

# What Are My Needs and Priorities?



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Pediatric AIDS  
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*Until no child has AIDS.*



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# Project Summary

The Swaziland 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 to 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:

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# Acknowledgements

This job aid was developed with technical assistance from the Johns Hopkins Center for Communication Programs (JHCCP) for Pact's Ready, Resourceful, Risk Aware (Triple R) Project.

It was written by Beth Deutsch, Lungile Dlamini-Zwane, and Bongile Dlamini, with technical support from Jen Boyle, for Life Mentors in Eswatini to use with AGYW aged 15-29 years in small group sessions and through one-on-one mentorship. Input was provided by Mphikeleli Dlamini (Pact) and was further refined through feedback from a training of trainers' workshop for Insika HIV Prevention Field Officers and a training of Life Mentors. Field observations of Life Mentors' sessions with AGYW at community level further supported finalisation of the materials by the JHCCP team.

Activities in job aid 1 are supported by original video content (Zandile's Story). Portions of the job aids were also adapted from the following resource manuals: JHCCP My DREAMS, My Choice Toolkit (2016), Go Girls Initiative (2012), Journey of Hope Toolkit (2008), Planting Our Tree of Hope Toolkit (2008), Grassroots Soccer AMAA SKILLZ Toolkit (2016), Jewkes R and Cornwall A (1998) Adapted Stepping Stones: A Training Manual for Sexual and Reproductive Health, Communication and Relationship Skills, and Kroehnert G (1992) 100 Training Games. Special thanks to Zandile Simelane for her inspirational story of courage and honesty. She is a light to everyone who listens to her words of wisdom and strength.

## **Disclaimer**

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## MY NEEDS AND PRIORITIES

### CONTENTS

#### DISCUSSION GOALS

- Provide the foundation for mentoring process and planning
- Reflect on risk and HIV in our community
- Identify key “I want” statements for mentorship

#### DISCUSSION TOPICS AND ACTIVITIES

##### NOTE TO MENTOR

BY THE END OF THE SESSION,  
AGYW SHOULD HAVE:

- ➔ Agreement on next meeting
- ➔ Any immediate needs for support or services identified for referral
- ➔ Plan and contact number to stay in touch with mentor and at least one buddy

#### Welcome and Our Vision

#### Creating a Safe Space for Us All

#### Activity 1: Throw the Ball (15 minutes)

#### Activity 2: Our Community, Our Reality (15 minutes)

#### Activity 3: Reflecting on Zandile’s Story (30 minutes)

#### Activity 4: Developing Your Mentoring Plan (10 minutes)

#### Activity 5: My Supporters and Closure (10 minutes)

#### Summary and Check-in

**DISCUSSION LENGTH** | 1 hour 40 minutes

#### KEY TO ACTIVITY PLANNING



Activity Objectives



Activity Time



Materials Needed

## Welcome and Our Vision

- ▼ Welcome! I am your mentor. You can call me \_\_\_\_\_ (name you want to be called by). I work for the Insika Ya Kusasa Project.
- ▼ The goal of this project is to work closely with adolescent girls and young women like you, to prevent new HIV infections and reduce vulnerability.
- ▼ As your mentor, I will guide you through the programme, helping you to address issues and make healthy decisions.
- ▼ We are here together today because I believe each one of you is committed to becoming the best you can be.
- ▼ Some of us may be new to each other. We will be together as a group for these first four sessions to get to know each other better, discuss issues that may be affecting you and your friends, and tell you about services and support available to help you get where you want to go.
- ▼ I will also help each of you develop a Mentoring Plan to help you achieve your personal goals.
- ▼ These other girls are also your supporters. We are a team and can always help each other.

## Creating a Safe Space for All of Us

▼ Before we get started, it is important to have ground rules. We need to all agree that this is a “SAFE SPACE” to have a free discussion.

- What does it mean to have a safe space?

We don't share other's personal information with anyone outside of our group.

We listen to each other and do not judge each other.

▼ Some things we talk about may be uncomfortable or sensitive.

▼ You may find yourself feeling sad and want to cry. It may not be because it is about you, but about someone you care about or for girls in general.

▼ I can be emotional too even as your mentor.

Feel free to feel anything without being judged.

Feel free to talk about things that are important to you.

### **If anything makes you feel uncomfortable:**

You are allowed to tell me as your mentor.

You can step outside for a few minutes until you feel better.

You are free to not participate.

Decide on a signal together that lets me or others know that you are not comfortable.

## ACTIVITY 1 Throw the Ball



This activity will help girls get to know each other



15 min



Ball

### DIRECTIONS:

- STEP 1** Tell the girls to stand in a circle. You stand in the circle too.
- STEP 2** Throw the ball to one person. Have them say their name, age and something they love to do. Then instruct the person to throw the ball to another person.
- STEP 3** Tell them that after their turn, they should fold their arms to indicate that they have already received the ball.
- STEP 4** Finish when everyone has received the ball and it is back in your hands.
- STEP 5** Tell the girls: 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.
- STEP 6** Summarise: Now that we know each other a bit better, let's look at our community together.



## ACTIVITY 2 Our Community, Our Reality



This activity will explore initial understandings of community risk and risky behavior associated with HIV and gender



15 min



5 statements

### DIRECTIONS:

- STEP 1** Explain to the girls: We are going to play a game. I will read some statements.  
If you agree - stand up.  
If you disagree - put your hands on your head.  
If you aren't sure - put your hands over your mouth.
- STEP 2** After each statement, ask 2-3 girls why they agree or disagree or aren't sure. Listen to their responses.
- STEP 3** Read the facts provided AFTER each discussion, and clarify any questions. Make sure to stick to the issues relevant to your community.
- STEP 4** Summarise discussion.

## STATEMENTS:

**1. Males are at higher risk for HIV than females.**

**STEP 1** Ask: Do you agree, disagree, or aren't sure?

**STEP 2** Ask: Why? (give all three sides a chance to provide their opinion)

**STEP 3** After listening to the submissions, read the fact below:

▼ **FACT:** Females in Swaziland are getting infected much earlier than males their age. They are also at greater risk than men of getting HIV because of the differences in their body. Girls' reproductive organs are more internal than boys. This means the vagina is very sensitive, and can tear easily, particularly when it is dry inside. This can allow HIV to easily enter into your blood. Also, semen, which could carry HIV, can stay in your body longer, increasing your chances of becoming infected.

**STEP 4** Ask: Which age group of girls do you think are at greatest risk for becoming infected?

**STEP 5** Write the three age groups on paper for all to see and ask the girls to vote which one has the highest risk.

Age 15-19

Age 20-24

Age 25-29

**STEP 6** Read the fact below:

**FACT:** Across all of Eswatini, HIV among women 20-24 is five times higher than among young men of the same age. This means that for every male the same age living with HIV, there are 5 young women in this age group living with HIV.

15-19 - 10% prevalence (1 out of 10)

20-24 - 25% prevalence (1 out of 4)

25-49 - 40% (almost half of all women are HIV positive)

## 2. Having a partner that is older than you can protect you from HIV.

**STEP 1** Ask: Do you agree, disagree, or aren't sure?

**STEP 2** Ask: Why? (give all three sides a chance to provide their opinion)

**STEP 3** After this, read the following fact.

- ▼ **FACT:** Men are becoming infected with HIV later than girls and young women and have the highest rates of infection at the age of 35-49 (nearly 1 out of every 2 men). This means that if you date an older man, the chances of him being HIV positive is high and increases your risk of getting HIV.

### 3. Girls who stay in school are more protected from HIV than girls who are out of school.

**STEP 1** Ask: Do you agree, disagree, or aren't sure?

**STEP 2** Ask: Why? (give all three sides a chance to provide their opinion)

**STEP 3** Read the fact below:

- ▼ **FACT:** Research shows that adolescent girls who stay in school are more protected from starting sex early and other HIV related risk behaviors. The longer a girl is in school, the more opportunities she has for independence. School attendance may also provide greater access to HIV information, adult and peer support, and build confidence, but we know from reality that schools need to be safe too. What could make a school unsafe? (possible answers: sexual abuse by teachers, etc.)

#### 4. Violence and abuse increase your risk of becoming HIV infected.

**STEP 1** Ask: Do you agree, disagree, or aren't sure?

**STEP 2** Ask: Why? (give all three sides a chance to provide their opinion)

**STEP 3** Read the fact below:

▼ **FACT:** Girls who have experienced sexual violence during childhood are 4 times more at risk for HIV, other STIs and pregnancy, than girls who have never experienced sexual violence. Why? It is unlikely that condoms are used during forced sex. It is also more difficult to negotiate condom use during forced sex. Forced sex can cause cuts and bruises which will allow HIV to enter. Unfortunately, abuse is very common. In Eswatini, 1 in every 3 women have experienced sexual violence or abuse at some point in their lives. Remember, if abuse is happening, it is never the fault of the girl. No one should be in a situation where they are experiencing abuse. There are services and support available to help.

## 5. People who are HIV positive can live long and healthy lives.

**STEP 1** Ask: Do you agree, disagree, or aren't sure?

**STEP 2** Ask: Why? (give all three sides a chance to provide their opinion)

**STEP 3** Read the fact below:

▼ **FACT:** ARVs are lifesaving drugs that are keeping many Swazis living with HIV healthy and strong for a very long time. You may never know that a person is on treatment. A person who takes ARVs consistently and correctly so that their viral load (linani le HIV engatini) is suppressed and undetectable (licindzetelekile) is also less likely to pass HIV on but, remember, ARVs are not a cure. They need to be taken every day, for as long as there is no cure, to keep you healthy and strong.

## 6. I can protect myself and others from HIV.

**STEP 1** Ask: Do you agree, disagree, or aren't sure?

**STEP 2** Ask: Why? (give all three sides a chance to provide their opinion)

**STEP 3** Read the fact below:

▼ ✕ **FACT:** There are many ways in which you can protect yourself.

**Can you name a few?**

They may mention: no sex, consistent and correct condom use, partner reduction, VMMC for their partners.

**STEP 4** Say - We want to make sure that you get the facts. We will also address common myths and misconceptions about how HIV is spread, and how you can be protected.

### SUMMARY:

- ▼ ✕ Our communities are at risk for HIV.
- ▼ ✕ Girls are more at risk than males their own age and this risk increases the older their partner is.
- ▼ ✕ There is a lot you can do to protect yourself from HIV.
- ▼ ✕ But, if you already have HIV, there are lifesaving drugs that can help you live a long life if you take them everyday as advised.

## ACTIVITY 3 Why Are Girls More At Risk?



This activity will explore the impact of intergenerational relationships on girls and young women's risk



30 min.



Zandile's video

### DIRECTIONS:

#### STEP 1 Explain to the AGYW:

- ▼ With so many young women becoming infected with HIV, it is important to understand better why girls are more at risk.
- ▼ Let's get another girls' experience and then we'll discuss.
- ▼ I want to share a story about a girl named Zandile. She is a young HIV activist from Eswatini. Her story might be helpful in thinking about your own life. It is about 10 minutes.

#### STEP 2 Show video clip on the phone. (If there is a larger group, organise the girls into smaller groups using multiple phones available. You can share the video through SHAREit).





### STEP 3 Ask the AGYW for their reactions:

- Was there anything in her story that surprised you?
- Do you think there are any similarities to what is happening here in our community?
- What is happening in our community?

### STEP 4 After discussion, ask the following:

- What can we learn from Zandile's story?

#### SOME EXAMPLES:

GIRLS ARE HAVING SEX TOO YOUNG  
 GIRLS HAVE OLDER PARTNERS WHO BUY THEM THINGS  
 MEN OFTEN HAVE MORE THAN ONE GIRLFRIEND  
 GIRLS DON'T HAVE ANYTHING TO DO - NO SCHOOL, NO JOB, SO  
 WANT TO FIND SOMEONE TO BE WITH  
 FRIENDS HAVE BOYFRIENDS TOO, SO SOME GIRLS ALSO FEEL THE  
 NEED TO HAVE BOYFRIENDS  
 GIRLS FIND BOYFRIENDS TO BE POPULAR  
 SOME GIRLS MAY HAVE RELATIONSHIPS WITH THEIR TEACHERS TO  
 GET GOOD GRADES  
 GIRLS FIND SOMEONE TO HELP THEM HAVE ENOUGH FOOD

#### REMINDER:

Make sure that while they identify risks for girls, they also identify positive things from her story. Remember: she is living positively and is still strong and pursuing her education.

## STEP 5 Summarise the key takeaways.

### SUMMARY:

- ▼ Girls face more risks than boys their age because they often have older, more sexually experienced male partners.
- ▼ Girls are vulnerable because they often rely on men to take care of them.
- ▼ Girls may be coerced to have sex even if they don't want to.
- ▼ Even if you are HIV positive, it is not the end of your life. You can be strong, beautiful and still achieve your goals.
- ▼ We may have made mistakes in the past. It is important to forgive ourselves and focus on new choices.
- ▼ Our supporters help us to take the next steps together.
- ▼ We all have a voice to share! It is important to use our voices to protect ourselves, but also to help our friends and our community.
- ▼ Zandile's story is not unique. Many adolescent girls and young women (AGYW) have a similar story to share about obstacles they have faced but can also overcome. Together as AGYW we can help each other to figure it out. Our first step is to develop our own personal plan.

## ACTIVITY 4 Developing Your Mentorship Plan



This activity will introduce the mentorship process and help girls to think about their personal goals, needs and priorities for their plan



20 min



Picture of Tree

### DIRECTIONS:

**STEP 1** Introduce the mentoring process and the mentoring plan.

#### INTRODUCE THE INSIKA PACKAGE:

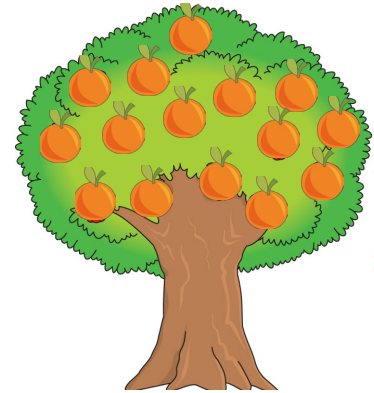
Say: The Insika Project offers many services that will help you address some of the key challenges you are facing and access services that you need. The Insika package includes individual or group sessions like this one to address gaps in information, practice skills, and help each other through our discussion. The programme also offers key health, safety and education services.

#### EXPLAIN THE MENTORING PLAN THAT WE WILL FILL OUT:

Say: Understanding your goals, needs and priorities will help us to develop a mentoring plan that is specific to your needs and priorities.

**STEP 2** Introduce the guided visualisation using the image of planting a tree.  
Say:

- The first step to taking care of yourself is to have a vision for your future. Having a goal for your future is important to staying healthy, happy and safe.
- Imagine that your goals are like big orange fruit on a tree that you want to pick.
- Other fruits at the top of the tree might take more time and effort. It is the same with our goals.
- Close your eyes. We are each going to plant our own tree now in our minds, and think about the fruits we would like to enjoy when it has



**STEP 3** Ask the AGYW the following :

- What fruits (goals) do you want to enjoy? (It may be good health for yourself, peace of mind, supportive and fun friends, a loving family or partner, success in school, a job that takes care of you and your family, etc.)
- Think about your dreams and goals - how would it make you feel to have your goals achieved?
- Now that we've planted our trees, what do we need to ensure our trees grow until we have fruits? (possible responses from the group should include; fertile soil, water and the sun).

**STEP 4** Ask one of the girls to draw the fruit tree on a large piece of paper, on the ground, or use the picture provided (you would need to make copies for each session).

This will help us to think about what we want in our mentoring plan.

- ① First, let's draw the fruit. The fruit represents our goals.  
What fruits do we want to include?
- ② If this is your tree, ask yourself: what do I need for my tree to grow?  
Reflect back to your own life, challenges, goals and the reasons you were willing to be in this programme.
- ③ Let's imagine that our soil is the community where we live.  
Ask yourself, are my community and family helping me to grow and stay safe?  
Can I access the services that I want and need?
- ④ Let's imagine that the sun represents the light and way forward.  
It could be all the information, skills and mentorship I need to protect myself and grow to be healthy and happy.
- ⑤ Ask yourself, do I have good role models who can provide advice and support?  
Do I have all the information and skills I need?

- Finally, let's imagine that the water represents the nurturing support and love I need to keep roots nourished and strong.  
Ask yourself, do my friends, family, males in my life, provide me with healthy love to support my growth and independence?

**STEP 5** Write on the picture and say that all of these things will help you to achieve your goals.



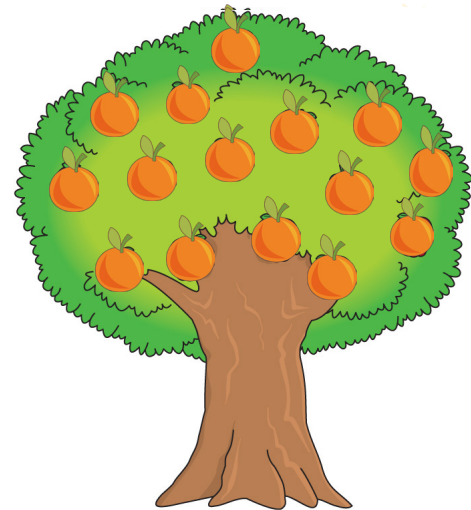
**Soil = safe and supportive community that helps you to grow and get needed services**



**Sun = information and skills you need to make healthy decisions to reach your goals**




**Water = love and support from family, friends and (me) through mentorship**



## STEP 6 Explain the mentoring plan that each will fill out.

The exercise we have just done will help us develop a mentoring plan that is specific to your needs and priorities to realise your personal goals for health, safety, love, support and economic security. The plan has four parts. Your fruit (or goals), your soil, your sun, and your water.

	EXAMPLE STATEMENTS
 <b>YOUR FRUIT</b>	<b>What are my goals or priorities? What do I want to do?</b> Stay or go back to school? Develop skills to become economically independent? Have a healthy, happy relationship? Delay pregnancy or take care of my child? Stay HIV free or if HIV+, adhere to treatment and stay healthy?
<b>YOUR SOIL</b>	<b>What challenges do I want to address?</b> Are there unsafe places in my community? Cultural beliefs that affect my risk or opportunities? Services I need or want nearby?
<b>YOUR SUN</b>	<b>What knowledge and skills do I need to guide my way?</b> Do I know how to reduce my risk and vulnerability to stay healthy and safe? Do I have skills to identify and nurture positive relationships and communicate my needs? Am I confident in myself?
<b>YOUR WATER</b>	<b>Who are my supporters?</b> Does my family support me? Do I have good friends who I trust to keep me safe? Do I have a healthy, loving relationship (if I am sexually active?)

**SUMMARY:**

**STEP 7** Tell the girls the following:



- ① Think about the fruits you want to see in your life and immediate “I want” statements which are most important to you.
- ② You can get ideas from the fruit statements as examples. You may think of other ones that are also important to you.
- ③ It is also good to think about what you already know that can help you along or needs we should address.  
For example, if I want to avoid pregnancy, I may already know what contraceptives are available, but not know where I can access services.
- ④ One of the things we will do in the next few days is develop a personal action plan.
- ⑤ I will have one-on-one meetings with each of you to begin to put together the pieces of your own personal and confidential plan. This plan will identify actions and support needed for achieving your goals. We will use your “I want” statements as the starting place.



## ACTIVITY 5 MY SUPPORTERS AND CLOSURE



This closing activity will identify key supporters that can help girls outside of group sessions



10 min



Ball

### DIRECTIONS:

**STEP 1** Tell the girls to stand in a circle with you.

**STEP 2** Introduce the “throw the ball” game to identify trusted supporters. Remind them:

- ▼ This is the first session only. Our aim is that with each of these core sessions, we work to create a plan that best meets your immediate needs for support, but also helps each of you achieve your goals together.
- ▼ 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 personal issues with (e.g. issues of pregnancy, school, sex/relationships, puberty, fears and achievements).

- ▼ 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.

**STEP 3** Throw the ball: Ask each AGYW to state the one quality that's important and the one person they feel they can share their issues with.

### SUMMARY AND CHECK-IN:

Ask the AGYW the following questions to determine what other information they need, what they found helpful and where there's a need to improve. **Make sure to note down their feedback.**

#### Your Reflections:

- What was the most helpful thing you learnt today?
- What other burning questions do you have?
- What can I do to be more helpful?

#### Personal Check-in for Mentor:

1. When will I meet with each AGYW to fill in their Health Priority Needs Form?
2. When will we have the next meeting as a group?
3. Are any of the AGYW unable to attend?
4. Do any of the AGYW need an immediate follow-up visit to discuss a personal issue?
5. Do any of the girls want a referral or condoms?

### NOTE TO MENTOR

Don't forget to:

- Record the date of the next meeting in the mentorship plan and logbook.
- Fill referral slips and ensure referral log in the mentorship tool has been updated.
- Let the group and your supervisor know of any burning issues that you need help to address.
- Schedule a day and time to meet with each AGYW after this session to fill in their fruits and "I want" statements for the Mentoring Plan.

## REFERENCES

The four foundational Insika Job Aids are evidence based materials drawn from well known behavioral theories and adapted curricula. Design was informed by two key theories: Albert Bandura's Social Learning Theory - which proposes that people learn new behaviours and identify their own strengths and self-efficacy when they see them modelled in others and Paolo Friere's Empowerment - Education model - which states that knowledge comes not from "experts" but rather group discussions and knowledge people have from within themselves and their communities. The job aids are meant to be used as a package in conjunction with a mentorship guide which outlines targeting based on age profiles, key content and participatory methodologies based on USAID mentorship curricula as well as a simplified mentorship process and template.

Existing curricula, based on these models and tested experiential techniques, were reviewed and specific activities adapted to AGYW in the Eswatini context. Additional new content was developed to enhance individual mentorship plan development and mentorship sessions. Detailed references are provided below for each activity source and adaptation.

**Activity 1: Throw the Ball:** JHCCP Malawi (2016) My DREAMS, My Choice and Go Girls Initiative (2012) Toolkits and GRS AMAA (2016)

**Activity 2: Our Community, Our Reality:** Technique drawn from Kroehnert G (1992) 100 Training Games, and GRS AMAA (2016), Statistics used in 'Fact' statements from Eswatini SHIMS 2016 and VAC Report.

**Activity 3: Reflecting on Zandile's Story:** Concept adapted from JHCCP African Transformation (2008) and Planting Your Tree of Hope (2008) - original video story of Swazi HIV+ DREAMS champion.

**Activity 4: Developing Your Mentoring Plan:** Adapted story and idea of tree visualisation drawn from JHCCP Planting Our Tree of Hope (2008) and inspired presentation from Amanda Manchia on research on Swazi girls' perspectives. Mentorship plan template and approach is original.

**Activity 5: My Supporters and Closure:** Adapted from JHCCP Malawi DREAMS Toolkit (2016), Go Girls Initiative (2012), and Jewkes R and Cornwall A. (1998) Adapted Stepping Stones.

INSIKA YA KUSASA JOB AID SET DEVELOPED FOR AGYW (15-29) MENTORSHIP SESSIONS