

# Working with 9-14-year-olds



Elizabeth Glaser  
Pediatric AIDS  
Foundation

Until no child has AIDS.



## Project Summary

The Eswatini Ready, Resourceful, Risk Aware (Triple R) Project: OVC, Adolescent Girls, and Young Women (locally named Insika Ya Kusasa) aims to prevent new HIV infections and reduce vulnerability among orphans and vulnerable children (OVC) and adolescent girls and young women (AGYW) in Eswatini. Insika Ya Kusasa helps HIV-negative OVC and AGYW stay HIV-free and supports those who are HIV-positive to lead healthy lives. To these ends, the project increases socio-economic resilience to the impact of HIV and uptake of high-impact HIV, sexual and reproductive health, family planning, and sexual and gender-based violence services among OVC and AGYW.

For more information about the project or Pact, the organisational lead for this project, please contact us:

Tel : +268 2404 5579

[www.pactworld.org/country/eswatini/](http://www.pactworld.org/country/eswatini/)

## Acknowledgements

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It was written by Lungile Dlamini-Zwane, Beth Deutsch, and Bongile Dlamini, with technical support from Jen Boyle, for Life Mentors in Eswatini to use with AGYW aged 9-14 years in small group sessions. Input was provided by Mphikeleli Dlamini and Nicole Miller (Pact) and it was further refined through feedback from a training of trainers' workshop for Insika HIV Prevention Field Officers and a training of Life Mentors to support finalisation of the material by the JHCCP team.

Activities in this job aid were adapted from the references listed on pages 87-88.

## Disclaimer

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WORKING WITH  
**9-14**  
YEAR OLDS

**W**e know that early adolescence, from the ages of 9 to 14, is a time when enduring patterns of healthy behaviour can be established, including postponing the onset of sexual activity, which can suppress the spread of HIV/AIDS. Establishing healthy patterns from the start is easier than changing risky behaviours that are already deeply rooted.

Parents, extended families, communities, schools and peers are critical in guiding and supporting young people to make safe choices about their health and well-being. Studies have shown that consistent, positive, emotional connections with a caring adult help young people feel safe and secure, allowing them to develop the resilience needed to manage the challenges in their lives.



## Introduction for Mentors

Your role as a Life Mentor, therefore, is to be that caring adult for the adolescent girls you will be working with. To effectively do that, you need to understand this age group a little bit better and below are some of the points to remember when dealing with these adolescent girls.

### Adolescent Girls 9-14 are going through changes....

- Their bodies are changing, their emotions are changing.
- The way they see themselves and how others see them are also changing.
- It is a critical time to support them and build their confidence before others around them determine where they are going.
- They should be able to stay in school and be safe.
- They should be able to choose friends who will be their true supporters.
- They should be empowered to see the benefits of delaying sex, recognise safe and unsafe places and also know how to protect themselves should they find themselves exposed to risky situations.
- They should have trusted parents, caregivers or other adults who listen to their needs and help them navigate through the confusion, the danger, and support them to overcome challenges they may face.
- She will have many questions and concerns about changes she is going through; what it means to be a girl, sex and sexuality and her future.

Sessions in this tool are structured to be fun, encourage laughter and group trust, as well as learning through play and discovery.

In all meetings, emphasise that confidentiality is very important to you as her mentor, so whatever she tells you is safe with you and assure her you are a person she can trust. Recognise the danger signs for her risk and vulnerability, as well as key services she may need right away.



KEY TO ACTIVITY  
PLANNING



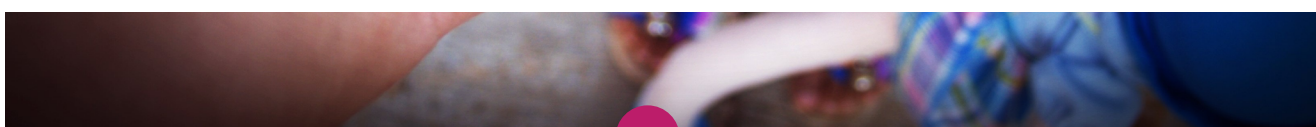
Activity Objectives



Activity Time



Materials Needed



## Session 1: Facing Challenges with Confidence

**Objective:** To provide a foundation for the mentoring process, reflect on how girls see themselves – appreciating both their strengths, challenges of getting older, and facing obstacles with confidence.

<b>Introduction to the Programme</b>	Explanation of why we are here Role of the Life Mentor Creating a safe space for sharing	10 min
<b>Throw the Ball: Getting to Know Each Other</b>	Game to introduce group members using a ball	10 min
<b>Take A Stand</b>	Conversation starter: Statements where girls indicate their stand on issues relevant to the session's topic	10 min
<b>Knowing Me and My Dreams</b>	Identification of what I am proud of and what is most important to me as a young adolescent girl	10 min
<b>Inovi Tag</b>	Navigating through obstacles that can stop you from achieving your goals, such as staying or returning to school	15 min
<b>Game Changer: Chain Tag</b>	Game to recognise the importance of following your own path and not succumbing to peer pressure	15 min
<b>What are my Strengths</b>	Identifying my strengths and how I can use these to help me achieve my goals	10 min
<b>Mentor Story</b>	Mentor's personal insight/ experience the kind of pressures faced, or faced by friends, as an adolescent girl, to engage in activities you knew were not right, for example, starting sex, drinking alcohol, etc. and how they were overcome.	5 min
<b>Knowing My Supporters</b>	To help girls think about and identify the characteristics of a true and trusted friend who can be a supporter	10 min
<b>BabyStep #1</b>	Take home – Ask someone you trust what they appreciate about you and what they see as your strengths.	2 min

## Session 2: Me, My Body and the Changes I Experience

**Objective:** To reflect on physical changes that girls and boys experience during adolescence with focus on understanding of menstruation, sex conception and pregnancy.

<b>BabyStep #1 Review</b>	Feedback on homework: Ask someone you trust what they appreciate about you and what they see as your strengths.	10 min
<b>Take A Stand</b>	Conversation starter: Statements where girls indicate their stand on issues relevant to the session's topic	10 min
<b>Body Mapping</b>	Competition between teams on changes they see in girls and boys as they grow – what changes do they see?	10 min
<b>True or False: Myths and Misconceptions about Menstruation and Pregnancy</b>	Game to challenge myths and misconceptions about physical changes and child bearing	10 min
<b>Understanding My Menstrual Cycle, How Pregnancy Occurs and Pregnancy Prevention</b>	Explanation and discussion about a typical menstrual cycle, ovulation and how pregnancy occurs, as well as how it can be prevented	20 min
<b>Mentor Story</b>	Mentor's personal insight or experience of changes we all go through as young adolescents	5 min
<b>Recap and BabyStep #2</b>	Take home - Practice your communication skills by asking 3 people – your older female relatives or close family friends that you trust and look up to – to tell you how they handled puberty when they were growing up.	2 min

**Session 3: Being a Girl, Being a Boy – What Others Expect of Me.**

**Objective:** Girls will explore how others see them and why they should not be defined by that, but should go ahead and make choices that will help them achieve their goals.

<b>BabyStep #2 Review</b>	Feedback from older female relatives or close family friends that you trust and look up to – on how they handled puberty when they were growing up.	10 min
<b>Take A Stand</b>	Conversation starter to introduce theme about relationships between girls and boys Girls and boys can be just friends Girls can do anything that boys can do	10 min
<b>Who Does What?</b>	Identifying typical roles for boys and girls or both	10 min
<b>Challenging Stereotypes</b>	An <i>Always</i> Pads video called “Like A Girl”- What can girls do? – Challenging typical things  What do you like most about being a girl? What do you never want to hear?	10 min
<b>New World Order</b>	A game to understand rights	20 min
<b>Reflecting on Girls in My Community and Boundaries (My Body, My Choice)</b>	Unpacking the statement “My Body, My Choice” – what does it mean?  Scenarios of Challenges Girls Face as Girls - What do you do?	15 min
<b>Mentor Story</b>	Personal insight or experience of typical issues girls face and how they can be overcome	5 min
<b>BabyStep #3</b>	Take home - identify female you really admire – what makes her stand out?	2 min



### Session 4: Recognising and Avoiding Risky Situations

<b>Objective:</b> To identify risky situations and what puts girls at risk.		
<b>BabyStep #3 Review</b>	Sharing of positive females in your lives you really admire and the characteristics that make them stand out.	10 min
<b>Take A Stand</b>	Conversation starter on theme of HIV and risks girls face Girls our age face more risks than boys	5 min
<b>What is Risk?</b>	Understanding risk and identifying risks that adolescent girls face?	10 min
<b>Wild Fire Game</b>	Game showing how HIV is transmitted through networks	15 min
<b>Blasting Myths and Misconceptions about HIV &amp; AIDS</b>	Game to challenge common myths and misconceptions about HIV transmission, prevention and treatment	15 min
<b>How does HIV affect your body?</b>	Roleplay to understand HIV transmission, importance of testing, starting treatment and adhering to it	10 min
<b>Safe and Unsafe spaces in my community</b>	Identifying safe and unsafe spaces or places in the AGs' community	15 min
<b>Mentor's Story</b>	Personal insight or experience of an unsafe situation and how the risk was avoided	5 min
<b>BabyStep #4</b>	Take home: AGs' to identify three places and people they feel safe with	2 min

**Session 5: Staying Safe and Strong**

**Objective:** To discuss and understand safe and unsafe touch, know and set boundaries when it comes to their rights and bodies, and learn how to effectively say no to anyone crossing or wanting to cross those boundaries, ensuring others respect their boundaries.

<b>BabyStep #4 Review</b>	Sharing of three places and people they feel safe with	10 min
<b>Take A Stand</b>	Conversation starter on theme of safety for girls: Even girls my age need skills to stay safe. Girls and women around the world are taking a stand against violence towards them as females.	10 min
<b>Safe and Unsafe Friendships</b>	Identifying good friendships and bad ones that can lead one to risky situations	20 min
<b>Lirobhothi</b>	Game on “the right to say no” and the need for that right to be respected	20 min
<b>Saying NO!</b>	Understanding consent When should you say NO!	20 min
<b>Safe Males in My Community</b>	Thinking about positive males in your life (brother, father, uncles, etc .) who make you feel safe: What qualities they have that make you feel safe. What they do (their actions) that makes you feel safe <i>(identifying positive men from their own experience)</i>	10 min
<b>BabyStep #5</b>	Take home: conversation with a friend or parent telling them what they have learned about consent and their right to their bodies. Thinking about what they would do if they or someone they know was abused. Identify a supporter they could talk to.	2 min

**Session 6: Communicating My Needs and Goals:  
Graduating into a Leader!**



**Objective:** To help AGs become confident in communicating effectively to avoid early sexual debut, unprotected sex and unwanted pregnancy, all situations that may hinder them from achieving their goals. This is also the final session that will see the AGs preparing for their graduation from the programme.

<b>BabyStep #5 Review</b>	Take home: conversation with a friend or parent telling them what they have learned about consent and their right to their bodies. Thinking about what they would do if they or someone they know was abused. Identify a supporter they could talk to.	10 min
<b>Take A Stand</b>	Conversation starter on difficulty in communicating, especially with adults, for positive impact	10 min
<b>Team Handball</b>	A ball game aiming to show girls that communicating effectively means being able to listen to the other person carefully but also being able to stand up for yourself by assertively voicing your needs and goals.  Discussion and practice of how to communicate goals effectively with adults (e.g. parents, guardians, teachers, etc.)  Key message is that young people can respectfully communicate their goals even though it can be difficult.	20 min
<b>Snap Roleplay</b>	Girls practice communicating with a parent through a roleplay in order to get support towards a goal aimed for	20 min

<p><b>Steps to Goal!</b></p>	<p>Girls stand in a circle and are asked to step forward if a courageous action described is one they have taken before.</p> <p>Other girls cheer their teammates who have dared to take certain courageous actions and these AGs have to describe what reaction they received for their action and if they encountered any opposition when they took the action.</p> <p>These are all ways a girl can be an exemplary leader in her community</p>	<p>10 min</p>
<p><b>Graduation: #empowered!</b></p>	<p>This activity ensures that girls end up being able to explain how they will apply the knowledge gained from Insika Ya Kusasa and express their dedication to the #empowered movement.</p> <p>Preparation for a Graduation to be held at the Inkhundla centre or community hall with key people invited, including parents or guardians, siblings, school principals, teachers, community leaders and other adults at a date agreed on.</p>	<p>As required</p>

# SESSION 1

## SESSION 1: Facing Changes with Confidence



To help the girls reflect on how they see themselves – appreciating their strengths and facing obstacles with confidence



1hr 30 min



One ball, "Strength & Skills" Chart, Question Box

### Summary Activities:

Summary introduction and creating a safe space (10 min)

- Activity 1: Introduction: Throw the Ball (10 min)
  - Activity 2: Take A Stand (10 min)
  - Activity 3: Knowing Me and My Dreams (10 minutes)
  - Activity 4: Inofi Tag Game (15 min)
  - Activity 5: The Game Changer (Chain Tag) Game (15 min)
  - Activity 6: What are My Strengths? – (15 min)
  - Activity 7: Mentor's Story (5 min)
  - Activity 8: My Supporters (10 min)
- Recap & BabyStep #1 (5 min)

**Note to Mentor:** By end of session, AGs should have:

- Agreement on next meeting,
- Any immediate needs for support or services identified for referral
- Your contact number so they can keep in touch with you if needed



## Welcome the girls like this:

*(Smile and say)* Welcome to all of you. My name is ..... *(name in full)*. You can call me \_\_\_\_\_ *(name by which you want to be called)*.

I work for the Insika Ya Kusasa project, which is a project that works closely with young women and adolescent girls like you to prevent new HIV infections and improve their defense against the main things that put them at risk.

I am going to be your Mentor, which is someone that's like a "coach". As your Mentor, I will guide you through the programme where we will have important discussions about life and who can support you in life and at school. You will have a chance to build your confidence and learn new skills to communicate, stay in school, and achieve your goals. You will also learn about your bodies, how to stay healthy, how to prevent unwanted pregnancy, and other things that will help you address issues you may be facing with confidence. We will also have some fun!

Some of us may be new to each other, so let's make sure everyone feels they are a part of the group. We will be together as a group for 6 (six) sessions, getting to know each other better, discussing issues that may stop us from achieving our goals, learning how to avoid such risks or barriers, as well as identifying the services and support available to help us get where we want to go. We will then have a graduation event where we will showcase what we have learned to our parents or caregivers, and the community at large.

I hope our time together will help you achieve your personal goals. I will remain a source of support to you and these girls around you are also your supporters. We are a team and can always reach out and help each other along the way.

Before we get started though, it is important to talk a bit about the rules we want to set for our team. In order for us to have a good discussion, we need to all agree that this is a "safe space."

**Ask:** What does that mean to you? *(Girls could provide ideas)*. **After the girls give you their ideas, emphasise the following:**

- To keep this a safe space, it means we don't talk about anything personal shared here with anyone else who is not part of our group. What someone shares here is NOT for any of us to go talking about outside this group.
- Some things we talk about may be uncomfortable or sensitive. You may find yourself feeling sad or may even end up crying. It may not be because it is about you, but it could be about someone you care about or you just feel sad for girls in general. I can be emotional too even as a Mentor. So, if anything we discuss here makes you feel uncomfortable:
  - You are allowed to tell me as your Mentor.
  - You can step outside the group for a few minutes until you feel better.
  - You're free not to participate.
  - We can even come up with a signal that lets me, or others, know that you are not comfortable.

**Ask:** Can you think of other ways we can make this a **safe space** for all? (*Listen to the girl's ideas and take down what is agreed on.*) **Remind them that:**

- We should all feel free to express our emotions without judgement.
- Everyone should feel free to talk about things that are important to them.
- We should listen to each other and not judge each other for what we say.

**Say:** In addition to what we have agreed on as what we need for our safe space, I would also like us to agree on a few more rules for our group. What else would you like us to do or NOT do in order to make sure we all participate freely and do not miss out on what is done here:

Make sure to include the following:

- Those of us who have phones should keep our phones on silent so that we do not disturb the session.
- We all commit to do our best to attend all sessions so that we are not left behind.

Remember, this time together is about what you want and need. So, you should feel free to ask any questions. You can also reach out whenever you need more information or support (my number is ....).

***First, let's get to know each other better.***





## ACTIVITY 1: **Throw the Ball**



To break the ice and get everyone to know each other a little bit better



10 min



Ball

- ▼ Tell the girls to stand in a circle. Stand in the circle with them.
- ▼ Throw the ball to one person and have them say their name, age and something they love to do. Then, instruct that person to throw the ball to another person.
- ▼ After you have received the ball and thrown it to someone else, fold your arms to indicate that you've received the ball.
- ▼ Finish when everyone has received the ball and it is back in your hands.

**Say:** Now we'll play again but this time, say the name of the person you are throwing the ball to. Try to be as fast as possible and sit down once you have received and thrown the ball to someone else.

**Great, now that we know each other a bit better, let's get started.**

## ACTIVITY 2: **Take A Stand**



To understand the AG's perceptions of being a girl, in order to get them ready for this session's discussions



10 min



No materials needed

**Explain:** We will start our session with the activity called "Take A Stand". This will help us get our minds ready for the discussion. We will all stand for this activity.

- ▼ I will read a statement and you will need to decide whether you agree or disagree with the statement, then share your reasons why.
- ▼ There are no right or wrong answers and it is okay to disagree with your friends.
- ▼ When I read the statement, close your eyes so you can't see anyone else's response.
- ▼ If you agree with the statement, put your hands on your head. If you disagree, put your hands on your hips.
- ▼ After everyone has made a choice, **I'll ask you to open your eyes after each statement and Take A Stand by telling us WHY you agree or disagree.**

### Read the statements below:

**Statement 1:** Being a girl can be tough.

**Statement 2:** The most important thing for girls my age is fitting in with friends.

#### Summarise:

- ▼ During early adolescence, girls your age go through many physical and emotional changes that can affect how we see ourselves, our friends, and family.
- ▼ It is important to know that these changes are normal and that we can face any challenges that come with growing up with confidence. (We will be discussing this more in the next session.)
- ▼ Because this session is our first one together, let's first understand what your priorities are and look at typical pressures that girls your age are dealing with at school and at home.

## ACTIVITY 3: Knowing Me and My Dreams



To help girls identify who they are, what is most important to them, what they are proud of and their dreams



10 min



No materials needed

**Step 1:** Tell the girls to sit in a circle. Tell them, first it is important to think about what is important to you.

Ask them to think about the following two questions.

- ▼ What do I like best about being me?
- ▼ What is the one thing that is really important in my life right now?

**Step 2:** Ask for 3 or 4 volunteers to share their thoughts with the group on these questions.

#### Summarise

- ▼ Each one of us is special. There is no one like you in the world.
- ▼ We all have different priorities and dreams.
- ▼ While we are different, we also share much that is the same as girls who are growing up.
- ▼ For example, many of us want to do well in school and have a good future. Having good friends and a supportive family is also important to achieving our dreams and to finding our way through day-to-day challenges.

So, let's look more closely at some typical pressures or challenges girls can face that get in the way of achieving our dreams.

## ACTIVITY 4: **Playing Inovi Tag (Don't get caught!)**

*Adapted from: GRS AMAA SKILLZ*



To identify risks that can be barriers to girls reaching their goals and learn what they can do to avoid these barriers.



15 min



No materials needed

**Instructions:** Set up some space, about 30 metres x 30 metres.

### **Step 1: Explain the following about Inovi Tag:**

In this game, you are going to try to avoid being stuck to the *Inovi* gang.

Can anyone tell me what *Inovi* is?

*Inovi* is a very sticky substance usually found on the bark of certain big trees, especially gum trees. Anything the *Inovi* touches gets stuck to it.

- ▼ One girl will be the *Inovi* and will try to touch or tag the others.
- ▼ If you get tagged, lock arms with the *Inovi* and try to tag the other players.
- ▼ If you go outside the play area, you become part of the *Inovi*.
- ▼ We will play until there is only one player left.

### **Step 2: Play Inovi Tag:**

Play one round to demonstrate the game. After this round, explain that the *Inovi* represented barriers that can keep them from doing well in school.

### **Step 3: Ask:** In life, what are the things that can keep you from doing well in school? ***Listen to the girl's contributions and then emphasise the following:***

**Explain:** Things that keep you from your goals are called barriers. Clap your hands if you agree with the following examples.

- ▼ Lack of school fees
- ▼ Parents who don't believe in sending girl children to school
- ▼ Long distances to school
- ▼ Parents who are sick (need looking after or unable to pay your fees)
- ▼ Taking care of siblings
- ▼ Household chores
- ▼ Bullying at school or on the way to school
- ▼ Pregnancy
- ▼ No menstrual hygiene materials at school if you start your period while at school.

**Step 4:** We will play again. Now you know that we are pretending that the *Inovi* represents barriers or things that keep you from doing well in school. If the *Inovi* tags you, you will not finish school.

**Step 5: After this round, discuss:**

**Can you still reach your goals in life if you don't do well in school?**

- ✔ Yes, but it might be more difficult.
- ✔ You may not be able to control some of these barriers to doing well in school, but you can make choices to help you succeed in school and in life.

**Ask: What are some behaviours that could prevent you from doing well in school and reaching your goals?** *(Some examples below)*

- ✔ Playing with friends instead of studying
- ✔ Missing classes
- ✔ Not studying
- ✔ Drinking alcohol
- ✔ Getting into sex or relationships with boys or men.

**Ask: What are some of the decisions you can make to help you stay in school and reach your goals?**

- ✔ Go to class if you are able
- ✔ Study
- ✔ Tell your parents you would like to stay in school
- ✔ Find supporters that can help you reach your goals
- ✔ Choose friends who will be a positive influence, and help you reach your goals
- ✔ Avoid friends who will pressure you to practise risky behaviors, like drinking alcohol, bunking school, having sex, playing instead of studying, etc.
- ✔ Find a friend or teacher who can help you study
- ✔ Find a sibling or supporter to walk to school with you if there are unsafe areas on the way

**If girls mention sex, ask them how sex can prevent them from achieving their goals?**

- ✔ *Getting pregnant before you are ready for it, which can also prevent you from achieving your goals.*

**Say:** *We'll talk more about sex and its results in the next session.*

**KEY MESSAGE:**

- ✔ Many girls your age face pressures or challenges that can prevent them from achieving their goals.
- ✔ Knowing what these pressures are and recognising your skills to pick your way around them is the first step to taking control of your life and future.
- ✔ You do not have to do what other girls are doing if you know it can stop you from achieving your goals.

## ACTIVITY 5: **The Game Changer! (Chain Tag)**

*Source: GRS AMAA SKILLZ (adapted)*



*This activity will help the girls see that they do not have to conform to things others do but can actually stand up to risky behaviours by making the right choices in life and also support their peers or younger girls to also stand up to these pressures.*



15 min



No materials needed

### **Step 1: Explain Instructions:**

- ✔ In this game, the tagger represents risky behaviors that can prevent you from finishing school, but this time one person has decided to be a 'Game Changer.'
- ✔ A Game Changer stands up to risky behaviors and makes a positive change in his or her life and community.
- ✔ Each girl will stand in one line with their hands on each other's shoulders.
- ✔ Ask for one volunteer to represent behaviors that can keep you from doing well in school.
- ✔ The person at the front of the line represents the Game Changer.
- ✔ Players in the line stay behind the Game Changer because she can protect them from the risky behavior.
- ✔ The Game Changer can tag the risky behavior.
- ✔ If the Game Changer tags the risky behavior, he or she (The risky behavior) will freeze for 5 seconds.
- ✔ The risky behavior will try to run around the Game Changer to tag the other players.
- ✔ Allow girls to make a strategy for about 1 minute before starting the game.
- ✔ Play Chain Tag for a few rounds. Allow different players to take turns being the Risky Behavior and the Game Changer.

## Step 2: Discuss:

**How did it feel to be the 'risky behavior'?**

**How did it feel to be the Game Changer?**

**How did it feel to be protected by the Game Changer?**

**How was Chain Tag different from *Inovi* Tag?**

*Let the girls give their views, then summarise as follows:*

- ✔ One person stood up to the risky behavior instead of just running away.
- ✔ Players worked together as a team instead of as individuals.

**How can you be a Game Changer and help stand up against risky behaviors like drinking alcohol, having sex, or not going to class?**

- ✔ By learning from others who have stood up to these risky behaviours and did not follow the crowd.
- ✔ By choosing to be different, following your dreams and not your friends.

**Why would it be difficult to be a Game Changer?** *Listen to the girls and then summarise:*

- ✔ It can be scary to be the first person to make a change.
- ✔ It can be difficult to be different from your friends.

**Who are some Game Changers in your community?**

- ✔ **What makes them Game Changers?** *(Daring to do something outside of what society expects them to do and succeeding at it.)*

### KEY MESSAGE:

- ✔ Game changers are not afraid to take control of their lives and make choices that help them achieve their goals.
- ✔ It can be difficult, but you can make your own choices in life.
- ✔ You can be different and do not need to give in to peer pressure.

## ACTIVITY 6: What are My Strengths?

Source: GRS AMAA SKILLZ



This activity will help the girls identify their strengths and skills in order to build their confidence and learn how they can use these to achieve their goals.



15 min



'Strength & Skills' Flip Chart

**Step 1: Instruct girls to stand in a circle.**

**Step 2: Explain:** To be a Game Changer you will need strengths and skills. (Show players the 'Strengths and Skills' Flip Chart)

At the beginning we talked about what you like best about being you and your priorities. Now we want you to think more about your strengths and skills, which can protect you and help you achieve your goals. Strengths and skills can be things you're good at, things you like to do, or things you learn quickly.

### STRENGTHS

- THINGS I'M GOOD AT
- THINGS I LIKE TO DO
- THINGS I LEARN QUICKLY

Take a minute and think of at least one thing for each category.

**Step 3: Count off girls from 1-3.** Instruct players to pair with someone who has the same number.

**Say:** Share your strengths and skills with your partner. If you already know your partner, tell them a strength of theirs that you have seen.

**Step 4: Bring girls back together and ask:**

**Why is it important to know what's special and unique about yourself? (Possible answers below):**

- ▼ To have confidence to define my strengths.
- ▼ To protect myself and avoid risky situations
- ▼ To use them to achieve my goals

**How can you grow your own strengths? What about someone else's strengths? (Possible answers below):**

- ▽ Tell people what you like about them regularly,
- ▽ Support your friends when they need you,
- ▽ Ask for support in return.

**KEY MESSAGES:**

- ▽ Each of us has strengths and skills that make us special and unique.
- ▽ We can use our strengths to achieve our goals.
- ▽ We can also use the strengths and skills of our friends to help us when we face pressures or challenges.

**ACTIVITY 7: Mentor's Story**



*This activity is for the Mentor to share personal or a friend's experiences that AGs can learn something positive from to help them deal with their own situations that may be similar.*



5 min



Your mentor's story

**Mentor's Story (5 min):**

Ask the girls to get comfortable so they can listen to your Mentor's Story. Write the answers to the following questions prior to the session to help guide your Mentor's Story. Share a story about what kind of pressure you faced from friends, growing up as an adolescent girl, to engage in activities you knew were not right, for example, starting sex, drinking alcohol, etc.?

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How did you handle the peer pressure? Did you give in or did you resist? What were the consequences of your decision, whether you gave in or resisted?

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**Discussion:** Does anyone have questions about my Mentor's Story? Why do you think I have told you this story? If you want to ask me more questions about my Mentor's Story, please feel free to talk to me any time before or after any of our sessions.

Now, remember that young people are bound to go through one form of peer pressure or another, but you can be different and make your own decisions that will have a positive result on your life. You do not have to give in to peer pressure just to fit in.



## ACTIVITY 8: Knowing My Supporters



To help girls think about and identify the characteristics of a true and trusted friend who can be a supporter



5 min



A ball

**Description:** Group Circle (use a ball again)

**Introduction:** Tell the AGYW

- ▼ This is only our first session – our aim is that with each of these sessions we will give you more information, skills and confidence to be the best you can be.
- ▼ There are many things that are happening in your lives that we will explore together.
- ▼ It is important to identify the people you trust and feel you could share some of the personal issues we will talk more about (e.g. issues on school, puberty, fears, achievements, sex/ relationships and pregnancy).

Now, I'd like you to get into a circle. Ask the girls to think about someone in their life, who is a good friend.

- ▼ What are the qualities of a true friend?
- ▼ How does a true friend act?



**Examples:** Someone who does not pressure me to do things I do not want to do. Someone who shows love and care for me without expecting anything in return, someone who helps me with my studies instead of encouraging me to bunk school and not do my school work, etc.

**Tell them:** We started with the ball introducing ourselves to each other. I want to use this ball now to, first, identify qualities that are important to you in a trusted friend or person.

Then I want you to identify any key people you trust to share your personal issues with, either someone in this group or in your personal life. (Let the girls share the qualities they feel are important in a trusted friend or supporter.)

**Recap (5 min):**

Ask 2 girls what they learned and encourage them to tell you the key takeaways in their own words.

Use some of these questions to help girls describe key messages:

- ▼ What is the most important information you learned during this session?
- ▼ What would you tell a friend about today's practice?

## BabyStep #1

### Step 1: Explain to the girls:

After each session, I want you to do one small activity with your friends and family. This will help you to use something new you learned and practice your communication skills. These activities will be called "BabySteps".

I want you to do your BabyStep activity before our next session so we can share what we have learned when we meet again.

### This is BabyStep #1:

**Practice your communication skills by asking 3 people – your friends or parents/guardian – to tell you what they think your strengths are.**

When we get together next, we will share what we learned about ourselves from them.

**Mentor's Reminder:** Attendance Register – Spend a few minutes recording who is present and who is absent in your attendance register. Agree on and remind the girls when the next session will be.

Agree to use the Insika cheer at the end of each session.

Come closer together to do the Insika cheer by placing your fists together in a close circle and cheering loudly. Remember to show excitement and be energetic.

**INSIKA CHEER: My Body! My Rights! My Choice! #empowered  
(Hashtag Empowered)!**



# SESSION 2

## SESSION 2: **Me, My Body and the Changes I Experience**



To provide a foundation for the mentoring process and discuss body changes and the challenges of getting older.



1hr 20 min



One ball, TRUE/FALSE cards, Flip Chart paper, Markers, Question Box

**Overall Aim of Mentoring Session:** To reflect on changes that girls and boys experience during adolescence with focus on understanding of menstruation and how pregnancy occurs.

### Summary Activities:

**Activity 1:** Baby Step #1 Review (10 min)

**Activity 2:** Take A Stand (10 min)

**Activity 3:** Body Mapping: Understanding Change for Girls and Boys (10 min)

**Activity 4:** What Do You Believe? Common Myths & Misconceptions about Menstruation and Pregnancy (10 min)

**Activity 5:** Understanding My Menstrual Cycle and How Pregnancy Occurs (20 min)U

**Activity 6:** Mentor's Story: Challenges and experiences of puberty (5 min)  
Recap & BabyStep #1 (5 min)

**Note to Mentor:** By end of session, AGs should have:

- ✓ Agreement on next meeting,
- ✓ Any immediate needs for support or services identified for referral



## ACTIVITY 1: **BabyStep #1 Review**

At the end of our last session, you were asked to:

**Practice your communication skills by asking 3 people – your friends or parents/guardian – to tell you what they think your strengths are.**

**Were you able to do it?**

Let's have 3-5 volunteers share their BabyStep #1 feedback.

## ACTIVITY 2: **Take A Stand**



To understand the AG's perceptions of being a girl and their bodies, in order to get them ready for this session's discussions



5 min



Your mentor's story

**Explain:** Once again, we will start our session with an activity called "Take A Stand". This will help us get our minds ready for the discussion.

- ▼ I will read a statement and you will need to decide whether you agree or disagree with the statement, then share your reasons why.
- ▼ There are no right or wrong answers and it is okay to disagree with your friends.
- ▼ When I read the statement, close your eyes so you can't see anyone else's response.
- ▼ If you agree with the statement, put your hands on your head. If you disagree, put your hands on your hips.
- ▼ After everyone has made a choice, **I'll ask you to open your eyes and "Take A Stand" by telling us WHY you agree or disagree.**

**Read the statements below:**

**Statement 1:** Changes are normal at our age.

**Statement 2:** Girls my age have lots of questions about how their bodies are changing and developing.

**Summarise:** Last session, we talked about what it means to be a girl, typical pressures we may be experiencing as we grow up, but also strengths and skills that make us special and help us to achieve our goals.

In this session, we are going to talk more about the physical and emotional changes girls and boys experience during adolescence and, hopefully, answer questions you may have about your own body. It is important to know that these changes are normal and healthy and how you can deal with them.

## ACTIVITY 3: **Body Mapping: Understanding Change for Girls and Boys**



To discuss body changes that take place during puberty and what these body changes mean



5 min



2 sheets of paper and markers/pens or draw on the ground.

### **Body Mapping:**

**Step 1:** Tell the girls we are going to have a competition. Break the girls into two teams.

- ▼ Ask them to first draw an outline/figure of a girl and a boy's body.
- ▼ Each team has to put in as many details as they can of changes they can see or know about.

*Which team can identify the most?*

### **Step 2: Discussion**

- ▼ **What changes can you see?**
- ▼ **What do you think are some of the feelings that come with those changes?**

**Girls** - bodies grow bigger and taller and body hair appears. Skin becomes oily, breasts grow, pubic hair develops, hair grows under the armpits, and hips broaden. You might notice a change in the way you smell. Puberty happens because new chemicals—hormones—are developing in the body. Hormones cause emotional changes, so you may feel happy one moment, and angry, sad, or confused the next moment.

**Boys** - bodies grow bigger and taller and body hair appears. Skin becomes oily, voice deepens – you might notice a change in the way they smell. Pubic hair develops and hair grows under the armpits. Hormones also become more active.

The changes discussed above are what is called the **puberty stage**.

**Puberty** is the beginning of the physical, mental and emotional change from childhood to adulthood. Puberty usually starts between the ages of 8 to 13, but some people start earlier and others start later. Each person is a little different! Once adolescent girls go through puberty, they will be able to get pregnant and have a baby. Once adolescent boys go through puberty, they will be able to get a girl pregnant and become a father.

### Summarise

- ▼ Both boys and girls are going through physical and emotional changes during adolescence.
- ▼ These changes are normal but can influence boys' and girls' thoughts - about body image, sexual desire and behavior.
- ▼ No two people experience puberty exactly the same way. Your body and experiences are unique.

## ACTIVITY 4: What Do You Believe?: Understanding Common Myths and Misconceptions About Menstruation and Pregnancy

*(Adapted: Stepping Stones and GRS AMAA SKILLZ)*



To challenge myths and misconceptions about physical changes.



5 min



True / False Cards

**Say:** We are going to play a **True** or **False** game to understand what we know about menstruation and how pregnancy happens. I will read a statement and you can lift up your **TRUE Card** if you think it's True, or lift up your **FALSE Card** if you think it's False.

After each statement I will pick one or two people for each side to tell us why they think the statement is true or false. Then, we will discuss the facts about each statement.

**Statements: A girl cannot play soccer or participate in her daily activities during her period.**

**Statement 1:** A girl cannot play soccer or participate in her daily activities during her period.

**False.** There is no reason a girl should not participate in a specific activity because of her period, unless she has cramps, discomfort, or wants to swim but does not use tampons.

**Discuss:** How do you handle your period? Do you wear cloth, tissues, pads, tampons?

**Statement 2:** When a girl has her first period, she is ready to have a child.

**False.** Menstruation means you could become pregnant if you have unprotected sex. It does not mean you are emotionally, psychologically, or financially ready to have a child.

**Mentor's Tip:** Be sensitive to some girls who may already have a child.

**Discuss:** When does a woman know she is ready to have a child? *(When she is ready and able to take care of the child emotionally and financially)*

**Statement 3: When a girl is on her period, it means she is dirty.**

**False.** Menstruation is a natural and healthy process that girls and women go through and does not mean that you are dirty. It simply means that you could become pregnant if you have unprotected sex.

**Statement 4: You cannot get pregnant the first time you have sex.**

**False:** A girl can get pregnant anytime she has unprotected sex, even if it is her very first time.

**Statement 5: A woman can't get pregnant if the man withdraws just before ejaculation.**

**False:** A woman can get pregnant even if the man withdraws his penis just before ejaculation. Some semen-carrying sperm may come out during foreplay or while having sex, even before the man ejaculates and this could lead to pregnancy.

**Statement 6: There are safe and effective ways for you to prevent pregnancy.**

**True:** While it is best for you to wait until you are older to engage in sex, it is important to know that when the time comes and you begin engaging in sex, there are many effective methods for preventing pregnancy, including condoms, contraceptive pills, and injections. These methods, when used correctly and consistently, help you avoid an unplanned pregnancy so you can stay in school and continue to grow up before starting a family. Remember, condoms are the only method that can prevent sexually transmitted infections, including HIV, but they have to be used every time you have sex.

**Mentor's Note**

Make sure you are familiar with the statements and the correct answers – and that participants end this session very clear about what is TRUE and what is FALSE.

**Other Common Myths and Misconceptions (or UNTRUTHS) Related to Pregnancy:**

- A woman can't get pregnant until she is 16 years old.
- It is not possible to get pregnant when a man ejaculates on the vulva (entrance of the vagina).
- A woman cannot get pregnant if she jumps up and down or goes to pee in the bathroom after sex.
- It is not possible for a female to get pregnant if a man has sex with her while she is



**Takeaways:**

- ▼ Menstruation is a normal and healthy part of being a young woman – and should not keep you from doing the things that you love to do.
- ▼ Menstruation does, though, signify a new phase in life with responsibilities. If you have started menstruating, you can get pregnant and need to understand the importance of preventing unplanned pregnancy.

Now, let's look more closely at pregnancy by understanding our menstrual cycle and fertility.

## ACTIVITY 5: Understanding My Menstrual Cycle, How Pregnancy Occurs and Pregnancy Prevention

*(Adapted from Stepping Stones)*



Describe the menstrual cycle, when and how pregnancy occurs, and the changes in a woman's body throughout the cycle.



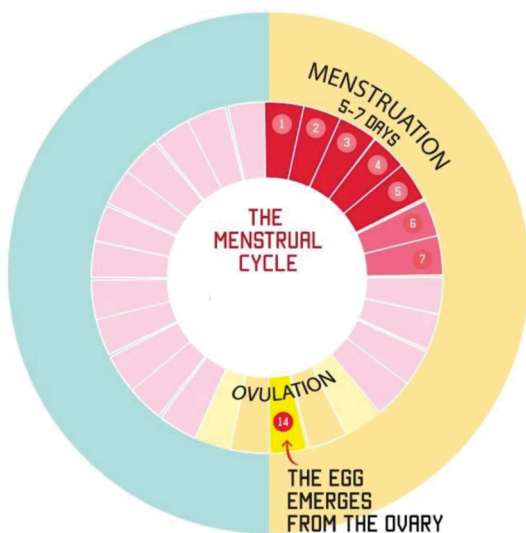
5 min



Menstrual cycle diagram

**Description:**

This is a discussion exercise using the menstruation cycle picture below: 28-day cycle, 7 days in red for menstruation and five days showing ovulation. *(Show the menstrual cycle diagram below to the girls)*



**Directions:**

**Step 1:** Explain that we are going to talk about menstruation and how pregnancy occurs using this simple diagram.

**Step 2:** Explain that most women who are not pregnant menstruate each and every month. We call this the menstrual cycle.

**Say:** When we think about the menstrual cycle, what we always remember are the days a woman bleeds.

**Ask:** How many days each month do most women bleed? *Ask for suggestions from different AGs in the group).*

- There may be some disagreement as it's not the same for everyone. Sum up by suggesting that you all agree on seven (7) days.  
Point out the **7 red days** on the card signifying the days a woman menstruates.

**Step 3:** Mention that the whole menstrual cycle is normally four weeks or 28 days, like the cycle of the moon, although it may differ for some girls. It may be longer or shorter than the 28 days.

**Step 4:** **Ask:** Do you know of the time when women are most fertile, which means when they are more likely to get pregnant if they have unprotected sex? *Wait for responses.*

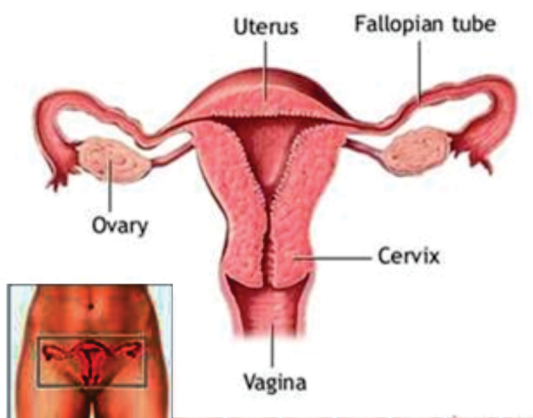
- Point out the **five (5) days** on the menstruation card and explain that these signify the days when a woman is most fertile, which is called **ovulation** shown in **yellow**.
- Explain that this very fertile period, or ovulation, is the middle of the menstrual cycle – days 12 to 16 – and that you count these from the first day of menstruation.
- Count** from the **first day** of the menstruation cycle showing that the fertile period starts from day 12 to 16 so the AGs can see.
- Say:** Because the egg can live for up to 72 hours (3 days) waiting to meet a sperm, and the man's sperm can live for up to 5 days waiting to meet an egg, the days when a woman can become pregnant can even go beyond the ovulation period.

**Step 5:** Explain that menstruation is when the womb sheds its lining. In the days leading up to the fertile period, the womb lining gets renewed and the womb is prepared in case there is a pregnancy (shown in blue).

- If the woman gets pregnant, her womb lining grows (and then her womb grows) so the baby is nurtured. Menstruation then stops until after the baby is born.
- If she does not get pregnant, her body keeps the womb lining for about two weeks and then decides to clear it out and start again, so 14 days after ovulation, the process of menstruation starts again. Menstruation is normal and shows that you're healthy.

**Step 6: Ask:** This is what is happening in the womb every month, but what other parts does a woman have in her body and how do they allow pregnancy to happen?

- ▼ Show the AGYW the picture below of a female's reproductive organs and ask what each organ is called.



- ▼ Explain that at the top of the vagina is the cervix or neck of the womb (uterus). The cervix has a very tiny passage through it, about as wide as a straw.
- ▼ If you pass through this, you come to the womb or uterus. There are two narrow tubes, coming from the top of the womb, called fallopian tubes. At the end of the fallopian tubes are the ovaries.

- ▼ Explain that a woman's eggs are made in her ovaries and when she is fertile, during those ovulation days, one tiny egg is released and passes down the fallopian tube to the womb.
- ▼ If it does not meet with a fresh sperm from a man, it passes out of the womb into the vagina and dies. Sperm is released from a man during sex. **Sex or sexual intercourse** is when a man inserts his penis into a woman's vagina and moves it up and down her vagina. This is done for pleasure, as well as to make a baby.
- ▼ If it meets with a fresh sperm that will be there if you have had sex without a condom, a pregnancy will result. Sperm live in a woman for up to 5 days, then they die if they do not meet an egg.
- ▼ The different types of **contraceptive methods** we mentioned before, such as **the pill, injection, loop, implants, condoms**, among others (see activity 4) work by stopping the sperm from meeting the egg. This is the reason why it is important that any person who is having sex but does not want to fall pregnant should speak to a provider to select a contraceptive method best suited to their needs.

**Step 7: Discuss pregnancy in your community. Explain:** So, now we have discussed how pregnancy occurs but not when it is best to get pregnant and what we may see in our community.

**Ask:**

1. When do you think it is safe for a girl to get pregnant? **Listen to the girls' responses and take note of them.**

2. Why do you think girls get pregnant in our community? ***Listen to the girls' responses and take note of them.***
3. Do you think unplanned pregnancy can be prevented in your community? ***Listen to the girls' responses, then add:***

### Step 8: Summarise discussion

- ▼ While starting your menstrual cycle signals that you CAN get pregnant, getting pregnant during adolescence is very risky.
  1. Physically, your body is not ready to handle the changes that occur during pregnancy and labour can even lead to permanent tears and damage.
  2. Emotionally, having a baby and raising it when you are still going through your own changes is a BIG responsibility. It is a big decision that requires maturity and a great deal of support from others.
  3. Having a child when you are young can also limit your options to achieve your other dreams.
- ▼ There may be many reasons girls are having sex and getting pregnant in our community. In some cases, they may not understand how to handle new sexual desires they have, the implications of early sex and pregnancy, or how to prevent pregnancy if they are sexually active.
- ▼ As we discussed, using contraceptives can help prevent pregnancy. There are many types of contraceptives and these are available from DREAMS on Wheels mobile clinic. I can refer anyone there who is interested in knowing more about contraceptives.
- ▼ In other cases, they may not have chosen to have sex (e.g. if you were forced). In this situation, you need to get support from a caring adult to get out of a risky situation. I have people that can help you in this situation and we can speak about it one-on-one.
- ▼ Did you know that there is even a newly passed act, which makes having sex with someone below the age of 18 a criminal offense? That means that a person could go to jail whether or not you agreed to sex or not.
- ▼ Most importantly, I want to give you as many choices as possible about when, where and with who you have sex and how to take the best care of yourself and your body.
- ▼ We will talk much more about what is important to you and how to stay safe in the sessions we have together.

#### **Mentor's Tip:**

Encourage girls to ask any questions they have about pregnancy prevention and put them in the Question Box, which you should always make sure you have available at every session. Make sure to address these questions at your next session.

**Step 9: Summarise the key takeaways of the session below.**

**KEY TAKEAWAYS:**

- ❖ Puberty brings changes in our bodies as well as emotional changes. Our bodies are developing.
- ❖ Our minds and emotions are also changing with new thoughts and desires. For example, we may want to spend time with different people and enjoy doing things that are different than when we were younger.
- ❖ One of the things that changes is that we start to get new feelings in our growing reproductive organs. These are called sexual feelings and they can be very exciting. It's important that we know that these feelings are normal.
- ❖ Menstruation is a normal and healthy part of being a girl and should not keep you from doing things that you love.
- ❖ Menstruation, though, does signify a new phase in life with responsibilities. If you have started menstruation, you can get pregnant and need to understand the importance of preventing unplanned pregnancy.
- ❖ Having sexual feelings does not mean we have to have sex.
- ❖ Knowing how your body and mind works during this time of transition will help you to make safe choices to protect you and your body.



## ACTIVITY 7: Mentor's Story



To share personal or a friend's experiences that AGs can learn something positive from to help them deal with their own situations that may be similar



5 min



Prepared mentor's story

### Mentor's Story (5 min):

Ask the girls to get comfortable so they can listen to your Mentor's Story. Write the answers to the following questions prior to the session to help guide your Mentor's Story. Share a story about the challenges you or a friend experienced going through puberty. How did you interact with your parents?

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During puberty, adolescents have many questions. What were some of the questions you had? Who did you ask? If you didn't have somebody to talk to, describe how having that person would have helped you.

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**Discussion:** Does anyone have questions about my Mentor's Story? Why do you think I have told you this story? If you want to ask me more questions about my Mentor's Story, please feel free to talk to me any time before or after any of our sessions. Now, remember that the body changes you experience during puberty mean that you are growing up.

### Summarise:

**Changes are normal and everyone goes through them. It is important to make sure you have all the facts to make the right decisions.**

### Recap (5 min):

Ask 2 girls what they learned and encourage them to tell you the key takeaways in their own words.

Use some of these questions to help girls describe key messages:

- ▼ What is the most important information you learned during this session?
- ▼ What would you tell a friend about today's session?

## BabyStep #2

### Step 1: Explain to the girls:

I want you to do your BabyStep activity before our next session so we can share what we have learned.

### BabyStep #2:

**Practice your communication skills by asking 3 people – your older female relatives or close family friends that you trust and look up to – to tell you how they handled puberty when they were growing up.**

When we get together next, we will share what we learned.

***Mentor's Reminder:*** Attendance Register – Spend a few minutes recording who is present and who is absent in your attendance register. Agree on and remind the girls when the next session will be.

Come closer together to do the Insika cheer by placing your fists together in a close circle and cheer loudly. Remember to show excitement and be energetic.

***INSIKA CHEER: My Body! My Rights! My Choice! #empowered (Hashtag Empowered)!***





# SESSION 3





## SESSION 3: What Others Expect of Me - Being a Girl, Being a Boy



To explore how others see them by understanding the effects of gender expectations on girls and young women



1hr 35 min



Flip Chart paper; Markers; "Being A Girl, Being A Boy" game chart; Scissors, copies of picture cards for New World Game, circles and squares, Question Box

### Summary Activities:

Energiser (5 min)

- Recap on last session (5 min)
- Activity 1: BabyStep #2 Review (10 min)
- Activity 2: Take a Stand (10 min)
- Activity 3: Who does What? (10 min)
- Activity 4: Challenging Stereotypes (10 min) – *Always* "Like A Girl" video
- Activity 5: New World Activity (20 min)
- Activity 6: Reflecting on Girls in My Community, and Boundaries (My body, My Choice) (15 min)
- Activity 7: Mentor's Story (5 min)

Recap & BabyStep #3 (5 min)

**Preparation:** Print in bigger size and cut out the picture cards and squares and circles for New World Activity, making sure there are enough for all the group session participants. Remember to collect them back for other group sessions.

**Greet the adolescent girls and start with a 2-3-min energiser of your choice.**

Recap briefly on the last session by asking a few girls to share what they remember learning about at the last group discussion you had. Make sure to gently correct any wrong information they may have.

## ACTIVITY 1: **BabyStep #2 Review**

At the end of our last session, you were asked to:

**Practice your communication skills by asking 3 people – your older female relatives or close family friends that you trust and look up to – to tell you how they handled puberty when they were growing up.**

### **Were you able to do it?**

Let's have 3-5 volunteers share their BabyStep #2 feedback.

Great! So, in the last two sessions we focused on how we feel about ourselves and the changes we are going through, emotionally and physically. We also talked a bit about how those changes could affect our ability to stay in school and the importance of identifying our strengths to deal with peer pressure and find the right friends who can protect us.

In this session, we want to focus more on how others see us.

## ACTIVITY 2: **Take a Stand**



To understand AG's perceptions and introduce theme about relationships between girls and boys



10 min



No materials needed.

**Explain:** As usual, we will start our session with "Take a Stand". This will help us get our minds ready for the discussion.

- ▼ Remember, I will read a statement and you will need to decide whether you agree or disagree, then share your reasons why.
- ▼ There are no right or wrong answers and it is okay to disagree with your friends.
- ▼ When I read the statement, close your eyes so you can't see anyone else's response.
- ▼ If you agree with the statement, put your hands on your head. If you disagree, put your hands on your hips.
- ▼ After everyone has made a choice for each statement, **I'll ask you to open your eyes and Take a Stand by telling us WHY you agree or disagree.**

## Statements:

**Statement 1:** Girls and boys can be just friends.

**Statement 2:** Girls can do anything that boys can do.

## ACTIVITY 3: Who Does What?



To identify typical roles for boys and girls, or both



10 min



Flip Chart paper; Markers; "Being A Girl, Being A Boy" game chart; Scissors, copies of picture cards for New World Game, circles and squares, Question Box

In our next activity, I will read some statements that represent expectations for a male and or a female.

- ▽ If you think it applies to a boy - do your best boy pose, if you think it is for a girl, do your best girl pose. If you think it is for both, then make a funny pose.
- ▽ There are no right or wrong answers and it is okay to disagree with your friends.
- ▽ When I read the statement, close your eyes so you can't see anyone else's pose.
- ▽ After everyone has made a choice on each statement, **I'll ask you to open your eyes and ask for one or two volunteers from each side (agree or disagree) to tell us why you think the way you do.**

## Statements:

1. Be a caregiver
2. Be tough and strong
3. Be a leader
4. Do not back down
5. Take care of the home
6. Get a good job
7. Do not cry
8. Be smart but not too smart

**Ask:** Are there other statements you have heard of? (e.g. *Yiba strong* (be strong and bear it all) *Umfati uyabeketela* (a woman must always be patient and persevere), *Emendvweni kukamkhatsali* (Marriage is endless suffering).

## ACTIVITY 4: Challenging Stereotypes



To identify typical roles for boys and girls, or both



10 min



Flip Chart paper; Markers; "Being A Girl, Being A Boy" game chart; Scissors, copies of picture cards for New World Game, circles and squares, Question Box

Ask the girls to watch the short video clip of *Always Pads' "Like A Girl"* (3 minutes 18 seconds) <https://youtu.be/XjQBJWYDTs>

Tell the girls you are going to show a short video that tries to address "What it means to be a girl".

After the video, ask the following questions:

- ▽ How does the video change the way we think about being a girl now?
- ▽ Who influences the way we define who we are as an adolescent girl or young woman?
- ▽ Is it possible to change who we are perceived to be?
- ▽ Is it possible to have control over what you want (especially in relationships) despite what society expects from you as an adolescent girl or young woman?

### Note to Mentor:

The video clip seeks to empower girls and give them confidence in knowing that it's okay to be a girl and be strong and independent, without being defined by society's expectations. Society often limits what girls should do, think or say. We want girls to be unstoppable in reaching their goals.

### Step 4: Summarise key takeaways

- ▽ Society often limits what girls and boys should do, think or say.
- ▽ Gender expectations are placed on both men and women, but often with females, reinforce their lack of power and control over their choices. This belief puts girls at greater risk for HIV and violence because it takes away her right to say no to what she does not want and gives the man an unfair right to do as he pleases with his female partner.
- ▽ It also allows violence to happen against girls, and worse, some kinds of violence are seen as normal.
- ▽ You need to know that it is not only OK to be a girl, but great! Girls can be strong and independent, and do anything they choose – if they don't let others tell them who they are or should be.
- ▽ You also need to own that when violence happens, it is never your fault. Violence is a way of showing power and control. It is never acceptable, and more so, it is against the law.

A strong support system (peer group) is important, in which AGYW can share experiences and learn how others in the group dealt with challenges.

**Let's play a game now.**

## Activity 5: **New World Activity**

(Source: *Changemakers*)



To explore rights through an interactive game



10 min



Picture cards of physical safety, respect from others, opportunity to make your own decisions, and control over sexuality.

### Step 1: Tell the participants:

In this exercise we will all become citizens of a New Planet. On this planet we do one thing all the time – greet each other. We also very seriously follow the laws of the land. Each of you will walk around the space and introduce yourself by name to everyone, one by one. Every time you meet someone for a second or third time, you should give them new information about yourself (such as where you live, or what you enjoy doing).

1. Ask all participants to stand and begin moving around and greeting each other. While they are doing this, place the four piles of rights cards on a central table.
2. After two minutes, call "Stop!" Explain to participants: "On this planet we have special laws, I will now read four of our laws to you:
  - ▼ **Law One:** You have the right to physical safety, which protects you from being physically hurt. You will each get this card that represents your right to physical safety.
  - ▼ **Law Two:** You have the right to respect from others, which protects you from unkind or discriminatory treatment from others. You will each get this card that represents your right to respect from others.
  - ▼ **Law Three:** You have the right to make your own decisions, which protects you from being prevented from having money, property or access to information and resources. You will each get this card that represents your right to make your own decisions.
  - ▼ **Law Four:** You have the right to have control over your sexuality, which protects you from being forced into marriage, sex, sex work, or any other type of unwanted sexual activity. You will each get this card that represents your right to control your sexuality.

3. Please come and collect your cards (make sure that, in addition to the rights cards, everyone takes one other card, **either a circle or a square**) and continue greeting each other while holding them."
4. After one minute, call "Stop!" Explain to AGYW:  
"Our planet now has a new law! The whole population will be divided into two parts. Half of you will become 'Squares', and the other half will be 'Circles'!

**Ask those who have squares to lift up their hands first, then ask those with circles to also show themselves, then say:**

"Here on New Planet, times have changed. We now officially declare that Circles have more power than Squares! If I clap my hands while a Circle and a Square are talking to each other, the Circle can take away one of the Square's four Rights Cards. If the Square has no more rights, the Circle can take the Square's Life Card. If a Square loses their Life Card, they must stand frozen in place for the rest of the game. Even though Squares know these risks, they must continue to greet Circles. You can continue now."

5. As the girls continue greeting and talking to each other, every 15 seconds or so, clap your hands. Once a third of the AGYW are standing frozen, end the game by calling, "Stop!"

**Ask all participants to sit in a large circle and begin a discussion with the following questions.**

- ▽ How did you feel when you received your four rights?
- ▽ How are these four rights important to you?
- ▽ How did you feel when you were divided into Circles and Squares?
- ▽ When a society gives some people or groups of people more power, is this fair?
- ▽ In real life, do we all have these four rights?
- ▽ How is your community divided into different power groups?
- ▽ What can we learn from this activity about power imbalance and human rights?

**Summarise:**

- ▽ Just like the new law gave circles more power than squares; our society often gives men more power than women.
- ▽ It supports men having power over women, which can create conditions for violence and oppression.
- ▽ Because women don't have the same amount of power as men, they are vulnerable to being treated badly by those who do have power.
- ▽ However, it is important for each of us to know that we should all have the same rights and no one should be able to take them away from us.

**Announce to participants:** "Since we all believe in human rights and respecting one another, please stand up and greet each other once again. While you are moving around the room, please give everyone back the Rights Cards so that everyone once again has equal rights."

## Activity 6: Reflecting on Girls in My Community & Boundaries



To reflect on typical experiences of being a girl in their community and what they can do about it



15 min



No materials needed

**Ask the girls:** When we say "My Body, My Choice!" at the end of our sessions, what do you think this means?

**Let the girls share what they understand by this statement and then explain:**

- ▼ The statement "My Body, My Choice!" simply means that your body is yours and no one has a right over it or to force you to do what you do not want to do, like touching you inappropriately or forcing you to do anything you do not like.
- ▼ You have a right to say what you do not want done to you and what you do. The decision is yours and you should never fear to say NO!
- ▼ Your body should also never stop you from achieving that which you like. Just because you're a girl does not mean you cannot do what others feel can only be done by men.

Ask the girls to share experiences where they have heard someone say, "act like a man" or "act like a woman".

**(Ask the girls to share some experiences in which someone has said this or something similar to them)**

**Examples:**

- ▼ Act like a girl. Girls do not climb trees
- ▼ You cannot climb a tree because you're a girl.
- ▼ You should wash dishes and clean the house and wash everyone's dishes and clothes because you're the girl, the others are boys and cannot do that.
- ▼ You cannot say no when I propose love to you because you were created for us to do that.

▽ You do not have a right to get angry when I touch your breasts or bums because that's how us men appreciate women.

**Roleplays:**

Break the girls into **three** groups. Ask them to pick three of the experiences shared or from the above list and have each group act out the scenarios.

**Discuss:** Why did the person say this? How did it make the one who had something negative said to them feel? What can be done to bring girls/women to the same level as boys/men?

## Activity 7: My Mentor's Story



To share personal or a friend's experiences that AGs can learn something positive from to help them deal with their own situations that may be similar



5 min



Prepared Mentor's story

Bring the players back together for a Mentor's Story. Ask if they have any questions for the Mentor or other AGs in the group before beginning the Mentor's Story.

**Mentor's Story (5 min):** Ask the girls to get comfortable so they can listen to your Mentor's Story.

**Write the answers to the following questions before you come to the session to help guide your Mentor's Story.** Share a story about the typical issues that girls face and how they can be overcome.

Growing up, did you ever have someone tell you there were things you couldn't do just because you were a girl?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did you feel about this? Did anyone else make you feel differently from what you had been told? Did you accept it as is or did you actually decide to still go ahead and do it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Discussion:** Does anyone have questions about my Mentor's Story? Why do you think I have told you this story?

If you want to ask me more questions about my Mentor's Story, please feel free to talk to me any time before or after any of our sessions.



Now, remember that many girls in our community and country have been made to feel that there are certain things they cannot say or do just because they are girls. However, there are those who have defied the odds and gone ahead and done what they were told they could not do.

Today, we have many female doctors, engineers / bus / truck / other heavy-duty motor vehicle drivers, pilots, businesspeople, CEOs, etc. Nothing stops you from doing and achieving what you want just because you are a girl. You can achieve whatever you set out to do.

**RECAP** (5 min): Ask 3 girls what they learned and encourage them to tell you the key messages in their own words.

Use some of these questions to help the AGs describe key messages:

- ▼ What is the most important information you learned during this session?
- ▼ What would you tell a friend about today's discussions?

## BabyStep #3

### Explain BabyStep #3:

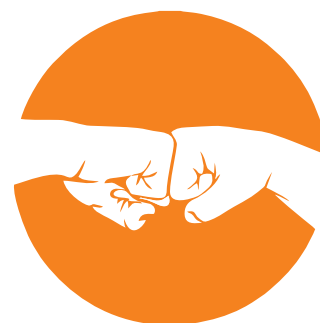
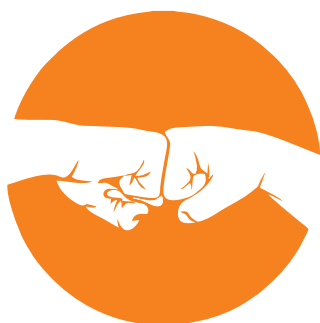
**Role models for girls are very important so that we remember our rights and our opportunities. For our next session, I would like you to identify a female you really admire, someone you consider a role model. What makes her stand out?**

You will be asked to share this with the group during the next session.

**Remember:** Attendance Register - Spend a few minutes recording who is present and who is absent in your attendance register. Agree on a date and time for the next session.

**INSIKA CHEER: My Body! My Rights! My Choice! #empowered!**

(Remember to be excited and energetic!)





# SESSION 4



## SESSION 4: **Recognising and Avoiding Risky Situations**

**Aim of Session:** To identify risky situations and what puts girls at risk.

**Materials needed:** *Pictures of Black arrows, Red Arrows, Circle, Question Box*

**Summary Activities:** *1 hour 40 minutes*

Energiser (5 min)

Recap on last session (5 min)

- Activity 1: BabyStep #3 Review (10 min)
  - Activity 2: Take a Stand (5 min)
  - Activity 3: What is Risk? (10 min)
  - Activity 4: Wild Fire Game. (15 min)
  - Activity 5: Myths and Misconceptions about HIV (15 min)
  - Activity 6: How Does HIV affect Your Body? (10 min)
  - Activity 7: Safe and Unsafe Spaces in My Community (15 min)
  - Activity 8: Mentor's Story: Unsafe situation and how she or a friend got out of it (5 min)
- Recap & BabyStep #4 (5 min)

**Preparation:** *Prepare an energiser, Your Mentor's Story.*

**Energiser:** Lead a quick 1-minute energiser, local game or song with the girls to get them excited for the practice. Work with the girls to create something creative and fun, if they have something in mind.

**Recap last practice:** Conduct a quick recap of the last session you had together. Ask the girls what they remember from the last session. Remember to clarify and correct any incorrect information they may have.

## ACTIVITY 1: **BabyStep #3 review**

### **BabyStep #3:**

At the end of our last session, I asked you to identify a female you really admire, someone you consider a role model and think about what makes her stand out?

Can we have 3-5 people share with the group their BabyStep #3?

Great! Last time we met, we talked a lot about how others see us - particularly as girls and as women, and the importance of knowing our rights.

In this session, we want to focus more on identifying and dealing with situations that may put us at risk as girls who are growing up to become women.

## ACTIVITY 2: **Take a Stand**



To start the conversation on HIV and risks girls face



5 min



No materials needed

**Explain:** As usual, we will start our session with "Take a Stand". This will help us get our minds ready for the discussion. Remember:

- ▽ I will read a statement and you will need to decide whether you agree or disagree, then share your reasons why.
- ▽ There are no right or wrong answers and it is okay to disagree with your friends.
- ▽ When I read the statement, close your eyes so you can't see anyone else's response.
- ▽ If you agree with the statement, put your hands on your head. If you disagree, put your hands on your hips.
- ▽ After everyone has made a choice on each statement, **I'll ask you to open your eyes and Take a Stand by telling us why you agree or disagree.**

### **Statements:**

**Statement 1:** There are good and bad risks.

**Statement 2:** Girls our age face more risks than boys.

## ACTIVITY 3: What is Risk?

(Adapted from Swazi Girls4Health<sup>1</sup>)



To understand risk and identify risks that adolescent girls face



10 min



No materials needed

**Ask: What is a risk?** Listen to the girls' definitions and then share the definition of risk (from Merriam-Webster) below:

**Risk** is the possibility that something bad or unpleasant, such as injury or loss, will happen, or that someone or something may cause something bad to happen<sup>1</sup>.

**Explain:** While risk is often seen as something that results in something bad, some risks can also result in something good.

**Can you think of some risks that, if taken, can either result in a bad or a good outcome?**

Examples:

- ▼ Some of the role models you identified in the BabyStep exercise may have taken risks in stepping out of what was expected of them, and perhaps had fears about negative consequences of not "acting like a girl".
- ▼ Approaching someone for help, like for funds to go back to school. There is a risk that the person may see this as an opportunity to abuse you or demand favours in return for helping you. However, there is also the possibility that the person would be a good citizen that can genuinely help you without expecting anything in return.

**Mentor's Tip:** Explain to the girls that it's important to investigate first if the person you intend asking help from has integrity or not by talking to a few adults you trust if they think it would be a good idea to ask the person for help and whether they think the person can be trusted. Also, ask this trusted adult to accompany you whenever you meet with the (potential) sponsor and ensure you do not find yourself alone with the person in a secluded place. Always trust your instincts or "gut" feeling.

**Ask:** What is a risk that you, or someone you know, has taken in the past?

Why was it a risk?

Why did you take the risk? (let a few girls share risks they have taken)

<sup>1</sup> Health Communication Capacity Collaborative (2016). *Girls4Health: Communicating about HIV Risk Reduction and Financial Literacy with Adolescent Girls and Young Women*. Baltimore: Johns Hopkins Centre for Communication Programs, 2016

**Summarise** the discussion by emphasising key words and phrases used by participants.

- ▼ Risk can either be low or high.
- ▼ When risk is LOW, it means that either the likelihood of it happening or the impact to the person's life (or both) are low.
- ▼ When risk is HIGH, it means that either the likelihood of it happening or the impact to the person's life (or both) are high.

**Group work**

Divide participants into groups of four to five people. Ask participants in each group to rank the risks below as either LOW or HIGH.

- ▼ Going out to a club (or party) at night with friends without my parents' knowledge.
- ▼ Going to a male friend's house and being alone in a room with him.
- ▼ Asking a trusted male adult for help with school fees and uniform in order to go back to school.
- ▼ Asking to help someone out with chores at their house to make money for my needs.
- ▼ Walking in a veld or a place known to be unsafe alone.

**KEY MESSAGES:** THERE ARE GOOD AND BAD RISKS, AS WELL AS LOW AND HIGH RISKS.

Now, we are going to focus a bit more on risks that can affect our health.



## ACTIVITY 4: Wild Fire Game

(source Journey of Hope toolkit)



This activity is a fun and interactive way to show how HIV is transmitted and can spread quickly through networks



15min



No materials needed.

The following activity is most fun and effective if you have 10 – 25 people. Choose two volunteers quietly who are willing to help you in the activity. Ask them to pretend to be HIV positive but **no one should know**.

**Step 1: Introduction:** Explain to all the girls that you are going to play a short game together. Tell them that they are going to move around the area and greet each other in a funny way.



Wildfire activity used at a market at Kambiri Turn Off, Salima

### Step 2: Handshaking exercise

Demonstrate an interesting, entertaining way of greeting someone – for example, hold your nose or right ear with your left hand, put your right arm through the gap created by your left arm, and shake right hands with somebody else doing the same thing (*as shown in the picture*). Or, hop up and down on your left foot, and shake right hands with someone else doing the same. You can also ask participants for ideas.

### Step 3: Move freely

Ask the girls to move freely around the area and greet three other people using this new greeting. When they have finished, they should stand in the back.

### Step 4: Explain

Ask your two volunteers to come forward to the front. Explain that in this game we will pretend that these two people are HIV positive. Then, ask those who greeted either of the two people at the front to come and join their friends.

**Explain that:** "In this game, greeting someone in this way represents having unsafe sex with that person and risking HIV infection. So, in this game, the people they shook hands with are also at risk of HIV infection."

Ask those still at the back who greeted any of the people who have just come to the front to come to the front also. Explain that, according to this game, they have also

placed themselves at risk of HIV infection. By now most, if not all the AGYW, should be standing at the front together.

Before you start Step 5, below, **be sure to explain to the entire group that HIV cannot really be transmitted through a handshake**, and that shaking hands in the game just represents unsafe sex.

**Step 5: Discussion: Ask:**

- ▽ How many people were originally infected with HIV in this roleplay?
- ▽ How many are now at risk of infection?
- ▽ What does this tell us about how HIV can spread in our community?

**Continue to explain:** "According to this game, the sexual relationships you have had have put you at risk of HIV infection. HIV is not transmitted every time someone with HIV has unprotected sex, so it does not necessarily mean you have been infected with HIV. The **ONLY** way you can know is through getting an HIV test."

Remember, this game was used to demonstrate how HIV transmission can pass from one person to another. **I repeat**, HIV is **NOT** transmitted through handshakes! We will talk more about how HIV is transmitted in the next activity.

Please also remember that when we said the two people were living with HIV, we were actually pretending, so we should not leave here thinking that they are indeed HIV positive.

**KEY MESSAGE:**

Anyone can be affected by HIV; young and old.

## ACTIVITY 5: **Thumbs Up/Thumbs Down: Myths and Misconceptions about HIV**



*This activity aims to challenge common myths and misconceptions about HIV transmission, prevention and treatment*

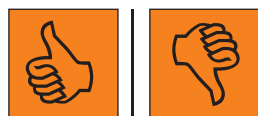


15min



*Thumbs Up/Thumbs Down Cards*

**Step 1:** Divide AGs into teams of 3-4, depending on the number of girls participating in the group session. Instruct each team to select a team leader. Hand out a THUMBS UP/ THUMBS DOWN card to each team leader.





**Step 2: Explain and demonstrate the rules:** I am going to read a statement and you will have 2 minutes to discuss the statement with your team. Everyone on your team needs to participate to decide if the statement is THUMBS UP (True) or THUMBS DOWN (False).

When I say '1-2-3, cards up!' the team leader will raise the card to show either THUMBS UP/ THUMBS DOWN. I will check with each team to explain their answers before I read the correct answer.

**Step 3: Read the following statements aloud:**

### Statements

**Statement 1: HIV is transmitted by mosquitos.**

**THUMBS DOWN** - HIV is a disease that affects human beings and, therefore, even if a mosquito sucks blood from an HIV positive person, it cannot transmit it to the next person because HIV cannot live in it.

**Statement 2: People with HIV can live long and healthy lives.**

**THUMBS UP** - People living with HIV CAN live long healthy lives if they take ARVs every day at the same time to suppress the virus in their bodies and can live positively by protecting themselves from getting other strains of HIV through consistent and correct condom use every time they have sex.

#### Discussion:

What other myths have you heard about HIV? *Allow the girls to share what they have heard and correct those myths.*

**Use the Mentor's Reference Guide to prepare and ensure that your knowledge on HIV transmission is sound.**

## ACTIVITY 6: How Does HIV Affect Your Body?



This activity provides an interactive demonstration of how HIV weakens the body's immune system and how ARVs, when taken correctly and consistently, can boost the immune system and help a person stay healthy.



10min



Red arrows, black arrows, circle or picture of ARVs, condoms and plastic bag

**Step 1: Get girls in a circle.**

**Step 2: Ask for six volunteers to help with a group roleplay demonstration.** Put red arrow(s), black arrow(s), picture of ARVs, and a condom in a plastic bag and ask each of the six girls to pick one thing from the bag.

**Step 3:** Everyone else should join arms by putting their arms inside each others' and locking them.

**Step 4:** Explain the following:

Together we represent **the body's defense** – we are like a shield. Our job is to protect the body from germs and viruses that can make us sick. We keep our bodies healthy by eating well, sleeping, and having peace of mind and fun.

**Step 5:** Demonstrate normal health and sickness.

**Ask: Who has the black arrow?** The girl who raises her hand should try to come into the circle. Everyone tries to keep her out. Let her finally get in (or maybe she is very clever and can do it herself!).

**Say:** Every once in a while, however, a sickness arrow does get into our body. We all know how it feels to get sick (a cold, fever, stomach ache, etc.), but we recover – sometimes with the help of medicine, sometimes with just rest and time.

With HIV, however, the arrow is a bit different. It attacks our body's defense – making big holes. **You can demonstrate by asking several of the girls to let go of each other's arms (maybe even sit down).**

**Step 6:** Demonstrate HIV transmission.

**Ask: Who has the red arrow?** The girl who raises her hand, with the red arrow should try to get into the circle and will do so easily.

**Say:** With the holes in defense, it allows for other sickness arrows to get in more easily. These are called opportunistic infections. (*The other girl with the black arrow goes into the circle as well.*) At first, it is just a few arrows, and you can still feel very good and strong. You may get sick frequently but recover. Over time, more and more holes are made (more girls drop hands and sit) and several types of sickness arrows can enter, making you sicker and sicker till you can't fight any disease. This is what we call AIDS (Acquired Immune Deficiency Syndrome).

**Step 7:** Demonstrate how ARVs work.

**Say:** The good news is that while there is no cure for HIV, there are lifesaving drugs called ARVs, which can help people living with HIV live long and healthy lives.

**Ask: Who has the circle?** Let's pretend that she is ARVs.

**Ask: Does anyone know how they work?**

ARVs suppress (*acindzetela*) the production of the red arrows that make the holes in our body's defense. **(Ask her (ARVs) to put her hands on the girl who has the red arrow).**

**Say:** If she (HIV) can't make more holes, it gives the body time to recover its defense.

**Ask all girls to join hands again to make the circle strong.**

**Say:** But taking ARVs only once or when you're not feeling well won't work. She (ARVs) will get tired and weak, so you need to take the tablet every day to keep the arrows suppressed. (*Mentor could even ask another girl to take over and hold down the Red arrow*). This is called treatment adherence (kulandzelela kahle kwelashwa kwakho)

**Ask:** Any questions?

**Say:** In real life, however, HIV arrows don't just come in normally from the air we breathe or food we eat. The virus needs very special conditions.

**Ask Girls:** How do you think the HIV arrows enter the body? (*blood; mother to child: in the womb, during labour, or while breastfeeding; fluids from sex*).

**Ask:** How can we protect ourselves from getting HIV?

▼ **Abstinence:** Abstaining from sex is the only way one can have complete protection from getting HIV and getting pregnant. However, one must ensure that they also do not touch the blood of another person because they could get it through even a small cut in their hands. If you have to help someone who is hurt, make sure to wear latex gloves for protection.

▼ **Condoms:**

**Ask the girl with the condom to also come into the circle.**

**Say:** Using condoms correctly every time one has sex can help reduce the chances of getting HIV and can prevent pregnancy as well. A condom is a latex material that prevents HIV from one person entering another.

▼ There are two types of condoms, male and female condoms. For those who may want to know more about condoms, they are free to talk to me privately. Condoms are available from me or from our DREAMS on Wheels mobile clinic for anyone who may need them.



▼ **Getting tested for HIV:** Getting tested is also another way we can protect ourselves from HIV. The only way to know if a person has HIV or not is through an HIV test. One cannot tell by just looking at someone whether they have HIV or not.

An HIV test can be done at almost all clinics and hospitals in Eswatini. There are also a number of organisations that bring HIV testing services (HTS) to the communities through mobile clinics, such as the Dreams on Wheels that provides HTS and other health services to adolescent girls and young women in a safe space where young people do not feel judged.

**HIV Testing Services (HTS)** is a service one can take voluntarily, that is, can decide on their own they want to get tested for HIV, or it can be initiated by a healthcare worker.





**Ask: Who can tell me what happens when you go for an HIV test?**

▼ The healthcare worker will start with a confidential counselling session to prepare you for whatever result you may get.

-  Blood is taken from a small prick on the person's finger and then placed on the test strip to get the results. A single line means you probably do not have HIV in your body (HIV negative) and two lines mean you probably have HIV (HIV positive).
-  More counselling is provided again before the results are given to the client to help them stay negative, if HIV negative; and to decide to take ARVs, if HIV positive, and live a long healthy life.

**If you want to ask more questions about condoms and HIV testing, please feel free to speak to me privately any time before or after our sessions and I can help.**

**KEY MESSAGES:**

-  HIV is mainly transmitted through sexual intercourse, direct contact or shared needles with infected blood and from mother to child.
-  You can only know you are HIV positive by getting tested.
-  If HIV positive, you can live healthy by taking ARVs to suppress the virus and protecting yourself with a condom.
-  DREAMS on Wheels provides services for girls and young women. You should reach out to me if you want help in getting any services or just want more information.

## ACTIVITY 7: **Safe and Unsafe Spaces in My Community**



*To identify safe and unsafe spaces or places in the AGs' communities*



*15 min*



*Flip chart and markers*

**Step 1: Introduction:**

Most girls our age can avoid getting HIV or pregnant by staying away from sex. However, girls face many challenges that put them at risk. As such, it is important for us to know how to stay safe.

First of all, we need to be able to identify safe and unsafe spaces in our community so that we can do our best to reduce our risk, especially from people who may want to force us to have sex.

**Step 2: Use your community map to identify safe and unsafe places.**

-  **Explain that:** Together, we are going to draw a map of our community. On the map;

- identify all the places that we think are safe, and
- all the places that we think are unsafe. Where is violence or sexual abuse likely to occur?

▼ Girls should write SAFE and UNSAFE as a way of identifying these places.

**Ask the girls:**

- Why are the places marked 'SAFE' considered as safe places/ spaces for girls?
- Why are the places marked 'UNSAFE' considered as not safe places/ spaces for girls?

**What can we do to stay safe?**

- ▼ Avoid those unsafe spaces.
- ▼ Go with someone, an older person or an adult, you feel safe with.
- ▼ Get help from me, your mentor, or another adult you trust.
- ▼ Trust your instincts: If it doesn't feel right, it isn't right.

**Note to mentor:**

Make sure that girls who are in school can talk about safe and unsafe places there. It can also include paths to and from school.

## ACTIVITY 8: Mentor's Story



To share personal or a friend's experiences that AGs can learn something positive from to help them deal with their own situations that may be similar



8 min



Prepared Mentor's story

Bring the players back together for a Mentor's Story. Ask if they have any questions for the Mentor or other AGs in the group before beginning the Mentor's Story.

**Mentor's Story:** Ask the girls to get comfortable so they can listen to your Mentor's Story. Write the answers to the following questions before the session to help guide your Mentor's Story.

Share a story about unsafe spaces or places you had in your community while you were their age. Did you live in the same community or in another community then?

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Did you or other girls your age ever find yourselves in a difficult situation where you felt unsafe? What was the situation and what led to you (or your friend/s) being in that situation?

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What did you (or the other girl/s) do to get out of the unsafe situation? What did you learn from that situation?

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**Discussion:** Does anyone have questions about my Mentor's Story? Why do you think I have told you this story? If you want to ask me more questions about my Mentor's Story, please feel free to talk to me any time before or after any of our sessions.

**Recap** (5 min): Ask 3 girls what they learned and encourage them to tell you the key messages in their own words.

Use some of these questions to help the AGs describe key messages:

- ▼ What is the most important information you learned during the session?
- ▼ What is the most meaningful conversation you had?
- ▼ What would you tell a friend about today's discussions?

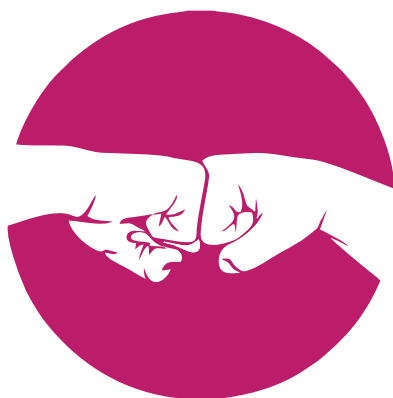
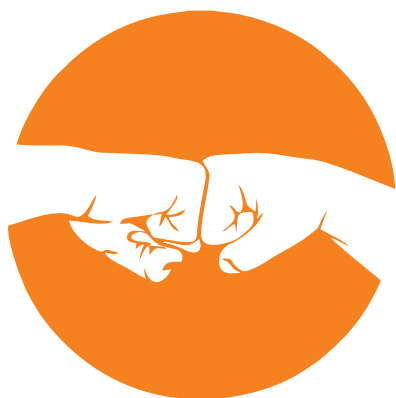
## BabyStep #4

### Explain BabyStep #4:

**I would like you to identify and write down three places and three people in your home and community, including your school, that you feel safe in and with. You will share these with us next week.**

**Remember:** Attendance Register - Spend a few minutes recording who is present and who is absent in your attendance register. Agree on the date and time of the next session.

***INSIKA CHEER: My Body! My Rights! My Choice! #empowered!***  
(Remember to be excited and energetic!)



# SESSION 5



## SESSION 5: **Staying Safe and Strong**

**Aim of Discussion:** *To discuss and understand safe and unsafe touch, know and set boundaries when it comes to their rights and bodies, and learn how to effectively say no to anyone crossing or wanting to cross those boundaries, ensuring others respect their boundaries.*

**Time for topic:** 1 hour 25 minutes

**Materials needed:** "Skills to Say 'NO!'", Flip chart, Question Box

### **Summary Activities:**

Energiser (5 min)

Recap on last session (5 min)

- **Activity 1:** BabyStep #4 Review (15 min)
  - **Activity 2:** Take a Stand (10 min)
  - **Activity 3:** Lirobhothi (15 min)
  - **Activity 4:** Saying NO! (20 min)
  - **Activity 5:** Safe Males in our Spaces (10 min)
- Recap & BabyStep #5 (5 min)

**Preparation:** Create the "Skills to Say NO!" flip chart.

**Goals:** by the end of this session, AGs should be able to:

- ▽ Define physical, verbal, and emotional abuse.
- ▽ Define their sexual and emotional rights in their own words.
- ▽ Name at least 1 local service for victims of abuse.
- ▽ Explain 3 skills to say 'NO!'

**Energiser:** With the help of the girls, start with an energiser to get everyone excited about the session.

**Recap last practice:** Ask 3 or 4 girls to share what they learned from the previous session. Remember to gently correct any nonfactual information or wrong interpretations before proceeding.

## Activity 1: **BabyStep #4 Review**

### Last session's BabyStep was as follows:

I would like you to identify and write down three places and three people in your home and community, including your school, that you feel safe with.

**Ask 3-5 girls to share what they have on their BabyStep #4 activity.**

## Activity 2: **Take A Stand**



*To start the conversation on safety for girls and the skills needed to say no and stay safe*



10 min



*No materials needed*

For our Take A Stand activity this week, please indicate whether you agree or disagree with the following statements and also answer the follow-up questions.

**Step 1:** **Read each statement** and ask the AGYW to indicate as usual whether they agree or disagree.

**Step 2:** **Ask them WHY they chose that position?** Allow the AGYW to discuss their reasons. Address any wrong information or misconceptions during the discussion.

### Statements

**Statement 1:** Even girls my age (9-14 years) need to have skills to stay safe.

**Statement 2:** Many girls and women around the world are taking a stand against violence towards them.

### Step 3: Wrap up the discussion by asking the following questions:

- ▼ How do these statements relate to the exercise we did in a previous session around rights and power?
- ▼ Do many people in your community share these beliefs?

**Say:** In our previous sessions we talked about situations that are risky and spent a lot of time understanding HIV as a risk. We also identified safe and unsafe spaces in our community. We then went home to identify safe places and people we know. This time, our focus is on STAYING SAFE because YOU can do it!

## Activity 3: Safe and Unsafe Friendships



To identify safe relationships/ friendships and bad ones that can lead to risky situations



10 min



No materials needed.

I will read different scenarios below. Listen carefully to each scenario and then we will discuss each one together in different groups.

### Scenario 1:

Nokukhanya is a smart 11-year-old girl who is in Grade 5. Her friend, Nosipho, is a 13-year old who is in Grade 6. Nosipho has a boyfriend called Nathi, who is doing Form 4 at the nearby high school. She often has money to buy herself some nice food and snacks at school because Nathi usually gives her some money. Nokukhanya's family does not have much, but her parents do their best to ensure that she attends school so she can have a bright future. However, they cannot afford to give her money to carry to school. Nosipho has been telling Nokukhanya about Nathi's classmate, Siphso, who is interested in a love relationship with her. Nokukhanya feels she is too young to be in a relationship and also thinks Siphso is too old for her, however, Nosipho has been pestering her about this and recently gave her E20, which she said Siphso had asked her to give to Nokukhanya. She has been wondering what she should do.

### Discuss:

- ▼ If you were Nokukhanya's other friend, what advice would you give to her? Why?
- ▼ Do you think having a boyfriend at her age is a good or bad idea? Why?
- ▼ Do you think Nosipho is a good friend or not? Why?
- ▼ If Nosipho was your friend would you keep her as a friend? Why?

### Scenario 2:

Sithembile is a 14-year-old girl attending Form 1 at a high school in the Lubombo Region. Her Mathematics teacher, Mr Dlamini, thinks she has potential to do better than she has been currently doing in his subject. Her friend, Thabi tells her that Mr Dlamini can help her improve her grades if she can give him some time by going to see him in his house. Sithembile is very worried about her marks and is desperate to improve. Thabi also improved her Science marks by "visiting" her Science teacher, Mr Sithole, in his house regularly, she tells Sithembile with a naughty look that makes her feel uneasy.

### Discuss:

- ▼ Do you think going to Mr Dlamini's house for extra help is a safe thing to do or not? Why?
- ▼ Do you think Thabi is a good friend or not? Why?

- ▽ If you were Sithembile's other friend, what advice would you give to her? Why?
- ▽ If Thabi was your friend, would you keep her as a friend? Why?

## ACTIVITY 4: **Lirobhothi**

(Source: GRS AMAA SKILLZ)



Help AGs understand that they can say NO! to unwanted touch or activities



15 min



No materials needed

### **Introduce the game by explaining and demonstrating:**

In this game, one girl will be the robot (lirobhothi). The robot gets to decide when players are free to move and when they must stop. The girls' goal is to reach the robot first while following the robot's rules.

### **Set up:**

Ask for a volunteer to be the robot. Choose someone who is loud enough for the girls to hear.

**Tell AGs:** Stand side-by-side in a line about 25-30 meters away from the 'robot'. The 'robot' will face away from the players and call out 'GREEN LIGHT!'

### **Tell the line of girls:**

- ▽ When the robot says GREEN LIGHT! you will try to run and tag the robot.
- ▽ When the robot turns around quickly and calls out 'RED LIGHT!' you must stop.
- ▽ Anyone who keeps moving after the robot yells 'RED LIGHT!' is out and has to sit down.
- ▽ We will play until everyone is out or someone tags the robot.

Instruct the robot to practice turning around and yelling GREEN LIGHT/RED LIGHT once or twice to make sure players can hear. Play the first round. If the first round goes quickly, play a second round and switch the robot.

**Mentor's Tip:** Identify players who move and tell them they are out.

### **Discussion:**

#### **What do robots or traffic lights tell you to do?**

- ▽ They tell you when you can go and when you must stop. In the game, the robot represents a person you want to do something with. For example, if you want to play a game with someone, they have to give you a GREEN LIGHT to play with them. Or if you want to have a romantic relationship with someone, they also have to give you the GREEN LIGHT. Other people have rights, and like a robot they can decide whether to give you a GREEN LIGHT or a RED LIGHT.

**Mentor's tip:** For younger participants use examples of games or teasing if they don't yet have romantic experiences to draw on.

**Summarise like this:** In the game, it was important to listen to the robots when they said 'RED LIGHT!' or 'GREEN LIGHT!' In life, why is it important to listen when someone says stop?

- ▼ We should respect their 'NO!'.
- ▼ Everyone has a right to say what they want done or said to them.
- ▼ No one should touch you when you have told them not to.
- ▼ You may think the other person likes what you're doing, but they actually might not.
- ▼ What if they don't SAY no, but you can tell they don't like what you are doing? Stop and ask.

**KEY MESSAGES:** ALWAYS RESPECT SOMEONE'S RIGHT TO SAY 'NO!' IF YOU CAN'T TELL IF THE OTHER PERSON LIKES WHAT YOU ARE DOING, STOP AND ASK!

Just like all other people, the same thing applies to each and every one of us. We also have a right to be respected when we say 'NO!'.

- ▼ You have a right to say what you want done or said to you.
- ▼ No one should force you to do something you do not want to do, even if they are your good friends.
- ▼ No one should touch you when you have told them not to.
- ▼ Make it very clear to the other person that you do not like what they're doing, so they know that you DON'T.
- ▼ If you don't say NO! they might not be able to tell that you don't like what they're doing to you.

## ACTIVITY 5: Saying No!



To understand consent and when to say NO!



15 min



Health Services Referral directory

### What is consent?

Consent is when one person agrees to engage in an activity with another person. It is when someone gives you a GREEN LIGHT.

Sometimes people do not respect your rights, or listen when you say 'no'. This can also include a friend not respecting your right when you tell them you do not want to engage in any activities

you feel uncomfortable with, as we saw in the cases of Nokukhanya and Sithembile. When it comes to **sexual consent**, if someone does not stop when you say NO!, this is abuse, whether the person is the same age as you, older than you, or even an adult. Now, we are going to explore the topic of Child Abuse.

### What do you understand by the term Child Abuse?

Explain that Child Abuse is any form of violence that affects a child (17 years and below) and is usually committed by an adult.

*Explain that Child Abuse exists in many forms.*

**Physical Abuse** is when someone touches you and causes you physical pain, such as hitting, punching, slapping, pinching, burning, biting or kicking you.

**Emotional Abuse** is when someone intimidates, threatens, and/or tries to control you, and when someone refuses or neglects their responsibilities of taking care of you as their child even though they are in a position to do so financially.

**Sexual Abuse** is when someone touches your private parts, breasts, or buttocks when you don't want them to, or forces you to touch them in a sexual way. Sexual Abuse also includes rape.

### What is rape?

Forced penetration (by genital or object) against that person's will. For example, when a penis or object is forced into the vagina, anus, or mouth against that person's will.

- ▼ Is rape ever the victim's fault? NO! IT IS NEVER THE VICTIM'S FAULT!
- ▼ If someone forces you to have sex after you've said no, it is rape.
- ▼ It doesn't matter where someone is or what they are wearing if the person does not agree, or consent, to sex, it is rape.
- ▼ Rape is only the rapist's fault.

**KEY MESSAGE:** VIOLENCE AND SEXUAL ABUSE ARE NEVER OK!

**Mentor's Tip:** If an AG discloses abuse during the session, say 'there are services for you that can help and I will help you access them.' (*Make sure to give this the urgency it deserves so that the AG can receive help as soon as possible.*)

### Skills to Say 'NO'!

- ▼ Explain to girls that 'NO!' can be one of the most difficult things to say.
- ▼ Don't fear saying 'NO!' The other person should respect your 'NO!'
- ▼ Remember, saying 'NO!' is your right!

Explain to the girls that they will learn 4 Skills to Say 'NO'!

### Skills To Say NO!

- Use Clear Language
- Don't just make an excuse as you can get caught in the lie
- Use Strong Body Language
- Walk away

**Mentor's Tip:** Use your body and voice to act out all 4 Skills to Say 'NO!' as you are explaining them.

#### 1. Use Clear Language

- ▼ Explain clear language: Say, 'No, I don't...' in a strong, confident voice without shouting or yelling.

#### 2. Don't just make an excuse because if this is discovered to be a lie, then you will not have an excuse to say no.

- ▼ You don't have to give an explanation! But if you want to explain, be honest! For example, say, 'No, I don't want to do that.' Or, 'No, I don't want to have sex because I am still too young and not ready for sex.'
- ▼ SAY NO, MEAN NO! Do not say 'no' to sex when you really mean, 'yes!'

#### 3. Use Strong Body Language and a Strong Voice

- ▼ Strong body language means that you use a serious face or an 'I MEAN IT' face!
- ▼ Make strong eye contact. Look the person directly in their eyes.
- ▼ Use strong posture: Stand up straight, put your hands on your hips, and make yourself big; don't shrink away!
- ▼ Avoid laughing, giggling, looking at the ground, or other passive behaviors.
- ▼ Remember to also say no clearly!

#### 4. Walk Away

- ▼ If the other person does not respond to your no, walk away!
- ▼ As soon as you start to feel unsafe in any situation, leave the space that you are in.
- ▼ Situations involving sex can make people very emotional. Walking away allows you and the other person to take a breath and think. It also allows you to talk to supporters or seek help.
- ▼ Remember to use clear language and strong body language!
- ▼ Say NO! loudly

Break the group into groups of 3-4. Ask each group to **roleplay** one of the following scenarios and instruct them to find a way to say "NO!" and exit the situation. Explain to them that they will have 5 minutes to discuss the scenario they are given and then they will act out their saying 'NO!' strategy for the whole group.

**Mentor's tip:** AGs should not act out violent or abusive behavior.

**1<sup>st</sup> scenario:**

Mary is 13 years old and is walking home alone from school. Some of the boys from school begin teasing her and making sexual comments. She doesn't like what they are saying and tells them to stop. But they do not listen. Mary sees her friend Daniel walking on the road and walks away to join him.

**Ask these follow-up questions after the roleplay.**

**What can Mary do?**

- ▼ Tell them to stop
- ▼ Walk away
- ▼ Ask a supporter to walk home with her

**What can Daniel do?**

- ▼ Support Mary
- ▼ Tell the other boys to stop
- ▼ Tell the other boys to respect girls

**2<sup>nd</sup> scenario:**

Grace is an 11-year old girl. She lives with her mother and younger brother. Her uncle, Bongani, usually visits them on weekends. She loves her uncle, who is her mother's half-brother, but lately, she has been keeping her distance from him because of some of the comments he makes to her when they are alone. He likes telling her that *sewuyavutfwa* (she is getting ripe), which makes her feel uncomfortable. Last weekend he came to visit and when they were alone in the kitchen, stood very close to her saying he can buy her some nice things if she can do him some special favours. He said that she doesn't need to worry and that no one will know. Grace tells her uncle 'NO!' in a loud voice and leaves the room.

**Ask these follow-up questions after the roleplay.**

- ▼ What support might Grace need?
- ▼ Where can she go to get support?



- Her mother
- Life Mentor
- Another trusted family member
- A trusted teacher
- Hotline

**Discussion:**

- ▼ Was it easy to say no?
- ▼ What things may make it difficult to say no?
  - The person is older
  - You feel scared or nervous
  - You don't want to upset them
  - You don't want to get into trouble

Saying 'NO!' can be difficult, but your body belongs to you and no one has a right to touch you in a way that you do not agree to.

**KEY MESSAGES:** NOBODY HAS THE RIGHT TO TOUCH YOU IN A WAY THAT YOU DON'T AGREE TO. IF ANYONE IS ABUSING YOU, YOU CAN TELL AN ADULT THAT YOU TRUST.

**SUPPORT SERVICES**

**What can you do if you or someone you know is the victim of rape or violence?**

- Tell a Supporter, like your mentor, teacher, or school counselor/career guidance teacher.

Share with your group at least one local service for victims of rape or violence. Hand out the **Health Services Referral** flyer for more details on available post-abuse management services and service providers they can use.

Highlight the phone numbers for services available that are the most relevant and appropriate for victims of abuse in your community.

**Note to Mentor:**

If an AGYW wants to talk to someone in confidence other than you, their mentor, they can call:

- ✔ The Domestic Violence and Sexual Offences Unit (DCS) within the Police - toll free: 999 (24 hours) – explain that the line is NOT specific for DCS, you have to say that you want to report GBV or speak to DCS. Note also that DCS staff are not available on weekends.
- ✔ One-Stop Centre Mbabane at Mbabane Magistrate's Court, Call 2404 9880 Mon - Fri, 8am – 5pm. After hours, call Futhi Gamedze on 7649 2754 to make an appointment,
- ✔ Your local Social Work office
- ✔ Local organisations such as SWAGAA – Call 951 – Mon – Fri 8 – 5
- ✔ Community gatekeepers, including rural health motivators (*bagcugcuteli*), Lihlombe Lekukhalela, community police, community headmen and home visitors
- ✔ The Ministry of Education if you are enrolled in school – Call 9664 (Guidance and Counselling toll free line - Monday to Friday between 8:00am - 4:45pm
- ✔ Cabrini Ministries- Call 2518 4900/ 2518 6235/ 2343 4944/7
- ✔ Bantwana – Call 2505 2848
- ✔ World Vision – Call 2404 1102/6/9 or 2404 1119/29/34/72

Many incidents of child abuse involve an adult, youth, or other child abuser that the child knows. Sometimes relatives and friends act in inappropriate ways but a child may not report the matter.

**Ask: Can you think of any reasons why children sometimes do not report abuse?**

- ✔ The abuser is a relative or family friend,
- ✔ May be afraid to report because they are being threatened or think they will not be believed,
- ✔ Feels embarrassed to speak about it or shamed when they do try to tell someone.

**If this ever happens, don't keep quiet. Find someone you can trust to listen and speak up for you, or you can report immediately using the details in the *Health Services Referral* flyer I gave you.**

**Say:** You can also speak privately with me if you would like to talk about abuse, whether it is happening to you, a friend or a family member. I am here to help. It is very important to get help if you have been abused in any way. **Remember, it is NOT your fault!**

## ACTIVITY 6: Safe Males in Our Spaces



To identify qualities of good males and identify those trusted males in their communities and families so they can be in a position to choose males with the qualities they want when they are ready for relationships



10 min



No materials needed

Ask the girls to get into a circle. Ask the girls to close their eyes and think of a positive male in their lives. Men who would do anything to protect them and/or take care of them without expecting any favours as payment. Men who make them feel safe.

**Tell the girls to ask themselves these questions:**

- ▽ Who is he?
- ▽ What qualities does he have that make me feel safe?
- ▽ What does he do that makes me feel safe?

***(He takes care of me, protects and loves me without expecting any favours from me.)***

**Summarise:**

- ▽ Recognise that during this time, and for your older siblings, beyond the physical changes, you are also experiencing new feelings and desires. This is completely normal.
- ▽ Boys are also experiencing this and may not always feel like they can control themselves.
- ▽ Remember the qualities and actions of the positive males. Those are the qualities you want in a male when you are older and ready for sex, emotionally, psychologically and financially, should you have a child.

**KEY MESSAGE:** NOT ALL MALES ARE BAD. THERE ARE MANY MALES IN OUR LIVES AND OUT THERE WHO ARE GOOD, BUT AS GIRLS WE HAVE TO ALWAYS BE CAREFUL AND LOOK OUT FOR OUR SAFETY.

**Recap** (5 min): Ask 3 girls what they learned and encourage them to tell you the key messages in their own words.

Use some of these questions to help the AGs describe key messages:

- ▽ What is the most important information you learned during the session?
- ▽ What would you tell a friend about today's discussions?

## BabyStep #5

### Explain BabyStep #5:

Have a conversation with a friend or parent and tell them what you learned about consent and your right to your body. Think about what you would do if you or someone you know was abused. Identify a supporter that you could talk to.

### GRADUATION PREPARATIONS

**TELL THE GIRLS TO FORM GROUPS WITH BUDDIES THEY CAN GET TOGETHER WITH TO PRACTISE WHEN THEY GO HOME AND PREPARE EITHER POEMS OR DRAMATISED PLAYS THAT SHOW WHAT THEY HAVE LEARNED SINCE THE SESSIONS STARTED.**

*(Arrange a day when you will meet to listen to their poems and watch their plays before the next session)*

**Remember:** Attendance Register - Spend a few minutes recording who is present and who is absent in your attendance register. Agree on the date and time of the poetry and drama plays viewing session and the next session, which will be their graduation session.

***INSIKA CHEER: My Body! My Rights! My Choice! #empowered!***

*(Remember to be excited and energetic!)*



# SESSION 6

## SESSION 6: **Communicating My Needs and Goals: Graduating into a Leader!**



To help AGs become confident in communicating effectively to avoid early sexual debut, unprotected sex and unwanted pregnancy. This is also the final session that will lead to the AGs' graduation from the programme.



1 hr 35 min



One ball, "Steps to Communicate" Flip Chart, Question Box

**Overall Aim of Discussion:** To help AGs become confident in communicating effectively to avoid early sexual debut, unprotected sex and unwanted pregnancy. This is also the final session that will lead to the AGs' graduation from the programme.

**Time for topic:** 1 hour 35 minutes *(excluding graduation prep time)*

**Materials:** One ball, "Steps to Communicate" Flip Chart, Question Box

### Summary Activities:

Energiser (5 min)

Recap on last session (5 min)

- **Activity 1:** BabyStep #5 Review (10 min)
- **Activity 2:** Take a Stand (10 min)
- **Activity 3:** Team Handball (20 min)
- **Activity 4:** Snap Roleplay (20 min)
- **Activity 5:** Steps to Goal (10 min)
- Recap (5 min)
- **Activity 6:** Graduation Preparations: #empowered! *(Time - as required)*

### Energiser:

Conduct a 5-minute energiser

### Recap:

Ask 3-5 girls to share what they remember from the last session. Remember to correct any information that they did not understand.



## ACTIVITY 1: **BabyStep #5 Review**

### **BabyStep #5:**

At the end of the last session, we asked you to have a conversation with a friend or parent and tell them what you learned about consent and your right to your body.

Can we please have three volunteers share feedback with us on their BabyStep exercise.

## ACTIVITY 2: **Take A Stand**



To start the conversation on difficulties faced in communicating for positive impact, especially with adults



10 min



No materials needed

On our Take A Stand activity this week, please indicate whether you agree or disagree with the following statements and also answer the follow-up questions:

**Read each statement** and ask the AGYW to indicate as usual whether they agree (hands on the head) or disagree (hands on hips).

### **Statements**

**Statement 1:** Children should always agree with their parents.

**Statement 2:** It is difficult to talk to someone about your goals.

*Ask them WHY they chose that position? Allow the AGYW to discuss their reasons. Address any wrong information or misconception during the discussion.*

## ACTIVITY 3: **Team Handball**



To show the girls that to communicate effectively they need to listen carefully to the other person and also be able to respectfully and assertively voice their needs



20 min



Ball, Flip chart and markers.

**Mentor's Tip:** Team Handball works best with teams of 7 – 10 players. Split the group to play 2 games if you have more than 20 players.

**Play the 1st half with NO communication**

**Instructions:**

- ▼ Separate players into 2 equal teams.

- ▼ Explain the rules for the 1st half:
  - Girls on the same team pass the ball to each other with their hands.
  - To score, a player passes the ball to a teammate who heads the ball through the goal.
  - Defensive players cannot make body contact or touch the ball when it is in the hands of the attacking player.
  - No goalkeepers are allowed.
  - Each half is 5 minutes and halftime is 5 minutes.
- ▼ **Explain that the ball goes to the other team if:**
  - The ball touches the ground or goes out of bounds.
  - The defensive team hits the ball to the ground.
  - The attacking player runs with the ball.
- ▼ **Explain that players are not allowed to communicate in the first half:**
  - You are not allowed to talk to each other, call for the ball, make noises, whistle, etc. Your team will lose possession if you communicate with each other.
  - While you are playing, watch your partner closely in the first half. Watch for the positive things your partner does and what she or he can improve on. At halftime, partners will talk to each other about strategy.

***Now play the 1st half.***

**Halftime: Ask:**

- ▼ **What was it like to try and score a goal without communication?**
  - Challenging.
  - Hard to know what the other players were doing.
  - Difficult to make a game plan.  
This is like trying to reach your goals in life without communicating.

***Discussion:***

- ▼ Who do you communicate with?
- ▼ How is the way you talk to your parents different from the way you talk to your friends or siblings?

Now that we've talked about risks, goals, and how to stay healthy, we're going to talk about how we can communicate about these issues with parents or caregivers.



Since you are still young there are many decisions that your parents or caregivers make for you, but you can still tell them about your goals in life.

**Play the 2nd half WITH communication**

▼ **Explain the rules for the 2nd half:**

- Players are allowed to communicate in the 2nd half by calling for the ball, celebrating, supporting their teammates, etc.
- Praise your partner throughout the half.

▼ **Give teams 2 minutes to communicate as a team:**

- Decide on a team name and a team celebration when a goal is scored.
- Discuss a game plan, including assigning players to positions.

**Now play the 2nd half.**

**Discussion:**

- ▼ Was the game more fun in the first half or second half? Why?
- ▼ Was the first or second half easier? Why?
- ▼ Why is communication important in life? (*Communication helps you to learn things, make smart decisions, make friends, etc.*)

▼ **Who are some of the people you might need to communicate with to reach your goals?**

- Parents
- Teachers
- Friends

**Steps to communicate your goals**

**Ask adolescent girls:**

- ▼ What does “**passive**” mean?
  - Not standing up for yourself.
  - Going along with something even if you don't want to.
  - Accepting or allowing what others do.

What does **“aggressive”** mean?

- Being threatening or forceful.
- Expressing your feelings through confrontation, shouting, or making threats.
- Trying to overpower the person pressuring you.

▼ What does **“assertive”** mean?

- Being straightforward, clear, and respectful of others.
- Expressing your feelings clearly without attacking.
- A confident person knows what he believes and is NOT threatened by other people's opinions.

**Explain and demonstrate using the flip chart:**

## Respect | Goal | Action | Request

Now we will practice 4 steps to communicate your goals assertively.

▼ **To communicate with adults, you can use these 4 communication steps:**

- Respect,
- Goal,
- Action,
- Request

▼ **For example, if you want to tell your parents you need more time to study, how would you start?**

- **Say your respect:** I respect you as my parents and how you raise us as your children.
- **Say your goal:** I want to do well in school
- **Say the action:** In order to do well, I need to study.
- **Say the request:** Can we please discuss how my siblings can help me with chores so we can all have more time to study?

**KEY MESSAGE:** YOUNG PEOPLE CAN RESPECTFULLY COMMUNICATE THEIR GOALS EVEN THOUGH IT CAN BE DIFFICULT.

## ACTIVITY 4: Snap Roleplay



To practise communicating with an adult (parent/guardian) in order to get their support towards the AGs' goals



20 min



Phone to record roleplay

**Explain:** In this activity, we are going to do a snap roleplay.

- ▼ All players must participate in some way.
- ▼ We want you to express how you really feel in the snap roleplays.
- ▼ I will be the “director” and you will be the “stars”.
- ▼ Following the roleplay, we will answer a few questions about how the different characters are feeling.

**Mentor's Tip:** To make it even more fun, film the roleplay on your phone and watch it with the girls after practice!

**Carefully read the scenario below and have different volunteers take turns acting it out for the group:**

**Thabisile** is in Grade 7. She has been doing well in school in the past and her goal is to finish school and get a good job. She is, however, worried about her studies as her performance has been dropping because she does not get enough time to study. Her parents expect her to do all the house chores like cooking, washing dishes and clothes for everyone because her siblings are all boys.

**Using the 4 communication steps, what can Thabisile say to her parents?**

- ▼ **Say your respect:** I respect you as my parents and how you raise us children.
- ▼ **Say your goal:** I want to do well in school and make you proud and I have goals for my future.
- ▼ **Say the action:** To achieve my goals I need to study so I can do well and finish school with good results so that I can go to university.
- ▼ **Say the request:** Can we please discuss how I can get help from my brothers with the house chores so that I can get enough time to study.

Sometimes you may not get your way, or your parents might not listen to you, even if you use the communication skills. Just like other things in life, you can do everything in your power to win but still lose. But you will never know unless you try.

▼ **If your parents do not respond to your request, who are some supporters that might be able to help you?**

- Your teachers
- Family friends
- A trusted adult family member who supports your goals

**KEY MESSAGE:** WHEN DISCUSSING YOUR GOALS WITH YOUR PARENTS, SAY YOUR RESPECT, YOUR GOAL, YOUR ACTION, AND YOUR REQUEST.

## ACTIVITY 5: Steps to Goal!



*To encourage the AGs to be courageous and stand up for themselves in order to achieve their goals*



10 min



No materials needed

**Ask players to stand in a large circle.**

**Say:** When I read a statement, step forward if you have taken the action described. If one of your teammates steps forward, give them praise for their courageous action.

**After reading each action, ask players the following discussion questions:**

- ▼ If you stepped forward, how did you feel when you took this courageous action? What was the reaction of others to your action?
- ▼ Did you encounter any opposition from anyone when you took action?

**AGYW that had stepped forward can step back into the circle after each action discussion.**

## Actions

- ▼ Stood up to a risky behavior in your community.
- ▼ Communicated with parents so that both sisters and brothers had time to revise lessons each day.
- ▼ Encouraged someone to stay in school until they finish their education.
- ▼ Made a plan to achieve one of your goals.
- ▼ Stood up for someone who was being treated unfairly because of their gender.
- ▼ Assertively, but respectfully, spoke up for your needs.
- ▼ Asked a supporter for help with a problem.
- ▼ Talked to your brothers about your hopes for school or future.
- ▼ Encouraged a friend to use health services like going to the doctor or getting an HIV test.
- ▼ Practiced saying no, or said no to unwanted advances.

### What are some other examples of actions you have taken that I haven't listed?

These are all ways that you can be exemplary and a leader in your community.

**KEY MESSAGE:** BE A LEADER! A LEADER ACCEPTS WHO THEY ARE AND WHAT THEY WANT TO BE. BEING A LEADER IS DIFFICULT! SUPPORT EACH OTHER TO OVERCOME THE CHALLENGES OF BEING A LEADER.

## ACTIVITY 6: **Graduation: #empowered!** **(PREPARATIONS)**



*By the end of this activity, players should be able to explain how they will apply their knowledge from Insika Ya Kusasa and express their dedication to the #empowered movement*



*As required*



*As required for the graduation preparations*

The Insika graduation is a very important session. Players will be very proud of their experience and it is important to publicly recognise their effort and dedication. There are many ways to celebrate the graduation and there are some examples provided below.

### **Preparation**

- ▼ Decide on a date, location, and time.
- ▼ Prepare and rehearse before the graduation. Activities should focus on how AGYW will use the knowledge they gained in the Insika sessions and how their generation will make a difference in their communities.
- ▼ Invite parents, friends, other LMs, teachers, and other community members. Send invitations at least 1 week before the graduation.

### **SUGGESTED GRADUATION ACTIVITIES**

#### **Roleplay:**

AGs practice and perform a short drama or roleplay about what they learned in Insika sessions. Make sure the girls show you the roleplay ahead of time so you can give them suggestions and ensure that it is appropriate.

Encourage the girls to select roleplays that are relevant to what they have just learned in Insika (HIV prevention, gender norms, communication, etc.).

#### **Insika poetry, speech, song, or dance:**

Help AGs write poems or speeches about what they learned in Insika. Provide a list of topics if they are struggling to come up with ideas.

Help the girls to organise a time and place to practice their performance before the graduation.

#### **Public praise:**

Prepare and praise each AG for the growth and change you've seen in them.

Write up your praise in advance and really think about the strengths of each of the AGs in your intervention.

#### **Insika Graduation agreement:**

Ask AGs to develop their own Insika agreement on how to take action in the community.

Have your girls brainstorm achievable goals they can perform in their community before making the agreement.

Give them examples of some things you have done yourself or things you see others doing to make an impact in their community.

**Guest speakers:** Ask one or two important people in the community and schools (principals, teachers, community leaders and other adults) if they would like to make a speech at the graduation. Look for adults that the players look up to and you can easily identify them as positive role models.

**Recap** (5 min):

Ask 3 girls what they learned in this session and encourage them to tell you the key messages in their own words.

Use some of these questions to help the AGs describe key messages:

- ▼ What is the most important information you learned during the session?
- ▼ What would you tell a friend about today's discussions?

**Remember:** Attendance Register - Spend some time recording who is present and who is absent in your attendance register. Agree on the date, time and venue of the graduation session.

***Insika Cheer: My Body! My Rights! My Choice! #empowered!***

(Remember to be excited and energetic!)

**SPEND SOME TIME FINALISING PREPARATIONS FOR THE GRADUATION BEFORE DISPERSING.**

**HAVE THE GRADUATION AT YOUR INKHUNDLA OR COMMUNITY HALL ON THE DATE AGREED ON WITH THE GIRLS AND THE PEOPLE INVITED.**



## References

Resources used to develop the 9-14 materials included review of content and approaches from the Confidence Code for Girls (2018) by Katty Kay, Claire Shipman, Jillellyn Riley, Grassroots Soccer AMAA SKILLZ Toolkit for 10-14 (2016), and adapted exercises from INSIKA AGYW 15-29 job aids currently in use. All materials were reviewed and aligned with the OGAC Toolkit and checklist provided to ensure that key content areas were covered.

### Session 1:

<b>Throw the Ball: Getting to Know Each Other</b>	JHCCP Malawi (2016), My DREAMS, My Choice and Go Girls Initiative (2012) Toolkits, and GRS AMAA SKILLZ Toolkit (2016)
<b>Take A Stand</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA (2016)
<b>Knowing Me and My Dreams</b>	JHCCP DREAMS Toolkit (2016)
<b>Inofi Tag</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Game Changer: Chain Tag</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>What Are My Strengths</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Knowing My Supporters</b>	JHCCP DREAMS Toolkit (2016), GGI (2012); Ematje Ekwewela (Stepping Stones 2015) Swaziland for the REACH III project, which is adapted from Jewkes R. et al, Stepping Stones (2008) South Africa
<b>Mentor Story</b>	Original exercise/story - concept drawn from JHCCP African Transformation (2008)
<b>BabyStep #1</b>	Original exercise – concept drawn from child to child activities.

### Session 2:

<b>Take A Stand</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA SKILLZ Toolkit (2016)
<b>Body Mapping</b>	JHCCP Malawi (2016), My DREAMS, My Choice and Go Girls Initiative (2012) Toolkits
<b>True or False: Myths and Misconceptions about Menstruation and Pregnancy</b>	Ematje Ekwewela (Stepping Stones) (2015) Swaziland for the REACH III project, which is adapted from Jewkes R. et al. Stepping Stones (2008) South Africa
<b>Understanding My Menstrual Cycle, How Pregnancy Occurs and Pregnancy Prevention</b>	Ematje Ekwewela (Stepping Stones) (2015) Swaziland for the REACH III project, which is adapted from Jewkes R. et al. Stepping Stones (2008) South Africa
<b>Mentor Story</b>	Original exercise - concept drawn from JHCCP African Transformation (2008)
<b>Recap and BabyStep #2</b>	Original exercise - concept drawn from child to child activities.

### Session 3:

<b>Take A Stand</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA SKILLZ Toolkit (2016)
<b>Who Does What?</b>	JHCCP Engaging Community Leaders to Provide a Safe and Supportive Environment for AGYW (2018)
<b>Challenging Stereotypes</b>	Video: What it means to be a girl: Always Pads <a href="https://www.youtube.com/xjJQBjWYDts">https://www.youtube.com/xjJQBjWYDts</a>
<b>New World Order</b>	Adapted from UNITE Changemakers: Young Activist Toolkit for Ending Violence Against Women and Girls (2016)
<b>Reflecting on Girls in My Community and Boundaries (My Body, My Choice)</b>	Adapted from JHCCP African Transformation. UN campaign My Body, My Rights, My Choice)
<b>Mentor Story</b>	Original exercise - concept drawn from JHCCP African Transformation (2008)
<b>BabyStep #3</b>	Original exercise - concept drawn from child to child activities.



## References

### Session 4:

<b>Take A Stand</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA SKILLZ Toolkit (2016)
<b>What is Risk?</b>	JHCCP Swazi Girls4Health Toolkit (2016)
<b>Wild Fire Game</b>	JHCCPP Journey of Hope (2008)
<b>Blasting Myths and Misconceptions about HIV &amp; AIDS</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA SKILLZ Toolkit (2016)
<b>How does HIV Affect Your Body?</b>	JHCCP Planting our Tree of Hope (2008)
<b>Safe and Unsafe Spaces in My Community</b>	Adapted from GRS AMAA SKILLZ Toolkit (2016) and JHCCP DREAMS Toolkit (2016)
<b>Mentor's Story</b>	Original exercise - concept drawn from JHCCP African Transformation (2008)
<b>BabyStep #4</b>	Original exercise - concept drawn from child to child activities

### Session 5:

<b>Take A Stand</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA SKILLZ Toolkit (2016)
<b>Safe and Unsafe Friendships</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Lirobhothi</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Saying NO!</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Safe Males in My Community</b>	Adapted from JHCCP DREAMS Toolkit
<b>BabyStep #5</b>	Original exercise - concept drawn from child to child activities.

### Session 6:

<b>Take A Stand</b>	Technique drawn from Kroehnert G (1992) and GRS AMAA SKILLZ Toolkit (2016)
<b>Team Handball</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Snap Roleplay</b>	GRS AMAA SKILLZ Toolkit (2016)
<b>Steps to Goal!</b>	GRS AMAA SKILLZ TOOLKIT (2016)
<b>Graduation: #empowered!</b>	JHCCP DREAMS Toolkit (2016) and GRS AMAA SKILLZ Toolkit (2016)

MENTOR'S GUIDE FOR 9 TO 14-YEAR-OLD ADOLESCENT GIRLS

