

Working with 9-14 year olds 2



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 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.

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It was written by Lungile Dlamini-Zwane, Tyler Best, Nosisa Mkhwanazi and Beth Deutsch, with technical support from Jen Boyle, for Life Mentors in Eswatini to use with AGYW aged 9-14 years in small group sessions and through one-on-one mentorship. Input was provided by Pact's Chantelle Hulett and Nicole Miller.

Job aid themes and priorities were developed based on focus group discussions held in July 2019 with beneficiaries reached within the Insika programme and Life Mentors. An Innovations Workshop conducted with AGYW, Life Mentors and Field Officers in August 2019 further refined content and approaches for new job aids, and are intended to reference key content and messages covered from previous Insika job aids.

Key inspiration for messages for this job aid reflect the voices of AGYW and Life Mentors within the Insika programme. The activities in 'Why I Matter Most!' were adapted from a paper reviewing existing curricula titled "A Proposed Self-Esteem and Body Image Curriculum for Middle School-Aged Girls", Rachel McIntyre Jern, MPH, University of Pittsburgh, 2015, as well as original content. It is also supported by visuals from UNFPA's Amaze videos, Insika's Youth Advisory Board (YAB) photo gallery at Pact, and some visuals from the Dove Self Esteem Project: Real Beauty Sketches: You're More Beautiful Than You Think, found on <https://youtu.be/XpaOjMXyJGk> Activities in 'When Will I Be Ready' are a mix of original content, supported by visuals from UNFPA's AMAZE videos. Activities in 'Maybe Doesn't Mean Yes' were mainly adapted from the third OGAC module, while most of the visuals for the storyboards are from UNFPA's AMAZE videos. Special thanks to the Youth Advisory Board members whose pictures have been used on the cover pages and in one of the 'Why I Matter Most!' activities.

Disclaimer

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Why I Matter Most!



SESSION 1: Why I Matter Most!



To strengthen AG's self-esteem and sense of value or worth and assert personal dreams and goals



1 hr 10 min



Flip Chart Paper, Pens, 3 Cans, small ball and big ball (both made of plastics)

DISCUSSION TOPICS AND ACTIVITIES

Recap on past sessions (5 min)

Activity 1: Being Unique (15 min)

Activity 2: I Am Worth It! (30 min)

Activity 3: Words Are Not For Hurting: "Three Tins" Game (15 min)

Homework Activity (3 min)

Wrap-Up (2 min)

Note to Mentor:

By end of session, AGs should have:

- ✓ Understanding that we are all unique and that this is what makes us special.
- ✓ Knowledge of a few of the special things that make us unique.
- ✓ Understanding that we don't have to spend time with people who don't make us feel good about ourselves.
- ✓ Agreement on next meeting.

Welcome

1. Greet AGs and welcome them back to the Insika Ya Kusasa session.
2. Ask AGs to sit comfortably in a circle. Sit in the circle with the group. Everyone should be at the same level, including yourself.
3. Thank the AGs for coming.
4. Ask a few to quickly share something good that has happened to them over the past month.

Recap

- 📍 Ask participant(s) to talk about what they remember learning in previous sessions. Gently correct any wrong information without embarrassing the person giving it.

Explain that we are going to start this session with a discussion of what makes each of us different or unique.

ACTIVITY 1: Being Unique



To help AGs understand what makes each of them special



15 min



No materials needed

Tell the AGs to close their eyes for a moment and each individual think of her best friend.

Say: With your eyes closed, I want you to think of what makes this person different from any other person you know. Now, open your eyes so we can discuss your thoughts on what makes this person different.

If these do not come up, probe for the following examples:

- ▼ What makes you recognise their voice when you hear it, even before you see them? (Ask 1 or 2 AGs to share their thoughts, then share the following possible answer if it does not come up: **the way their voice sounds is theirs alone**)
- ▼ What different habits do they have that you recognise as theirs alone? (Ask 1 or 2 AGs to share their thoughts, then share the following possible answers if they do not come up: **it could be the way their left eyebrow lifts when they think or smile; the way they tilt their head to the right when interested in something you're saying, etc.**)
- ▼ What unique physical or behavioral characteristics do they have? (Ask 1 or 2 AGs to share their thoughts, then share the following possible answers if they do not come up: **it could be a crooked tooth, a big smile, a folded-looking ear, long legs, a loud laugh, talkativeness, etc.**)
- ▼ What makes them your best friend? (Ask 1 or 2 AGs to share their thoughts, then share the following possible answers if they do not come up: **their kindness, the way they listen without judging, their laugh or smile, etc.**)

Say: Some of these answers together are what make a person unique or different from the rest. For example, we are born with a particular voice and its quality and just the way it sounds make it recognisable as yours alone. Can somebody give me an example of a famous person whose voice you would recognise anywhere. (Listen to the AGs' views and then ask for somebody to imitate that person's voice)

If no other name comes up, ask if they know South African rapper Kwesta?

Say: Kwesta's voice is easily recognisable to many people who follow music. Another person whose singing voice is easily recognised is Eswatini's very own famous gospel singer Nothando Hlophe of "Yebo" fame.

Ask: Is there anyone who can imitate any of the two artists' voices? If someone is willing to volunteer, ask them to do so.

Say: Even though (mention the name(s) given by the AGs, if any), Kwesta and Nothando's voices are unique to them, some people can try to imitate them – as actors and others have proven that people's voices can be imitated; however, none can speak or sing exactly like (mention name(s) given by AGs), Kwesta or Nothando all the time because they are just not them. What makes your voice unique or different from others?

Your appearance, combined with some of your unique habits and behaviours, can be the things that people enjoy about you and they are the things that make you special.

Now, I'd like each of us to take 2 minutes to think about what makes each of us unique or special? (**Ask each AG to share one thing they think is unique about themselves**)

Then say: No two people are exactly the same. Even identical twins have certain things that are only unique to them; for example, their fingerprints can never be the same.

What makes us truly special is how we spend our energy, thoughts and time, as well as how we respond to people and situations we come across.

It's in your power to grow and show the unique, special person that you are.

Now that we recognise our uniqueness and the fact that our differences are the things that make us special, I would like us to discuss more about our worth.

ACTIVITY 2: I Am Worth It!



To strengthen AG's self-esteem and sense of worth to help them understand their value



30 mins



Small pieces of paper and pens and a plastic bag to mix the papers.

Step 1: While sitting in a circle, tell the AGs to partner with one person next to them and then take a minute getting to know them by asking them the following questions:

- ▽ What do they like doing in their spare time?
- ▽ What do they like to eat?
- ▽ What do they like to watch, play, or listen to?
- ▽ What do they like about themselves, and why?

They must take another minute now telling the person about themselves by answering the same questions they were asking the other person. *(LM should partner with any AG that does not have a partner.)*

Step 2: After the 2 minutes is up, ask the two members of each pair that was talking to each other to now take turns complimenting each other.

One girl compliments the other. That girl says thank you, then compliments the other girl back, making sure that you start with one pair and they compliment each other in the hearing of everybody in the group. This continues all the way around the circle until all the AGs have complimented their partner and have also been complimented. Stress the importance of giving genuine compliments on things you like, appreciate or admire about the other person.

Step 3: Then, ask the AGs to share how it felt to give and receive compliments.

Step 4: **Say:** Now, I would like us to look at some pictures that I will show you as I read what these girls say about themselves. These pictures are of girls from some of our communities, who have been used as models for this activity, while others are from a Dove video called Change One Thing: How our girls see themselves (found on <https://www.youtube.com/watch?v=c96SNJihPjQ>). The Dove video was done as an experiment to show how, as we grow, beauty-related pressures increase, making us lose self-esteem because we believe we don't look good enough, yet we ARE beautiful.



I wish I didn't have to wear glasses. They make me feel like a nerd. (Photo by Joanna Nix on Unsplash)



I wish I had bigger hips, like my friend Nokuphila. (Photo by Iona Virgin on Unsplash)



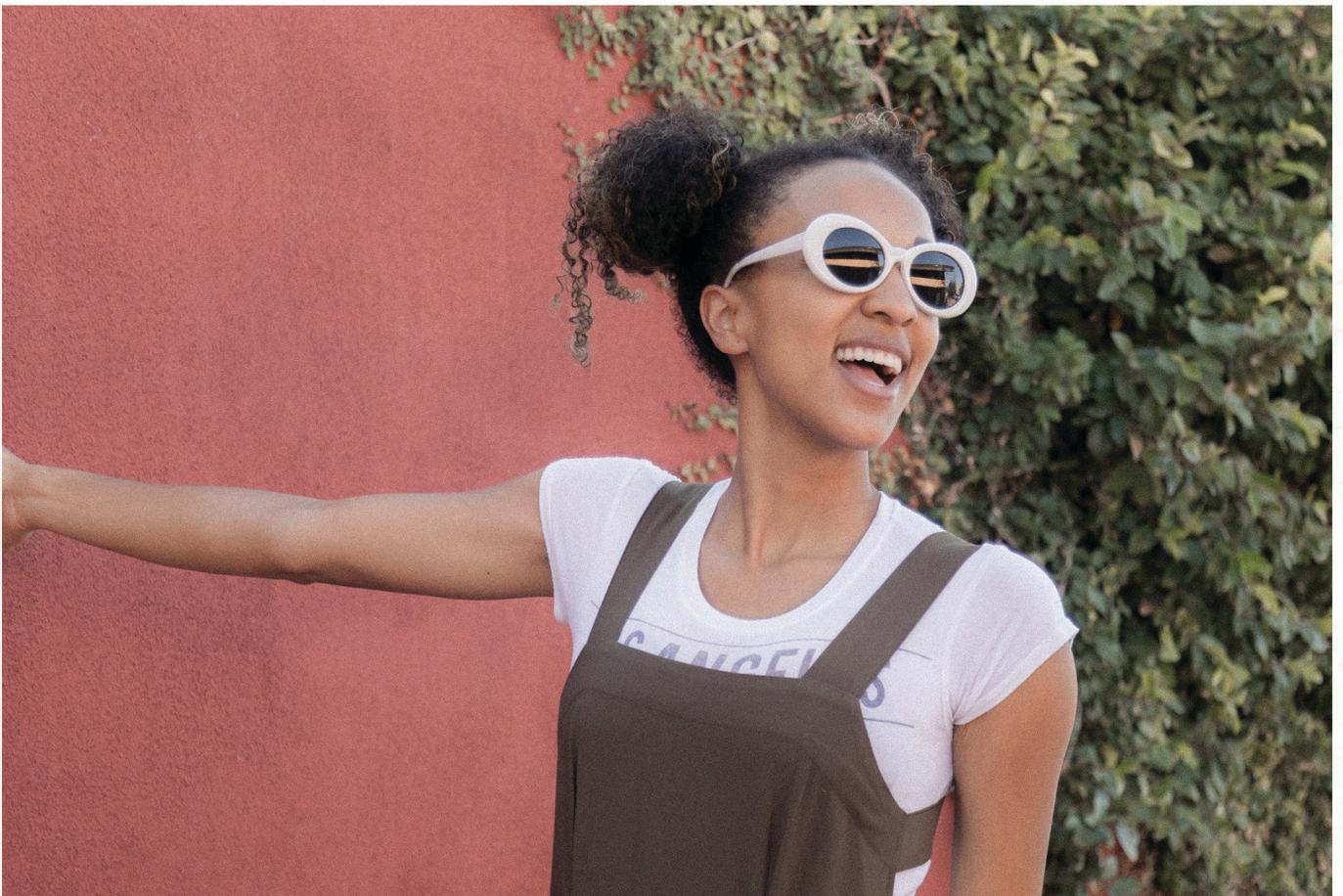
I wish I was little bit shorter. I feel awkward because I'm too tall for my age.



I wish I was taller. I hate that I'm shorter than most of my friends.



I wish I was a yellow bone, just like my older sister. (Photo by Etty Fidele on Unsplash)



I wish I had darker skin. I love dark beauties. (Photo by Jakob Owens on Unsplash)



I wish I had dimples; they look so cute.



I wish I could play netball as well as my friend Thabi.



I wish my natural hair was straight and long. (Photo by Iiona Virgin on Unsplash)



I wish I was slim like my older sister and also didn't have to wear braces.

After the visual story ends, ask the following:

- ④ What did we learn from what we have just heard from these girls?

Possible answers: Learned that we are usually not satisfied with what we have and do not realise how great or beautiful we are. We are often too harsh on ourselves and how we look, which may be due to lack of self-esteem. There is always something beautiful and special in each of us. We are so much better than we think!

Note to Mentor: Tell AGs that most of the pictures they have just seen are of girls that have been used as models. They are not the actual people who made these statements; however, these statements are taken from girls in your age group who worry about these things as they grow.

Step 5: The important thing to remember is that you're beautiful just the way you are! See your worth and value!

Say: Now, I'd like you to take a minute and think about and write on the piece of paper that I've just handed out to you, three things that you think (about your face and your body) when you look in the mirror. You do not need to write your name, so no one will know who wrote what because these papers will come to me and then I will read them so we can discuss.

(If, as a Life Mentor, you know of any AG in the group that may not be able to write, make sure to help her by asking her to share with you what she thinks so you can write it down for her, taking care that she does not feel embarrassed or pressured to write. She will still learn something from the discussion.)

Collect the pieces of paper and put them in a plastic bag. Mix the pieces of paper and then take out one piece of paper at a time and read it.

Read each note you pick, then ask:

Do you think this statement is **positive, negative, or in the middle**? Why do you think that? *(You may not be able to read all of the papers due to time, but try to read as many as possible.)*

Say: As we have already discussed what we learned from the girls in the above pictures and from the exercise we have just done, we are often too harsh on ourselves when it comes to beauty, but who decides what is beautiful and whether beauty is on the inside or outside?

As we talked about earlier, we are actually much more beautiful and special than we think.

Step 6: In the next exercise, ask each AG to partner with the AG next to them and **share one thing they are good at and always do well.** (*LM should partner with any AG that does not have a partner.*) Give each AG half-a-minute to share with the other, totaling one minute for the exercise.

Ask each AG to share what the other has told them, remembering to clap for each AG's strength.

Say: From this exercise, I want us to recognise that everybody has their strengths, which are positive qualities that we should see in each of us and be proud of. This is why no one should ever look down on you because you deserve to be respected. That is your right and you're worth it!

Do we remember our rights from one of our previous sessions "Being a Girl, Being a Boy – What Others Expect of Me"? (*After listening to AGs, if not mentioned, remind them of these rights: **right to physical safety, right to respect from others, right to opportunity to make your own decisions, and the right to control over your sexuality** – not being forced to engage in sexual activities with anyone.*)

Now, I would like us to look more deeply into **the right to make our own decisions**, with a view to helping us recognise healthy and unhealthy relationships, especially when it comes to peer pressure.

First, I would like everyone to now sit comfortably facing me as I will read a story to you and would like you to look at the pictures I will show you while I read the story. (*LM should tell the story by reading the text below each picture and showing the relevant pictures as she reads*)



*Now that you're getting older, you may want to spend less time with your family...
...and more time with your friends. This is normal and part of growing up.*



During this time, some of your friendships may grow stronger and some of them may grow further apart. Being in a healthy friendship can be fun, but it can also be complicated.



Here are some rules to follow to make sure your friendships are healthy. In a healthy relationship, each person supports and encourages the other.



Real friends want to know what you're thinking and feeling, and they'll be interested in hearing what you have to say. They will not pressure you to do something you're not comfortable doing.



Sometimes in a relationship, you'll need to compromise (kuva lomunye ngenhloso yekubambisana). But in a healthy relationship, the same person shouldn't always be the one to compromise. Compromising does not mean that you should allow someone to pressure you into doing something you're not comfortable doing. It's actually about cooperating with each other (kubambisana). You should never fear to be different and speak up if you don't want to do something your friends are doing. That is part of showing your strengths.



And if a friend or anyone makes you feel small, teases you, or tries to physically or sexually push you into doing things you don't want to do, then this might not be a healthy relationship and you can walk away from such a friendship.

Remember, a healthy relationship, should make you feel good about who you are. You really are great!

Step 7: Now we are going to play a game of **TRUE** or **FALSE**. I will provide you with a statement and you tell me if it is true or false, while also providing reasons why you think that.

Statement 1: Friends put pressure on each other to do things they may not want to do. (FALSE)

Possible responses:

- ✔ Friends don't put pressure on one another, but respect and let each other make their own choices
- ✔ Friends listen and understand if another doesn't want to do something

Statement 2: Friends are interested in how the other person is feeling, share personal information and trust each other. (TRUE)

Possible responses:

- ✔ Friends take interest in their friends' lives and care about how they feel
- ✔ Friends can trust one another

Statement 3: Friends don't get insulted or take it seriously when the other person teases them (like calling them names like 'stupid' or 'lazy' or swearing at them). (FALSE)

Possible responses:

- ✔ Friends don't tease one another in a mean way, especially to the point of hurting their feelings
- ✔ Friends support one another, they don't hurt one another

Statement 4: Friends do what the other person wants to do even if they don't want to or don't think it's a good idea. (FALSE)

Possible responses:

- ✔ While it may feel like you have to always support your friend, your friend should always respect your right to make your own choices and not bully you into doing something you don't want to do

Statement 5: Friends support and encourage one another and stand up for each other when they are being teased or bullied. (TRUE)

Possible responses:

- ✔ Friends stand up and encourage one another
- ✔ Friends should make you feel good
- ✔ Friends don't bully one another

Say: From what we have just discussed, I hope we all realise that:

- ✔ We are worthy to be treated with care and respect.
- ✔ We are special and should not allow anyone to treat us with disrespect by pressuring or bullying us into doing what they want us to do when we clearly don't want to do it.
- ✔ The important thing is not to keep quiet but speak up and say what we want and what we do NOT want. When we do that, others will realise that we cannot be pushed around because we know our worth.

Next, we will look at the power of words and the damage that hurtful words can have on us, which emphasises the importance of valuing ourselves enough to refuse to be bullied, pressured or hurt by others.

ACTIVITY 3: Words Are Not For Hurting: “Three Tins” Game



To help AGs see the power of words and the damage hurtful words can have on them, and recognise the need to put their wellbeing first by getting out of situations where they are constantly hurt or put down, if necessary



15 min



3 tins/cans, 1 small ball & 1 big ball (both made of plastics)

Step 1: Say: I want us to play a game that I think we might all know. Who knows the game called “Three Tins”? Okay, we will play it a little differently this time. *(Take out the 3 tins for this exercise and one small ball made of plastics and another bigger ball made of plastics.)*

We have these 3 tins and 2 balls that we are going to use to play. I will need three volunteers.

Give one ball to each of the 2 AGs, and the three cans/tins to a third AG. The girl with the cans must set all three, one on top of the other, and stand above them, about 3 metres away from the other two girls, with the cans in-between her wide-open legs, but slightly behind her. The first girl with the small ball must try to hit the cans with the ball so that they fall. Several girls can try, if the ones who try fail to hit the target. The girl standing by the cans is not allowed to move or try to block the ball from hitting the cans.

Once the cans have been hit, another AG can come and pile them up again. The girl with the bigger ball will also try to hit the cans in-between the AG’s legs. Several girls can try, if the ones who try fail to hit the target. Once the cans fall, call everybody back into the group.

Now, let’s imagine that the three cans are your **heart** and the balls that were being thrown at the cans (your heart) are **hurtful words** being said to you. How would that make you feel?

Listen to AGs’ responses, then:

Say: Now that we know what the cans and the balls represent, we will play another round of the game, but this time the person standing by the cans can do anything she wants to try and protect the cans (her heart) from getting hit by the balls (hurtful words).

Let girls play one round of the game using both the small and big balls.

Ask: How did playing the game now make you feel, knowing the balls were hurtful words being said to you? Did the size of the ball make a difference to the impact on the cans? Did it help in any way that this time you could do something to protect your cans (heart)? What are some of the hurtful words that you have heard being said to someone or to you? *(Discuss)*

Say: Words have a lasting impression. Let us, therefore, pay attention to hurtful words that are said to us or that we say to others. Now that we know the damage that such words can have on our hearts and, therefore, our self-esteem, we should be aware when we are being put down and should not take such. If you're being constantly hurt or put down in a friendship or any other relationship, speak up about it.

Tell the other person that they are being mean and are hurting you, or find a way to get out of that friendship/relationship. If you're not able to or are afraid to talk to them, talk to a trusted adult, for example, your caregiver, teacher, your home visitor, or me as your life mentor and ask for help. You are worth so much more and deserve to be respected, so, do NOT accept anything less!

Step 2: Ask: Now, who normally says such hurtful words to us? Do we also say hurtful words to others? (*Discuss*)

Say: Let us also be careful of the words we say to others or one another. We are sisters and should support one another instead of bringing each other down. We all have ups and downs, but with support from each other or other people we have identified as our supporters because they truly care about us, we can stand and achieve our goals. The important thing is to know that words are not for hurting. Speak out or stay away from hurt because YOU matter most!

Step 3: Say: Now I'd like all of us to stand up and find a partner (***the Mentor should partner with any AG that doesn't have a partner***). Face your partner and hold each other's right hand. We will now make some statements of encouragement to ourselves.

The girls should keep their hands lifted up above their heads as you, the Mentor, read out each of the following statement of self-encouragement for them to repeat loudly and victoriously.

Statements:

- ▽ I am who I am, no one else is like me!
- ▽ I am enough! I am beautiful! I am me!
- ▽ I have a right to be treated with respect and dignity!
- ▽ Even if I depend on you, I'm still worthy of respect and love!
- ▽ Even if I am younger than you, I still matter and am worthy of respect and love!
- ▽ No matter what I am or what I have been through, I MATTER!

HOMEWORK ACTIVITY

For your homework, I would like you to practice some self-appreciation. Stand in front of a mirror at home every morning and say to yourself: **“I am enough! I am beautiful! I am special! I deserve love and respect!”** (AGs can write these words down if they think they will not remember.)

If, for some reason, you do not feel much love for yourself or blame yourself for something that has happened to you, before appreciating or complimenting yourself, look at yourself in the mirror and start with these words: **“I’m sorry! I love you!”** Say these words to yourself every morning, until you find it easier to compliment yourself and truly believe that, indeed, you are special and worthy of love and respect.

Afterwards, make it a point to take notice and practice standing up for yourself when anyone tries to pressure or bully you into doing something you don’t want to do. Next time, we will share stories where some of us stood up for ourselves and said NO! to something you were not comfortable doing or stood up for/helped someone who we saw being bullied or pressured.

Remember what we learned in Session 5: Staying Safe and Strong, previously, on the skills to say NO!, which include using clear language (straight talk), not making excuses or feeling like we need to explain why we don’t want to do something, using strong body language and a strong voice to show that we mean what we’re saying (no giggling, laughing or any unsure behaviour), and even walking away if the other person is not responding to your NO! This is especially important in situations where you may find yourself feeling unsafe, which could lead to you being exposed to the risk of getting hurt or even being abused and perhaps getting HIV.

KEY MESSAGES

- ✔ We are all unique and our differences are what make us special.
- ✔ We all have strengths that we should be proud of.
- ✔ We should know our worth and be able to see when we are not being treated right and be able to get help or get out of friendships/relationships where we are constantly hurt or put down because we are worthy of love and respect.

WRAP UP

- ✔ Thank AGs again for coming. Ask each one to mention one thing they have learnt today and one thing that they are looking forward to applying in order to remind themselves that they matter most.
- ✔ Ask if there are any more questions about today's discussions that anyone would like to ask.
- ✔ Agree on and remind everyone of the time and place for the next meeting and say you look forward to seeing them all again there.

The End

When Will I Be Ready?



SESSION 2: When Will I Be Ready?



To help AGs understand what healthy relationships look like and how to tell when you are ready to start engaging in relationships, especially romantic relationships, while also highlighting key aspects of body changes to expect during adolescence



57 mins



Flip Chart Paper,
Coloured Markers

DISCUSSION TOPICS AND ACTIVITIES

Recap on last session (5 min)

Activity 1: Play Hha! What's Happening to My Body? (15 min)

Activity 2: It's Perfectly Normal: Growing Up, Sex and Sexual Health (20 min)

Activity 3: Ready or Not, Here I Come! (15 min)

Wrap-Up (2 min)

Note to mentor:

By end of session, AGs should have:

- ✓ Understanding of the physical, social and emotional changes that come with puberty.
- ✓ Understanding that these changes will bring certain feelings, but do not necessarily mean that one is ready to have romantic relationships or sex.
- ✓ Knowledge of what readiness truly means when it comes to sex.
- ✓ Agreement on next meeting.

Welcome

1. Greet AGs and welcome them back to the Insika Ya Kusasa session.
2. Ask AGs to sit comfortably in a circle. Sit in the circle with the group. Everyone should be at the same level, including yourself.
3. Thank the AGs for coming.
4. Ask a few volunteers to quickly share something good that has happened to them since the last session.

Recap

- ▼ Ask participant(s) to talk about what they learnt from the last session. Gently correct any wrong information without embarrassing the person giving it.

Explain that we are going to start this session by playing a game that will also be a reminder of something we have discussed in a previous session.

ACTIVITY 1: Play Hha! What's Happening to My Body?



To discuss body changes that AGs and boys may have as they go through puberty



15 mins



8x body changes on pieces of paper, small plastic bag

Say: In this activity, we will briefly remind ourselves of the body changes that boys and girls our age experience, which we have talked about in one of our previous sessions, Session 2: Me, My Body and the Changes I Experience.

We'll play a game called "Play Hha! What's Happening To My Body?".

- ✔ Let's all stand in a circle and have one volunteer who will stand outside the circle. She will walk quickly around the circle touching each girl on her shoulder saying "Play" and all the girls will respond with "Hha!"
- ✔ When she reaches a girl she decides to pick, she will tap her on the back and shout "Body Changes" and then run right round the circle back to where the tapped girl is standing.
- ✔ The tapped girl has to say one physical body change that girls go through during puberty (the beginning of physical, mental and emotional change from childhood to adulthood or *kutfomba*) to stop the tapper in her tracks.
- ✔ If she's not able to mention any body change before the tapper has run all the way around to the tapped girl's spot, the tapped girl will have to become the tapper and the previous tapper takes her spot in the circle.
- ✔ If the previous tapper is stopped in her tracks by the tapped AG quickly mentioning a body change, then the tapper will continue being the tapper and start all over again and pick another girl to tap.

Once about 3-4 body changes have been mentioned, stop the game briefly and discuss other body changes that have not been mentioned. Make sure to mention the following:

- ✔ **Getting taller** - Everyone goes through puberty at different rates. This is totally normal. How tall you will be is determined a lot by genes – or whether your biological family members were tall or short or somewhere in between.
- ✔ **Growing breasts** - Girls typically start developing breasts. It is normal for one breast to be slightly larger than the other and all girls develop breasts at different times. Breasts come in different shapes and sizes, based on a person's genes, so teasing others because of the shape or size of their breasts is inappropriate and wrong. Did you know that during puberty, some boys may also temporarily develop breasts? This is a condition that can be very embarrassing and sensitive to boys. A lot of teasing can take place when this happens, which is wrong. Breast growth among boys usually goes away by itself.

- ▼ **Weight gain** - All young people gain weight during puberty. Sometimes this is due to physical growth; sometimes this is due to an increase in fat on the body. Both are completely normal. Many young people try to diet to lose weight during this time – and while it’s always important to eat healthy food and exercise, a lot of the weight gain during puberty is temporary and evens itself out if you maintain a healthy lifestyle.
- ▼ **Growing hair under arms, on legs, around genitals** - For people with darker hair, this hair growth may be more pronounced. Some people choose to shave this hair, whether it’s on the face, legs, under the arms or elsewhere. There is no medical reason to shave, it is only about personal preference and to keep fresh for longer, especially armpit hair. If shaving anywhere near your genitals, it’s important to be extra careful so as not to mistakenly cut yourself.
- ▼ **Getting acne** - During puberty, your skin starts producing more oil. The oil and dirt that gets trapped in the pores, which can result in pimples developing on the skin.

Get AGs to come back and sit down, then:

Say: Now, we are going to talk about additional body changes that boys and girls your age may go through, and some of these may be a little embarrassing to talk about. I’ve got 8 body changes written on slips of paper that I’ve put into this plastic bag. I need 8 volunteers to take out one slip of paper from the plastic bag and read it aloud. Make sure the 8 volunteers are different girls who didn’t get a chance to play the Play Hha! game.

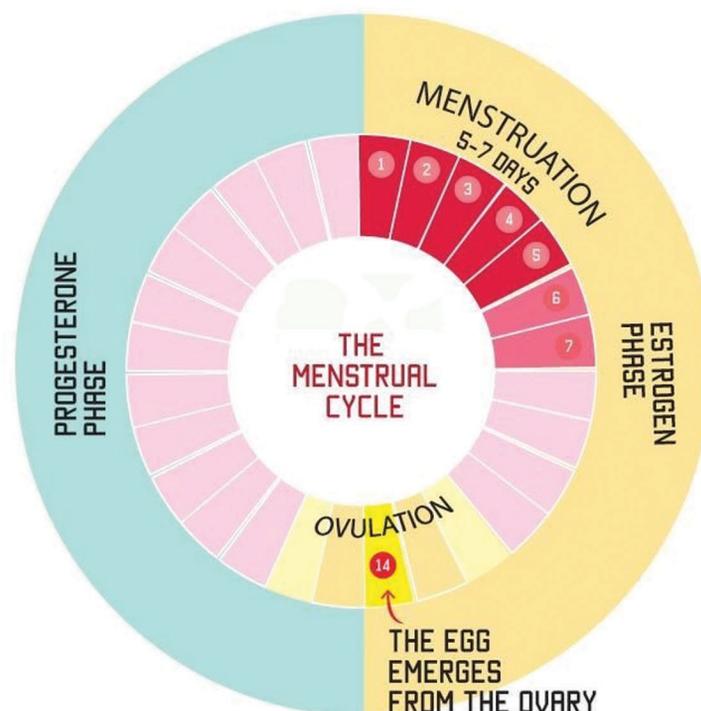
After each AG mentions the additional body change in her piece of paper, ask the others to share what they think that body change is exactly and what it means. Once all eight have been mentioned and discussed, give the explanations to each shown below:

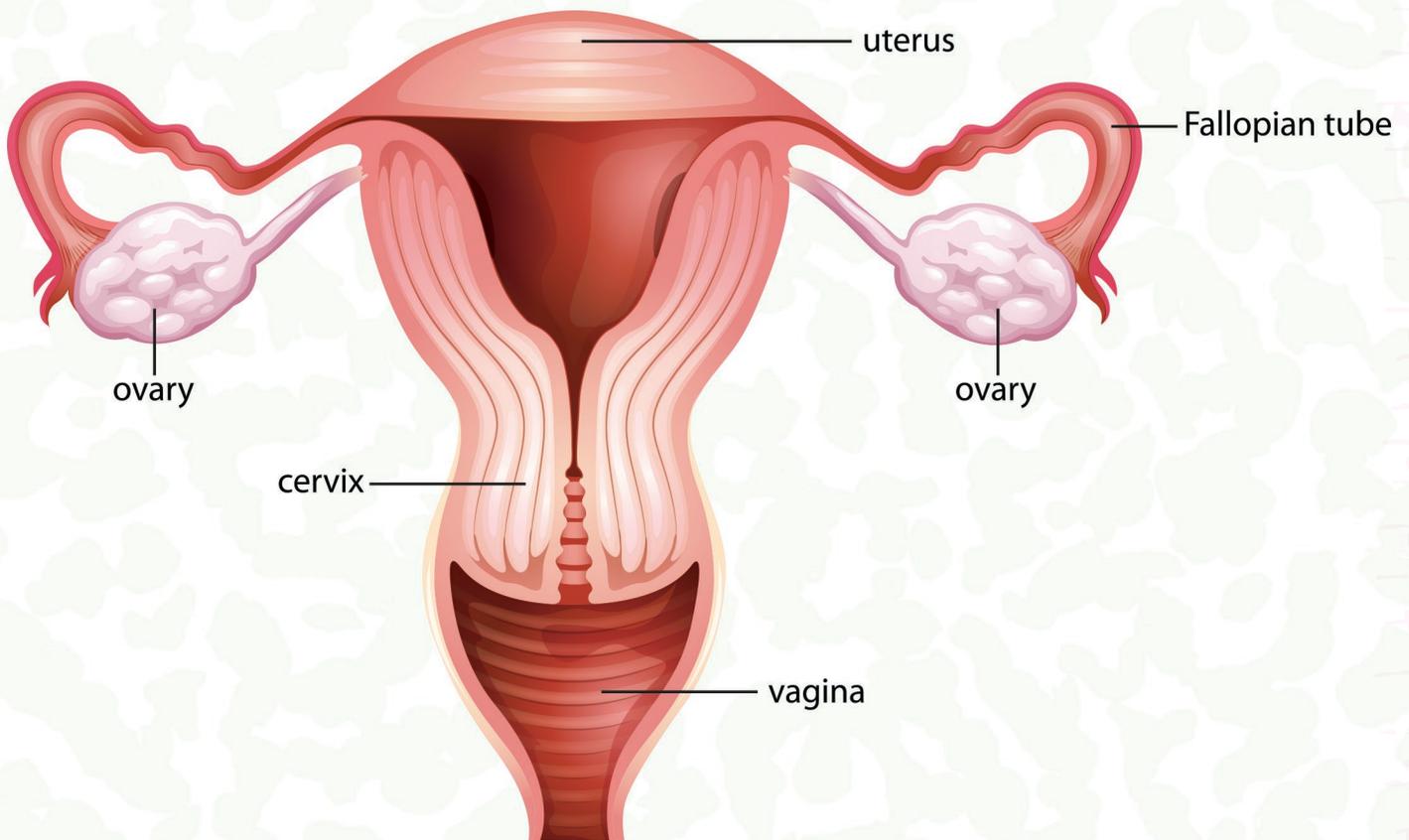
- ▼ **Hormones are raging** - Hormones are the natural chemicals found in our bodies. We all have them, whether we are kids or adults. Hormones are responsible for all the physical changes in puberty (as well as some of the emotional ones). During puberty, they’re present at really high levels – but they even out a bit once puberty is done.
- ▼ **Voice deepens or cracks** - This is more pronounced in boys. But adolescents of all genders may experience a deepening of their voice during puberty. Sometimes, voices will deepen dramatically, going from higher to lower. Other times, there will be a transition between the two where the voice cracks. This can sound funny, but it usually makes the person feel self-conscious. The cracking is temporary, and the voice will be lower at the other end of it.
- ▼ **Spontaneous erections** - When boys’ penises stand up by themselves it’s called an “erection.” This is totally normal for boys. But during puberty and beyond, it can happen more often and can be more noticeable. During puberty, erections can happen out of nowhere, or spontaneously. They don’t even have to be thinking about or looking at anything. While this can be embarrassing, they also tend to go away on their own after a short period.

- ▼ **Wet dreams** - At puberty, boy's bodies start producing semen. Semen is the fluid that comes out of their penises that contains sperm. If you remember from our previous Session 2: Me, My Body and the Changes I Experience, we discussed that sperm can cause pregnancy when it meets a woman's egg in her uterus after sex (when a male inserts his penis into a female's vagina). In wet dreams, it's normal for this semen to come out while boys are asleep. Some boys think they've wet the bed, but they haven't. It's perfectly normal and will happen less and less frequently as they get older.
- ▼ **Hips widen** - This happens to girls and can range from a little widening to more pronounced widening of the hips. It is completely normal.
- ▼ **Muscle growth** - Although girls' bodies and muscles develop during puberty, the greatest amount of muscle growth happens to boys. Everyone is different, and even after puberty, some boys may be more or less muscular.
- ▼ **Body odour** – During puberty, adolescents start to sweat more and develop body odour (smell). Adolescents should increase how frequently they wash themselves in order to reduce body odour. This is also when a lot of young people start using deodorant.
- ▼ **Menstruation** - One of the most dramatic changes a girl's body goes through is menstruation or getting her period.

Say: Do you remember what we discussed about menstruation in Session 2: Me, My Body and the Changes I Experience? *(Pause and listen to AG's feedback before proceeding. Make sure to correct any wrong information given without embarrassing the person giving it.)*

Show AGs the following diagram from the mentioned previous session, as a reminder.





Say: Menstruation is part of the normal monthly cycle where a female's body is preparing for a possible pregnancy by building up a lining of blood and body tissue in her uterus (see diagram above). Once a month, one of her ovaries releases an ovum or egg. This is a tiny egg, it's not like a chicken egg! This means her body is preparing for when she is older and may want to get pregnant. If she has unprotected penis-vagina sex after the egg is released, that egg will meet with a sperm and then attach itself to the wall of the uterus. When that happens, she is pregnant. If a girl or woman is not pregnant, the lining in the uterus is no longer needed, so it and the tiny egg leave her body during menstruation or her period. This lasts 5 to 7 days as you can remember from our previous discussion on menstruation.

Summarise by saying:

Changes to our bodies and how we feel are all very normal and mean that we're growing up and moving towards adulthood. However, today, I would like us to concentrate on how some of the feelings we get as girls can make us want to have a different kind of relationship with others, especially boys.

ACTIVITY 2: It's Perfectly Normal: Growing Up, Sex and Sexual Health



To discuss feelings that adolescent girls may find themselves having towards boys and whether that means they are ready for sex



20 mins



Flip chart paper, marker

Say: During this session, we will discuss feelings that we may find ourselves having towards boys and whether that means we are ready for a physical romantic relationship (like kissing or touching each other) or an even bigger step of having sex with a boy.

As our bodies change and hormones in both girls and boys become extremely active, we may start getting feelings of romantic love, which are different from what we feel for friends or family members.

Ask: Do you think liking someone or having romantic feelings for someone means having sex with the person? (*Listen to the AGs' views and then say:*)

- ▽ Liking a boy or having feelings for a boy is normal at this age.
- ▽ In many cases, people have feelings of love for someone before they act on them.
- ▽ As you start going through puberty, hormones – those natural chemicals everyone has in their bodies – will start going up and down. This means you may feel strong emotions from time to time – both positive and negative. This may also be when you start to feel more intense romantic emotions.
- ▽ The important thing is to understand that these feelings are part of normal growing up. It does not necessarily mean that we are ready for a romantic relationship or to have sex.

Say: We are going to do an activity and I need you to form 4 groups of 5 people.

Give each group a flip chart and a marker. Tell them to discuss as a group and then write down the answers to the following questions.

- ▽ When do you think one is ready to have sex?
- ▽ What are the things that make one ready for sex?

Give the AGs 5 minutes for this discussion and note-taking and then ask each group to present what they discussed.

Highlight the following, if not mentioned:

- ❖ Being ready to have sex should go together with being ready to deal with the consequences of having sex, which are the possibility of getting pregnant and getting sexually transmitted infections, including HIV.
- ❖ As we have discussed in a previous session, there are a number of negative consequences to having an unplanned pregnancy while you are an adolescent, which include the following:
 - Having to quit school, which would have a bad impact on our future. This could result in us not being able to achieve our dreams and goals due to having to focus on taking care of the baby
 - Struggling to take care of the child, including not having the money necessary to care for a baby
 - The father not being there or leaving you
 - Being chased away from home by your parents or guardian, amongst many other things
- ❖ So, having sex is a personal decision that an individual must make after taking into consideration all these possible consequences.
- ❖ Having taken into consideration all the mentioned consequences, you can then answer the question of whether you are ready or not.

Say: Now, I'd like us to listen to a short story called "Am I Ready?" to see if we can find further answers to this question that most girls will ask themselves as they grow older.

NOTE TO MENTOR:

Show the following pictures to the AGs and read the story subtitles that follow, while showing AGs the pictures so they can follow the story while you read.

Start the story by saying:

Moving from liking someone and having a boyfriend, to being in a romantic relationship and having sex is a big decision. Being sexually intimate (or having sexual contact with a person) is a special and unique experience and feels best when it's between two people who care for and trust each other. They should have discussed how to have safe sex together. Usually, discussions about sex happen between two people when they are older and are not embarrassed to discuss the topic of sex and risks together.



As previously mentioned, girls your age may soon start to like boys. A boy and a girl who are friends may eventually even decide they like each other as more of boyfriend and girlfriend. It's good to be prepared for this.



When you start to like someone you may ask yourself a series of questions focused on readiness. Do I like him enough to hold hands? Do I like him enough to kiss him? Am I even ready to kiss a boy? It is even good to discuss these questions and feelings you are having with the boy you like.



And if you think those are big questions. Can you imagine how difficult it will be to decide if and when you are ready for sex? This is a difficult and tricky question. There's a lot to think about when trying to decide. For example, are you old enough and ready to face the responsibilities that come with having sex? Is your body ready for sex? Is having sex really good for you at this point?



How do you think you'll feel afterwards? Will you feel awkward, scared, confused...or will you feel closer and more caring towards one another? If you think you may feel awkward, scared or confused, it means that you're not ready and should wait until you're older and feel ready.

Once you're older and decide you might be ready to have sex, there is still more to discuss. It's important to talk about and get protection. Protection from what? Well, when you are older and start having sex you need to protect yourself from pregnancy, HIV, and other infections that can be passed between two people during sex.



Will you use condoms, birth control, or both? Where will you get them from, and when? Have you talked with each other about what you're willing and not willing to do sexually? Can you agree on and respect each other's limits? Can you agree to stop mid-way if either person becomes uncomfortable?



If all these questions seem overwhelming and way too grown up to think about or talk about with a boy, then it means you are NOT ready to have sex. As you can see in this picture, the boy is just realising that sex has the potential of leading to pregnancy, having children and the responsibility and cost of raising children, which he's noticing around them. He has decided that he is not ready for sex.

Say: So, the answer to “Am I Ready?” may not be an easy one. Every person is different, and every relationship is different. What’s most important is waiting until you’re older and 100% comfortable with your decision. Life is long. Your time will come, and when it does, you will be ready.

It's also important to know that there are situations where sex is not even an option - for example, a relationship between a young girl like you and an older man (above 18 years).



In many countries, including Eswatini, there are also laws about who can have sex with whom, especially if one person is underage, that is, below the age of 18 years. Anyone having sex with a child below 18 years is committing a crime and, if reported, can face a criminal charge under the Sexual Offences and Domestic Violence (SODV) Act.

Let's learn more about the SODV Act in Eswatini.

Key points on the SODV Act

Even if you feel you may be ready for a romantic relationship, it is important to understand what the law says about sex at your age in Eswatini.

Under the Sexual Offences and Domestic Violence (SODV) Act of Eswatini, it is against the law for anyone under the age of 18 to engage in sexual acts with anyone. Any romantic or sexual acts that an adult (anyone aged 18 years and above) has with someone under the age of 18 is considered abuse and should be reported.

Sexual acts between two minors (people aged below 18 years) is also against the law. It is important to consider this Act when you are thinking about engaging in sexual activity because you and your boyfriend could get into trouble for engaging in sexual acts.

The SODV Act is a national law meant to protect men, women, but especially children and women, against abuse. This abuse can be physical, sexual, emotional or financial.

By informing communities about the Act, the goal is to reduce or discourage problems of violence and promote good behaviours to protect all community members.

The SODV Act also outlines specific punishment for violent crimes resulting from gender-based violence (GBV).

The SODV Act will only work well if those who experience violence or any form of abuse take action and report such cases and are NOT silent because they fear more violence as a result.

If you feel that you or someone you know is affected by these types of violence, it is important to get support from me, or someone else you trust, or contact the GBV numbers provided in the Health Services Referral Directory that you can get from me if you don't have.

Now, I'd like us to discuss a little bit more about what to expect if you decide to have sex, whether you're ready or not.

ACTIVITY 3: Ready or Not, Here I Come!



To discuss what can happen if you have sex when you're not ready and what you can do when you're older and decide you're ready



15 mins



Flip Chart Paper,
Coloured Markers

Say: In this activity, we will start with a game called “Ready or Not, Here I Come!”

Ask for one AG volunteer to stand on one side. Tell all the other AGs that the volunteer will face the opposite direction and cover her eyes while counting to 6 and the rest of them will have to find a place to hide before she says, “ready or not, here I come” and starts searching for them. Tell her to start counting 1...2...3...4...5...6, while the rest try to find a hiding place. The likelihood is that the majority will not have found a place to hide.

Let them play the game two more times, then ask:

How did you find the game? *(possible answers: we did not have enough time to find a place to hide, so we were unprepared when she reached 6 and said “ready or not, here I come”)*

Ask: Did anyone manage to plan better and quickly find a place to hide when playing the game for the third time?

Ask: Do you see how easy it is to be caught in difficulties if you engage in something you're not ready for or are unprepared for? How does this situation relate to being “ready” and “prepared” for having a boyfriend and having to make decisions about being romantic with a boy?

Say: Just like in the hide and seek game where we saw that you needed more time to make a plan and being unprepared to hide, the same can be said about making decisions about boys. That is why we're encouraged to wait until we are older and ready or better prepared before we engage in sex.

However, if and when we decide to engage in sex, we should make sure we are prepared and do not find ourselves with an infection, such as HIV, that you can get when you have sex without a condom or even an unplanned pregnancy.

Ask: From the previous Session 2: Me, My Body and the Changes I Experience, who remembers what we said one can do to prevent getting pregnant when they decide to start having sex? *(Answers: always using a condom, going to Dreams on Wheels for contraceptives such as pills, an injection, the loop or the implant; whichever you prefer.)*

Say: Yes, when we eventually decide to start having sex, it is important to ensure that we protect ourselves from an unplanned pregnancy. However, we should remember that most of these contraceptives do not prevent infections that are passed between two people during sexual acts, which include HIV. Only condoms, when used correctly and every time, prevent both pregnancy and STIs.

If anyone needs more information on these services, you can speak to me or your Home Visitor and we can refer you to Dreams on Wheels or other health facilities to get more information and services.

Say: Now, we have to know one important thing. When you are older and decide to have a boyfriend, it is important to choose a good and caring person.

Ask: Who can tell me what they think the qualities of a good boyfriend are? (*Listen to the AGs' responses*)

Examples that could come up (*mention if they don't*):

- ✔ He respects me
- ✔ He listens to me
- ✔ He trusts me
- ✔ He supports me
- ✔ He is not controlling
- ✔ He is not angry
- ✔ He is not someone who hits
- ✔ He tells me I am important
- ✔ He is interested in my personal growth
- ✔ He comforts me when I'm sad
- ✔ He likes to laugh with me
- ✔ He is interested in my ideas and feelings

Say: ✔ These are all important qualities of a caring and safe boyfriend and when we are older and decide to have a boyfriend we should look for these in a healthy relationship.

- ✔ Every one of us wants to be with a boyfriend who treats us this way because it supports the fact that we matter.
- ✔ Sometimes, however, it can be confusing or hurtful when our boyfriend doesn't always show us these qualities.
- ✔ None of us is perfect, but it is important to recognise warning signs of a person who is not caring and not safe.

Say: We want you to grow up knowing that you matter and deserve to be treated right, So, when you grow up and eventually start having romantic relationships, we want you to be able to see whether you're in a healthy or unhealthy relationship.

Now, let's see if you can see which is a healthy or unhealthy relationship, that is, if you can tell the difference between someone who supports and cares about you and someone who is more interested in himself than you.

We are going to choose a preferred boyfriend that we would like to date when we are older and ready, based on what he says. (*Label two areas where you are meeting as potential boyfriend A and potential boyfriend B*)

- ▼ Ask the AGs to stand in the middle of these two points.
- ▼ Read out the things these two boys will be saying. After reading the statements from both boyfriends, tell the AGs to go stand next to the boyfriend they would prefer to date.
- ▼ Before you move to the next set of statements, ask the AGs:
 - Why did you choose that particular potential boyfriend?
 - What good qualities do you see in him?

After the AGs have answered the questions to each set of statements, read the corresponding explanations under Note to Mentor below, so girls are clear which potential boyfriend shows a healthy relationship or a caring boyfriend.

	Potential Boyfriend A	Potential Boyfriend B
1.	I have another girlfriend, but I want you to be my girlfriend too. I will buy you sweets and other nice things. All I want from you is for you to be available whenever I want you.	I really like you, but I know that we are both still young and would like us to be just good friends and wait until we're older and have finished school before we think about being boyfriend and girlfriend.
2.	If you're not yet ready to have sex, it's okay. I understand that you're still young and not ready. I'm willing to wait for you.	I don't understand why we should wait because if you truly love me, you would prove it by having sex with me.
3.	All the best with your exams. Let me know when you are free so I can come see you.	Why are you always studying? I'm playing soccer with my friends. As my girlfriend, you should be here watching me play or else other girls will take me.
4.	Let me carry your bag for you.	Carry my bag for me and do my homework for me since you are better at studying than I am.

Note to Mentor:

Add the following to their reasons for a certain selection if it wasn't included:

1st scenario – Potential boyfriend B: he is selfless; he is willing to wait for you and understands that you're both still too young to talk boyfriend and girlfriend things and can only be friends. Be careful though that he really means this and is not just trying to get you to trust him.

2nd scenario – Potential boyfriend A: he values and respects you enough to wait for you and does not want to rush you to have sex. However, be careful not to put yourself in a situation where you are alone in a private place with him because some guys may say they will wait and then force or pressure you in indirect ways to eventually have sex.

3rd scenario – Potential boyfriend A: he respects the fact that you have dreams and goals of your own and supports you by giving you the time and space to go pursue those goals so you can have a better life and be able to stand for yourself and do or buy things for yourself as you grow older.

4th scenario – Potential boyfriend A: he shows care and respect for you by asking to carry your bag, unlike Potential boyfriend B, who seems selfish and only wants you to do things for him, including what he should do for himself, like his homework.

Summary:

- ✔ Sometimes you can identify the type of person you are with by how he speaks to you.
- ✔ But, it is important to know that some people may appear to be nice and caring at first, but may later change and start showing signs of NOT being a good or caring partner. That's why it is always important to get to know someone well before committing to a relationship with them. To be able to do this, you have to be grown up and mature enough to see the warning signs. Wait until you're grown up and wise enough to be able to clearly see these signs.

- ▼ Some of the warning signs to look out for are:
 - Not being able to control his anger
 - Controlling (e.g. *what you should or shouldn't wear, how you should keep your hair, who you should be friends with and shouldn't be friends with, etc.*)
 - Making you feel like your concerns or thoughts are worthless or wrong
 - Violent/abusive
 - Belittles and verbally abuses you, like insulting you
 - Makes fun of you in a bad way
 - Takes advantage of you (*like forcing you to do things because he does certain things for you*)

KEY TAKE-AWAYS:

- ▼ Remember, you have a right to choose when you want to have sex. Nobody should ever force you to do it if you feel you are not yet ready.
- ▼ It is important to wait by delaying having sex until you're older and ready for all the things that come with having sex, like being emotionally, physically and financially ready. There is no rush, you still have your whole life ahead of you.
- ▼ It is also important to remember the consequences of having sex when you are not yet ready. Just because your body is changing and you have started menstruation, growing breasts and hips, does not mean you're ready to have sex. It's all just part of normal growing up.
- ▼ When you're older and do feel you are ready, make sure it's in a healthy relationship and that you take the necessary precautions to stay safe and prevent an unplanned pregnancy and getting infected with STIs, including HIV.

WRAP-UP

- ▼ Thank everyone for coming. Ask a few AGs to mention one thing they have learnt today.
- ▼ Ask if there are any more questions about today's discussions that anyone would like to ask.
- ▼ Remind AGs that anyone who wants to access any healthcare services that have been discussed can come to you for a referral, or they can ask for one from their Home Visitor.
- ▼ Agree on and remind everyone of the time and place for the next meeting and say you look forward to seeing them again there.

The End

Maybe Doesn't Mean Yes



SESSION 3: Maybe Doesn't Mean Yes



To explain what consent means and how to build skills for recognising when consent is present and when it is missing



1 hour 5 mins



Flip Chart Paper,
Markers

DISCUSSION TOPICS AND ACTIVITIES

Recap on last session (3 min)

Activity 1: Stop and Go for Boundaries (15 min)

Activity 2: Understanding Consent - or A Real Yes - and When Boundaries are Crossed (25 min)

Activity 3: Deciding Consent in Tricky Situations (20 min)

Wrap-Up (2 min)

Note to mentor:

By end of session, AGs should have:

- ✓ Clear understanding of what consent is and how to determine if it has been given.
- ✓ Recognition of situations where they may encounter sexual harassment, bullying or inappropriate pressure by adults.
- ✓ Agreement on next meeting.

Welcome

1. Greet everyone and welcome them back to the Insika Ya Kusasa session.
2. Ask everyone to sit comfortably in a circle. Sit in the circle with the group. Everyone should be at the same level, including yourself.
3. Thank everyone for coming.
4. Ask a few volunteers to quickly share something good that has happened to them in the last week or month.

Recap

- 🕒 Ask participants to talk about what they learnt from previous sessions. Tactfully correct any wrong information without embarrassing the person who gave it.

Say: Today, we will be discussing about consent (*imvume*) and assault (*kushaya*). We will look at the specific things to look for in order to determine if there is consent as well as to explore how consent and assault are connected.

ACTIVITY 1: Stop and Go For Boundaries



Introduce the concept of boundaries



15 mins



No materials needed

Step 1: Tell AGs you are going to start with a fun game. Ask for a volunteer to be the leader. Tell the other girls to line up on one side of the area. The leader will stand on the other side. Explain that the game is to get from their side to the leader without being seen moving. She will not be facing them. The leader will tell them to “go”, then they can move. As soon as she says “stop” and turns around, everyone must freeze in position. If she catches any of them moving, they are out. The winner is the one who touches the leader on the shoulder without being caught.

Step 2: Play the game. Ask the girls if they liked the game.

Step 3: Explain that, in the game, the leader is the one who makes the rules and decides when everyone else can go and when they have to stop.

Step 4: Introduce the idea of boundaries: Ask the AGs if they have heard the word “boundary” (*umncele*) before. After listening to AGs’ responses, explain that a boundary is something that controls how far you can go. There are many examples of boundaries.

- ▼ It can be an actual physical boundary – like a sign that reads, “Do Not Enter,”
- ▼ A rule – like you are not allowed to speak Siswati at school
- ▼ A moral boundary – like do not look your elders in the eyes because that is seen as a sign of disrespect.

Tell the participants that we will read a story together. I would like us to, once again, sit comfortably facing me so you can see the pictures I will show you as we all listen to the story.

Step 5: Introduce the story: Imagine there is someone (stranger) from another planet who has come to Earth to learn about us humans. His job is to figure out who we are, what we do and why we do it. Maybe they eventually want to come to Earth someday to be our friends. They send down a representative (ambassador), whose job is to interact with us and write down every day what he is experiencing so he can report back.



I am going to introduce you to Paul. As you can see, Paul looks like a bear – Let's pretend that he comes from another planet and has come to earth to meet humans. He thinks that as a bear, no one will know he is different. You can see he is writing in a book to report back to his planet.

- Day 26

I have completely blended in
with these humans

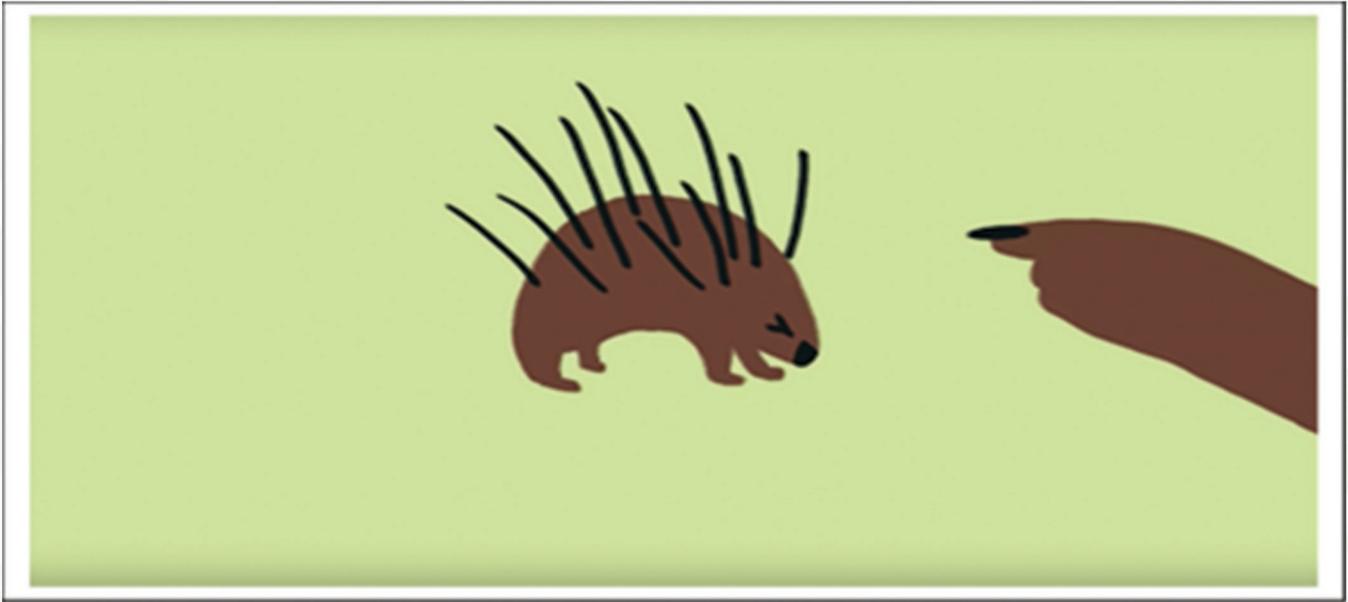
- This is what he writes. Day 26. I've completely blended in with these humans. My disguise is perfect. They're clueless.



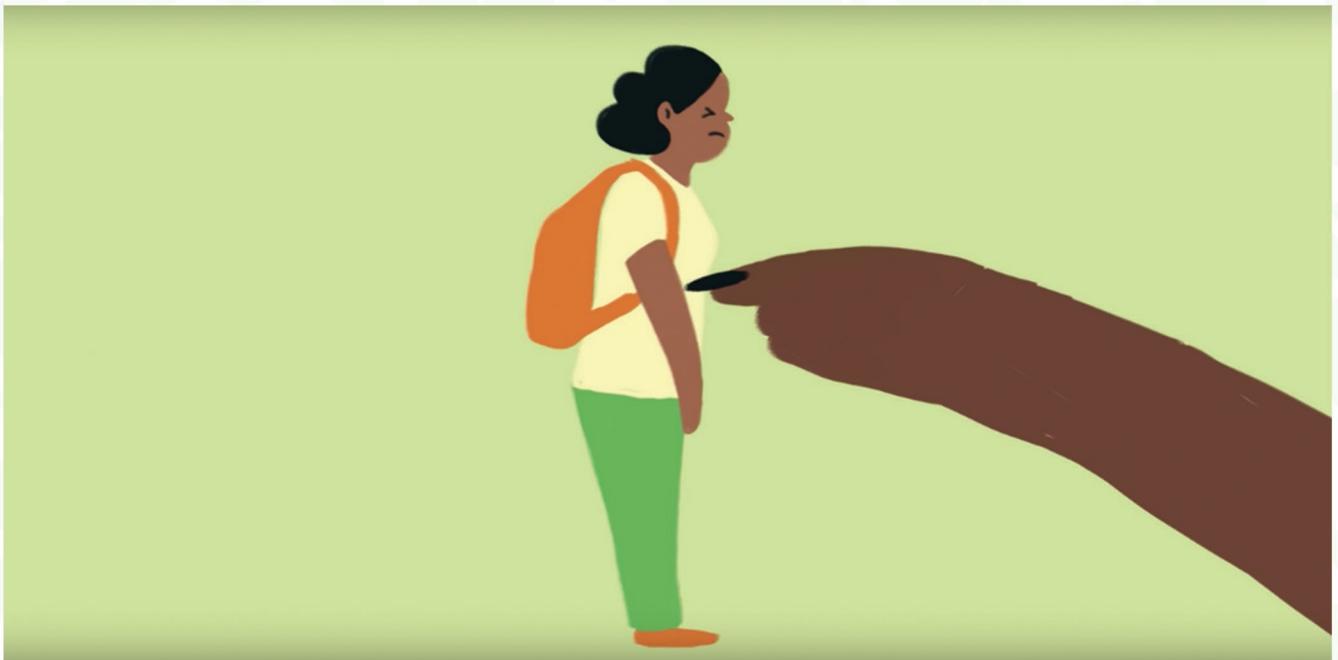
The most complicated thing for me is understanding how to talk to and be with the other kids. That's the only thing that might uncover my disguise and spoil my mission. It's very confusing making friends. For example, sometimes, my new friends run up and hug me.



But sometimes when I try to hug them, they don't want to be hugged, or even touched, at all. It's very confusing and I don't want to hurt or scare anyone. I was told that no one should ever touch another human without asking them first.



In nature, it's really quite easy to understand who doesn't want to be touched. This creature, for example, has spikes that hurt you when you touch it. That's how I know it doesn't want to be touched by me (it's a porcupine!)



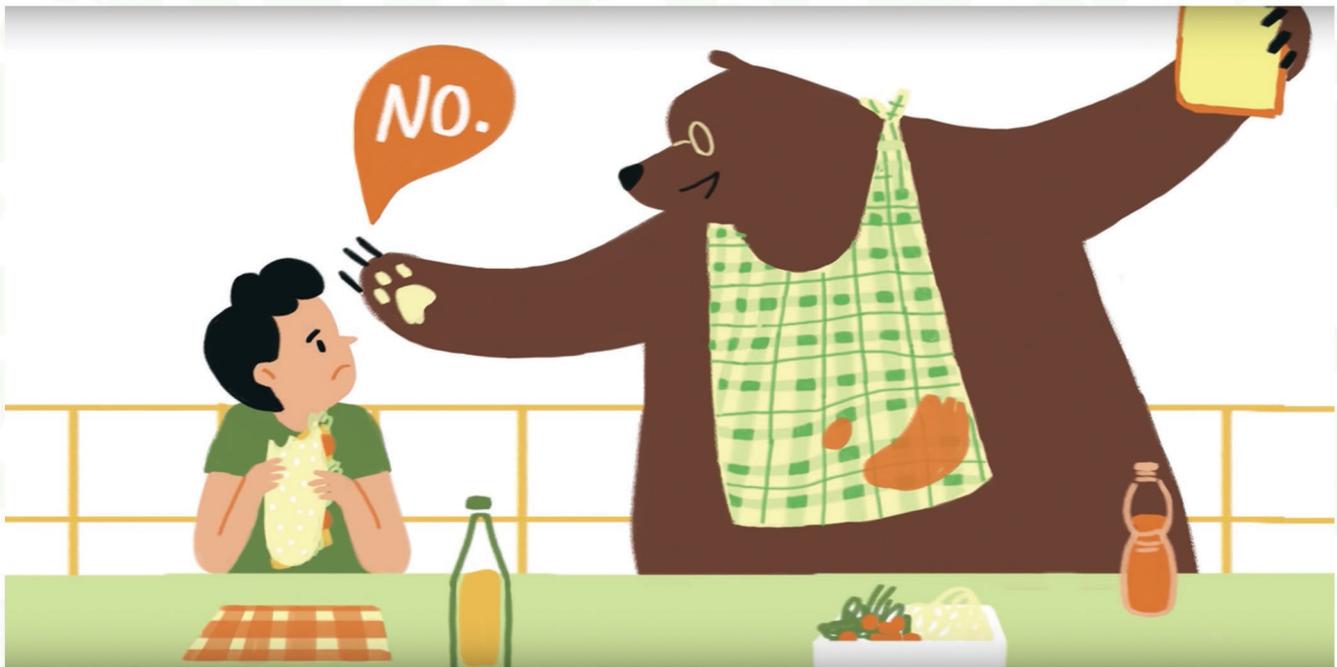
Humans are different. It's not always easy to understand what they want.



You have to get consent (or permission) before you touch anyone. That is, the human has to say YES. I always ask before I touch anyone.



And I have to remember that just because a human doesn't say no to physical contact does not mean that he or she is consenting to being touched. You both have to say it out loud.



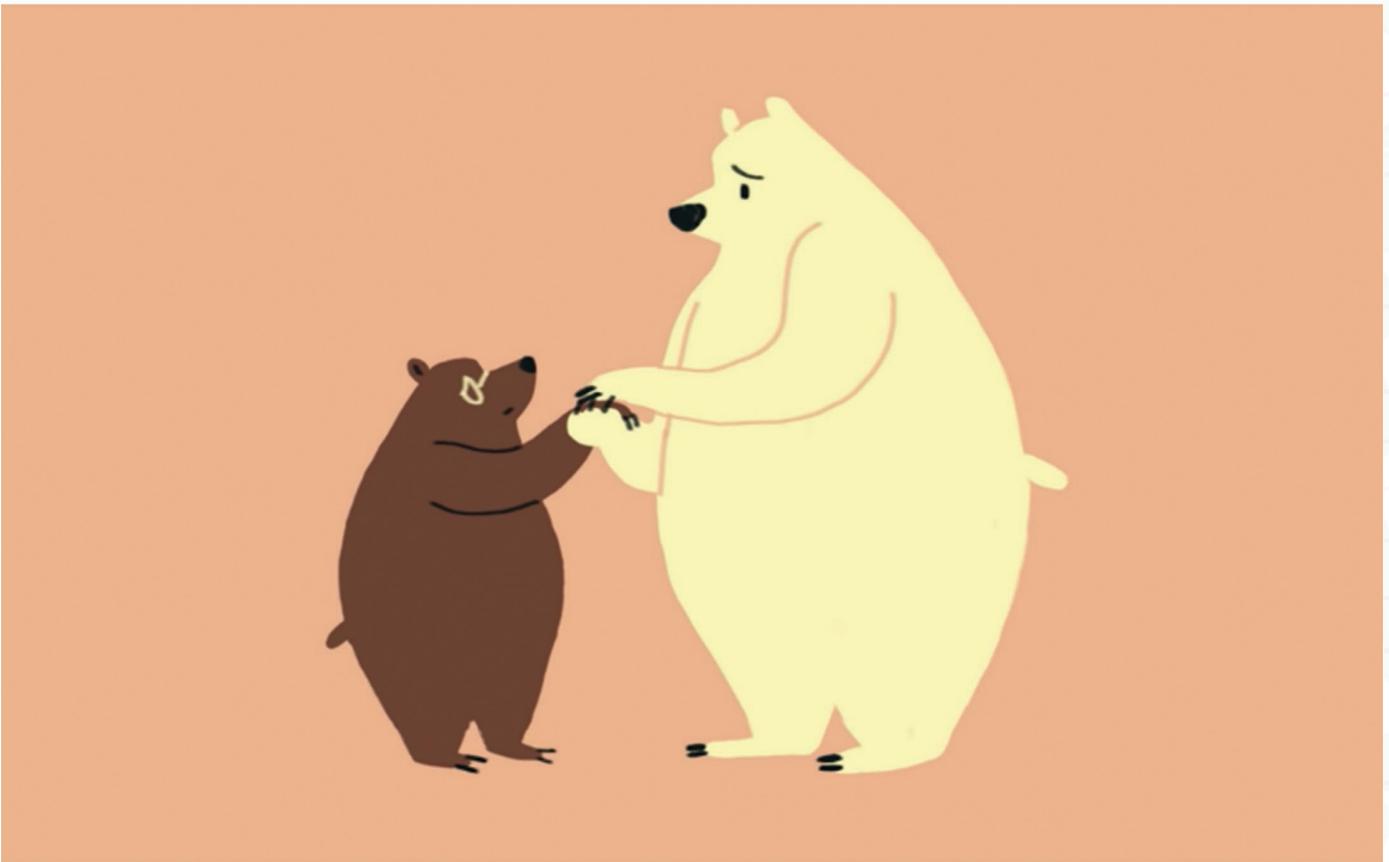
They are always free to say no. And that's alright, too.



I am also free to say no when I don't want to be touched. No one can touch me against my will. Only I get to decide if I want someone to touch me. I can also change my mind at any point, so can the other person. Everyone gets to set their own personal boundaries for when they want or don't want to be touched or have something done to them.



If someone does touch me against my will, I tell the person to stop.



And if they don't, I go find help from a trusted adult. It's important to remember that, if someone does touch you without your permission, you aren't to blame. No one should touch you without your permission. I'm definitely getting the hang of this human stuff!

Step 6: Ask the AGs: What happens when your personal boundaries are not respected (violated)?
How does that make you feel?

Possible responses you can add:

- ✔ I didn't like it
- ✔ It made me angry
- ✔ I didn't like that they didn't ask for permission
- ✔ I felt hurt, unappreciated, not heard.

Say: People clearly do not like it when they have a boundary and someone else doesn't respect that boundary. This is why it is important for us to set clear boundaries as well as respect other people's boundaries.

Our next activity will continue the conversation of boundaries as we explore what makes a real yes.

ACTIVITY 2: Understanding Consent - Or A Real Yes – and Boundaries Crossed



To identify situations where consent/ a real yes has been given



25 mins



No material needed

Step 1: Introduce four rules.

Say: In the story we just read, our friend in disguise talks about a lot of things to remember (when dealing with others) before touching or being touched by someone else. What did he say?

- ✔ Ask first
- ✔ Say yes out loud
- ✔ You can say no
- ✔ No one can force you

Explain that there are four rules to remember for what makes a REAL YES.

Four Rules for What Makes A Real Yes:

- ✔ I need to actually say a clear “yes”.
- ✔ I need to be awake and able to respond.
- ✔ I can change my mind – so, if I am not asked again, it doesn’t count.
- ✔ No one can decide for me and no one can force me to do something I don’t want to do.

Step 2: Let’s look at a few specific examples and tell me if you think consent has been given.

- ✔ You are sleeping and your friend asks to borrow your pencil. You didn’t say no, so can she take it?
- ✔ You are asked if you want a glass of water. You say yes, but when the water comes, you decide not to drink it. Can your friend insist that you drink the water?
- ✔ Even if you did drink the water, can your friend insist that everytime you come over you have to drink the water?
- ✔ Can someone actually force you to drink the water?

Say: ✔ The bottom line is that YOU decide if and when you agree to anything but it needs to be clear, said out loud, and your answer can change. And, just because you say yes once, doesn’t mean you’ve said yes always.

- ✔ As you get older, saying yes get’s more tricky, particularly when it comes to hugs, kisses, and being touched (or touching others). Now that your body is changing, you may feel weird about who sees your body, let alone touches you. (Remember, we talked about body changes in Session 2 and consent in Session 5 previously).

- ❖ You may start liking boys or notice them liking you and trying to figure out what feels right and what feels too much (e.g. holding hands, kissing, or being more physical). Knowing what is a real yes and what is not becomes really important.
- ❖ You may find yourself in situations where boys notice you but you are not interested, or there is bullying or harassment – often because you are a girl. Across the world, girls and women are becoming more aware of how important it is to understand what sexual harassment looks like and what they should do. Let's start with sexual harassment first.

Step 3: **Ask: What do you think harassment is?** *Listen to AGs' views and then proceed as follows:*

Step 4: **Read the following story, using the pictures provided.**



Sexual harassment is a type of bullying intended to hurt or intimidate someone. It can include making sexual jokes, comments or gestures to or about someone.



It can also be spreading rumors, including sexual rumors, about a person to other people.



Writing embarrassing, hurtful, or sexual messages about people on bathroom stalls or in other public places.



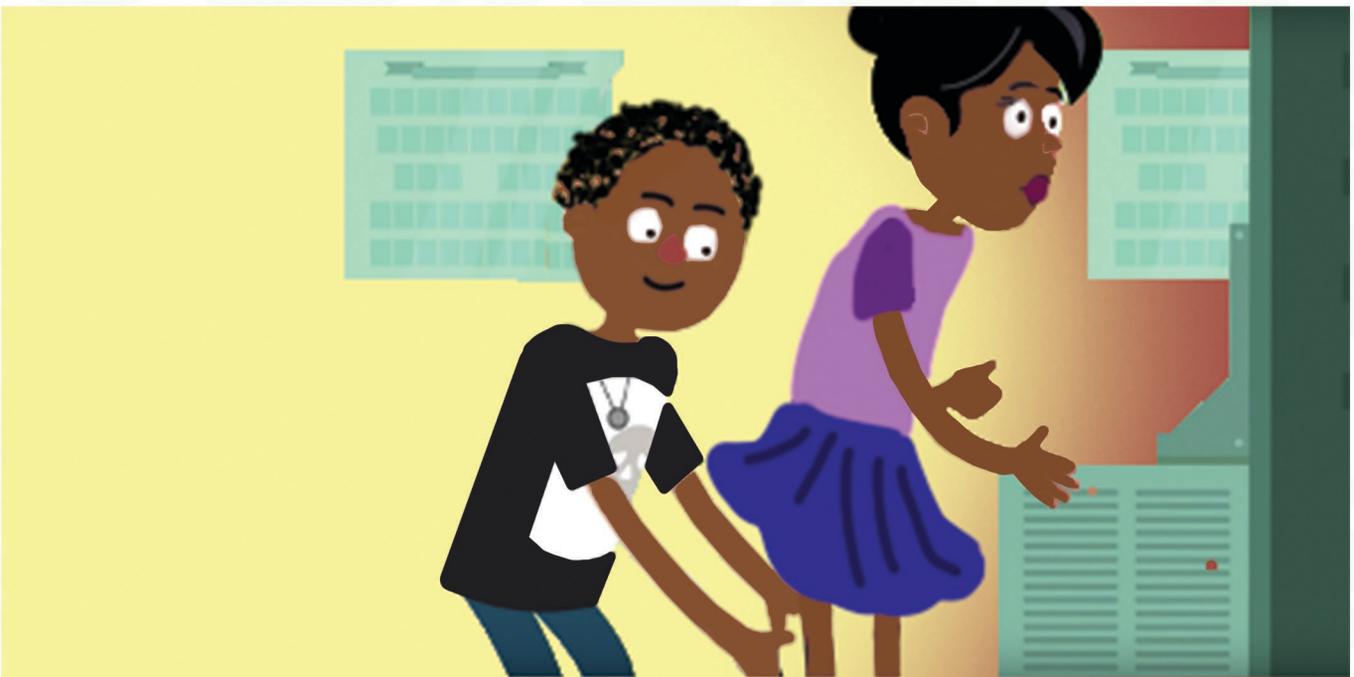
Showing someone sexual pictures or videos.



Touching, grabbing or pinching someone in a deliberately sexual way.



Asking someone to send you naked pictures of themselves. This can be taken as sexual harassment, including sending naked pictures of yourself to someone. In addition, pictures sent on social media can end up anywhere and you could find yourself in a very embarrassing situation in the future.



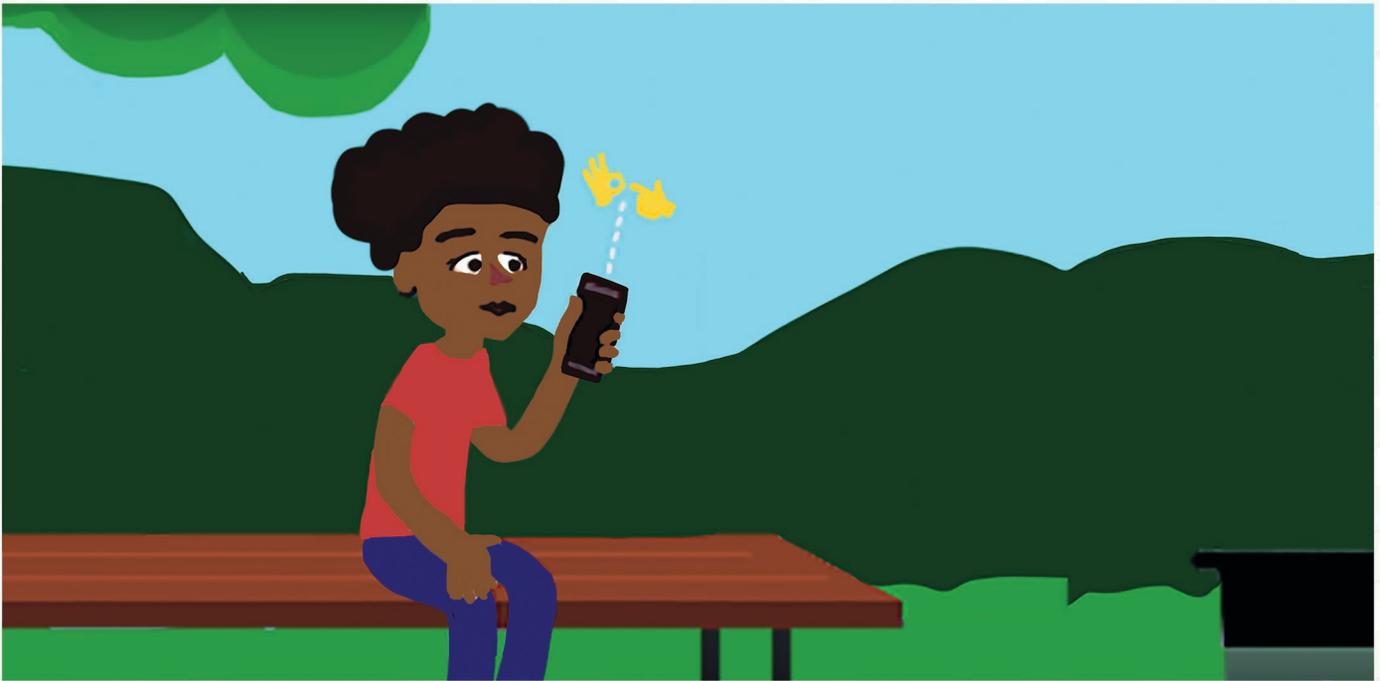
Pulling at someone's clothing.



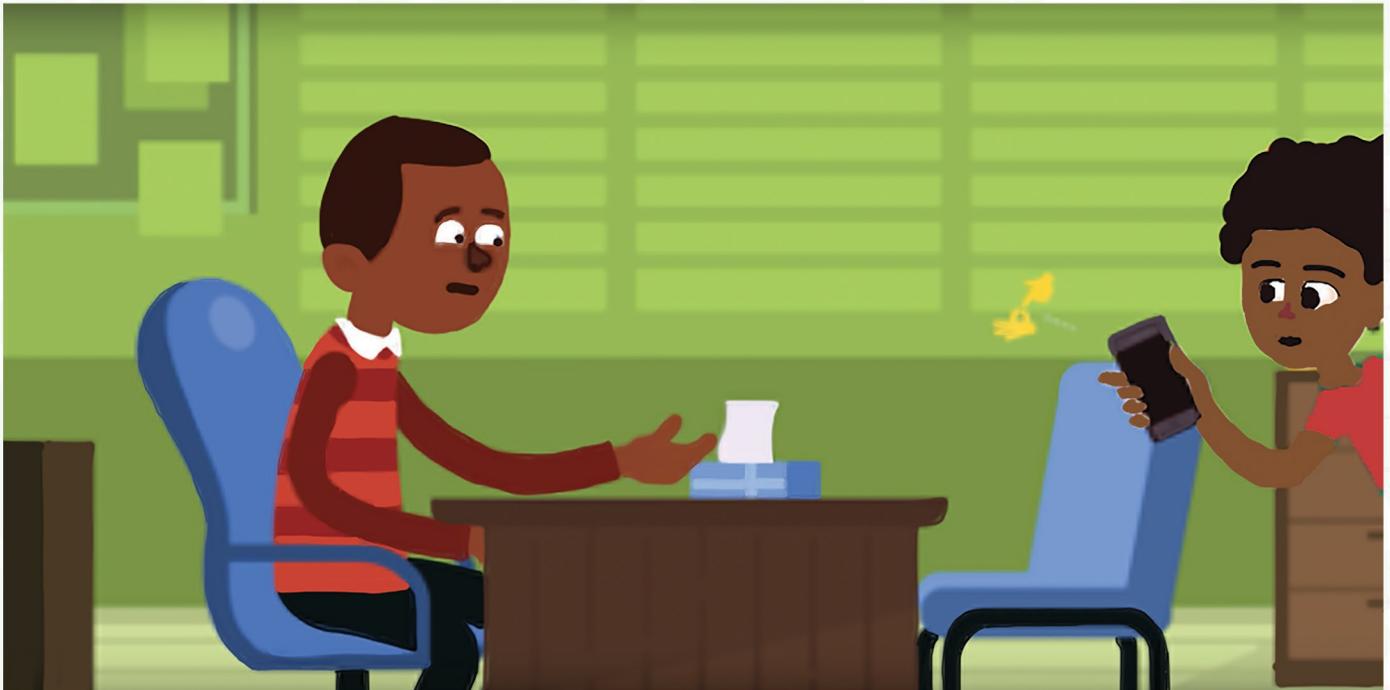
Brushing up against someone in a purposely sexual way. If you're being harassed, don't blame yourself. The idea that someone was asking for it because of something they did or were wearing is not true and unacceptable.



It can often be helpful to tell the person doing the harassing to stop. Let him or her know that this behavior is not okay with you.



If that doesn't stop the harassment, don't just ignore the behavior. Usually, ignoring it won't make it stop.



Instead, tell a trusted adult about it, like your caregiver, teacher, home visitor or life mentor. Telling someone sooner leads to faster results to bring the behaviour to a stop. You should keep a record of the events that have happened, so you'll have them in order to take action. Remember, no one has the right to sexually harass or bully anyone else. No matter what.

Step 5: Ask:

- ✔ **What types of bullying and harassment did the story talk about?** *(making up bad stories about someone, touching someone in a bad way, making someone feel uncomfortable, asking to take or send pictures of themselves)*
- ✔ **Have you seen this type of bullying or harassment happen in your schools or community? How does it happen there?** *(boys trying to see under girls' uniforms, saying rumours that a certain girl has sex with boys)*
- ✔ **Can a girl be blamed for inviting sexual harassment just because of the way she dresses or acts?** *No, you are never responsible for inviting harassment by anyone – it is always wrong and always inappropriate.*
- ✔ **What are ways to respond to this type of bullying or harassment?**
 - Can you avoid these people or situations?
 - Can you say 'no!' or say 'stop!', and be listened to?
 - Can friends stand up to fight this together?
 - Are there trusted adults there?

(Note to LM: If any bullying of this nature is happening – the issues should be reported to your Field Officer, who will take it up with the relevant authorities.)

Step 6: Summary:

- ✔ Sexual harassment and bullying happens everywhere.
- ✔ It can take many forms - touching someone, spreading rumours, etc. - it is all meant to intimidate you and make you feel weak.
- ✔ It is never OK for someone to bully or sexually harass anyone (not even if they say she asked for it). Everyone has a right to have their personal boundaries respected and to say no to unwanted touch and harassment.
- ✔ If this happens to you or you see it happening to others, immediately tell the person it is wrong, and must stop. If they don't stop, tell a trusted adult.

ACTIVITY 3: Deciding Consent In Tricky Situations



To practice identifying consent in tricky situations



20 mins



Flip Chart Paper,
Coloured Markers

Step 1: Introduce the discussion.

Say: Situations like sexual harassment, where you have a very clear **NO!** seem straight forward. But there are other situations you may find yourself in that don't feel so clear because there may be trust, or because you are starting to have feelings for boys and don't exactly know what that means. Let's look at a few more complicated examples:

Step 2: Read the following scenario:

Samu's best friend is Patience. They are 13 years old. They walk to school together, go to the shops together, attend community events together, and spend time with each other's families. Patience's older brother Themba is 19 years old. Themba has known Samu for many years, but recently he has noticed that Samu has changed; she is growing from a girl into a young woman and he wants to spend some time alone with her. One afternoon when she goes to meet Patience at home, she finds Themba outside the house and he asks her to sit with him under a tree. He moves very close to her and puts his arm around her shoulder. At first Samu is not afraid because she has known Themba for so long. But when he begins to tell her how much he likes her and wants to kiss her, she is shocked. She had never thought of Themba in this way before, and does not want his attention. He says that he cares about her and would like to give her a new cell phone that he knows she wants. She immediately stands up, moves away from Themba and tells him that she does not want that kind of relationship with him. Without giving him a chance to respond Samu goes into the house to find Patience.

Step 3: Ask the AGs questions to explore their ideas.

What has happened in this situation? *Samu is put in an uncomfortable situation where her friend's older brother makes a sexual move on her.*

Do you think she wants to say yes to being closer to Themba? How does she handle it? *No - she is in shock. She tells him she doesn't want that kind of relationship and immediately walks away from him and goes to find her friend.*

Do you think she did the right thing? Would you have done something different?

Say: Samu gives a very clear no – and immediately takes care of her safety by getting away from the situation.

Ask: Why do you think Themba acted this way towards Samu?

- ✔ He may think that just because a girl's body changes she is already grown up.
- ✔ He may think she is too young to stand up for her rights (and say no) so he can easily convince her to kiss him.
- ✔ He may think that boys have a right to get what they want.
- ✔ He may think that he can convince her by giving her a phone.
- ✔ He may even have been drinking alcohol and feels like anything is possible.

Ask: Do you think his behavior was okay? (Boys think this is what they should do to girls. But it is not right that he should push her to do something she doesn't want to do.)**Step 4: Say:**

- ✔ The reality is that relationships between males and females are sometimes healthy and sometimes unhealthy.
- ✔ A healthy relationship is one where there is respect, trust and where both people are able to make clear decisions for themselves and their wellbeing – and care about the wellbeing and safety of the other person.
- ✔ Safety is not only physical but also emotional.
- ✔ In Eswatini, there are even laws to protect girls and boys under the age of 18 from being in “relationships” with adults.
- ✔ In this case, Themba has actually crossed a hard boundary by proposing a relationship with Samu because he is 19 years old, which is above the legal age of 18 years old and she is 13 years old. This breaks the law, which is there to protect Samu and other adolescents from physical and emotional harm.

Step 5: Say:**What happens if there is a situation where an adult (someone over the age of 18) is drinking alcohol?**

Alcohol can potentially make it even more dangerous because the person who is drinking can lose control of their understanding of boundaries and what is right or wrong.

Step 6: Summarise first tricky situation.

- ✔ **Bottom line: A relationship between an adult and adolescent is always wrong. Adults (people who are 18 years or older) are not allowed to have physical or sexual relationships with anyone under the age of 18.**
- ✔ If this happens, you should know it is never your fault and should report it to a trusted adult.
- ✔ Avoid situations where you are around an adult who is drinking too much alcohol because this can lead to poor judgement on their part.

Step 7: Introduce second tricky situation

Say: Let's look at a different situation.

Sibusiso and Sakhelwe are both 13 years old and go to school together. They like each other, are good friends and spend time together after school. The other kids even tease them that they are already boyfriend and girlfriend. One day, after school, when they are walking together, Sibusiso grabs Sakhelwe and kisses her. He thinks that she is probably okay with this since she clearly likes him and they are walking alone together. He tells her that because he cares about her so much he is going to buy her sweets that she likes.

Step 8: Discuss their perspectives about the situation.

Ask: What do you think has happened in this situation? Do you think Sakhelwe is saying a clear yes for consent? What do you think she should do? *Listen to the AGs' responses and then...*

Say:

- ✔ Remember, consent, in this situation, would mean that both Sibusiso and Sakhelwe are ready and willing to kiss. That means Sakhelwe would be saying "Yes, that's okay with me for you to kiss me".
- ✔ But, grabbing someone and kissing them without their saying a clear yes, doesn't mean that she has said yes.

Ask: How could she tell him she is not ready? *(Get the AGs to give you statements she could say - e.g. I like you, but I don't want this or I am not ready right now).*

Say: Sometimes, saying clearly, "I like you, but I am not ready" can feel hard. Sakhelwe may be afraid of hurting his feelings or embarrassed about her own feelings. It may even mean the end of that friendship or relationship. Remember that if the relationship is based on mutual caring, trust and respect, this would be a good sign that he really cares about her by not pressuring her to do something she is not ready to do. It is also important to trust your feelings and value yourself enough to say what you want and not what you think others want (as we discussed in Why I Matter Most!). In the long run, it is better to surround yourself with people that support and respect you.

Ask: *What if she is ready to kiss him? Does that mean anything goes?*

Say: Just because someone agrees to "kissing" doesn't mean that they have agreed to anything else. This means that if you are holding hands, hugging or kissing someone and they change their mind and say they don't want to do it anymore, you must stop and respect that person's wishes. Sakhelwe has the right to change her mind about what she and Sibusiso do or do not do at any time. And just because she doesn't say no, doesn't mean that she has said yes or given her consent: silence doesn't mean yes.

Say:

If he doesn't stop and you are forced to do something you did not want to do, you have the right to tell someone what happened and get help by telling your mom, a teacher, or a trusted adult. You can even tell me, as your life mentor, or tell your home visitor, and we will help you on what to do next.

Remember the Rules for Consent:

- ✔ Ask first
- ✔ A clear yes is needed, saying that both of you are willing to engage in an activity
- ✔ Consenting to one thing doesn't mean that you consent to everything
- ✔ You can change your mind at any time
- ✔ Not saying "no" is not consent/ keeping quiet is not consent
- ✔ Someone that is asleep or drunk is not able to give consent

Step 9: Do a quick check with the AGs: Ask if they **agree** or **disagree** that consent has been given based on the following statements:

If she says:

- ✔ "Yes, you can hold my hand." (CLEAR CONSENT)
- ✔ "Yes, I want to kiss you" (CLEAR CONSENT)

But if she:

- ✔ Says "I don't know if we should" (NOT CLEAR CONSENT)
- ✔ Stays silent and does not say anything (NOT CLEAR CONSENT)
- ✔ Shrugs her shoulders (NOT CLEAR CONSENT)

Finally, just like the example we used with the water, even if Sakhelwe decides to kiss Sibusio once, it doesn't mean she's agreed they will kiss every time. She has the right to decide each and every time what she is comfortable with. This is why it is so important to ask first.

Step 10: Summarise Key Messages as follows:

- ✔ Love and relationships are one of the best parts of life. But relationships should be built on mutual trust and respect. This includes accepting and respecting someone's personal boundaries.
- ✔ Ensuring that we have consent (or given agreement) before touching, or being touched by another person is essential. We can remember these by remembering the four rules of a real yes:
 - I have to say yes out loud
 - I can change my mind at any time
 - No one can force me to do something I don't want to do
 - I have to be awake and able to respond.
- ✔ Remember, even if you say yes to being closer to someone, you always have the right to stop anything that is happening, even if you have already given consent. You can do this by firmly saying "no", getting out of the situation, and talking to a trusted adult.

- ❖ Sexual harassment, bullying or situations which involve others putting pressure on you is never ok. If it happens to you or you see it happening to others, stand up for yourself and others, and always tell a trusted adult.
- ❖ As your Life Mentor, I am always here to support you if you have questions, concerns, or need help.

WRAP UP

- ❖ Thank AGs again for coming. Ask each one to mention one thing that they have learnt today and are looking forward to applying.
- ❖ Ask if there are any more questions about today's discussions that anyone would like to ask.
- ❖ Explain to the AGs that in your next meeting you will be playing a special Cards and Board Game.
- ❖ Agree on a date and time for this last group session.

The End

References

Resources used to develop the 9-14-year-olds' material in this tool include adapted content and approaches from UNFPA's AMAZE project videos, adapted exercises from some of the INSIKA 15-29-year-olds' job aids currently in use and the second OGAC Toolkit, GRS AMAA SKILLZ Toolkit (2016), JHCCP Malawi (2016), My Dreams, My Choice & Go Girls Initiative (2012) Toolkits, *Ematje Ekwevela* (Stepping Stones) (2015) Swaziland for REACH III Project, which is adapted from Jewkes R. et al. Stepping Stones (2008) South Africa, the Dove Self-Esteem Project: Real Beauty Sketches: You're More Beautiful Than You Think, and a paper reviewing existing curricula titled "A Proposed Self-Esteem and Body Image Curriculum for Middle School-Aged Girls", Rachel McIntyre Jern, MPH, University of Pittsburgh, 2015. All materials were reviewed and aligned with the OGAC Toolkit and checklist provided to ensure that key content areas are covered.

Session 1: Why I Matter Most!	
Activity 1: Being Unique	Feedback from focus group discussions (FGDs) with Insika AGYW, Life Mentors (LMs), as well as from an Innovation Workshop with Insika AGYW LMs and Field Officers (FOs)
Activity 1: I Am Worth It	Adapted from the Dove Self Esteem Project: Real Beauty Sketches: You're More Beautiful Than You Think, found on https://youtu.be/XpaOjMXyJGk and Feedback from focus group discussions (FGDs) with Insika AGYW, Life Mentors (LMs), as well as from an Innovation Workshop with Insika AGYW LMs and Field Officers (FOs)
Activity 3: Words Are Not For Hurting	Adapted from "A Proposed Self-Esteem and Body Image Curriculum for Middle School-Aged Girls", Rachel McIntyre Jern, MPH, University of Pittsburgh, 2015, as well as original content
Homework Activity	Feedback from focus group discussions (FGDs) with Insika AGYW and LMs, and also adapted from GRS AMAA SKILLZ Toolkit (2016)
Session 2: When Will I Be Ready?	
Activity 1: Play Hha! What's Happening to My Body?	Adapted from JHCCP Malawi (2016), My Dreams, My Choice & Go Girls Initiative (2012) Toolkits, and UNFPA's AMAZE videos and supported by original content
Activity 2: It's Perfectly Normal: Growing Up, Sex and Sexual Health	Adapted from UNFPA's AMAZE videos and supported by original content, <i>Ematje Ekwevela</i> (Stepping Stones) (2015) Swaziland for REACH III Project, which is adapted from Jewkes R. et al. Stepping Stones (2008) South Africa
Activity 3: Ready or Not, Here I Come!	Original activity, supported by adapted content from UNFPA's AMAZE videos and supported by original content Feedback from focus group discussions (FGDs) with Insika AGYW, Life Mentors (LMs), as well as from an Innovation Workshop with Insika AGYW LMs and Field Officers (FOs)
Session 3: Maybe Doesn't Mean Yes	
Activity 1: Stop and Go for Boundaries	Adapted from the OGAC Toolkit and UNFPA's AMAZE video: What is Sexual Harassment?: https://www.youtube.com/watch?time_continue=37&v=HKk-pb eW3ic&feature=emb_logo
Activity 2: Understanding Consent – or a Real Yes – and When Boundaries are Crossed	Adapted from the OGAC Toolkit, GRS AMAA SKILLZ Toolkit and UNFPA's AMAZE video: Consent explained: https://www.youtube.com/watch?time_continue=88&v=5vmsfh w-czA&feature=emb_logo
Activity 3: Deciding Consent in Tricky Situations	Adapted from the OGAC Toolkit, and GRS AMAA SKILLZ Toolkit (2016)



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Pediatric AIDS
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Until no child has AIDS.



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