand out one Scenario Card (Appendix E) to each pair. Explain that they will see these scenario cards in other sessions. They have a lot of information, but you will only ask them to focus on certain details each time.
9. With their buddy, they should read the scenario card and come up with advice on how the girls can best deal with the things that make them stressed, sad, or feel negative. Encourage them to just think of two pieces of simple advice.
10. Go around and have each team stand up and quickly share the relevant parts of the scenario and their advice. Afterwards, you may need to do some guidance if they missed major strategies, such as eating healthy, drink water, go for a walk, practice their favourite hobby, talk with a trusted person, go outside, etc.
11. To finish, have them quickly all stand again in a line, and with the same rules as before (left for "no" and right for "yes"), ask again if there is a connection between exercise and a healthy mind and positive emotions. Hopefully everyone runs to the "YES" side this time.

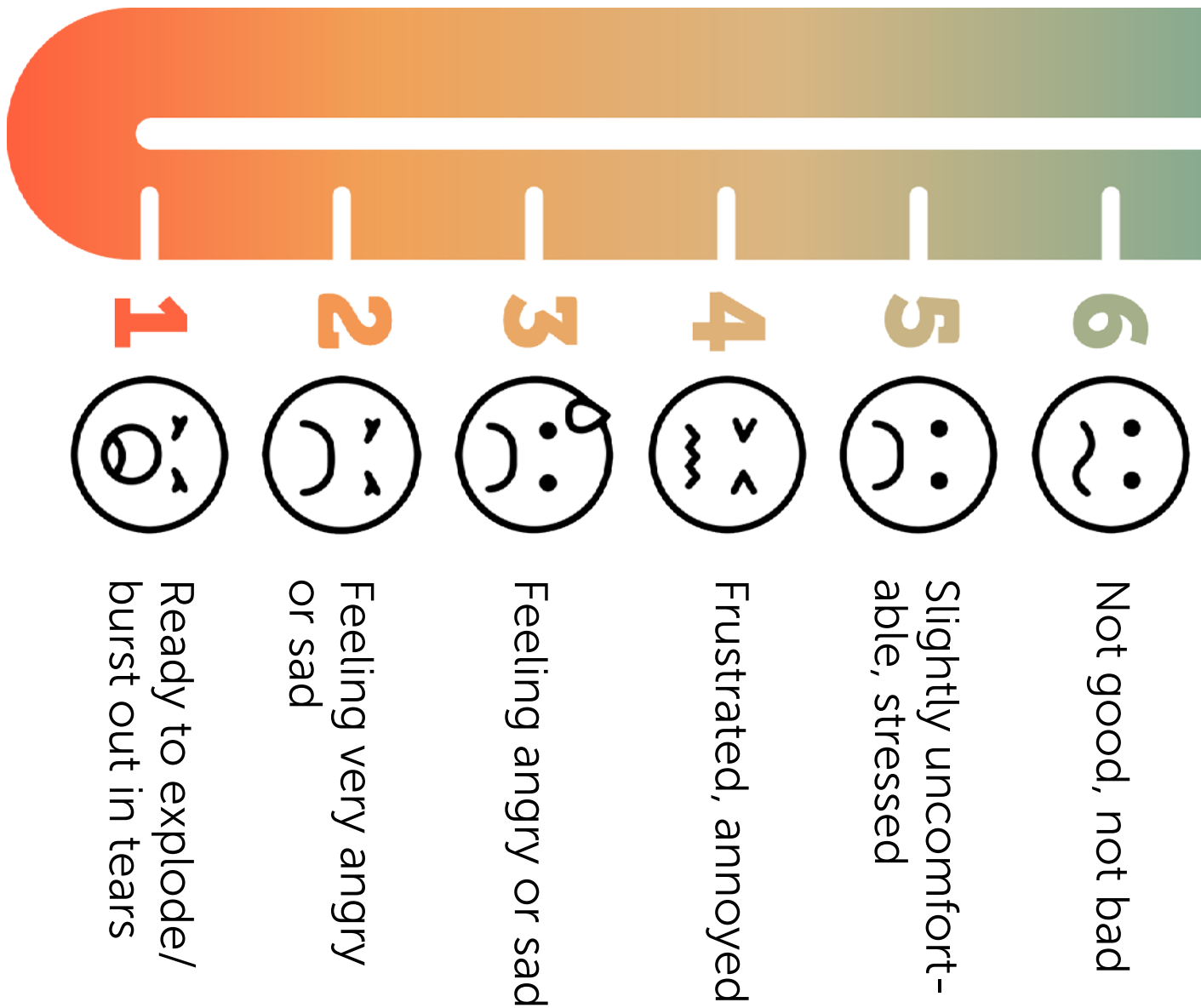
COOL DOWN (10 MINUTES)

1. Have everyone sit in a circle with their legs open in a V-shape. Bring out the ball again. Lead some cool down stretches following the Cool Down Guidelines (Appendix C).
2. In between stretches, pose a question and the person with the ball needs to answer. After they answer, they should roll the ball to another participant. That person then waits for you to ask the next question. Continue until stretching is complete and everyone has answered the following question.
 - Question: I always feel better when I...
3. When done, assign the **Homework** for the week:
Encourage all participants to use the exercise/get outside strategy during the week if they have a bad day, are feeling sad, stressed, or angry.
4. Finally, to finish, have everyone stand up and hold hands. Do a quick shake out of all the muscles then ask each participant to go down the line/around the circle and quickly give their temperature rating again. Hopefully everyone had an improved temperature!

APPENDIX A.

TAKE YOUR TEMPERATURE

By 'Taking My Temperature' you attach a number to a feeling on a scale from 1 to 10. The scale represents an overall ranking, emotionally and physically, of how you are feeling at the moment. If your rank is 1, then you are feeling the worst and if it is 10, you are feeling the best! What's your Temperature?





10

Feeling great!



9

Pretty good



8

Cool and collected,
"I got this"



7

Okay

APPENDIX E.

SCENARIO CARDS

In the following scenarios, the main characters experience some form of social pressure or bullying that make them stressed, sad or feel negative. It is important that the protagonists take responsibility in dealing with their issue(s) and make healthy decisions for their body and mind.

In the following sessions, the participants will read the scenario card and:

Session 1	Advise the main character on how to best deal with the things that make them stressed, sad or feel negative.
Session 5	Advise the main character on how she can avoid being negatively influenced.
Session 6*	Identify the form of bullying that is happening and come up with an action or advice on how to avoid or combat the presented scenario.
Session 7	Identify where the main character could go to find help.
Session 9	Identify how sport activities and physical achievements helped or could help the main character in dealing with the issues that make her feel stressed, sad or negative.

* Not all scenario cards present a case where the protagonist is being bullied. Please select the scenario cards for this session carefully.

SCENARIO CARD 1:

The Maria has just moved to a new town and enrolls in the local middle school. She quickly wins the attention of a few of the guys in her class. Tina, a school mate, is concerned about Maria stealing away her boyfriend. With the help of her friends, Tina decides to create a "We Hate Maria" website, where girls can post awful comments about Maria for everybody to read. Desperately wanting to make friends at her new school, Maria is crushed and does not want to go back to school.

SCENARIO CARD 2:

Aziza, a bright student who excels in math and art class, feels embarrassed when she has to change into and out of gym clothes in the girls' locker room at school. She's insecure about her body weight. She wishes to be skinny and beautiful like the girls you see on TV, or even just like most other girls at school. One time, on her way out of class, she overhears a group of girls call her "Big Aziza". Their words cut her deeply, and the perception that her classmates have of her begins to affect her school attendance and math grades.

SCENARIO CARD 3:

Aishah just broke up with her boyfriend, Ahmad. They used to be together every day, but after a couple of months he left her for someone else. It has left her with a broken heart and low self-esteem. She has not been doing well since. She used to have some friends to talk to about her insecurities, but she lost contact with them after investing all her time and energy in her relationship with Ahmad. She now feels as if she has no one to turn to and feels lonely. To escape from reality, Aishah spends most of her free time online, either playing videogames or watching TV series.

SCENARIO CARD 4:

Pria spends most of her spare time studying, often stationed behind one of the computers at the school library. After studying for long periods of time without breaks, Pria experiences severe migraine headaches and neck and back pains. Pria knows that what she's doing is not good for her body, but she is worried that if she does not dedicate her very best to her studies, she will fail to earn good grades and disappoint her family, which is the last thing Pria wants.

SCENARIO CARD 5:

Ying is a great singer-songwriter. She writes her own songs and performs in front of her family and friends. She recently got invited to perform one of her songs at school. Ying loves sharing her music, but she hates how nervous she feels before going on stage. What if they do not like her voice? Or her songs? What if the students start laughing at her? Days prior to her performance, Ying eats away her insecurities with sweet snacks and soda. She wants to take better care of herself and change her habits when dealing with stress, but how?

SCENARIO CARD 6:

Hannah hangs out with her group of friends every day during school break. Unlike the last couple of days, her friends are saying some mean things about another friend, Philip. Some of what they're saying is true, but then sometimes those things are true of Hannah, too. "Hey," someone says to Hannah, "you haven't said anything. What do you think? You agree with us, don't you?" Hannah does not want to talk bad about Philip behind his back, but she also does not want to get into a conflict with her other friends.

SCENARIO CARD 7:

The nearly 15-year old Laura has a huge crush on Tom, a boy who's almost three years older than her. They have known each other for years but only started chatting online recently. The other day, Tom was asking Laura to share revealing photos of herself, or to talk sexy to him. Laura is unsure whether she is ready to engage in these forms of 'sexting'. But she has friends who do it too, and she does not want to lose the good connection she has had with Tom so far.

SCENARIO CARD 8:

The young 14-year old Anika is at a friend's party. At first, everything seems normal, but then she notices some people pouring something into their cups from a thermos. They're acting weird. Anika observes her friends a little longer and is now sure that they have secretly started drinking alcohol. They seem to be having more fun than she is. A friendly girl offers Anika a drink from the thermos "Here, you should drink some!" she says. What should she do?

SCENARIO CARD 9:

Molly, a student in her final year of middle school, has been having difficulties falling asleep for the last couple of weeks. When she's all by herself at night, she worries about her future. All of her friends seem to know what they want to do later, but Molly does not have a clue, which is stressing her out. Because she can't fall asleep at night, Molly often wakes up late in the morning and does not have time for breakfast, which makes her hungry and irritable during her first class at school.

SCENARIO CARD 10:

The new soccer season just started for Ashanti, a 14-year old young athlete. After practice one day, a couple of team mates and Ashanti agree to hang out. There they are, all laying and relaxing in the sun on the soccer field. Suddenly, one of her teammates approaches Ashanti and asks if she would like to try a cigarette, saying things like "Smoking one cigarette isn't going to hurt you". Ashanti hesitates for a moment, she does not want to, but everybody is smoking, and it seems like the cool thing to do.