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Building Assets Toolkit: Developing Positive Benchmarks for Adolescent Girls—Asset Cards

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Building Assets Toolkit

DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS

The Building Assets Toolkit is an approach for developing programs for specific segments of girls that will prepare them to better face the challenges of growing up. It will help you understand the needs of the girls in your community; engage stakeholders at different levels and with different viewpoints; and build concrete and meaningful programming for adolescent girls.

Before you begin this exercise, print out the **Instruction Guide** and the **Resource Manual**. The Guide provides step-by-step instructions on how to use the materials provided here, and the Manual contains valuable information about building meaningful program content as well as detailed notes on each asset.

THIS DOCUMENT CONTAINS:

- 1** The set of eight age cards (ranging from ages 6 to 20). Print them out and place them according to the instructions.
- 2** 110 asset cards. Print them out and cut each sheet in half. The blanks are provided for you to create customized assets.
- 3** The Program Planning Worksheet. A sample is also provided.

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1

E

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A

AGFE 20

**Know the location
of community
rescue places**

**Building
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BENCHMARKS
FOR ADOLESCENT
GIRLS



**POPULATION
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Ideas. Evidence. Impact.

1

**Know the location of
the nearest emergency
health services and at
least two conditions
that require
emergency attention**

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**POPULATION
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Ideas. Evidence. Impact.

2

CUT HERE

**Have savings that
can be accessed in
case of a personal
emergency or a
household shortfall**

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COUNCIL**
Ideas. Evidence. Impact.

3

**Have a place to meet
friends safely and
privately at least
once a week**

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 **POPULATION
COUNCIL**
Ideas. Evidence. Impact.

4

**Have a plan to visit
the nearest bank or
other financial service
facility, with friends
or a parent**

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GIRLS



**POPULATION
COUNCIL**

Ideas. Evidence. Impact.

5

**Know where the
nearest police
station is and the
kind of help the
police can provide**

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Ideas. Evidence. Impact.

6

Know the signs of diarrhea in a child and how to treat it

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GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

7

Know where to get an HIV test

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GIRLS

 **POPULATION
COUNCIL**
Ideas. Evidence. Impact.

8

**Have the skills to
create a budget and
know how to track
income and spending**

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GIRLS



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COUNCIL**
Ideas. Evidence. Impact.

9

**Know to ask for
a female authority if
she is uncomfortable
with a male**

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Ideas. Evidence. Impact.

10

**Have at least three
female nonfamily
friends**

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COUNCIL**
Ideas. Evidence. Impact.

11

**Have the personal
documentation
needed to access
financial services**

**Building
Assets
Toolkit**

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GIRLS

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Ideas. Evidence. Impact.

12

**Have the personal
documentation
needed to access
health services**

**Building
Assets
Toolkit**

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13

**Have a slightly older
female mentor she
can turn to for advice
when faced with
challenges**

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Ideas. Evidence. Impact.

14

CUT HERE

Know how to play traditional games

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Ideas. Evidence. Impact.

15

Have a productive skill that earns money

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Ideas. Evidence. Impact.

16

CUT HERE ✂

**Be able to use
decisionmaking
skills to differentiate
safe and unsafe
earning options**

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Ideas. Evidence. Impact.

17

**Know the specifics
of menstruation and
how to safely and
cleanly manage it**

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Ideas. Evidence. Impact.

18

Know when to wash hands and how to do it properly in daily life and in the context of infectious disease outbreaks

Be aware of daily and seasonal demands on her time and know how to budget her time

Know about female genital mutilation (how and when it is done, how to help someone threatened by it, and that it is illegal)

Use negotiation, specific knowledge of risk scenarios, and problem-solving skills to avoid harmful traditions (like FGM) common in her community

**Have someone to
borrow money from
in an emergency**

**Know the teachers’
code of behavior
(including not asking
students for special
favors or inviting
them to their homes)**

CUT HERE ✂

Identify someone to go to for help in case of abuse at school and know where to report abuse

Know where to go to get basic medicines and have the money necessary to purchase them

**Have a safe place
to spend the night
away from home, if
needed**

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Ideas. Evidence. Impact.

27

**Know signs of danger
during pregnancy
and labor, and where
to go for help**

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28

CUT HERE ✂

**Know the name of
the district in which
she lives**

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Ideas. Evidence. Impact.

29

**Have the ability to
tell her parents that
what they want her
to do is illegal**

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Ideas. Evidence. Impact.

30

Know the seasonal risks and stresses on her family's livelihood/income

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31

Have short-term financial goals and a plan to meet them

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Ideas. Evidence. Impact.

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Have long-term financial goals and a plan to meet them

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33

Have considered carefully what skills she would need to engage in earning activities that she enjoys

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Ideas. Evidence. Impact.

34

**Know the minimum
number of school
years to which she's
entitled**

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GIRLS

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Ideas. Evidence. Impact.

35

**Have the negotiation
and problem-solving
skills to assert
her preference for
staying in school**

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Ideas. Evidence. Impact.

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Understand the biological basics of sexuality and reproduction

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37

Be able to describe something unique or special about herself and identify a skill that she can teach others

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Ideas. Evidence. Impact.

38

Know how to distinguish between a required expense and one that can be postponed

Know the advantages and disadvantages of two to three savings options

Know how HIV is transmitted, how to prevent it, where to be tested, and that there are treatment options

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Ideas. Evidence. Impact.

41

Know the legal age of work and basic approved conditions

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Ideas. Evidence. Impact.

42

Know the signs and dangers of drug and alcohol dependence, and where to seek help for herself or someone else

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Ideas. Evidence. Impact.

43

Have a place with sufficient light to read for three hours per week

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Ideas. Evidence. Impact.

44

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**Know the legal
voting age, where to
register, and where
to vote**

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GIRLS



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Ideas. Evidence. Impact.

45

**Know what the
community council
does, when it meets,
and some of the
official leaders**

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Ideas. Evidence. Impact.

46

CUT HERE

**Know whom to ask/
where to ask for help
if she or someone
she knows is a
victim of violence**

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GIRLS

 **POPULATION
COUNCIL**
Ideas. Evidence. Impact.

47

**Know that violence
isn't just stranger
violence—it often
occurs in families**

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Toolkit**

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COUNCIL**
Ideas. Evidence. Impact.

48

**Know basic self-
defense and ways to
attract help**

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Ideas. Evidence. Impact.

49

**Know what abuse is
and the difference
between a “good
touch” and a “bad
touch”**

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Ideas. Evidence. Impact.

50

Know when she is hungry and have the courage to tell someone safe that she feels hungry

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Ideas. Evidence. Impact.

51

Know how to obtain/raise a few key foods she needs to eat

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Ideas. Evidence. Impact.

52

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Know that adolescent girls need more food than younger girls (specifically more protein)

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Ideas. Evidence. Impact.

53

Be able to read a sentence in her native language

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Ideas. Evidence. Impact.

54

Know how to describe/express a problem to someone in authority, such as a local official

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Ideas. Evidence. Impact.

55

Have a government ID (such as one that would be necessary for voting)

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Ideas. Evidence. Impact.

56

**Know about
government programs
and/or entitlements
for which she/her
family may be eligible
and how to get them**

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GIRLS



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Ideas. Evidence. Impact.

57

**Know that child
marriage is associated
with poor health,
poverty, and divorce
(and that divorce
carries social and
economic risks)**

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GIRLS



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Ideas. Evidence. Impact.

58

**Be able to assertively
and respectfully
navigate safe and
healthy choices with
regard to marriage**

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GIRLS

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Ideas. Evidence. Impact.

59

**Know the location of
a community center,
the activities offered
there, and how to
participate**

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GIRLS

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Ideas. Evidence. Impact.

60

Know the location and hours of girl-only spaces

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GIRLS



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Ideas. Evidence. Impact.

61

Know what to say and what not to say to someone who has been a victim of a violent crime

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GIRLS



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Ideas. Evidence. Impact.

62

**Know her own body
parts and the body
parts of the
opposite sex**

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FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

63

**Know the time of
day/week when she
is likely to face more
risks at home, at
school, on the street**

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Ideas. Evidence. Impact.

64

Know when and where it is safe enough to go out alone (or when groups are safer)

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Ideas. Evidence. Impact.

65

Know her right to determine and communicate the number of children she wants and the timing of births

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Ideas. Evidence. Impact.

66

Know about sex trafficking and other forms of forced sex (e.g., persuasion, blackmail), and where to get help

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Ideas. Evidence. Impact.

67

Know the helpline number to register any violence or to get help

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Ideas. Evidence. Impact.

68

**Know not to accept
any food or drinks
from strangers**

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GIRLS



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Ideas. Evidence. Impact.

69

**Know that polygamy
is illegal**

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70

**Know that she has
the same rights as
her brother**

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Ideas. Evidence. Impact.

71

**Have a plan to
keep up her skills
(reading and
numeracy) during
school holidays**

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Ideas. Evidence. Impact.

72

CUT HERE ✂

**Know how to
identify a safe
water source
(or if in doubt to get
help testing it)**

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Ideas. Evidence. Impact.

73

**Know how malaria
is contracted and
how to install and
maintain a bed net**

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74

Feel that she is as
intelligent as other
people

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75

Have a ration card

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76

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**Know safe times/
routes to water
sources and places
to gather firewood,
including during
emergencies**

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77

**Know someone
who can help with
translation (to major
official languages),
as needed**

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78

**Have a safety plan
and be able to name
three safety risks
faced while going
about daily life**

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**Know the names of
trained people in the
community who can
be relied upon
to protect girls
(the guardians)**

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80

**Stand up for
herself and her
friends when
insulted**

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81

**Know how STIs,
including HIV, can
be prevented and
their consequences
(including infertility)**

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82

**Know where to
obtain condoms
and contraceptives
and where to
obtain advice and
instructions**

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83

**Know local health
promoters and
community-based
health activities**

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Be able to present an argument to a group of peers and elders

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85

Obtain parental approval to work and access safe opportunities

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86

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Regularly practice
reading and numeracy
skills with the media
available and in daily-
life situations

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Know how to read
diagrams or maps

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88

Know how to write a simple letter requesting something

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89

Know how to write and send text messages and use mobile media to secure safety and access to resources

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90

Know how to fill out forms

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Know basic math (fractions, decimals, and percentages) and how to calculate simple costs

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92

**Listen to the radio
and watch television
to get information**

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Ideas. Evidence. Impact.

93

**Be able to express
feelings and notify
a friend or trusted
adult of a problem at
school or at home**

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Ideas. Evidence. Impact.

94

Use effective communication and listening skills (listen with empathy and patience; speak assertively not aggressively)

Have the ability to de-escalate a conflict situation experienced among friends and classmates

Manage anger when in stressful situations

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS



**POPULATION
COUNCIL**

Ideas. Evidence. Impact.

97

Feel like she can say
“no” to her friends if
they are pressuring
her to do something
she doesn’t think is
right

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**Know the symptoms
of infectious diseases,
how to isolate an
individual, and where
to seek help**

**Know that many diseases
are sexually transmissible
(from both symptomatic
and asymptomatic
individuals) and some
remain so even after
recovery**

CUT HERE ✂



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CORE ASSETS

List up to 20 core assets
(turn over for more space; make copies as needed)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

STATUS OF PROGRAM CONTENT

For each asset, identify the status of the program content by checking the box and making notes in the space provided.

	Content is available as is	Content needs adaptation by:	reading level	lan- guage	exam- ples	New material to be developed
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKSHEET CONTINUED ON NEXT PAGE
TAPE NEXT PAGE HERE

**THINKING AHEAD/
THINKING STRATEGICALLY**

For each asset, provide additional comments to help plan and execute the program in your context. This may include ways to engage parents and the larger community. Keep in mind that some assets may create risks for girls and plans should be made to enable girls to protect and control them.

DELIVERY OF PROGRAM CONTENT

Note who will deliver program content.

Mentor only

First by mentor, then by girl leaders

Peer to peer

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TAPE FIRST PAGE HERE.

CORE ASSETS

List up to 20 core assets (turn over for more space; make copies as needed)

1. *Have the skills and confidence to create a budget and know how to track income and spending.*
2. *Know how malaria is contracted and how to install and maintain a bed net.*
3. *Have a plan to visit the nearest bank or other financial service facility with a friend or parent.*
4. *Know the location of a community center, the activities offered there, and how to participate.*
5. *Know the specifics of menstruation and how to safely and cleanly manage it.*

6. _____

7. _____

PROGRAM PLANNING WORKSHEET: TURNING ASSETS INTO PROGRAM CONTENT

STATUS OF PROGRAM CONTENT

For each asset, identify the status of the program content by checking the box and making notes in the space provided.

Content is available as is Content needs adaptation by: reading level language exam- ples New material to be developed

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nothing developed yet in our country, but there is material for girls aged 10-14 in neighboring countries. We will review the material and translate it into our local language. We also need to add livelihood scenarios from our setting.</i>										
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The local health post has a pamphlet on installing bed nets. Our girls may be able to use existing material because it is already written in the local language using simple vocabulary.</i>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Girls here can obtain a bank account at age 10, but this information isn't well known. We will need to discuss with bank managers ways to provide girls with savings accounts, while making this process understandable to girls and mentors.</i>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>We need to create an easily understood map to the center using familiar and recognized landmarks in the community. We should review with the girls the center's available activities, location, and hours of operation.</i>										

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A girl-15 puberty guidebook exists but needs to be translated into our local language using familiar terms. The illustrations also need to be adapted. It's All One Curriculum has a useful unit on the body, puberty, and reproduction. URL: popcouncil.org/tealove</i>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DELIVERY OF PROGRAM CONTENT

Note who will deliver program content.

Mentor only First by mentor, then by girl leaders Peer to peer

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>At first, the content will be delivered by mentors. We will also identify units that the girls can later teach to each other, their parents, and other community members.</i>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The material should be a teaching tool understood by both mentors and girls and will include demonstrations to be led by girls themselves.</i>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The mentors will also need to have bank accounts and know how to establish them. Eventually, girls in groups could do this together for themselves.</i>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>This material could be widely disseminated by girls once we have identified the times in which girls can have safe access to the center.</i>										

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The puberty guidebook will first be introduced by young female mentors (ideally aged 16-18) and then given directly to girls to read and share with their friends and family.</i>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THINKING AHEAD/ THINKING STRATEGICALLY

For each asset, provide additional comments to help plan and execute the program in your context. This may include ways to engage parents and the larger community. Keep in mind that some assets may create risks for girls and plans should be made to enable girls to protect and control them.

<i>Our country is experiencing a terrible drought. The content must emphasize that budgeting is not only possible, but very important, for the poorest families in times of scarcity.</i>
<i>We are hoping to start a girl-centered bed-net campaign annually at which girls demonstrate to the community how to install, maintain, and check bed nets for proper protection. We should pay special attention to providing bed nets for pregnant women.</i>
<i>While trying to give this asset to girls, we need to protect them. To ensure girls' safety, it is important to be cautious about spreading information to the wider community that girls are acquiring savings accounts.</i>
<i>Giving girls access to the community center would be terrific! Our center can issue ID cards and health insurance. The center also hosts community meetings that girls should be able to attend. We should also work with the center to have girl-only times and spaces.</i>
<i>We should deliver the initial program in a private girl-only space where girls can ask the mentor questions. Girls will receive a copy of the puberty guidebook. Providing information to the parents to address common local myths about menstruation is also helpful.</i>
