



GO GIRLS!

COMMUNITY-BASED LIFE SKILLS FOR GIRLS:
A TRAINING MANUAL

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This Go Girls! Community-based Life Skills for Girls Training Manual was made possible by the generous support of the American people through the President’s Emergency Plan for AIDS Relief (PEPFAR) and the U.S. Agency for International Development (USAID) under the terms of Contract No. GHH-I-00-07-00032-00, USAID | Project SEARCH, Task Order 01. The contents are the responsibility of the Go Girls! Initiative and do not necessarily reflect the views of PEPFAR or the United States Government.

Suggested citation:

Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland. Developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01.





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Acknowledgments

This manual was written by Maryce Ramsey and Judy Palmore. Technical input was provided by Joanna Skinner, Patricia Poppe, Jane Brown, Carol Underwood, Jessica Fehringer, Tinaye Mmusi, Maipelo Madibela, Assana Magombo, Dorothy Nyasulu, Enni Panizzo and members of the PEPFAR Gender Technical Working Group and PEPFAR Botswana, Malawi and Mozambique country teams.

We would like to acknowledge several organizations whose materials have been adapted or used in this manual. They are:

International HIV/AIDS Alliance, www.aidsalliance.org

- *Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People.*
- *Our Future: Sexuality and Life Skills Education for Young People, Grades 6-7.*
- *Our Future: Sexuality and Life Skills Education for Young People, Grades 8-9.*

United States Agency for International Development, www.usaid.gov

- *Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response*, February 2006.

Family Care International, Inc., www.familycareintl.org

- Pictures on male and female reproductive systems, menstrual process and pregnancy from *Healthy Women, Healthy Mothers: An Information Guide*. 1995, 2nd Ed., Arkutu, A.

EngenderHealth, www.engenderhealth.org

- Male reproductive system text adapted from *Introduction to Men's Reproductive Health Services—Revised Edition: Participant Handbook*. 2008. New York.

PATH, www.path.org, Population Council, www.popcouncil.org, and Kenya Adolescent Reproductive Health Project (KARHP)

- Female reproductive system, pregnancy, and menstruation text adapted from *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*. 2006.



Introduction

This Go Girls! Community-based Life Skills for Girls Training Manual has been developed to provide a safe and fun learning experience where girls can be equipped with life skills and knowledge to help maintain a happy and healthy life, stay in or return to school and feel empowered to protect themselves from HIV/AIDS. This manual has been designed specifically for girls ages 13 - 17, who are not enrolled in school or live in very vulnerable situations.

Background on the Go Girls!

The Go Girls! Community-based Life Skills for Girls Training Manual was developed through the Go Girls! Initiative. The Go Girls! Initiative, funded by the U.S. Agency for International Development through the U.S. President's Emergency Plan for AIDS Relief, was a three-year project (2007-2010) that aimed to reduce HIV prevalence among vulnerable adolescent girls aged 10-17 in Botswana, Malawi and Mozambique. Implemented by the Johns Hopkins Bloomberg School of Public Health/ Center for Communication Programs (CCP), Go Girls! strived to strengthen gender programming worldwide by developing new and expanding existing approaches to reduce adolescent girls' risk of HIV infection. To share the Initiative's results globally, a toolkit of key materials—including an innovative tool for measuring girls' vulnerability and a comprehensive set of program materials, including this manual—a toolkit is available as a free resource to help policy-makers and programmers promote strong girls and strong communities worldwide. To access the full set of Go Girls! resources, visit <http://www.k4health.org> or <http://www.aidstar-one.com> or contact the U.S. Agency for International Development at GHCommunicationsTeam@usaid.gov.

Why promote strong girls and strong communities?

The goal of Go Girls! is to enable positive individual and collective action to live healthy lives. Girls and their communities identified the phrase "strong girls" with empowerment to take action, to be able to resist insults and abuse and to pursue one's dreams. "Strong communities" was thought to refer to the power of working together. Communities found "strong girls, strong communities" a unifying and inspiring theme.

Why focus on girls instead of boys?

The **Go Girls! Community-based Life Skills for Girls Training Manual** recognizes that boys, girls, men and women are all vulnerable to HIV/AIDS. However, evidence shows that girls and young women are the most vulnerable to HIV. For example:

- Girls have less opportunity to attend school or continue their education.
- Girls have less access to information about HIV/AIDS.
- Girls have less access to economic opportunities than boys, which may lead them to exchange sex for money.
- Traditional roles can discourage girls from being assertive.
- Many girls get married and start having sex at an earlier age than boys.
- Girls are more likely to be victims of sexual violence than boys.



Many HIV prevention programs do not address these and other factors that make girls more vulnerable to HIV/AIDS and they may not make special efforts to get girls involved. Go Girls! hoped to change this. Therefore, it focused on meeting adolescent girls' needs.

Definition of girls' vulnerability to HIV

Girls who are "vulnerable" to HIV are at greater risk of getting HIV than other girls. The girls most vulnerable to HIV are those who are orphans, early school leavers, socially marginalized, migrants, and/or who live in impoverished conditions. These factors, together with traits, such as knowledge, self-efficacy, alcohol consumption, social influence, and weak relationships with parents or guardians often overlap to place girls at higher risk of being infected with HIV.

Using the Go Girls! Toolkit

The Go Girls! Toolkit is designed to support a comprehensive program that aims to reduce girls' vulnerability to HIV/AIDS by reaching out to communities, schools, parents and young girls; the program utilizes participatory awareness raising, community action items and skills building tools. The tools have been pilot tested in the three implementation countries – Malawi, Mozambique and Botswana—and revised based upon the feedback from the facilitators and participants in each of the three countries.

The five Go Girls! step-by-step training manuals are as follows:

- **Go Girls! Community-based Life Skills for Girls: A Training Manual** – This manual has been designed to strengthen life skills of girls ages 13-17, who are not enrolled in school or are in vulnerable situations.
- **Go School Girls! School-based Life Skills for Girls and Boys: A Teacher's Manual** – This manual helps teachers teach students a range of life skills that will help the students protect themselves from HIV/AIDS.
- **Go Teachers! Creating a Safe and Supportive Environment for Girls at School: A Training Manual for School Personnel and Teachers** – This manual helps school personnel understand and strengthen their roles as protectors of vulnerable girls and agents of change in their schools by promoting gender equitable teaching practices and addressing harmful school practices that put girls at risk of HIV infection.
- **Go Families! Building Adults' Skills to Communicate with Young People: A Training Manual** – This manual helps parents, caregivers, and other concerned adults to better communicate with the young people in their lives. The program aims to strengthen adults' communication, role-modeling, and relationship skills with youth.
- **Go Communities! A Manual for Mobilizing Communities to Take Action to Reduce Girls' Vulnerability to HIV/AIDS** – This manual is a step-by-step guide to strengthen the skills of Mobilizers and Community Facilitators to engage communities to address and reduce girls' vulnerability to HIV/AIDS.

The Toolkit includes two additional documents: 1) **Strengthening Economic Opportunities for Vulnerable Girls and Their Families** and 2) **Improving Community Support for Vulnerable Girls through Radio**.

This comprehensive Go Girls! Toolkit is designed to combat the multiple issues that make girls vulnerable to HIV and thus it is intended that all the program components are implemented as a package. However, if program funds do not allow implementation of the full package of materials, the program components can also be implemented independently.

Using This Manual

Go Girls! Community-based Life Skills for Girls Training Manual has fourteen (14) sessions. Each session is outlined as follows:

- Session title and description.
- Learning objectives.
- Estimated time.
- Materials.
- Facilitator preparation.
- Activities with step-by-step instructions.
- Session wrap-up with a practice activity to be done at home before the next session.

Materials, information and resources needed

1. Markers and flipchart OR chalk and chalkboard are needed for most sessions. When these materials are not available adapt the session accordingly.
2. Handouts are needed for some sessions. These handouts are attached to the end of the session design. If you cannot make copies enough for all participants, try to at least have a few copies that you can pass around for participants to share.
3. The Go Girls! Visual Briefs may be helpful for a facilitator and should be on hand for reference.
4. Before the workshop, the facilitator will need to have on hand referral information for:
 - Contraception.
 - HIV testing and counselling.
 - Preventing mother-to-child transmission of HIV.
 - Psychosocial counselling referral for any vulnerable girls who have been abused or raped.
5. Invite Health Center workers and/or NGOs working in the field of RH, FP and HIV to become “guest” facilitators to support Sessions 9, 11 and 12.

What if people want to be paid for their time?

The recruiters for the program should make it clear that participants will not receive money when participating, although transport costs may be covered if your organization has the necessary resources. During the first session the facilitator will remind participants that their involvement in this program is voluntary and they will not be paid. However, participants will gain many non-monetary benefits from the program by building skills.

Know your audience

Depending on the group you are working with, you may need to change your approach to leading the sessions. For example, out-of-school youth may have lower literacy skills than in-school youth.



For lower literacy groups you may want to draw more pictures and use more symbols when writing on the flipchart or chalkboard. You should also use simple language. Be sure that the instructions are clear before starting any activity. Do not ask more than 2-3 questions at the end of each activity.

Group size

Ideal group size is 15-20 girls or fewer. Go Girls! utilizes participatory methodologies and encourages discussion. By keeping the group size small, all participants will have a chance to actively engage in the program and facilitators will be better able to keep to the hour and a half session time.

Be prepared for challenges

Every training experience has the potential to bring challenges. The best way to prevent challenges is to be prepared. Know the material and practice facilitating the activities with a friend or another facilitator.

Assess time needed

Sessions in this guide are designed for 1 hour 30 minutes but may run shorter or longer depending on facilitation and discussion. Sessions were designed for this time length and ideally should be delivered in whole.

Facilitate the sessions in order

Sessions were designed to complement and build on the content covered in prior sessions, so it is best to facilitate sessions in order from Session 1 to Session 14.

The Participatory Go Girls! Learning Approach

*What I hear, I forget.
What I see, I remember.
What I do, I understand.*

This manual uses participatory teaching methods such as group discussion, brainstorming, role-play, small group work, educational games and storytelling. Participants will have many opportunities to practice using new skills (e.g., communication and decision-making).

The advantages of active participatory methods include:

- Improved critical thinking skills.
- Participants are more likely to remember and share new information.
- Increased motivation.
- Improved interpersonal skills.



Participatory Methods

Brainstorming: A brainstorm is an exploration of ideas and is a great way to open a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone gives. Each answer is simply recorded on newsprint or a chalkboard or whatever is available for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives.

Group discussion: Group discussion brings out responses from participants on a particular topic, and provides opportunities for the facilitator to increase participant knowledge or correct misinformation. The effectiveness of the group discussion often depends on a facilitator's ability to use open-ended questions, which are questions asked by the facilitator that need more than a simple "yes" or "no" answer. These questions help to bring out feelings or thoughts about a topic or an activity.

1. "What did you learn from this activity?" is an open-ended question. "Tell me how this activity affected you?" is another example of an open-ended question. Open ended questions often start with What, When, Why or How.
2. "Did you learn anything?" is not an open-ended question, because the participant can simply say yes or no.

Role-play: Role-play provides the participants an opportunity to experience a real-life situation, without having to take real-life risks. It is important that facilitators encourage participants to role-play realistic situations, and not ideal situations.

The rules of role-play are:

1. Discuss the situation as a group.
2. Agree on a storyline.
3. Agree on who does what involving everyone.
4. Rehearse.
5. Act out for the group.

Icebreakers: Before or during each session, facilitators may want to lead participants in an icebreaker to help them relax, have fun and reconnect with each other. Participants themselves often have great ideas for warm-ups and icebreakers. You can ask one or two participants each session to be responsible for a short warm-up activity and to keep the group energized throughout the sessions.

A few examples of warm-up activities are:

1. **Who is the leader?**
 - Participants stand or sit in a circle. One person volunteers to leave the room.
 - After they leave, the rest of the group chooses a leader.
 - The leader is part of the circle and will perform a series of actions (such as clapping, tapping a foot or making a face) that will be copied by the whole group.
 - The volunteer is called back in the room and invited to stand or sit in the middle of the circle.



The volunteer is tasked with the job of trying to guess who the leader is.

- The group protects the leader by not looking at her or making it obvious that they are following her actions.
- When the volunteer correctly guesses the leader (may take several guesses) the volunteer becomes part of the group and the leader is the new volunteer.
- Repeat while the fun lasts.

2. **Mime a lie**

- Ask participants to stand in a circle.
- The leader starts by miming an action.
- When the person to the leader's right asks "What are you doing?" the leader replies that she is doing something completely different. For example, the leader mimes swimming and says "I am washing my hair".
- The person to the leader's right then has to mime what the leader SAID that they were doing (e.g., washing their hair). The person to their right asks "What are you doing?" and they say they are doing something completely different.
- Go around the circle in this way until everyone has had a turn.

3. **Making rain**

- Ask participants to form a circle.
- Ask participants to follow the motions of the leader. Tell them that each person will follow that motion as you go around a circle clockwise. (The motions are: put palms together and rub hands together back and forth; click fingers; use hands to slap the tops of the thighs; stomp feet)
- Remind participants to begin the new motion after the person to their right has begun.
- The leader starts by putting palms together and rubbing hands together back and forth. The leader should continue the motion until every person in the circle is doing it. Once this happens, the leaders should initiate the next motion. Continuous motion will produce a sound like a thunderstorm.
- Repeat the cycle a few times.
- Once the leader has decided the energizer should end, she will just place her hands at her sides. This motion should travel around the circle, just as the other motions did, and allow silence.

4. **Skills Needed and Tips for Facilitating Go Girls! Sessions**

The facilitator should preferably be female and have:

- Some previous training in participatory teaching methods.
- Understanding of gender terms (e.g., gender, gender roles) and gender issues.¹
- The ability to recognize his/her own values regarding young people; it is important that facilitators work with young people where they are and as they are, not where or who the facilitator thinks they should be.

¹ **Gender** - socially constructed roles, responsibilities and behaviors. These roles are cultural, learned, change over time and vary within and between cultures. **Gender roles or expectations** - expectations that boys and girls (and men and women) are expected to act a certain way because they are male or female. **Gender issues** - In this manual, the term gender issues relates to expectations of how boys or girls 'should' act in society that can keep girls from reaching full potential. Some examples are early marriage for girls, high rates of school dropout for girls, lack of discussion about sexual issues with girls, etc.

Tips for facilitators

Below are some tips and methods to help build your capacity as a facilitator.

A good facilitator:

- Sees the participants as experts with information and skills to share, rather than seeing themselves as the only experts in the room.
- Encourages participants to learn from each other, and thinks of him/herself as guiding the process rather than thinking of the pupils as empty bowls coming quietly to be filled with knowledge from the trainer.
- Believes we learn by doing, experiencing, practicing and feeling, rather than by memorizing, repeating, recording information.
- Is organized but flexible in changing methods based on participant need.
- Is enthusiastic about the topic and participants.
- Keeps promises to the group – to let participants speak, take a break, etc.
- Is patient and a good listener.
- Can deal with emotions if necessary.

Reminders for the facilitator:

- **Read the entire manual** before beginning the training.
- **Know all of the sessions** before delivering the sessions and **have materials prepared** beforehand.
- **Adapt the activities and group discussions** to make the sessions more appropriate to the age and education level of your particular group of pupils.
- Think about and plan for any issues that might arise during more “difficult” sessions.
- **Provide local examples** and make the activities relevant to the participants’ daily lives and concerns.
- When possible, work from easy to difficult subjects.
- Have a “parking lot” for issues that arise during a session, but that are not relevant to the session objectives. You can come back to them at another time or simply explain at the end of the training that it was important, but outside of the topic of the training.
- Capture important points on flip chart paper during discussions for use during the summary activities. It can be very challenging to both lead and write down all important points, so consider having someone assist you to capture key points.
- **End sessions on a positive note**, with a clear take-away message. When appropriate, identify next steps or possible solutions to the problem.
- Check to make sure you are not speaking more than the participants. If you find that you are doing most of the talking, encourage participants to answer each other’s questions, for example if someone asks a question, open discussion to the participants with the inquiry, “Does anyone have an answer to that question?”
- The way you hold your body will help effectively facilitate the group. For example, looking attentively and nodding makes them feel their contribution is important. Looking away can effectively tell the person not to talk or participate. Always face the person to whom you are speaking.
- **Have fun!**



Talking about Sexual Issues

Many of the issues raised in this manual are linked to sex, relationships and HIV which require the facilitator and participants to discuss sensitive issues. Some facilitators may feel that by talking about sex and contraception with young people they are encouraging young people to have sex. Research shows that, on the contrary, talking with adolescents about these topics and giving them the facts and consequences encourages them to delay sex and to consider abstinence. However, facilitators should not assume the participants are not having sex.

Some tips for letting the participants know you are at ease talking about these issues:

- **Accept the slang terms.** But don't be afraid to ask what they mean if you don't know.
- **Say you don't know, if you don't.** But tell them you will come back with an answer to their questions; talk to a health care provider or other expert who can give you the correct answer and report back.
- **Be nonjudgmental.** Stick to the facts and do not share your own opinions and values.
- **Do not answer personal questions about your own sexual experience.** If the question comes up, let participants know that your role as a facilitator is not to discuss your own experience.
- **Be comfortable.** Thoroughly review these materials and discuss them with other facilitators in your organization so that you will be at ease when discussing these matters with the participants.

Handling Emotion

Participants may get emotional during the workshop. Facilitators need to react sensitively and effectively when a participant becomes visibly upset during a session so that she feels safe and not embarrassed and so that the group can move past any awkwardness or discomfort. Some ways for a facilitator to deal with an emotional situation are: moving the discussion away from an upsetting topic, relating an anecdote, moving on to a new topic, or taking a break.

Participants may get upset by some of the topics in the workshop. They may have doubts about themselves or may feel uncomfortable talking about issues related to sex with other adolescents. The discussion activities may remind them of their own uncomfortable situations they've been in before the workshop, at home or at school.

If a participant is upset by an activity, a facilitator should try to talk to the participant in private to find out why the person is uncomfortable and why. The facilitator may suggest that the participant step out of the workshop space. The facilitator should not force the upset adolescent to talk about what's upsetting her. **Listen** to what the participant is saying. Your role is to provide her with understanding, support and assistance. Do not attempt to tell the participant how she feels or how you think she should feel. Assure her that it is ok and normal to feel upset. **Please note:** you should be prepared to provide a participant who has been abused with contact information for psychosocial counselling. You should have this information on hand before the first session.



Icon Key

Throughout this Manual, a few icons will appear to help you navigate the different forms of information:



Time of Session or Activity



Materials Needed



Note to Facilitator



Handout or Facilitator Resource Page



Session 1:

Go Girls! What to Expect?

Session Overview

Session Description: The facilitator explains the purpose of the Go Girls! program. Participants create a list of ground rules and take a pretest. The facilitator guides the participants through a structured goal-setting activity to help participants consider their own goals.

Learning Objectives: By the end of this session participants will be able to:

1. Explain the Go Girls! goal.
2. Establish personal expectations for the Go Girls!
3. State a personal goal.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- Talking stick (a cane, stick or rolled up piece of paper).

Facilitator Preparation:

- Write the Go Girls! program goal on chalkboard/flipchart paper. (See below)
- Make or bring in a talking stick (a cane, stick, or rolled up piece of paper). See Activity 1.

Activity 1: Getting Started



20 minutes

1. Welcome the participants.
2. Ask participants to divide into pairs. Ask each participant to act as a reporter and ask her partner the following questions:
 - What is your name?
 - What is something you like to do?
 - What do you hope to get out of participation in these meetings?
3. After every participant has had an opportunity to interview and be interviewed, ask participants to sit in the circle. Each participant should introduce their partner, what they like to do and what they hope to get out of the meeting.
4. As they are sharing, record what the girls hope to get out of the workshop on the chalkboard or flipchart paper.

**NOTE TO FACILITATOR:**

Since this is the first session, you might be unsure of the literacy levels of the group. Be sure to offer all information in this first session in several forms, including written and spoken words and pictures, always using clear language.

If participants are hesitant to talk you can use a “talking stick” to get things started. Explain that you, the facilitator, will pass the talking stick (a cane, stick, or rolled up piece of paper) to one participant. The participant with the talking stick shares, while everyone else listens. Then the participant passes the stick to another participant and that person talks while everyone else listens... and so on.

5. Look over the list after all have answered and comment on which of these are covered in the Go Girls! program and which are not.
6. After the warm up, give the participants a very brief overview of the basic schedule and logistics of the program, including:

Where and at what time the group will meet.

- Each meeting will include interactive activities of approximately one and a half hours in length.
- Each meeting will address a different topic (e.g., communication, relationships, puberty).
- Explain that the activities are participatory and ask for and encourage the participants to talk, share, discuss, have fun and play.
- Explain, in your own words the goal of the Go Girls! program. (See below)
- Remind participants that their involvement in this program is voluntary and they will not be paid.
- Allow time for the group to ask questions.

Go Girls! Program Goal

“The goal of the Go Girls! program is to provide a safe and fun learning experience where participants can be equipped with life skills and knowledge to help maintain a happy and healthy life, stay in/return to school and feel empowered to protect themselves from HIV/AIDS”.

Activity 2: Ground rules



15 minutes

1. Ask participants if they are familiar with ground rules or group norms. Ask participants to discuss why it is important to establish ground rules.
2. Explain that while this is a participatory program, participants will not be forced to participate more than they want. Encourage participants to “take risks, be safe and respect their own limits”. To help participants feel safe participating, ground rules or group norms are set.



3. Ask participants to brainstorm ground rules and record on flipchart paper or chalkboard and post them for reference throughout the entire program. Write in simple terms (also using pictures) to accommodate for all literacy levels.



NOTE TO FACILITATOR:

Ground rules: The ground rules should always stay posted and participants should be reminded of them before beginning each session. Some suggested ground rules are: What is said is not repeated anywhere else; everyone should participate only if they want to; no putting someone else down for their feelings, opinions, or experiences; be respectful; listen and do not interrupt, etc.

Activity 3: Starting Out



15 minutes

Administer the Go Girls! Training Program Pre-Post Test with the participants. This can be found in **Instrument 2, Go Girls! Training Program Pre-Post Test** at the end of this manual.



NOTE TO FACILITATOR:

Pretest: If participants are literate: Give one form to each participant. Read each of the test statements aloud. In response to each statement ask the participants to check the box for either "I agree," "I don't know," or "I disagree".
If participants are not literate or low literate: Use only one form for the group answers. Read each statement aloud. Ask participants to cover their eyes and vote for one response, either "I agree," "I don't know," or "I disagree," by raising their hand.

Activity 4: Where Am I Going?



30 minutes

1. Move to a place where each participant has access to a sizeable patch of dirt or distribute a piece of large paper and marker to each participant.
2. Ask each participant to draw a dot on the left side. Explain that this dot is their birth.
3. Ask the participant to draw another dot to the right of this dot (about two feet away) and explain that this second dot is today.
4. Ask participants to think of what they are most proud of in their life until today. Ask the participants to use sticks, leaves, rocks, symbols and/or drawings to mark this accomplishment.
5. Ask each girl to share her accomplishment to date.
6. Next ask participants to draw another dot 2-3 feet to the right of the second dot. Explain that this dot is 10 years from now.

**NOTE TO FACILITATOR:**

Some participants may not immediately come up with a goal because they feel helpless or hopeless. You will need to provide extra encouragement to such participants to help them develop a goal that excites them or inspires them. Other participants may draw their goal as something that is expected of them, such as getting married.

7. Ask participants to close their eyes and think about whether things went as hoped after ten years:
 - Where are you?
 - What are you doing?
 - What are you most proud of?
8. Ask participants to open their eyes. Ask them to use sticks, leaves, rocks, pictures or symbols to indicate where they want to be, who they want to be and what they want to accomplish in 10 years.
9. Ask participants to get into groups of three and share their drawings with each other.
10. Bring everyone back together and explain to participants that they have just shared their goal with each other. When we think of where we want to be, or who we want to be, or what we want to be doing in 10 years **THIS IS A GOAL!**
11. Ask participants to share their goal with the group in one sentence. (Optional)

Session Wrap-Up



10 minutes

1. Review the goal for the Go Girls! program.
2. Explain that at the end of each session you will share a suggested activity that they can practice on their own to help reinforce the skills and knowledge that was gained that day. The practice activity for this session is below.

Session 1 practice activity:

Between now and the next time the group meets, identify:

- What is one thing you do well?
 - What is one thing you'd like to do better?
3. Discuss the logistics of the next meet-up:
 - **WHEN** is the next session?
 - **WHERE** is the next session?
 - **WHAT** topics(s) will be covered?



Session 2

His and Hers

Session Overview

Session Description: Participants identify what society expects of boys and girls and what society discourages boys and girls from doing.

Learning Objectives: By the end of this session, participants will be able to:

1. Identify how gender expectations² can help or limit them.
2. Strategize how to step out of restrictive roles.
3. Cite one person who has stepped outside his/her gender role to succeed.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.

Facilitator Preparation:

- Draw gender boxes on chalkboard or flipchart ahead of time to save time. See Activity 2, below.
- Review the sample list of gender roles in case participants have a difficult time brainstorming a thorough list.
- Prepare a story about successful local people, both male and female, who have challenged gender roles, or review and use the story attached to this session. Some characteristics of people who challenge gender roles may include: sees jobs as equally appropriate for men and women, values men's role as caring for children, challenges violence against women, advocates for equality between men and women, etc.

Activity 1: Discuss Practice Activity from Session 1



15 minutes

Ask participants to share the results of the practice activity from Session 1:

RECAP: From previous session

- What is one thing you do well?
- What is one thing you'd like to do better?

² **Gender** - socially constructed roles, responsibilities and behaviors. These roles are cultural, learned, change over time and vary within and between cultures. **Gender roles or expectations** – expectations that boys and girls (and men and women) are expected to act a certain way because they are male or female.

Activity 2: Act Like a Boy/Act Like a Girl Role-Play



30 minutes

1. Divide the participants into two groups.
2. Ask one group to create a 2-minute drama, where they play-act like girls. Ask the other group to play-act like boys. Allow time for each group to develop and practice their drama.



NOTE TO FACILITATOR:

Explain the rules for developing role-plays to participants.

- Discuss the situation as a group.
- Agree on a storyline.
- Agree on who does what involving everyone.
- Rehearse.
- Act out for the group.

3. Ask each group to present their 2-minute role-play.
4. Afterwards, draw two boxes on the chalkboard. Write "girl" above one box and "boy" above the other box. (See example below)
5. Referring to either skits or life experiences, ask the participants to brainstorm everything they can think of that girls are "encouraged or expected to do" by culture, country, community, family, peers, etc. Write these comments (one or two word summary, symbols or pictures) on the inside of the "girl" box.
6. Next ask the participants to brainstorm everything they can think of that girls are "discouraged from doing or not expected to do" and write these on the outside of the "girl" box.
7. Repeat the same procedure with the "boy" box. Although the participants are girls be sure to discuss the boy gender box as well. For example:

BOY

Be aggressive, work hard, go to school, fight, ask a lot of questions, get married, have a lot of kids, be the boss, be tough, drink a lot.

Boys (on the outside of the box): Cry, nurture, take care of kids, passive.

GIRL

Help at home, be passive, be quiet, have kids, take care of the family, cook, don't argue, look down when talking, be pretty.

Girls (on the outside of the box): Do well in school, aggressive, smart.

8. Explain that boys and girls are often expected to act a certain way just because they are boys or girls.
9. Ask participants:
 - a. Is there something inside the boys' box that you wish was inside the girls? Why?
 - b. Is there something inside the girls' box that you wish wasn't there? Why?
 - c. Is there something outside the girls' box that you wish was inside it?



Activity 3: Gender Roles and Me



15 minutes

1. Ask participants if they have ever been told to act a certain way/not act a certain way because of being female. Ask for examples.
2. Ask participants how they felt to be told to act a certain way because they are a girl.
3. Discuss: what happens if a girl acts like a boy? What happens if a boy acts like a girl? Do we have names for people who behave this way? What are the names? Are these names good or bad?



NOTE TO FACILITATOR:

This might be a good time to remind participants of the ground rules. Name calling and making fun of someone because they do not fit into a prescribed gender role violates the ground rules and is just not a kind thing to do to our peers or anyone else. This is also a good time to address homophobia and/or discrimination against anyone who steps outside the gender box. Explain that this kind of stigma and discrimination is wrong because it makes people feel sad, threatened and alone.

4. Ask participants what might be good about acting as girls are expected to act? What might be bad about it? Is there anything that we can do to change the expectations for girls that we don't like? How?
 - Explain to participants that the purpose of this activity is to help participants decide: "Which of these expectations for me as a girl are important and I do not wish to change; and which expectations for me as a girl do I not like and I wish to change".
 - Ask participants if there is any expectation for girls that the entire class would like to challenge together.

Activity 4: She Did Something Different



10 minutes

1. Share the story of a local person who has challenged gender roles, or read the story of Mayamiko, below.

Mayamiko the Pilot

Mayamiko had four brothers and no sisters. Her brothers were all performing well at school; however, Mayamiko was performing better than all of her brothers at school. Her brothers felt very uncomfortable about her success at school. They told her that she was only a girl and that the best that could happen to her was to get married and become a housewife. Mayamiko had a goal and dream of becoming an airplane pilot. When she told people in her village what she wanted to do they laughed and said, “Women can’t fly airplanes!” After years of studying and hard work she went to university. At the university she chose a subject that women usually don’t study: aviation. She turned out to be the first woman pilot in the country. Everyone is proud of her success. She is now a very good pilot and serves as a role model for both boys and girls.

2. Ask participants to identify how this role model accomplished his/her goal despite the obstacles they faced along the way.

Session Wrap-Up



10 minutes

1. Ask a few participants to tell why they think being aware of gender roles is important in their lives.

Session 2 practice activity:

Between now and the next time the group meets, consider:

- What they see boys doing “because they’re boys” and what they see girls doing “because they’re girls”
- Whether there is anyone they see who is a girl who is not acting like a ‘girl’. What is this person doing that is different? How is it interesting or good?

2. Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 3

Stay in School/Return to School

Session Overview

Session Description: Participants role-play the “Stay in School, Jasmine” and “Drop Out, Jasmine” scenarios. They identify four ways to stay in school or return to school.

Learning Objectives: By the end of this session, participants will be able to:

1. List the advantages of staying in school.
2. Describe strategies to stay in or return to school.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- Enough pebbles/rocks so that each participant can have three.

Facilitator Preparation:

- Identify names of organizations or people who can help a girl stay in school or return to school (for Activity 3).



NOTE TO FACILITATOR:

It is important to be sensitive and non-judgemental during this session. It is important for the girls who have left school to feel acceptance and support from the other participants and the facilitator. If the participants feel supported, they may feel more encouraged to return to school or ask about how to return to school.

Activity 1: Discuss the Practice Activity from Session 2



15 minutes

Process the practice from last week by asking participants to share the results of the practice activity from Session 2:

RECAP: Session 2 practice activity

What they see boys doing “because they’re boys” and what they see girls doing “because they’re girls”.

Whether there is anyone they see who is a girl who is not “acting like a girl.” What is this person doing that is different? How is it interesting or good?

Activity 2: Jasmine's Story



30 minutes

1. Tell participants the story of Jasmine: Jasmine has a goal. She wants to open her own vendor stand so that she can support herself. She wants to sell dried goods and cloth. She also wants to get married and have children.
2. Divide the group into two smaller groups.
3. Ask one group to prepare a role-play of Jasmine staying in school and, after completing school, opening her own vendor stand. Let participants come up with their own ideas, but if they can't, some things that could happen to "Stay in School" Jasmine could be:
 - Jasmine's business is slow to start, but with the skills and knowledge she gained at school (e.g., writing skills, math, etc.) she is successful.
 - People respect Jasmine because she completed school and they buy from her stand.
 - Jasmine makes many friends while in school and they buy from her stand.
 - In school, Jasmine learns about family planning and so she is able to plan her pregnancies and stay healthy to tend her vendor stand.
 - Ask the group to add other things that could happen to Jasmine.
4. Ask the other group to prepare a role-play of Jasmine quitting school at age 13 to open her own vendor stand. Let participants come up with their own ideas, but if they can't, some things that could happen to "Drop out of School" Jasmine could be:
 - Jasmine gets pregnant and has a baby.
 - She often leaves her stand empty in order to visit friends or see her boyfriend. Her customers become angry and go to a different stand.
 - Jasmine makes a little money at her stand but she spends most of it on medicine for her baby. She does not have any money left over for herself.
 - She misses her friends. Most of them stayed in school.
 - Ask the group to add other things that could happen to Jasmine to their role-play.
5. Have both groups act out their role-plays.
6. Discuss the role-plays by asking: How did staying in school help or hurt Jasmine's goal of having her own vendor stand?

Activity 3: How Can School Help Me?



35 minutes

1. On one side of the chalkboard/flipchart draw a picture of a girl. On the other side of the chalkboard/flipchart write the word "completing school". In between them draw a stream.
2. Ask the participants to imagine that between many girls and completing school is a stream. The stream represents all the challenges they face in completing school (or for those in school,



how to be a better student). In order to cross the stream they will need rocks to step on in order to get across the stream.

3. Ask the girls to brainstorm all possible barriers to completing school. Write these barriers on the board.
4. Distribute three pebbles/rocks to each participant. For each pebble/rock ask participants to think about what decisions they need to make or what they need to do to overcome the stream barriers written on the board.
5. Ask the girls to sit in groups of two and discuss what their rocks could be. (10 minutes)
6. Bring the girls back together as a large group and ask for volunteers to share what their rocks were (i.e., what decisions a girl would need to make or what she needs to do to overcome barriers to successfully completing school). Write down each of the ideas the girls come up with for their 'rocks' on the board. (Some ideas may be: to talk to a trusted adult to support their decision to stay in school, to explain to the family that skills they will gain in school will help the whole family, or to explain to their family how they can still work at home and go to school.
7. Ask participants for examples of how they can support each other to either stay in school or return to school.
8. Give names of organizations or people they can go to for information regarding how to stay in school or return to school.

Session Wrap-Up



10 minutes

1. Ask participants to name ways that staying in school can help them achieve their goals.
2. The practice activity for this session is:

Session 3 practice activity:

Between now and the next meeting:

- Identify at least one adult you trust to support your decision and strategies to stay in or return to school.
- Talk to this adult about your decision and strategies to stay in or return to school.

3. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topics(s) will be covered?



Session 4

Speak Up! Communicating With Others

Session Overview

Session Description: Participants watch a demonstration of different kinds of communication—strong, weak, and aggressive communication, then practice using strong communication skills.

Learning Objectives: By the end of this session, participants will be able to:

1. Define strong, weak, and aggressive, communication.
2. Identify and practice strong communication skills.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.

Facilitator Preparation:

- There is a demonstration at the beginning of Activity 2 on strong, weak, and aggressive communication. Plan this with a participant or co-facilitator.
- Write the definitions for strong, weak, and aggressive communication on the chalkboard. Use simple language, symbols, or pictures in order to reach all literacy levels. (Examples are in the Facilitator Reference 1 at the end of this session)
- The gestures and phrases used throughout this session of acting weak, strong, and aggressive are examples. You are highly encouraged to develop examples that are relevant to your own culture and community.

Activity 1: Discuss Practice Activity from Session 3



15 minutes

Process the practice from last week by asking participants to share the results of the practice activity from session 3:

RECAP: Session 3 practice activity

Identify at least one adult you trust to support your decision and strategies to stay in or return to school.

Talk to this adult about your decision and strategies to stay in or return to school.



Activity 2: Defining Strong, Weak and Aggressive Communication



20 minutes

1. Tell the participants that you are going to demonstrate a few different ways to communicate, using a co-teacher or another participant for help. Explain that you are a young girl who needs to ask another girl to help you with a household chore. You will demonstrate three different communication techniques:

Strong: Look at your partner and say calmly, "I think you have a lot of experience with this task and I need help with this chore. Would you please help me sometime today?"

Weak: Without looking at your partner say, "It sure would be nice if someone would help me with this chore, because I won't be able to do it on my own."

Aggressive: Stare at your partner, get too close to them and speak very loudly, saying, "You better help me with this chore or I'll hold you responsible for what will happen."

2. Ask participants what they just saw. Ask how they would have reacted to each approach. Which was most likely/least likely to make you want to help this person? Why?
3. Share the three definitions for strong, weak, and aggressive communication, below. Ask participants which of the ways demonstrated earlier was an example of weak communication. Of aggressive communication? Of strong communication?

Three Types of Communication

Strong Communication: delivering a message by honestly expressing your thoughts and feelings; direct and clear; mutual respect.

Weak Communication: delivering a message without expressing your true thoughts or feelings; sometimes staying silent.

Aggressive Communication: delivering a message forcefully without thinking of the other person's feelings; expressing yourself in a confrontational manner.

4. Ask participants to give examples of when aggressive or weak communication may be useful. Two examples are listed here:
 - If you need to get away from a dangerous situation: fight, be loud, angry, and scary. (Aggressive)
 - If an influential person (leader, teacher, etc.) asks you for favors that might lead to sexual activity or advances: lie and tell him your mother/father wants you home right then or make up some other story that might work. (Weak)
5. Tell the participants that there are times when aggressive and weak communication are appropriate, but this session will focus on developing strong or assertive communication skills.

Activity 3: Steps to Strong Communication



10 minutes

Present and describe the following four steps to Strong Communication:

- a. "I feel ..." Here the girl should express the emotion that she is experiencing.
- b. "When you..." Here the girl says what the other person did that caused her to feel the emotion. It is important to note that this is not about assigning blame but about expressing feelings.
- c. "Because..." The girl explains why the action caused her to feel the emotion.
- d. "And I would like/want/need..." Here the girl explains what she would like to have happen in order to feel better.

Some examples you can provide:

- a. I feel hurt and betrayed...
when you call me a baby just...
because I do not want to smoke dagga or have sex with boys I don't know...
and I would like you respect how I feel about drugs and sex.
- b. I feel frightened...
when you get so close to me...
because it is threatening...
and I need you to keep more distance.
- c. I feel put down...
when you tell me I should not stay in school...
because I think you must think I am stupid...
and I need you to support my decision to stay in school.

Activity 4: What Would I Say?



25 minutes

1. Ask participants to form groups of two. Ask each pair (Participant A and Participant B) to take turns play-acting and responding to the situations read by the facilitator, using strong communication. One participant will play-act the part of the person asking the other participant to do something, while the other participant will role-play using the four parts of Strong Communication skills. For example:
 - Participant A = "I want to buy you a beer, you are pretty and I have money. I am tired of you saying 'No' and I will not take 'No' for an answer".
 - Participant B = "**I feel** confused by your constant offers, **when you** know I am not allowed to go to a bar **because I** am too young and my parents do NOT allow it. **I need you** to stop asking me".



2. Read the situations below. Read slowly. Allow each pair to practice using their strong communication skills before you go to the next situation. Choose the situations that are most pertinent to your community and your participants or use your own examples.

Situations:

- Someone you do not know offers you a ride to school.
- Your closest friend smokes dagga as do all of your friends. She asks you to smoke also or not hang out with them.
- A boy you like asks you if you want to go have a beer.
- An older man who is a good friend of the family tells you if you go to his house with him, he will buy you something special.
- Someone you do not know sees you and your friend walking along the road and offers you a ride. You refuse, but your friend gets in the car and is trying to convince you to get in too.
- You are trying to return to school and your aunt and mother are trying to discourage you.

3. Ask the participants the following discussion questions:

- Did you hear strong statements that you could use in a real situation? What were they?
- Did the statements make you feel comfortable? Was it difficult to confront your peers? Why?

Session Wrap-Up



10 minutes

1. Ask the participants how strong communication skills can help protect them?
2. Ask how strong communication skills can help participants reach their goals?
3. The practice activity for this session is:

Session 4 practice activity:

Between now and the next time the group meets, practice:

Using the four steps of Strong Communication: *"I feel ..."* *"When you..."* *"Because..."* and *"I would like/want/need..."*

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Facilitator's Reference 1: Examples of Strong, Weak and Aggressive Communication

Our families teach us how to behave at an early age. There are different ways of behaving in a situation, and the way we behave affects whether things go well or badly.

We use strong behavior when we:

- Stand up for our ourselves without putting others down.
- Respect ourselves and the other person.
- Say our thoughts and feelings clearly and honestly; say "I" think and "I" feel.
- Stick to our values and principles.
- Match our words to our body language.
- Act confident but respectful.
- Accept praise and feel good about ourselves.
- Accept suggestions for making ourselves better and learn from them.
- Say "no" without feeling bad.
- Disagree without getting angry.

We behave in a weak way when we:

- Take no action to stand up for ourselves.
- Give in to what others want.
- Remain silent when we disagree or feel unhappy about something.
- Put up with anything.
- Say "sorry" a lot.
- Hide our feelings.
- Do not start something new in case we fail.
- Allow others to make all of the decisions.
- Follow the crowd and give in to peer pressure.

We show aggressive behavior when we:

- Take action with no thought for the other person.
- Say we will do something bad to a person to get what we want.
- Put ourselves first even though others lose.
- Make demands without listening to other people's ideas and needs.
- Become angry quickly when others disagree with us.
- Shout, push, or physically force people.
- Make people feel that they need to defend themselves.
- Make people look small so that we look big.



Session 5

Making Good Decisions

Session Overview

Session Description: Participants begin to gain confidence in their own decision-making skills. They analyze how to make better decisions by using good decision-making steps: 1) Stop and Think, 2) Consider the Consequences and 3) Know the Facts.

Learning Objectives: 1. Participants will know the three Good Decision-Making Steps.



Time: 1 hour 20 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.

Facilitator Preparation:

- Read the story of Beatrice and Oto ahead of time and be familiar with the various decision-making steps with which they are faced.

Activity 1: Discuss Practice Activity from Session 4



15 minutes

Process the practice from last week by asking participants to share the results of the practice activity from Session 4:

RECAP: Session 4 practice activity

Try using the four steps of Strong Communication Skills “I feel ...”, “When you...”, “Because...” and “I would like/want/need...”

Activity 2: Did I Make a Decision Today?



20 minutes

1. Ask each participant to think about this day, from when they woke up to right now. Ask them to share at least one decision they made with the entire group.
2. Pick one decision point to discuss, based on the most popular response (e.g., what to wear, what to eat, who to talk to, which way to walk to the market/club). Emphasize that we make decisions every day but we often don't think about them.
3. Ask participants to think about a time when they've made a difficult decision. Ask them to turn to the person next to them and explain what the decision was and what happened.
4. Explain that in order to make good decisions it is important to follow three steps:
 - One: Stop and think.
 - Two: Consider the consequences of your decision.
 - Three: Know the facts.
5. Ask participants to talk to their partner again and see if they went through these steps when making their decision they talked about. If they did not, what could have been helpful?

Activity 3: Decisions and Consequences



35 minutes

1. Explain that the next activity is a "decision points" game and is an opportunity for the participants to practice making decisions.
2. Explain that you are going to read a story about Oto and Beatrice.
3. Explain that whenever you stop the story and clap your hands twice (CLAP, CLAP) it means Beatrice and Oto need to stop and make a decision. The participants will work as a group to make a decision for Beatrice and Oto.
4. Read: A young man, named Oto, stops his car to talk to a girl, named Beatrice, and eventually he asks if she wants a ride.
5. **Stop and think:** Clap your hands twice (CLAP, CLAP) and ask these questions:
 - **Consequences:** What could happen if Beatrice gets in the car with Oto? What can happen if she doesn't get in the car?
 - **Know the facts:** What does Beatrice know about Oto? What does she know about others who have accepted rides from Oto? Or others like him?
6. Read: Beatrice accepts the ride and Oto offers to stop by the bar and buy her a beer on the way home.



7. **Stop and think:** Clap your hands twice (CLAP, CLAP) and ask these questions:

- **Consequences:** What could happen if Beatrice agrees to have a beer with Oto? What could happen if Beatrice doesn't have a beer with Oto?
- **Know the facts:** Why is Oto offering Beatrice a beer? Does Beatrice know about the effects of alcohol on herself? On Oto? How will she get home if Oto is drunk?

8. Read: *Beatrice tells Oto that she will go to a bar with him if he agrees to have one beer only and then take her home. He agrees. Inside the bar he orders one beer each and then several more for himself, until he is drunk. Beatrice tries to leave the bar, but Oto grabs her and harasses her. Beatrice is able to make it outside the bar but once she gets outside she sees that it is dark. She needs to get home.*

9. **Stop and think:** Clap your hands twice (CLAP, CLAP) and ask these questions:

- **Consequences:** How could she get home safely? What could happen if she tries to walk? Or goes and waits for him? What could happen if she contacts a friend or family member?
- **Know the facts:** What are her other options? Can she ask someone else? Or call a person for help?

10. What were the decision points within this story?

- What were the consequences of Beatrice's decisions?
- Would you have made similar decisions if you were in the same situation? Why or why not?

Session Wrap-Up



10 minutes

Remind participants of the importance of making good, thoughtful decisions; the decisions they make today can affect the rest of their lives.

The practice activity for this session is:

Session 5 practice activity:

Between now and the next time the group meets:

Practice Good Decision-Making skills: 1) Stop and think, 2) Consider the consequences and 3) Know the facts.

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 6

Healthy Friendships

Session Overview

Session Description: Participants identify qualities of friendship and learn to set boundaries of friendship.

Learning Objectives: By the end of this session participants will be able to:

1. List the qualities of a healthy or good friendship.
2. State the boundaries of friendship.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.

Facilitator Preparation:

- Make a pretend microphone, for Activity 2 below.

Activity 1: Discuss Practice Activity from Session 5



15 minutes

Process the practice from last week by asking participants to share the results of the practice activity from Session 5:

RECAP: Session 5 practice activity

Between now and the next time the group meets:

Practice Good Decision-Making skills: 1) Stop and think, 2) Consider the consequences, and 3) Know the facts.



Activity 2: Friend Wanted



35 minutes

1. Ask participants to think of someone they would consider a good friend or someone they would like to be their friend. Why is that person a good friend? Why do you want that person to be your friend?
2. Now, ask participants to create a 30-second “Friend Wanted” radio advertisement. They do not need to write it down, and it doesn’t need to be perfect. The advert should simply indicate interests, hobbies and positive qualities they are seeking in a good friend.
3. Participants share their 30-second advertisement with the group. For fun, use a pretend radio microphone.
4. After everyone has shared their radio advertisement, ask participants the following discussion questions:
 - What are some of the key qualities participants are looking for in friends?
 - Why are these important qualities? (Participants may say things like trust, make them feel good about themselves, have their best interest at heart, care about them and/or won’t force them to do things they don’t want to do)
 - Do you think boys and girls want the same qualities in a friend? Why or why not?
 - What qualities do you offer to a friendship?

Activity 3: What Would I Do?



30 minutes

Friendship Scenarios

1. If my friend asked me to help watch her little brother, I would...
2. If my friend asked me to drink, I would...
3. If my friend asked me to help carry a heavy bag to the market, I would...
4. If my friend asked me to go on a double date with two older guys who were going to give us gifts, I would...
5. If my friend asked me to lie to her parents for her so she could spend the night with her boyfriend for the first time, I would...
6. If my friend told me to have sex or else I wasn’t a real woman, I would...

1. Read the first sentence from the “Friendship Scenarios” (see box above). Ask participants to complete the sentence. Ask participants to be as honest as possible and answer how they would actually respond.
2. Read the remaining “friendship scenarios,” one at a time, allowing participants to give their response after each sentence.



3. Ask the group these questions:

- Are there things you would rather not do, but you would do it if a good friend asked you to? Participants do not have to disclose what this is, but try to explain or understand why one would make this decision to do something, which she would rather not do. How could participants avoid a situation like this?
- When is friendship no longer healthy or good for you?
- What are two things you would not do for your friends, no matter what?

Remind participants about the Strong Communication Skills from Session 4. *"I feel ..."*, *"When you..."*, *"Because..."*, and *"I would like/want/need..."*. Ask participants if using this communication could potentially help them stop doing something they would rather not do, when they feel the pressure from a good friend.

Session Wrap-Up



10 minutes

1. Remind participants that healthy friendships are important for young people, but sometimes they need to have boundaries. Tell them: "Sometimes friends may ask you to do things that are not in your best interest and you have to be strong and do what is best for you."
2. The practice activity for this session is:

Session 6 practice activity:

Between now and the next time the group meets, think about:

- Take a look at your friends. Do your friends have the qualities detailed in your radio advert?
- Take a look at yourself. Could you be the person selected for your own advert?

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 7

How to Communicate with Adults

Session Overview

Session Description: The participants will practice communicating with adults – from both the adult and adolescent perspective. They will learn new communication skills for talking to family members.

Learning Objectives: By the end of this session, participants will be able to:

1. Communicate with adults.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- Masking Tape or push pins.

Facilitator Preparation: **None.**

Activity 1: Discuss Practice Activity from Session 6



15 minutes

Process the practice activity from the last session by asking participants to share the results of the practice activity from Session 6:

RECAP: Session 6 practice activity

- Take a look at your friends. Do your friends have the qualities detailed in your radio advert?
- Take a look at yourself. Could you be the person selected for your own advert?

Activity 2: How to Handle Disagreements



30 minutes

1. Ask participants to brainstorm what disagreements they have had with their parent/guardian in the past six months.
2. Divide the group into pairs. Assign each pair of participants a disagreement from the brainstorm. If you need additional ideas you can use the following:
 - Your parent/guardian told you not to spend time with a certain boy. Your older sister saw you with the boy and reported it to your parent/guardian.
 - Your mother wants you to wake up early in the morning to help with the household chores but you want to sleep in.
 - Your father/guardian saw you drinking alcohol.
3. In each pair, one person is the adolescent and the other is the parent. Ask each pair to role-play the disagreement in their role for 2 minutes.
4. After each role-play, ask the group:
 - What helped the adult understand the adolescent? What didn't help?
 - How could the situation be improved? What could the adolescent and the adult do to understand each other better?
5. Next, switch roles and have another disagreement for two minutes.
6. Ask three groups to perform their argument for the rest of the participants.

Activity 3: How to Communicate with Adults



35 minutes

1. Explain that in addition to the strong communication skills learned in a previous session, there are five skills that youth can use to improve communication with parents/guardians. These are the “Convincing” skills:
 - a. Be Prepared. Know what you are asking for and think through the consequences of your request.
 - b. Pick the right time—when the situation at home is relaxed.
 - c. Be calm. Present your topic calmly and with facts.
 - d. Listen to what your parents or guardians have to say and consider their point of view and whether they might be right. Remember that parents generally have your best interest at heart.
 - e. After you still believe in what you want—be persistent. You may have to communicate with your parents about this topic a number of times.



2. Read out the following scenarios and ask participants to explain how the people in the scenario could practice 'convincing' skills. Select one of the following scenarios to discuss.

Scenario 1: Ana wants to ask her parent or guardian to help her go back to school.

Scenario 2: Maria's father has been pressuring her to go out with one of his friends.

Scenario 3: Sonya wants to ask her mother to go with her to get birth control pills.

Session Wrap-Up



10 minutes

Session 7 practice activity:

Between now and the next time the group meets, practice the five "Convincing" skills:

1. Be Prepared.
2. Pick the right time.
3. Be calm.
4. Listen to what your parents say.
5. After considering what your parents have said, if you still believe in what you want—be persistent. You may have to communicate with your parents on this topic a number of times.

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 8

My Body Is Changing – Am I Normal?

Session Overview

Session Description: Participants discuss the many emotional and physical changes of puberty.

Learning Objectives: By the end of this session, participants will be able to:

1. Describe the physical and emotional changes that occur during puberty.
2. Understand that the physical and emotional changes that occur during puberty are normal.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- Four large pieces of blank paper for Activity 3.
- Copies of Handout 1 at the end of the session on “Physical Changes during Puberty” for each participant if possible. Note that the handout is two pages long.
- If possible, utilize the Visual Briefs during this activity.

Facilitator

Preparation:

- If possible, prepare one handout for each participant.
- Review and be familiar with the facilitator references at the end of session on “Physical Changes during Puberty”.

Activity 1: Discuss Practice Activity from Session 7



15 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 7:

RECAP: Session 7 practice activity

Practice the five “Convincing” skills:

Be Prepared.

Pick the right time.

Be calm.

Listen to what your parents say.

After considering what your parents have said, if you still believe in what you want—be persistent.



Activity 2: Puberty: Is it Normal?



15 minutes

1. Ask participants to think about the word “puberty.” What does this word bring to mind? Ask participants to say words they think of when they hear the word “puberty.” Summarize their responses.
2. Remind participants that puberty is a very exciting time in life filled with many positive feelings and changes. Explain that these changes are both emotional and physical. They can also be challenging to deal with.
3. Tell participants that now you would like to share with them some basic information about puberty. Share the following puberty messages with the participants:
 - Puberty begins and ends at different ages for everyone. Participants go through puberty-related changes (physical and emotional) at their body’s own pace. This cannot be controlled and is biological (it is programmed in your body). This variation in change from person to person is **normal**.
 - Girls often begin changes of puberty before boys. This difference in changing is also biological and is therefore **normal**.
 - During puberty, the body produces increased hormones that cause physical changes in the body as well as changes in feelings and behavior. It is possible to feel very energetic and giddy one moment and tired and upset the next. This emotional up and down is **normal**.
 - During puberty, both girls and boys experience sexual desires. These feelings may involve physical changes, such as a rapid heart rate, a warm flush in the face and/or genitals when sexually excited. It is important to remember that these feelings of desire and/or night sexual excitement are **normal** and **signs of a healthy body**.
 - A few ways to handle sexual excitement may include masturbation, fantasizing, physical activity such as football, or putting the mind on something else. Sexual excitement **does not mean that one has to have sex**. Nothing bad will happen if you do not have sex.
 - During puberty, boys and girls bodies change. Young people should be aware that as their bodies change, they may attract wanted and unwanted attention. The important thing is to remember to feel good about yourself and using the strong communication skills to let someone know if the attention they are giving you makes you feel uncomfortable.

Activity 3: Bodily Changes



35 minutes

1. Divide the participants into two groups. Give each group two large pieces of blank paper and ask each group to draw the body of a young male and young female going through puberty. They should note the changes that the body is going through. They should draw, or use words or symbols to indicate the changes.
2. Distribute **Handout 1**, “Physical Changes during Puberty” (attached to end of session). Ask participants to compare their drawing with the drawing on the handout. Do they notice the differences in the four images?
3. Read aloud and slowly the list of changes on the puberty handouts.



Activity 4: Making Puberty Easier



15 minutes

1. Remind participants that while puberty is an exciting time of change, it can also be challenging. Ask the group to think of one of the most embarrassing or challenging aspects of puberty for girls. **For example:** For girls: soiling their pants during menstruation, being called “Class Mamas” due to early breast development, unwanted attention due to growing breasts, etc.
2. Ask the group to brainstorm what their peers can do to help minimize the embarrassment and make them feel more comfortable. What can girls do to help each other?

Session Wrap-Up



10 minutes

Reinforce the point that the physical and emotional changes that occur during puberty are normal and represent a healthy body (e.g., change in voice, emotional ups and downs, breast size changing) and that each girl will progress through these changes at her own pace.

Session 8 practice activity:

Between now and the next time the group meets:

Find opportunities to help other girls understand and feel comfortable with the physical and emotional changes of puberty.

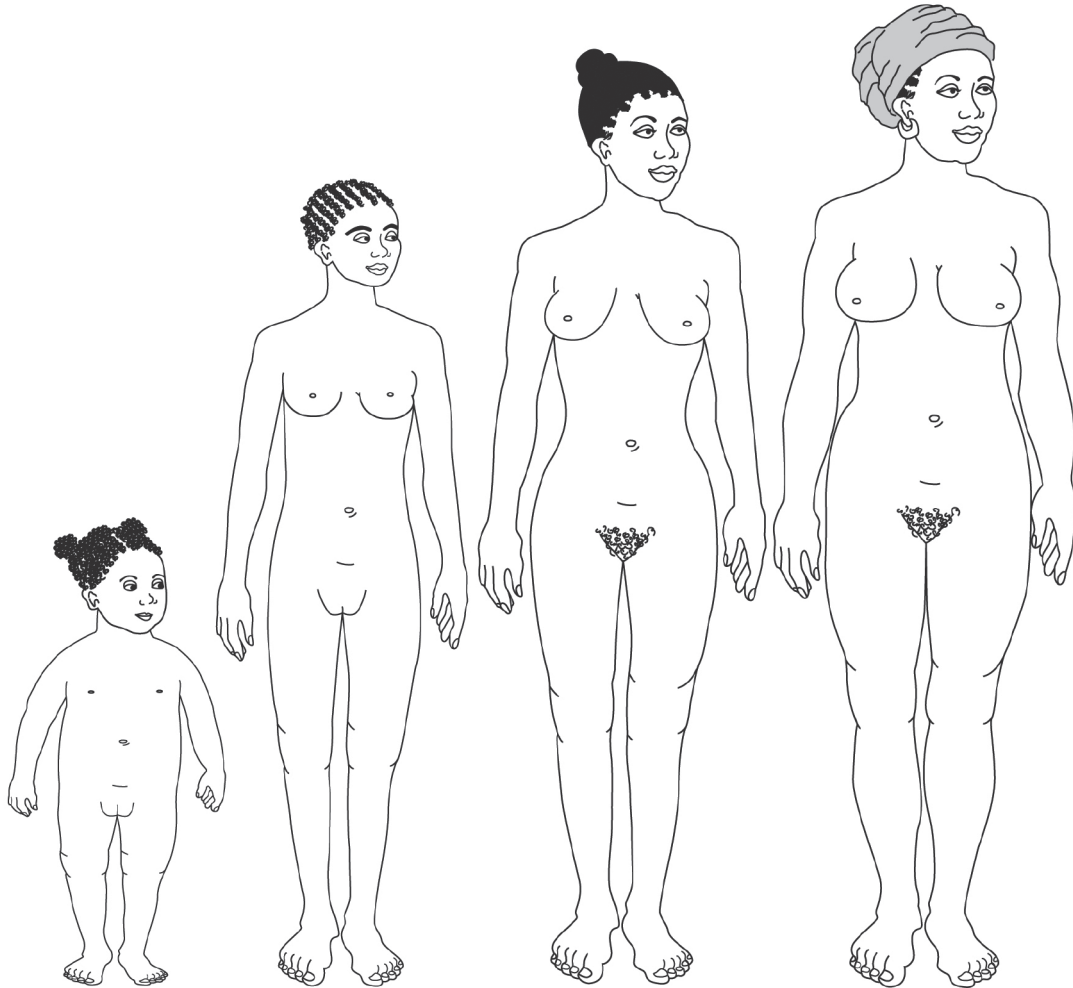
Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



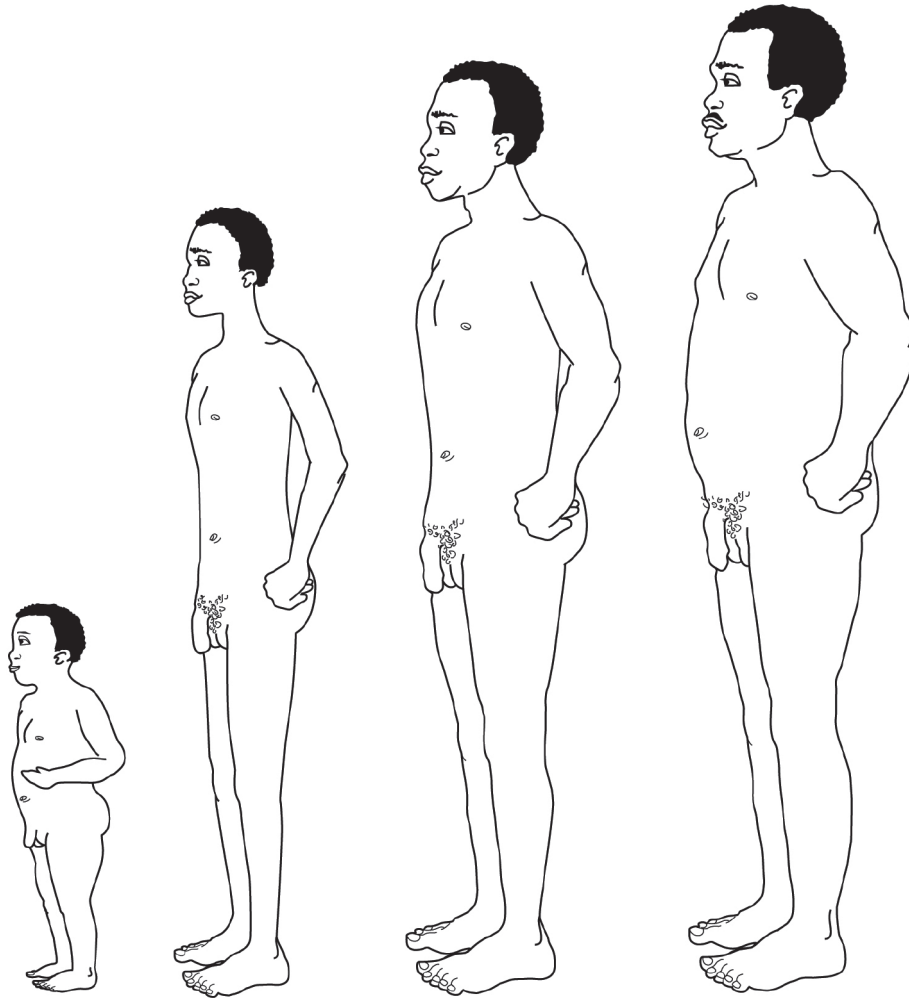
Handout 1: Physical Changes During Puberty

Physical Changes in Females at Puberty



- Grow hair under arms and in pubic area.
- Grows taller.
- Gains weight.
- Body becomes curvier.
- Hips widen.
- Breasts grow larger.
- Start menstrual period.
- Skin becomes oilier and pimples may occur.
- Increased perspiration/body odor.

Physical Changes in Males at Puberty



- Grow hair under arms, in pubic area, on face and chest.
- Grows taller.
- Gains weight.
- Become more muscular.
- Voice deepens.
- Skin becomes oilier and pimples may occur.
- Increased perspiration/body odor.
- Ejaculation happens/ wet dreams occur.



Session 9

How Does Pregnancy Happen, Anyway?

Session Overview

Session Description: Participants review posters on reproductive health and pregnancy.

Learning Objectives: By the end of this session, participants will be able to:

1. Describe the menstrual cycle.
2. Describe how conception occurs.



Time: 1 hour 30 minutes



Materials:

- “Male and Female Reproductive Systems,” Handout 2, attached to session. (Please note that the handout is four pages long).

Facilitator Preparation:

- Depending on the availability of reproductive health experts in the community, you may ask an outside expert to facilitate this session. However, make sure the expert is indeed a content expert AND at ease working with young people.
- Be familiar with the Handout 2 attached to this session.
- If possible, give Handout 2 to each participant.
- Be prepared to share resources with participants about how they can learn more about pregnancy, perhaps written material, or a clinic/ community health center.
- There are aspects of this session that should be checked for cultural acceptability. Be familiar with local cultural norms and adjust sessions accordingly.

Activity 1: Discuss Practice Activity from Session 8



15 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 8:

RECAP: Session 8 practice activity

Find opportunities to help other girls understand and feel comfortable with the physical and emotional changes of puberty.

Activity 2: What is Reproduction?



45 minutes

1. Remind participants that during puberty, females start menstruation, which means they are physically capable of becoming pregnant. Remind them also that being physically able to get pregnant does not mean that they are physically, emotionally or financially ready to do so.
2. Ask participants if they know how a female gets pregnant, or how babies are made.
3. Show the poster of the female reproductive system and explain. Key Points are on the adjoining page.
4. Show the poster of the male reproductive system and explain. Key Points are on the poster.
5. Answer questions from participants.

Activity 3: One New Thing About Our Bodies



15 minutes

1. Put participants into groups of two or three. Ask them to share one new thing they learned today about menstruation or reproduction with each other.
2. Ask participants to also share with their partners how this new information may improve their health, now or in the future.
3. Invite participants to share their comments with the larger group.

Session Wrap-Up



15 minutes

1. Thank the participants for discussing an often embarrassing but normal and necessary subject.
2. Remind the participants that although pregnancy is normal and they may be physically capable of getting pregnant, it is important to have children by choice and not by chance.

The practice activity for this session is:

Session 9 practice activity:

Between now and the next time the group meets, think about:
Who would you go to for correct information about health issues?

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session.?
- WHAT topics(s) will be covered?



Handout 2: Female and Male Reproductive Systems

Female Reproductive System

External Organs:

- Two folds of skin are called the **labia**.
- The **vagina** is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina.
- Near the top of the lips, inside the folds, is the **clitoris**. The clitoris is very sensitive and is to help a woman have sexual pleasure.

Internal Organs:

- Every female is born with thousands of eggs in her **ovaries**. The eggs are so small that they cannot be seen by the naked eye.
- The **fallopian tubes** connect the ovaries to the uterus (womb).
- The **uterus** is the womb where babies grow.

Menstruation

Menstruation happens for most women about **once a month**, and that is why it is commonly called the “monthly period.” It usually lasts between three and seven days. It is a sign that a **girl or woman can become pregnant** if she has sexual intercourse.

What causes menstruation? Every month the ovaries release an egg that waits in the fallopian tubes between 5-7 days to see if it will be fertilized with sperm. If the egg does not meet sperm, the lining of the womb is shed and comes out as blood through the woman’s vagina. This is the monthly period. (See “Process of Menstruation”)

Some girls may begin to menstruate at age nine or ten, others may not get their first period until a few years later. A woman knows that she has started her period when a little blood comes out of her vagina. The blood comes out slowly, like a dribble. It is important to anticipate when each month she will start bleeding, so she can wear a sanitary pad or other protection to prevent clothing stains.

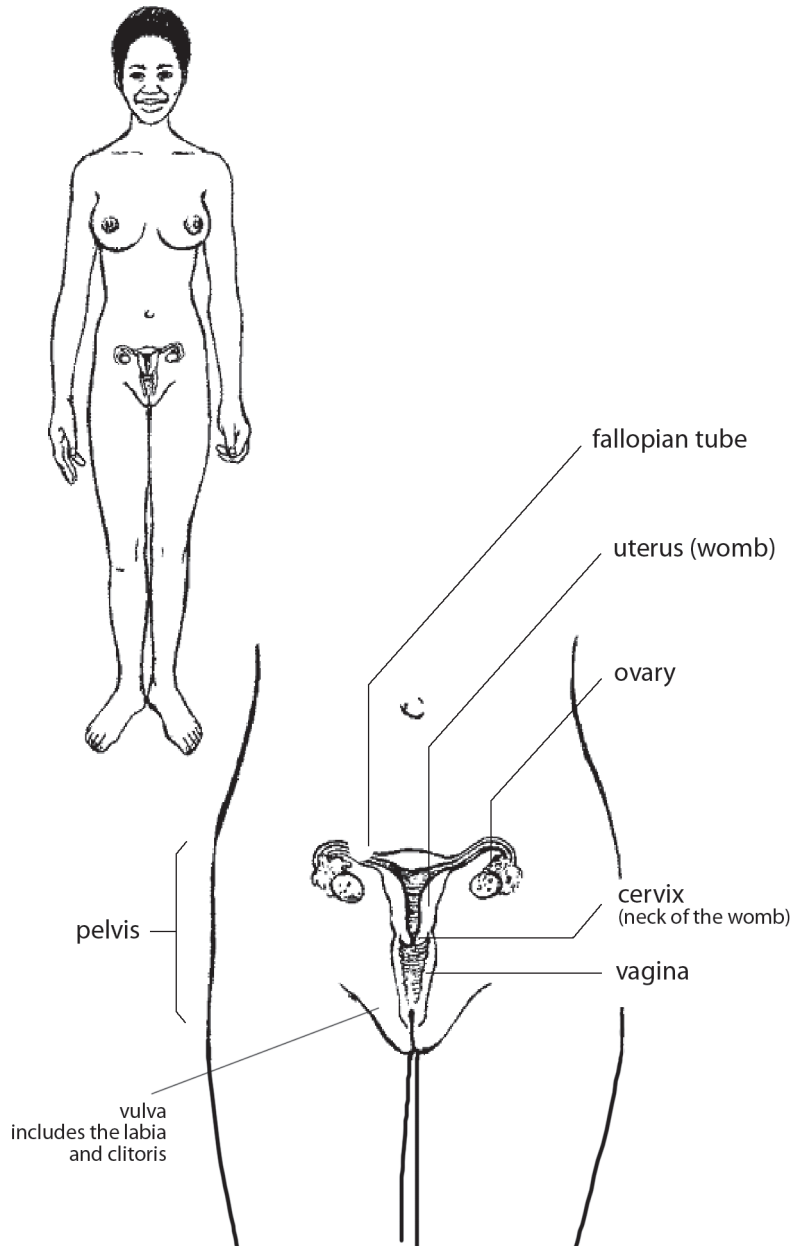
While most girls menstruate monthly, some girls will be irregular. It may take the body a while to adjust to all the changes taking place. Her menstrual cycle will probably become more regular with time.

How Pregnancy Happens

Fertilization takes place when a male sperm cell meets a female egg. After the male puts his penis in the female vagina and ejaculates, ejaculated sperm swim up through the cervix into the uterus to the fallopian tubes. If a mature egg is present, fertilization can take place. Sperm can fertilize an egg up to seven days after intercourse. If an egg is fertilized, it will move into the uterus (womb) where it will grow.

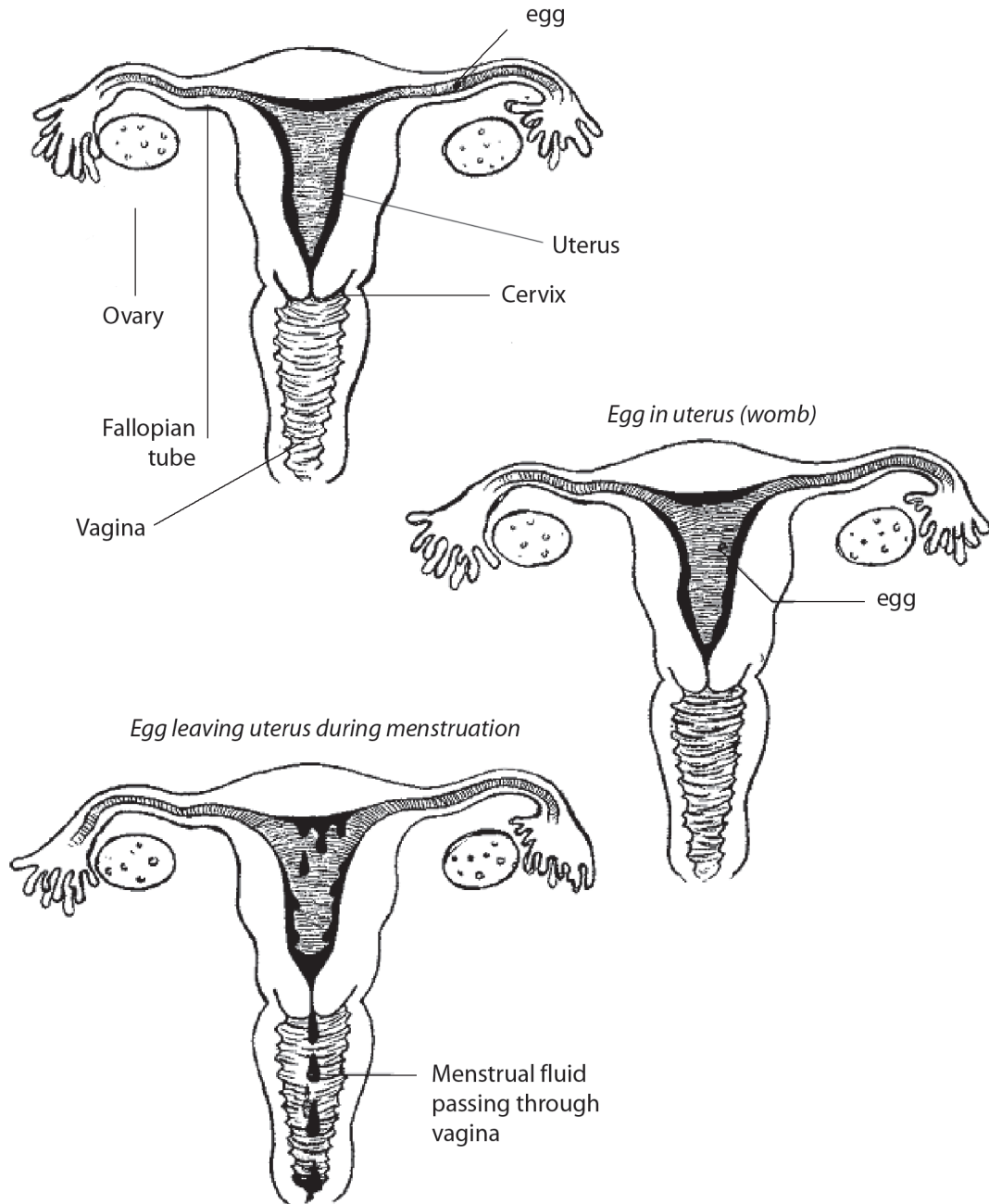


Female Reproductive System





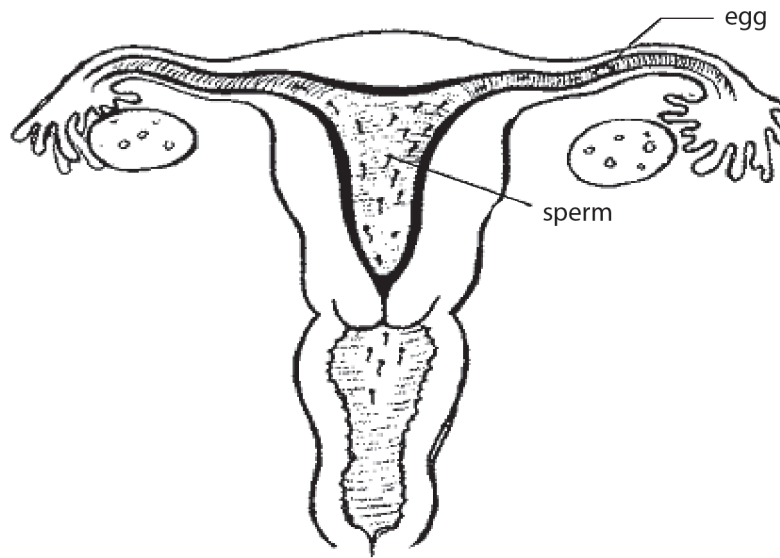
Process of Menstruation



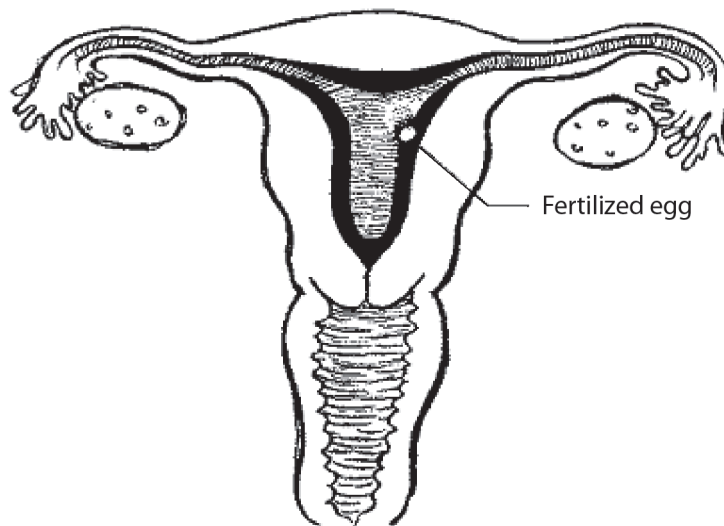


How Pregnancy Happens

Sperm meeting egg in fallopian tube

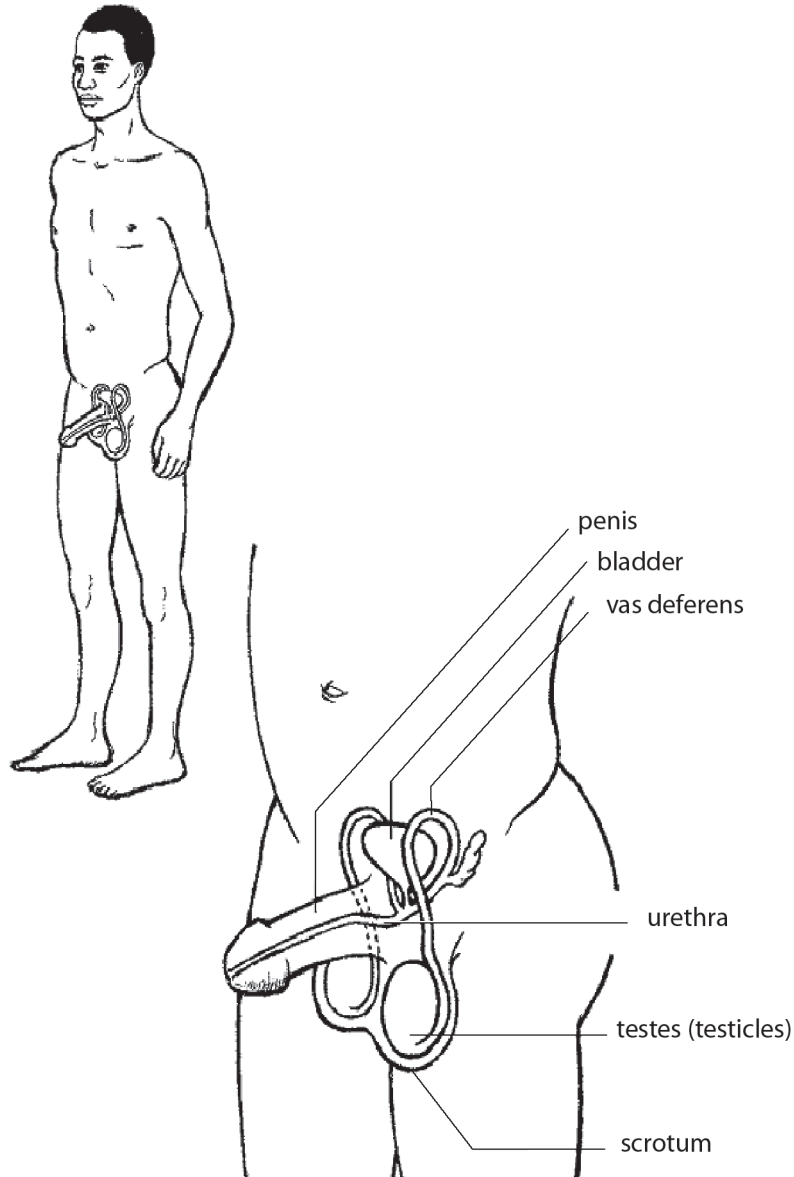


Fertilised egg implanted in the uterus





Male Reproductive System



The **penis** has the capacity to be limp or erect; it is very sensitive to stimulation. Part of the penis is covered by the **foreskin** in men who are not circumcised. The penis provides passage for both urine and semen. The penis places sperm in the woman’s vagina during sexual intercourse.

The **testes** are two egg-shaped organs in front of and between the thighs. Each testicle produces and stores sperm, which can fertilize a woman’s egg to begin fertilization, beginning at puberty.



Session 10

How to Communicate with a Partner

Session Overview

Session Description: Participants discuss the decision-making process for assessing whether to start or to continue a sexual relationship, the benefits of communicating with a partner. They also practice communication skills.

Learning Objectives: By the end of this session, participants will be able to:

1. Outline steps for decision making on assessing whether to start or to continue a sexual relationship.
2. Name at least two advantages to communicating with a partner.
3. Demonstrate how to talk to a partner.



Time:

1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- Pen and paper for each participant.

Facilitator Preparation:

- Review the questions in Activity 1 and adapt based on the relevancy to the girls in your group – that is if they are sexually active or not.
- Review the list of role play options in Activity 3 to see if there are other ideas that would be more relevant to the girls in your group.

Activity 1: Discuss Practice Activity from Session 9



15 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 9:

RECAP: Session 9 practice activity

Who can you go to for correct information about health questions? Go to that person and discuss any concerns you may have after today's session.



Activity 2: Am I Ready?



20 minutes

1. Hand out pen or pencil and paper to each participant and ask them to write 1 to 10 on the left side
2. Tell the group that you are going to read out a number of questions and they should write down yes or no. Tell them that this is a checklist for girls to think about when making decisions related to sex, whether for the first time or if she has started having sex.



NOTE TO FACILITATOR:

- If participants have initiated sexual activity or already have a child, then the questions should be adapted to include both girls thinking about being sexually active and those who have already started. Remind the participants that they can still refuse sex even if they have started having sex.
- Help participants understand that going through this list of questions can be part of decision making skills: "Stop and Think," "Consider Consequences" and "Know the Facts."
- Remind participants of the benefits of dating someone their own age; they'll have more in common and find it easier to communicate about mutual needs and limits.

- a. Would my parents approve of me having sex now if they knew?
 - b. If I get pregnant, am I responsible enough to provide for the baby's emotional and financial support?
 - c. Does the man I'm with make me feel good about myself?
 - d. Will I be glad when I am older that I lost my virginity at the age I am now?
 - e. If the relationship breaks up, will I be glad I had sex with this person?
 - f. Am I sure no one is pushing me into having sex?
 - g. Am I able to comfortably talk to my partner about sex, and his sexual history?
 - h. Am I absolutely sure my partner is not infected with an STI or HIV?
 - i. Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV and STIs?
 - j. Do I feel safe with my partner?
3. Ask the participants if most girls ask themselves these questions before initiating sexual activity or continuing sexual activity? Why are they important?
 4. Let participants know that if they answered no to any of these questions then they should consider not starting a sexual relationship or perhaps ending the one they are in. Decisions today affect a girl's future, so best to be sure before starting or continuing sexual activity.

Activity 3: Talking to My Partner



45 minutes

1. Ask participants to brainstorm the benefits of talking to partners about relationship or sexual issues.
2. Explain that we can use strong communication skills when talking to our partners.

Remind participants about the STRONG Communication skills.

"I feel ..." The emotion that she is experiencing.

"When you..." What the other person did that caused her to feel the emotion.

"Because..." Why the action caused her to feel the emotion.

"And I would like/want/need..." what she would like to have happen in order to feel better.

3. Tell the participants that we will practice communicating with a partner. Ask the participants to form groups of four.
4. Each group will prepare two 3-minute role-plays. The first role-play shows how things can go wrong when talking to a partner and the second role-play should demonstrate how the communication can go better when using the strong communication skills. Potential role-plays are as follows:
 - Talking to a partner about using a condom.
 - Talking to a partner about delaying sex.
 - Asking a partner to share his feelings about your relationship—for example deciding to be only with each other, if they have other partners.
 - Asking a partner to go for joint STI or HIV testing.
 - Asking a partner if he can cut back on drinking.
 - Talking about getting support for you to complete your studies.
5. Each group performs both role-plays.
6. After each role-play, ask how it demonstrated how to talk to partners.

Session Wrap-Up



10 minutes

1. Remind the participants that the choices they make today will affect their tomorrow. Before girls engage in sex or continue a sexual relationship it is important for them to practice decision making skills (Stop and Think, Consider Consequences, Know the Facts) to make sure they are making a decision that will be good for them.
2. Talking to partners can be challenging, but girls can use Strong Communication skills to ask for what they need in order to have a healthy and happy relationship.



3. The practice activity for this session is:

Session 10 practice activity:

Between now and the next meeting,
Ask your girlfriends who are not in the workshop a few of the questions from the 'am I ready' list and see what kind of response you get.

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 11

Preventing Unintended Pregnancy

Session Overview

Session Description: Participants discuss the advantages of planning their family, and learn about different types of family planning methods as well as where they can get them. This is important information for girls who are abstinent as well as for girls who are sexually active.

Learning Objectives: By the end of this session, participants will be able to:

1. Name at least two advantages of planning their family.
2. Identify where to go in the community to get family planning.



Time: 1 hour 30 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- The facilitator will need to bring appropriate materials that describe locally available family planning methods, how they are used and the pros and cons of each method.

Facilitator Preparation:

- Invite a local midwife, nurse, peer outreach person or staff from an NGO working on family planning to come to talk about family planning methods and where participants can go to get them. This guest will lead Activity 4 below. Share this session plan with the guest so that she/he will know what is expected. Invite her/him to attend the whole session.
- Collect sample contraceptives from a local clinic, pharmacy, or ask the guest to bring them.
- Make copies of Handout 3: How to use a Condom, and find out where other contraceptives are available in the community.



Activity 1: Discuss Practice Activity from Session 10



15 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 10:

RECAP: Session 10 practice activity

Who can you go to for correct information about health questions? Go to that person and discuss any concerns you may have after today's session.

Share the information you learned today with one trusted friend. How did she react to the information? What was new information for her?

Activity 2: The Pros and Cons of Family Planning



20 minutes

1. Remind participants that in the previous session the group discussed: 1) what is wanted from a relationship, 2) whether to abstain from sex or not, 3) talking with your partner about your relationship and 4) protecting sexually active couples from pregnancy and HIV.
Remind participants that every new relationship gives a girl the opportunity to assess her own needs, her relationships and her decisions. Point out that even if they have had sex in the past they don't have to have sex in the current relationship.
2. Ask participants to share what they have heard about abstinence or family planning. The facilitator can clarify that abstinence or not having sex is the only sure way to avoid pregnancy. There are family planning methods that can be used to prevent pregnancy. These are temporary methods such as pills, condoms, injectables, IUDs and permanent methods such as laparoscopy (for women) or vasectomy (for men).
3. Break participants into two groups. Tell them that they are going to debate the pros and cons of family planning.
4. The "pro" group should think about all of the benefits to the mother, father, baby, family and nation that come from using contraceptives to plan a family.
5. The "con" group should think about all of the disadvantages to the mother, father, baby, family and nation that come from using contraceptives to plan a family.
6. Give the groups roughly 5-7 minutes to plan their points.
7. Bring the groups back together and hold the debate making sure that each side has time to make their points.

Activity 3: I Know It's Good For Me But...



15 minutes

1. Explain that like brushing our teeth, eating vegetables or doing homework, even though we know that something is good for us, sometimes we still don't do it. Remind participants that they just heard many really good reasons for using family planning but that not everyone does.
2. Ask the participants why some girls don't practice abstinence. Ask why some girls who are sexually active don't use family planning.
3. What are reasons that some boys don't practice abstinence? What are the reasons that some boys who are sexually active don't use family planning?
4. Ask participants what could be done to help boys or girls to use contraception in the future.

Activity 4: Family Planning Methods



30 minutes

1. The guest speaker will talk about the benefits of abstinence as well as show the different modern contraceptives, and explain the advantages and disadvantages of each. Tell the participants to feel free to ask questions during the presentation about the different methods.
2. Ask participants to listen to the guest speaker and consider which method they think would be best when you deciding to start having sex.
3. If the participants are slow to ask questions about each method, either have them write their questions down on paper or you can think about the questions that are common to girls/women in the community and ask the questions for them.
4. Tell participants where in the community they can get each type of contraceptive.
5. Give each participant Handout 3, "How to use a Condom" and answer any questions they might have.

Session Wrap-Up



10 minutes

1. Thank the participants for their participation in discussing an often embarrassing but normal and necessary subject.
2. Remind the participants about the benefits of abstinence.
3. Remind the participants that although pregnancy is normal having children by choice, not by chance, is best for the mother, the baby, the family and the nation.
4. Remind the participants of places in the community where they can access contraceptives.
5. The practice activity for this session is:

**Session 11 Practice activity**

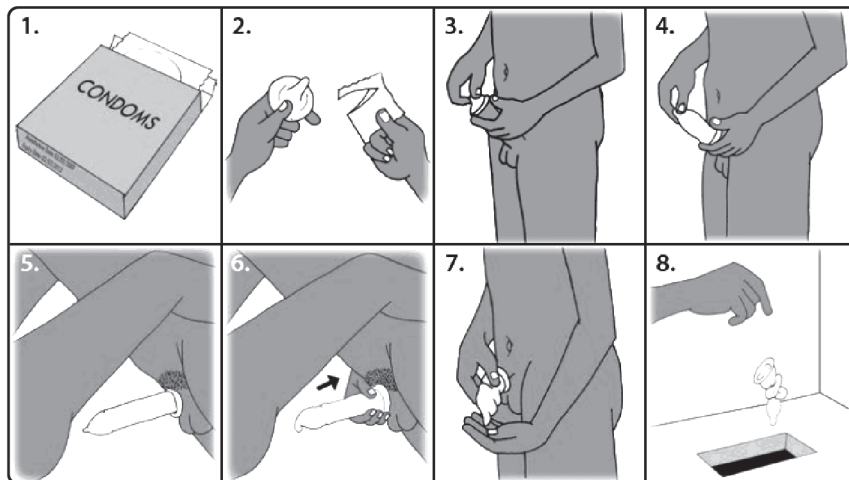
Between now and the next meeting, find out:
Where do people get condoms and pills in your community?

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Handout 3: How to Use a Condom



- **STEP ONE:** Inspect the condom by checking the expiration date. Do not use if there are any tears or it is past the expiration date.
- **STEP TWO:** Carefully open the condom package by pushing the condom to one side. Do not use your teeth or fingernails to open the package.
- **STEP THREE:** Squeeze the tip of the condom.
- **STEP FOUR:** As soon as the penis is hard, place the condom on the tip of the erect penis. While holding onto the tip, unroll the condom down the shaft of the penis all the way to the base. Either the male or the female can do this step.
- **STEP FIVE:** After sex, withdraw the penis immediately after ejaculation. Hold the condom at the base of the penis and withdraw from the vagina while the penis is still erect.
- **STEP SIX:** Tie a knot on the condom to prevent spilling and carefully dispose of the condom.

REMEMBER:

- It is important to talk to your partner about using a condom before sex.
- Do not use cooking or vegetable oil, baby oil, hand lotion or petroleum jelly for lubrication. These will cause the condom to deteriorate. If a condom breaks, immediate withdrawal is recommended. A new condom can then be used.
- Do not reuse the condom. Use a new condom for each act of sexual intercourse.
- Condoms should never be used more than once.
- Lubricated condoms should be used for anal and vaginal sex and must be put on before any genital contact.



Session 12

STI/HIV Grab Bag

Session Overview

Session Description: Participants take items from a “grab bag” and try to identify the connection between the item and HIV/AIDS.

Learning Objectives: By the end of this session, participants will be able to:

1. Identify HIV/AIDS risk factors.
2. Describe ways to prevent HIV infection.



Time: 1 hour and 30 minutes



Materials:

- “Grab Bag Items”* — Drinking glass; Picture of man and woman holding hands; Empty alcohol container; Paper with the word “abstinence” written on it; Male condom or condom wrapper; Baby doll; Money; Birth control pills; Bug repellent; Soccer ball or basketball; Telephone; Diploma; Wedding ring made from paper; Drawing of an initiation symbol; picture of a woman with a black eye. * If any items are not available, draw a picture instead.
- A bag to put the items in.

Facilitator Preparation:

- Invite a nurse, peer outreach person or staff from an NGO working on STD and HIV to come to talk about HIV. Prior to the session, collect and put the above “Grab Bag Items” in a bag.
- Add additional grab bag items that will bring up common myths regarding HIV that exist in your area.
- Review Facilitators Reference 2 “Grab Bag Items and Their Connection to STIs/HIV” at the end of this session.

Activity 1: Discuss Practice Activity from Session 11



15 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 11:

RECAP: Session 11 practice activity

Where do people get condoms and pills in your community?

Activity 2: Grab Bag



1 hour and 10 minutes

1. Divide the participants into groups of three or four.
2. Pass the grab bag around. Ask each small group to reach into the bag, without looking, and take an item out of the bag. Pass the bag around to the groups until all items have been removed from the bag.
3. Ask the small groups to take 5–10 minutes to discuss the items they have chosen and what they could have to do with HIV.
4. Ask each small group to present their item to the entire group and explain what they think this item has to do with STIs/HIV.
5. Thank each small group and then add any information and reinforce key points about each item using the handout at the end of the session.



NOTE TO FACILITATOR:

At the end of this session there is an explanation of each item and its relation to HIV. However, youth are very creative and will likely come up with additional factually accurate links. Celebrate their creativity.

6. After the grab bag activity is concluded, use the following questions for discussion:
 - What information did you already know?
 - What information was new or helpful for you?
7. Provide participants with resources on how they can learn more about STIs and HIV. Provide information about testing and treatment of STIs and HIV.

Session Wrap-Up



10 minutes

1. Summarize how to prevent and/or lower the risk of HIV transmission: abstinence, be with only one partner and that partner is only with you, and always use a condom and use it correctly every time.
2. Offer resources to participants, if applicable, about how they can learn more about HIV/STIs and testing.
3. Tell participants that it's normal to feel uneasy or embarrassed when discussing these topics, but it's important to get correct information about sexuality regardless of how embarrassing it may be to get it.



The practice activity for this session is:

Session 11 practice activity:

Between now and the next time the group meets:

Ask people in your community about HIV. If you can find any information that contradicts what you learned today, bring that item to the next session for discussion.

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Facilitators Reference 2

Grab Bag Items and Their Connection to STIs/HIV

Drinking glass; Soccer ball/basketball; Telephone

- There is no risk of transmission of STIs or HIV through a drinking glass, doorknob, telephone, sports, etc. These are called casual contact. HIV and other STIs are not spread through casual contact, such as hugging, using the same chair, etc.
- The fluids that do transmit HIV are: Blood, Semen, Vaginal Secretions and Breast Milk. Saliva does not transmit HIV.

Picture of man and woman holding hands

- The couple in this picture are greatly lowering their risk of HIV and other STIs by having sex only with each other during the same time period.
- Having more than one sexual partner over the same time greatly increases the risk of HIV transmission.

Empty alcohol container

- Alcohol and other drugs can greatly impair your judgment and decision-making, potentially causing you to do something that may put you in danger or at risk for contracting HIV or another STI.
- Alcohol use can cause one to temporarily forget the information they know about STIs and HIV, use a condom incorrectly or do something one otherwise would not do if sober.
- Alcohol puts a girl at risk for sexual violence. Even if she wants to say no to sex with someone, alcohol makes it harder for her to enforce that decision. A man who is drunk is less likely to listen when a girl says no. Therefore, it is advisable to avoid bars and other places where alcohol is sold and/or consumed.
- It is illegal to consume alcohol if you are not yet 18 years of age.

Abstinence

- Abstinence from any sexual activity is a healthy choice and the most appropriate one for young people.
- Complete sexual abstinence is 100% effective in preventing pregnancy and STIs/HIV.
- It allows young people to focus on their studies.
- Young people should be sure they are ready to have sex.
- Young people should find others that will support their decision not to have sexual intercourse. They should also be well informed regarding sex, pregnancy and STIs, contraception and STI prevention.
- Young people should get help if someone is pressuring them to have sex or if someone is engaging them in unwanted sexual behavior.

Male condom

- Greatly reduces the risk of STIs/HIV transmission, when used properly from start to finish, every time.
- Condoms are safe.



Baby doll

- Mother-to-child transmission of HIV is when an HIV positive woman passes the virus to her baby. This can occur during pregnancy, labour and delivery, or breastfeeding. When pregnant women take antiretroviral drugs the chances are lower that the baby will be HIV infected.
- The best option for an HIV-infected mother to feed her baby depends on her individual circumstances, including her health status and local services. Exclusive breastfeeding is recommended for HIV-infected women for the first 6 months of a baby's life unless replacement feeding using milk formula is acceptable, feasible, affordable, sustainable and safe for them and their infants before that time. When replacement feeding is acceptable, feasible, affordable, sustainable and safe, HIV-infected women are recommended to avoid all breastfeeding.
- There are significant responsibilities involved in becoming a father while still in school. For example, a father will have less time to spend on the soccer field and more time working to buy food, shelter, medicine, etc. for the baby and baby's mother.

Money

- Those who are poor may do things for money that put them at risk of HIV infection when they feel they have no other choice. For example, a young girl may have sex with an old man or have sex without a condom or trade sex for food.
- Trading sex for money or another commodity (i.e., clothing, soap, a favor, a job, etc.) increases risk because differences in power affect the ability to negotiate safe sex.
- While difficult situations may push people into desperate decisions, other times people may decide to exchange sex for non-survival needs. There are dangers involved in exchanging sex for a cell phone, nice hair braids or alcohol.

Hormonal Contraceptive (birth control pills, injectables, etc.)

These methods work well for preventing pregnancy, but do not prevent the spread of STIs or HIV.

Violence

- Sometimes a young person does not get to make the decision to have sex or use a condom when force is involved or alcohol abused.
- Young people should avoid dangerous places if possible or go in groups.
- If a young person is afraid or feeling pressured by someone, they should speak to a helping adult about their fears.
- Boys should think about their actions with girls and women. Even if they have witnessed a man they respect acting violently against a girl or woman, boys can be an even stronger man and break the habit of violence.
- If a young girl is raped, she should ask an adult to take her to the health center.

Diploma

- Anyone can get HIV, even the well educated.
- Staying in school opens up future possibilities for good jobs and better lives.
- HIV, pregnancy or becoming a father before you are ready, can end a dream for an education.



Wedding ring

- Marriage can protect one from HIV if both partners have been tested, are negative and remain faithful to one another. Even if one partner is already HIV positive, they can protect the other partner from getting HIV.
- Others may find that sex is more meaningful if it is saved for marriage.
- There may be a discussion about whether waiting for marriage is realistic; this discussion is useful and should be welcomed.
- For young girls, early marriage can mean the end of their education and hopes for a better future as well as early exposure to HIV.

Initiation symbol

- For initiations that involve cutting, HIV can be passed through blood from one initiate to another if the same tool is used and not sterilized properly between each child.
- Male circumcision if properly done and culturally appropriate, can lessen the spread of HIV.
- Initiation ceremonies that encourage young people to have sex either with adults or other young people or to take herbs to increase sexual desire can spread HIV by encouraging young people to have sex before they are emotionally or physically ready.



Session 13

Preventing Unwanted Advances

Session Overview

Session Description: Participants discuss unwanted advances and what they can do to protect themselves.

Learning Objectives: By the end of the session, participants will be able to:

1. Understand that people can be forced into sex through both emotional and physical means.
2. Identify how to avoid unsafe places and situations that might put one at risk for unwanted sex.
3. Identify who to go to for help.



Time: 1 hour 30 minutes



Materials:

- None.

Facilitator Preparation:

- You will need to identify ahead of time places where girls who are the victims of unwanted or coerced sex may go for help.

Activity 1: Discuss Practice Activity from Session 12



15 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 12:

RECAP: Session 12 practice activity

Ask people in your community about HIV. If you can find any information that contradicts what you learned at the last session, let's discuss.

Activity 2: Maiwase's Story



25 minutes

Read Maiwase's story to the group.

Maiwase's Story

Maiwase is 14 years old. She lives with her parents and her cousin Dabwiso. Dabwiso often touches her breasts or bottom and laughs. Maiwase is afraid of him, but as he is her cousin she doesn't say anything. One day Maiwase comes home from the market and goes to the bathroom to wash and change her clothes. Dabwiso comes into the house alone and she hears him coming towards the bathroom. He says, "Is that you Maiwase?" and opens the door.

1. After you read the story of Maiwase, ask the group what they think might happen next.
2. Ask for several volunteers to storytell possible endings for Maiwase's story.
3. What could Maiwase do to improve her situation?

Activity 3: Lucy's Story



30 minutes

Read Lucy's story to the group.

Lucy's Story

Lucy is 15 and has 4 younger brothers and sisters. The family is experiencing financial difficulties and Lucy's mother is again pregnant. Lucy helps her mother by walking to the market each day to sell/buy goods. Every day on the way to the market she is approached by the owner of a local bar, who proposes his love for her. He is older and often ill. Her mother and aunt tell her it is an honour to receive the attention of this man and urge her to talk to him. She refuses because he is old and she doesn't like him, but they keep pushing her...

1. After you read the story of Lucy, ask the group what could happen to Lucy?
2. Ask for several volunteers to storytell possible endings for Lucy's story.
3. What could Lucy do to improve her situation?
4. Ask the group what the stories of Maiwase and Lucy have in common?
5. Explain that although physical force was not used in Lucy's situation, people were using emotional force to push her in a direction she didn't want to go.
6. What are other situations or places where girls are in danger of coercive/unwanted sex in our community?
7. How can girls in our own community avoid these situations or dangerous places?
8. What do you think boys, girls, parents, leaders, the police and the community can do to help stop unwanted sex from happening?



Activity 4: Getting Help



10 minutes

1. Ask the participants what are some of the problems that might happen to girls who have unwanted sex? Listen for the following answers:
 - Unplanned pregnancy.
 - Contracting STIs/HIV.
 - Low self-esteem.
 - Feeling sad/down/helpless.
 - Unpleasant sexual experiences.
 - Abuse.
2. Who could Maiwase or Lucy go to for help? What can they do if those people don't at first believe them or don't take any action?
3. Offer resources and remind participants to find and identify helping adults in and outside the family who they can talk to. This information should have been collected by the facilitator before the workshop.
4. Read the poem Stand Tall.

Stand Tall

By Eunique Jones

Our self-esteem has been knocked down before
But we're survivors and we won't allow it to happen anymore
We've struggled to make it this far
And in our struggle sometimes we did fall
But in the end we've always stood tall

5. Ask participants what they think the poem means? After discussion, remind participants of the assets and strengths they possess (discussed earlier in the program) which can help protect them and see them through a bad experience.

Session Wrap-Up



10 minutes

1. Tell participants that in addition to being risky, sex between an adult and a child is also against the law in most countries around the world. Review what girls who have experienced unwanted sex can do to get help.
2. Remind participants about the Strong Communication skills:
"I feel ...", "When you...", "Because..." and "I would like/want/need..."

The practice activity for this session is:

Session 13 practice activity:

Between now and the next time the group meets:

Talk to an adult about what life is like for a girl in your community and ask them to help keep you safe.

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 14

Values, Money and Gifts

Session Overview

Session Description: Using a money tree exercise, participants look at the relationship between how they spend and earn money and risky behaviors.

Learning Objectives: By the end of the session, participants will be able to:

1. Identify the difference between wants and needs.
2. Identify how the need for money/consumer goods affects sexual decisions.
3. Strategize how to reduce risks related to transactional sex.



Time: 1 hour 45 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- One piece of paper and pencil/marker per participant (other option: use sticks and draw on the dirt).

Facilitator Preparation:

- None.

Activity 1: Discuss Practice Activity from Session 13



10 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 13:

RECAP: Session 13 practice activity

Talk to an adult about what life is like for a girl in your community and ask them to help keep you safe.

Activity 2: Money Tree



30 minutes

1. Ask each participant to draw a tree (on their piece of paper or if paper is unavailable, on the ground). Explain that each tree should have 8-10 big leaves and 5-8 big roots. The tree trunk can be small. Explain that the leaves of the tree are what each participant spends money on. Ask each participant to write words or draw pictures (on the leaves) of what they spend money on. Each leaf should have only one thing on it. Explain that the roots of the tree are all the ways each participant earns money. Ask each participant to write words or draw pictures (on the roots) of how they earn money.
2. Ask the participants:
 - Which of the leaves are things you really need?
 - Which of the leaves are things you do not need, but you want? Why?
 - Are there ways you could spend less money?
3. Ask participants to look at how they earn money. Ask:
 - What are the negative/positive consequences of how you earn your money?
 - Are there wants/needs you can do without and therefore not need to earn as much money?
 - Are any of these ways of earning money putting you at risk for HIV?
4. Ask the participants to think of other ways that girls might earn money.

Activity 3: Thembi's Story



40 minutes

Thembi's story

Thembi is beautiful and smart. When her peers started having sex with older men for money or special gifts, she decided that this was not for her. The only consequence she sees to this is getting a disease or pregnant. She wishes to advance in school, but her family wishes her to stay home to help her mother. She is not sure what will happen, but she is sure she will stick to her decision to wait and have sex when she loves the person and not to have sex for money.



1. Divide the group into four smaller groups. Ask each group to present a 2-3 minute role-play of Thembi:
 - Ask the first two groups to pretend it's three years later and that Thembi has been able to stick to her decision not to have sex for money or special gifts. Ask these two groups to make a list of things that may have helped Thembi stick to her decision and develop a role-play showing what helped her stick to her decision. (For example, maybe she asked for help and advice from a trusted adult, or she stayed away from places where older men would be present, etc.)
 - Ask the other two groups to pretend it's three years later and that Thembi was not able to stick to her decision to not have sex for money or special gifts. Ask these two groups to make a list of things that made it too difficult for Thembi to stick to her decision and develop a role-play showing challenges that kept her from sticking to her decision. (For example, maybe she got tired of being the only girl in her group without nice clothes and a cell phone or her best friend did this so she went along, etc.)

**NOTE TO FACILITATOR:**

This session does not mean that all decisions should be made and never changed. Changes in our life or new information may lead us to decide it is best to make a new decision for ourselves. Better information may come along and we should revisit our decision point again (CLAP, CLAP) and use the strong decision making skills.

2. Discuss with the group the following questions:
 - What helped Thembi keep to her decision, three years later?
 - What challenges kept Thembi from keeping her decision, three years later?
 - What choices did Thembi have along the way? How did she weigh the good versus the bad consequences of each choice?
3. Ask participants to think of a decision in their own life where they made a decision and were able to stick to it. (For example, eating vegetables, not teasing your younger sister, doing your homework, etc.). Ask them:
 - What made it hard to stick to the decision?
 - How did you address the challenges so you could stick to your decision?

Session Wrap-Up



10 minutes

1. Remind the group that it is important to know the difference between things you need and things you want—and to only spend money on the things you need.
2. Remind participants about the strong decision making skills: 1) Stop and think, 2) Consider the consequences of your decision and 3) Know the facts.

The practice activity for this session is:

Session 14 practice activity:

Between now and the next time the group meets:

Observe yourself to see if you focus on the things you need or the things you want.
What helps you to focus on your needs instead of your wants?

Discuss the logistics of the next meet-up:

- WHEN is the next session?
- WHERE is the next session?
- WHAT topics(s) will be covered?



Session 15

Planning My Goal

Session Overview

Session Description: Based upon lessons learned from their participation in this program, participants develop a personal goal. They will make a pledge.

Learning Objectives: By the end of the session, participants will be able to:

1. Describe and use a simple planning process for making a goal.
2. Identify the resources available to assist them in achieving their personal goals.



Time: 1 hour 45 minutes



Materials:

- Chalkboard/chalk or flipchart/marker.
- One piece of paper and pen/pencil per participant
- Post test forms.

Activity 1: Discuss Practice Activity from Session 14



10 minutes

Process the practice from the last session by asking participants to share the results of the practice activity from Session 14:

RECAP: Session 14 practice activity

Observe yourself to see if you focus on the things you need or the things you want. What helps you to focus on your needs instead of your wants?

Activity 2: Steps to My Goal



30 minutes

1. Ask the participants to recall some of the personal goals that were discussed in earlier sessions.

2. Ask the participants to think of a goal they would like to achieve. It can be the one they had in mind during Session 1 or something new.
3. Give each girl a piece of paper. Ask the participants to write or draw her goal on the right hand side of the piece of paper. On the left hand side of the paper, ask the participants to write her name or draw a picture of herself.
4. Explain that now that each girl has a goal, it is time to discuss how to get to her goal.
5. Tell the participants to draw a road between themselves and the goal. On this road they will need to write:
 - Who/What resources will help me reach my goal? It will be easier to reach your goal with the help from others, either individuals, groups, or organizations. Who are they? Ask participants to think about who this person/people are and write or draw their pictures on the road between her and the goal.
 - What specific steps will I take to get to my goal? It will be easier to reach your goal if you have plans and steps to get there. Ask participants to write or draw some of these steps in the on the road between her and the goal. It might be best to place the easier steps at the beginning of the road and the harder ones near the end.
6. Ask them to present their plans/pictures to the larger group.

Activity 3: What could come next?



20 minutes

1. Remind the participants of the Go Girls! Goal “to provide a safe and fun learning experience where participants can be equipped with life skills and knowledge to help maintain a happy and healthy life, stay in/return to school and feel empowered to protect themselves from HIV/AIDS.”
2. Ask the girls if they would like to continue the program. Ask for ideas of things that they would like to do to as individual girls and as community members to further the Go Girls! goal.
3. Write down the ideas from the participants. If you need ideas to start the brainstorm, see the “Note to Facilitator Box,” below.



NOTE TO FACILITATOR:

Ideas for continuation:

- Monthly youth meetings/discussions about different topics in the manual.
- Pairing youth with an adult mentor in the community.
- Sponsoring drama/skits where the girls act out key themes from the manual and educate their peers.
- Sports tournaments.
- Educational messages through song.
- Girls’ (health) clubs.



Activity 4: Post Test



10 minutes

Ask participants to complete the Go Girls! Go Families! Training Program Post Test found in **Instrument 2**.

Activity 5: My Pledge



20 minutes

STEP ONE

Ask participants to get into pairs. Each person should list three skills learned during the program that s/he hopes to use in the future. Participants should discuss exactly how they intend to use the skills.

STEP TWO

Explain to participants that this is the close of the program. Ask participants to take a verbal pledge to use the skills they have learned. If participants agree, ask them to repeat the following, as a large group or individually:

Our pledge as young people

I, _____, promise to use the knowledge and skills learned in this program to make decisions in my life that protect myself, my family and friends from harm and to keep my focus on my life goals.

Thank the participants for their participation in the program.



Go Girls! Monitoring Forms



Instrument 2. Go Girls! Community-based Life Skills for Girls Pre-Post Test

Instructions to facilitators: Please administer this test prior to the first session and again after the last session. If participants are literate: Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to check the box for either "I agree," "I don't know," or "I disagree." If participants are not literate: Use only one form for the group answers. Read each statement aloud. Ask participants to cover their eyes and vote for one response, either "I agree," "I don't know," or "I disagree," by raising their hand. Tally the responses and record them in the appropriate column for each response.

Location: _____ Age: _____ Date: _____

Check one: Pre Test Post Test

	I agree	I don't know	I disagree
1. Staying in school has nothing to do with my future.			
2. There is no reason to be ashamed of puberty.			
3. Abstaining from sex is the only method 100% effective in preventing pregnancy and sexual HIV transmission.			
4. Assertive (strong) communication is delivering a message by honestly expressing your thoughts/feelings.			
5. My decisions do not affect my future.			
6. I do anything that my friends ask me to do, regardless of how I feel about it.			
7. To become pregnant, a sperm from a male must fertilize an egg in a female's body.			
8. A person can contract HIV by sharing a drinking glass with an HIV infected person.			
9. A girl who is menstruating can get pregnant the first time she has sex.			
10. It is not risky to accept gifts or money in return for sex if you really want the gift or money.			
11. I can protect myself from HIV/AIDS.			
12. I have a goal and I have a plan in place to ensure I achieve my goal.			
13. It is impossible to talk to adults about my problems.			





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