2015

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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OSWECSA

**Know the location
of community
rescue places**

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

1

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

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

2

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

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

3

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

**Building
Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

4

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

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
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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Assets
Toolkit**

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POSITIVE
BENCHMARKS
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COUNCIL**

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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BENCHMARKS
FOR ADOLESCENT
GIRLS

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

8

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

**Building
Assets
Toolkit**

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BENCHMARKS
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Ideas. Evidence. Impact.

9

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

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Assets
Toolkit**

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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Ideas. Evidence. Impact.

10

**Have at least three
female nonfamily
friends**

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Assets
Toolkit**

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BENCHMARKS
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GIRLS

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Ideas. Evidence. Impact.

11

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

**Building
Assets
Toolkit**

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FOR ADOLESCENT
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COUNCIL**
Ideas. Evidence. Impact.

12

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

**Building
Assets
Toolkit**

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Ideas. Evidence. Impact.

13

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

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FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

14

Know how to play traditional games

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Assets
Toolkit**

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POSITIVE
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FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

15

Have a productive skill that earns money

**Building
Assets
Toolkit**

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FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

16

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

**Building
Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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COUNCIL**

Ideas. Evidence. Impact.

17

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

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

**POPULATION
COUNCIL**

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)**

**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**

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

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

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

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

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Assets
Toolkit**

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FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

31

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

32

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

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

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

**POPULATION
COUNCIL**

Ideas. Evidence. Impact.

35

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

**POPULATION
COUNCIL**

Ideas. Evidence. Impact.

36

Understand the biological basics of sexuality and reproduction

Building
Assets
Toolkit

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BENCHMARKS
FOR ADOLESCENT
GIRLS

POPULATION
COUNCIL
Ideas. Evidence. Impact.

37

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

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Assets
Toolkit

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

POPULATION
COUNCIL
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**

**Building
Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

41

**Know the legal age
of work and basic
approved conditions**

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

**POPULATION
COUNCIL**
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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Assets
Toolkit

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BENCHMARKS
FOR ADOLESCENT
GIRLS

POPULATION
COUNCIL
Ideas. Evidence. Impact.

43

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

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Assets
Toolkit

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BENCHMARKS
FOR ADOLESCENT
GIRLS

POPULATION
COUNCIL
Ideas. Evidence. Impact.

44

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

45

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

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

46

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

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

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

49

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

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Toolkit**

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

50

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

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

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

Be able to read a sentence in her native language

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

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

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

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

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

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Assets
Toolkit**

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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

59

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

**Building
Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

60

**Know the location
and hours of
girl-only spaces**

**Building
Assets
Toolkit**

DEVELOPING
POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

**POPULATION
COUNCIL**
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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Assets
Toolkit**

DEVELOPING
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BENCHMARKS
FOR ADOLESCENT
GIRLS

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

62

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

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

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

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

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

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

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

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Toolkit**

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

69

**Know that polygamy
is illegal**

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Assets
Toolkit**

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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

70

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

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Toolkit**

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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

71

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

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Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

72

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

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

Feel that she is as
intelligent as other
people

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GIRLS

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

75

Have a ration card

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BENCHMARKS
FOR ADOLESCENT
GIRLS

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

76

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

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

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

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

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

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Assets
Toolkit**

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POSITIVE
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FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

81

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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

82

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

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Assets
Toolkit**

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POSITIVE
BENCHMARKS
FOR ADOLESCENT
GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

83

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

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Assets
Toolkit**

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BENCHMARKS
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GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

84

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

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Assets
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POSITIVE
BENCHMARKS
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GIRLS

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

85

**Obtain parental
approval to work
and access safe
opportunities**

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Assets
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BENCHMARKS
FOR ADOLESCENT
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COUNCIL**
Ideas. Evidence. Impact.

86

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

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COUNCIL**
Ideas. Evidence. Impact.

87

**Know how to read
diagrams or maps**

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COUNCIL**
Ideas. Evidence. Impact.

88

Know how to write a simple letter requesting something

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GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

89

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

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Assets
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GIRLS

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COUNCIL**
Ideas. Evidence. Impact.

90

Know how to fill out forms

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GIRLS

**POPULATION
COUNCIL**

Ideas. Evidence. Impact.

91

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

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Assets
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FOR ADOLESCENT
GIRLS

**POPULATION
COUNCIL**

Ideas. Evidence. Impact.

92

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

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

**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**

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

**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**

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CUT HERE

**Building
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CUT HERE

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	language	exam- ples	New material to be developed
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

WORKSHEET CONTINUED ON NEXT PAGE
TAPE NEXT PAGE HERE

Note who will deliver program content.

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.

Mentor only

First by mentor, then by girl leaders

Peer to peer

[illegible]

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:	New material to be developed
☐	reading level ☐ language ☐ examples ☐	☐

☐ 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.

☒ 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.

☐ 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.

☐ 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.

☐ A girl's 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/itsallone

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7. _____

DELIVERY OF PROGRAM CONTENT

Note who will deliver program content.

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

☐ 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.

☐ The material should be a teaching tool understood by both mentors and girls and will include demonstrations to be led by girls themselves.

☐ The mentors will also need to have bank accounts and know how to establish them. Eventually, girls in groups can do this together for themselves.

☐ This material could be widely disseminated by girls once we have identified the times in which girls can have safe access to the center.

☐ 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.

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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.

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.

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.

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.

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.

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.

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