

Getting The Love I Deserve



Elizabeth Glaser
Pediatric AIDS
Foundation

Until no child has AIDS.



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

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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 in small group sessions and through one-on-one mentorship. Input was provided by Mphikeleli Dlamini (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. Field observations of Life Mentors' sessions with AGYW at community level further supported finalisation of the material by the JHCCP team.

Activities in this job aid were adapted from the UNITE Campaign Changemakers: A Young Activist's Toolkit for Ending Violence Against Women and Girls (2016), Grassroots Soccer AMAA SKILLZ Toolkit (2016) and JHCCP DREAMS Toolkit (2016). The job aid was also supported by online video content (Like A Girl: Always Pads Video).

Disclaimer

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DISCUSSION GOALS

Breaking common myths about GBV

Identifying what GBV is, as a shared experience for women regardless of where they come from

Identify resources when violence happens

DISCUSSION TOPICS AND ACTIVITIES

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Activity 1: New World (10 minutes)

Activity 2: Mythbusters (20 minutes)

Activity 3: Being a girl, being a boy (20 minutes)

Activity 4: Mapping of safe and unsafe places in our communities (10 minutes)

Part 2:

Activity 5: Saying No! (20 minutes)

Activity 6: Getting support before, during and after violence (15 minutes)

Activity 7: Closing and Check In (5 minutes)

This mentorship session has two parts and can be done in one or over two separate meetings.

Part One focuses on how being raised as a girl affects her vulnerability and risk.

Part Two focuses on prevention of gender based violence and services available in cases of sexual assault.

These are very sensitive topics that can be emotional for both you as a mentor and the girls.

At any point during these two sessions, be prepared to assist AGYW with any needed follow-up discussion or services.

DISCUSSION LENGTH | 1 hour 45 minutes

KEY TO ACTIVITY PLANNING



Activity Objectives



Activity Time



Materials Needed

Recap: Ask the AGYW

How have you been since the last time we met? Any questions come up that would be good to discuss as a group? Any success stories to share?

INTRODUCTION:

Explain to the AGYW

- ▼ Last time we met as a group, we talked about how to protect ourselves with condoms – being armed with the right facts, skills and preparing ourselves in advance to discuss condoms with our partners.
- ▼ In the next two sessions, we will reflect on our relationships, and getting the love we deserve.
- ▼ If you recall, our tree can only grow and be strong when we have fertile soil and water – or love to continually nourish us.
- ▼ Let's imagine what our fertile soil could look like.

NOTE TO MENTOR

Discussing gender, power, and violence are very sensitive topics that must be treated with gentleness and support. Be mindful that anyone in your group may have experienced or may still be experiencing violence in their relationships, at home or at school.

Be prepared to follow-up with girls or change the subject if it becomes too emotional for the group. Remind them that this is a safe space, and that everything discussed is confidential. Let them know as well that there is lots of support available and that you are here to help them get any services they require.

ACTIVITY 1: New World Activity



Make AGYW aware of their rights and how they can use them to protect themselves.

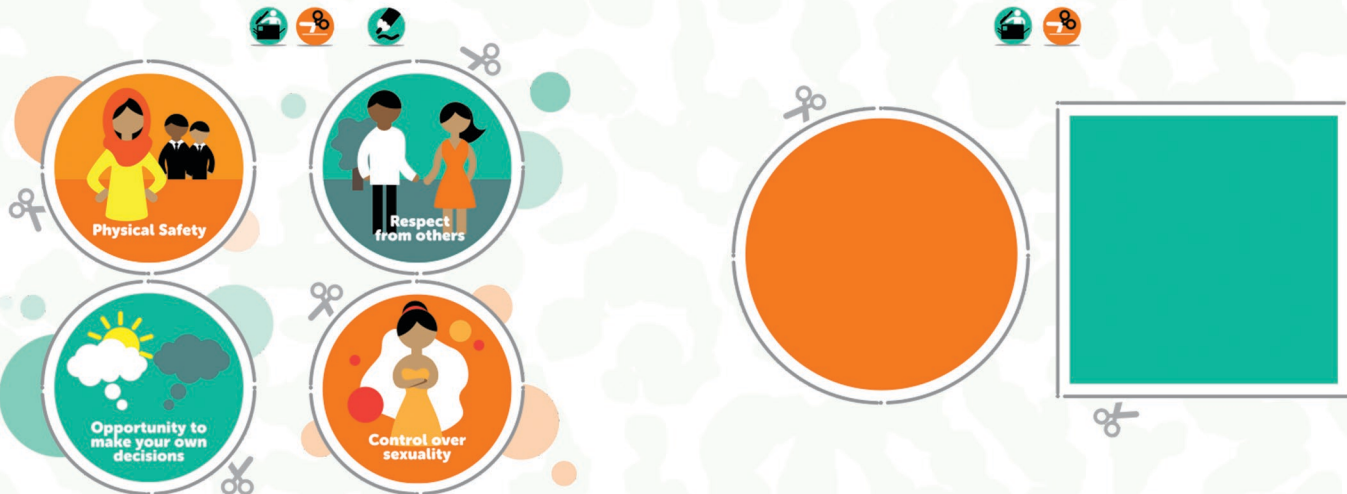


15min



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

Step 1 Cut out 25 of each the following (4) picture cards and 12 each of the orange circle and green square life cards.



Step 2 Tell the AGYW:

- ▽ 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).

Step 3 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 in a central place.
- ▽ 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.

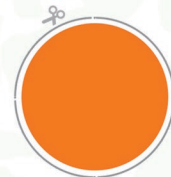


Law Four: You have the right to control over your sexuality, which protects you from being forced into marriage, sex, sex work, or any other type of unwanted sexual activity. You will each get this card that represents your right to control your sexuality.

Step 4 Tell the AGYW:

Please come and collect your cards and continue greeting each other while holding them.

Step 5 While participants continue to greet each other, lay out the two piles of the Circle and Square Life Cards.



Step 6 After two minutes, 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’.
Each of you must come up and collect one Life Card and stick it to yourself.
Then please continue greeting each other.”

Step 7 After two minutes, call “Stop!”

⏏ Explain to AGYW:

“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.”

Step 8 Tell the AGYW to continue.

Step 9 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 or just?
- ▽ In real life, do we all have these four rights?
- ▽ What can we learn from this activity about power imbalance and human rights?

Step 10 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.

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 2: Mythbusters



Busting myths about gender norms by reflecting on how power affects AGYW in their communities.



20min



None

Step 1 **Instructions:** Tell the AGYW: Now we are going to reflect on how power affects us in our own communities. One side of the area is for 'Agree' and the other side, for 'Disagree'. I am going to read a few statements. Based on each statement read, you need to decide where you stand. If you are not sure, you can stand in the middle.

Step 2 Read each statement and ask the AGYW to move to 'Agree', 'Disagree' or 'Unsure' positions.

Step 3 Ask them why they chose that position? Allow the AGYW to discuss their reasons. Address any wrong information or misconceptions during the discussion.

Statements:

- ▼ If a man gives you things or buys you food, he has a right to have sex with you.
- ▼ Any response to sex that is not a yes, means no.
- ▼ Women can leave a violent relationship if they want to.
- ▼ Women are responsible for being sexually harassed or assaulted because of the way they dress and act.
- ▼ Domestic violence is a private family matter, outsiders must never know to protect families' reputation.


- ▽ There are laws that are in place to protect girls and women against violence.
- ▽ A man should occasionally beat up his wife or husband as a sign that he still loves her.


Step 4 Wrap up the discussion by asking the following questions:

- ▽ How do these statements relate to the previous exercise around rights and power?
- ▽ Do many people in your community share these beliefs?

Key takeaways:

- ▽ The experience of violence can take different forms (it can be physical (hitting, punching, slapping, burning, biting, kicking), emotional (intimidates, threatens, tries to control you), economic (withholds money), or sexual (touches your body when you don't want them to, or forces you to touch them in a sexual way, have sex). All forms of violence are intended to take away the power of the individual.
- ▽ Sometimes it is so normalised that we don't recognise it as violence.
- ▽ The experience of violence is shared by girls and women around the world.
- ▽ When violence occurs, it is absolutely essential for girls to understand that it is not their fault.
- ▽ Girls have the right to say no to unwanted sex. Only a clear yes means yes to sex.

-  Only a start – Together, we must strengthen understanding among girls, boys, men, parents, and leaders to understand these rights – and take steps to prevent violence that happens in our community.

-  There is also immediate support available – if you know someone who has experienced violence, there are services available (mobile outreach), hotlines to call, and legal support. Talk to me your mentor on how to quickly get help.

ACTIVITY 3: Being a Girl, Being a Boy



To recognise that some of the gender roles that society has established make AGYW vulnerable to HIV infection and abuse.



20 min



Always Pads':
"Like a Girl" video

Step 1

Ask AGYW:

- ▼ What do you like most about being a girl?
- ▼ What do you like least?
- ▼ What is the one thing you never want to hear again?
- ▼ Have you ever heard someone say, "act like a man" or "act like a woman? (Ask them to share some experiences in which someone said this or something similar to them). Why did the person says this? How did it make you feel?

Step 2

Tell the girls to stand up. Explain that you are going to read some statements that represent expectations for a man and or a woman.

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.

Be a caregiver
Be tough and strong
Be sexy, but not too sexy
Carry condoms

Be a leader
 Do not back down
 Take care of the home
 Marry someone older than me
 Get a good job
 Do not cry
 Be smart but not too smart

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.

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

Step 3 Ask the girls to watch the short Always Pads' video clip: "Like a Girl" (3min 18 sec) <https://youtu.be/XjQBJWYDTs>

After the video, ask the following questions:

- ▽ How does the video change the way you 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 we want (especially in relationships) despite what society is expecting of adolescent girls or young women?

Step 4 Summarise key takeaways:

- ❖ Society often limits what girls and boys should do, think or say.
- ❖ Gender expectations placed on both men and women, especially with females, reinforce their lack of power and control over their choices. This puts us girls at greater risk for HIV and violence because it takes away our right to say no to what we do 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, that some kinds of violence are seen as normal.
- ❖ You need to own 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.
- ❖ Know 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.

ACTIVITY 4: Mapping Safe and Unsafe Places



To recognise that some of the gender roles that society has established make AGYW vulnerable to HIV infection and abuse.



20 min



Always Pads':
"Like a Girl" video

Step 1 Introduction: Explain: We want to talk a little bit more about how we can prevent sexual violence since it can make AGYW vulnerable to STIs, HIV and unwanted pregnancy and get support when violence happens. This includes sexual harassment, coercion to have sex, or sexual abuse/rape. First, in order to prevent sexual violence, we need to know where we are safe and where we are not safe.

NOTE TO MENTOR

Use your body and voice to act out all skills to Say 'NO!' as you are explaining them.

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

- ▽ Explain that: We are going to draw a map of our community. On the map;
 - o identify all the places that we think are safe and
 - o all the places that we think are unsafe. Where is violence or sexual abuse likely to occur?
- ▽ Use a post it, marker, or put a sticker or symbol – one color should be safe and one color unsafe.

Ask the girls:

 - ▽ Why are the places marked 'safe' considered safe places/ spaces for girls?
 - ▽ Why are the places marked 'unsafe' considered not safe places/ spaces for girls?
 - ▽ What can we do if we are faced with dangers/ risks at such places?

- ▽ Where can we report or who can we talk to if we have faced any of these risks?
- ▽ How can we make this group a safe space for all members?

Step 3 Identify typical perpetrators of violence on the same map. Talk about types of people and not individual names.

- ▽ Ask them to brainstorm types of perpetrators? Where would you put them on the map?
- ▽ Use another colour sticker or stick figure to show type.

Step 4 Summarise the AGYW's responses on perpetrators and location of sexual abuse.

- ▽ Location: Sexual abuse often occurs in a place/location you're familiar with and you may have felt comfortable in, like your own home, your neighbour's house and a public place like the river, field, the park and/or any open land. It could also be on your way to school or going to the market.
- ▽ Perpetrators: Sexual abuse is more likely to be perpetrated by someone you know, love and probably trust, such as your boyfriend, husband, neighbour and/or school teacher. It is less likely that you will be abused by a stranger.

Step 5 Ask: How can you avoid risky situations? Ask participants to share practical experiences of how they have avoided or gotten themselves out of a risky situation in the past.

What other AGYW say...

- ▽ Avoid visiting your boyfriend in a secluded area, such as his room or a forest or the river.
- ▽ Avoid sending nude or sexy pictures (like pictures of you wearing swimsuits or pajamas, lingerie/ underwear) via WhatsApp to male friends, relative, neighbour and even your boyfriend.

- ▼ Avoid engaging in phone sex or having sexually explicit conversations whether live or on social media. You may be doing this for fun or as a joke, but when you do this, men may assume you want to have sex with them, even if you don't.
- ▼ Avoid posting social media updates where you let people know that “you are home alone tonight”.
- ▼ Avoid walking alone late in the evening or at night, such as going to the river, park or to the fields at night. Evidence shows that sexual violence occurs in these public places.
- ▼ Avoid walking alone in secluded fields, veld or long distances.

Are there warning signs?

- ▼ When he/she suddenly wants to meet or be with you in a secluded area/room.
- ▼ When he/she is in a room with you then locks the door for no reason.
- ▼ When he/she repetitively touches you in your private parts without your consent.
- ▼ When he/she looks at you in a suggestive way or makes daring sexual gestures that make you uncomfortable, for instance: biting the lower lips and slowly licking their lips suggestively, blowing you kisses, winking, passing out sexually offensive compliments like “you are so sexy”, and/or suggesting you watch pornographic movies.
- ▼ There are many other things the perpetrator can do that make you uncomfortable
- ▼ Trust your instincts – if you feel or suspect that something is wrong with the person you are with or the location you are at with the person – try to calmly, without raising alarm, walk away and seek help from a trusted person.



Part 1 of this job aid ends here.

Part 2 begins on the next page. Please decide with your group to take a 30-minute break and continue with the next activities after that.

If the group feels they absolutely **CANNOT** stay for longer, then schedule a session for Part 2 as soon as possible.

ACTIVITY 5: Saying No!



Equip AGYW with skills to say NO! to unwanted sexual advances.



10 min



Flip Chart with Skills to say NO!

Step 1 Explain to AGYW 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 that saying 'NO!' is your right!
- ▼ Tell them, there are three simple skills:
 1. Use clear language:
 2. Use strong body language
 3. Walk away

NOTE TO MENTOR

Use your body and voice to act out all skills to Say 'NO!' as you are explaining them.

First: Clear Language: Say 'No, I don't...' in a strong, confident voice without shouting or yelling.

- ▼ Don't just make an excuse, as you can get caught in the lie.
- ▼ 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 we haven't known each other long enough.'
- ▼ SAY NO, MEAN NO! Do not say 'no' to sex when you really mean 'yes!'

Second: Use Strong Body Language

- ▼ 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!
- ▼ Finally, 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.
- ▼ Situations involving sex can make people very emotional. Walking away allows you to take a breath, think, talk to supporters, and continue the discussion in a few hours or a few days.
- ▼ If a situation becomes dangerous, use your voice to say no strongly. It will shock the person and help you get away for help.

NOTE TO MENTOR

Short practice of skills can be helpful.

You can ask girls to get into pairs. Practice responses to the following or encourage them to come up with their own.

- A girl and her boyfriend. They have had sex several times before and the boyfriend is asking to have sex, but she does not want to now. He insults her by calling her a slut and even slaps her.

Step 2 Have all the AGYW stand up. Tell them that you are going to have them say “NO!” in a deep voice – When they say “NO!” from their belly, it is a very powerful sound. They can start softer in a friendly conversation, but then make it the strongest one they have. They can also show their strong clear body language.

Step 3 Practice in pairs (one scenario) – depending on time.

ACTIVITY 6: Getting Support Before, During and After Violence



Make AGYW aware of available support, if abused in any way.





15 min



List of post-abuse management service providers.

Step 1 Introduction. Explain that unfortunately, there are situations when you cannot protect yourself from violence, and need immediate help.

-  If you have been raped, know that you are not alone. Many women here in Eswatini and around the world have been through these difficult experiences.
-  Tell someone immediately that you trust. Think about your supporters (a close friend, relative, pastor, teacher, community police or me, your Mentor. You can also visit your nearest public health facility or police station to report or report to organisations such as Cabrini Ministries, Bantwana, World Vision and SWAGAA.

NOTE TO MENTOR

For every girl who has experienced sexual violence and is known to Social Welfare Services, there are 400 other girls who have never received help for experiencing sexual violence during childhood. (National Study on Drivers of Violence Affecting Children in Swaziland, 2016)

It is therefore possible that one of the abused girls or young women who never received help is in your session. The same study mentions that “lack of confidentiality in reporting” act as a barrier to reporting and accessing postabuse management services.

Let the AGYW know that service providers have been continuously trained to protect the identity of abuse victims. Furthermore, more post-abuse management partners provide these services under the Insika Ya Kusasa project.

If any participant reports abuse to you, follow the guidelines for abuse reporting. Immediately alert the Field Officers (within an hour). Assure the AGYW of confidentiality and let her know the reporting procedures.

- ❖ If you have been raped, you need to go your nearest health facility immediately (within 72 hours).
- ❖ They can provide you with emergency contraception, PEP to prevent HIV, treat you for STIs, and make sure you get psychological support by trained professionals to deal with the trauma.
- ❖ PEP (post-exposure prophylaxis) is medicine taken after being potentially exposed to HIV to prevent becoming infected. PEP should be used only in emergency situations and must be started within 72 hours after possible exposure to HIV. If you think you've recently been exposed to HIV during sex or if you've been sexually assaulted, talk to your healthcare provider or an emergency room doctor about PEP right away. If you're prescribed PEP, you'll need to take it once or twice daily for 28 days. PEP is effective in preventing HIV when administered correctly, but not 100%. (www.cdc.gov)
- ❖ Rape is a terrible crime – while you are not required to report a rape to get the services you need, you have a right to be safe and to make sure others are safe too. The police have also been trained and can help bring this person to court and jail.
- ❖ If you have just been raped, you should not take a bath, clean yourself or remove your clothes if you had them on, until you go to a health facility and speak with the police as doing these things will interfere with the evidence that will help in the prosecution and ultimate sentencing of the perpetrator.
- ❖ We can talk about other support you need and if you want to talk to others instead. This is a list that all of you should write down.

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 (24hours) – 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 from 8:00am – 5:00pm.
- ▼ 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.

Summary and Check-in

Close the Session:

- ▼ Remind participants that sex is meant for pleasure between adults who are both happy and excited to have sex with each other, both saying yes, this is something they want.
- ▼ You have the right to say “no” to sex with anyone, even your husband, your boyfriend or girlfriend. You also have the right to change your mind.
- ▼ If someone forces you to have sex after you have said no, it’s rape. It doesn’t matter where someone is, what they are wearing or if they have been drinking. If a person does not agree or consent to sex, it is rape. Rape is only the rapist’s fault.
- ▼ If you feel you are in a vulnerable situation, trust your instincts and get out fast! Find your supporter to help you.
- ▼ If rape occurs, it is never your fault. There are services to help you but it is important to get post GBV services as soon as possible.

KEY MESSAGE

Talk to trusted adults and your friends about the issues of abuse and how to get help if you are ever abused or are being abused. Abuse is never the fault of the survivor.

Your Reflections:

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

Personal Check-in for Mentor:

1. When will we have the next meeting?
2. Are any of the AGYW unable to attend?
3. Do any of the AGYW need an immediate follow-up visit/meeting to discuss a personal issue?
4. Do any of the girls want a referral or condoms?

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 which are 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: New World: adapted from UNITE Changemakers: Young Activist Toolkit

Activity 2: Mythbusters: adapted from UNITE Changemaker: Young Activist Toolkit

Activity 3: Being A Girl, Being A Boy: Video of What It Means To Be A Girl: Always Pads Video
<https://www.youtube.com/XjJQBjWYDts>

Activity 4: Mapping of safe and unsafe places in our communities: adapted from GRS AMAA Toolkit and JHCCP DREAMS Toolkit

Activity 5: Saying No!: adapted from GRS AMAA Toolkit.

Activity 6: Getting support before, during and after violence: adapted from GRS AMAA Toolkit and JHCCP DREAMS Toolkit.

