Stepping Stones

A Training Manual for Sexual and Reproductive Health and Relationship Communication Skills and Empowerment
Stepping Stones:

A Training Manual for Sexual and Reproductive Health and Relationship Communication Skills and Empowerment
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The financial exercises in modules K and L are new to this programme. Pact Swaziland adapted those modules from the Whole Girl methodology based on discussions with the original Stepping Stones authors that financial literacy is a crucial component of empowerment. The Swaziland team also got permission from the South Africa team to add these modules.

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Introduction

The Stepping Stones Programme

Stepping Stones: A Training Manual for Sexual and Reproductive Health and Relationship Communication Skills and Empowerment outlines the Stepping Stones programme, which was produced in response to a growing need for interventions to strengthen relationships, promote safer sexual practices, and prevent HIV infections. This programme focuses on communication in relationships and acknowledges the gendered context of our lives and the broad range of influences on our sexual practices. This version of the programme includes financial literacy training to further empower the participants to be able to make their own sexual and reproductive health decisions and own their futures (see more below and in the section Why talk about financial health?).

There are many programmes that aim to help participants practise safer sex and protect themselves from HIV, but Stepping Stones is different in its approach. Other programmes often emphasise building knowledge and changing attitudes in the belief that if these change behaviour change will follow. But, behaviour change is often more complicated than this.

We may have knowledge and a desire to do certain things, such as use condoms, that we cannot or do not put into practice for various reasons. Sometimes, though, if we first change our practices, attitudes will change. For example, if we use a condom successfully, we may become less hostile to using them regularly in the future. Similarly, if we care for a relative with HIV, we could reduce the stigma around people living with HIV.

The Stepping Stones programme aims to enable individuals, their peers, and their communities to change their behaviour, individually and together, through a calculated set of steps. The programme is based on the assumption that community-wide change is best achieved through a personal commitment to change from each of its members. This demands some effort from each participant involved in a Stepping Stones workshop and, as we explain later, participants are strongly encouraged to make a commitment to participate in all the modules.

How is Stepping Stones different from other programmes?

- **Focus on skills-building:** Stepping Stones provides knowledge and enables participants to explore and question their attitudes. But, the programme’s main focus is on skills-building, specifically critical reflection, communication, relationship, negotiation, and condom use skills.

- **Use of participatory learning approaches:** There is no didactic teaching (classroom style) in Stepping Stones. We explore, affirm, and supplement participants’ existing knowledge through participant-led interactions.

- **Flexibility:** Stepping Stones can be used with all age groups and in various contexts. The secret lies in the participatory methods because these mean that the participants themselves determine the focus of discussion in each exercise and can modify it to fit their lives and culture. The programme also puts responsibility for content into the hands of the facilitator, who knows the participants’ needs and knowledge levels.
• **Focus on gender:** Stepping Stones is a gender-transformative intervention. It enables participants to reflect on who they are as women and girls, what ideas they have about how men and women should be, how they relate to the other gender, and how fair this is. The Stepping Stones programme promotes gender equity and helps participants explore how relations in their lives could be more fair and equitable.

• **Focus on communication:** Communication about sex is often difficult. If we learn to talk about sex among our peers, it is easier to do so with our partners or when advising others in our families. Through Stepping Stones, participants learn skills that help them express what they want to say, even on difficult subjects, in a way that is assertive and effective, but not threatening to another person.

• **Emphasis on empowerment:** Real power doesn’t come from being told what to do, but from being enabled to analyse a situation and work out the best choices for oneself. Stepping Stones shows participants how to discuss and decide for themselves what they can do to improve their relationships and their lives. In this way, it provides benefits for participants that can be applied in areas of life far beyond the scope of the material discussed in the programme.

• **Emphasis on financial security:** This programme acknowledges that women and girls who are financially secure and independent have more control over their sexual and reproductive health choices. Therefore, the programme provides participants with a framework to help them achieve their life goals and become financially independent.

• **Supported by research evidence:** Stepping Stones’ effectiveness has been shown in many different settings around the world. The biggest study was conducted in rural South Africa and with 2,800 young men and women. Two years after the intervention, this group saw reduced sexually transmitted infections and less perpetration of intimate partner violence.

### Why talk about sexual health?

All of our societies have beliefs and unwritten rules when it comes to talking about our bodies and our sexual health. Some of these beliefs and rules are similar and some are different. Many of us are unsure of what we should say to young people and when we should say it, and that can make us afraid to talk to children. HIV has made us even less sure and more afraid.

Our world changes constantly, and adolescents today have different privileges and face different risks than adolescents who grew up 10 years before them. We have a responsibility to make sure they have the tools they need to deal with their world. We need to help them build resilience and confidence and make sure they have the information. They need to make the best choices they can as they grow in independence. We also need to provide a supportive and secure environment for them to grow.

Stepping Stones has shown again and again that the more we talk about things and the better we understand our bodies, our relationships, our families, and our communities, the healthier we all are and the less likely we are to contract HIV. If we are living with HIV, Stepping Stones helps us understand how to live a positive long life and to care for others in our communities.
Why talk about financial health?

There is a strong link between economic independence and responsible health behaviour. Programmes that focus solely on HIV or reproductive health help girls gain the knowledge they need. They build leadership skills and self-esteem. But, eventually girls realise they still have trouble putting their health knowledge into practice. Often this is because their economic situation led them to risky health behaviour in the first place.

For example, it is common for adolescent girls to have relationships with older men that involve some transactional dependence. The older man may help her to pay school fees or give her gifts of clothing or food. A girl may know that unprotected sex puts her at risk of HIV, STIs, and pregnancy. But, it is hard for the girl to negotiate safer sex with him because she needs the money or gifts the man will give her and he may not want to practise safer sex. This highlights how financial education is critical for girls’ economic outcomes and a diverse range of other positive outcomes, including good health. Economic empowerment programmes help girls practise skills so they can develop some independence in this way.

We form habits, including around money choices and decisions, during adolescence. This programme for adolescent girls is an excellent time to introduce financial education. This is especially so because adolescent girls’ decisions are influenced by the power and financial dynamics in their relationships. The aim of Modules K and L is to help young girls develop financial independence and form good financial habits.

Financial education can help adolescent girls:
- Develop knowledge and change their practices, like start saving and making wise spending choices from a young age
- Realise the importance of being economically independent
- Take control of their lives, including avoiding debt
- Think about what changes could happen in their lives
- Be alert to taking advantage of opportunities
- Plan their futures

The exercises outlined in Modules K and L are fun and relevant because the adolescent girls and young women can put some of the skills into practice straightaway. They can see the results fairly quickly. They also can share what they’ve learnt with their families.

The financial education exercises explore:
- Planning
  - Looking at what has happened in their lives and identifying resources they already have
  - Identifying dreams and wishes
  - Turning dreams and wishes into goals to help them support themselves economically
- Money management
  - Thinking about what they spend money on
  - Exploring good buying choices
  - Becoming aware of getting into debt and how to deal with debt
  - Learning how to save money
  - Planning how to achieve goals

Because these modules are about financial management, some girls may expect the programme to offer financial support. You need to make it very clear to them that the programme does not offer any financial support.
About the Participants and Groups

Stepping Stones is designed for use with people in small groups, not for open meetings, because it has been shown repeatedly that people share and learn best from talking first with others who are most similar to themselves.

Groups must be single sex and, generally, it’s best to keep age ranges limited. Stepping Stones specifically targets adolescent girls and young women aged 10–24 years. But, you should further separate them into narrower age ranges: 10–14 years, 15–19 years, and 20–24 years.

If there are great differences in your setting between, for example, married and unmarried women, separate these groups, too. Also, sometimes it’s hard for people who have never had sex or a boyfriend to speak out in groups with those who are sexually active, so depending on your local setting you may want to separate those girls as well.

The ideal size for a peer group is not more than 25 adolescent girls and young women. This is large enough to work with and small enough to encourage everyone’s individual involvement in the group.

Take care when you choose the peer groups. Make sure the group members are comfortable together. Groups can be part of the power of Stepping Stones because if peers as a group make a decision (or pledge) to change their behaviour in a particular way, they can help each other stick to this commitment. Sometimes behaviour change is most difficult when you try to do it on your own. It can feel as if it is ‘only me’ who is losing out on the pleasures or benefits of a risky practice, like having sex without condoms. If we make a decision to change with our peers, it can feel a whole lot easier.

If I am an adolescent girl, my ‘peer group’ will be other adolescent girls. Talking about sex is often difficult and would be much more so in large, mixed groups. Peer groups provide a safer space to express views and feelings that might be really hard to talk about to people of other generations or the opposite sex. It is also easier to build trust and confidentiality in a small group of this kind, once people have gotten used to working together. So, we strongly recommend that you use this training material with small, single-sex peer groups only and not in open meetings.

Counselling and Giving Advice to Participants

People may wish to ask you your advice about their own situations. You either need to refer them to someone who can give them the right help, in confidence, or you need to decide what role – if any – you want to play in personal counselling. On the whole, as a facilitator it is better not to become involved in giving personal advice to participants. This is because your relationship with the person and with the rest of the group will change as soon as you become personally drawn into individual participants’ personal issues. Also, the role of a counsellor is a skilled one. For instance, trained counsellors in general do not give advice. Instead they enable their clients to decide what to do for themselves by asking relevant questions and giving them appropriate information. You need to make the best decision on this for yourselves and your participants, depending on your own community and situation.
Using This Manual

Each module in this manual builds on the previous ones. It is important to follow the sequence of exercises in the modules, do all the exercises, and not pick and choose from among them. The earlier exercises build up to working through some difficult issues. Missing out the earlier exercises might make it difficult for participants to cope well with the harder, later exercises. Missing the later exercises means that participants will miss out on key skills that will help them put their knowledge and ideas into practice.

Length and Pace of Each Module

Each module is made up of several exercises. We have suggested which exercises can be covered in a meeting, for both in-school and out-of-school groups.

Participants may want to explore issues in more depth or work through the material more quickly. And, each group will have its own starting point and perspective. It’s important to be flexible with the individual needs of each group and that participants are given the time and space to work through the modules and develop their understanding of all the issues at their own pace. If a group needs more time to work through what they’re learning, you may need to arrange extra modules.

How the Modules are Structured

This manual presents the modules and exercises used to carry out the Stepping Stones programme. Here and there you’ll find notes and additional information to help you run the modules. You also should try to find pamphlets, booklets, and information sheets on the specific topics. Here are a few basic principles upon which all the workshop modules are designed.

Aims

The aims of each module are presented for facilitator reference only. Do not share the aims with participants at the start of the module because they may constrain discussions. You may explain the modules aims when you sum up at the end of a module.

Using games and interactive exercises

Many of the modules include games and interactive exercises, which some participants might object to as childish. Sometimes facilitators who are unfamiliar with participatory techniques prefer to have a discussion instead and find running a game or other interactive exercise a bit daunting. But, a discussion is not usually as productive as an analysis of a game or an exercise. Most of the time, once both facilitators and participants try out the activities and seen how useful they can be, they feel readier to continue with them in further modules.

Sitting together in a circle

To encourage people to feel part of the group and to help them participate fully, we strongly encourage groups to sit in a circle rather than in rows. This way, people are able to make eye contact and everyone is on the same level. This is why you must have an opening circle (introduction) and a closing circle every meeting, directions for which are included in each module.
Role plays

Stepping Stones includes a number of exercises that ask participants to do a role play. Role plays are an incredibly powerful learning tools because they require the actors to process, that is really think through, their ideas and not just repeat them. Participants remember lessons they learn through role play long after they would have forgotten facts they were taught in lectures.

Throughout this workshop, we suggest that you use role plays frequently to help participants address different issues. Participants are always asked to draw on their own experiences for these exercises. For exercises where role play is suggested, participants should be encouraged to think of a situation of their choice, relevant to the particular exercise.

We do not provide scripts for role plays and do not specify exactly the situation that is to be played. This is because role plays must reflect the real life of participants and they are the best people to know what that looks like. Try to avoid telling them what to role play, although, if they are shy you can help them decide to come forward with an idea. Remind them there are no prizes for good or bad acting.

Acting can feel daunting for people who are not used to it, but it’s amazing how quickly participants can settle into different roles. Each participant should adopt a different character so they can act out the situation they have chosen with their fellow participants. What they say to each other should be agreed only roughly beforehand and they should not write a script. The spontaneity of the performance and the clarity for everyone of what is being communicated between the participants are what’s most important. Remind participants that body language can often be as important as words in these scenes.

A role play only needs to last a maximum of four minutes. Actually, the shorter and more simple the role play, the more effective it is in presenting a situation clearly. Longer role plays start to ramble and the audience quickly gets lost.

When the role play is done, the other participants who are looking on can ask questions. Those acting can stay in their positions to answer, which often works very well. They can answer either as the person they are acting or as themselves. Alternatively, you can bring everyone back to a group circle for discussion. These discussions are the most important part of the learning process. This is when the analysis of what has been heard and/or seen takes place. Onlookers should be encouraged to ask ‘why’, ‘who’, ‘what’, ‘when’, ‘how’, and ‘where’ as much as possible, to explore the reasoning behind what happened in the situation.

Therefore, you should make sure that your participants don’t concentrate too much on their performances. This would take valuable time away from their discussions, and their repeated rehearsals also quickly would make their performances rather stale and less realistic.

Next, you will often realise that exercises suggest that your actors do another role play after the discussion. In the second presentation, you will be asking them to show how the situation could have turned out differently. This second presentation also must be followed by a discussion so that everyone has a chance to talk about and think through what has changed.

Acting and role play need no literacy skills at all. People who can’t read can be just as good or even better at acting as those who have had a formal education, but they often lack confidence. So, make sure that illiterate participants are given a lot of encouragement to participate throughout and do not just watch quietly from the side lines.
Finally, remind peer groups that when they present their role plays to one another, they should not think that they are having a competition! Some groups may feel nervous about performing in front of others. So, each peer group should receive as much encouragement and praise as possible from the other peer groups. Everyone will be surprised by what they find they can achieve.

**Colour Coding for Each Exercise**

As we’ve discussed, the manual contains exercises with content adapted to each of the age groups—20–24 years old, 15–19 years old, and 10–14 years old—to ensure that discussions and examples are age appropriate. To help you determine which modules are suitable for each age group, we’ve come up with a colour-coding system, as follows.

- Exercises suitable for all ages are coloured in orange.
- Exercises suitable for 20–24 year olds and 15–19 year olds are coloured in blue.
- Exercises suitable for 10–14 year olds are coloured in green.

For further clarity, the top of the page of each exercise also explicitly states which age group the exercise is appropriate for. Remember that some exercises have two versions, one acceptable for 20–24 year olds and 15–19 year olds and another acceptable for 10–14 year olds, so it is important to check that you’re using the right exercise for the age group you’re supporting.

**Using this Manual with Adolescent Girls 10–14 Years Old**

There are no standard guidelines on what information young adolescents need and when they need it. What is ‘age appropriate’ depends entirely on each 10–14 year old. The most important thing we need to remember when working with this age group is not to underestimate them.

The facilitator of each group of young adolescent girls needs to listen carefully to the participants and be guided by them. She needs to deal with any embarrassment or reluctance to engage in a sensitive manner, but make sure that everyone understands that this is important information about our bodies that we all need to know and understand. Young adolescent girls need to know that they shouldn’t feel guilty, embarrassed, or ashamed to know or talk about their bodies and their sexual health.

As with other ages, think carefully about how you divide the girls into groups. It’s important that everyone is comfortable to share and feels relaxed. A year or two is a big age difference at this stage of development.

The modules have specifically adapted exercises for 10–14 year olds to help facilitators who are working with this age group. These exercises are clearly marked and coloured for the age group, as explained in *Colour coding for each exercise*, above.

The allocated times for modules and the pace that the group can work at may well be different with younger adolescent girls. As a facilitator, tune into emotional, mental, and physical energy levels in the group and adjust module times accordingly. This will be especially important with the financial exercises in Modules K and L.
Facilitating Stepping Stones

Facilitating the Stepping Stones programme requires a number of skills: experience in participatory learning approaches, facilitation, communication, and counselling skills; gender and sexuality awareness; open-mindedness; creativity; imagination; and humour.

If you have these skills and work with local groups, this manual may be suitable for you. But running Stepping Stones is about more than just having the right skills to make the training work; it is also crucial that you have the time and institutional support to run the workshop over 10–20 weeks.

Active facilitation of Stepping Stones is vital. As a facilitator you must summarise and draw conclusions from each exercise and enable participants to summarise what they learn. You also must be able to challenge. The key to building participants’ knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think rather than just saying ‘you are wrong’. It is very important to do this as a facilitator because otherwise the group environment could reinforce unhelpful attitudes or popular myths. The order of exercises in the programme is designed to help facilitators do this: you can draw on ideas and principles discussed in earlier modules to help the group question things that are raised in later modules.

Ideally, before you begin working with this manual you should attend a training course. Otherwise, it is important that you work through the material before facilitating a workshop, even if it seems familiar or intuitive to you. Begin by reading the whole manual with the colleagues you will work with to run workshops. Then try out the exercises on each other, following the sequence the manual suggests. This will enable you to get to know the material so you will be confident in using it and can think about how you may use ideas from earlier exercises in later ones.

This programme is designed to challenge our attitudes and behaviours toward ourselves and others. You may find this rather frightening or may feel rather nervous about things going wrong or not going according to plan. Going through the manual beforehand in this way will help you work through some of your worries. It also will help you to practice the material as if you are a participant, giving you a chance to find out the effect the programme can have and how it would feel to experience it first-hand, which will make you more effective as a trainer of others.

The Most Important Aspect of Facilitating this Workshop

This manual provides you with guidance on how to structure the workshop in general and individual meetings in particular. In putting together the manual, we used the assumption that participants may need to know all the information presented in the workshop and nothing more or less. But, that may not be true.

Different groups of adolescent girls will likely require different information and have different time availability. For example, a group of 20–24 year olds may have left school early, before they received any mandated sexual and reproductive health education courses; therefore, this group may need to be taught the exercises on sexual and reproductive health that were written for the 10–14 years’ age group because they go into the lessons in more depth. Or, a group of 15–19 year olds may already have extensive knowledge of contraception...
Facilitating Stepping Stones

from previous training; therefore, you could skip the exercise on contraception entirely. Or, a group of out-of-school girls has more time available and would like to have meetings more often; therefore, you could meet two or three times per week instead of once per week.

You, as the group’s mentor and facilitator, know the group’s needs and knowledge better than any of the authors of this manual. So, it is up to you to determine what is best for your group. Feel free to customize the meeting length, frequency of meetings, and choice of available exercises to your group’s needs.

**Forming and Working in a Group**
**While Creating a Safe Space**

This programme is designed to bring individuals together in a safe space. The safe space forms as the girls work through the exercises together. Soon enough, the group begins to have its own identity that encourages mutual trust.

Your group will explore intimate topics while examining values, beliefs, and feelings. The girls will need to feel safe on this journey.

We create a safe space together when we:
- Agree to some group rules
- Build trust
- Agree to keep our discussions confidential
- Promise to respect each other
- Learn to listen to each other
- Open up about personal issues affecting us

Our safe space should be somewhere where we can:
- Get to and from safely
- Be quiet and private
- Feel it’s our group’s special place

**Talk about we and us, not they and them**

Throughout the text we use the words ‘we’, ‘us’, and ‘our’ and have tried to avoid ‘they’, ‘them’, and ‘their’ in talking about concerns and dilemmas to make the point that we all benefit from listening and understanding ourselves and others. If you use the words ‘we’, ‘us’, and ‘our’ during your modules, you will find that your participants will quickly develop confidence in you as someone who is willing to reflect and to share.

**No note-taking**

Please discourage note-taking during the modules very strongly. The only time participants should write down anything is for particular exercises that require it, in which case you, as the facilitator, will provide the pen and paper. Note-taking by someone can be very unsettling for other members of the group, particularly when people are talking about sensitive or private things. Also, a girl who takes notes is not involving herself fully in the group’s activities.
**When someone visits**

There will be times when someone from outside your group comes to visit. This could be your field officer on a mentorship visit or a school principal or community leader coming to greet. You’ll probably also invite guest speakers, like a health worker.

You and your group have created a space where you feel safe and trust each other. When a new person comes into your space, your group will probably respond differently to when they are on their own. This is normal. Encourage the group to take ownership of their safe space and not feel as though their space is being invaded. It is important for you as the facilitator to inform the group in advance if there are any scheduled visits so they are prepared and know who and what to expect.

**Time management**

When your group forms, it agrees to arrive on time to each meeting and on what time the meeting will stop. As a facilitator, you have to manage the meeting time and make sure you cover what you need to. The most important thing about the Stepping Stones methodology is for people to have as much time as they need for each discussion. But you have to manage the balance between time and your group’s needs to have a complete discussion. You also have to make sure your group completes the curriculum.

For example, you’re doing the body mapping exercise and your time has run out, though two groups still need to present. Or, you are doing the exercise on sex and love and your group is still busy with their discussion and the meeting time is up.

In situations like this you can:

- Agree with the group to begin the next meeting by finishing the exercise
- See if the group wants to schedule an extra meeting
- See if the group is willing to stay a few extra minutes to finish the exercise

**Affirmation**

You affirm someone when you tell them something positive about themselves. In this programme we focus on real contributions, like being a team builder, having lots of energy, or making us laugh. We don’t focus on trivial aspects of another person, such as how we are dressed or each other’s looks.

Make sure you give each member of your group an affirmation every time you meet. For example, ‘I loved how you listened to everyone’s view’, ‘It was brave of you to tell us about what happened to you’, ‘Thanks for being on time today’.

Make sure that if you need to speak to a group member about discipline, you affirm them more than you correct them. We are here to strengthen and support each other. Help participants understand the power of affirmation and ask them to practise affirmations with each other.

**Giving constructive feedback**

Constructive feedback gives us ideas on how to change or improve. We should always be open to receiving feedback, think about it, and decide for ourselves if we want to change something.
When we give constructive feedback we:

- Tell someone how they are doing in a helpful way
- Let someone know what they are doing well and what they could or need to do even better
- Talk in a kind and friendly way so it’s easy for the person to listen

Here’s an example of constructive feedback:

‘Martha, I want to thank you for participating in our discussion. Your points were interesting and you got people talking. You are a very valuable member of our group. But, please come on time to the next meeting. The group got a bit distracted when you arrived late today.’

You’ll notice that in this example, the facilitator said 4 positive things about Martha so she feels valued before she’s asked her to correct her behaviour. Think of it as $4 + 1 = 5$.

**Getting feedback from group members**

Every so often, to check in with a bit of an observer’s eye, you could try what we call ‘process monitoring’. Ask one of your group members to make a few notes during an exercise and share them with the group at the end of the meeting. The group member could answer questions like:

- How was everyone’s participation during the discussions?
- Does everyone feel a part of the group? What makes you think so?
- How were the energy levels during the meeting?

For example, feedback could be:

Most of us took part in the discussions. Some of us are still a bit shy. We look comfortable together. I saw everyone was involved in the pair activity. A few of us were tired today.

Make sure to encourage the group member you ask for feedback from to give candid, honest answers. Assure her that you’re asking for her help to check in with how the group is doing and to make sure that you’re doing your best job as the facilitator, not to test her in any way.

**Summing up**

Always close a meeting by summing up what has happened. When we sum up we must:

- Thank everyone for coming and participating
- Recap the important points and messages
- Acknowledge if there have been difficult emotions
- Make sure the girls leave feeling strengthened by the meeting
- Know when we’ll meet next

If you’ve asked a group member for feedback, ask her to share it with the whole group right after you sum up the meeting.

**Facilitation Methods**

Facilitators each have their unique ways to lead groups that work best for them, and skilled facilitators can tell if a certain method will work well for their groups. Listed below are some facilitation methods that work well with the Stepping Stones programme. You can use any of
these methods to facilitate. If you feel that a particular method would work better for your group than the one the exercise suggests, go ahead and use it.

- **Games and energisers** get us relaxed and build bonds.
- **Storytelling** is a way for people to explore an issue from different points of view. Also, people get touched and changed by stories they identify with.
- **Discussion** helps people think about and express their views, compare these with others’ views, and get to a new point of understanding or a new attitude toward something.
- **Small group work** is a sure way of getting more people talking and participating and getting the experience of reporting back.
- **Pair work** is good for sharing personal thoughts and information and for enabling detailed discussions.
- **Role plays** help people put themselves in different situations and think about what it’s like. Role plays are also entertaining. Role plays are the only facilitation method that you must do during the modules. See detailed notes on role plays on pages 5–6.
- **Drawings** are a great way for people to express themselves and think in a different way.
- **Presentations and report backs** build confidence and give people practice in sharing their views.

**Co-facilitation**

Co-facilitation is when you share the responsibility of facilitating an exercise with another facilitator. You might need a co-facilitator when, for example, you are working with a difficult topic like abuse, it is something you have experienced yourself, and you feel you’d like help with managing the discussion.

Co-facilitation is useful when you feel you might become too emotional when handling a particular topic. One facilitator can lead the exercise and the other can be available to monitor how the group members are reacting.

It also gives you someone to recap and reflect with at the end of a meeting. That person will also need to understand what makes a safe space and agree to confidentiality.

**Adjusting exercises for your group**

Once you are familiar with the materials, you might want to change the way you do some exercises. If, for example, your group consists of out-of-school youth who struggle with the formality of writing, you can let them choose to draw or do role plays instead. Look out for signs that any one of the group members is struggling to participate fully and work out what will remove their barriers so that everyone is able to participate.

**Tips for discussions**

As the facilitator, you are the person who gets discussions going and ensures topics are covered and that the discussions are fruitful.

Think about how you phrase discussion topics. Use open-ended questions like, ‘What do you think about teenagers having sex?’ If you need to get the group to engage more, ask them to build on each other’s ideas. If one participant says, ‘I think having sex when you are a teenager is a bad idea’, ask the group if they agree and why.

A question like ‘Does your mother talk to you about sex?’ is a closed question. This means you’ll only get a yes or no answer, which stops further discussion. So, use open-ended questions.
Discussions are a good time to affirm programme messages and participants. For example, ‘Lungi, you raised an important point there. It’s true, dual contraception protects us from unplanned pregnancy and HIV’. Here, you’re affirming Mulenga and the important message.

There will be times when no one responds to a discussion question. That is okay. We all need time to think before we speak. Don’t feel pressured to fill the silence. If you let the group know you’re okay with it and give them time to think, they will relax and speak when they are ready.

There will be times when you don’t know the answer to a question your group asks. This is fine. Discuss with the group how together you can find the answer.

**Energy levels and focus in your group**

It’s a hot day in Zambia, and you’re half way through a discussion. You notice that most of the girls have become quiet and look like they want to fall asleep. You’re struggling to keep things going. As a facilitator, you have to notice your group’s energy levels and emotions. Understand what’s going on and decide what to do. You can:

- Stop the activity
- Make the group aware of what you have noticed, such as ‘We’re all hot and tired but we need to finish the exercise. What should we do?’
- Do an energiser or invite someone in the group to lead an energiser

On another day, there’s giggling and the group is moving around a lot. You’re finding it difficult to get them to focus. These can be signs of different things, including embarrassment and discomfort. Think about the topic you’re discussing. Is it something the girls aren’t used to talking about, like lesbians, sex, or using condoms? You can:

- Keep the discussion going until everyone gets used to talking about it; then, you make talking about these things normal
- Tell a story on the topic that they will identify with

Also notice other difficult emotional responses, like if a girl is withdrawn and looks worried or another girl gets overcome with emotions when you discuss a particular topic, like abuse or being orphaned. You can:

- Carry on with the discussion and see if the girl regains control
- Take a short break and talk to her to tell her you noticed she is struggling
- Think about referring her to an organisation or person who helps with that issue, especially if she can’t regain control

**Managing personalities**

You’ll find many different personalities in your group. Some like to talk a lot and others prefer to listen. Some may not have the confidence to say what they think out loud, and others want to be the centre of attention. People will participate in different ways.

This programme uses group engagement and discussion as a tool. This is how we discover what we think and feel about issues, explore different perspectives and absorb new information. To get the full benefit of the programme, everyone needs to be an active participant.

Some people are mostly quiet and others talk a lot. This will be most noticeable in the beginning, but as your group forms, everyone should become comfortable and share their thoughts and views. If you find that some girls are very dominant and, as a result, ‘silence’ others, you need to get a better balance. You can:
- Do more small group and pair work
- Appoint the quieter members to report back after discussions
- Invite the more dominant girls to be process monitors (see *Getting feedback from group members* on page 11)

**Handling different views and values**

The group should be a safe space for each person to share their values and views and to be listened to. People will have disagreements, and emotions will get heated. This is good because it helps us work out what we think about different views and often change our own.

For example, one person in your group may feel that people must get married before they have sex, while another strongly believes it is fine to have sex before marriage so long as you use dual contraception. Both of these positions make good sexual health sense and protect against STIs, HIV, and unplanned pregnancy.

We believe that sex before marriage is not a moral issue, but rather a personal choice. We don’t judge each other’s choices as bad or good in this or other topics. We need to encourage debate, good listening, and respect.

If a group member says, for example, she has more than one sexual partner at the same time and she chooses not to use condoms, you need to be clear that she is putting herself, her partners, and their partners at risk for STIs, HIV, and unplanned pregnancy. We have to make the HIV-prevention message clear and say that her choice does not make good sexual health sense.

**Looking after you**

We want you to take care of yourself. Facilitating can be emotionally tough and physically and mentally exhausting. Plan to have some relaxation time after group modules. You will need this time to rest, clear your head, and get new energy. Do some physical exercise every day – and enjoy it.

We suggest you identify someone you can talk openly with about your feelings, such as your field officer or a mental health professional. See that person when you need to debrief. When you debrief, remember not to mention specific names of those in your group.

**Training Facilitators**

It is best to train facilitators to implement Stepping Stones. An ideal training programme lasts three weeks.

*Week one*

You experience the whole Stepping Stones programme as participants.

*Week two*

You are provided with a depth of background information on the core areas covered by the programme so that you will have enough expertise on these topics to authoritatively facilitate and answer questions arising in the module.
The core areas include:

- Gender inequity and relations, gender-based violence and laws related to this, and services and sources of help
- HIV transmission, the progression to AIDS, stigma, signs of opportunistic infections, antiretroviral and other treatment, and availability of testing
- All about contraception, conception, pregnancy confirmation, abortion (illegal and lawful), menstruation, reproductive anatomy, and basic physiology
- Male and female condoms
- Sexually transmitted infections
- Motivations for sex, including the influence of alcohol and transactional sex

This week also can be used to help build non-judgmental attitudes among facilitators. Depending on your setting, it may be useful to invite guest speakers in to talk about difficult issues, such as having HIV, being gay or lesbian, having an abortion, or being a sex worker.

**Week three**

Facilitators go through the programme again, though each takes a turn to be the facilitator of different modules to their colleagues. You should be given feedback and guidance on your facilitation skills and use this as a chance to discuss how the work will be organized and sources of information to support problem-solving in the groups.
Planning the Workshop

Some advanced planning is required to put together a Stepping Stones programme workshop, as with any other workshop. Each exercise has a list of things you should do to prepare for that exercise. While you’re setting up the workshop, though, go through the following sections to help you choose the right space, gather needed materials, and allocate appropriate time for each module and exercise.

Course Duration and Scheduling

You will be working with groups of in-school and out-of-school adolescent girls (separately). Each group has a different meeting plan, shared below.

Groups typically meet weekly so that participants have time to put what they are learning into practice between each meeting. Some groups, especially those with out-of-school girls, may wish to meet more frequently; this is fine, and feel free to meet at the pace that works best for your group.

Remember that there are other services being offered to the girls, including some that may include training or group sessions that introduce similar content as Stepping Stones, so be flexible with scheduling and planning.

We have not allocated time off for school or public holidays. Make sure that you reschedule meetings if you miss them. You might arrange time on the weekends or you could try to arrange a few longer meetings to make up any missed time.

Meeting Plans

In-school youth: 15–19 year olds

<table>
<thead>
<tr>
<th>Meeting no.</th>
<th>Exercise</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Module A: Let’s Communicate</strong></td>
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<tr>
<td>1</td>
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<tr>
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<td>A1 Introducing Ourselves 10 minutes</td>
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<td></td>
<td>A2 Expectations 10 minutes</td>
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<td>A3 Ground Rules 20 minutes</td>
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<td>A4 Trust and Confidentiality 20 minutes</td>
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<td></td>
<td>Break 5 minutes</td>
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<td></td>
<td>A5 Listening Pairs 15 minutes</td>
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<td>A6 Body Language 30 minutes</td>
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<td></td>
<td>Break 5 minutes</td>
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<td></td>
<td>A7 Loving Me, Loving You 30 minutes</td>
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<td></td>
<td>A8 My Goals in Life 30 minutes</td>
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<td>Closing Circle 10 minutes</td>
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<td>Meeting no.</td>
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<td><strong>Module B: How We Act</strong></td>
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<td>Mime the Lie</td>
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<td>B2</td>
<td>Boys and Girls: The Ideal and the Reality</td>
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<tr>
<td>B3</td>
<td>Images of Others</td>
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<td>B4</td>
<td>Body Mapping</td>
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<td><strong>Module C: Feelings and Relationships as We Grow Older</strong></td>
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<tr>
<td>C1</td>
<td>Word Games</td>
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<td>C2</td>
<td>What is love?</td>
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<tr>
<td>C3</td>
<td>Sexual Relationships: Happy and Unhappy</td>
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<td>C4</td>
<td>Joys and Problems with Sex</td>
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<tr>
<td><strong>Module D: Conception, Contraception, and Control over Our Bodies</strong></td>
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<td>Menstruation and Female Anatomy</td>
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<tr>
<td>D2</td>
<td>Conception</td>
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<td><strong>Module E: HIV and STIs</strong></td>
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<tr>
<td>E1</td>
<td>STIs</td>
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<td>E2</td>
<td>Everything You Want to Know about HIV and AIDS but were Afraid to Ask</td>
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<td>E3</td>
<td>Testing for HIV</td>
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<td><strong>Module F: Safer Sex and Caring in a Time of AIDS</strong></td>
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<td>F1 HIV Transmission Game</td>
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<td>F2 Taking Risks</td>
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<td>Break</td>
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<tr>
<td>8</td>
<td>F3 All About Condoms</td>
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<tr>
<td>8</td>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>8</td>
<td>F4 How do we feel?</td>
<td>20 minutes</td>
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<tr>
<td>8</td>
<td>F5 Caring for People with or Affected by HIV/AIDS</td>
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<td>Closing Circle</td>
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<td><strong>Module G: Gender-Based Violence</strong></td>
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<td>9</td>
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<td>9</td>
<td>G1 Statues of Power</td>
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<tr>
<td>9</td>
<td>G2 Abuse in Relationships</td>
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<tr>
<td>10</td>
<td>G3 When Boys Get Violent</td>
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<td>10</td>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>10</td>
<td>G4 Supporting Abused Girls</td>
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<td>10</td>
<td>G5 Energizer</td>
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<td>Closing Circle</td>
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<tr>
<td><strong>Module H: Let’s Support Ourselves</strong></td>
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<tr>
<td>11</td>
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<tr>
<td>11</td>
<td>H1 Hand Push</td>
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<td>11</td>
<td>H2 Attack, Avoid, and Manipulate</td>
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<tr>
<td>11</td>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>11</td>
<td>H3 ‘I’ Statements</td>
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<td>11</td>
<td>H4 Taking Control</td>
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<tr>
<td><strong>Module I: Let’s Assert Ourselves</strong></td>
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<tr>
<td>12</td>
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<tr>
<td>12</td>
<td>I1 Yes/No Game</td>
<td>10 minutes</td>
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<tr>
<td>12</td>
<td>I2 Saying ‘No’</td>
<td>60 minutes</td>
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<tr>
<td>12</td>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>12</td>
<td>I3 Opening a Fist</td>
<td>20 minutes</td>
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<tr>
<td>12</td>
<td>I4 Assertive Responses</td>
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<td><strong>Module J: Let’s Look Deeper</strong></td>
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<tr>
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<tr>
<td></td>
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<td>J1 O Chanda!</td>
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<td>J2 Losing Something</td>
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<td><strong>Break</strong></td>
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#### Module E: HIV and STIs

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<td>Everything You Want to Know about HIV and AIDS but were Afraid to Ask</td>
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#### Module F: Safer Sex and Caring in a Time of AIDS

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#### Module G: Gender-Based Violence

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#### Module H: Let's Support Ourselves

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### Module I: Let’s Assert Ourselves

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### Module J: Let’s Look Deeper

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### Module K: Planning My Future

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<tr>
<td>C4</td>
<td>Joys and Problems with Sex</td>
<td>60 minutes</td>
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<tr>
<td><strong>Module D: Conception, Contraception, and Control over Our Bodies</strong></td>
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<td><strong>Total time:</strong> 4 hours 10 minutes</td>
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<tr>
<td>D1</td>
<td>Menstruation</td>
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<td>Break</td>
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<tr>
<td>D2</td>
<td>Conception</td>
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<td>D3</td>
<td>Contraception</td>
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<td>Break</td>
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<tr>
<td>D4</td>
<td>Unplanned Pregnancy</td>
<td>50 minutes</td>
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<td>Closing Circle</td>
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<tr>
<td>Meeting no.</td>
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<tr>
<td><strong>Module E: HIV and STIs</strong></td>
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<tr>
<td>5</td>
<td>Introduction</td>
<td>10 minutes</td>
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<td></td>
<td>E1 STIs</td>
<td>60 minutes</td>
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<tr>
<td></td>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<tr>
<td></td>
<td>E2 Everything You Want to Know about HIV and AIDS but were Afraid to Ask</td>
<td>80 minutes</td>
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<td></td>
<td><strong>Break</strong></td>
<td>10 minutes</td>
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<td></td>
<td>E3 Muddling Messages</td>
<td>10 minutes</td>
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<td></td>
<td>E4 Testing for HIV</td>
<td>60 minutes</td>
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<td>Closing Circle</td>
<td>5 minutes</td>
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<tr>
<td><strong>Module F: Safer Sex and Caring in a Time of AIDS</strong></td>
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<tr>
<td>6</td>
<td>Introduction</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>F1 HIV Transmission Game</td>
<td>20 minutes</td>
</tr>
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<td></td>
<td>F2 Taking Risks</td>
<td>50 minutes</td>
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<tr>
<td></td>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<td></td>
<td>F3 All About Condoms</td>
<td>60 minutes</td>
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<tr>
<td></td>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<td></td>
<td>F4 How do we feel?</td>
<td>20 minutes</td>
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<td></td>
<td>F5 Caring for People with or Affected by HIV/AIDS</td>
<td>20 minutes</td>
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<td>Closing Circle</td>
<td>5 minutes</td>
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<tr>
<td><strong>Module G: Gender-Based Violence</strong></td>
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<tr>
<td>7</td>
<td>Introduction</td>
<td>10 minutes</td>
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<td></td>
<td>G1 Statues of Power</td>
<td>45 minutes</td>
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<td></td>
<td><strong>Break</strong></td>
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<td></td>
<td>G2 Abuse in Relationships</td>
<td>80 minutes</td>
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<td>8</td>
<td>G3 When Boys Get Violent</td>
<td>50 minutes</td>
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<td></td>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<td></td>
<td>G4 Supporting Abused Girls</td>
<td>60 minutes</td>
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<td></td>
<td>G5 Energizer</td>
<td>10 minutes</td>
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<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Module H: Let’s Support Ourselves</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>H1 Hand Push</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>H2 Attack, Avoid, and Manipulate</td>
<td>80 minutes</td>
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<tr>
<td></td>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<tr>
<td></td>
<td>H3 ’I’ Statements</td>
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<td></td>
<td>H4 Taking Control</td>
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<tr>
<td></td>
<td>Closing Circle</td>
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<tr>
<td><strong>Module I: Let’s Assert Ourselves</strong></td>
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</tr>
<tr>
<td>10</td>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>I1 Yes/No Game</td>
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</tbody>
</table>
## Planning the Workshop

### Module J: Let’s Look Deeper

<table>
<thead>
<tr>
<th>Meeting no.</th>
<th>Exercise</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I2</td>
<td>Saying ‘No’</td>
<td>60 min</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td>I3</td>
<td>Opening a Fist</td>
<td>20 min</td>
</tr>
<tr>
<td>I4</td>
<td>Assertive Responses</td>
<td>50 min</td>
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<tr>
<td>Closing Circle</td>
<td></td>
<td>5 min</td>
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</tbody>
</table>

### Module K: Planning My Future

<table>
<thead>
<tr>
<th>Meeting no.</th>
<th>Exercise</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1</td>
<td>Introduction</td>
<td>10 min</td>
</tr>
<tr>
<td>J2</td>
<td>O Chanda!</td>
<td>10 min</td>
</tr>
<tr>
<td>J3</td>
<td>Losing Something</td>
<td>60 min</td>
</tr>
<tr>
<td>J4</td>
<td>Why do we behave as we do?</td>
<td>50 min</td>
</tr>
<tr>
<td>Closing Circle</td>
<td></td>
<td>5 min</td>
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</tbody>
</table>

### Module L: Money Choices

<table>
<thead>
<tr>
<th>Meeting no.</th>
<th>Exercise</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>L1</td>
<td>What would I do with K50?</td>
<td>20 min</td>
</tr>
<tr>
<td>L2</td>
<td>How We Spend Money</td>
<td>60 min</td>
</tr>
<tr>
<td>L3</td>
<td>Making Buying Choices</td>
<td>60 min</td>
</tr>
<tr>
<td>L4</td>
<td>Getting into and Dealing with Debt</td>
<td>60 min</td>
</tr>
<tr>
<td>L5</td>
<td>Learning to Save Money</td>
<td>45 min</td>
</tr>
<tr>
<td>Closing Circle</td>
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<td>15 min</td>
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</tbody>
</table>

### Module M: Wrapping Up and Looking Forward

<table>
<thead>
<tr>
<th>Meeting no.</th>
<th>Exercise</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>M1</td>
<td>Our Goals and Words of Encouragement</td>
<td>60 min</td>
</tr>
<tr>
<td>M2</td>
<td>Reviewing Programme Expectations</td>
<td>30 min</td>
</tr>
<tr>
<td>M3</td>
<td>Graduation Ceremony</td>
<td>15 min</td>
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<tr>
<td>Closing Circle</td>
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<td>10 min</td>
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</table>
Choosing the Space

Privacy

It is a good idea to find quite a private place to conduct the workshop because the girls will be less likely to be comfortable and open up if there are others outside the group around them, especially adults. You also need to choose a location that is small enough for groups to feel comfortable during workshops, but at the same time has enough space for people to move around.

Safety

While it may seem obvious, you should identify a space that is considered safe by the girls and their guardians. Within that safe place to meet, it is also important to create safety in two ways.

Physical safety

The girls should be free from physical harm within the place they are meeting, and the space should be located in an area that is easy and safe for them to get to. While it might be safe inside, if girls have to pass through unsafe locations to get there, it is not necessarily appropriate. If you can't find a place that is completely safe that for girls to pass through (for example, some urban areas have generally high levels of violence), help the girls come up with a plan for how to get to the programme site, such as walking in pairs or making sure the programme ends early enough so they can walk home before dark.

Emotional and mental safety

Many girls are socially very isolated, and the group may be one of their only social networks. Good group dynamics and trust between members of the group will help girls feel free to share their thoughts and to ask any questions.

Needed Workshop Materials

| All modules: | Flipcharts, A4 paper, A3 paper, note cards, pens, markers, prestick |
| Module A: | A bowl with lots of small sweets in it |
| | A copy of cards on pages 41–42 |
| Module B: | Puberty poster from Soul City on page 58 |
| Module D: | Two sets of coloured beads or squares: 28 white, 5 red, and 3 yellow |
| | Drawings that show female external genitalia and reproductive organs on pages 80, 95, and 96 |
| | Examples of contraceptives |
| Module E: | A hat |
| Module F: | Dildos or bananas |
| | A model of a vagina or pictures to show of inserting a female condom |
| | Male and female condoms |
| Module J: | Pictures showing the kinds of loss that girls in your group have experienced or may experience |
| Module K: | Copies of the resource table on page 218 |
| | Copies of the Turning wishes into action plans table on page 221 |
| | Blank copies of the Goal table on page 223 or 225, depending on age group |
| Module L: | Brochures from food shops, furniture shops, clothes shops, etc. |
| | Adverts for items to buy on hire purchase |
| Module M: | A container or bag |
| | Certificates of completion |
Module A: Let’s Communicate

Purpose
To help girls develop listening, communication, and co-operation skills

Facilitator’s notes

**Exercises A4 and A6** have suggestions on how to adapt certain activities to the two age groups to ensure topics are discussed in an age-appropriate manner. **Exercise A9** should be used with groups of 10–14 year olds only.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.

Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

### In-school youth: Ages 15–19 years

**Meeting 1**  
3 hours 5 minutes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A1</td>
<td>Introducing Ourselves</td>
<td>10 minutes</td>
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<tr>
<td>A2</td>
<td>Expectations</td>
<td>10 minutes</td>
</tr>
<tr>
<td>A3</td>
<td>Ground Rules</td>
<td>20 minutes</td>
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<tr>
<td>A4</td>
<td>Trust and Confidentiality</td>
<td>20 minutes</td>
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<tr>
<td>Break</td>
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<tr>
<td>A5</td>
<td>Listening Pairs</td>
<td>15 minutes</td>
</tr>
<tr>
<td>A6</td>
<td>Body Language</td>
<td>30 minutes</td>
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<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>A7</td>
<td>Loving Me, Loving You</td>
<td>30 minutes</td>
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<tr>
<td>A8</td>
<td>My Goals in Life</td>
<td>30 minutes</td>
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<tr>
<td>Closing Circle</td>
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### In-school youth: Ages 10–14 years

**Meeting 1**  
3 hours 35 minutes

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<tr>
<td>A1</td>
<td>Introducing Ourselves</td>
<td>10 minutes</td>
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<tr>
<td>A2</td>
<td>Expectations</td>
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<tr>
<td>A3</td>
<td>Ground Rules</td>
<td>20 minutes</td>
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<tr>
<td>A4</td>
<td>Trust and Confidentiality</td>
<td>20 minutes</td>
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<tr>
<td>Break</td>
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<tr>
<td>A5</td>
<td>Listening Pairs</td>
<td>15 minutes</td>
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<td>A6</td>
<td>Body Language</td>
<td>30 minutes</td>
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<td>Break</td>
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<tr>
<td>A7</td>
<td>Loving Me, Loving You</td>
<td>30 minutes</td>
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<tr>
<td>A8</td>
<td>My Goals in Life</td>
<td>30 minutes</td>
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<tr>
<td>A9</td>
<td>What I Want to Know</td>
<td>30 minutes</td>
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<tr>
<td>Closing Circle</td>
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### Out-of-school youth: Ages 20–24 years and 15–19 years

<table>
<thead>
<tr>
<th>Meeting 1</th>
<th>Time</th>
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<tbody>
<tr>
<td>A1 Introducing Ourselves</td>
<td>10 minutes</td>
</tr>
<tr>
<td>A2 Expectations</td>
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<td>A3 Ground Rules</td>
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<tr>
<td>A4 Trust and Confidentiality</td>
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<tr>
<td>Break</td>
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<tr>
<td>A5 Listening Pairs</td>
<td>15 minutes</td>
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<tr>
<td>A6 Body Language</td>
<td>30 minutes</td>
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<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>A7 Loving Me, Loving You</td>
<td>30 minutes</td>
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<tr>
<td>A8 My Goals in Life</td>
<td>30 minutes</td>
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<tr>
<td>Closing Circle</td>
<td>10 minutes</td>
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</table>
Exercise A1: Introducing Ourselves

Aims
To learn one another’s names
To give everyone the opportunity to speak
To laugh and have fun

Time
10 minutes

Materials needed
A bowl with lots of small sweets in it

Advanced preparation
Go through the exercise and think of examples of what is special about you that you can share in step 3.

Facilitator’s notes
If someone struggles to say something about herself, it may be because she is shy. Bear this in mind because she may need some help in other exercises. Help now by suggesting something and encourage others to help too. Some girls also may find it embarrassing to say something they like about themselves. Give extra praise and encouragement to those who are shy throughout the workshop. This will help them gain confidence to speak.

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you. Introduce yourself and thank everyone for coming. Explain that if they want to join in with the programme, you are asking them again now to make a commitment to coming to every meeting of their group. New things will be discussed at each meeting, sometimes personal and sensitive things. Every following meeting builds on what has been discussed before. It is very difficult for the group to have members who miss meetings or who only come for one or two.

2. Explain that you would like to start off with us learning one another’s names. You would also like us to learn something special about each girl.

3. Ask each girl to think of something special they like about themselves. Explain that we are going to pass a bowl of sweets around. Tell girls that when it is their turn, take one sweet and introduce themselves by saying their name and something they like about themselves. When they have finished speaking, pass the bowl of sweets on to the next person.

   As an example, start by introducing yourself as the facilitator. Take one sweet and say, for example, ‘I am Monde and I like Zambian music’, ‘I am Chanda and I am good at fixing things’, or I am Bongiwe and I like doing math’. Pass the bowl to the person on your right.

4. Go counter-clockwise around the circle. Continue going round until the sweets are finished. Try to make sure there are enough for about two or three rounds, so two or three sweets each.

Wrap-up
Ask the girls if they enjoyed the game and how they feel now that they know one another more. Say you are looking forward to the meetings ahead where we’ll talk about many things.
Exercise A2: Expectations

Aims

To give each girl an opportunity to voice her feelings about the programme
To help you as the facilitator get a sense of girls’ understanding of explanations you’ve given so far and to adjust any misunderstandings about the programme from the outset

Time

10 minutes

Materials needed

Flipchart and pens

Advanced preparation

Think about what your own hopes and fears are about the programme. Write them down.

Facilitator’s notes

None

Directions

1. Explain to the group that a facilitator needs to find out what a group is thinking about the Stepping Stones programme in the beginning. We need to keep a record of this so that we can return to these thoughts when we have finished the programme. This helps us evaluate the programme and understand what we feel we have achieved from it.

2. Going around the circle, ask each group member to express one thing they want and one they do not want from the Stepping Stones programme. Encourage them to say it like this: ‘I want…’ and ‘I don’t want…’. They will be expressing their hopes and fears. Tell the girls that we will only listen to each other and we will not make any comments on each other’s statements.

3. Write girls’ ‘wants’ (hopes) and ‘don’t wants’ (fears) on flipchart paper. You could have one piece for ‘wants’ and another for ‘don’t wants’. Finish with your own statements about your hopes and fears for the programme.

4. If any ‘wants’ (hopes) are quite beyond the scope of the programme, explain this now. Also try to reassure people about their ‘don’t wants’ (fears).

Wrap-up

Ask everyone to stand in a circle. We’ll close our eyes and remember what we have said about the programme. Tell girls that at the end of the programme, we will come back and read and discuss what we wrote on the flipchart. We will compare how we felt at the beginning of the Stepping Stones programme to how we feel at the end.
Exercise A3: Ground Rules

Aim
To agree on a set of rules for the group to help us work well together through the Stepping Stones programme

Time
20 minutes

Materials needed
Flipchart and pens

Advanced preparation
Think about the ground rules that you need to help you make the programme a success. Write them down on a piece of paper and take them to the meeting.

Facilitator’s notes:
If there are any obvious gaps or silences, suggest certain rules they may like to include.
By the end of making rules, these should be covered: punctuality, respect for each other’s views even if we disagree with them, politeness, being non-judgemental, giving everybody a chance to express their views, and not dominating or shutting someone else down.

Directions
1. Explain to the group that this is our time together and that to make this time happy and productive it helps to agree to some group rules. Ask them to think about what ground rules they want.

2. Encourage each group member who has an idea for a ground rule to suggest it out loud to the group. Write it on the flipchart paper. Encourage anyone who suggests a rule to explain why they think it is important.

3. You must also have a chance to say what you think you need to make sure the group and the programme are successful. Pull out the list of rules you prepared ahead of time.

4. Go through each listed rule and ask whether everyone agrees that we should include the rule. Put a tick next to the rules the group agrees on.

5. Once all the rules are agreed on, ask the group to go through them again together, so that we are clear about what each one means. Ask for a volunteer to write up the rules neatly so we can put them up at our meetings.

Wrap-up
None
Exercise A4: Trust and Confidentiality

Aims
To understand what we mean by the words ‘trust’ and ‘confidentiality’
To increase awareness of the values of trust, confidentiality, and being non-judgemental
To think about how we can keep ourselves and others safe when we discuss personal things in the meetings

Time
20 minutes

Materials needed
None

Advanced preparation
Read through the exercise and determine four health problems with scenarios that are relevant to your particular group.

Example for the 15–19 years old girls: You are 19 years old and want to have an abortion. You want to seek some advice from someone, perhaps a relative, neighbour, or a health worker.

Example for the 10–14 years old girls: You are 10 years old and have started having periods (menstruating). You have heard about periods, but you want to understand exactly what is happening to your body.

Facilitator’s notes
None

Directions
1. Ask the group to divide into four smaller groups. Give each small group a different health problem from among those you came up with before the meeting. Instruct the small groups to discuss within their groups: Who you are going to tell? Why have you chosen that person rather than someone else?

2. Call the small groups back. Ask someone from each group to share what they discussed.

3. Discuss the different responses and emphasize the similarities. Say that we all have secrets or embarrassing feelings in life that we would like or need to share with someone who we feel could reassure or help us. Say that trust, confidentiality, and being non-judgemental are crucial for a person to move forward in their life. This exercise shows that we talk to different people about different kinds of problems. We all have problems, but may not have yet discussed them with someone.

4. Ask the group to think about this for themselves when they go home: Do you behave in a way that helps people trust you? (You will not have time to actually discuss this during the meeting.)
5. Ask the group: What are some good things about telling personal stories in the group?
   Explain that we learn a lot from talking together about our own real-life experiences. It can help us understand our lives, solve problems, feel better, and gain strength and encouragement from one another.

6. Ask the group: What do we risk when we tell our personal stories?
   Explain that we cannot be sure that none of us will talk to other people about our stories. But if one of us tells someone a secret outside the group, we can cause anger and hurt because, for example, a member of the group may get into trouble with a parent or partner.

7. Ask the group to discuss: How can we work in our group so that we enjoy the benefits of trust and confidentiality and reduce the risks?

8. Ask the group what they thought the aim of the exercise was and discuss this.

Wrap-up

We have heard about trust and confidentiality. We know about the benefits of sharing our stories. But, some girls might still feel uncomfortable sharing certain things. Tell the girls that if that is the case, they can try to share their stories in other ways. For example, they could talk about it as if it is a letter to Sis Dolly in Drum magazine. To make everyone extra comfortable and ensure confidentiality, we must care for each other and not tell private stories outside the group. We should always talk about problems in a caring way without judging each other or joking about something that is serious and sensitive for any of our members.
Exercise A5: Listening Pairs

Aim
To help girls realise that listening skills are a very important part of good communication practice in all life situations, including relationships.

Time
15 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Tell girls that we will need to do a lot of listening to one another in the Stepping Stones programme. In this exercise we are going to focus on the skill of good listening.

2. Explain what we are going to do and that we are going to do it in pairs.
   a) One person in the pair starts off describing an experience in her life. The listener says nothing. She must concentrate hard on hearing what is being said.
   b) After a couple of minutes, you as the facilitator will ask the listeners to stop listening. You call out: ‘Halt!’ but the speaker must continue to talk and describe her experience. The listener must show that she is not listening at all. For example, she could yawn, look away, turn round, whistle, or do whatever she likes. The important thing is that they should no longer listen, although the speaker should continue to tell the story.
   c) After a couple of minutes, again you will call ‘Halt!’ Tell the speaker and listener to change roles; the person who was the listener is now the talker.

3. Once you are sure that everyone has understood the instructions, ask everyone to get into pairs. Then call out ‘Start!’ Keep an eye on the time. Don’t spend more than 8 minutes in total on step 2.

4. Call the group together and ask them to share examples of when bad communication has happened in their lives.

5. Ask girls to think about the pair work we did. How did you feel as speakers? What was the difference when you told your story to a willing and interested listener, then to a bad listener? How did you feel as good and bad listeners?

6. Ask girls to describe some of the qualities of the good listening they experienced. And then some of the qualities of the bad listening.

Wrap-up
Ask the girls about the other ways we communicate with one another, apart from through language. When someone mentions body language, explain that by being aware of our own body language, we can often change it to communicate a different mood to others around us. We will talk about body language in the next exercise.
Exercise A6: Body Language

Aim
To help girls understand more deeply the role body language plays in our relationships.

Time
30 minutes

Materials needed
None

Advanced preparation
Read through the exercise. Think about how to act out certain emotions through your body positions for step 5.

Facilitator’s notes
None

Directions
1. Ask the girls to divide into pairs. They should work with someone they haven’t worked with before. Each pair should think of a particular situation one of them has had in a relationship that they can act out without needing to talk. The pair should think about the two characters, their relationship, and what happened between them. Then, without saying a word, they must act out the situation. They must only use their bodies and faces—body language. Give pairs a few minutes to work on this. Walk around the room while they are planning and see which pairs stand out as having the most-clear scenes.

Examples of scenes for girls aged 15–19 years:
- You are cross with your close friend for not visiting you when you were sick. You are shouting at her and she doesn’t seem bothered.
- You visit a health facility and the provider is counselling you, but you are not willing to share confidential information about yourself.
- Your mother/father/sister/granny is very cross with you. He/she is shouting at you and not listening to what you want to say.

Examples of scenes for girls aged 10–14 years:
- Your teacher tells you to say sorry to someone for something you did not do.
- You don’t want to share your sweets with your friends at school.
- Your mother/father/sister/granny is very cross with you. He/she is shouting at you and not listening to what you want to say.

2. Ask everyone to return to the circle. Choose two pairs whose scenes looked to you to be particularly easy to understand. Ask the first pair to come forward into the middle of the circle so that everyone can seek them and to act out their scene.

3. While the pair is acting out their scene, tell rest of the girls to describe the story of this pair’s situation. It doesn’t matter if the audience doesn’t know the details. When the scene is done, ask the pair how correct the rest of the girls were. Point out how easy it can be for us to know what is happening by observing body language.
4. Now invite the second pair to act out their scene and repeat the feedback process in step 3.

5. Brainstorm with the girls about the kinds of emotion we can communicate with our bodies. Give these examples and act them yourself with your body positions: pleasure, sadness, anger, friendliness, strength, weakness, and power. Ask them to add to this list of emotions by acting out body positions to illustrate each emotion.

Wrap-up

Encourage the girls to be aware that we communicate and listen as much with our bodies as we do with our words. Explain how some body language can appear powerful and aggressive, while some can appear friendly and warm. And other body language can appear weak and submissive. We say a lot with our bodies!

Ask the girls to start thinking over the next few days and weeks about the way they use their own bodies to say things to one another. Encourage them to think about how they could use their bodies differently in different contexts to convey different messages to people.
Exercise A7: Loving Me, Loving You

Aim
To build self-esteem by helping the girls understand that we are all special people and that there are aspects of their lives that are important to them; Some parts of their lives make them happy and it is important to remember what these are to get them to explore how they can use new skills to improve their relationships.

Time
30 minutes

Materials needed
Three pieces of paper and a pen for each girl

Advanced preparation
Read through the exercise. Think about what you would write down in your own lists.

Facilitator’s notes
If any girls in your group cannot read or write, carry out this exercise in the form of group work. Divide the girls into 5 groups and nominate a group leader to take notes of the responses. Ask 2 girls from each group to share what is on their list.

Directions
1. Hand out a piece of paper and a pen to each girl. Ask them to write down five things they like about themselves. Mention that these can be their personality, achievements, appearance, or anything that comes to mind. Don’t give examples. It’s important for girls to come up with the ideas on their own and to think of themselves in a positive way. Give them a few minutes for this.

2. Ask four or five girls to share what is on their list. Ask the others if they have similar things listed. Anything different?

3. Give everyone a second piece of paper, and ask them to make a list of five things that are important to them. Mention that these can be people, relationships, values, ways they are treated, or other things. Again, do not give examples. Give them a few minutes for this.

4. Ask four or five girls to share what is on their list. Ask the others if they have similar things listed. Anything different?

5. Give everyone a third piece of paper, and ask them to make a list of five things that make them feel good or happy. Again, mention that these can be people, relationships, values, ways they are treated, or other things. Again, do not give examples.

6. When everyone has a list, ask four or five girls to share what is on their list. Ask the others if they have similar things listed. Anything different?
Wrap-up

Mention that it is very important for us to think about what is important to us and what makes us happy. We often accept situations that we are unhappy in. In Stepping Stones, we will explore ways and develop skills for communicating. This can help us change unhappy situations to happier ones.

We have to begin the path to happiness and having better relationships by understanding that we are all special people. When we can identify and recognise what makes us happy, we can work out the route we should follow to make our lives happier.

Invite girls to take their papers home and look at them from time to time. This will help them to remember they are special people and what makes them happy in life.
Exercise A8: My Goals in Life

Aims
To think about our goals—what we want from life
To think about what we will need to do to achieve our goals

Time
30 minutes

Materials needed
Flipchart and pens and paper for each girl

Advanced preparation
Prepare the flipchart paper for steps 1, 3, and 4, as follows:
- One piece divided into four quarters, each with a heading: family life, work life, education, social life
- A second piece with the heading: ‘What will enable me to achieve my goals?’
- A third piece with two columns: ‘What may prevent the achievement of the goals?’ in the first column and ‘How can this obstacle be prevented or overcome?’ in the second column

Facilitator’s notes
None

Directions
1. Hand out a piece of paper and a pen to each girl. Ask them to work alone at first. Pull out the flipchart that is divided into four quarters and ask the girls to think about what they want to achieve in life in each of the four areas. These are goals. Ask them to list at least one goal in each area of life. Don’t suggest goals or give examples because it’s important for girls to come up with ideas on their own. Give them a few minutes for this.
2. Ask each girl in turn to share with the group what is on her list for each area of life. Write what they say on the flipchart, then hang it on the wall.
3. Take out the second flipchart. Lead a group discussion where we reflect on each other’s goals in the four areas. Look at each person’s goals and ask the group: ‘What will enable someone who has this goal to achieve it?’ Note the discussion on the flipchart, then hang it on the wall.
4. Take out the third flipchart that is divided into two columns. Lead a group discussion that reflects on each of the four areas in turn. For each goal, ask the group: ‘What might prevent someone who has this goal from achieving it?’ Then ask: ‘How can this obstacle be overcome or prevented?’ Note the discussion on the flipchart, then hang it on the wall.

Wrap-up
Explain that it is very important for us all to have goals in life. It is also important to think about how we can achieve our goals and what may prevent us from doing so. We have to ask these questions when we want to work out how we can best achieve our goals.

Mention that good health is important for achieving our goals. It is very important to make sure that we keep ourselves healthy uninfected with HIV. Also mention that people with poor health also have goals in life. It is just as important for them to try to achieve these.
Exercise A9: What I Want to Know

Aim
To help girls think about what they know and want to know concerning their bodies, sex, and relationships

Time
30 minutes

Materials needed
- Flipchart paper and pens for you and the girls
- A copy of the cards on pages 41, plus 5 blank cards from page 42 for each group of girls
- Prestick
- Three sheets of flipchart paper

Advanced preparation
- Create the cards by printing copies of page 41, then cutting the pages along the squares. Make sure you know very well what’s written on the cards.
- Create enough blank cards using the blank squares on page 42 that each girl has at least one card.
- Write one heading per sheet of flipchart paper: I know, I don’t know, I’m not sure.

Facilitator’s notes
None

Directions
1. Say to the group that we are going to look at some cards to help us think about what we know and what we want to know. Explain that the cards have questions on them about changes in our bodies, sex, and relationships, and we should not be shy.

2. Divide into groups of five. Divide the question cards amongst the groups and give each group some prestick. Also give each group 5 blank cards. Then hang the three flipcharts on the wall. If your safe space has no walls, place the three sheets of flipchart paper on the floor/ground.

3. Say to the girls that each group must decide if what is on the card is something they know, don’t know, or are not sure about. They should use the prestick to attach the cards to the flipchart paper that represents how they feel about the question.

4. Give the group five minutes to discuss which cards they want to put where. If they have other topics to add, they should write each new topic on a blank card. (Given them more blank cards if they need them.)

5. Come back into the big group. Talk as a group about which cards are stuck on which flipchart.

Wrap-up
Explain that these are all topics we will be talking about in our meetings. Let the girls know that it is very positive if they know things already. This means we can all work together to make sure we all know and understand the topics by the end of the programme. Use this as an opportunity to begin to reinforce positive sexual health messages.
<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>How is my body changing?</td>
<td>What happens to my body when I get my periods/menstruate?</td>
<td>How can I talk to my friends about important things?</td>
</tr>
<tr>
<td>How can I talk to my parents/caregivers about important things?</td>
<td>How do I choose friends who will help me achieve my goals in life?</td>
<td>How can I be a good friend who others can trust?</td>
</tr>
<tr>
<td>How do I look at others, and how do they look at me?</td>
<td>How do women fall pregnant?</td>
<td>What is love?</td>
</tr>
<tr>
<td>How will I know when I am ready to have sex?</td>
<td>What is sexual intercourse?</td>
<td>Is sex the same as sexual intercourse?</td>
</tr>
<tr>
<td>What are HIV and AIDS?</td>
<td>How can I/did I become HIV positive?</td>
<td>What is an STI and how could I get an STI?</td>
</tr>
<tr>
<td>What is sexual abuse?</td>
<td>How do I say ‘no’ to unwanted sex?</td>
<td>What are contraceptives and how do they work?</td>
</tr>
<tr>
<td>Where can I get contraceptives?</td>
<td>What is emotional abuse?</td>
<td>Do I know who I can talk to about being abused?</td>
</tr>
<tr>
<td>What is physical abuse or gender-based violence?</td>
<td>Do I know how to support my friend who is being abused?</td>
<td>Where in my community can I go to report a case of gender-based violence?</td>
</tr>
</tbody>
</table>
Module A: Let's Communicate

appropriate for ages 10–14
Closing Circle

Aim
To wind down and review this module

Time
10 minutes

Materials needed
None

Advanced preparation
Read through the closing circle before you facilitate it to remind yourself how to end the module in a good spirit.

Facilitator’s notes
None

Directions
1. Explain that the time for this module has now come to an end and that we are going to finish with a closing circle to review this module.

2. Everyone stands in a tight circle. Ask the first person to your left to put her right outstretched arm into the middle of the circle and say something she found difficult about the module. Then ask her to say something she found good about the module. Ask her to use these phrases: ‘I didn’t like it when…’, followed by ‘I liked it when…’. Then, ask the next girl to the left to do this.

3. Continue round until all the girls have their right hands placed in a tower on top of one another in the circle. By now everyone has said something they found difficult followed by something they found good about the module.

4. Finish by saying that this tower of hands can represent our strength together as a group.

Wrap-up
Thank everyone for coming. Set a time and place for the next module and meeting that they can all attend. Ask them to remind one another to come to the next meeting on time.
Module B: How We Act

Purpose
To explore images and realities of the ideal boy and girl
To understand how these images and realities are shaped by all of our actions
To understand how these images and realities affect our lives

Facilitator’s note
Exercises B3 and B4 have minor adaptations for 20–24/15–19 year olds and 10–14 year olds to ensure that the discussion is age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.
Spend a few minutes reminding ourselves of what we did in the previous meeting.
Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.
Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

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<tr>
<th>In-school youth: Ages 15–19 years</th>
<th>3 hours 25 minutes</th>
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<td><strong>Meeting 3</strong></td>
<td></td>
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<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>C1 Word Games</td>
<td>10 minutes</td>
</tr>
<tr>
<td>C2 What is love?</td>
<td>60 minutes</td>
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<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>C3 Sexual Relationships: Happy and Unhappy</td>
<td>60 minutes</td>
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<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>C4 Joys and Problems with Sex</td>
<td>60 minutes</td>
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<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In-school youth: Ages 10–14 years</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting 2</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>B1 Mime the Lie</td>
<td>10 minutes</td>
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<tr>
<td>B2 Boys and Girls: The Ideal and the Reality</td>
<td>60 minutes</td>
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<tr>
<td><strong>Meeting 3</strong></td>
<td>2 hours</td>
</tr>
<tr>
<td>B3 Images of Others</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>B4 Body Mapping</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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</tbody>
</table>
### Meeting 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>B1 Mime the Lie</td>
<td>10 minutes</td>
</tr>
<tr>
<td>B2 Boys and Girls: The Ideal and the Reality</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>B3 Images of Others</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>B4 Body Mapping</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Introduction

Aims
To remind ourselves of the previous module and what we did and learnt
To begin a new module

Time
10 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you.

2. Welcome everyone back to the new module called ‘How We Act’. Thank everyone for coming. Enquire about latecomers or non-attenders.

3. Ask everyone to tell very quickly about one good thing that has happened to them since the last meeting.

4. Ask the girls to remember what we learnt together in the last module called ‘Let’s Communicate.’ Remember, we learnt that we are all special people, about what makes us happy, what our goals are in life, and some of the things that may stop us from achieving them. Remind them if they have forgotten.

5. Explain that we are going on to discuss other things in this module. Say we’re going to start with a game.

Wrap-up
None
Exercise B1: Mime the Lie

Aim
To play a warm-up game that shows what people say they are doing is not necessarily what they are really doing.

Time
10 minutes

Materials needed
None

Advanced preparation
Refresh your memory about the exercise and its goal.

Facilitator’s notes
None

Directions

1. Stand in a circle. Go into the middle of the circle and mime an action, such as sleeping. Ask one of the girls to ask you aloud ‘What you are doing?’ You reply by saying out loud, for example ‘I am digging the ground!’ Everyone will laugh!

2. Ask the person who asked you what you’re doing to swop places with you so she is now in the circle instead of you. Quietly in her ear so no one else can hear, ask her to mime what you were actually doing (sleeping).

3. Then another girl asks aloud ‘What are you doing?’ The new girl in the middle of the circle also says something different. And, so the game continues, until everyone in the circle has had a chance to do one thing and say they are doing something different.

4. Ask the group: What does this game have to do with sexual health?

Wrap-up

We often say we are doing one thing in our sexual lives when, in fact, we are doing another. This secrecy makes it more difficult to practise safer sex.
Exercise B2: Boys and Girls: The Ideal and the Reality

Aim
To explore people’s perceptions of the ideal girl and boy (and woman and man, for ages 20–24 years and 15–19 years) and how different we are in reality.

Time
60 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Write up the questions in the different steps on flipchart paper.

Facilitator’s notes
For the 20–24/15–19 year old girls, you can share that there are different expectations for men and women, in addition to boys and girls. In this way, there are different expectations for girls/women and boys/men of different ages.

Directions
1. Explain that we are now moving on to explore how different people in our society are expected to behave.

2. Ask girls to break into smaller groups of three or four. Give each group a pen and a piece of flipchart that they divide into two columns so they can write summary notes from their discussion. They should discuss: ‘How are girls (and women) of our own age expected to behave in our families, among peers, in the community, and in our relationships?’

   In the first column, note how people expect you to behave in your family and community. In the second column, note what people expect you to say and do or to not say and not do in relationships.

3. Give each group another piece of flipchart. Ask the groups to discuss: ‘How are boys (and men) of our age expected to behave in their families, among peers, in the community, and in relationships?’ Again, they must divide the paper into two columns and write summary notes from their discussion.

   In the first column, note how people expect boys (and men) to behave in the family and community. In the second column, note what boys (and men) are expected to say and do or to not say and not do in relationships.

4. Ask girls to form a large circle. Invite groups to share what they noted from their discussions. First discuss the situation for girls (and women), then for boys (and men).
5. Next, compare the genders: ‘Is it easier to live as a boy or girl in our community? Are the differences fair?’ ‘Do we all want to live as boys and girls are expected to by others? Do these ideas and expectations make us happy or unhappy?’ ‘Do these differences influence our ability to achieve the life goals we discussed in the last module?’

Wrap-up

The idea of this exercise is to help us appreciate that there are expectations from our families, peers, the community, and relationships of how we should behave. These are different for boys and girls (and for men and women). They place different pressures on us. They also provide us with different opportunities. Sometimes we are under pressure to behave in ways we do not want to behave, that don’t make us happy, and that may undermine our ability to achieve our goals in life.

Generally, boys are privileged compared to girls. Boys generally have much more control over their relationships than girls, but they may have other disadvantages. Boys may be expected to be strong and tough and, for example, drink a lot and settle arguments with a fight.

But, some boys do not want to behave like that. They would rather help their mothers or grannies at home and may be called insulting names for doing this.

Girls may be expected to be submissive and help most at home. This can make them feel happy because they receive appreciation in return for their help. Or it may make them feel very unhappy because they feel they have little control over their life.
Exercise B3: Images of Others

Aims
To show how we and others influence the way boys, men, girls, and women act
To show how we and others influence boys, men, girls, and women in learning how they should act

Time
50 minutes

Materials needed
None

Advanced preparation
Have some topics ready for steps 5, 6, and 10 in case girls struggle to come up with some.

Facilitator’s notes
None

Directions
1. Explain that the previous exercise raised difficult issues about how society expects us to behave. In this exercise we want to understand more about how people influence the way we act.

2. Ask girls to sit in a semi-circle. Invite a volunteer to sit in the middle and act as a character representing her own gender and age. Let her know that she will have to answer questions about the exercise later.

3. Ask the other girls to choose a character representing someone who would have influence over the girl in the middle. Go round the semi-circle and ask each girl which role she chose. For example, they could be peers, a lover, a parent, a teacher, or a friend.

4. Explain to the group that each girl will, in her chosen role, take her turn telling the girl in the middle how she should act. You can begin by demonstrating an example by saying, ‘I am a church leader and I am telling you that drinking alcohol is sinful’. Then, ask the group to stay with the theme of alcohol (for example) for a while, and ask ‘Who else influences our drinking?’

5. Now give the girls a turn to adopt their chosen roles and give advice from the point of view of their chosen character. For example, if a girl adopts the role of a health worker, she could say, ‘Drinking is bad for your health’.

6. Finally, ask a couple girls to be themselves, think about how they influence their peers’ behaviour on this subject, and direct some comments to the girl in the middle.
7. Ask the girl in the middle:
   - What do you think motivated each of the characters giving you the advice?
   - How does it feel to be given advice from all these different sources?
   - Whose advice are you going to take? Why did you decide to take their advice?

8. How does the different advice fit in with your values? Repeat the process with a different person in the middle, but ask the group to change the gender situation. The girl in the middle will now act as someone of the same age as her but who is male.

9. Ask the other girls to choose a character who would have an influence on this boy. Go round the semi-circle and ask each girl which role she chose. For example, they could be peers, a lover, a parent, a teacher, or a friend.

10. Explain to the group that each girl will take a turn telling the boy character in the middle how he should act. Discuss three or four topics they could cover; the topics should be relevant to the girls’ lives and different from the first round of the exercise. Make sure that one or two girls give advice as themselves or someone like themselves, that is, a female peer of the boy character in the middle.

11. Ask the girl in the middle who posed as the boy character:
   - What do you think motivated each of the people giving you advice?
   - How does it feel to be given advice from all these different sources?
   - How does the different advice fit in with your values?

Wrap-up

Stand in a circle and ask the group what we learnt from the exercise about how we influence the behaviour of others. Encourage the group to think about how they give advice to people and the influence they can have on others. Ask, ‘In what ways have we shown that our influence can be harmful to the people we interact with?’ Draw examples from the group’s earlier discussion if you need to get conversation going.

Talk to the group about how alcohol can influence the way we behave. Many people regret the choices they make when they are under the influence of alcohol. We are much more likely to take risks, like having unsafe sex, when we have been drinking.
Exercise B3: Images of Others

Aims
To show how we and others influence the way boys and girls act
To show how we and others influence them in learning how they should act

Time
50 minutes

Materials needed
None

Advanced preparation
Have some topics ready for steps 4, 5, and 10 in case girls struggle to come up with some.

Facilitator’s notes
None

Directions
1. Explain that the previous exercise raised difficult issues about how society expects us to behave. In this exercise we want to understand more about how people influence the way we act.

2. Ask girls to sit in a semi-circle. Invite a volunteer to sit in the middle and to play the role of a girl her own age.

3. Ask the other girls to choose characters who have influence over girls their own age. Go round the semi-circle and ask each girl which role she chose. For example, they could choose to be a friend, an older sibling or cousin, a parent, or a teacher.

4. Explain to the group that each girl will, in her chosen role, take her turn telling the girl in the middle how she should act. You can begin by demonstrating an example, by saying, ‘I am your older brother and I am telling you that you should make sure there is food for me to eat when I get home’. Then, ask the group to stay with the theme of preparing food (for example) for a while, and ask, ‘Who else influences what we have to do for others and when we must do it?’

5. Now give the girls a turn to adopt their chosen roles and give advice from the point of view of their chosen character. For example, if they adopt the role of an older sister, they could say, ‘Everyone at home needs to eat and you get home the earliest so it is helpful to the family if you prepare the evening meal’.

6. Finally, ask a couple girls to be themselves, think about how they influence their peers’ behaviour on this subject, and direct some comments to the girl in the middle.
7. Ask the person in the middle:
   - Why do you think each person gave the advice they did?
   - How does it feel to be given advice from all these different sources?
   - Whose advice are you going to take? Why did you decide to take their advice?

8. How does the different advice fit in with your values? Repeat the process with a different person in the middle, but ask the group to change the gender situation. The girl in the middle will now act as someone of the same age as her but who is male.

9. Ask the other girls to choose a character who would have an influence on this boy. Go round the semi-circle and ask each girl which role she chose. For example, they could be a friend, an older sibling or cousin, a parent or a teacher.

10. Explain to the group that each girl will take a turn telling the boy character in the middle how he should act. Discuss three or four topics they could cover; the topics should be relevant to the girls’ lives and different from the first round of the exercise. Make sure that one or two girls give advice as themselves or someone like themselves, that is, a female peer of the boy character in the middle.

11. Ask the girl in the middle who posed as a boy character:
   - Why do you think each person gave the advice they did?
   - How does it feel to be given advice from all these different sources?
   - Whose advice are you going to take? Why did you decide to take their advice?
   - How does the different advice fit in with your values?

Wrap-up

Stand in a circle and ask the group what we learnt from the exercise about how we influence the behaviour of others. Encourage the group to think about how they give advice to people and the influence they can have on others. Ask, ‘In what ways have we shown that our influence can be harmful to the people we interact with?’ Draw examples from the group’s earlier discussion if you need to get conversation going.
Exercise B4: Body Mapping

Aims

To introduce girls to anatomy in a very non-threatening way
To encourage girls to feel comfortable talking about their own and others’ bodies, particularly the reproductive organs

Time

60 minutes

Materials needed

Flipchart paper (3 pieces joined together for each group) and markers

Advanced preparation

None

Facilitator’s notes

This module helps girls identify names that are acceptable to use for the different body parts and provides an opportunity to raise in discussion body parts that are associated with sex that girls might otherwise have difficulty talking about.

Keep the mood relaxed and open.

Encourage the girls to identify body parts themselves as much as possible before you tell them.

It doesn’t matter if the girls place the body parts inaccurately on the body map.

You should make sure to discuss the following pleasurable body parts: ears, neck, lips, the end of the penis (glans), breasts, thighs, and clitoris.

Directions

1. Explain that we are going to share what we know about how our bodies work.

2. Divide the larger group into two smaller groups. Ask each group to draw an outline of a body like theirs on flipchart paper. Say that the easiest way to do this is for a group member to lie down and for someone to draw around their body.

3. Once the body outline has been drawn, ask the groups to add in the body parts that are visible to others and covered by clothes.

4. Among their smaller groups, ask the girls to identify body parts they particularly like, then those they dislike or that make them feel embarrassed or uncomfortable, and to say why. Finally, ask them which body parts they find pleasurable. Spend time observing each group and ask each group about what they discussed with each other, particularly about the more sensitive areas.

5. Bring all the girls back together and ask each group to present their body maps. Encourage the girls to ask questions about the body maps. Use this as a way of encouraging the groups to share some of what they discussed.
6. Also ask:
   • Which body parts do men and boys have and which do they not have?
   • Which body parts are ‘private’?
   • Which make you feel embarrassed? When do you feel embarrassed and why?
   • Which body parts do you think men and boys find pleasurable?

Wrap-up

Stand in a loose circle. Ask girls to suggest and demonstrate some stretches we can do. This helps us release tension in our bodies. Pull out the main messages from the facilitator’s notes and share them with the group. Ask them to each say a word to describe how they feel right now. Thank them for their participation in this exercise.
Exercise B4: Body Mapping

Aims
To introduce girls to anatomy in a very non-threatening way
To encourage girls to feel comfortable talking about their bodies, particularly the reproductive organs

Time
60 minutes

Materials needed
Flipchart paper (2 pieces for each group), pens
Puberty poster on page 58

Advanced preparation
Refresh your memory on this exercise

Facilitator’s notes
This information is important for all girls. As the group facilitator, you need to be aware of what your group already knows and what is new information for them. The girls might be embarrassed and shy at first, but it’s important that they learn to talk openly, so keep the conversation going until they are all comfortable participating.

This module helps girls identify names that are acceptable to use for the different body parts and provides an opportunity to raise in discussion body parts that are associated with sex that girls might otherwise have difficulty talking about.

Encourage the girls to identify body parts themselves as much as possible before you tell them.

It doesn’t matter if the girls place the body parts inaccurately on the body map. You should make sure to discuss the following pleasurable body parts: ears, neck, lips, the end of the penis (glans), breasts, thighs, and clitoris.

Depending on the age and experience of your group, they may talk less about which parts give them sexual pleasure and more about which parts enable them to do things they enjoy. For example, they might say they have strong legs that help them run fast. Mention to the girls that these are also parts of our bodies that can bring us pleasure when we have sex.

The aim of giving this information to girls who are not sexually active is so that they become aware of the idea that they have a right to enjoy sex when their bodies and emotions are ready for sexual relationships. We prepare ourselves by learning about our bodies.

It’s important that the girls understand that they will be involved in sexual relationships in the future and they need to understand that sex is meant to be enjoyed by both partners in the relationship.

Directions
1. Explain that we are going to share what we know about puberty.
**Puberty** is when our body begins to change from being a child to an adult. Girls usually start puberty sometime between 9 and 15 years old and boys sometime between 10 and 15 years old.

Puberty starts when our brain releases special hormones that act on our reproductive organs. Puberty makes it possible for us to have babies later in life if we decide we want to. It’s important for us to understand what happens during puberty so we know what to expect and can cope with the changes in a confident way.

2. Divide the girls into two smaller groups. Ask each group to draw an outline of a female body like theirs on a piece of flipchart paper. Say that the easiest way to do it is for a group member to lie down and for someone to draw around their body.

3. Once the body outline has been drawn, ask the groups to add in the body parts that are visible to others and covered by clothes. Ask them to identify which body parts change in puberty and how they change.

4. Ask them to identify body parts they particularly like, then those they dislike or that make them feel embarrassed or uncomfortable, and to say why. Then, ask them which body parts give them pleasure and why. While they discuss, spend time observing each group and ask each group about what they have discussed, particularly about the more sensitive areas.

5. Now ask the groups to do steps 3 and 4 again, but this time for boys.

6. Bring all the girls back together and ask each group to present their body maps. Encourage them to ask questions about the body maps. Make sure all the changes shown on the poster on page 58 are covered in discussion.

7. Use this as a way to encourage the groups to share some of what they discussed. Also ask:
   - Which body parts are ‘private’ and ‘sensitive’?
   - Which make you feel embarrassed? When do you feel embarrassed and why?

Here we introduce the idea that some body parts are sensitive and bring us pleasure during sex. Be aware that this age group may not be aware of what sex and pleasure mean. Explain that sex and sexual pleasure should happen when we are older and in loving, respectful relationships.

8. Discussion should include that some adults think sex and sexual pleasure are ‘naughty’ or ‘bad’ and that adults don’t like young girls to talk about some body parts; if the girls don’t raise these concerns, you need to bring them into the conversation. Say that we believe it’s very important for us to be able to talk about our bodies without feeling embarrassed or ashamed. We need to know how our bodies work so we can grow up strong and healthy.

**Wrap-up**

Stand in a loose circle. Ask girls to suggest and demonstrate some stretches we can do. This helps us release tension in our bodies. Pull out the main messages from the facilitator’s notes and share them with the group. Ask each girl to say a word that describes how they feel right now. Thank them for their participation in this exercise.
Changes to our bodies in puberty
© Soul City Institute
Closing Circle

Aim
To finish the module on a happy note

Time
5 minutes

Materials needed
None

Advanced preparation
Have a happy song ready in case the girls don’t come up with one.

Facilitator’s notes
None

Directions
1. Sit in a circle together. Thank everyone again for coming to this module.
2. Ask each person to say one thing they learnt from this module and one thing they will share with someone before the next module.
3. Together arrange a time and place that everyone can come to for the next module. Ask everyone to remind one another about it.
4. Ask all the girls to think of a happy song they all know and that they would like to sing together now to close the module.

Wrap-up
None
Module C: Feelings and Relationships as We Grow Older

Purpose

For 20–24 year olds and 15–19 year olds:
- To have a first look at our images of sex and sexual health problems
- To explore what we look for and give in love

For 10–14 year olds:
- To explore images and realities of the ideal girl and boy
- To understand how these images and realities are shaped by all of our actions
- To understand how these images and realities affect our lives

Facilitator’s notes

Exercises C2, C3, and C4 are different for each age group to address issues of growing up in age-appropriate ways.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling. Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

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<td>C1 Word Games</td>
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<td>C2 What is love?</td>
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<td>Break</td>
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<td>C3 Sexual Relationships: Happy and Unhappy</td>
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<td>C4 Joys and Problems with Sex</td>
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### In-school youth: Ages 10–14 years

**Meeting 4**  
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<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
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<tr>
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</tr>
<tr>
<td>C4 We Are in Control</td>
<td>60 minutes</td>
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<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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### Out-of-school youth: Ages 20–24 years and 15–19 years

**Meeting 2**  
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>C1 Word Games</td>
<td>10 minutes</td>
</tr>
<tr>
<td>C2 What is love?</td>
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<tr>
<td>Break</td>
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<tr>
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<tr>
<td>Closing Circle</td>
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</tbody>
</table>
appropriate for all ages

Introduction

Aim
To remind ourselves of the previous module and what we did and learnt, and to begin a new module

Time
10 minutes

Materials needed
None

Preparation
Refresh your memory by looking through Module B and the flipcharts that were developed during the module.

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you.
2. Welcome everyone back for the new module. Thank everyone for coming. Inquire about late-comers or non-attenders.
3. Ask everyone to recount very quickly one good thing that has happened to them since the last module and one thing they like about themselves.
4. Review the last module. Ask the girls to recall what we learnt together during the last module, especially around images and reality and how much we influence how others act. Remind them if they have forgotten.
5. Explain that we are going on to discuss other things in this module.

Wrap-up
None
Exercise C1: Word Games

Aim
To have a fun warm-up game

Time
10 minutes

Materials needed
None

Advanced preparation
Remind yourself how the game works.

Facilitator’s notes
This game should be played in the girls’ home language.

Directions
1. Everyone sits in a circle. Start by slapping one thigh then the other, then clicking the fingers of one hand then the other. Repeat this, but with the first click name a body part and with the second click name another body part which they associate with the first one (e.g., arm then hand).

2. The girl to the left of you then does the same, but with the first click she names the last body part her neighbour said and with the second click she says a different body part she associates it with (e.g., hand then foot).

3. Continue round in the circle. If anyone breaks the rhythm or mentions a body part that is already named, they are ‘out’. As you go round the circle, speed up the tempo so it gets harder and harder to stay ‘in’. The game ends when only one person is left or when the girls seem to have had enough.

Wrap-up
None
Exercise C2: What is love?

Aim  
To explore what we mean by ‘love’

Time  
60 minutes

Materials needed  
None

Advanced preparation  
Remind yourself of the activity.

Facilitator’s notes  
This exercise is designed to encourage the girls to focus on their own perspectives first and only on their partner’s perspective when asked to. It is likely that issues such as trust, sharing, responsibility, sex, money, and so on are all mentioned. Make sure to talk through these issues with them.

Directions  

1. Ask the group to agree on how they express the word love. If there is more than one word for ‘love’ in the girls’ languages, define these different words.

2. Find out more about what the girls think ‘love’ means. Is this a word or an expression? Does it apply to how your feel for your romantic partner only or does it explain the bond between parents and children, brothers and sisters, cousins, or school friends?

3. Once we have agreed on one or two words or expressions that mean ‘love’, ask everyone to divide into pairs. Girls should try to pair up with someone they have not worked with before or don’t know well.

4. Explain that we’re going to begin by talking about love that does not involve sex between the people who love each other, such as love between friends or family members. Ask each pair to take turns describing three things you do to show your love to a sibling, cousin, or close friend and three things they do to show they love you.

5. Call everyone back to the full circle. Ask the girls to share their thoughts on how they show love to the person they do not have sex with and things they expect from him/her. If there is general agreement, move on. If not, encourage the girls to discuss their different views about showing love.

6. Ask the girls whether they believe that the person they were thinking of would agree to the ways to show love they just described. In what ways might the person’s views differ?

7. Explain that we’re going to begin talking about love between people who have a romantic or sexual relationship. For those girls not currently in a relationship, they can think about an imaginary or past relationship. Ask
each pair to take turns describing to each other three things they would do
to show a romantic or sexual partner that they love him or her and three
things they expect a partner who loves them to do to show love to them.

8. Call everyone back again to the full circle. Ask them again to share their
thoughts, first on things they would do to show love to a partner and,
second, on how they would expect a partner who loves them to show love.
Again, if there is not common agreement, encourage the girls to discuss the
different views further in the big group.

9. Ask the girls about the things partners do to each other that do not show
love. What things do they do that are hurtful? Are any of the things
mentioned before as ways of showing love also hurtful?

10. If there are some clear differences in the things we do to show love to
partners compared with those we do to show love to family or friends,
point these out to the girls. Ask them to define these differences more
clearly. Encourage them to try to explain why these differences exist. Ask:
• What differences, for instance, does the existence of sex or marriage
  have on ways of showing love in relationships?
• Does love equal sex or marriage? Do they automatically go together?
• If love does not equal marriage, or if a married couple do not love each
  other for some reason, what minimum levels of respect do you think
each member of the couple should show each other?

Wrap-up

Remind the girls that we all have a right to be treated with respect, dignity,
and honesty and that we have a responsibility to treat our partners in the same
way.
Exercise C3: Sexual Relationships: Happy and Unhappy

Aims
To explore further what we mean by ‘love’ in sexual relationships
To explore how relationships can be unhappy or happy and how we can tell the difference

Time
60 minutes

Materials needed
None

Advanced preparation
Read through the exercise, and refresh your memory by reading the listening skills exercises we did in Module A. This will help you remind the group about listening and respect. This is important because this exercise could make the girls feel emotional.

Facilitator’s notes
Try to make sure everyone has a chance to express their views but do not encourage an argument to develop! This is a chance for people to respect and listen to one another, without having to agree on everything said by others. There may well be some people who are feeling upset by this exercise. As the facilitator, you need to be sensitive to their needs.

You may need a break after the exercise for a few minutes or could invite a volunteer to lead the group in a song to lighten the mood.

Directions
1. Divide the group into three smaller groups. Say that when doing the role plays in this exercise, they should use real life experiences, not idealised ones like we see on television.

2. Ask one group to prepare a role play that shows a happy sexual relationship. Two people in the group will be the actors and the rest of the group should discuss and guide them on how they should behave toward each other to demonstrate happy relationships. Other group girls may be brought in to play supporting roles, such as a girl trying to seduce the boyfriend or husband and being rejected.

3. Ask the other two groups to prepare role plays that show unhappy sexual relationships. In one group the boy should be most unhappy and in the other group the girl should be most unhappy. Two members of the group will be the actors. The rest of the group should discuss and guide them on how they should behave toward each other to demonstrate bad relationships. Other group girls may be brought in to play supporting roles, such as a girlfriend of the husband.
4. Each smaller group will perform its role play to the whole group. After the role plays, discuss:
   - What makes the relationships happy and unhappy?
   - What advice would you give to the girls and boys shown in each role play to improve their relationships from unhappy to happy or from happy to happier?
   - If it is not possible to make the unhappy relationships happy, what advice would you give the unhappy partner?

5. Ask the group to consider the role play where the girl was unhappy. What would she lose by leaving that relationship? What would she gain? Then consider the role play where the boy was unhappy. What would he lose by leaving the relationship? What would he gain?

6. Ask the girls: Has this discussion changed our thoughts on our own relationships?
   As you discuss, ask them to elaborate on why.

7. If the unhappy relationships did not show concurrent partners, ask for three volunteers to a role play where there is a secret other partner. After they have acted it out to the group, ask:
   - How does each partner feel about the others?
   - Is each partner happy? If so, why?
   - Are any of the partners unhappy? If so, why?
   - Do the main partners trust each other?
   - Can they trust each other when one has a relationship on the side?

Wrap-up

We have talked about what makes relationships happy and unhappy. If both people in a relationship listen, talk openly, and respect each other, they are more likely to have a happy relationship. Pick examples from what the girls said that highlight these points. Say that sometimes we need to work on fixing a relationship together. But, sometimes a person needs to leave a relationship that is abusive.
Exercise C4: Joys and Problems with Sex

Aim
To help the girls realise why we have differences between our images and realities of sex

Time
60 minutes

Materials needed
About 100 pieces of paper cut to about 5 cm x 10 cm
Pens for each small group, flipchart paper, marker pen, sticky tape, prestick

Advanced preparation
When you read through this exercise before you facilitate it, think about the girls in the group. Adjust examples that will include the likely prior experiences of each of them.

Write these words on different pieces of paper: abortion, sex work, homosexuality, violence against girls, oral sex, anal sex. Write sets of these words so that each group gets a full set.

Facilitator’s notes
If you are doing this exercise with girls who are not yet sexually active, you could ask them to write the hopes and fears they have about sex.

Remind the girls that they will not agree on all issues. They may disapprove of some. But, even though we may hold different views, we need to listen to each other and not condemn (judge) each other for having different views. If any girl reaches a point where she feels she cannot handle the discussion, suggest that she take a break and re-join the group when she feels ready.

Many issues raised in this exercise will conflict with your own values. It is important to remain non-judgemental throughout.

Directions
1. Start off with the following explanation: We are now going to talk about our images of sex in our lives. Most of us find sex enjoyable, fun, and rewarding, and none of us would have been born if it wasn’t for sex! But at the same time, almost all of us at some time in our lives have questions about or difficulties related to sex. We may find them painful or embarrassing, but we would like some help with them. And, help is often very hard to find. This exercise is a way of helping us share with one another our own understanding of the good things and the difficult things about sex in our lives.

2. Ask the girls to divide into groups of three or four. Give each group at least ten small pieces of paper and some pens. Explain that you would like them to write anything that comes to their mind when you say the word ‘sex’. They can use as many papers as they would like. Explain that what they write can be good or bad, funny or serious, happy or sad.
3. Give each small group up to 10 minutes or until they run out of ideas to write all the ideas they would like. While the groups are doing this, hand a set of the pre-prepared cards to each group to include in their discussion.

4. Ask the girls in their groups to sort the cards into piles: one pile for joys and one for problems. Explain that some will go in both piles; if there are any like this, the groups should make an identical card so the idea can be placed in both piles. Explain that groups will also have some cards that are not total joys or total problems; they can put these into a third pile.

5. When all the cards have been sorted into piles and discussed, ask the girls to come back together into the big group. Ask one girl from each group to present what they have in their piles and to tell the large group why it was put in each pile. Do others agree?

6. Talk to the group about risks associated with anal sex. Many young girls prefer anal sex because they are still seen as ‘virgins’ and because they cannot fall pregnant. It’s very important that they know and understand that unprotected anal sex increases HIV risk substantially because of the increased likelihood of tearing, bleeding, and fluid contact.

Wrap-up

Explain that the pile of problems we have talked about shows how many problems we have with sex. The Stepping Stones programme is concerned with sexual health. We hold these workshops with one goal in mind: so that everyone can achieve a complete state of sexual health. Sexual health is sex that is pleasurable and free from infection, unwanted pregnancy, and abuse. The problems we have discussed in this exercise are some of the issues we will continue to address during our sessions as we strive for sexual health.
Exercise C2: What is a good friend?

Aim
To explore what we want to give and receive from our friends

Time
30 minutes

Materials needed
Flipchart and pens

Advanced preparation
Work through the exercise. Think of sample answers to each question so you can illustrate the kind of answers you are looking for. This will help you imagine the context of the girls in your group. Write the questions clearly on flipchart paper so everyone in the group will be able to read them.

Facilitator's notes
None

Directions

1. Say to the girls that you are going to have a group discussion about what being a good friend entails. When anyone has an idea, they should raise their hands. You will call their names to take turns saying what they think and why. List the answers on flipchart paper.

2. Divide the big group into four smaller groups. Give each group some flipchart paper and pens. Ask them to talk about the following questions as a group and write down answers. Say to the girls that we’re going to think of times in our lives when we have felt like we really needed a friend.
   - Think of three times when you feel a friend let you down when you really needed them. What was the situation? How did your friend let you down?
   - Think of three times when a friend has really helped you. What was the situation? How did your friend help you?
Remember to walk around and support each group as they work.

3. Bring the girls back together. Ask each group to choose someone to present their work to the group.

4. Have a group discussion and name the things we do to show friendship and kindness to someone and the ways others show friendship and kindness to us. What do we expect of our friends? Encourage the girls to discuss their views further in the big group.

Wrap-up
When the presentations are done, summarise the discussion. It is likely that issues such as trust, kindness, helping, sharing, listening, and positive encouragement will have been mentioned. Remind the girls of these and say again how important these qualities are.
Exercise C3: Sexual Feelings

**Aims**
To explore how our moods and what we enjoy changes as we grow
To explore the sexual feelings, we get as our bodies grow

**Time**
60 minutes

**Materials needed**
Flipchart and pens

**Advanced preparation**
Read through the exercise and refresh your memory by reading the listening skills exercises we did in Module A. This will help you remind the group about listening and respect. Think about your own feelings and ideas about sexual feelings and remember that you need to make space for the girls to say what they think without judging them or their answers.

**Facilitator’s notes**
None

**Directions**
1. Remind the group what we talked about in Module A about trusting each other and not repeating stories you hear in the group. Say that we are going to talk about the ways our bodies feel and we should try to relax and not feel shy. We all have a lot to learn.

2. Say to the group that the special hormones that cause our bodies to change during puberty also cause changes in our moods and emotions. Ask the girls to explain what a mood swing is and to talk about times when they have had mood swings. Talk together about some of these changes. For example, we may be feeling happy one minute, thinking that we are looking forward to our school day, then the next minute we’re not able to find a sock to put on and suddenly feel furious.

3. Say that you are going to read the following story.

_Thirteen-year-old Miyoba and Mundia are neighbours and have grown up together. They go to the same school and church. On Wednesdays after school, they walk together to a meeting for young people at the church. Mundia began to look forward to his walks with Miyoba more and more. He didn’t know it, but so did Miyoba. She went to sleep at night hugging her blanket close, pretending it was Mundia._

_Whenever Mundia thought of Miyoba, he got an excited feeling through his whole body. It was embarrassing when this happened at school. He would quickly try to think of something else._

_‘I wonder if she feels the same about me,’ Mundia thought to himself while they were walking one day. Then Miyoba ‘accidentally’ brushed her hand against his, and he held it gently. They walked like this together, holding hands and talking. He looked at Miyoba and she smiled back at him, her eyes shining. ‘I think she likes me,’ thought Mundia, and he felt his heart leap._
4. Say to the group: ‘Miyoba and Mundia have been friends and neighbours for a very long time. Why do you think their feelings for each other are changing?’ Ask if we, in our group, have ever had these kinds of feelings. Say to the groups that these feelings are called sexual feelings and that they are part of the way our bodies change to get us ready for when we are adults. When we are grown up and ready to have adult relationships and sex, sexual feelings will help us to enjoy sex.

5. Now divide the girls into groups of four or five. Give each group some flipchart paper and pens.

6. Ask each group to discuss the age at which they think it is okay for boys and girls to do the following activities together and why they think so: hold hands, hug, kiss, and have sex.

7. After each small group presents their responses to the larger group, discuss the various answers together.

Wrap-up

Remind the girls that puberty brings emotional and psychological changes, as well as changes in our bodies. We may want to spend time with different people and enjoy doing different things than when we were children. Adolescence is the time between when we are children and when we are adults.

One of the things that changes is that we start to get new feelings in our growing reproductive organs. These are called sexual feelings and they can be very exciting. It’s important that we know these are sexual feelings. The most important thing is that we know that having sexual feelings does not mean we have to have sex.

Having sex when we are young is harmful to our bodies, especially girls’ bodies. Girls’ bodies are not ready to have sex until they are adults, and being pregnant before then can be dangerous.

Mature, adult love is for when we know more and have more emotional experience. Then we are able to choose a partner who loves us and will show us respect and kindness. Then sex will be enjoyable for both people in the relationship.
Exercise C4: We Are in Control

Aims
To understand that having sexual feelings does not mean we have to have sex
To know that there are things all boys and girls can do to control their sexual feelings

Time
60 minutes

Materials needed
Flipchart paper

Advanced preparation
Read over Exercise C3’s wrap-up a few times so you remember the messages around delaying sexual debut.

Bring with you the body maps the girls created in Exercise B4 so you can reference them in step 4.

Write the following on a flipchart paper:
We can have sexual feelings when we:
• see someone we are attracted to
• read a magazine or see pictures of people we think are sexy
• watch TV or a movie or hear a story that talks about love, kissing, or sex

Facilitator’s notes
None

Directions
1. Ask the girls to remind us what we talked about in the previous meeting. If no one mentions this, then say that we said that having sexual feelings does not mean we have to have sex.

2. Show the group the flipchart you prepared with the situations where girls and boys might get sexual feelings. Talk through these scenarios to make sure everyone understands what causes sexual feelings in each.

3. Ask the girls if they can think of any other scenarios. Write these down on the flipchart.

4. Hang the girls’ body maps from Exercise B4 on the wall and ask the girls to show where on their bodies they feel sexual feelings and to say what happens in these parts. Then, they should do the same for boys’ bodies. They should cover the following.
   • A girl gets a tingling feeling mainly in her breasts, clitoris, and pelvic area. A girl’s clitoris becomes hard because blood flows into it and the muscles around it get tighter. A girl’s vagina becomes wet and slippery.
   • A boy gets a tingling feeling in his penis. Blood flows to his penis. The muscles in his penis get tighter and make it stand away from his body. This is called an erection.
5. Now divide the girls into groups of four or five. Remind the girls that when we have sexual feelings we can control them. We need to focus on something else or do some lively exercise. Ask each group to come up with three things boys and girls can do to take our minds off our sexual feelings. They will need to act these out.

6. Ask each group to act out their ways of controlling their feelings for the group. Among others, they could mention playing sport, reading a book, stopping looking at pictures that make them feel sexy, taking a cold shower, or masturbating privately and safely on their own. Raise these if the girls don’t.

7. Say to the group that there are often myths and stories that boys use to try to force girls to have sex with them, like saying they will get sick if they don’t have sex when they have an erection. Ask the girls if they have heard any stories like this? Talk about the myths and stories the girls know and remind them that these are not true. Boys can control their sexual feelings as easily as girls can.

Wrap-up

Remind the group that it is normal to have sexual feelings as we grow and our bodies and emotions change. It’s important that we know how our bodies react when we have sexual feelings and that this means that sex is something we will enjoy when we are older and ready it. But, sexual feelings do not mean we have to have sex.

Part of growing up is learning to control our behaviour and emotions. There are many things we can do to take our minds off our sexual feelings. We can play sport or do exercise on our own, take a cold shower, or concentrate on our homework.

There are also many false stories that say that boys have to have sex when they have sexual feelings. These stories are not true. Both boys and girls can control their sexual feelings. Anyone can control their sexual feelings, and no one should ever force anyone to have sex with them. When you force someone to have sex it is called rape. Rape is illegal and you can go to jail if you rape someone. Victims of rape should tell a trusted adult and immediately report the case to the police.
Closing Circle

Aim
To reflect on the content covered in the module and emphasize the importance of what has been discussed

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions

1. Thank everyone for coming to the meetings and participating in the module. Ask each member of the group to mention one thing that she learnt, one thing she will share with someone else, and one thing she is looking forward to doing before the next meeting.

2. Ask if there are any more questions about this module that they would like to ask.

3. Remind them about the agreed day, time, and place for the next meeting. Say you look forward to seeing them all again there.

Wrap-up
None
Module D: Conception, Contraception, and Control over Our Bodies

Purpose

To understand our fertility, how to protect our fertility, and how to make sure we plan our children
To explore and understand menstruation/having periods and sexual intercourse
To understand how and when women get pregnant and how to protect ourselves from pregnancy and HIV and other STIs

Facilitator’s notes

Two versions of the exercises in Module D are presented to ensure that discussions are age appropriate. They are placed in order by age group: one set for ages 20–24 years and 15–19 years, and another for ages 10–14 years.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling. Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

<table>
<thead>
<tr>
<th>In-school youth: Ages 15–19 years</th>
<th>2 hours 5 minutes</th>
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<tbody>
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<td><strong>Meeting 4</strong></td>
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<tr>
<td>Introduction</td>
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<tr>
<td>D1 Menstruation</td>
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<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>D2 Conception</td>
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<tr>
<td><strong>Meeting 5</strong></td>
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<tr>
<td>D3 Contraception</td>
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<td>D4 Unplanned Pregnancy</td>
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<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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</tbody>
</table>
### In-school youth: Ages 10–14 years

**Meeting 5**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>D1 Menstruation</td>
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<tr>
<td>Break</td>
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</tr>
<tr>
<td>D2 Getting Pregnant</td>
<td>30 minutes</td>
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<tr>
<td>D3 Pregnancy Quiz</td>
<td>45 minutes</td>
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</table>

**Meeting 6**

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<th>Activity</th>
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<tbody>
<tr>
<td>D4 Contraception</td>
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<td>Break</td>
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<tr>
<td>D5 Unplanned Pregnancy</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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</tbody>
</table>

### Out-of-school youth: Ages 20–24 years and 15–19 years

**Meeting 4**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
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</tr>
<tr>
<td>D1 Menstruation</td>
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<td>D2 Conception</td>
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<tr>
<td>Break</td>
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<tr>
<td>D3 Contraception</td>
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<tr>
<td>Break</td>
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<tr>
<td>D4 Unplanned Pregnancy</td>
<td>50 minutes</td>
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<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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Introduction

Aim
To remind ourselves of the previous module and what we did and learnt, and to begin a new module

Time
10 minutes

Materials needed
None

Advanced preparation
Refresh your memory before the meeting by looking at the outcomes of Module C.

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you.
2. Welcome everyone back for the new module. Thank everyone for coming. Inquire about late-comers or non-attenders.
3. Ask each girl to recount quickly something good that has happened to them since the last meeting.
4. Review Module C. Ask the girls to talk about what they learnt from it.
5. Explain that we are going on to discuss our fertility and planning when to have children.

Wrap-up
None
Exercise D1: Menstruation and Female Anatomy

Aims
To learn about the menstrual cycle and when and how pregnancy occurs
To understand changes in a girl’s body throughout the cycle

Time
60 minutes

Materials needed
Coloured beads: 28 white, 5 red, and 3 yellow. If you have more than 15 people in your group, get two sets of beads. If you cannot find beads, cut out 28 squares on a piece of blank paper. Cut out another 5 squares and 3 squares of the same size and colour or paint them red and yellow, respectively. You could also use a drawing of the menstrual cycle, with 28 circles arranged in a large circle and colour 5 of the circles red and 3 yellow.

Flipchart paper, marker pens, examples of contraceptives, cards with notes on contraceptives
Drawings that show female external genitalia and reproductive organs on page 80

Advanced preparation
Make sure you read through the exercise before doing it with your group.

Facilitator’s notes
It’s important to spend as long as the girls need to on this exercise.

Directions
1. Explain that we are going to think about girls’ and women’s bodies and how pregnancy occurs. Start by asking the group: When do boys produce seed/are boys fertile? When do girls produce seed/are girls fertile?

2. Explain that we know that most girls who are not pregnant menstruate every month. We call this the menstrual cycle. Ask the girls to think about menstruation using the coloured beads/squares. Put out the 28 white beads/squares to show all the days. Explain that each bead represents one day.

3. Say: ‘When we think about the menstrual cycle, the thing we always remember is the days girls bleed. How many days each month do most girls bleed?’ Ask for suggestions from different people in the group. There will be some disagreement because the number of days that girls bleed varies. When you summarise, suggest that we agree on five days because that is the average.

4. Take 5 red beads/squares and put them in a line next to the first 5 days (white beads/squares) to show the days a girl menstruates.

5. Explain that a menstrual cycle is normally four weeks or 28 days, like the cycle of the moon. If a girl bleeds for five days, how many days does she have without bleeding? Show that there are 23 white beads not lined up with red beads.
6. Ask if anyone knows about the time during the menstrual cycle when girls are most fertile. Listen to the girls’ responses. Then, take out the three yellow beads/squares. Explain that these show the days when a girl is most fertile. Explain that the most fertile period is the middle of the menstrual cycle – days 12 to 14 – and that you count these from the first day of menstruation. Replace the three white beads/squares for days 12 to 14 with the three yellow beads/squares.

7. Explain that menstruation is when the lining of the womb is shed. After that, in the days leading up to the fertile period, the womb lining gets renewed and the womb is prepared in case there is a pregnancy. This time is like preparing the home for something special. If the girl gets pregnant, her womb lining grows (then her womb grows) so the baby is nurtured. If she does not get pregnant, her body keeps the womb lining for a couple of weeks, then decides it is better to clear it out and start again. So, after 14 days the menstrual cycle starts again.

8. Say that we now understand what is happening in the womb. Ask what other reproductive parts a girl has in her body.

9. Show the group the picture of a girl’s reproductive organs, below. Ask girls to say what each one is called.

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Red beads = menstruation
Yellow beads = ovulation

A girl/woman’s external genitalia
A girl/woman’s reproductive organs
10. Explain that at the top of the vagina is the cervix or neck of the womb. The cervix has a very tiny passage through it, about as wide as a straw. If you pass through this, you come to the womb. There are two narrow tubes coming from the top of the womb, called the fallopian tubes. At the end of the fallopian tubes are the ovaries. Explain that a girl’s eggs are made in her ovaries, and when she is fertile, during those yellow days, one tiny egg is released and passes down the fallopian tube to the womb. If it does not meet with a fresh seed of a boy (or sperm), it passes out of the womb into the vagina and it dies. If it meets with a fresh sperm a pregnancy will result. Sperm can live for up to five days in a woman’s body after sexual intercourse, then die if they do not meet an egg.

Wrap-up

Say that it is very important as girls and women that we know how our bodies work. If we understand our bodies and what is changing inside us when we are menstruating, then we can start to be aware of our sexual health. When we understand menstruation, we also understand when and how women can get pregnant. It is very important for girls to realise that sperm can live in our bodies for five days after we have intercourse and that all menstrual cycles vary. This means there is no ‘safe’ time in our cycle to have sex without using contraception. It is very important to use dual contraception to prevent pregnancy and STIs, including HIV.
Exercise D2: Conception

Aims
To learn about when someone can get pregnant
To think about if or when we want to have children

Time
50 minutes

Materials needed
Flipchart paper and marker pen

Advanced preparation
Write the statements in step 2 on flipchart paper.

Facilitator’s notes
Make sure you are familiar with the quiz questions and correct answers. Girls must end this module very clear about what is true and what is false.

You might want to mention that although some people get pregnant the first time they have sex without contraception, it’s normal for girls to take some months to get pregnant. It often takes longer for girls more than 30 years old. The older the girl is, the longer it usually takes her to get pregnant.

Directions

1. Explain that there are lots of ideas about what you can do to control your fertility. We are going to start with a quick quiz to discuss them.

2. Read out the following statements. If girls are certain something is true, they should put up both hands. If they think it might be true, they should put up one. If they think it is false, they should not put up any hands. After each statement (italicized), have a conversation with the girls using the comments that appear after each statement.

Statements

a. *A girl can only get pregnant if she has sex often.*
   This is false. You can get pregnant from having sex once only.

b. *If you want to get pregnant, you should have sex during menstruation.*
   This is false. You can get pregnant during menstruation, although it is not the best time to try to get pregnant.

c. *If you want to get pregnant, the best time to have sex is 1 week after the end of menstruation (12–14 days after the first day of menstruation).*
   This is true. This is the most likely time for a girl to release an egg. She only does this once a month. Some girls may release an egg earlier or later, but this is the most common time. The egg only lives for about two days after it is released, so make sure you have sex at the right time if you want to get pregnant!
d. **A girl can’t get pregnant until she is 16.**
   This is false. A girl can get pregnant as soon as she ovulates for the first time, which occurs before her very first menstruation.

e. **A girl can tell she is pregnant as her breasts feel heavy or painful and she stops menstruating.**
   This is true. Ask the girls what other signs of pregnancy they know of. These include nausea or vomiting (morning sickness), going off or craving certain foods, breasts getting larger, and, after about three months, the stomach getting larger.

f. **Women can’t get pregnant if they are over 40.**
   This is false. A girl can get pregnant at any time between her first and last menstruation (which is usually toward the age 50). But, older girls may find it much harder to get pregnant.

g. **A girl who is breastfeeding cannot get pregnant.**
   This is sometimes true and sometimes false. If a girl is exclusively breastfeeding her child—meaning the only food or drink the child consumes is breastmilk—it is less likely that she will get pregnant when breastfeeding. This is because a girl may not start producing eggs while she is exclusively breastfeeding. Once a child is given porridge or other milk or water as well as breast milk, a girl is at risk of pregnancy even if her period has not yet returned.

h. **It is possible to get pregnant when a boy comes on the vulva (outside the vagina).**
   This is true. Usually a girl can only get pregnant when the penis is inside the vagina and the boy ejaculates. But, it is possible for sperm on the vulva to swim into the vagina and up in the womb, then for conception to occur.

i. **If a boy has sex with a menstruating girl, he will become impotent—he won’t get an erection.**
   This is false. However, there is a higher risk of contracting HIV when there is lots of blood.

3. After discussing each of the above statements, give the girls an opportunity to discuss other ways in which they believe fertility can be controlled. Examples such as the sexual partner pulling out before he ejaculates and using certain sex positions will be common prevention methods girls may share in your discussions. Ensure that you provide them with clarity and correct information.

4. Now ask the group to break into four smaller groups. Give each group flipchart paper and a pen. Ask them to discuss these questions and write down their answers on the flipchart.
   - When is a good time for someone like us to have a child?
   - What are the advantages for us of having a child now (or even earlier)?
   - What are the disadvantages for us of having a child now (or even earlier)?
   - What would we want for our children? Are we able to provide these things now?

5. Call the groups back together into the larger group. Ask each group to share their discussions.
Wrap-up

Mention that it is important to think about when you have a child, what is good for the child, and what is good for you. Most parents want to do the best they can for their children. They should ask themselves if they are well placed to do the best they can for a child now. Talk about being able to provide for a child emotionally, psychologically, and financially. We also need to be able to afford school fees and medical fees. Let’s leave this meeting thinking carefully about this.
Exercise D3: Contraception

Aims
To share information about contraception
To promote dual contraception

Time
60 minutes

Materials needed
8 small cards to write the types of contraceptives on

Advanced preparation
Prepare cards with information on each type of contraceptive: male condoms, female condoms, emergency contraception, the pill, injections, the loop, implants, and dual protection with condoms and the injection or pill. The information is found at the end of this exercise. For the dual protection type, make sure the card has information about condoms, injections, and the pill.

Facilitator’s notes
None

Directions
1. Explain that in this exercise we are going to discuss different ways of ensuring that we control when we have children. We are going to start by learning more about contraceptives and thinking about which contraceptives are the best for us. We are going to do this by having a grand debate and competition between the contraceptives.

2. Explain that you want the group to divide into eight smaller groups. Give each small group an information card that prepared before the meeting.

3. Ask the groups to read their information card about the contraception for a few minutes. Make sure they understand and agree with what it says. Then ask each small group to nominate one volunteer who is good at arguing to represent the method of contraception they have on their card. Tell each group that they have 10 minutes to prepare and 5 minutes to present.

4. Now we are going to have a great debate. Imagine the eight contraceptives are in a taxi travelling a long distance. The first thing they will be asked to do is to introduce themselves to each other. Ask each contraceptive in turn to explain to everyone what they are, how they are used, and how they work.

5. Now tell everyone that the taxi is having a break down. We have to continue the trip in a car. But, the car can only carry three passengers. In order to decide who is going to get those three places in the car, the contraceptives are going to have to convince the driver that they are the best contraceptives. They have to argue:
   • why they are good for preventing pregnancy
   • why they are good for preventing HIV
   • why they are easiest to use
6. First each contraceptive must convince the driver that it is better than the others at preventing pregnancy. After all contraceptives have made their argument, we all vote for which contraceptive does the best job.

7. Then, each contraceptive explain it is best at preventing HIV. We vote again.

8. Finally, each contraceptive takes a turn explaining why it is the easiest to use. We have another vote. The three contraceptives with the highest votes get to stay in the car.

9. Now explain they can continue on their trip. But, suddenly you hear the car is also breaking down. There is only a bicycle for one contraceptive to travel on. In order to decide, which one it should be you want the three contraceptives in the car to argue:
   • which is the easiest to access
   • which is the easiest to solve problems that come if there is a mistake in how they are used
   • which is the best all-around for contraception and HIV prevention

10. Again, ask each contraceptive to argue for its place on the bicycle and have a vote after each round. The final vote will tell you who gets on the bicycle. You can give a chocolate bar or sweet to the winner.

Wrap-up

Sit in a circle. Ask each girl to say one new thing they learnt about contraception. Mention to the girls that they are free to choose a contraception method of their choice after consultation from a service provider. Emphasize the importance of dual protection: using two methods of protection to ensure that they’re protected against both pregnancy and contraction of HIV and other STIs.
**Contraceptive: Contraceptive injections**

Two types of injection are currently available—DepoProvera/Petogen or Nur-Isterate—both of which contain a hormone (chemical) called progesterone. Depo Provera/Petogen is given every three months, and Nur-Isterate is given every two months. Injections work by slowly releasing the hormone, which prevents the girl’s ovary from releasing an egg.

**Advantages**
- You only need to go to the clinic for the next injection every two or three months.
- The method can be used secretly.
- It does not interfere with milk production, so it is useful while breastfeeding another child.
- It can be used safely by older girls and girls with high blood pressure and heart problems.
- The injections are safe to use for many years, so there is no need to give your body a break.

**Disadvantages**
- Injections may cause changes in a girl’s periods. Many girls stop menstruating completely, some have very light periods or may bleed a little in between periods (known as spotting). Other girls have periods that may be heavier than usual or last longer. These changes often worry girls, but they are not medically worrying. Many girls like to menstruate, but there is no need to menstruate. If girls want to see menstruation, they can ask their health care provider for treatment for this problem.
- It often takes a few months for girls to get pregnant after they stop the injection. This period of time is longer with Depo Provera and can be as long as nine months.
- Contraceptive injections do not protect against HIV or other STIs. We must use condoms with the injection.
- Some girls experience other side effects when they use an injection, including increased appetite, stomach pain, dizziness, tiredness, and headaches.

**Ability to prevent pregnancy**
Contraceptive injections are very good at preventing pregnancy but they only work if you have the injection on the right date.

**Contraceptive: The combined oral contraceptive pill**

The combined oral contraceptive pill is a hormone method that uses two hormones instead of one, oestrogen and progesterone. One pill must be taken every day. Common brands are Ovral and lofeminal.

**Advantages**
- Girls using the combined pill menstruate every four weeks and have light, less painful, more regular periods.
- Protection against pregnancy is provided the whole time.
- It is easy to use and effective as a method. If a pill is taken a little late, girls are still protected.
- Some girls forget to take the pill every day. If one is forgotten, two can be taken the next day. But, if you miss too many pills, you may lower the effectiveness of the pill, so it is important to take the pill every day.
Disadvantages

- The pill is not effective immediately. When a girl starts taking it she must use condoms as well during the first pack of pills because full protection only starts when she starts the second packet.
- If you get diarrhoea or use antibiotics, the pill may be less effective, so it’s important to use condoms at this time, too.
- The pill is not suitable for girls who have high blood pressure, are over 35 years old and smoke, have heart or liver problems, or have had a stroke.
- It is not suitable for breastfeeding girls.
- The pill does not give protection against HIV or other STIs.

Ability to prevent pregnancy

The pill is a very good method when you use it correctly. But, pills are easy to forget and most people who get pregnant on the pill do so because they did not use the pill correctly.

**Contraceptive: Male condom**

The male condom is a sheath placed over the erect penis before penetration, preventing pregnancy by blocking the passage of sperm. It is a barrier method of contraception.

Advantages

- They are distributed free from government clinics and are widely available.
- Condoms offer good protection against HIV and other STIs and pregnancy if used correctly and consistently.
- They are easy to carry and have available for unexpected sexual encounters.
- They can be used with all other family planning methods.
- They come in different brands, sizes, and flavours.

Disadvantages

- They must be used every time a couple has sex, especially if they are the only type of contraception used.
- They can only be put on an erect penis, so you will likely have to pause during sexual activity to put one on.
- If not used properly they can break or come off.
- A new condom for every round must be used.

Ability to prevent pregnancy

Condoms are good if couples use them every time they have sex. Couples who use condoms less often, are inexperienced, or use them incorrectly are at much greater risk of pregnancy than those using hormonal contraceptive methods. If an accident occurs, the girl should take emergency contraception within five days.

**Contraceptive: The female condom**

Girls insert the female condom into the vagina before sex. Like the male condom, the female condom prevents pregnancy and provides protection against HIV and other STIs.

Advantages

- The one size available should fit you.
- It is now being distributed free from clinics.
- It provides good protection against HIV and other STIs and pregnancy.
• It is easy to carry and have available for unexpected sexual encounters. You must put it in before sex starts.
• You can use it during menstruation.
• An erection is not necessary to keep the condom in place.
• There are no hormonal side effects and use is safe across all ages.

Disadvantages
• It must be used every time a couple has sex, especially if no other form of contraception is used.
• Female condoms take a little getting used to.
• They must be safely disposed of in a rubbish bin afterward.

Ability to prevent pregnancy
This is good if couples use them every time they have sex. Couples who use them less often, are inexperienced, or use them incorrectly are at much greater risk of pregnancy than those using hormonal methods. If an accident occurs, the girl should take emergency contraception within five days.

**Contraceptive: Copper intra-uterine device: The loop**

The copper intra-uterine device (IUD), also known as the loop, is a T-shaped plastic and metal device that is put into the womb by a health worker. The IUD has two very thin strings that are used when you want it taken out. If you have an STI, it must be treated before the loop is inserted. The loop works for 10 years.

Advantages
• Teenagers can use IUDs.
• You can use an IUD whether you have or haven’t given birth before.
• It takes about 5 minutes or less to put in by a trained health worker.
• It can easily be removed.
• There are no hormonal side effects.
• It can prevent pregnancy for up to 10 years.
• Return to fertility is immediate after removal.

Disadvantages
• IUDs will NOT protect you from STIs; you must use a condom as well.
• It must be inserted by a specially trained health worker.
• Possible side effects of the copper IUD include irregular and often heavier periods, cramps, and backache.

Ability to prevent pregnancy
The IUD is 99% effective in preventing pregnancy.

**Contraceptive: Emergency contraceptive**

The emergency contraceptive is used by a girl to prevent pregnancy after she has had unprotected sex. It should only be used in emergency situations and not as a regular method of pregnancy prevention.
There are two types of emergency contraceptive pills; both are available at clinics. They can be used up to five days after unprotected sex. They work best the sooner they are taken. One method uses progestogen-only pills, taken as one dose. The other method involves giving two combined oral contraceptive pills; two must be taken initially, then two more after 12 hours.

**Advantage**

It can prevent pregnancy when another method has failed (like condom breakage) or unprotected sex has occurred.

**Disadvantages**

- The progestogen-only pills cause few side effects. But, the combined pills can cause considerable nausea, vomiting, headache, or dizziness. It is very important that they are given with an anti-emetic tablet to prevent vomiting.
- Emergency contraception cannot be used as a regular contraceptive because it is not as reliable as other methods when other methods are used correctly.
- Emergency contraception does not protect against HIV or other STIs.

**Ability to prevent pregnancy**

Emergency contraceptive is 100% effective when used within three days of unprotected sex.

**Contraceptive: The contraceptive implant**

The contraceptive implant is a small plastic device that is placed just under the skin. The implant can last between three and five years.

**Advantages**

- You do not have to remember to take a pill every day.
- You only have to think about contraception every three to five years.
- It does not interfere with having sex (intercourse).
- It can be used when breastfeeding.
- Period pain is usually reduced and periods are usually lighter.
- It can usually be used by girls who cannot take pills that contain oestrogen.
- It may help to protect against pelvic infection because it thickens the mucous plug in the neck of the womb (cervix), which may help to prevent bacteria from travelling into the womb.

**Disadvantages**

- It must be inserted and removed with local anaesthetic.
- The release of progestogen will usually cause changes to the pattern of periods.
- During the first year, irregular bleeding is common. Periods usually settle back into a regular pattern after the first year, but may remain irregular.
- In some girls, periods can be heavier and/or more frequent, particularly in the first year following insertion.
- In some girls, periods become infrequent and light. They might even stop altogether.
- One in five girls with the implant has no bleeding.
- Effectiveness is reduced with increase in body weight.

**Ability to prevent pregnancy**

If implanted correctly, it’s 99% effective.
Exercise D4: Unplanned Pregnancy

Aims
To explore the causes and consequences of unplanned pregnancy
To explore the options for people who find themselves with an unplanned pregnancy
To find out where to get support for an unplanned pregnancy

Time
50 minutes

Materials needed
Flipchart paper and coloured pens

Advanced preparation
When you go through the exercise before you meet with your group, make sure you think about the causes and consequences of unplanned pregnancy listed in step 6. This is a sensitive topic and girls need the correct information.

Facilitator’s notes
None

Directions
1. Tell the girls that we are going to think more about the causes and consequences of unplanned pregnancy. We are going to think about what can be done to prevent the adverse consequences.

2. Divide girls up into groups of four or five. Give each group a piece of flipchart paper and coloured pens. Explain that we are going to discuss the causes and consequences of unplanned pregnancy by using a spider diagram.

3. Ask them to write ‘unplanned pregnancy’ in the centre of the paper. This represents the spider’s body. Ask them to come up with as many causes of unplanned pregnancy that they can think of and write (or draw using a symbol) each one as a ‘spider’s leg’ on the top half of the paper.

4. Now ask the groups to use a different colour pen and think of all the consequences of unplanned pregnancy. They draw/write these on the bottom half of the paper as the bottom half of the spider.

5. Ask all the groups to come together and show their spider diagrams. Ask girls to answer these questions:
   - How similar are the different groups’ diagrams?
   - What are the differences?
   - Are there any disagreements?

6. Make sure that all the information below is covered in discussion.
applicable for ages 20–24 years and 15–19 years

- **Causes of unplanned pregnancy among young girls** may vary by age and include: inaccurate knowledge of conception and contraception; religious opposition to contraception; use of unreliable, non-medical methods or incorrect use of reliable methods; fear of the clinic nurses; lack of parental guidance; fear of contraceptive side effects (especially sterility); lack of power in the relationship; rape; societal expectations of a person not being sexually active.

- **For older girls, causes of unplanned pregnancy** may include: lack of knowledge of conception and contraception; opposition to contraceptive use; use of unreliable contraceptive or incorrect contraceptive use; lack of power in relationships; rape; fear of contraceptive side effects; unfriendly clinics.

- **Negative consequences** of unplanned pregnancy may include: Being forced to leave school early, leading to difficulty in getting a job later on; financial responsibilities may force one into trading sex for cash; illegal abortion; poor care for the child; abandoned children; teenagers forced to leave home; rejection by a partner; greater strain on the girl’s family.

7. Ask the girls to go back into their small groups, take some of the themes in the spider diagrams, and create a short role play about a girl who becomes pregnant when she did not plan it.

8. Bring the groups together and ask them to present their role plays to everyone.

9. Choose the role play that seems to present the issues most clearly and comprehensively. Ask that small group to replay the scene. Explain to the main group that whenever they see a point where the girl who becomes pregnant or her friends and family could have done something differently, they should shout ‘Stop!’ Then they should come and take over that character and show how they might have behaved differently. When this has been demonstrated, thank the girl and ask the original characters to come back and continue the role play from the point where it was originally stopped. Invite the others to think of other interventions.

10. After several people have tried out solutions, open a discussion on how unplanned pregnancy or the bad consequences of it might be prevented. What are the options for a person who has an unplanned pregnancy? For each of these options, what advice would you give a girl to ensure that she is healthy?

The options that will probably arise are:

- Continuing with the pregnancy and raising the child
- Continuing with the pregnancy and giving the child to someone else to bring up, such as a relative or childless couple; a social worker will have information about adoption or fostering facilities
Wrap-up

It is essential that you get a pregnancy test as soon as you suspect you’re pregnant. Knowing you’re pregnant allows them the most time to think about what their options are and to decide how to carry on. For example, if a girl decides she wants to give the baby to someone else to bring up, she needs to prepare herself for this emotionally and psychologically. You also need to enrol early in an antenatal clinic to ensure the baby is born healthy and HIV-free.

Extra-sensitive urine tests are very reliable at the time of the first missed menstruation (usually two weeks after conception). They should be available in clinics. But, if you want to buy a pregnancy urine test, they are cheap and very easy to use at home.

End the exercise by saying that many people try to abort themselves or go to herbalists or backstreet abortionists. This is very dangerous and has caused the deaths of many girls and women.

If you are pregnant and don’t want to be, find someone you trust who will support you. Talk to them about how you’re feeling. Together you can try to decide how to manage emotionally and practically.
Exercise D1: Menstruation

Aim
To learn about what happens inside a girl’s body when she menstruates

Time
60 minutes

Materials needed
Drawings that show a girl’s external genitalia and internal reproductive organs, found on page 96

Advanced preparation
Make sure you read through the exercise to refresh your memory before doing it with your group.

Facilitator’s notes
None

Directions
1. Say to the girls that we are going to talk about what happens inside our bodies during puberty. Show them the pictures of a girl’s body with the internal reproductive organs, below, and say what the pictures show.

2. Say to the girls that during puberty it is normal for a girl to start having a clear, white, or yellow discharge from her vagina. She also starts having periods. Ask the group when a girl first starts having periods. There will be different answers, but agree on usually any time between 9 and 15 years.

3. Say to the girls that when you start menstruating it can be anything from a small smear of dark brown blood to some light bleeding. In the beginning we might not get periods every month. But, eventually our bodies should settle into a regular monthly cycle. Periods prepare our bodies to have babies later in life if we choose to. They are a natural and normal part of life.

4. Ask the girls if they know how long an average menstrual cycle takes. Again, there may be different answers, but settle on an average length of 28 days. Remind the girls that anything from 24 days to 32 days is normal.

5. Say to the girls that we are now going to look at what happens inside our bodies during our menstrual cycle.
   - **Days 1–7:** We have our monthly bleed or period. Some girls bleed for only a few days, some for longer than seven days. We take five to seven days as the average. Menstrual blood is the lining of the womb coming away and draining out of our bodies through our vaginas. Now let’s look at where the lining comes from.
   - **Days 7–11:** Our womb or uterus starts to make a lining made of blood and tissue to get ready to feed a baby if we get pregnant. At the same, a tiny egg starts to grow bigger in our ovary.
   - **Days 12–14:** The egg is released by the ovary and travels down the fallopian tube to the womb. If the egg is fertilised by sperm, it plants itself in the wall of the womb and is nourished by the rich lining of blood and tissue that is growing there.
• **Days 15–28:** If the egg is not fertilised by sperm, it dissolves and the lining of the womb starts to come away. This blood and the egg comes out of your body as your monthly period.

6. Divide the girls into two groups. Say to the girls they need to act out the menstrual cycle. They need to act as the reproductive organs and the ovum or egg and exactly when the girl is fertile. They also need to show the lining of the womb that comes away as menstrual bleeding or a period. As they act, at least one group member must say what day of the period it is.

7. Ask each group to act out the cycle. If there are mistakes, ask them to correct each other. They need to show the egg growing inside the ovary and being released by the ovary and travelling down the fallopian tube into the womb. At the same time, they need to show the lining of the womb getting thicker. Then they should show the ovum travelling down the fallopian tube. On day 28, the egg should disintegrate and flow out of the womb with the unused lining. The role play could look like this:

The girls will set the stage by each taking a position; some could stand up and some could lie down. Each says what body part they are: ‘We are the uterus’, ‘I am a fallopian tube’, ‘I am an ovary’ (these body parts can lie down). The moving body parts could then stand and say, ‘I am the egg travelling down the fallopian tube to the uterus’, as she walks down the length of the fallopian tube and into the uterus. Others could say, ‘We are the lining of the uterus and the egg flowing out through the vagina because the egg was not fertilized.’ The narrator will say ‘Days 1 to 7 of the menstrual cycle’, etc.

It doesn’t matter how well the girls act. We need to see that we all know the reproductive organs/body parts, what happens with the egg and the lining of the uterus, what menstruation is, and the days it happens. If you can see that the role play is not working, then you can do the role play in the plenary, with you choosing the girls to be the body parts and getting prompting from the group on how to lie, what happens on what days, etc.

8. Come back together and ask the girls if they have any questions. Invite them to answer each other’s questions, but check that the facts are correct.

**Wrap-up**

If you feel it’s necessary, then you can repeat the cycle one more time.

Remind the girls that our bodies are still developing during puberty and we are not ready to have babies yet. It can harm a girl’s body to get pregnant before she is 18. We will look at getting pregnant in more detail in the next exercise.
Module D: Conception, Contraception, and Control over Our Bodies

appropriate for ages 10–14 years

Your breasts will grow bigger.

Skin becomes oilier and you get pimples mostly on your face, upper back and upper chest.

Sweat glands in your skin produce more sweat. Hair grows thicker and longer under the armpits.

Ribs shape becomes curvier and your hips grow wider.

A clear, white or yellow discharge from your vagina is normal for girls.

Clitoris grows bigger. It becomes harder when you have sexual feelings.

Hair grows longer and thicker on your legs and pubic area.
Exercise D2: Getting Pregnant

Aim
To learn how pregnancy happens and when a girl or woman can get pregnant

Time
30 minutes

Materials needed
Coloured beads: 28 white, 5 red, and 3 yellow. If you have more than 15 people in your group, get two sets of beads. If you cannot find beads, cut out 28 squares on a piece of blank paper. Cut out another 5 squares and 3 squares of the same size and colour or paint them red and yellow, respectively. You could also use a drawing of the menstrual cycle, with 28 circles arranged in a large circle and colour 5 of the circles red and 3 yellow.

Flipchart paper, marker pens, examples of contraceptives, cards with notes on contraceptives

Drawings that show a girl’s external genitalia and reproductive organs

Advanced preparation
Make sure you read through the exercise to refresh your memory before doing it with your group. Think back to Exercise D1 and note any areas where there is a lack of clarity.

Facilitator’s notes
It’s important to spend as long as the girls need to on this exercise.

Directions
1. Explain that we are going to think about girls’ and women’s bodies and how pregnancy occurs. Start by asking the group if they know what sexual intercourse is. If they don’t, explain it. Remind girls that sexual intercourse is to be enjoyed when we are in adult, loving, and respectful relationships.

2. Ask the group when boys produce seed/are fertile. When do girls produce seed/are girls fertile?

3. Explain that we know that most girls who are not pregnant menstruate every month. In the last exercise we talked about the menstrual cycle. Now, we are going to think about when in our menstrual cycle we can fall pregnant.

4. Put out 28 white beads/squares to show all the days. Say, ‘When we think about the menstrual cycle, the thing we always remember is the days girls bleed. How many days each month do most girls bleed?’

   We should remember from the previous exercise that we can say five days is the average. Take five red beads and put them in a line next to the first five days to show the days a girl menstruates.

5. Ask the girls to remind you how long a menstrual cycle lasts. Agree that it is normally four weeks or 28 days, like the cycle of the moon. If a girl
appropriate for ages 10–14 years

bles for five days, how many days does she have without bleeding? Point out that there are 23 white beads not lined up with red beads.

6. Ask if anyone knows of the time during the menstrual cycle when girls are most fertile. Listen to the girls’ responses. Then take out the three yellow beads/squares. Explain that these show the days when a girl is most fertile. Explain that the most-fertile period is the middle of the menstrual cycle, on days 12 to 14, and that you count these from the first day of menstruation. This is when the egg is released from the ovary and can be fertilised by sperm. Place the yellow beads/squares next to the white beads/squares that show days 12 to 14.

7. Say that we know that menstruation is when the lining of the womb is shed. After that, in the days leading up to the fertile period, the womb lining gets renewed and the womb is prepared in case there is a pregnancy. This time is like preparing the home for something special. If the girl gets pregnant, her womb lining grows (and then her womb grows) so the baby is nurtured. Remind the group that if the woman does not get pregnant, her body keeps the womb lining for a couple of weeks and decides it is better to clear it out and start again. So, after 14 days the menstrual cycle starts again.

8. Say that we now understand what is happening in the womb. It is very important for us to realise that sperm can live inside a woman’s body for five days after she has sexual intercourse and that all menstrual cycles vary. This means there is no ‘safe’ time in a woman’s cycle to have sex without using contraception. It is very important for a couple that is sexually active to use dual contraception to prevent both pregnancy and STIs, including HIV.

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Red beads = menstruation

Yellow beads = ovulation

Wrap-up

Say that it is very important as girls and women that we know how are bodies work. If we understand our bodies and what is changing inside us when menstruate, we can start to be aware of our sexual health. When we understand menstruation, sexual intercourse, and ovulation, we understand when and how girls and women can get pregnant.

We need to remember that sexual intercourse can be most enjoyable when we are older and we are in loving, caring, respectful relationships. Also, it is not safe for girls to fall pregnant until their bodies are fully developed.

Explain that we are going to look at contraception again in the next exercise.
Exercise D3: Pregnancy Quiz

Aim
To learn more about when a girl can get pregnant

Time
45 minutes

Materials needed
Flipchart paper and marker pen

Advanced preparation
Make sure you are familiar with the quiz questions and correct answers. Girls must end this module very clear about what is true and what is false.

Write the italicized statements in step 2 on flipchart paper.

Facilitator’s notes
None

Directions
1. Explain that there are lots of ideas about what you can do to control your fertility. We are going to start with a quick quiz to discuss them.

2. Read out the following statements. If girls are certain something is true, they should put up both hands. If they think it might be true, they should put up one. If they think it is false, they should not put up any hands. Have a discussion after each statement drawing on the comments after the statement.

Statements
a. A girl/woman can only get pregnant if she has sex often.
   This is false. A girl/woman can get pregnant if she has sex only once.

b. A girl/woman is most likely to fall pregnant if she has sex one week after the end of menstruation (12 to 14 days after the first day of menstruation).
   This is true. This is the most likely time for a girl/woman’s body to release an egg. She only does this once a month. Some girls may release an egg earlier or later, but this is the most common time. It is possible to fall pregnant at any point of your cycle.

c. A girl can’t get pregnant until she is 16.
   This is false. A girl can get pregnant as soon as she ovulates for the first time, which happens before her very first menstruation.

d. A girl/woman can tell she is pregnant when her breasts feel heavy or painful and she stops menstruating.
   This is true. Ask the girls what other signs of pregnancy they know. These include nausea or vomiting (morning sickness), going off some foods or craving certain foods, breasts getting larger, and, after about three months, the stomach getting larger.
e. **Women can’t get pregnant if they are over 40.**
This is false. A woman can get pregnant at any time between her first and last menstruation, which is usually toward age 50. But, older women may find it much harder to get pregnant.

f. **It is possible to get pregnant when a boy comes on the vulva.**
This is true. Usually a girl can only get pregnant when the penis is inside the vagina and when the boy ejaculates. But, it is possible for sperm on the vulva to swim into the vagina and up into the womb, resulting in a potential pregnancy.

**Wrap-up**

Say to the girls that there are many myths/stories about when they can get pregnant or ways that people tell girls they can avoid getting pregnant. These can be told to us by boys who want to persuade us to have sex with them or even by elders who had babies when they were very young. But, what we discussed in this exercise are the facts, and it’s important for us to know and understand these facts and not listen to stories.

If we decide to have children when we are older, we will need to think about saving enough money, having a loving partner or co-parent for the child, and being emotionally and psychologically ready to deal with the demands of raising a child.
Exercise D4: Contraception

Aim
To share information about contraception

Time
60 minutes

Materials needed
Cards for each type of contraception
Pamphlets or booklets with information on contraception, if you can find them

Advanced preparation
Prepare cards with information on each type of contraceptive: male condoms, female condoms, emergency contraception, the pill, injections, the loop, and implants. The information is found at the end of this exercise.

Facilitator’s notes
None

Directions
1. Start by telling the group that when people are having sexual intercourse we say they are sexually active. Ask the girls to tell you what condoms are, then what contraception is. Use the girls’ answers to build up a complete and accurate understanding of contraception. They need to know that sexually active people use some contraceptives to make sure that they do not get pregnant and others that help prevent pregnancy and protect them from getting HIV or other STIs.

2. Explain that in this exercise we are going to get information on and discuss different kinds of contraception. We are going to start by learning more about contraceptives and thinking about which contraceptives are the best for us. We are going to do this by having a grand debate and competition between the contraceptives.

3. Explain that you want the group to divide into seven smaller groups. Give each small group an information card that you prepared before the meeting.

4. Ask groups to read their information card for a few minutes. Make sure they understand and agree with what it says. Then ask each small group to nominate one volunteer who will present to the group about the contraceptives. Tell the groups that they have 10 minutes to prepare and 5 minutes to present. While they are preparing, put seven chairs out in the middle of the circle in three rows.

5. Now we are going to have a great debate. The seven contraceptives must sit on the seats in the middle. We will pretend they are in a taxi travelling a long distance. Each contraceptive will introduce herself to the group. Ask each contraceptive in turn to explain to everyone what they are, how they are used, and how they work.
6. Now, tell everyone that the taxi is having a break down and we have to continue the trip in a car. But, the car can only carry three passengers (remove four of the chairs). In order to decide who is going to get those three places in the car, the contraceptives are going to have to convince the driver that they are the best contraceptives. They have to make a poster to show:
   - what this contraceptive looks like
   - why the contraceptive is easy to use
   - where we can get this contraceptive
   - why they are good for preventing pregnancy
   - why they are good for preventing HIV
   - what are other advantages, disadvantages, and side effects

7. Explain that you want each contraceptive to convince the group what makes them a good contraceptive and better than the others at preventing pregnancy. After all contraceptives have made their argument, we all vote for which contraceptive does the best job.

8. Next, each contraceptive takes a turn to explain why they are best at preventing HIV. We vote again.

9. Finally, each contraceptive takes a turn to explain why they are the easiest to use. We have another vote. The three contraceptives with the highest votes get to stay in the car.

10. Now explain they can continue on their trip. But, suddenly you hear the car is also breaking down. There is only a bicycle for one contraceptive to travel on. In order to, which one it should be you want them to argue:
    - which is the easiest to get
    - which is the easiest to use
    - which is the best all-around for contraception and HIV prevention

11. Again, ask each contraceptive to argue for their place on the bicycle, then vote to decide who gets on the bicycle. You can give a chocolate bar or sweet to the winner.

Wrap-up

Sit in a circle. Ask each girl to say one new thing they learnt about contraception.
**Contraceptive: Contraceptive injection**

What does it look like?

It’s an injection.

Where can you get it?

At the clinic.

Why is it easy to use?

You only need to go to the clinic for an injection every two or three months. Ask your health care worker when to come back for your next injection.

Why is it good for preventing pregnancy?

A hormone is injected into our body. The hormone is released slowly and stops our ovaries from releasing an egg.

Contraceptive injections are very good at preventing pregnancy, but they only work if you have the injection on the right date.

Why is it good for preventing HIV?

The contraceptive injection does not protect us against getting HIV or other STIs. Always use a condom as well.

What are the advantages?

The method can be used secretly.

You can keep having injections for many years.

What are the side effects?

It can cause changes in our periods, but it doesn’t cause health problems. Some girls experience increased appetite, stomach pain, dizziness, tiredness, and headaches.

**Contraceptive: The combined oral contraceptive pill**

Common brands are ovral and lofeminal.

What does it look like?

A card of 28 pills showing the days of the week. 7 of the pills will always be red/brown

Where can you get it?

At the clinic.

Why is it easy to use?

We only need to take one pill every day.

Why is it good for preventing pregnancy?

The pill is made from two hormones, oestrogen and progesterone. These hormones stop our ovaries from releasing an egg.

The pill is very good at preventing pregnancy if taken properly.

Why is it good for preventing HIV?

The pill does not protect us against getting HIV or other STIs. Always use a condom as well.
What are the advantages?
Girls using the pill menstruate every four weeks and have light, less painful, more regular periods. Using the pill does not affect future fertility.

What are the disadvantages?
Some women forget to take the pill every day. If a woman taking the pill gets diarrhoea, vomits, uses antibiotics, or misses days of taking the pill, the pill may not work as well.

**Contraceptive: Male Condom**

What does it look like?
A latex sheath that fits onto an erect penis.

Where can you get it?
For purchase at most grocery shops and pharmacies and distributed free at government clinics.

Why is it easy to use?
Condoms are easy to carry and no one can see them.

Why are they good for preventing pregnancy and HIV?
Male condoms are good for preventing pregnancy and HIV and other STIs if couples use condoms correctly every time they have sex and every round.

What are the advantages?
They are easy to carry and have available for unexpected sexual encounters. They come in different flavours and sizes. They work immediately – you don’t have to wait like with the injection and pill.

What are the disadvantages?
If we don’t use male condoms properly every time we have sex and every round, we risk getting pregnant or getting HIV or other STIs. If a condom breaks or slips off during sexual intercourse, we must see a health care worker or go to the clinic within 72 hours.

**Contraceptive: Female Condom**

What does it look like?
It is a soft, loose-fitting pouch with a ring on each end. One ring is inserted into the vagina to hold the female condom in place. The ring at the open end of the condom remains outside the vagina.

Where can you get it?
It is available at many pharmacies and government clinics.

Why is it easy to use?
It is easy to carry and no one can see it.
Why is it good for preventing pregnancy and HIV?
Female condoms prevent pregnancy and HIV and other STIs if couples use them correctly every time they have sex and every round.

What are the advantages?
It is easy to carry and have available for unexpected sexual encounters.
It works immediately – you don’t have to wait like with the injection and the pill.
It can be inserted and worn inside the body for many hours before sex.

What are the disadvantages?
If we don’t use female condoms properly every time we have sex and every round, we risk getting pregnant or getting HIV or other STIs.
If a condom breaks or slips out during sex, we must see a health care worker or go to the clinic within 72 hours.

Contraceptive: Intra-uterine devices

What do they look like?
Intra-uterine devices (IUDs), like the Loop and the Copper T, are small plastic and/or metal devices that are put into a girl’s womb/uterus.

Where can you get them?
At a clinic. The IUD must be put in by a health worker; it takes about 5 minutes.

Why are they easy to use?
They are easy to carry and no one can see them.

Why are they good for preventing pregnancy and HIV?
The IUD is 99% effective in preventing pregnancy.
IUDs do not protect us against HIV or other STIs. Always use a condom as well.

What are the advantages?
The loop works for 10 years.
They work immediately – you don’t have to wait as with the injection and the pill.
Teenagers can use IUDs.
It can easily be removed by a health worker.

What are the side effects?
An IUD may cause irregular and heavier periods, cramps, and backache.

Contraceptive: Emergency contraceptive pill

What does it look like?
The emergency contraceptive pill comes in a pack.

Where can you get it?
At a nearby health centre or a drug shop or Pharmacy.

Why is it easy to use?
You take one pill once or two pills in 12 hours interval.
Why is it good for preventing pregnancy and HIV?
Emergency contraception pills work by keeping a woman’s ovary from releasing an egg for longer than usual. Pregnancy cannot happen if there is no egg to join with sperm. Emergency contraception is birth control, not abortion; if you are already pregnant, emergency contraception will not end the pregnancy. The emergency contraceptive pill does not protect us against getting HIV or other STIs.

What are the advantages?
It can prevent pregnancy when another method has failed or unprotected sex has occurred.

What are the disadvantages?
It cannot be used as long-term contraception, and we must take emergency contraception no more than 72 hours after having sex.

What are the side effects?
The progestogen-only pills cause few side effects.

**Contraceptive: The contraceptive implant**

What does it look like?
The contraceptive implant is a small plastic device that is placed just under the skin.

Where can you get it?
At a clinic.

Why is it easy to use?
The implant must be inserted at a clinic, under local anaesthetic, but once it’s inserted you’re protected. It can last between three and five years.

Why is it good for preventing pregnancy and HIV?
The implant releases the hormone progesterone slowly and steadily. This stops the ovary from releasing an egg. It also forms a mucous plug in the neck of the womb (cervix). The implant is excellent at preventing pregnancy. But, it does not protect us against getting HIV or other STIs, so always use a condom as well.

What are the advantages?
You do not have to remember to take a pill every day.
You only have to think about contraception every three years.

What are the disadvantages?
It must be inserted and removed with local anaesthetic by a health worker in a clinic.

What are the side effects?
For some, it may cause irregular periods and weight gain.
The release of progestogen will usually cause changes to the pattern of periods.
During the first year, irregular bleeding is common. Periods usually settle back into a regular pattern after the first year, but may remain irregular.
Exercise D5: Unplanned Pregnancy

Aims
To explore the causes and consequences of unplanned pregnancy
To explore the options for girls who find themselves with an unplanned pregnancy
To find out where to get support with an unplanned pregnancy

Time
50 minutes

Materials needed
Flipchart paper and coloured pens

Advanced preparation
When you go through the exercise before you meet with your group, make sure you think about the causes and consequences of unplanned pregnancy. This is a sensitive topic and girls need the correct information.

Facilitator’s notes
None

Directions
1. Tell the girls that we are going to think more about the causes and consequences of unplanned pregnancy. We are going to think about what can be done to prevent the adverse consequences.

2. Divide girls up into groups of four or five. Give each group a piece of flipchart paper and coloured pens.

3. Explain that we are going to discuss the causes of unplanned pregnancy by using a spider diagram. Ask them to write ‘unplanned pregnancy’ in the centre of the paper. This represents the spider’s body.

4. Ask them to come up with as many causes of unplanned pregnancy as they can think of and write (or draw using a symbol) each one as a ‘spider’s leg’ on the top part of the paper.

5. Now ask the groups to write or draw as many consequences of unplanned pregnancy as they can think of using a different colour pen, each one as a ‘spider’s leg’ on the bottom part of the paper.

6. Ask all the groups to come together and show their spider diagrams. Then ask the girls to answer these questions:
   - How similar are the different groups’ diagrams?
   - What are the differences?
   - Are there any disagreements?

7. Make sure that all the information below is covered by the group during discussion.
• **Causes of unplanned pregnancy** may vary by age for young girls and may include: not knowing how we can get pregnant; not knowing about contraception; not wanting to take contraception because we feel it goes against our religion; using unreliable, non-medical methods or not using reliable methods properly; being afraid of clinic nurses; not having enough parental guidance; being afraid of the side effects of contraceptives (especially sterility); lack of power in the relationship; rape; societal expectations of not being sexually active.

• **Negative consequences** of unplanned pregnancy may include: being forced to leave school early, leading to difficulty getting a job later on; financial responsibilities forcing a girl into trading sex for cash; illegal abortion; poor care for the child; abandoned children; teenagers being forced to leave home; being rejected by partner; greater strain on the family.

8. Ask the girls to go back into their small groups, take some of the themes in the spider diagrams, and create a short role play about a girl who becomes pregnant when she did not plan it.

9. Bring the groups together and ask them to present their role plays to everyone.

10. Choose the role play that seems to present the issues most clearly and comprehensively. Ask that small group to replay the scene. Explain to the main group that whenever they see a point where the girl who becomes pregnant or her friends and family could have done something differently, they should shout ‘Stop!’ Then they should come and take over that character and show how they might have behaved differently. When this has been demonstrated, thank the girl and ask the original characters to come back and continue the role play from the point where it was originally stopped. Invite the others to think of other interventions.

11. After several people have tried out solutions, open a discussion on how unplanned pregnancy or the bad consequences of it might be prevented. What are the options for a person who has an unplanned pregnancy? For each of these options, what advice would you give a girl to ensure that she is healthy?

The options that will probably arise are:

• Continuing with the pregnancy and raising the child
• Continuing with the pregnancy and giving the child to someone else to bring up, such as a relative or childless couple; a social worker will have information about adoption or fostering facilities

**Wrap-up**

Wrap up this exercise by reminding girls that our bodies are not ready for pregnancy until we have finished growing. We can get hurt if we fall pregnant before we are adults. We also need to have savings, an income, and a lot of support from family, friends, and a partner.

If any of us do suspect we may be pregnant, we must get a pregnancy test as soon as possible. The sooner we know we are pregnant, the more time we have to think about our options and to decide how to carry on. For example, if a girl decides she wants to give the baby to someone else to bring up, she needs to
prepare herself for this emotionally and psychologically. She also needs to enrol early in an antenatal clinic to ensure the baby is born healthy and HIV-free.

Very-sensitive urine tests are very reliable at the time of the first missed menstruation (usually two weeks after conception). They should be available in clinics. But, if you want to buy a pregnancy urine test, they are cheap and very easy to use at home.

End the exercise by saying that many people try to abort themselves or go to herbalists or backstreet abortionists. This is very dangerous and has caused the deaths of many girls and women.
Closing Circle

Aim
To reflect on the content covered

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Thank everyone again for coming.
2. Ask each member of the group to mention one thing they learnt today and one thing they are looking forward to doing before the next meeting.
3. Ask if there are any more questions about today’s module.
4. Arrange with everyone the time, date, and place for the next meeting. Say you look forward to seeing them all again there.

Wrap-up
None
Module E: HIV and STIs

Purpose
To explore our knowledge about HIV

Facilitator’s notes

**Exercise E1** has versions for different age groups (20–24/15–19 years old and 10–14 years old) to ensure that the information is age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling. Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap-up. Summarise what we focused on. Remind us of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

**In-school youth: Ages 15–19 years**

**Meeting 6** 2 hours 35 minutes

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>E1 STIs</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>E2 Everything You Want to Know about HIV and AIDS but were Afraid to Ask</td>
<td>80 minutes</td>
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</tbody>
</table>

**Meeting 7** 1 hour 15 minutes

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>E3 Muddling Messages</td>
<td>10 minutes</td>
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<td>E4 Testing for HIV</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**In-school youth: Ages 10–14 years**

**Meeting 7** 2 hours 35 minutes

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<tr>
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**Meeting 8** 1 hour 15 minutes

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<td>Closing Circle</td>
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<td>Meeting 5</td>
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<tr>
<td>Closing Circle</td>
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Introduction

Aim
To remind ourselves of the previous module and what we did and learnt, and to begin a new module

Time
10 minutes

Materials needed
None

Advanced preparation
Go over what you covered in the previous module so that it is fresh in your mind.

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you.
2. Welcome everyone back to the new module. Thank everyone for coming. Inquire about latecomers or non-attenders.
3. Ask each girl to share with the group something good that has happened to her since the last meeting.
4. Review the last module. Ask the girls to remind us what we learnt together. Remind them if they have forgotten.
5. Explain that we are going on to discuss HIV in this module.

Wrap-up
None
Exercise E1: STIs

Aim
To enable girls to understand what sexually transmitted infections (STIs) are and how to prevent them

Time
60 minutes

Materials needed
Flipchart paper and marker pens

Advanced preparation

Write the following questions on flipchart paper to be displayed for step 3:
• How would you know you have an STI? What are some ways we see the infection on our bodies and some ways we feel it?
• How do these ways differ for females and males?
• Do you know any names of sexually transmitted infections? (Tell girls they can suggest commonly used names or medical names.)
• How do we get STIs?

Be familiar with the information in the facilitator’s notes about STIs and about the signs of STIs in step 5.

Write the following questions on flipchart paper to be displayed for step 6:
• What can we do to stop ourselves from getting STIs?
• What are the consequences if we don’t treat STIs?
• What should we do if we think we may have an STI?
• Why do people often not go for treatment?

Try to find pamphlets and other materials with the correct information about STIs to give to the girls.

Facilitator’s notes

We must not try to diagnose STIs during this exercise. That is the job for a health worker. Tell the group if they are worried about anything, they must go to the clinic as soon as they can. They must get treatment from a clinic or hospital, even if they also go to a traditional healer.

If people suggest ways of getting STIs that are not caused by sex, you might want to challenge them by asking ‘Why do you think we call them sexually transmitted infections?’ Hopefully the girls will say that it’s because you get them through sex.

Directions

1. Explain that in this exercise we are not diagnosing STIs. We are talking about signs that we may have an STI.

2. Divide the girls into four groups. Give each group a sheet of paper and pen.

3. Display the flipchart with the four questions and ask the girls to write down or draw the answers to them on the paper.
4. Call everyone back into the main group. Ask someone from each group to present their discussions.

5. Have a discussion around the following:
   - Does everyone agree?
   - Are there any other ways of telling if you have an STI?

Make sure the group gets all the information on the signs of STIs, below, during discussion.

- **Ways of seeing:** a sore on penis, vagina, or opening of vagina (or any part of the body nearby); pus coming from penis; brown insects slowly moving in pubic hair and small white eggs on hairs (pubic lice); painful ulcers (herpes); end of penis being red; small cauliflower-like growths on or near the genitals; swelling (swollen glands) at the top of the legs; heavy and smelly discharge on a girl’s panties.

- **Ways of feeling:** itchiness inside the vagina; itchy pubic hair; painful ulcers; burning pain when passing urine and feeling like you need to pass urine all the time; pain in the womb and lower part of the abdomen, sometimes also with fever (females); pain when having sex; painful or swollen testicles.

- Unfortunately, STIs often have no obvious signs, which is why they are so easy to catch and pass to others.

- The girls will definitely know some **names** of STIs. These may be medical, such as syphilis or gonorrhoea, or there may be street names. Ask the girls what street names there are, even if they say the medical names.

- Some of the signs of STIs happen when you have something else. For example, it burns when you pass urine when you have an STI or a yeast infection. And, you can have a thick and smelly discharge with an STI and a thick discharge that looks like sour milk when you have thrush, which is not sexually transmitted.

- If you have any of these problems, you should go to a clinic or hospital for treatment. The doctor or nurse will tell you if your problem is caused by an STI.

- **Consequences of not treating STIs:** If STIs are not cured, a person is able to spread STIs to others they have unprotected sex with. Untreated STIs are the most common cause of infertility in men and women. If a girl is pregnant, some STIs cause her to be more likely to miscarry and even for a baby to die. Some STIs make a person much more vulnerable to catching HIV if they have sex with an HIV-positive person. Some STIs make a person more likely to infect others with HIV if he/she is HIV positive and has another STI. A girl who gets genital warts is at greater risk of developing cervical cancer and needs to visit a clinic for regular pap smears.

- HIV is a sexually transmitted infection. We will talk more about HIV in the next exercise.

- Some STIs are caused by viruses and cannot be cured by treatment. Just as HIV cannot be cured, there is no cure for herpes or warts. If we are infected with these, we have times without herpes ulcers and the
warts may disappear with treatment, but the viruses always live in our body. We continue to be able to infect others and to be at risk of the problems caused by these STIs, including a greater risk of getting HIV and cancer. That is why prevention with condom use is essential.

6. Display the second set of questions on flipchart paper. Ask the group to brainstorm these questions and write what the girls say on flipchart paper.

7. The only way you get an STI is by having sex without a condom with someone who has an STI. Some people have ideas about causes of STIs that are not correct. Common incorrect ideas are as follows.
   - You can get STIs from sitting on a toilet seat.
   - STIs are caused by witchcraft.
   - STIs are caused by having sex with someone who has not observed mourning properly or has not abstained from sex after having a miscarriage or abortion.

8. Give the girls an opportunity to discuss other ways in which they believe STIs can be transmitted. Ensure that you provide them with clarity and correct information.

Wrap-up

Say that we can look after our health by having regular check-ups at the clinic. The clinic is there to help us.

The only way to be sure you do not catch STIs is to practice safer sex. We must use a condom when having sex unless we are 100% sure our partner has not had sex with anyone else and is not having sex with someone else while in a relationship with us.

It is very important to get treatment as soon as we think we may have an STI and if a sexual partner tells us that he or she has an STI. We should first go to a clinic or hospital for treatment. It is not possible to treat yourself. Some people believe that it is good to go to a traditional healer to clean the blood when they have an STI. If you go to get treatment from a traditional healer, it is important to go to the hospital or clinic and take all the treatment from there first.

It is important to emphasise that to be properly treated for the STI, we must make sure that we tell our sexual partners and make sure that they all are treated, too. Otherwise we will catch the STI from them again later on.
Exercise E1: STIs

Aim
To enable girls to understand what sexually transmitted infections (STIs) are and how to prevent them

Time
60 minutes

Materials needed
Flipchart paper and marker pens

Advanced preparation
Write the following questions for step 3 on flipchart paper:
- How do we get STIs?
- How would we know we have an STI? What are some ways we see the infection on our bodies and some ways we feel it?
- How do these ways differ for females and males?

Be familiar with the information in step 5 about STIs.

Write the following questions for step 6 on flipchart paper:
- What can we do to stop ourselves from getting STIs?
- What may happen if we don’t treat STIs?
- What should we do if we think we may have an STI?
- Why do people often not go for treatment of an STI?

Try to find pamphlets and other materials with the correct information about STIs to give to the girls.

Facilitator’s notes
We must not try to diagnose STIs during this exercise. That is a health worker’s job. If we are worried, we must go to the clinic or speak to a health worker. Say you can refer them if they would like you to.

They still have an STI and must get treatment from a clinic or hospital, even if they also go to a traditional healer.

If the girls suggest ways of getting STIs that are not caused by sex, you might want to challenge them by asking, ‘Why do you think we call them sexually transmitted infections?’ Hopefully the girls will suggest that it’s because you get them through sex.

Directions
1. Explain that in this exercise we are not diagnosing STIs. We are talking about signs of STIs. Ask the group if they know what STI stands for. Take responses from the group and confirm that an STI is a sexually transmitted infection. HIV is an STI.

2. Divide girls into four groups. Give each group a sheet of flipchart paper and a pen.

3. Display the flipchart with questions and ask the girls to write down or draw answers on their paper.
4. Call everyone back into the main group. Ask someone from each group to present what they wrote on their papers.

5. Have a discussion around the following:
   - Does everyone agree on how we get an STI?
   - Are there any other ways of telling if we have an STI?

Make sure the group gets all the information, below, during the discussion.

We get STIs from having unprotected sexual intercourse with a person who already has an STI.

The best way to protect ourselves from getting an STI is to wait until we are older before we have sexual intercourse. The only way to be sure we do not catch STIs when we are sexually active is to **practise safer sex**. This means we must use a condom when having sex.

**Ways of seeing:** sores on penis, vagina or opening of vagina (or close to these areas); brown insects slowly moving in pubic hair and small white eggs on hairs (pubic lice); swelling (swollen glands) at the top of the legs; heavy, smelly discharge on a girl’s panties; painful ulcers (herpes); small growths that look like little cauliflowers on or near the vagina or penis; pus coming from penis; end of penis being red.

**Ways of feeling:** itchiness inside vagina; itchy pubic hair; painful ulcers; burning pain when passing urine and feeling like you need to pass urine all the time; pain in the womb and lower part of the abdomen, sometimes also with fever (female); pain when having sex; painful or swollen testicles.

There are often no obvious signs that we have an STI. That is why they are so easy to catch and pass on to others.

We may have some of these signs and not have an STI. These signs can also show that we have a different kind of medical problem. For example, if it burns when we pass urine we may have a bladder infection. Women can get itching in their vagina and a thick discharge that looks like sour milk from thrush, which is not an STI.

If we have any of these signs we should go to a clinic or hospital for treatment immediately. The doctor or nurse will tell us if we have an STI.

**Consequences of not treating STIs:** If STIs are not cured, people can spread them to anyone they have unprotected sex with. Untreated STIs are the most common cause of infertility in men and women. If a woman is pregnant, some STIs make it more likely she will miscarry or even that her baby will die.

Some STIs make a person much more vulnerable to catching HIV if they have sex with an HIV-positive person. Some STIs make a person more likely to infect others with HIV if he/she is HIV positive and has STIs.

A girl who gets genital warts is at greater risk of developing cervical cancer and needs to visit a clinic for regular pap smears. Some viruses make us more likely to get cancer and other sicknesses.

HIV is an STI. We will talk more about HIV in the next exercise.
- Other STIs are caused by viruses and cannot be cured by treatment. Just like HIV cannot be cured, there is no cure for herpes or warts. If we are infected with these, the viruses always live in our body, even when we don’t look or feel sick. We can still infect others and get sick from the virus ourselves.

6. Display the flipchart with questions you prepared. Ask the group to brainstorm the questions and write what the girls say on flipchart paper.

Make sure the following information is covered.
- The best way to protect ourselves from getting an STI is to wait until we are older before we have sexual intercourse. The only way to be sure we do not catch STIs when we are sexually active is to practice safer sex. This means we must use a condom when having sex. We must use a new condom every time we have sex and every round of sex.
- It is very important to get treatment as soon as we think we may have an STI, and if a sexual partner tells us that he or she has an STI. First we should all go to a clinic or hospital for treatment. It is not possible to treat ourselves. Some people believe that it is good to go to a traditional healer to clean the blood when they have an STI. If people are going to get treatment from a traditional healer it is important to go to the hospital or clinic and take all the treatment from there first.
- It is important to emphasise that to be properly treated we must make sure that we tell our sexual partners and make sure that they all are treated too. Otherwise we will catch the STI from them again later on.

7. Reinforce that the only way you get an STI is by having sex without a condom with someone who has an STI. Some people have ideas about causes of STIs that are not correct, such as the following.
- You can get STIs from sitting on a toilet seat.
- STIs are caused by witchcraft.
- STIs are caused by having sex with someone who has not observed mourning properly or followed a time of abstinence from sex after having a miscarriage or abortion.

Wrap-up

Summarise the session by recapping that an STI is a sexually transmitted infection and that HIV is an STI. We get STIs and HIV by having sex with someone without using a condom.

Remember, it is best not to have sex at our age. We should wait until we are older and in a respectful, loving relationship where we are able to communicate well with our partner.

If we think we may have an STI we should go immediately to a health worker or to the clinic to be treated. The clinic can tell us if we have an STI and give us medicine to treat it. If we have an STI but do not treat it, we can get very ill.
Exercise E2: Everything You Wanted to Know About HIV and AIDS but Were Afraid to Ask

Aim
To learn about HIV and AIDS

Time
80 minutes

Materials needed
Flipchart paper, pens, pieces of paper, and a hat

Advanced preparation
Make sure you know and understand everything in the information about HIV and AIDS, found later in this exercise. Make sure you will be able to correct wrong information that comes up during the exercise.

Facilitator’s notes
The nature of this discussion is going to vary greatly depending on how much girls already know about HIV. It is very important that misconceptions are corrected in this discussion.

If questions are raised that you do not know the answer to, tell the group you will find out the answer and bring it to the next meeting.

It is not necessary to bring anything into the discussion that the group is clearly already familiar with.

Directions
1. Sit in a circle with the girls. Explain that nowadays everyone is familiar with HIV and AIDS. We often get bored with being lectured about HIV. So, today we are going to learn about HIV in a fun way.

2. Give each girl a piece of paper and ask them to write one question they have about HIV that they want answered. Fold the papers and put them in a hat. Tell the girls that if they can’t write the questions themselves, they can whisper the question in your ear and you’ll write it for them and make sure not to show any of the other girls what you asked.

3. Mix up the papers and pass the hat around. Explain that you would like each girl to take one paper and try to answer the question on it. When each answer is given, ask the group: Do you all agree? Does anyone want to add or correct anything? After they have had their say, correct any inaccuracies.

4. If there is any information from below that the girls did not raise, ask the group if they would mind if you added in a few extra questions. Write them on paper, fold the paper, and pass the hat around again.

5. At the end of the exercise, ask the group whether they now agree that learning about HIV can be interesting.

Wrap-up
None
Information about HIV and AIDS

HIV stands for human immunodeficiency virus. This is what people catch and transmit to others. People with HIV in their body go on to become sick with AIDS unless they have treatment. They do not ‘catch’ AIDS. AIDS only develops after HIV has stayed in the body for a long time (usually years).

AIDS stands for acquired immune deficiency syndrome. The immune system is the body’s defence against infection. Immune deficiency means that the immune system is made weak and cannot defend itself properly. The body’s defences are no longer able to fight the disease and the person becomes sick.

Not everyone who has HIV develops AIDS. Anti-retroviral therapy (ART) prevents a person from getting AIDS. A small number of people who are infected with HIV have it for many years without developing AIDS.

How does a person become infected with HIV?

HIV only survives in body fluids such as semen, vaginal fluids, blood, and saliva. We can only catch HIV if we have contact with body fluids that have HIV in them.

Most HIV infections are caused by sex either between a man and woman or sex between two men. Partners can use a male or female condom to protect against sexual transmission of HIV.

Infections also can be caused by HIV-positive mothers transmitting the virus to their babies either during childbirth or through breastfeeding. It’s important that pregnant women test for HIV and that those who are HIV positive take anti-retroviral drugs to protect their unborn babies.

Babies born to HIV-positive mothers should be either exclusively breastfed or exclusively bottle fed. There is minimal risk of a baby getting HIV from a positive mother if the baby is exclusively breastfed. That means no water, no formula, no porridge, and no traditional remedies. If it’s not possible to exclusively breastfeed a child, you have to use formula all the time. If a baby is being bottle fed, the bottles and teats must be washed in clean boiled water, then sterilised by being boiled or using a special steriliser liquid.

A person can get HIV from any contact with HIV-infected blood. It is important to remember this is a risk if you help someone who has been stabbed or injured in an accident and is bleeding.

Other body fluids such as vomit, faeces, sweat, and urine are quite harmless. You cannot get HIV from bathing a person who has HIV or washing their bedding, so long as the person has not bled into the bath or on their bedding. Mosquitoes, bed bugs, and fleas cannot transmit HIV.

There is little risk of getting HIV from kissing a person, even if they have HIV, as long as neither of you has lip or mouth sores.
**How can you tell if a person has HIV or AIDS?**

You can’t tell if a person has HIV by looking at them. There are plenty of people who are fat and healthy who have HIV. The only way to be sure a person has HIV is to do a blood test. The test we normally use checks for antibodies to HIV; it’s not a direct test for the virus. Antibodies are generated by the body in response to HIV.

If the antibody test is ‘positive’, a person has HIV. If it is ‘negative’ it means a person probably doesn’t have HIV. But, unfortunately a person who has been infected with HIV only shows positive on a test between six weeks and three months after they have been infected. This is because it takes time for your body to make the antibodies. The time when a test is ‘negative’ but a person is really infected is called the ‘window period’. If we want to be sure we do not have HIV, we have to have a test three months after the last time we could have been exposed to HIV by unsafe sex or another type of exposure.

Babies who are born to HIV-positive mothers will often test positive for HIV for up to two years after their birth, even if they have not been infected. Therefore, it is necessary to do a special test for the virus called a PCR to test babies with HIV-positive mothers in the first two years of their life. PCR tests directly for HIV. It can be done on anyone, but it is expensive and generally only used on a baby under two years old.

We only know whether we are infected with HIV if we get tested. If it is negative, we need to test often and practise safer sex to make sure we remain uninfected. That is why we need to take responsibility to protect ourselves and others from the virus; it is not just the responsibility of those who know they are HIV positive to make sure they do not spread the virus.

**What is CD4 and viral load?**

‘Cluster of differentiation 4 (CD4)’, also called T-cells or T-helper cells, is the name of a cell in your body that is important for your immune system to work well. HIV destroys CD4 cells.

There is a blood test called a CD4 count that is done on a person who has HIV. This test measures the health of the body’s immune system. A normal CD4 count is more than 1,000, but the count drops as the immune system is attacked by HIV. When the CD4 count is less than 500, an HIV-positive person is at risk of opportunistic infections. When it is less than 200, a person is said to have AIDS. ART restores the immune system, and as it does, the CD4 count rises.

Viral load is a measure of how much HIV a person has in his/her body. A person with a higher viral load is more infectious. ART causes the viral load to drop to very low levels, but this is not the same as a cure.

**Which illnesses are signs of HIV and AIDS?**

When a person’s immune system is weakened by HIV, they become more vulnerable to other illnesses. These are called ‘opportunistic infections’. Tuberculosis (TB) is a particularly common opportunistic infection. Nowadays, three of every four people with TB are HIV positive.

Signs of TB are weight loss, lack of energy, loss of appetite, and sweating greatly at night. If TB is in the lungs, a person may cough and even cough up blood. But, TB can be in many different parts of the body. Not everyone with TB has a cough.

Other common opportunistic infections are:
• Infections around the brain that cause a severe headache, especially meningitis, caused by a bacterium called a Cryptococcus
• Pneumonia, a lung infection that is usually demonstrated by a high fever, general illness, and unproductive deep cough
• Severe diarrhoea
• A strange white rash, commonly known as thrush, in the mouth and throat, which makes swallowing very painful

There are many other illnesses, including cancers, that people with HIV who are not on treatment may develop. Opportunistic infections are all treatable, but they all cause a great deal of suffering and death if they are not treated. That is why it's important for people to know about the signs so they can get health care early.

**What about HIV vaccines, immune boosters, and AIDS cures?**

At present, there is no vaccine for HIV, though there is research being done to try to develop one. It is likely to be many years before this is successful and a vaccine becomes available.

There is no cure for HIV. Many people have claimed over the years to be able to cure HIV or AIDS, but their claims have all proved to be false. And, there is a myth that having sex with a virgin can cure a person of HIV, but this is not true. There is no cure for HIV or AIDS.

Many drugs, vitamins, and traditional medicines are sold as ‘immune boosters’. None of them have been shown to be effective when tested scientifically. The only drugs that are true ‘immune boosters’ for people with HIV are anti-retroviral drugs.

**Is HIV always transmitted with exposure to HIV?**

Not everyone who is exposed to HIV catches it. This is because our immune systems differ in their strength and the amount of HIV present in different fluids varies. It is possible for couples to be ‘discordant’, meaning that one has HIV and the other does not, even if they have unsafe sex. Obviously every time they have unsafe sex there is a risk of HIV transmission. Because of this, it is important for both members of a couple to test for HIV. If a partner is HIV positive and on ART, their viral load should drop over time, but it could take weeks or months. Always use condoms when you have sex.

The same is true for transmission from mothers to children; even without treatment, only one in three babies becomes infected if their mother is HIV positive. If an HIV-positive woman wants to get pregnant, she must enrol in a prevention of mother-to-child transmission of HIV (PMTCT) programme at a clinic.

**Does circumcision help?**

Men who have been circumcised are less likely to catch HIV than other men. That doesn’t mean that they are completely protected from HIV. They still need to test to see if they are HIV positive and if they are as likely to infect their sexual partners as other men. If they are HIV negative, they still need to use condoms because circumcision only makes them less vulnerable, it doesn’t provide complete protection. Circumcision does not protect men from other STIs.

**What can we do if we are raped?**

A person can get HIV from being raped. Fortunately, after rape a person can be given ART to take for four weeks. If they take this, it is very likely that they will be protected from getting HIV. These medicines are called post-exposure prophylaxis, or PEP.
ART and PEP only work if they are taken within 72 hours after the rape. For this reason, it is very important to go to a hospital as soon as possible. There, a rape survivor will be offered a test for HIV and given anti-retroviral drugs if she is HIV negative. If a person tests positive within 72 hours of the rape, he/she was infected with HIV before the rape.

PEP also can be used in other situations where a person may be exposed to HIV. So, for example, if a person is splashed with blood or cut by a razor used by someone who has HIV, he/she should go to a health facility and ask to be given PEP.

**What do we do if we are HIV positive and get pregnant?**

If you are pregnant, you should go to an antenatal clinic as soon as you miss your period. You must go before you are 14 weeks pregnant. This is important for both your and your unborn baby’s health.

The clinic will do an HIV test. If you are HIV positive and not already on ART, you will be put onto ART immediately. If you are HIV positive and are on ART, tell your health worker what medicines you are taking because some anti-retroviral drugs can be harmful for your baby.

Go for regular check-ups at the antenatal clinic. Always go back when they say you must. If you are HIV positive, stick to your ART, and attend regular clinic check-ups, it is unlikely that your baby will be born HIV positive.

**More about ART**

Anti-retroviral drugs are the medicines you take when you are HIV positive. They suppress HIV in your body and stop HIV from becoming AIDS. Anti-retroviral drugs help make your immune system stronger.

Anti-retroviral therapy (ART) is a combination of drugs that helps a person who is living with HIV stay healthy. ART is made up of a combination of at least three or more anti-retroviral drugs you take together. The different drugs work in different ways.

For many years, HIV was seen as a death sentence, but ART has changed everything. If a person with HIV takes ART as directed by their doctor or clinic, he/she can lead a full and healthy life. To benefit from ART, a person must know his/her HIV status (whether he/she have the virus), which is why testing is very important.

ART can benefit people who have very advanced AIDS, but many people wait too long before they start it. It is much better to be tested and start treatment before you get sick, so you may never develop opportunistic infections, even if you have HIV.

**What happens when you are on ART and why should you go on it?**

ART reduces your viral load (the amount of the HIV in your blood). This does not mean you no longer have HIV; there is no cure for HIV. But, you are less likely to be able to pass the virus on to someone else. For a serodiscordant couple, where one person is HIV positive and the other is HIV negative, there is strong evidence to show that the HIV negative person is much less likely to get HIV. Also, there has been much less suffering and death when HIV-positive people use anti-retroviral drugs, particularly in the early stages of the disease.

Once you have started your treatment, you have to keep taking ART for the rest of your life. But, ART will helps you stay healthy for much longer.
**What is treatment adherence?**

Treatment adherence means taking medicines exactly as the health worker tells you to. You must take them at the same time every day. You may be told to eat food when you take your medicines.

If you don’t take the medicines as you have been told to, your body may not absorb them properly. This is very serious for your health because you will become drug resistant. This will reduce the overall benefits of the drugs in the future.

**Should everyone who tests positive for HIV start ART?**

The clinic staff will do tests and tell you when you must start ART. Not everyone who is HIV positive automatically goes onto ART. If you are HIV positive in Zambia, you start ART if you:
- have a CD4 count of 500 or less
- are at the World Health Organisation clinical stage 3 or 4
- are a pregnant or lactating woman

In a few places test and treat is started and anyone who HIV-positive can get treatment immediately.

The most important thing is that you feel you are ready when it is time to start taking ART. You might want to start because it will keep you healthy and strong but, you may be worried and have questions. Many clinics in Zambia have counsellors you can talk to about this and other things to do with living with HIV. There are also support groups for young people living with HIV that you can be linked to.

**Where do we get ART?**

ART is available in all health care facilities, from clinics to hospitals. It can be accessed in both private and public health facilities.

**How can I prepare myself to take ART?**

Adherence may be difficult. You might have to change your lifestyle. You should go to at least one group counselling session and one individual counselling session before you start taking your medicine.

It is important to develop a routine that helps you remember to take your medicines. Focus on getting used to the treatment, and give yourself time.

**What are the side effects of ART?**

You will experience side effects, but they are usually mild. When you first start taking antiretroviral drugs, you may get these side effects, but they usually go away. If the side effects are very bad, you must go to your health worker because the side effects might make you want to stop ART.

Possible side effects are: anaemia, dizziness, nausea, pain and nerve damage, skin rashes, diarrhoea, extreme tiredness, vomiting, and headaches.

**What makes it difficult for some people to get ART?**

Many HIV-positive married women do not access ART because their husbands disapprove. A married woman is expected to do what her husband tells her to do. Programmes like Stepping Stones help young women and adolescent girls develop the skills to negotiate for ART and using condoms.
Sometimes it may be hard to get the full amount of anti-retroviral drugs you need. For example, you may live very far from health facilities and traveling is difficult. In rare instances, you may be given fewer anti-retroviral drugs than usual and have to come back to the clinic for more sooner than usual.

Fear sometimes prevents people from getting on ART, such as of the life-long commitment, side effects, and myths and misconceptions, including the idea that people die once they begin ART.

**How can we stay healthy on ART?**

Eat healthy food, especially lots of fruit and vegetables; They help your digestion and are full of vitamins. Eat starchy foods like brown bread, brown rice, pap, and samp at most meals because they give you energy. Eat beans, lentils, soya mince, meat, chicken, fish, milk, and eggs because they build your body and keep you strong. Use small amounts of fat, such as butter, oil, margarine, nuts, and peanut butter. Use very little salt. Drink lots of clean water. Keep strong and fit by sleeping for eight hours at night and getting regular exercise.
Exercise E3: Muddling Messages

Aims
To make the girls laugh
To help us appreciate in a funny way how easy it is to misunderstand what someone has said

Time
10 minutes

Materials needed
None

Advanced preparation
Think of a phrase to whisper beforehand, such as ‘many people around here like eating bananas’ or ‘the sun at this time of year is very hot’.

Facilitator’s notes
None

Directions
1. Tell the girls that you are going to do an energizer to lighten the mood after talking about such a serious topic as HIV.
2. Whisper the phrase you chose quietly to the girl on your right, and ask her to whisper it quietly to the next person on her right.
3. This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper what they heard, and they are not allowed to ask for the phrase to be repeated.
4. Finally, when the phrase has been whispered all around the circle, your neighbour on your left side should have received it. Ask her to say out loud what she heard.
5. Then announce to the group what you originally said. The message normally changes quite a lot as it goes round the circle!
6. If there is time, you could ask someone else to start off another phrase.
7. Make sure to point out how easy it is for messages to be misunderstood!

Wrap-up
None
Exercise E4: Testing for HIV

Aim
To explore having an HIV test

Time
60 minutes

Materials needed
Flipchart paper and a marker

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Explain that in this exercise we are going to use role play to explore the reasons why we may and may not want to test for HIV and how we can help our friends and family make decisions around testing.

2. Ask the group to mention situations when a person is asked if they want to test for HIV or may think about testing and write these on flipchart paper.

3. Take the first situation mentioned and ask for two volunteers to do a role play on it. One girl should play the person offering the test or discussing testing, and the other girl should play someone coming for a test who is not at all sure that she wants to test. The girl offering the test should start speaking, then the other should explain why they don't want to test. The girl offering the test should argue why testing is good for that person in that situation.

4. Ask the group:
   - Did the girl offering testing persuade the other girl to test?
   - Is there anything else that could have been done or said?

5. Now take another situation from the list that is different and call for a new set of volunteers. Ask them to adopt roles again and to discuss testing. Again, did the girl offering testing persuade the other girl to test? Is there anything else that could have been done or said?

6. Try this with three or four scenarios and make sure the following people are considering testing in the role play: a 13 years old boy, a pregnant woman, a sick woman, a healthy man.

Wrap-up
What have we learned about HIV testing? Summarise the points raised in the role plays. Remind girls that now that we have ART, we can live long and healthy lives with HIV. The sooner that we know our HIV status, the sooner we will be able to take the best care of our health.

We know that there is stigma in our communities, and we may feel afraid to find out that we are HIV positive. Remember that we have a support network in our club and that we do not judge one another or anyone outside the club for their HIV status.
Closing Circle

Aim
To reflect on the content covered in this module

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Ask everyone to sit down again in a circle.

2. Ask each girl to mention one thing she liked about this module and one thing she didn’t like or found hard. Also ask each girl to identify one thing she will share with someone else.

3. Finish by thanking everyone once more for coming. Remind the girls of a local place where people can go for individual counselling or for HIV counselling and testing services. Arrange a mutually convenient time and place for the next module before saying goodbye.

Wrap-up
None
# Module F: Safer Sex and Caring in a Time of AIDS

## Purpose

To understand how we can get HIV from sex  
To understand and explore further ways to prevent the sexual transmission of HIV  
To think about how to care for people with or those affected by HIV and AIDS

## Facilitator’s notes

**Exercise F0** has been added only for groups of girls aged 10–14 years to help them better understand, in an age-appropriate way, how HIV is transmitted.  
Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.  
Spend a few minutes reminding ourselves of what we did in the previous meeting.  
Close meetings with a wrap up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.  
Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

## Contents and time allocation

**In-school youth: Ages 15–19 years**

<table>
<thead>
<tr>
<th>Meeting 8</th>
<th>3 hours 15 minutes</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>F1  HIV Transmission Game</td>
<td>20 minutes</td>
</tr>
<tr>
<td>F2  Taking Risks</td>
<td>50 minutes</td>
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<tr>
<td></td>
<td>Break 5 minutes</td>
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<tr>
<td>F3  All About Condoms</td>
<td>60 minutes</td>
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<tr>
<td></td>
<td>Break 5 minutes</td>
</tr>
<tr>
<td>F4  How do we feel?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>F5  Caring for People with or Affected by HIV and AIDS</td>
<td>20 minutes</td>
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<tr>
<td></td>
<td>Closing Circle 5 minutes</td>
</tr>
</tbody>
</table>
### In-school youth: Ages 10–14 years

#### Meeting 9

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>F0 How do we get HIV from sex?</td>
<td>40 minutes</td>
</tr>
<tr>
<td>F1 HIV Transmission Game</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td>F2 Taking Risks</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

#### Meeting 10

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>F3 All About Condoms</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td>F4 How do we feel?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>F5 Caring for People with or Affected by HIV and AIDS</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Closing Circle</strong></td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

### Out-of-school youth: Ages 20–24 years and 15–19 years

#### Meeting 6

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>F1 HIV Transmission Game</td>
<td>20 minutes</td>
</tr>
<tr>
<td>F2 Taking Risks</td>
<td>50 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td>F3 All About Condoms</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<tr>
<td>F4 How do we feel?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>F5 Caring for People with or Affected by HIV and AIDS</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Closing Circle</strong></td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Introduction

Aim
To remind ourselves of the previous module and what we did and learnt, and to begin a new module

Time
10 minutes

Materials needed
None

Advanced preparation
Go over what came up in Module E.

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Welcome everyone back to the new module. Thank everyone for coming. Inquire about late-comers or non-attenders.

2. Ask each girl to share with the group something good that has happened to her since the last meeting.

3. Review the last module. Ask the girls to remind us what we learnt together in the last module about HIV and why we should have an HIV test. Remind them if they have forgotten.

4. Explain that we are going on to discuss HIV prevention in this module.

Wrap-up
None
Exercise F0: How do we get HIV from sex?

Aim
To understand how HIV can move from one person’s body to another during sex

Time
40 minutes

Materials needed
Flipchart, paper, and markers

Advanced preparation
Read through the exercise and quickly review Modules D and E so you’re familiar with what you discussed with the girls.

Facilitator’s notes
None

Directions

1. Ask the group to think back to when we were talking about sexual intercourse and how girls can get pregnant. Say that now we are going to think about sexual intercourse (sex) and how we can get HIV.

2. Ask the girls to say where they think HIV lives in our bodies. Write the answers on the flipchart. If the girls are struggling to answer, prompt them by reminding them about what we learnt in Module D about sexual intercourse and Module E about HIV. By the end of the brainstorm, the girls must share that HIV can be found in the breastmilk, blood, sexual fluids including semen and vaginal fluids, and rectal fluid of an HIV-positive person.

3. Now ask the girls to remember how the virus gets into someone’s body. Again remind them of what we learnt in Module E about HIV. Write the answers on the flipchart. By the end of the brainstorm, the girls must know that the virus gets into our body when we have a cut or sore and there is blood or through a mucous membrane on our body. We have mucous membranes lining our vagina and cervix and in our bottom.

4. Break the girls into groups of four or five and give each group a piece of flipchart paper and a marker. Each group will talk about and make a list of how and when male and female partners can get HIV during vaginal and anal sex. Walk around between the groups to make sure that the girls are on the right track, and remind them of what they know from previous modules.

5. Ask each group to present their lists and explain. At the end of each presentation, ask for comments and additional contributions from the rest of the group.
6. By the end of the exercise, we should have discussed that a girl can get sex if a male partner ejaculates (or whatever is the preferred term) inside her vagina. The sperm can then be absorbed through the mucous lining of the vagina or cervix or through any unseen sores or cuts in her vagina. If the male is HIV positive, then she may also absorb HIV. If the female is HIV positive, then the virus will be living in her vaginal fluids. The male can then absorb the virus through the opening at the top of his penis or any small cuts or sores he may have on his penis.

If a girl is having anal sex with a male, she is at even higher risk of being infected with HIV if the male is HIV positive. There is usually more hard rubbing with anal sex than vaginal sex, and the mucous lining of the bottom or anus is thin and can be damaged easily.

Wrap-up

Say to the group that what we just discussed is health science. If we understand what happens inside our bodies, then we know how to protect ourselves. It doesn’t matter at all how we feel or what we think about our partner or having sex.

Now, when people tell us things about HIV, we have knowledge and we can work out for ourselves if the choices we are making are good for our health or bad for our health. We also say that this is about our sexual health because these are the parts of our bodies that are involved when we have sex.
Exercise F1: HIV Transmission Game

**Aim**
To get the girls moving around, laughing, and remembering how HIV is transmitted

**Time**
20 minutes

**Materials needed**
Write down for your own use the list of ways HIV may be transmitted that we talk about below.

**Advanced preparation**
Read through the exercise.

**Facilitator’s notes**
None

**Directions**
1. Ask everyone to stand up. Explain that you will call out different ways in which HIV may be transmitted. You want everyone to go to the left of the room/meeting space if they think HIV can be caught that way. They go to the right of the room if they think HIV can’t be transmitted that way. If they are not sure, they stand in the middle.

2. Read from the following list at random and look carefully for those who seem uncertain where to go or who go to the wrong side. With those girls, ask why they are uncertain or why they think HIV could or could not be transmitted that way. Discuss it with the group so that we all understand how HIV can and cannot be transmitted.

**Wrap-up**
Recap by saying that HIV can only be transmitted from someone who has HIV to someone who does not by contact with bodily fluids, including blood, semen, vaginal fluids, and breast milk.

**List of ways HIV is transmitted**

**Ways we are at high risk to get HIV**
- Vaginal sex without a condom
- Anal sex
- Traditional scarring with a shared blade
- Oral sex
- A blade used to do a no. 1 hair cut that isn’t cleaned
- Childbirth if a woman has HIV
- Breastfeeding if a mother has HIV
- Sharing a toothbrush
- Sharing a razor
- Sharing an injection needle
- Getting splashed with blood or cut in a car crash

**Very low risk or no risk**
- Sex with a condom
- Masturbation alone
- Masturbation by a partner
- Kissing
- Kissing with tongues
- Sharing a tea cup, plate, or cutlery
- Sharing a toilet
- Cleaning the bed linen of someone with AIDS
- Bites from mosquitoes
- Hugging and holding someone with HIV
- Thigh sex
Exercise F2: Taking Risks

Aims
To reflect on how we take risks in our lives in general
To become aware of risk factors for HIV
To identify our own risky behaviour

Time
50 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Write the following questions for step 3 onto flipchart paper.
- What risky behaviours do you experience or know about?
- What can we do to lower our risk for getting HIV?

Facilitator’s notes
You may decide which information in this exercise needs more or less emphasis based on the discussions in your group.

It is vital that you spend time talking about transactional sex and that the girls are able to self-identify as being at risk if they have unprotected transactional sex. Make sure that girls make the link between sex with older men and high risk of getting HIV.

Directions
1. Explain that when people have problems or are confused or scared, we like to have clear, simple answers to things. However, we have seen how our lives are full of uncertainty and that there is not usually an easy solution. Explain that this exercise will help us to think about how we handle risk in our own lives.

2. Ask the group if they can think of behaviours and situations that would put them at risk for HIV. Write these on flipchart paper.

3. Ask the girls to get into pairs. Post the flipchart with the two questions and ask the pairs to discuss the questions between them. They will report back to the larger group what they discussed after a few minutes.

4. When they report back, make sure the girls are aware of and talk about the following significant risk factors for HIV:
   - Unprotected sex with boys or men who are five or more years older than them
   - Rape, even if they don’t tell anyone or report it
   - Anal sex
   - All sex without condoms
   - If they care for someone who is HIV positive without covering their hands with gloves
   - Being in abusive relationships
5. Ask the girls to close their eyes so you can lead them in a reflection (see directions below). You will ask them a few questions, but they don’t answer out loud. After each question, give them a few moments to think through their answer, then go on to the next question.

**How to lead the reflection**

Think of any occasion in your life when you or someone you know took a sexual risk. It may be something quite small or it may be something very important.

- What factors influenced your decision to take a risk?
- What were your feelings at the time?
- What was the outcome of taking that risk? Was it positive or negative?
- Are you generally a risk taker?
- How do you view risk taking in others?
- What implication does this have for your attitudes toward HIV and AIDS?

6. After a few minutes, ask the girls to choose a partner and share what they want to about the situation they were remembering. Encourage them to do this as a listening exercise. Each person takes a turn to talk and a turn to listen. Give them a few minutes each.

7. Call everyone back into the full circle. From their thinking and listening, ask what thoughts they had in general about risk-taking behaviour. Ask whether there are any ways in which this may affect our responses to HIV/AIDS.

**Wrap-up**

Say that we often tend to feel it is okay to take risks, if they turn out well. We might even be praised for our courage! But, we tend to blame others if they take risks and things go wrong. We also usually judge other people much more harshly than we judge ourselves. Let’s recognise how judgemental we often are about others’ problems.

Point out that we all take risks all the time. For example, when we walk through a field (snakes), when we cross a road in the town (traffic), when we give birth to a baby, when we cut something with a knife, and so on. Life without risk-taking would be very difficult!

We may feel we have to engage in risky sexual behaviour to get what we want or need. Many girls feel forced into exchanging sex for school fees, food, nice clothes, or cell phones. We see this as an exchange, like a business arrangement. We give them sex and we get what we want or need. We might enjoy the sex or not. However, it’s critical we understand that every sexual act without a condom places us at risk for HIV, whether it is desired, planned, or unplanned. This is also true if a person is raped or forced into a relationship with someone like a teacher, neighbour, or family member.

This ‘transactional sex’ generally happens between young girls and older men and boys. It is a key driver of sex in Zambia. Make sure that girls make the link between sex with older men and high risk of getting HIV.
Exercise F3: All about Condoms

Aims
To enable girls to use condoms correctly
To be able to negotiate using condoms with a partner

Time
60 minutes

Materials needed
Dildos or bananas, enough for one for each girl
A model of a vagina, if possible, or some pictures to show inserting a female condom
At least 2 male condoms and at least 1 female condom for each girl
Flipchart paper and pens

Advanced preparation
Practice using the condoms so the demonstration goes smoothly.
Anticipate some of the reasons girls may give for boys or girls not using condoms and prepare some thoughts on this.

Facilitator’s notes
This exercise aims to get girls to reflect on how we often say things about condoms that are not based on the realities of our relationships, so we then take risks with our health.

This exercise calls for strong facilitation because it is important to push the girls to consider what underlies things that are commonly said about condoms. It is important to draw out the contradictions between what is said and our concern that we protect ourselves from HIV.

For example, if the girls say, ‘We don’t need condoms because we trust each other’, push them to consider:
• What does trust mean here?
• Have the partners both had negative HIV tests?
• Do they know for sure they are monogamous (only have one partner)?
  How can they be sure?
• Is it actually the case that they both trust each other, or could “trust” actually be used to try to manipulate the woman?

It would be a good time to have a break for 10–15 minutes after this exercise before completing the rest of the module.

Directions
1. Explain that you are going to show one another how to use a male condom and find out how much they know about condoms.

2. Hand out a condom to each girl with a dildo or banana. Start the demonstration, asking the group the
following questions as you go. Correct any wrong or missing information, and make sure all of the following information is covered by the end of the demonstration. Notes on how to demonstrate condom use are in parentheses.

- **Why are condoms important?**
  A male condom will stop a man’s sperm or other fluids (semen) coming into contact with a woman’s vaginal fluids, so she is less likely to get pregnant and/or to pass HIV or another STI between them.

- **How can you tell if a condom packet looks and feels good or not?**
  Male and female condoms come in sealed wrappers and are lubricated. The condoms should feel slippery even inside the sealed wrapper when you feel it. (Help everyone feel how the condom feels lubricated inside the still-sealed wrapper.)

- **How do you open the wrapper?**
  Carefully, so that the condom does not tear. (Encourage everyone to do this.)

- **What can damage condoms?**
  Vaseline and other oil-based lubricants damage condoms. If you need lubrication, only use water-based ones, such as KY jelly, glycerine, or spermicides. If a woman is properly aroused and ready for sex before penetration, then her vagina will be moist enough and no extra lubrication is needed. You may need to add an explanation about the importance of foreplay in helping a woman to feel properly aroused.

- **How many times can you use a condom?**
  Once only. Each time you have sex, you must use a new, unused condom on the penis before it enters the vagina or rectum.

- **When do you put the condom on?**
  Only when the penis is erect.

- **How do you put the condom on?**
  Pinch the top, closed end of the condom first. This leaves a small empty space to hold the semen when the man ejaculates. Then unroll the condom down the length of the penis all the way to the base. (Demonstrate this with your condom. Encourage everyone else to try putting the condom on their banana or dildo.)

- **What happens if the condom tears during sex?**
  This is less likely to happen if it is a good quality condom and if you have put it on properly. However, it does occasionally happen. The best thing to do is to withdraw the penis immediately and put on a new condom. If the woman is using no other contraception she is at risk of pregnancy and must take emergency contraception to prevent pregnancy. If one of the partners has HIV and the other one does not, anti-retroviral drugs can be taken for a month, like a person does after rape to prevent infection. If the condom breaks and you do not know your HIV status or your partner’s, it is a good time to have an HIV test, then you may take anti-retroviral drugs if one of you has HIV.
What do you do after the man has ejaculated?
After ejaculation and before the penis goes soft or the man pulls out, hold on to the bottom of the condom, which is at the base of the penis, as you pull the penis out so that the condom does not slip off. Then, take off the condom carefully without spilling any semen. (Demonstrate this and encourage girls to copy you.)

How do you dispose of the condom?
Tie the end of the condom in a knot to keep the sperm inside. Wrap the condom in toilet paper or newspaper until you can dispose of it in a toilet, pit latrine, or rubbish bin. Then, if you wipe yourselves after sex, remember to use separate cloths. Condoms should be disposed of away from where children or animals can find and play with them. Where is a suitable place here for you to dispose of them? (Wrap up the condom in something easily available locally.)

What else can a condom protect against, as well as HIV?
Condoms protect against all kinds of STIs. STIs can cause infertility, so condoms also protect against infertility. They also protect against unplanned pregnancy.

3. Take out the female condoms. Pass them around in the wrapper for everyone to feel. Then open one of the packets and take out the condom. Pass it around and ask everyone to notice that there are two rings.

4. Mention that a woman has to put the female condom in before sex. Because she may not yet be aroused, it is good to use lubricant, either a water or oil based. Then explain that to insert the female condom, a woman has to squeeze the inner ring and push it as far as it will go into her vagina.

   The outer ring stays on her vulva outside the vagina. During sex it’s important to make sure the outer ring is not pushed inside. If it is going inside or there is a squeaky noise during sex, it is a sign that more lubricant is needed. After sex, the outer ring can be squeezed and the condom twisted a bit then pulled out, and the semen will remain inside and the condom can be disposed of safely.

5. Pass the other female condom packets around. Suggest that everyone opens them and tries squeezing the inner ring so they can imagine how it could be inserted.

6. Divide the girls into small groups of four. Give each group a piece of flipchart paper and markers and ask the groups to divide the paper in two. On one half they write, ‘What men say to women when they don’t want to use a condom’, and on the other half they write, ‘What women say to men when they don’t want to use a condom’. Each group writes in their thoughts.
7. Call everyone back into the main group and compare what has been written. Go through these one by one and ask the group, ‘When a man or woman says this what do you think they really mean?’

8. Explain that we are going to do role plays to practise responding when someone gives reasons not to use a condom. Ask for two volunteers, one to play a man and one to play a woman. Ask them to choose one of the reasons for non-condom use that came up in the discussion. Explain it is the role of the other partner to counter that reason.

9. After the role play, ask the group if they thought it was done well. What else could have been said? Ask one or two girls to explain their ideas.

10. Repeat the role play with three or four other different reasons given.

11. Then, ask the group to get into pairs and do the role plays on their own with each girl taking a turn to do the persuading.

Wrap-up

Invite everyone to stand in a circle. Ask them to take turns saying what they have learnt about condoms. End by talking about what we can do to make condom use easier.
Exercise F4: How do we feel?

**Aim**
To explore our feelings and fears and how they change in different situations

**Time**
20 minutes

**Materials needed**
Flipchart paper and pens

**Advanced preparation**
Go through the exercise and prepare yourself for guiding girls through the reflections.

**Facilitator’s notes**
None

**Directions**

1. Hand out a piece of flipchart paper and a pen to each girl. Ask the girls to draw three circles, starting with an inner circle, followed by a middle circle, then an outer circle.

2. Ask the girls to identify someone within their immediate family, preferably someone they live with. This person can be represented by a stick figure that they should draw in the inner circle.

3. Next, ask the girls to identify someone in their community, preferably a neighbour or friend, and draw that person or a stick figure in the middle circle.

4. For the outer circle, girls can identify someone from the ‘world out there’, like a famous politician, musician, actor, or someone like that.

5. Ask the girls to close their eyes for a moment. Ask them to visualise all the people they identified. While their eyes are still closed, ask them to imagine that all these people have HIV. They may now open their eyes.

6. Ask for volunteers to say what came to their minds when thinking about the people they identified and imagining that they have HIV. Those in the inner and middle circles are people who they live closely with and have lived closely with for a period of time.

7. Lead discussion around these questions:
   - How do you feel about your risk of catching HIV from them?
   - How do you feel about them, now knowing that they have HIV?
   - Do you think they would or should change their lives if they knew they have HIV?
   - Do you think differently about the people in the different circles? Why or why not?
8. Ask the girls to now draw themselves in the inner circle and imagine that they find out they too have HIV. Lead discussion around these questions:
   - Do you think differently about others with HIV when you imagine that you have it yourself?
   - How would you like your family, community, workmates to treat you if you had HIV?

9. Make sure you cover the following points in discussion.
   - Because HIV cannot be transmitted by casual contact, such as sharing a chair or a mug, there is no reason why people without the virus should fear being infected by normal daily interactions with someone who has HIV.
   - If we take anti-retroviral therapy, we can live a healthy, active life with HIV. Many famous film stars, actors, directors, academicians, politicians, and sports stars have all carried on life very effectively while being HIV positive.
   - Any of us could get or have the virus and so could any of our family or friends, even our parents. We should not treat other people in ways we would not want to be treated ourselves or see our family treated.
   - If communities reject people who have HIV, those who fear that they have it may try to hide it. This may stop them from seeking medical care, using condoms, and doing other important things for their own and others’ health. This will cause them great stress, harm their health, and place others at risk if they do not use condoms.
   - The law protects people who have HIV. It is illegal to discriminate against a person on the grounds that they have HIV or to force a person to have an HIV test.

Wrap-up

Let’s remind ourselves to think carefully about feelings – our own and other people’s.
Exercise F5: Caring for People with or Affected by HIV and AIDS

Aims
To reflect on problems experienced by those with HIV or by those affected by HIV, such as orphans
To consider how we can support people living with HIV or AIDS, as well as those people affected by it

Time
20 minutes

Materials needed
Flipchart paper and different coloured pens

Advanced preparation
Read through the exercise and write up questions from steps 2 and 3 if you think it will save time.

Facilitator’s notes
None

Directions
1. Explain that we are going to think about the problems people with HIV face and the problems others experience who have been affected by HIV, such as children who have lost parents because of HIV and AIDS.

2. Start by drawing a spider body on a flipchart and label it ‘Problems’. Ask: ‘What problems do people with HIV encounter?’ and ‘What problems do people face because of HIV?’ Write each question on a different leg of the spider. Write what girls say on different legs of the spider. Allow the girls to give all their ideas before moving on.

3. Ask: ‘What can we as family, friends, neighbours, and the community do to help with the different problems?’ Discuss potential solutions to each idea from step 2. Take a different coloured pen than was used in step 2 and note the ideas suggested next to each spider leg idea.

Wrap-up
Ask girls if they agree that we all face problems in life and there are always times in life when we need help from others. The principle of “ubuntu” is that, we should help others. It’s one of the most valuable gifts we have from our culture. Everyone faces problems, and we can get through our problems much more easily if we don’t have to do it on our own.
Closing Circle

Aim
To wind down

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions

1. Sit in a circle with everyone in the group at the same level, even you.

2. Say that you understand that this module has given us a lot of new information. Say that you would now like to bring the module to a close with a reminder of how much knowledge and experience we already have to share with each other.

3. Ask the girls to share one new thing they learnt during the module. Start with the girl to your right and go around the circle, finishing with yourself, so that everyone contributes.

4. Then, ask each girl to identify one thing she will share with someone else. Go around the circle again, but in the other direction, starting with the girl at your left.

5. Finish by thanking everyone once more for participating in this module. Remind girls of the nearest place they can go for HIV counselling and testing. Arrange a mutually convenient time and place for the next module, then say goodbye.

Wrap-up
None
Module G: Gender-Based Violence

Purpose

To explore violence in relationships

Facilitator’s notes

Before you do the module, find out if there are any girls’ organisations or NGOs that provide services for abused girls in your area. Find out their contact details so you can share them with your group.

**Exercises G2 and G4** have been adapted to the different age groups so that discussions will be age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling. Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

**In-school youth: Ages 15–19 years**

**Meeting 9**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>G1 Statues of Power</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>G2 Abuse in Relationships</td>
<td>80 minutes</td>
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</table>

**Meeting 10**

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>G4 Supporting Abused Girls</td>
<td>60 minutes</td>
</tr>
<tr>
<td>G5 Energizer</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
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<tr>
<td>In-school youth: Ages 10–14 years</td>
<td>2 hours 20 minutes</td>
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<tr>
<td><strong>Meeting 11</strong></td>
<td></td>
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<tr>
<td>Introduction</td>
<td>10 minutes</td>
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<tr>
<td>G1 Statues of Power</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
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<tr>
<td>G2 Abuse in Relationships</td>
<td>80 minutes</td>
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<tr>
<td><strong>Meeting 12</strong></td>
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<tr>
<td>G3 When Boys Get Violent</td>
<td>50 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<tr>
<td>G4 Supporting Abused Girls</td>
<td>60 minutes</td>
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<td>G5 Energizer</td>
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<tr>
<td><strong>Closing Circle</strong></td>
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<table>
<thead>
<tr>
<th>Out-of-school youth: Ages 20–24 years and 15–19 years</th>
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<tbody>
<tr>
<td><strong>Meeting 7</strong></td>
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</tr>
<tr>
<td>Introduction</td>
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</tr>
<tr>
<td>G1 Statues of Power</td>
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<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<tr>
<td>G2 Abuse in Relationships</td>
<td>80 minutes</td>
</tr>
<tr>
<td><strong>Meeting 8</strong></td>
<td>2 hours 10 minutes</td>
</tr>
<tr>
<td>G3 When Boys Get Violent</td>
<td>50 minutes</td>
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<tr>
<td><strong>Break</strong></td>
<td>5 minutes</td>
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<tr>
<td>G4 Supporting Abused Girls</td>
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<tr>
<td>G5 Energizer</td>
<td>10 minutes</td>
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<tr>
<td><strong>Closing Circle</strong></td>
<td>5 minutes</td>
</tr>
</tbody>
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Introduction

Aim

To remind ourselves of the previous module and what we did and learnt, and to begin a new module

Time

10 minutes

Materials needed

None

Advanced preparation

None

Facilitator’s notes

None

Directions

1. Sit in a circle with the group. Welcome everyone back to the new module on gender-based violence. Thank everyone for coming. Inquire about late-comers or non-attenders.

2. Ask each participant to share with the group something good that has happened to her since the last meeting.

3. Review the Module F. Ask the girls to remind us what we learnt together during the last module about HIV. Talk a bit about what we discussed about HIV and about condom use. Remind them if they have forgotten.

4. Explain that we are going on to discuss other things in this module, but will start, as usual, with a game.

Wrap-up

None
Exercise G1: Statues of Power

Aim
To look at the emotions that we associate with power and how these emotions affect us

Time
45 minutes

Materials needed
None

Advanced preparation
Refresh yourself before the exercise by reading through it.

For 10–14 year olds: Think of some examples of common situations of power/powerlessness that the girls in the group would find themselves in.

Facilitator’s notes
This exercise can activate strong associations and emotions quickly. Those who have strong emotional reactions might welcome an opportunity to talk about them or need a few minutes to by themselves to gather their thoughts. Take as much time as you need to talk through emotions.

Directions
1. Divide the group into pairs. Each pair is going to act out a still image, like a statue, that we will call a ‘tableau’ (pronounced ‘ta-BLOW’). The image will show one of the girls in a position of power and the other in a powerless position. Give 10–14 years old girls a few examples of how this could look.
2. Tell the girls that they’ll have a few minutes to prepare their first tableau. Then they’ll have another few minutes to prepare a second tableau, in which they swap around so that the powerful figure becomes the powerless and vice versa.
3. When they have prepared both tableaux, give each pair the opportunity to show them to the rest of the group. Ask the girls for quick comments about what they observe. Ask both members of each tableau to express what they are feeling in one word (e.g., hurt, proud, scared, confused, humble).
4. Begin a discussion and feedback session where you ask girls to reflect on the following questions. Remember to give the girls ample opportunity to discuss how they feel and what emotions might have come up for them.
   - Which of the two positions felt more familiar to you?
   - Can you relate any of the emotions you felt to situations in your lives?
   - What did you feel for the powerless person when you were in the powerful position, and vice versa?

Wrap-up
Ask girls what new things they learnt from doing this exercise. Thank them for participating because you know this exercise can bring up memories and emotions very quickly. Say to them that we may all be feeling some more strong emotions as we work through this module and it’s okay for us to express them in the safety of our group.
Exercise G2: Abuse in Relationships

Aims
To enable girls to think about abuse in relationships
To distinguish between the use of physical force and other forms of abuse
To know what to do if you have been raped

Time
80 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Review the notes on abuse in step 2 to prepare yourself for the discussion.
Write the following questions for step 7 on flipchart paper:
- What should a person do if they have been raped or sexually abused?
- Where can they go for help?
- What different kinds of treatment do they need?
Make sure you have contact details for institutions that could help the girls in times of crisis, like Young Women’s Christian Association (YWCA), should they need them.
Remember that if you have ever been abused, you will need to prepare yourself emotionally to talk about abuse.

Facilitator’s notes
Many girls find it particularly difficult to talk about how their partner abuses them because they feel that they are to blame or responsible because they ‘chose’ this boy.

Boys who are hurt by their partner’s behaviour may also find it very difficult to talk about. They may feel that it threatens the image other people have of them as boys. Share this with the girls, and encourage them to think about the situations of others if it is easier than personalising it.

Directions
1. To introduce this exercise, say we are going to think about abuse in relationships. We have all seen this happening in our families and neighbourhoods. We are going to start this exercise as a whole group, thinking of all the different types of abuse in relationships.

2. Encourage the group to suggest non-physical and physical types of abuse. Make sure that at least one example from each of the categories of abuse listed below has been suggested.

- **Emotional and psychological abuse** may include: insults like ‘You’re so ugly’ or ‘You’re so useless’; being put down in front of others; controlling movement, e.g., forbidding a partner to leave the yard or house or from seeing family and friends; wanting to know everything a partner does; offering no help with work in the home; preventing a girl
partner from speaking with other boys; hurting something or someone she loves to punish and scare her; not caring about a partner’s health and wellbeing; making a partner know you have other partners; making a partner know you don’t love him/her; yelling, throwing things, and threatening violence.

- **Financial abuse** may include: refusing to support your children; taking a partner’s earnings; not sharing the money in the home fairly.

- **Physical and sexual violence** may include: slapping, beating, pinching, hair pulling, threatening, or attacking with a weapon; locking a partner in a room; forcing a partner to have sex (this is rape) or do something sexual they do not want to do (sexual abuse).

- Many boys say it’s abuse when their partners do not do domestic work at home, such as cooking, ironing, and cleaning. It is very important that you challenge this and say that when we talk about emotional abuse and hurt we are referring to unfair treatment. Is it fair that girls should be expected to cook and clean when boys eat at home?

- Not all gender-based violence or violence against children that adolescent girls experience is from a boyfriend, husband, or sexual partner. Any person, including a relative, teacher, or friend, especially those who are male, can be abusive and violent toward adolescent girls.

3. Divide the girls into groups of four or five. Ask the groups to develop a very short role play showing ways that partners may hurt each other.

4. Invite the groups to take turns presenting these role plays to the whole group. After each group has finished, ask the characters to stay in their roles for a few minutes while you invite the rest of the group to ask the character questions, such as:
   - How does she feel when he does this? What does she fear?
   - Why does he do this? How does he feel?
   - Is there anyone else present? Who? How do they feel?
   - What does the girl do next? Why?
   - What can a person do to help himself or herself when they experience such problems?

5. Now ask the groups to replay their role plays showing some of the strategies they came up with in discussion using the last two questions.

6. Remind the girls that what they are doing is just a role play. Though the role play can evoke quite strong emotions, it is important to remember that they are just acting.

7. Divide the girls into different small groups, and give them flipchart paper and pens. Post the flipchart paper you prepared with the three questions and ask the groups to discuss answers among themselves and write them down on their flipchart paper.
8. Ask the groups to present their work. Make sure they cover the following information.
   - Someone who is raped needs to get help. They must go to a clinic or hospital where they can get post-exposure prophylaxis (PEP), which is anti-retroviral medicine that can help prevent HIV. You also need medication to help prevent other STIs and pregnancy. You must get PEP within 72 hours of being raped.
   - A person who has been raped also needs support and counselling to help him or her deal with the trauma of rape. Counselling helps you claim back your strength and your life.
   - Reporting the rape could help bring the rapist to justice and could prevent that person from raping again.
   - Your friends and family need to understand what has happened to you. They need to support you and never blame you for what happened.
   - In Stepping Stones, we refer girls to institutions that provide post gender based violence care services for support if they have been raped or abused.

Wrap-up

Thank everyone for participating in this exercise. Acknowledge that it is a difficult topic, but that it is very important to understand abuse in relationships if we want to be in non-abusive relationships. Remind the girls that they, or people they know in abusive relationships, can get help.
Exercise G2: Rape, Sexual Abuse, and Other Kinds of Abuse

Aims
To enable girls to think about abuse in relationships
To distinguish between the use of physical force and other forms of abuse
To know what to do if you have been raped

Time
80 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Make sure you have contact details for institutions like Young Women’s Christian Association (YWCA) should the girls need them.

Read this exercise thoroughly a few times. You might want to talk to your district coordinator about what the girls might say and how they might respond.

Remember that if you have ever been abused, you will need to prepare yourself emotionally to talk about abuse.

Particularly review the notes on abuse in step 2 so you’re prepared for the discussion.

Write the following questions for step 7 on flipchart paper.
- What should a person do if they have been raped or sexually abused?
- Where can they go for help?
- What different kinds of treatment do they need?

Facilitator’s notes
Many girls find it particularly difficult to talk about the ways in which their partner abuses them because they feel that they are to blame or responsible because they ‘chose’ this boy.

Invite the girls to talk to you privately if they need to. Set up appointments with professional counsellors if girls have been abused. Be affirming and make it clear that you believe a girl who says she is being abused. Say that you will find help for her together, but don’t try to counsel her yourself because you are not qualified to do so.

Directions
1. To introduce this exercise, say that we are going to think about abuse in relationships. We all have seen this happening in our families and neighbourhoods. We are going to start this exercise as a whole group, thinking of all the different types of abuse in relationships.

2. Ask the group to suggest non-physical and physical types of abuse. Make sure that at least one example from each of the categories of abuse listed below is suggested during the discussion.
• **Rape** is when someone forces a penis, fingers, or an object into a person’s vagina, mouth, or anus; makes the victim hold or rub any part of him or herself against the rapist’s private parts; or rubs any part of the rapist’s body or an object against the victim’s private parts. Private parts include our vagina, inner thighs, breasts, and anus.

• **Physical abuse** is when someone hurts or injures our bodies on purpose. This can be when someone forces us to stay in an uncomfortable position, like kneeling on rough ground or with your arms above your head, for a long time; smacks, hits, or pushes you; roughly pulls or pinches your ears, hair, or any other part of your body; or uses a pipe, belt, cane, or sjambok to beat you.

• **Sexual abuse** happens when someone talks to us about sex, tells jokes about sex, or makes sexual comments or comments about our bodies that make us feel uncomfortable; calls us rude sexual names; sends us, shows us, or forces us to watch sexual images in magazines, in movies, or on phones; tries to get us to trade having sex with them for things like good marks at school, food, or clothes; or touches, pinches, or grabs our private parts.

• **Sexual grooming** happens slowly, so we can struggle to realise what is happening. This is when a person, usually an adult, shows us a photograph or picture that is sexual or sends us messages that start off making us feel nice, but then start to make us feel uncomfortable. The abuser tries to trick us into doing things that we feel guilty or wrong about afterward. Then, the abuser will tell us that we’ve already done naughty things and that they’ll tell or blame us if we don’t have sex with them or let them touch us sexually. Remember that they are trying to trick us and we never need to feel guilty if we were tricked into something. We should never let feelings of guilt make us do something sexual or uncomfortable.

• **Emotional and psychological abuse** happens when people insult us and call us names like ‘You’re so ugly’, ‘You’re so stupid’, or ‘You’re lazy’. When people say these things to us they make us feel bad about ourselves; blame us for things we didn’t do; bully us into doing things we don’t want to do (make sure girls understand how this is different from discipline); compare us with other people in a bad way, such as ‘Your sister is much cleverer than you’ or ‘Why can’t you be like your cousin’; shout or swear at us; try to make us feel humiliated or ashamed; ignore us or rejects us as a punishment; or make us watch them hurting other people or animals.

• **Child neglect** is when a parent or caregiver on purpose stops a child from getting their basic needs, like food, shelter, clothes, and a chance to wash and be clean. It is also neglect when caregivers leave a child on their own when they should know it is not right or safe. Children are often neglected and harmed when their parents or caregivers get drunk, take drugs, or abuse someone else.

• **Gender inequality** is when people force us to do something, treat us a certain way, or deny us something just because we are girls. It’s fair to expect children to do chores in the house, like helping with cleaning, cooking, or gardening, or for older children to look after younger siblings. But, all children should be expected to do the same work and
the same amount of work. It is also gender inequality when girls are expected to do what boys tell them. This can lead to physical and sexual abuse of girls by boys of their own age or older.

- Many men say it’s abuse when women do not do domestic work at home, such as cooking, ironing, and cleaning. It is very important that we challenge this and say that when we talk about emotional abuse and hurt we are referring to unfair treatment. Is it fair that girls should be expected to cook and clean when boys eat at home?

- Not all gender-based violence or violence against children that adolescent girls experience is from a boyfriend, husband, or sexual partner. Any person, including a relative, teacher, or friend, especially those who are male, can be abusive and violent toward adolescent girls.

3. Divide the girls into small groups of four or five. Ask the groups to develop a very short role play showing how people hurt each other.

4. Invite the groups to take turns presenting these role plays to the whole group. After each role play, ask the girls to say in character for a few minutes while you invite the rest of the group to ask the character questions, such as the following:
   - How does she feel when he does this? What does she fear?
   - Why does he do this? How does he feel?
   - Is there anyone else present? Who? How do they feel?
   - What does the girl do next? Why?
   - What can a person do to help himself or herself when they experience such problems?

5. Now ask the groups to replay their role plays showing some of the strategies they came up with in discussion using the last two questions.

6. Remind the girls that what they are doing is just a role play. Though the role play can evoke quite strong emotions, it is important to remember that they are just acting.

7. Divide the girls into different small groups, and give them flipchart paper and pens. Post the flipchart paper you prepared with the three questions and ask the groups to discuss answers among themselves and write them down on their flipchart paper.

8. As the groups to present their work. Make sure they cover the following:
   - Someone who is raped needs to get help. They must go to a clinic or hospital where they can get post-exposure prophylaxis (PEP). This is anti-retroviral medicine that can help prevent HIV. You also need medication to help prevent other STIs and pregnancy. You must get PEP within 72 hours of being raped.
A person who has been raped also needs support and counselling to help them deal with the trauma of rape. Counselling helps you claim back your strength and your life.

Reporting the rape could help bring the rapist to justice and could prevent that person from raping again.

Your friends and family need to understand what has happened to you. They need to support you and never blame you for what happened.

In this Stepping Stones programme we refer girls to GBV one stop centers, University Teaching Hospital, and the YWCA of Zambia for support if they have been raped or abused.

Wrap-up

Thank everyone for participating in this exercise. Acknowledge that it is a difficult topic, but that it is very important to understand abuse in relationships if we want to be in non-abusive relationships.

Abuse can happen to anyone and anyone can be an abuser.

All forms of abuse are against the law. Abuse always harms us and affects the way we feel about ourselves and others. It can affect how we perform at school and how we expect people to treat us. It’s very important that we get help for our bodies and minds to help us heal.

Children must never ever be blamed for abuse. It is never your fault. It doesn’t matter what we are wearing, what we drink, or what we say. It is against the law to have forced sex with someone who doesn't want sex, even if you are married to them.

Often girls (and boys) get sexually excited when they are abused or sexually groomed, which leads to serious feelings of guilt and shame. They feel they have somehow let things happen. This is not true. Our bodies can react to sexual stimulation in this way, even when the stimulation is unwanted or forced. This does not mean we wanted it to happen.

If we are being abused, we must find an adult we trust and tell them. Even if they don't listen at first, we must keep telling until someone listens.
Exercise G3: When Boys Get Violent

Aims
To think about sources of help for girls who are abused
To think about problems girls may encounter when seeking help from these sources and ways to strengthen help for abused girls

Time
50 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Make sure you’re knowledgeable about the laws regarding rape and abuse so you can inform the girls later in the exercise.

Facilitator’s notes
None

Directions
1. Explain that you recognise that both boys and girls can hurt each other, but boys are much more powerful than girls in our society. So the impact of boys’ abuse of girls is much greater. For that reason, we are now going to focus on situations in which girls are abused by boys.

2. In this exercise we are going to reflect on the consequences that may follow physical and sexual violence for victims and perpetrators. It is important to consider the immediate consequences in terms of their feelings, for the relationship, help-seeking actions, possible punishments, and the long-term implications of those punishments.

3. Ask the girls to divide into four groups, and give each group a piece of flipchart paper and a pen. Explain that we want to start by considering physical violence by boys against girls.

4. Ask the groups to divide the page into two. On the one side, groups record all the consequences for girls as victims of physical violence. On the other side, write about the possible consequences boys may face if they physically hit or harm girls.

5. Ask the groups to come back together. Invite them to report back on their discussions. Make sure that the following consequences are discussed.

- **Consequences for girls as the victims** may include: physical injuries, depression, anxiety, fear, difficulty sleeping, being frightened of it happening again, hating him, divorce or leaving the relationship, death, taking another boyfriend who loves her, reporting abuse to the police and getting a protection order, moving to a shelter, reporting to the family.
appropriate for all ages

- **Consequences for boys as the abuser** may include: feeling guilty, feeling bad about himself, fear he will get punished, being arrested and possibly jailed with implications for school completion and working life, divorce/relationship splitting up, losing her love, becoming more jealous, embarrassment caused by the family becoming involved, being shunned by friends or family

6. If no one raises the law on domestic violence during discussion, ask whether anyone knows if there is a law against hitting your wife or girlfriend. If anyone says yes, ask them to tell the group what it says. Provide information on the law if no one knows about it. Refer to the guide.

7. Ask the girls to return to their small groups. Give each group each another piece of flipchart paper. This time, ask them to consider the consequences that follow sexual violence with girls as victims and boys as perpetrators. They can split the paper in half again and write these down.

8. Bring the small groups back together and ask them to share their discussions.

9. Ask if anyone knows about the law and rape. Ask what is defined as rape under the law and whether anyone can explain it. Provide information on the law around rape if needed.

**Wrap-up**

Ask the girls to stand in a circle, hold hands in silence, and focus on their breathing only for a minute or so.

Remind them that it is important to consider the immediate and long-term consequences and things that can be done to get help.
Exercise G4: Supporting Abused Girls

Aim
To develop and practise ways to help and support abused girls in the community

Time
60 minutes

Materials needed
None

Advanced preparation
Go through the exercise beforehand to remind yourself how it works. As with many role plays, this exercise may raise difficult feelings.

Facilitator’s notes
None

Directions
1. Explain that in this exercise we are going to consider how people like us can help when we see a person being mistreated.

2. Ask for four volunteers to do a role play of a situation of abuse or of where it looks as if abuse will occur that one of them has witnessed. The four characters are the perpetrator, the victim, and two bystanders (one male and one female). Ask them to act the scene to the group.

3. After the role play, ask the two bystanders:
   • How do you feel witnessing this scene?
   • What could you do to stop or help the situation?

4. Then ask for the role play to be run again. This time, the bystanders act to help the situation or stop the abuse.

5. Ask the rest girls to discuss the second role play.
   • Did this seem real for their community?
   • Do they have any other ideas?
   • Could they do the same as what the bystanders did?

6. Ask for another four volunteers to do another role play. This time they will role play sexual violence.

7. After the role play, again ask the two bystanders:
   • How do you feel witnessing this scene?
   • What could you do to stop it or help the situation?

8. Then ask for the role play to be run again. This time, the bystanders act to help the situation or stop the abuse.
9. Ask the rest of the girls to discuss this role play.
   - Did this seem real for their community?
   - Any other ideas?
   - Could they do the same as the bystanders did?

10. Ask for a third group of volunteers and repeat the exercise. Remind all the role players to step out of their characters and back into themselves when they’re done.

11. Say that violence against girls hurts all of us. It greatly hurts girls and it makes good boys feel bad that other boys behave in these ways. We have power to stop it if we make it clear that we think that violence is wrong, that no girl deserves to be beaten or forced into sex, and that we will not tolerate it in our community. We have the power to stop violence against girls!

12. If people do not have ideas about what could be done, you could suggest the following.
   - When neighbours hear a girl being beaten they could pick up some wood and start beating a cooking pot. In this way, the abuser will know that the community knows he is beating his wife or girlfriend.
   - The neighbours could come and try to take the child(ren) to their home for the night to protect them or they could fetch the police.
   - If the situation was in a bar and a girl was being harassed or someone was trying to trick her into going with him, others witnessing could intervene to protect her and tell him to leave her alone or ask the owner to make him leave the bar.

Wrap-up

Say to girls that through this exercise we’ve realised we have the power to stop violence against girls!
Exercise G4: Supporting Abused Girls

Aim
To develop and practise ways to help and support abused girls in the community

Time
60 minutes

Materials needed
None

Advanced preparation
Go through the exercise beforehand to remind yourself how it works. As with many role plays, this exercise may raise difficult feelings.

Facilitator’s notes
None

Directions
1. Explain that in this exercise we are going to consider how people like us can help when we see a person being mistreated.

2. Ask for four volunteers to do a role play of a situation of abuse or where it looks as if abuse will occur that one of them has witnessed. The four characters are: the perpetrator, the victim, and two bystanders (one male and one female). Ask them to act the scene to the group.

3. After the role play ask the two bystanders:
   • How do you feel witnessing this scene?
   • What could you do to stop or help the situation?

4. Then ask for the role play to be run again. This time, the bystanders act to help the situation or stop the abuse.

5. Ask the rest girls to discuss the second role play.
   • Did this seem real for their community?
   • Do they have any other ideas?
   • Could they do the same as what the bystanders did?

6. Ask for another four volunteers to do another role play. This time they will role play sexual violence.

7. After the role play, again ask the two bystanders:
   • How do you feel witnessing this scene?
   • What could you do to stop it or help the situation?

8. Then ask for the role play to be run again. This time, the bystanders act to help the situation or stop the abuse.
10. Ask the rest of the girls to discuss this role play.
   - Did this seem real for their community?
   - Any other ideas?
   - Could they do the same as the bystanders did?

11. Ask for a third group of volunteers and repeat the exercise. Remind all the role players to step out of their characters and back into themselves when they’re done.

12. Say that violence against girls hurts all of us. It greatly hurts girls and it makes good boys feel bad that other boys behave in these ways. We have power to stop it if we make it clear that we think that violence is wrong, that no girl deserves to be beaten or forced into sex, and that we will not tolerate it in our community. We have the power to stop violence against girls!

13. Children should never try to intervene in a situation or even say something to an adult who is being violent. The first thing for children to do is to get away and call an adult who will help.

14. Discuss with the girls how children can encourage and join adults in stopping violence. They may have their own ideas about what to do, but you can add these.
   - The first way to bring about change is to change ourselves. Make sure that girls know that their own attitudes and the way they behave can make a very big difference in their families and communities.
   - Children can talk to others about how women and girls should be treated. Many people are not aware of the laws of the country that protect women and children.
   - When neighbours hear a girl being beaten, they could pick up some wood and start beating a cooking pot. This way, the abuser will know that the community knows he is beating his wife or girlfriend.
   - The neighbours could come and try to take the child(ren) to their home for the night to protect them or they could fetch the police.
   - If the situation was in a bar and a girl was being harassed or someone was trying to trick her into going with him, others witnessing could intervene to protect her and tell him to leave her alone or ask the owner to make him leave the bar.

**Wrap-up**

Say to girls that through this exercise we’ve realised we have the power to stop violence against girls!
Exercise G5: Energizer

Aim
To lighten the mood and energise everyone with laughter and movement

Time
10 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. As the girls sit in a circle and you stand in the middle of it. Everyone but you need to have an established place to sit. For instance, if the girls are sitting on mats, agree how many should be sharing each mat before the game begins.

2. Ask the girls to choose three different animal names. Then go round the circle, naming each participant in turn with these animals. For instance, the first person could be a hippo, the next a leopard, and the third an elephant. The fourth would then be another hippo, the fifth a leopard, the sixth an elephant, and so on. Go round the whole circle until everyone, including yourself, has one of the three animal names.

3. Explain that you are going to call out one of the animal names. Everyone with that name has to jump up and find somewhere else to sit in the circle. You are also going to find a place to sit. The person who doesn’t find a new place will be left in the middle and will have to call out the next animal.

4. Add that if someone calls out ‘ALL!’ everyone has to jump up and find another place to sit.

Wrap-up
None
Closing Circle

Aim
To enjoy a winding down exercise

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions

1. Say that in this module we discussed a lot of areas that people find very difficult to discuss.

2. Say that you would now like to bring the module to a close with a reminder of how much knowledge and experience we already have to share among ourselves.

3. Ask the participant to your right to share with the group one new thing she learnt today. Then ask the next person to speak. Go around the circle, so that everyone has made a contribution.

4. Then go round the circle in the other direction, asking each person to identify one thing from this module that she will share with someone else.

5. Finish by thanking everyone once more for coming to this module. Arrange a mutually convenient time and place for the next module.

Wrap-up
None
Module H: Let’s Support Ourselves

Purpose

To find new skills to change the ways we behave

Facilitator’s notes

Exercises H2 and H3 have two versions each for the different age groups (20–24 years/15–19 years and 10–14 years) to ensure that discussions are age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.

Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

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<table>
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</thead>
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</table>
### Out-of-school youth: Ages 20–24 years and 15–19 years

#### Meeting 9  
2 hours 45 minutes

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Introduction

Aim

To remind ourselves of the previous module and what we did and learnt, and to begin a new module

Time

5 minutes

Materials needed

None

Advanced preparation

Refresh your memory on what you did in the previous module.

Facilitator’s notes

None

Directions

1. Sit in a circle with the group. Welcome everyone back to the new module. Thank everyone for coming. Inquire about late-comers or non-attenders.

2. Ask each girl to share with the group something good that has happened to her since the last meeting.

3. Review the last module. Ask the girls to remind us what we learnt together in the last module and if they have any questions or issues that they need clarity on.

4. Explain that in this module, we are going on to discuss ways in which we can support ourselves.

Wrap-up

None
Exercise H1: Hand Push

Aims
To energise the group
To introduce the idea of conflict

Time
10 minutes

Materials needed
None

Advanced preparation
Read over the exercise beforehand.

Facilitator’s notes
None

Directions
1. Ask girls to form two lines facing each other. Call one line ‘Line 1’ and the other ‘Line 2’. Each girl touches palms with the girl facing her in the other line.

2. Ask all the girls in Line 1 to start pushing against the person in Line 2, only using their palms. The girls in Line 2 can respond in any way they like.

3. After 30 seconds or so, ask everyone to stop and change roles. This time Line 2 members should push against Line 1 members, and Line 1 members can respond as they choose.

4. After another 30 seconds or so, ask everyone to sit down in a big circle.

5. Ask the girls how they felt doing this exercise.
   • Did they respond by pushing back, giving in, or something else?
   • How did this relate to their real-life experience of conflict, for example, in their relationship?
   • When someone pushes should they give up or fight back?

Wrap-up

Wrap up by saying that there are no right or wrong answers to how we respond. But, sometimes how we respond influences our relationships and tells the other person how they can treat us.
Exercise H2: Attack, Avoid, and Manipulate

Aims
To gain an understanding of assertive and unassertive behaviour
To recognise how we usually behave
To remind ourselves of verbal and body language clues that warn us of an attitude or type of behaviour in others
To notice these signs in ourselves and use them as an opportunity to recognise what kind of response we are likely to get, and to check that it is what we want

Time
80 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Make sure you are familiar with the terms ‘attacking’, ‘avoidant’, ‘manipulative’, and ‘assertive’ and behaviours that represent these terms. Some examples for the first three are provided in step 3.
Prepare some examples that are familiar for your group’s context to demonstrate attacking, avoidant, and manipulative behaviours. This includes body language and verbal language.
Write or print out a copy of the mother’s part in step 7 for the girls who will participate.

Facilitator’s notes
None

Directions
1. Sit in a circle with the girls.
2. Explain that when people want to influence the behaviour of others, they sometimes communicate in ways that are not very helpful. In this exercise we are going to look more deeply at how we try to influence the behaviour of others. We will also look more deeply at ways we respond when others try to influence us. In particular, we are going to think of ways we communicate that are assertive, attacking, avoidant, or manipulative. All of us use some of these strategies some of the time. In this exercise we want to work out how we try to influence the behaviour of others or ways we respond when others try to influence us. We want to look more deeply into these.
3. Start by explaining to the girls what attacking, avoidant, and manipulative behaviour is, compared to assertive behaviour and why being assertive is so important. Use the following notes as a guide for this conversation.
• **Assertiveness:** Assertiveness involves telling someone exactly what you want in a way that does not seem rude or threatening to them. When you are assertive, you stand up for your rights without endangering the rights of others.

Assertiveness has as much to do with body language as with what we say, and what we say is often unconsciously influenced by our own body language. If we adopt defensive physical postures, such as looking down or hunching our shoulders, we are unlikely to speak assertively. On the other hand, if we adopt assertive body language, speaking assertively may be easier. An assertive response is a centred response. We are balanced, we don’t lean forward in an attack mode, and we don’t lean backward in an avoiding mode.

Although most of our confrontations are verbal rather than physical, there are often **visual signs**, even if they are tiny, of our body going on the attack or defence. This exercise is a step toward using the signs we get and building up a desired response, rather than an immediate reaction.

You are being assertive when you use ‘I’ statements, look the person in the eye, don’t whine or be sarcastic, and use your body to show calmness and confidence. We will learn about ‘I’ statements in the next exercise.

• **Aggressiveness/attacking:** Aggressive behaviour is when you express your feelings, opinions, and desires in a way that threatens or punishes the other person. You insist on your rights while denying others their rights. Aggressive or attacking behaviour includes shouting, demanding, not listening to others, saying others are wrong, leaning forward, looking down on others, wagging a finger or pointing, threatening, or fighting.

• **Passiveness/avoidance:** With avoidance, you give in to the will of others. You hope you will get what you want without actually having to say it. You leave it to others to guess what you want or you let them decide for you. Passive behaviour includes talking quietly, giggling nervously, looking down or looking away, sagging shoulders, avoiding disagreement, or hiding your face in your hands.

• **Manipulation:** With manipulative behaviour, you whine (complain/moan), you look as if you are about to cry but are trying to stop yourself, or you may pretend at first to be passive but then manipulate through their speech, e.g. ‘Of course I cannot stop you going for work. Although I guess that your sister will have to stop school because there won’t be anyone at home to look after her.’

4. Ask the girls to think of types of behaviour that are attacking, avoidant, or manipulative. Pull out a flipchart, divide the paper into three columns, and label each column either ‘attacking’, ‘avoidant’, or ‘manipulative’. Ask the group to suggest things that people may say or ways they may behave, then suggest whether these ways of talking or behaving are attacking, avoidant, or manipulative. Write the girls’ suggestions on the flipchart paper in the appropriate column. Some potential ways of talking or behaving are listed below for reference.
### Attacking
- Nagging
- Shouting
- Interrupting
- Exploding
- Warning (‘If you do this!’)
- Correcting (‘Look at the facts!’)
- Persisting (‘I am right!’)
- Insulting
- Sarcasm
- Revenge (‘I’ll get you back!’)

### Avoidant
- Withdrawal
- Sulking in silence
- Being angry with the wrong person
- Avoiding conflict at all costs
- Talking behind someone’s back
- Trying to forget about the problem
- Not saying what you think
- Not being honest to avoid
- Hurting the other person
- Pretending to agree
- Being polite but feeling angry

### Manipulative
- Threatening to leave or to kill yourself
- Begging and pleading
- Making others feel guilty
- Emotional blackmail

5. It may help to test the group’s understanding by asking them to volunteer one example of each type of behaviour; they may even want to act this out. When you are certain the girls understand the meaning of each term, then ask the group to brainstorm different types of behaviour that fit into each category.

6. Remind the group that we all behave in these ways some of the time. Often a particular behaviour may be the easiest way of dealing with a situation in the short term. But, there can be problems in the long term. For example, if you are usually fairly passive or avoidant, people can take you for granted. If you are usually manipulative, people may come to dislike and avoid you.

7. Demonstrate to the group different ways of responding when confronted with any of these ways of talking or behaving. Ask the girls to identify the way you are behaving. Use this opportunity to see if the girls can identify assertive behaviour.

8. To demonstrate, you might want to role play with a girl who acts the part of your mother. If there is a girl who can read, ask her to read out a part of a conversation (otherwise tell it to her and ask her to remember it). Repeat the scene four times using different girls each time if you can, with you acting a different response each time. The mother’s statements and your four responses are below. After each role play, ask the group to identify the type of behaviour you acted.
• **Girl/mother:** I don’t want you to go to college in Lusaka. You need to stay at home and help me look after your sisters. I need the money you make from selling potatoes and tomatoes at the local market to help me buy food.

• **Attacking response:** You are just jealous because you never had the chance to get an education. Do you want me to end up a useless poor girl like you? You can forget it if you think I’m staying here one day longer.

• **Passive/avoidant response:** Okay, I won’t go. You are my mother and I have to do what you say.

• **Manipulative response:** Okay, I won’t go. But, you’ll see. I will end up pregnant in a few months like all my friends. Then, you can bring up the child because it will be your fault.

• **Assertive response:** I understand that it will be difficult for you, but I think I should go. It’s only for two years and then I will be able to earn a lot of money as a secretary. I may even be able to build a new house for you. Mary is old enough to take over selling vegetables at the local market if you help her at first, so you should be able to get by.

9. Ask the group to split up into pairs for another role play. Ask them to think of a time when they used attacking, avoidant, or manipulative behaviour and to act out a short role play to show an example of either of the types of behaviours.

10. Reassemble the whole group. Invite a few pairs to do their role plays in front of the whole group (you probably will not have time for them all). After each role play, discuss the following questions.
   • Why did the person behave in an attacking/avoidant/manipulative way?
   • How did they show they were attacking/avoiding/manipulating with their words and body language?
   • What was the effect of their behaviour on the situation?
   • Can you suggest a different way of behaving?

11. After all the groups have finished presenting their role plays, lead a discussion using the following questions.
   • What signs can help us recognise and even predict others’ behaviour?
   • What signs can we learn to recognise in ourselves that warn us that we are going to behave in an unassertive way?
   • How can we change the way we behave and begin to learn a new response?
   • How does it feel to change our body position?

**Wrap-up**

Suggest that the girls make a point of observing their own and others’ behaviour in situations. Ask them to experiment in their interactions with others by applying what they have learnt during this exercise.
Exercise H2: Attack, Avoid, and Manipulate

Aims

To gain an understanding of assertive and unassertive behaviour
To recognise how we usually behave
To remind ourselves of verbal and body language clues that warn us of an attitude or type of behaviour in others
To notice these signs in ourselves and use them as an opportunity to recognise what kind of response we are likely to get, and to check that it is what we want

Time

80 minutes

Materials needed

Flipchart paper and pens

Advanced preparation

Make sure you are familiar with the terms ‘attacking’, ‘avoidant’, ‘manipulative’, and ‘assertive’ and behaviours that represent these terms. Some examples for the first three are provided in step 3.

Prepare some examples that are familiar for your group’s context to demonstrate attacking, avoidant, and manipulative behaviours. This includes body language and verbal language.

Write or print out a copy of the mother’s part in step 7 for the girls who will participate.

Facilitator’s notes

None

Directions

1. Sit in a circle with the girls.

2. Explain that when people want to influence the behaviour of others, they sometimes communicate in ways that are not very helpful. In this exercise we are going to look more deeply at how we try to influence the behaviour of others. We will also look more deeply at ways we respond when others try to influence us. In particular, we are going to think of ways we communicate that are assertive, attacking, avoidant, or manipulative. All of us use some of these strategies some of the time. In this exercise we want to work out how we try to influence the behaviour of others or ways we respond when others try to influence us. We want to look more deeply into these.

3. Start by explaining to the girls what attacking, avoidant, and manipulative behaviour is, compared to assertive behaviour and why being assertive is so important. Use the following notes as a guide for this conversation.

- **Assertiveness**: Assertiveness involves telling someone exactly what you want in a way that does not seem rude or threatening to them. When you are assertive, you stand up for your rights without
endangering the rights of others. Assertiveness has as much to do with body language as with what we say, and what we say is often unconsciously influenced by our own body language. If we adopt defensive physical postures, such as looking down or hunching our shoulders, we are unlikely to speak assertively. On the other hand, if we adopt assertive body language, speaking assertively may be easier. An assertive response is a centred response. We are balanced, we don’t lean forward in an attack mode, and we don’t lean backward in an avoiding mode.

Although most of our confrontations are verbal rather than physical, there are often visual signs, even if they are tiny, of our body going on the attack or defence. This exercise is a step toward using the signs we get and building up a desired response, rather than an immediate reaction.

You are being assertive when you use ‘I’ statements, look the person in the eye, don’t whine or be sarcastic, and use your body to show calmness and confidence. We will learn about ‘I’ statements in the next exercise.

- **Aggressiveness/attacking:** Aggressive behaviour is when you express your feelings, opinions, and desires in a way that threatens or punishes the other person. You insist on your rights while denying others their rights. Aggressive or attacking behaviour includes shouting, demanding, not listening to others, saying others are wrong, leaning forward, looking down on others, wagging a finger or pointing, threatening, or fighting.

- **Passiveness/avoidance:** With avoidance, you give in to the will of others. You hope you will get what you want without actually having to say it. You leave it to others to guess what you want or you let them decide for you. Passive behaviour includes talking quietly, giggling nervously, looking down or looking away, sagging shoulders, avoiding disagreement, or hiding your face in your hands.

- **Manipulation:** With manipulative behaviour, you whine (complain/moan), you look as if you are about to cry but are trying to stop yourself, or you may pretend at first to be passive but then manipulate through their speech, e.g. ‘Of course I cannot stop you going for work. Although I guess that your sister will have to stop school because there won’t be anyone at home to look after her.’

4. Ask the girls to think of types of behaviour that are attacking, avoidant, or manipulative. Pull out a flipchart, divide the paper into three columns, and label each column either ‘attacking’, ‘avoidant’, or ‘manipulative’. Ask the group to suggest things that people may say or ways they may behave, then suggest whether these ways of talking or behaving are attacking, avoidant, or manipulative. Write the girls’ suggestions on the flipchart paper in the appropriate column. Some potential ways of talking or behaving are listed below for reference.
### Module H: Let’s Support Ourselves

<table>
<thead>
<tr>
<th>Attacking</th>
<th>Avoidant</th>
<th>Manipulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nagging</td>
<td>Withdrawal</td>
<td>Threatening to leave or to kill yourself</td>
</tr>
<tr>
<td>Shouting</td>
<td>Sulking in silence</td>
<td>Begging and pleading</td>
</tr>
<tr>
<td>Interrupting</td>
<td>Being angry with the wrong person</td>
<td>Making others feel guilty</td>
</tr>
<tr>
<td>Exploding</td>
<td>Avoiding conflict at all costs</td>
<td>Emotional blackmail</td>
</tr>
<tr>
<td>Warning ('If you do this!')</td>
<td>Talking behind someone’s back</td>
<td></td>
</tr>
<tr>
<td>Correcting ('Look at the facts!')</td>
<td>Trying to forget about the problem</td>
<td></td>
</tr>
<tr>
<td>Persisting ('I am right!')</td>
<td>Not saying what you think</td>
<td></td>
</tr>
<tr>
<td>Insulting</td>
<td>Not being honest to avoid</td>
<td></td>
</tr>
<tr>
<td>Sarcasm</td>
<td>Hurting the other person</td>
<td></td>
</tr>
<tr>
<td>Revenge ('I’ll get you back!')</td>
<td>Pretending to agree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being polite but feeling angry</td>
<td></td>
</tr>
</tbody>
</table>

5. It may help to test the group’s understanding by asking them to volunteer one example of each type of behaviour; they may even want to act this out. When you are certain the girls understand the meaning of each term, then ask the group to brainstorm different types of behaviour that fit into each category.

6. Remind the group that we all behave in these ways some of the time. Often a particular behaviour may be the easiest way of dealing with a situation in the short term. But, there can be problems in the long term. For example, if you are usually fairly passive or avoidant, people can take you for granted. If you are usually manipulative, people may come to dislike and avoid you.

7. Demonstrate to the group different ways of responding when confronted with any of these ways of talking or behaving. Ask the girls to identify the way you are behaving. Use this opportunity to see if the girls can identify assertive behaviour.

8. To demonstrate, you might want to role play with a girl who acts the part of your mother. If there is a girl who can read, ask her to read out a part of a conversation (otherwise tell it to her and ask her to remember it). Repeat the scene four times using different girls each time if you can, with you acting a different response each time. The mother’s statements and your four responses are below. After each role play, ask the group to identify the type of behaviour you acted.
• **Girl/mother:** I don't want you to go to this club after school. You need to come home and help me look after your younger brothers and sisters. I need the money I make from selling vegetables at the market to help me buy food.

• **Attacking response:** You are just jealous because you never had the chance to learn the things I do at my club after school. Do you want me to end up useless and poor like you? I'm not coming home till after my club.

• **Passive/avoidant response:** Okay, I won't go to the club. You are my mother and I have to do what you say.

• **Manipulative response:** Okay, I won't go. But you'll see. I will never learn how to save money properly and then I'll end up just like you, with my daughter looking after her younger brothers and sisters while I go to the market to sell vegetables for money to buy food.

• **Assertive response:** I understand that it will be difficult for you, but I think I should go. It's only for two afternoons a week and then I will know how to earn money from helping our neighbours, friends, and maybe even people outside the community. I will also learn how to save this money to help you pay for food every month so you won't need to go the market everyday. If I teach you what I learn, we can both save money for the family, then maybe one day you won't even need to go the market at all.

9. Ask the group to split up into pairs for another role play. Ask them to think of a time when they used attacking, avoidant, or manipulative behaviour and to act out a short role play to show an example of either of the types of behaviours.

10. Reassemble the whole group. Invite a few pairs to do their role plays in front of the whole group (you probably will not have time for them all). After each role play, discuss the following questions.

   • Why did the person behave in an attacking/avoidant/manipulative way?
   • How did they show they were attacking/avoiding/manipulating with their words and body language?
   • What was the effect of their behaviour on the situation?
   • Can you suggest a different way of behaving?

11. After all the groups have finished presenting their role plays, lead a discussion using the following questions.

   • What signs can help us recognise and even predict others’ behaviour?
   • What signs can we learn to recognise in ourselves that warn us that we are going to behave in an unassertive way?
   • How can we change the way we behave and begin to learn a new response?
   • How does it feel to change our body position?

**Wrap-up**

Suggest that the girls make a point of observing their own and others’ behaviour in situations. Ask them to experiment in their interactions with others by applying what they have learnt during this exercise.
Exercise H3: ‘I’ Statements

Aim
To show how it is possible to face someone you have a problem with without either antagonising them or withdrawing from the problem
To practise making non-judgemental statements and using a structure that can open, rather than close, discussion of a difficult things

Time
50 minutes

Materials needed
None

Advanced preparation
Think of examples of ‘I’ statements you can use that will work well in your girls’ experience and context.

Facilitator’s notes
None

Directions
1. Explain that we are going to practise assertive communication using what we call ‘I’ statements. Explain to girls what ‘I’ statements mean using the information below.

   • An ‘I’ statement is a way of expressing your point of view about a situation in a clear way. When we use an ‘I’ statement, we say how the situation is affecting us and how we would like to see it change. The best ‘I’ statement is free of specific demands and blame. It opens up room for discussion and leaves the next move for the other person. We should aim for our ‘I’ statements to be clear and free of blame and judgment.

   • We should beware of using ‘you’ statements. ‘You’ statements place blame on someone else, hold them responsible, demand change from them, or hold a threat. An example of a ‘you’ statement is: ‘You are always so drunk when you crash into the house at night. And you never give me any money to buy any food. I don’t know why I ever married you. You must stop going to that bar from now on!’ These statements are very judgmental and make the listener feel trapped and, therefore, defensive.

   • You can turn this ‘you’ statement into an ‘I’ statement. You could say: ‘When you come home at night after the bar, I feel disappointed because I would like to see more of you and I would like some money for food for the children. I would like us to discuss how we can arrange things better together.’

   • You can create ‘I’ statements using a simple formula, as follows.
The action: ‘When…’
Make what you say as specific and non-judgemental as possible, such as ‘When you come home at night…’

My response: ‘I feel…’
Say ‘I feel…’ rather than ‘I think…’ Stick to your own feelings. Say things like ‘I feel hurt/sad/happy/disappointed…’. Don’t say: ‘I think… that you are being mean.’

Reason: ‘…because’
If you think an explanation helps, you can add one here. But, make sure you are still not blaming the other person.

Make suggestions: ‘What I’d like is…’
Make a statement of the change you would like. It is okay to say what you want, but not to demand it of the other person. For example, say, ‘What I’d like is for us to discuss this…’ or ‘What I’d like is to make arrangements we can both keep.’ Not ‘You must stop being so lazy!’

This is a structured format to be assertive in a non-confrontational way. It may seem strange to start with. It takes time to absorb new skills and begin to use them unconsciously. Adapt the language to suit your situation.

2. Divide the girls into pairs, and ask them to prepare one ‘I’ statement each. They should use statements that relate to a current or recurring difficulty they are facing in their lives. Partners can help each other to make their statements clear and clean.

3. Call the group back together. Ask for a few examples from the girls and give the group an opportunity to comment on them and to offer suggestions as to how they might be improved.

4. Discuss with girls where in their lives the ‘I’ statement formula could be useful. Ask what they think about the formula.

5. Conclude by sharing the following information about the ‘I’ statement formula.

• ‘I’ statements are a useful way to separate feelings and facts to clarify what a problem really is about. The formula may seem strange and unfamiliar, but with practice it can become an unconscious reaction, rather than a laboured response. It is a tough discipline, and we get better at it every time we practise it.

• The ‘I’ statement formula can be used at work, at the market or the shops, with friends, on public transport, or any time when you feel that your needs are not being met. It is not just for use with a partner!

• Groups, as well as individuals, can use the formula to help them make a statement about something they feel strongly about. Group statements will be explored in a later module.
Wrap-up

Ask all girls to commit themselves to making one ‘I’ statement to somebody before the next meeting.

Talk about how the girls can try the formula in easier situations, then move to more difficult ones, like the four-point plan described below. If the girls don’t have a partner, they can try it out with someone they have a close relationship with, like a parent or sibling.

1) We can begin in an easy context, like with a friend over a small problem, by saying ‘I feel happy when…’, and see how that works.

2) As we gain practice, we can try it with a friend in more difficult situations. We can start to try out ‘I feel unhappy when…’

3) When we feel okay with that, we could try out ‘I feel happy when…’ with our partner.

4) Finally, we can try out ‘I feel unhappy/sad/frustrated when…’ with our partner.
Exercise H3: ‘I’ Statements

Aims
To show how it is possible to face someone you have a problem with without either antagonising them or withdrawing from the problem.
To practise making non-judgemental statements and using a structure that can open, rather than close, discussion of a difficult issue.

Time
50 minutes

Materials needed
None

Advanced preparation
Think of examples of ‘I’ statements you can use that will work well in your girls’ experience and context.

Facilitator’s notes
None

Directions
1. Explain that we are going to practise assertive communication using what we call ‘I’ statements. Explain to girls what ‘I’ statements mean using the information below.
   - An ‘I’ statement is a way of expressing your point of view about a situation in a clear way. When we use an ‘I’ statement, we say how the situation is affecting us and how we would like to see it change. The best ‘I’ statement is free of specific demands and blame. It opens up room for discussion and leaves the next move for the other person. We should aim for our ‘I’ statements to be clear and free of blame and judgment.
   - We should beware of using ‘you’ statements. ‘You’ statements place blame on someone else, hold them responsible, demand change from them, or hold a threat. An example of a ‘you’ statement is: ‘You are such a disgrace to me. Your teachers say you are always talking with your friends in class, never listening or trying to learn anything. You need to work harder.’ These statements are very judgmental and make the listener feel trapped and, therefore, defensive.
   - You can turn this ‘you’ statement into an ‘I’ statement. You could say: ‘I felt very embarrassed yesterday when your teacher told me you just sit in class, talking with your friends and not doing any work. If the work is difficult to understand, I would like you to ask your teacher for help rather than acting like you don’t care if you fail.’
   - You can create ‘I’ statements using a simple formula, as follows.
     **The action:** ‘When...’
     Make what you say as specific and non-judgemental as possible, e.g. ‘When you come home...’
My response: 'I feel…'
Say ‘I feel…’ rather than ‘I think…’. Stick to your own feelings. Say things like ‘I feel hurt/sad/happy/disappointed…’. Don’t say: ‘I think… that you are being mean.’

Reason: ‘…because’
If you think an explanation helps, you can add one here. But, make sure you are still not blaming the other person.

Make suggestions: ‘What I’d like is…’
Make a statement of the change you would like. It is okay to say what you want, but not to demand it of the other person. For example, say, ‘What I’d like is for us to discuss this…’ or ‘What I’d like is to make arrangements we can both keep.’ Not ‘You must stop being so lazy!’

This is a structured format to be assertive in a non-confrontational way. It may seem strange to start with. It takes time to absorb new skills and begin to use them unconsciously. Adapt the language to suit your situation.

2. Divide the girls into pairs, and ask them to prepare one ‘I’ statement each. They should use statements that relate to a current or recurring difficulty they are facing in their lives. Partners can help each other to make their statements clear and clean.

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   - ‘I’ statements are a useful way to separate feelings and facts to clarify what a problem really is about. The formula may seem strange and unfamiliar, but with practice it can become an unconscious reaction, rather than a laboured response. It is a tough discipline, and we get better at it every time we practise it.
   - The ‘I’ statement formula can be used at work, at the market or the shops, with friends, on public transport, or any time when you feel that your needs are not being met. It is not just for use with a partner!
   - Groups, as well as individuals, can use the formula to help them make a statement about something they feel strongly about. Group statements will be explored in a later module.

Wrap-up
Ask all girls to commit themselves to making one ‘I’ statement to somebody before the next meeting.

Talk about how the girls can try the formula in easier situations, then move to more difficult ones, like the four-point plan described below. If the girls don’t have a partner, they can try it out with someone they have a close relationship with, like a parent or sibling.
appropriate for ages 10–14 years

1) We can begin in an easy context, like with a friend over a small problem, by saying ‘I feel happy when...’, and see how that works.

2) As we gain practice, we can try it with a friend in more difficult situations. We can start to try out ‘I feel unhappy when...’

3) When we feel okay with that, we could try out ‘I feel happy when...’ with our partner.

4) Finally, we can try out ‘I feel unhappy/sad/frustrated when...’ with our partner.
Exercise H4: Taking Control

Aims
To explore ways of taking control or feeling in control
To rehearse these ideas in front of the group
To find more appropriate ways of presenting ourselves
To increase confidence in how we present ourselves to the world

Time
10 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Ask girls to lie on the ground. Ask them to imagine they are feeling completely useless, with no resources, no confidence, and no control. Then, slowly, they rise and start to feel better about themselves. They move up a sliding scale from 1 (feeling completely useless, no control) to 10 (confident and totally in control). Everyone walks around the room/area, slowly changing and standing taller as they move up their scale.

2. When everyone has reached their 10, you can stop. You could ask a few girls to demonstrate their movement from 1 to 5, others from 10 to 5, and a third group from 5 to 10.

3. Conclude with a discussion.
   - How often do you feel you do this in everyday life?
   - What do you feel as you move up or down the scale?
   - What did it feel like watching the other girls doing the demonstration?

Wrap-up
Ask the girls: How we can apply this to our daily lives?

Listen to their answers. Explain that being aware of your strength through your body can help you to feel more in control in the world.
Closing Circle

Aim
To enjoy a winding down exercise

Time
10 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Thank everyone again for coming. Ask each girl to mention one thing that she learnt today and one thing she is looking forward to doing before the next meeting.

2. Ask if there are any more questions about the module.

3. Remind everyone to think about the four-point plan for taking responsibility for our own actions and encourage them to make use of it at least once before the next module.

4. Ask each girl to identify one thing she learnt that she intends to share with another person before the next meeting.

5. Arrange a convenient date, time, and place for the next meeting. Say you look forward to seeing them all again there.

Wrap-up
None
Module I: Let’s Assert Ourselves

Purpose

To develop more assertiveness skills

Facilitator’s note

Exercise 12 has minor adaptations for 20–24/15–19 year olds and 10–14 year olds to ensure that the discussion is age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling. Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

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<thead>
<tr>
<th>In-school youth: Ages 15–19 years</th>
<th>2 hours 40 minutes</th>
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<tbody>
<tr>
<td><strong>Meeting 12</strong></td>
<td></td>
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<tr>
<td>Introduction</td>
<td>10 minutes</td>
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<tr>
<td>I1 Yes/No Game</td>
<td>10 minutes</td>
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<tr>
<td>I2 Saying ‘No’</td>
<td>60 minutes</td>
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<tr>
<td></td>
<td><strong>Break</strong> 5 minutes</td>
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<tr>
<td>I3 Opening a Fist</td>
<td>20 minutes</td>
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<tr>
<td>I4 Assertive Responses</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In-school youth: Ages 10–14 years</th>
<th>2 hours 40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting 14</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>I1 Yes/No Game</td>
<td>10 minutes</td>
</tr>
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<td>Closing Circle</td>
<td>5 minutes</td>
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</tbody>
</table>
### Out-of-school youth ages 20–24 years and 15–19 years

#### Meeting 10

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>I1 Yes/No Game</td>
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<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Introduction

Aims
To review the previous module
To get us ready for the next module

Time
10 minutes

Materials needed
None

Advanced preparation
Refresh your memory on what the group covered and discussed in the last module.

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you.

2. Welcome everyone back to the new module. Thank everyone for coming. Inquire about latecomers or non-attenders.

3. Ask each girl to share something good that has happened to her since the last meeting.

4. Review the last module. Ask the girls to remind us what we learnt together during the last module about accepting responsibility for our actions. Remind them if they have forgotten. Ask them how it went with their ‘I’ statements. Thank and praise those who share their experiences with the group.

5. Explain that we are going on to discuss other things in this module, but we will start with a fight!

Wrap-up
None
Exercise I1: The Yes/No Game

Aim
To start on a cheerful note
To show how many different ways we have of making use of the words ‘yes’ and ‘no’, which we all use

Time
10 minutes

Materials needed
None

Advanced preparation
Refresh your memory on how to facilitate the exercise.

Facilitator’s notes
Prepare some examples of body language and emotions in their voices that the girls can use to help persuade the other team in step 3.

Directions
1. Ask girls to stand up. Divide them into two groups. One group should stand in a line facing the centre of the training area, and the other should stand in a line facing them.

2. Explain that one group is the ‘yes’ group and the only word they can use is ‘yes’. The other group is the ‘no’ group and ‘no’ is the only word they can use.

3. Each group needs to think of a statement, then try to convince the other group of the truth of its statement. The statement can be anything at all, like ‘I saw you at the shops this morning’ or ‘Mountains are easy to climb’. But, they can only use the words ‘yes’ or ‘no’, depending on which group they are in. Instead of using persuasive words, the girls should try using body language and emotions in their voice to convey how they feel when they say ‘yes’ or ‘no’.

4. After a minute or so, get the groups to swap roles, with the ‘yes’ group saying ‘no’ and vice versa.

5. After another minute, ask the girls to describe how they felt doing this exercise. Ask them to comment on body language, use of attacking or avoiding stances, laughter, and so on.

6. Explain how laughter is an important means of expression. Sometimes it can help others feel similar or close to you, but laughing at others can be very harmful.

Wrap-up
Say that there are so many different ways of saying ‘yes’ and ‘no’, ranging throughout the emotions. It is good for us to try saying them in different ways. Each different way can have its own different effect on others.
Exercise I2: Saying ‘No’

Aim
To help the girls find effective ways of saying ‘no’ to unwanted sexual situations

Time
60 minutes

Materials needed
None

Advanced preparation
Write the following situations for step 2 on flipchart paper before the meeting. Be prepared to encourage your girls while they’re doing their role plays because many may find them difficult at first.

One person is asking for sex and the other person wants to agree, but first is saying ‘no’ even though she doesn’t really mean it.

The other person wants to say ‘no, not now’ in a way that doesn’t hurt or offend the other person. They want to say it in a way that helps the other person listen to and understand their needs.

The person saying ‘no’ really means ‘no!’

Facilitator’s notes
This is an immensely powerful exercise. Girls should use all their bodies to say ‘No!’ Each girl should be standing tall and firm. She should ‘stand her ground’ and feel that her weight is centred and balanced. She should look at the ‘boy’ right in his eyes and look forthright, not scared. She should use her voice as a weapon and should shout, not whisper, ‘No!’

At first, girls may find this exercise very difficult. There may be a lot of giggles and girls saying they can’t do it. You need to give them a lot of praise and encouragement.

In your area, the problem may not be so much for a girl to say ‘no’ fiercely, but that she may actually want to say ‘yes’ at times. If so, how can she react so that she feels in control of the situation? Could she say ‘yes, with a condom!’ safely? You may want to discuss this with your girls, then encourage them to try out some alternative answers that best meet their needs. They can get more confidence doing this through further role play.

Directions
1. Start by explaining that it often is difficult for us to say clearly what we want sexually. Sometimes we agree to having sex even if we do not want it because the other person has begged and pleaded with us and saying ‘no means no!’ is too difficult. In this exercise, we will share our experiences of saying ‘no’. We will practise saying ‘no’ in different ways to make it clear how we feel and what we want to say without hurting the other person.

2. Explain that we are going to do role plays of three different kinds of situations. Put the flipchart you prepared with the three situations on the wall.
3. Divide the group into pairs. Suggest that they take turns being the boy and the girl. First, they should role play a situation in which one person is asking for sex and the other person wants to agree, but is first saying ‘no’.

4. Then ask the pairs to role play situations where the one person wants to say ‘no, not now’ in a way that doesn’t hurt or offend the other person. You want to say it in a way that helps the person listen to and understand your needs.

5. Finally, the pairs role play situations in which the one person is really saying ‘No!’ Invite everyone to have a go at saying ‘No!’ in a way so that the other person knows they mean it.

6. Call everyone together. Invite some pairs to demonstrate their role plays of saying ‘No’ when they don’t really mean it.

7. Discuss: How do you know whether the person means ‘no’ or not?

8. Ask some other pairs to demonstrate their role plays saying ‘No, not now’. Discuss: What are the more effective ways in which they said ‘no’? Why are these ways so effective?

9. Then ask the remaining pairs to demonstrate their role plays of ‘No!’. Discuss: What are the more effective ways in which they said ‘no’? Why are they so effective?

10. Ask the last pair to repeat their role play. But, this time the person refuses to take any notice of the ‘No!’ and continues to demand sex even more aggressively. Ask the partner to respond.

11. Ask the group to split up in their pairs again and develop and practise responses to this situation where someone refuses to take any notice of ‘No!’

12. Call everyone back to the big group and discuss:
   - How does it feel when your partner refuses to listen to your ‘No!’?
   - How would it feel if your partner carried on having sex with you anyway?
   - Why do some people force others to have sex even though they do not want it? How does this affect sexual relationships?
   - What are we meant to do when someone forces us to have sex?

Wrap-up

Mention that it is very common for us to accept situations that we are unhappy in, especially when we feel we do not have the right to say no to something. The purpose of this exercise was to remind us all that we need to not only stand our ground, but know our rights. We should remember what we learnt in module G concerning issues of rape and where we can seek help when we are victims of such a situation. Mention that this is a strong message and encourage the girls to talk to their peers and siblings about this.

Remember that we are so special and we should be in control of our decisions.

If the girls feel the need to discuss this topic further, please do so and refer to Modules A and G for additional information.
Exercise I2: Saying ‘No’

Aim
To help girls find effective ways of saying ‘No’ to unwanted situations

Time
60 minutes

Materials needed
None

Advanced preparation
Write the three situations, below, for step 2 on flipchart paper before the meeting. Be prepared to encourage your girls in doing their role plays as many may find them difficult at first.

a) One girl sees something that she really wants lying on the ground, such as 5 Kwacha. Another person, her friend, encourages her to take it. The girl is unsure at first, but then agrees.

b) The other person wants to say ‘No, not now’ in a way that doesn’t hurt or offend the other person. They want to say it in a way that helps the other person listen to and understand their needs, for example, telling a friend that you do want to go out with them, but not now because you have a lot of work to do this afternoon.

c) The person saying ‘No’ really means ‘No!’, for example, your friend wants you to try a cigarette with her, but you are very sure that you do not want to.

Facilitator’s notes
This is an immensely powerful exercise. Girls should use all their bodies to say ‘No!’ Each girl should be standing tall and firm. She should ‘stand her ground’ and feel that her weight is centred and balanced. She should look at the other person right in the eyes and should look forthright, not scared. She should use her voice as a weapon and should shout, not whisper, ‘No!’

At first, girls may find this exercise very difficult. There may be a lot of giggles and girls saying they can’t do it. You need to give them a lot of praise and encouragement.

In your area, the problem may not be so much for a girl to say ‘no’ fiercely, but that she may actually want to say ‘yes’ at times. If so, how can she react so that she feels in control of the situation? You may want to discuss this with your girls, then encourage them to try out which alternative answers best meet their needs. They can get more confidence doing this through further role play.

Directions
1. Start by explaining that it is often difficult for us to say clearly what we want. Sometimes we agree to do something even if we do not want to because the other person has begged and pleaded with us and saying ‘No means no!’ is too difficult. In this exercise we are going to share our experiences of saying ‘no’. We will practise saying ‘no’ in different ways to
make it clear how we feel and what we want to say without hurting the other person.

2. Explain that we are going to do role plays of three different kinds of situations. Hang the flipchart you prepared with the three situations on the wall.

3. Divide the group into pairs. Suggest that they take turns being both the person saying ‘no’ and the friend who is trying to change the first person’s mind.

4. First they should role play a situation in which one sees something that she really wants lying on the ground and her friend encourages her to take it. The first person says ‘no’ at first, but then agrees.

5. Then ask the pairs to role play situations where the one person wants to say ‘No, not now’ in a way that doesn’t hurt or offend the other person. You want to say it in a way that helps the person listen to and understand your needs.

6. Finally, the pairs role play situations in which the one person is really saying ‘No!’ Invite everyone to have a go at saying ‘No!’ in a way that the other person knows they mean it.

7. Call everyone together. Invite some pairs to demonstrate their role plays of saying ‘no’ when they don’t really mean it. Discuss: How do you know whether the person means ‘no’ or not?

8. Ask some other pairs to demonstrate their role plays saying ‘No, not now’. Discuss: What are the more effective ways in which she said ‘no’? Why are these ways so effective?

9. Then ask the remaining pairs to demonstrate their role plays of ‘No!’ Discuss: What are the more effective ways in which she said ‘no’? Why are they so effective?

10. Ask the last pair to repeat their role play. But this time the second person refuses to take any notice of the ‘No!’ and continues to demand what they want even more aggressively. Ask the partner to respond.

11. Ask the group to split up in their pairs again and develop and practice responses to this situation, where someone refuses to take any notice of ‘No!’.

12. Call everyone back to the big group and discuss:
   - How does it feel when your friend refuses to listen to your ‘No!’?
   - How would it feel if your friend forced you to do what they wanted, even if you didn’t want to?
   - Why do some people force others to do things even though they do not want to? How does this affect relationships?
   - Who should we seek help from if we find ourselves in these situations?
Wrap-up

Mention that we have learnt how the word “No” can portray different meanings depending on how it is used. Emphasize on the importance of being assertive when faced in certain situations.

Mention that it is normal for us to sometimes say “No” when faced in certain situations but we should always remember that we are special and no one should take advantage of us.
Exercise I3: Opening a Fist

Aim
To play a quick game

Time
20 minutes

Materials needed
None

Advanced preparation
Just before the exercise, ask one of the girls to be the aggressor in step 1.

Facilitator’s notes
None

Directions

1. Explain the following game to the girls, and demonstrate it as you say it. You could ask a girl to be the person acting aggressively and you act out the other person. Say:

   We have seen how our body language can influence other people’s responses to us. For instance, if someone acts aggressively toward us, they may lean forward at us with clenched fists. By changing our body language, we can improve the situation. For instance, if we are sitting down, we can relax our shoulders, uncross our arms, open our palms upward, uncross our legs, hold our heads straight, and look straight at the aggressor. All of these things create a more restrained response in the aggressor.

2. Ask the girls to divide into pairs. One person will act as the aggressor and the other will act as the persuader, then they will swap roles. The aggressor must hold their hand up in a very tight fist and feel very angry. The persuader has to try to persuade the aggressor to calm down and to open their fist.

3. Give the pairs 5 minutes each way to try out their persuasion on each other. Here is how it works:
   - The persuader uses all their skills to persuade the aggressor to calm down and to open their fist.
   - The persuader and aggressor must not touch each other, but the persuader can say or do anything which they think will calm down the aggressor and persuade them to open their fist.
   - If the aggressor thinks that the persuader has done a good enough job, they can agree to open their fist. But they mustn’t give in too easily!

Wrap-up

In wrapping up, ask girls to hold up their hand to say whether they managed to persuade their partners to open their fists. Praise and encourage everyone. Ask girls to discuss what they have just experienced in this exercise in relation to their own relationships.
Exercise I4: Assertive Responses

Aim
To practise quickly coming up with assertive responses
To apply skills from the previous exercises

Time
50 minutes

Materials needed
None

Advanced preparation
Prepare some situations for step 3 in case any groups struggle to come up with one.

Facilitator’s notes
This exercise draws on work done in previous exercises. The response we are aiming for is one that does not compromise us, but allows us to state our position without resentment or inappropriate anger. We should face the problem, but without aggression, giving in, or shying away. It is hard to start off with, but gets easier as girls gain confidence and practice.

Directions
1. Explain to the group that we often find ourselves in situations where we have to think very quickly about what we want to say. And, we often don’t think of a good response until it is too late. This exercise will give us a chance to practise thinking fast.

2. We are going to start off by reviewing the four types of behaviour: aggressive, passive, manipulative, and assertive. Run through each behaviour type, asking the girls to say the kinds of things that people say or do when they are behaving aggressively, passively, manipulatively, or assertively. We should remember some of this from Module H. Many of us are used to behaving in unassertive ways when we are faced with a difficult situation. Explain that this exercise is about building on our assertiveness skills. It will help us find more effective ways of dealing with these situations.

3. Divide girls into groups of three. Each group should come up with a different situation where one person is trying to get someone else to do something they don’t want to do. If the girls can remember some of the role plays they did earlier in this module, they could use those. Otherwise give them situations that reflect the real life experiences of the girls in your groups.

4. Each group member should decide entirely on her own what her opening line will be in the situation, so that all three girls do not have the same exact opening line. For instance, in the younger girls’ group, if I am told that I am supposed to be an older boy chatting up a schoolgirl, my opening
appropriate for all ages

line might be: ‘Did you know you are very beautiful? Would you like a ride in my car?’

5. After the girls come up with scenarios and think through their opening lines, have them return to the circle and sit next to someone who wasn’t in their group. Then, one by one, they turn to the person on their left and state very briefly the relationship and the situation they developed in their group and their opening line. They should speak loudly so all of us can hear. The girl on her left has to respond immediately, trying to state her position without rising to the bait.

6. Example scenarios:
   - The first girl says this opening line: ‘I am a sugar daddy and you are a young girl and I want to seduce you.’
   - The girl responding could say: ‘Thank you very much, but I do not want a ride in your car.’

7. Each girl must have a chance to both say an opening line and respond to an opening line.

Wrap-up

Ask girls which responses are most effective and why. How did people deal with the bait they were offered? How do they usually respond to similar situations? What could they do differently? Can we begin to practise our assertive responses from now on?
Closing Circle

Aim
To enjoy a winding down exercise

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Thank everyone again for coming. Ask each member of the group to mention one thing that she learnt today and one thing that she is looking forward to doing before the next meeting. Then, ask each girl to identify one thing she learnt or discovered that she will go on and share with another person.

2. Ask if there are any more questions about this module about asserting ourselves that anyone would like to ask.

3. Arrange with girls the time, date, and place for the next meeting. Say you look forward to seeing them all again there.

Wrap-up
None
Module J: Let’s Look Deeper

Purpose

To study why we behave in the ways we do

Facilitator’s note

Exercise J3 has minor adaptations for 20–24/15–19 year olds and 10–14 year olds to ensure that the discussion is age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling. Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

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<td><strong>Closing Circle</strong></td>
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Introduction

Aim
To briefly review the last module and too begin to settle into this module

Time
10 minutes

Materials needed
None

Advanced preparation
Refresh your memory on what came up in the previous module.

Facilitator’s notes
None

Directions
1. Sit in a circle with the group. Everyone should be at the same level, including you.

2. Welcome everyone back to the new module. Thank everyone for coming. Inquire about late-comers or non-attenders.

3. Ask each girl to share with the group something good that happened to her since the last meeting.

4. Review Module I. Ask the girls to remind us what we learnt together at the last meeting. How did they feel watching role plays and doing them? Remind them if they have forgotten.

5. Explain that we are going on to discuss other things in this module, but will start once more with a game.

Wrap-up
None
Exercise J1: O Chanda!

Aims
To do an energiser to make the girls laugh
To help the girls realise the power we have through language and how we say something to communicate and express different feelings

Time
10 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Stand in a circle. Explain that, as we learnt together in Module B on How We Act, there are many different ways of communicating with our bodies.

2. Explain how this game will show how different uses of our voices combined with our bodies can communicate a lot to others.

3. Use the name Chanda to express different emotions to her. Say ‘O Chanda!’ with anger, with fear, with jealousy, and with laughter. (You can also use a common name from girls’ community.)

4. Ask each girl in the circle to say ‘O Chanda’. Ask each one to try to say it in a different way than the others before her, expressing a different feeling.

5. When everyone has had a go, ask the girls to analyse how each expression of “O Chanda!” was different and what they learnt from this. Points they raise may include loud or soft voices, confident or unconfident voices, emphasis, facial expressions, eye contact, body language, and so on.

Wrap-up
Mention that how we communicate, such as with our body language and vocal tone, has the power to portray different meanings. We can easily be misunderstood because of how we communicate.

Remind the group that they should take away lessons learnt from this exercise on how we can express different feelings, like those we experienced while playing “O Chanda!”
Exercise J2: Losing Something

Aims
To help girls understand processes of grief
To realise that loss touches everyone throughout our lives and that feelings can apply to all forms of loss, not just death

Time
60 minutes

Materials needed
Gather pictures showing the kinds of loss that girls in your group have experienced or may experience, 1 picture for each pair of girls. These may include: a funeral, a car accident, a house that burnt down, cattle or goats that have died, dried out crops in a field, or no access to school. Cut these out in advance from magazines or newspapers.
A few pieces of flipchart paper, A4 paper, and pens

Advanced preparation
Tear up the A4 pages into smaller pieces for girls to use as 'boats'.
This may be an emotional exercise, so make sure you know where to refer girls who might need help, such as to grief or other counselling.

Facilitator's notes
The aim of this exercise is to get the girls to consider differences in the way we experience loss. These differences may depend on many things, including what is lost, how dear (loved) what is lost is to you, how important the thing is, what role it plays in your life, how this loss compares with other losses you have experienced, whether or not you still expect to find or can replace the lost item, and what sort of person you are. Try to get the group to discuss the differences between their individual reactions to loss and why there may be these differences.

Many African languages do not have the same range of words as those available in English for people to describe feelings and emotions. If the girls struggle to find the word they want but would find it easier to describe different types of behaviour associated with different emotions, encourage them to do this.

Directions
1. Ask the girls to divide up into four groups. When they get into their groups, ask them to shut their eyes for a moment. They must think of something they own—not a person because we don’t own other people—that is important to them. Ask them to remember where they keep it and to imagine going to look for it but discovering it is missing.
2. Ask each girl to tell the small group:
   • What the object is
   • How she felt when she could not find it
   • What she would do next

3. Ask the girls to return to the larger group. Ask them to imagine that a few hours later that they have still not found the object. Ask them to share how they feel.
   • Do they feel differently now, after a few hours?
   • Have they told anyone? If not, why not?
   • Ask them to imagine that they could not find it after a week of looking. How would they feel then?

4. Ask the group to pair off. Lay all the pictures of loss on the floor. Let each pair choose one picture. Ask the pairs to think and talk about the picture for a few minutes.

5. Ask one girl in each pair to explain what is in the photograph they chose. Ask them how they think any people in the picture will be feeling. Does everybody agree? Are there any other ideas? Write the feelings on flipchart paper.

6. Explain that in the next part of the exercise we are going to think about more serious types of loss. This could perhaps be the loss of a person, a home, money to feed the family, or status when a person develops an illness like AIDS (because some people still stigmatise it) or when someone loses their job.

7. Divide girls into different pairs. Ask them to imagine how they would feel if they experienced a loss. They should discuss these feelings with each other.
   • How would they feel immediately after it happened?
   • Would their feelings change some time after the event?

8. While the pairs are discussing step 7, attach four sheets of flipchart paper to the floor in a line. At one end mark off a small area as ‘the loss’. At the other end, write ‘resolution’ or ‘coming to terms with the loss’. Draw a few mini waves in between to help girls imagine a river of grief. Have small pieces of paper ready for step 9.

9. Ask the girls to return to the full group. Ask each pair to share with the group their loss and their feelings at different times. Write or draw the different feelings mentioned on the small pieces of paper and position them on the river of grief. Feelings that occur soon after the loss should be closer to the loss end and those that occur later can go further down the river. It is probably better if only feelings of ‘coming to terms with the loss’ are near the end of the river. You might want to draw boats on the sheets before you write the feeling on them.

10. As the river of grief is developed and more ‘boats’ are placed on it, ask the group:
    • What can we learn about processes of grief?
    • How do they differ for different people?
    • Are there particular situations in which loss is harder or easier to come to terms with?
Wrap-up

The behaviours and feelings that each of you described in this exercise will probably be very similar. Let’s think about how they are similar. The similarity shows us that this is a sign of the normality of responses to loss. It is important to allow people to grieve. But if the grief seems to continue for too long (perhaps months) then a person may require help in dealing with it. As mentors, it is our responsibility to look out for you and help you with your individual needs as well as to refer you for any other additional support you might need.
Exercise J3: Why do we behave as we do?

Aims
To help girls consider situations from their own experience that involve sex and HIV risk
To analyse those situations and how we behaved to help us think of other ways of handling similar situations in future

Time
50 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Be familiar with the facilitator’s notes for this exercise.
Prepare some relevant scenarios of risky situations for step 2 in case the girls can’t think of any.

Facilitator’s notes
This exercise acts as an introduction to discussions about several different factors that influence who people have sex, including:
- Ideas and expectations in the community about sex
- Ideas of how boys and girls or people of a particular age should behave and relate to each other
- Ideas that girls should be sexually available to boys
- Sexual desire and love
- Poverty
- Wanting to have children
- Wanting to feel special
- Using sex to get status and power
- Violence used to force sex
- Alcohol

The group might want to discuss traditions that influence sex. These could include, in particular, ideas that once lobola is paid a girl may not refuse her husband sex. Or that if a girl is widowed she should find an older (usually married) man who will support her family in return for sex.

Directions
1. Ask the whole group to suggest different situations in which people like us, of the same age and gender, have sex, such as sex with our spouse, with a secret partner, or for money. Say that some of these situations are happy and safe for both people involved. But, there are some situations, like where one of the partners is unhappy or the sex is risky, when we think of HIV or violence.

2. To demonstrate how we can analyse a situation, ask the group to think of a risky situation between a boy and a girl. Agree on one to use as an example and write it in the middle of a flipchart paper with a circle around it.
3. Ask the group: How did the boy and girl end up having sex in this situation? Note their responses on flipchart paper on lines coming out of the circle.

4. Then ask the group to look at each part of the circumstances one by one and to tell you why the boy and girl ended up in this situation. Prompt the girls to mention all the different factors in our lives that might influence these types of sexual behaviour. Write what the girls say on flipchart paper on lines branching off of the other lines.

5. Suggest that as a group we take another example of a situation that is happier and less risky. Unpack (analyse) this situation in the same way you did the riskier situation, as in steps 2–4.

6. Ask the group: What are the key differences between the two situations?

7. Divide the group up into four smaller groups. Ask each small group to choose one situation in which people like us end up having sex that is unhappy and risky. Each group will work on a role play to demonstrate this. It can be a situation we have already discussed or another one of their choice. In their role play, ask them to show who the people are, what their situation is, and what influences the fact that they end up having risky and/or unhappy sex.

8. Ask each small group to present its role play to the whole group. After each role play ask:
   - What were the good things about this encounter?
   - What were the bad things about this encounter?
   - What were the influences on the character’s behaviour?
   - Who is responsible?
   - What could either partner have done to improve the bad things?

9. Ask the group what the actors in the role plays could do to make themselves safer or to avoid having sex. Ask them to think about what could be done at the time of sex, such as how a condom could have been used, and what could have been done earlier to avoid having sex at all or having sex the way they did.

10. Ask the group to split into pairs. Think of a situation in your (or someone else’s) sex lives when you or the other person had risky or unhappy sex. Ask the girls to spend a few minutes discussing what they or the other person could have done to prevent it.

11. Ask the group to come back together. Ask the girls if they would like to share with the whole group what they have learnt about themselves. Encourage the girls, but don’t force them to share if they don’t want to.

Wrap-up

Wrap up by saying that people often do not take responsibility for their own actions and lives. We cannot always protect ourselves completely. But, often we can do things that make our lives safer and make it possible for us to avoid unhappy and risky sexual encounters. It is important to learn to take responsibility for protecting ourselves. We all understand that sometimes this is very difficult.
Exercise J3: Why do we behave as we do?

Aims
To help girls consider situations that they have witnessed or that they are afraid of in their own lives that involve sex and HIV risk
To analyse those situations and how we can behave to make sure we are not at risk for HIV in future

Time
50 minutes

Materials needed
Flipchart paper and pens

Advanced preparation
Become familiar with the facilitator’s notes for this exercise.
Prepare some relevant scenarios of risky situations for step 2 in case the girls can’t think of any.
Girls may talk about or disclose abuse as a result of this exercise. You may want to ask someone from SWAGAA to be present. Make sure you have a clear referral system.

Facilitator’s notes
This exercise is an introduction to discussions about several different factors that influence who people have sex with. The influences that girls may mention include:
• Ideas that sex is the only way to get what you need (e.g., food, school fees)
• Ideas that sex is the only way to get what you want (e.g., cell phones, clothes, cash)
• Violence used to force sex
• Ideas that girls should be sexually available to boys
• Ideas in your community of how boys and girls should behave and relate to each other
• Sexual desire and love
• Wanting to feel special
• Using sex to get status and power
• Alcohol

Talk to the group about transactional sex and forced sex. Remind girls that it is illegal for anyone, such as family members or teachers, to force girls to have sex. Discuss traditions that influence sex. These may include, in particular, ideas that girls have to be sexually available to boys, that girls get status from having a baby, or that you are obliged to exchange sex for money or food to help your family. Make sure the girls come up with this themselves.
Directions

1. Ask the whole group to suggest different situations in which people like us and a bit older have sex. Say that sometimes girls feel they have to have sex with someone older and more powerful like a teacher, or sometimes they desperately want something like a cell phone and have sex to get it. These situations place us at very high risk for getting HIV.

2. To demonstrate **how we can analyse a situation**, ask the group to think of a risky situation between a boy and a girl. Agree on one to use as an example and write it in the middle of a flipchart paper with a circle around it.

3. Ask the group: How did the boy and girl end up having sex in this situation? Note their responses on flipchart paper on lines coming out of the circle.

4. Then ask the group to look at each part of the circumstances one by one and to tell you why the boy and girl ended up in this situation. Prompt the girls to mention all the different factors in our lives that might influence these types of sexual behaviour. Write what the girls say on flipchart paper on lines branching off of the other lines.

5. Divide the group into four smaller groups. Ask each small group to choose one situation in which girls like us or a bit older end up having sex that is unhappy and risky. Each group will work on a role play to show this. It can be a situation we have already discussed or another one of their choice. In their role play, ask them to show who the people are, what their situation is, and what influences the fact that they end up having risky and/or unhappy sex.

6. Ask each small group to present its role play to the whole group. After each role play ask:
   - What were the good things about this encounter?
   - What were the bad things about this encounter?
   - What were the influences on the character’s behaviour?
   - Who is responsible?
   - What could either partner have done to improve the bad things?

7. Ask the group what the actors in the role plays could do to make themselves safer or to avoid having sex. Ask them to think about what could be done at the time of sex, such as how a condom could have been used, and what could have been done earlier to avoid having sex at all or having sex the way they did.

8. Ask the group to split into pairs. Think of a situation in your (or someone else’s) sex lives when you or the other person had risky or unhappy sex. Ask the girls to spend a few minutes discussing what they or the other person could have done to prevent it.

9. Ask the group to come back together. Ask the girls if they would like to share with the whole group what they have learnt about themselves. Encourage the girls, but don’t force them to share if they don’t want to.
Wrap-up

Wrap up by saying that people often do not take responsibility for their own actions and lives. We cannot always protect ourselves completely. But, often we can do things that make our lives safer and make it possible for us to avoid unhappy and risky sexual encounters. It is important to learn to take responsibility for protecting ourselves. We all understand that sometimes this is very difficult.
Exercise J4: Testing the Water

Aim
To encourage girls to reflect on their own most-common patterns of behaviour
To look at how our behaviour varies according to changes in circumstances

Time
30 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
The assumption behind this exercise is that when we have a greater awareness of how we respond in different situations, we increase our understanding of how we might behave in a conflict situation. It also encourages us to pay attention to other people’s behaviour and to try to understand their needs.

Directions
1. Explain to the girls that we have been looking a lot at things that happen around us in our communities. These things shape our lives. We are now going to start to look at things that happen inside us.

2. Ask the girls: If you went to the river or dam or sea or swimming pool, and you really wanted to get cool in the water, which is the most likely way for you to get into the water? Would you:
   a) Run toward the sea and dive straight in?
   b) Walk in slowly, wetting your body bit by bit while getting used to the temperature?
   c) Dip your toe in the water, then decide if you’ll go in?
   d) Stand on the bank looking at the view and surroundings, considering what you will do next?

   Note: You could act out these options while you say them to make the girls laugh.

3. Point to four different corners of the training area, showing one for each action described in step 2. Ask the girls to move to a certain corner depending on the action they think they are most likely to do.

4. Once everyone in the group has moved to a corner, give each type of response a title, such as 1. Plunger; 2. Wader; 3. Tester; 4. Delayer. Ask a couple volunteers from each corner to share the good and bad things about that corner’s type of behaviour.
5. Ask each girl to consider whether the type of behaviour she chose is the most common way she behaves. Share that many people behave differently in different circumstances.

6. Divide the girls into groups of three. Ask them to think of a particular situation where they would respond differently than they did in the corner exercise. Ask them to share their thoughts on how they act differently and why in their small groups.

Wrap-up

Ask the girls to think about ways our behaviour changes in different circumstances.
- What sorts of conflicts could arise when a ‘plunger’ has to work or live alongside a ‘tester’? How could the two benefit from one another?
- What are the positive aspects of each of the four approaches we talked about?
- Why do people adopt these different approaches?

Let’s be mindful of what we have experienced and learnt in this exercise in the weeks and months ahead.
Closing Circle

Aim
To have fun together
To say goodbye and wish each other well until we meet again

Time
5 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Make a ‘train’ by having one girl as the ‘driver’, then everyone follows, holding each other at the waist.
2. The leader takes the ‘train’ on a journey and starts walking. She makes a noise every so often that everyone behind her copies.
3. Finally, you shout ‘station’ and the ‘train’ comes to a halt.
4. Wave each other goodbye and wish each other well until next time.

Wrap-up
None
Module K: Planning My Future

Purpose

To encourage the girls to reflect on their life stories
For girls to think about what resources they have in their lives
To guide the girls to explore their dreams and wishes
To guide the girls to work out what steps they can take to help their dreams and wishes come true
To practise how to set goals and, as part of planning, identify practical steps to achieve them

Facilitator’s notes

Exercises K3 and K4 have minor adaptations for 20–24/15–19 year olds and 10–14 year olds to ensure that the discussion is age appropriate.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.
Spend a few minutes reminding ourselves of what we did in the previous meeting.
Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.
Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

<table>
<thead>
<tr>
<th>In-school youth: Ages 15–19 years</th>
<th>1 hours 40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting 14</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>K1 The Journey of My Life</td>
<td>60 minutes</td>
</tr>
<tr>
<td>K2 Dreams and Wishes for Our Lives</td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Meeting 15</strong></td>
<td>1 hours 45 minutes</td>
</tr>
<tr>
<td>K3 Let's Set Livelihood Goals</td>
<td>40 minutes</td>
</tr>
<tr>
<td>K4 Planning to Achieve My Goal</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
### Module K: Planning My Future

#### In-school youth: Ages 10–14 years

<table>
<thead>
<tr>
<th>Meeting 16</th>
<th>1 hours 40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>K1 The Journey of My Life</td>
<td>60 minutes</td>
</tr>
<tr>
<td>K2 Dreams and Wishes for Our Lives</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

#### Meeting 17

<table>
<thead>
<tr>
<th>1 hours 45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3 Let’s Set Livelihood Goals</td>
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<tr>
<td>K4 Planning to Achieve My Goal</td>
</tr>
<tr>
<td>Closing Circle</td>
</tr>
</tbody>
</table>

#### Out-of-school youth: Ages 20–24 years and 15–19 years

<table>
<thead>
<tr>
<th>Meeting 12</th>
<th>3 hours 35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>K1 The Journey of My Life</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>K2 Dreams and Wishes for Our Lives</td>
<td>30 minutes</td>
</tr>
<tr>
<td>K3 Let’s Set Livelihood Goals</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>K4 Planning to Achieve My Goal</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Introduction

Aims
To welcome your group back and tell them we are getting ready for a new section on financial education
To talk about girls’ expectations for the coming financial education modules

Time
15 minutes

Materials needed
Flipchart paper and pen

Advanced preparation
None

Facilitator’s notes
Remember to safely store the flipcharts sheets you create in this exercise and to bring them to the last meeting. When you do Module M, you’ll put them up on the wall and ask the girls to reflect on what they think now that they have completed Modules K and L.

Directions
1. Welcome everyone back. Ask each girl to share one word to describe how she is feeling right now. We should just listen to each word without discussing them. After everyone has spoken, acknowledge that we have heard how each one of us is feeling.

2. Ask a volunteer to lead the group in a song.

3. Invite the girls to stand in a circle. Each girl takes a turn to say one thing we can do with money and one thing we can’t. For example, I can buy bread with money, but I can’t buy time.

4. Ask everyone to take turns sharing why they think financial education is important in their lives and what their expectations are for the financial education. Write what they say on flipchart paper.

5. Ask the girls if they have any worries about the financial education exercises. Write these down, as well.

6. Tell your group that Module K starts the financial education section of the training, which will take two modules. This section:
   - Offers information about various life ‘building blocks’
   - Provides a place to share and learn about better ways of dealing with their life challenges
   - Offers an opportunity to think about and find ways to build their own futures
   - Plans for their futures in ways that will help them make their own living

Wrap-up
None
Exercise K1: The Journey of My Life

Aims
To facilitate girls reflecting on their life stories, which is a step toward thinking about the resources they have in their lives
To make sure everyone understands what a resource can mean in their lives, for example, something I have or can use in my immediate environment to help me achieve my goals
To make sure girls understand the different kinds of resources they can use to help realise their dreams

Time
60 minutes

Materials needed
Flipchart paper, marker pens, a sheet of A3 paper for each girl, different coloured pens or crayons
A copy of the resources table for each girl

Advanced preparation
To prepare for your demonstration in step 1, stick a sheet of paper about 2 meters long by 1 meter wide on the wall. Draw a horizontal line across the middle of the sheet. The top half will be used to demonstrate doing a life story exercise. The bottom half of the page will be for demonstrating resources we have in our lives.

Write the following questions for step 2 on flipchart paper:
- When and where were you born?
- What is the first important event in your life that you can remember?
- What major challenges, family crises, or other shocks can you recall?
- What memories of good experiences do you have?
- When did you move houses or move from one area to another?
- What schools did you attend? Did you complete your schooling?
- Have you had any family loss, deaths, or illnesses that have affected your life? When was this? What happened?
- Who are some special people who influenced your life? When did you meet them?
- What are some good times you had because you had available money and some bad times because of being short of money?
- When have you felt particularly safe or in danger? What happened?

Draw the table of resources at the end of this exercise onto flipchart paper.

Facilitator’s notes
None

Directions
1. Tell the group that we are going to make up a life story timeline for an adolescent girl. Post the large paper with the horizontal line across it that you already prepared on the wall. Your group must decide on this girl’s name and say how old she is. We’ll answer questions to develop her life
story. Tell the girls that after you show them the example of this girl’s life
tory, you’ll ask them to answer the same questions and have them create
stories about their own lives.

2. Post the flipchart with the questions you prepared. Then, create the life
story timeline for the example girl on the large paper on the wall, above the
horizontal line, by answering some of the questions. Events that are closer
to the girl’s birth should be listed more to the left of the paper, while events
closer to the present should be listed more to the right of the paper. Note:
You don’t need to answer all the questions when you do the
demonstration; keep to the allocated time.

3. Give each girl a piece of A3 paper and ask them to draw a line through the
middle, just like you did in step 1. Give them different coloured pens or
crayons to write and draw with.

4. Ask the girls to record the story of their lives on the top part of the page,
just like you showed them in the example and using the questions from
step 2 as a guide. This is like a timeline from when they were born until
now. They can draw, write, or do both. If they are more comfortable with
drawing only, encourage that. Tell them to leave space on their paper to
add in things that may come up later on.

5. After about 20 minutes, tell everyone we’ll return to our life story timelines
again soon. Right now we want to stop and think about resources we have
in our lives. Put up the resources table you prepared. Take girls through it.

6. Go back to the flipchart paper about the imaginary girl’s life story. Quickly
talk about what resources we imagine she has, like those on the list we just
talked about, and how she uses them. Write these in the bottom part of the
demonstration flipchart paper.

7. Ask the girls to work in pairs. Ask them to share their stories and the
resources they have in their own lives and how they use them. They can
write these on their story timelines or list them in the bottom section of the
page, whichever they prefer. Ask them to focus on times in their lives when
they learnt something big and how these points of learning influenced their
lives. Let each girl speak for about 5 minutes.

8. Invite the girls to put their life stories up on the wall if they want to. Ask a
few volunteers to tell the group what resources they identified that they
had or lost in their lives. Make a note of these on a post it note or small
piece of paper. For example, the death of a family member could mean a
loss of a social resource or a family member getting a job means gaining a
financial resource.

Wrap-up

Explain that when we talk about livelihoods, we mean the way we get the basic
things we need in life. We have been looking at the resources we have to build
our lives and livelihoods.
**Examples of resources**

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
<td>Education, health and physical strength, life experiences and wisdom, intelligence, knowledge, skills, spiritual resources like prayer and faith, fellowship, hope</td>
</tr>
<tr>
<td>Social</td>
<td>People’s support networks like family and friends, kinship networks, religious groups, organisations we belong to, farmers’ groups, savings and loan groups, youth groups, sports and other teams, HIV support groups</td>
</tr>
<tr>
<td>Physical</td>
<td>Homes, equipment and tools, bicycles, vehicles, wells, clothes</td>
</tr>
<tr>
<td>Financial</td>
<td>Cash, things that can be converted to cash quickly and easily, income from a job, payment from abroad.</td>
</tr>
<tr>
<td>Natural</td>
<td>Soil, water, plants, trees, animals, air, rainfall, oceans</td>
</tr>
</tbody>
</table>
Exercise K2: Dreams and Wishes for Our Lives

Aims
To let girls explore their dreams and wishes
To identify what steps girls can take to help their dreams and wishes come true

Time
60 minutes

Materials needed
A copy for each girl of the Turning wishes into action plans table

Advanced preparation
None

Directions
1. Remind everyone that we looked at five different kinds of resources in the previous exercise. Ask the girls to remind us what they are (human, social, financial, physical, and natural) and to give real examples. Tell girls that livelihoods are about those resources we have or do not have. Resources help us make a living.

2. Ask the girls:
   - What would your life be like if you felt it was ‘good’?
     Help girls understand by using phrases like: this is ‘good enough’ or ‘acceptable to me’ or ‘I can live with it like this’. To get things going, give a simple and age-appropriate example from your own life.
   - What would your life look like for you to be able to describe it as ‘really great’? In other words, what is your ideal world?

3. Give each girl a printed copy of the Turning wishes into action plans table. Explain that this table will help them think about how to plan in their lives. In one column they think about one ‘picture’ of their lives that feels ‘good enough’. In the other column they think about another ‘picture’ of their lives that feels ‘great’.

4. To get things going, ask the girls to turn to the person sitting next to them and say one thing they wish for that would make life ‘good’ and one that would make life ‘great’.

5. In the big group, ask a few volunteers to share a wish. Instruct them to list these in the correct life area on the table.

6. Tell the girls that they will now work on their tables to help them plan for what they wish for in life. Ask them to do this quietly by themselves for a little while. They must write down what they have come up with for ‘good enough’ and ‘great’ and answer the questions in the columns. Give them about 15 minutes to do this and tell them it is fine if they don’t fill the entire table. While they are working, walk among the girls to answer any questions or help any girls who may have a low literacy level.
7. Bring the girls back into the group and ask them to pair up with another girl. Ask each pair to share what they put in their tables for each life area with each other. If they had trouble answering any of the questions, instruct them to brainstorm with their partners on what could go in that column. Give them another 15 minutes to do this.

Wrap-up

Invite a few volunteers to share with the group what they learnt or discovered during this activity. Ask them if this exercise has made them more aware of the connection between their dreams and making action plans to achieve them.

If this is the last exercise of the day, tell the girls that they can take their Turning wishes into action plans tables home with them if they want to think on them some more, but to remember to bring them to the next meeting.
### Turning wishes into action plans

<table>
<thead>
<tr>
<th>Life area:</th>
<th>Money</th>
<th>Health</th>
<th>Housing</th>
<th>Safety</th>
<th>Relationships</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wishes for 'good enough' things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wishes for 'great' things</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>What do you need for this wish to come true? Which other life areas would you need to get help from?</td>
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<td></td>
</tr>
<tr>
<td>What good things and bad things might happen if this wish came true?</td>
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<td></td>
</tr>
<tr>
<td>What steps can you take to help this wish come true?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which steps are realistic (doable)?</td>
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</tr>
</tbody>
</table>
Exercise K3: Let’s Set Livelihood Goals

Aims
To think about what shapes our dreams
To let girls practise setting goals
To identify practical steps to achieve goals

Time
40 minutes

Materials needed
The flipchart that listed the resources the group spoke about in Exercise K1
Each girl’s Turning wishes into action plans table from Exercise K2; have a few extra copies on hand in case any girl forgets or loses hers
Paper and pens for each girl

Advanced preparation
Write up on flipchart paper the Goals, steps, and resources table for step 3, found at the end of this exercise.

Facilitator’s notes
None

Directions
1. Explain that this exercise will help the girls think carefully about their chosen goals and to start developing steps towards realising these goals. Remind them that to realise a goal we need to think about what resources we have. Refer to the list of resources on the wall from Exercise K1 and remind the girls of the Turning wishes into action plans table they worked on for homework.

2. Hand each girl a sheet of paper and pen, and ask them to work on their own. From their Turning wishes into action plans table, tell them to choose one realistic goal they want to achieve in the next three to six months. It must be a small, achievable goal. It can be a goal they want to achieve for any part of their life. They should write this goal down on the piece of paper.

3. Ask the girls to write down all the steps they need to take to achieve their chosen goal. Hang the prepared Goals, steps, and resources flipchart and take the girls through it.

4. Ask the girls to draw on their paper the same frame with the headings ‘Goal’, ‘Small Goal’, ‘Steps’, and ‘Resources’. They should fill in their own goal, small goal, steps to achieve it, and resources. Ask the girls to finish working through as many steps towards their chosen goal as they can. They can continue to work on this at home.

5. Tell the girls that it is important we keep the work we’ve done here because it will help us develop step-by-step plans to achieve other goals now and in the future.

Wrap-up
Ask everyone to stand in a circle and hold hands. Let’s close our eyes and imagine our lives when we achieve the goal we worked on today.
Goals, steps, and resources

**Goal:** To be a doctor

**Small goal:** To get in to study medicine at university

<table>
<thead>
<tr>
<th>Steps</th>
<th>Resources (Assets)</th>
</tr>
</thead>
</table>
| **Step 1:** Get an A for maths, science, life sciences at the end of the year (This is what I will aim to achieve in the next 4 months) | **Human:** I’m strong and do physical exercise.  
**Human:** I understand it’s important to work hard and I have confidence that I can do well if I do.  
**Social:** My older sister is very supportive and my friends at youth club encourage me.  
**Physical:** There’s no place to study at home, but I can study in my classroom after school.  
**Financial:** I do washing for my neighbour on the weekend and she buys me stationery in return.  
**Natural:** We have fertile soil and grow our own vegetables, so I eat well. |
| **Step 2:** Find out 5 universities where I can apply to study medicine |                                                                                                                                                   |
| **Step 3:**                                                                 |                                                                                                                                                   |
| **Step 4:**                                                                 |                                                                                                                                                   |
Exercise K3: Let’s Set Livelihood Goals

Aims
To think about what shapes our dreams
To let girls practise setting goals
To identify practical steps to achieve goals

Time
40 minutes

Materials needed
The flipchart that listed the resources the group spoke about in Exercise K1
Each girl’s Turning wishes into action plans table from Exercise K2;
have a few extra copies on hand in case any girl forgets or loses hers
Paper and pens for each girl

Advanced preparation
Write up on flipchart paper the Goals, steps, and resources table for step 3, found at the end of this exercise.

Facilitator’s notes
None

Directions
1. Explain that this exercise will help the girls think carefully about their chosen goals and to start developing steps towards realising these goals. Remind them that to realise a goal we need to think about what resources we have. Refer to the list of resources on the wall from Exercise K1 and remind the girls of the Turning wishes into action plans table they worked on for homework.

2. Hand each girl a sheet of paper and pen, and ask them to work on their own. From their Turning wishes into action plans table, tell them to choose one realistic goal they want to achieve in the next three to six months. It must be a small, achievable goal. It can be a goal they want to achieve for any part of their life. They should write this goal down on the piece of paper.

3. Ask the girls to write down all the steps they need to take to achieve their chosen goal. Hang the prepared Goals, steps, and resources flipchart and take the girls through it.

4. Ask the girls to draw on their paper the same frame with the headings ‘Goal’, ‘Small Goal’, ‘Steps’, and ‘Resources’. They should fill in their own goal, small goal, steps to achieve it, and resources. Ask the girls to finish working through as many steps towards their chosen goal as they can. They can continue to work on this at home.

5. Tell the girls that it is important we keep the work we’ve done here because it will help us develop step-by-step plans to achieve other goals now and in the future.

Wrap-up
Ask everyone to stand in a circle and hold hands. Let’s close our eyes and imagine our lives when we achieve the goal we worked on today.
### Goals, steps, and resources

**Goal:** To be a doctor

**Small goal:** To get in to study medicine at university

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| **Step 1:** Get an A for maths, science, life sciences at the end of the year (This is what I will aim to achieve in the next 4 months) | **Human:** I’m strong and do physical exercise.  
**Human:** I understand it’s important to work hard and I have confidence that I can do well if I do.  
**Social:** My older sister is very supportive and my friends at youth club encourage me.  
**Physical:** There’s no place to study at home, but I can study in my classroom after school.  
**Financial:** I do washing for my neighbour on the weekend and she buys me stationery in return.  
**Natural:** We have fertile soil and grow our own vegetables, so I eat well. |
| **Step 2:** Find out 5 universities where I can apply to study medicine | |
| **Step 3:** | |
| **Step 4:** | |
Exercise K4: Planning to Achieve My Goal

Aim
To help girls consolidate their plans to achieve their goals

Time
60 minutes

Materials needed
Blank copies of the Turning wishes into action plans table from Exercise K2 for each girl

Advanced preparation
Draw the Turning wishes into action plans table example for step 1, found at the end of the exercise, on a flipchart.

Write the following questions for step 9 on a flipchart.

- What steps you have taken so far toward this goal?
- What changes you have made to your goal as the exercises have progressed? (These changes might have happened because you learned something new from a session or from the steps you took and changed some plans.)
- What further things you will need to do to achieve your goal?
- What are the biggest challenges you think you will face?
- What would you like to work on in the next session to help you move toward your goal?

Facilitator’s notes
None

Directions
1. Put up on the wall the Turning wishes into action plans table that you prepared before the exercise with the example goal of being a doctor.

2. Tell the girls that we’re working with the same resources we did in the previous exercise, but are going to add some new questions into the process that will help us identify if we have developed any new ideas on using and/or getting resources. We are going to use the words access and accessing, which mean how to get something.

3. Tell the girls that now we are going to work together to fill in the columns for a 16-year-old girl whose goal is to be a doctor. This will prepare us to do our own table for our own goals. Take the girls through the example and answer all the questions for at least one or two rows, until the girls feel comfortable filling in the table on their own.

4. Give each girl a copy of the blank Turning wishes into action plans table. Ask the girls to work alone to fill in their table. They should rewrite at the top of the table the original goal they decided to work on in the next few weeks and months after the Stepping Stones programme is finished.
5. Talk a bit about the fact that girls’ goals might have changed because of the work they have done together since they set their goals. This is fine; this happens. Tell them to write in their new goal and fill in the worksheet using that goal.

6. While the girls are working, go around the group and check if anyone is stuck or needs a bit of help to complete the exercise.

7. Do a check in with the group.
   - Does each girl feel the goal they are going to work on is clear?
   - Do they have the resources they need to achieve their goal?
   - If not, have they thought about ways to mobilise resources or how they could work in a different way?

8. Let the girls know that you can make a time to work with them one-on-one if anyone is unsure or unclear about anything.

9. Ask the girls to get into pairs and discuss the points and questions you prepared on a flipchart, which you should hang up on the wall. After about 10 minutes, invite a few girls to share their responses to these questions with the larger group.

Wrap-up

Remind the girls that there will be setbacks and crises along the way as they try to achieve their goal. There also will be things that work well. Encourage them to support each other to keep working to achieve their goals. It takes discipline and determination, but they should keep going.
### Goal: Be a doctor

<table>
<thead>
<tr>
<th>Life area:</th>
<th>Money</th>
<th>Health</th>
<th>Housing</th>
<th>Safety</th>
<th>Relationships</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wishes for 'good enough' things</td>
<td>I'm strong and do physical exercise. I understand it's important to work hard, and I have confidence that I can do well if I do.</td>
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<td>What do you need for this wish to come true? Which other life areas would you need to get help from?</td>
<td>There's no place to study at home, but I can study in my classroom after school.</td>
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</tbody>
</table>
Exercise K4: Planning to Achieve My Goal

Aim
To help girls consolidate their plans to achieve their goals

Time
60 minutes

Materials needed
Blank copies of the *Turning wishes into action plans* table from Exercise K2 for each girl

Advanced preparation

Draw the *Turning wishes into action plans* table example for step 1, found at the end of the exercise, on a flipchart.

Write the following questions for step 9 on a flipchart.

- What steps have you taken so far toward this goal?
- What changes have you made to your goal as the exercises have progressed? (These changes might have happened because you learned something new from a session or from the steps you took and changed some plans.)
- What further things will you need to do to achieve your goal?
- What are the biggest challenges you think you will face?
- What would you like to work on in the next session to help you move toward your goal?

Facilitator’s notes

None

Directions

1. Put up on the wall the *Turning wishes into action plans* table that you prepared before the exercise with the example goal of being a doctor.

2. Tell the girls that we’re working with the same resources we did in the previous exercise, but are going to add some new questions into the process that will help us identify if we have developed any new ideas on using and/or getting resources. We are going to use the words *access* and *accessing*, which mean how to get something.

3. Tell the girls that now we are going to work together to fill in the columns for a 12-year-old girl whose goal is to do well in school. This will prepare us to do our own table for our own goals. Take the girls through the example and answer all the questions for at least one or two rows, until the girls feel comfortable filling in the table on their own.

4. Give each girl a copy of the blank *Turning wishes into action plans* table. Ask the girls to work alone to fill in their table. They should rewrite at the top of the table the original goal they decided to work on in the next few weeks and months after the Stepping Stones programme is finished.
5. Talk a bit about the fact that girls’ goals might have changed because of the work they have done together since they set their goals. This is fine; this happens. Tell them to write in their new goal and fill in the worksheet using that goal.

6. While the girls are working, go around the group and check if anyone is stuck or needs a bit of help to complete the exercise.

7. Do a check in with the group.
   - Does each girl feel the goal they are going to work on is clear?
   - Do they have the resources they need to achieve their goal?
   - If not, have they thought about ways to mobilise resources or how they could work in a different way?

8. Let the girls know that you can make a time to work with them one-on-one if anyone is unsure or unclear about anything.

9. Ask the girls to get into pairs and discuss the points and questions you prepared on a flipchart, which you should hang up on the wall. After about 10 minutes, invite a few girls to share their responses to these questions with the larger group.

Wrap-up

Remind the girls that there will be setbacks and crises along the way as they try to achieve their goal. There also will be things that work well. Encourage them to support each other to keep working to achieve their goals. It takes discipline and determination, but they should keep going.
**Goal: Do well in school**

<table>
<thead>
<tr>
<th>Life area:</th>
<th>Money</th>
<th>Health</th>
<th>Housing</th>
<th>Safety</th>
<th>Relationships</th>
<th>Food</th>
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</tbody>
</table>
Closing Circle

Aim
To reflect on the content covered in the module and emphasize the importance of what has been discussed

Time
15 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions

1. Tell the girls what we’re going to do in the financial education modules that come next. Just give an outline.

2. Ask the girls to share their thoughts on the link between the modules they have already done and the importance of what lies ahead in the next modules. If it doesn’t come up, make the link between having financial independence and being able to have more control over all aspects of our lives, including our health.

3. Stand in a circle and hold hands. One by one, each girl should raise her right hand (while still holding hands) and say, ‘If I could be/do anything I wanted to be/do anything I wanted to, I’d be/do ...’. You start.

Wrap-up
None
Module L: Money Choices

Purpose

To guide the girls to think about what they spend money on and why
To let the girls explore how and why people get into debt and what happens when they get into debt
To discuss ways of dealing with debt
To help the girls learn about saving money and make plans to do so

Facilitator’s notes

Exercise L2 has minor adaptations for 20–24/15–19 year olds and 10–14 year olds to ensure that the discussion is age appropriate. Only share Exercise L3 with 20–24 year olds and 15–19 year olds.

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.

Spend a few minutes reminding ourselves of what we did in the previous meeting.

Close meetings with a wrap-up. Summarise what we focused on. Remind ourselves of the date and time of our next meeting.

Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

Contents and time allocation

<table>
<thead>
<tr>
<th>In-school youth: Ages 15–19 years</th>
<th>2 hours 35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting 16</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>L1 What would I do with K50?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>L2 How We Spend Money</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>L3 Making Buying Choices</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Meeting 17</strong></td>
<td>2 hours 5 minutes</td>
</tr>
<tr>
<td>L4 Getting into and Dealing with Debt</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>L5 Learning to Save Money</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
### In-school youth: Ages 10–14 years

**Meeting 18**  
1 hour 20 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>L1 What would I do with K50?</td>
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</tr>
<tr>
<td>L2 How We Spend Money</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

**Meeting 19**  
2 hours 5 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 Getting into and Dealing with Debt</td>
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</tr>
<tr>
<td>Closing Circle</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

### Out-of-school youth: Ages 20–24 years and 15–19 years

**Meeting 13**  
2 hours 35 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
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</table>

**Meeting 14**  
2 hours 5 minutes

<table>
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<th>Activity</th>
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<td>L4 Getting into and Dealing with Debt</td>
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Module L: Money Choices

Introduction

Aims
To welcome each other back and touch base
To reflect on the previous module and to find out what we are going to explore in this module

Time
10 minutes

Materials needed
None

Advanced preparation
Refresh your memory by looking over what the group did in the previous module.

Facilitator's notes
None

Directions

1. Sit in a circle with the group. Everyone should be seated at the same level, including you.
2. Welcome everyone back to the new session. Thank everyone for coming. Inquire about latecomers or non-attenders.
3. Ask each girl to quickly tell us something good that has happened to her since we last met.
4. Ask the girls to talk about what they found most useful and learnt from the last module. Remind each other what we did in the last module if they have forgotten. Talk about how that has prepared us for this module on money choices.
5. Explain that in this session we are going on to discuss how we spend money, ways to save, and how to deal with debt.

Wrap-up
None
Exercise L1: What would I do with K50?

Aim
To play a fun energiser where we think about what we’d do with some unexpected money

Time
20 minutes

Materials needed
None

Advanced preparation
Cut up small pieces of paper the size of a money note. You must have enough for each girl and yourself. Write on the pieces of paper different amounts of money, ranging from K5 to K50. Put them in a bag.

Facilitator’s notes
None

Directions
1. Ask the girls to sit in a circle and close their eyes. Walk around the circle with the bag and instruct each girl to take out one piece of pretend money from the bag.
2. Once every girl has a piece of pretend money, go around the circle and ask everyone to quickly say what they would do with it.
3. Ask the girls to try to remember their choice for a later exercise.

Wrap-up
None
Exercise L2: How We Spend Money

Aim
To think about what we would like to spend money on and why

Time
50 minutes

Materials needed
Flipchart paper and pens for group work
Brochures from food shops, furniture shops, clothes shops, etc.

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Say to the girls that in this exercise we are going to imagine that each of us has been given K250 to spend this month. We are going to think about the **choices we must make when we spend the money**.

2. Break the girls into four groups and tell them that each group represents one person who will spend the K250. Give each group a selection of brochures. Every group must have at least two brochures: one with food or toiletries and one with stationery, shoes, or clothes.

3. Each group must now look through the brochures and decide as a group what they will buy this month. They must think not only about things one person would want, but about things she will need, like food and toiletries. Each group may not spend more money than it has. Encourage the girls to be open and honest about what they would really like to spend their money on.

4. Give each group flipchart paper and a pen. Instruct them to make a table with two columns: one for ‘The things we need every day’ and one for ‘The things we can live without’. Ask each group to, as they discuss, write down in each column what they plan to spend their money on. If they can, ask them to include the amount of kwacha each item costs, as was listed in the brochures.

5. Give each group an opportunity to present its thoughts. Ask the girls to listen quietly throughout.

6. After the groups have presented, discuss the following together:
   - What lessons are you learning about balancing what you want and what you need in your life?
   - How do you feel about what you spent your money on?
• Did you spend your money on things that will make people, like your friends and family, think about you in a certain way? (This is called your image.)
• How much money are you willing to spend on things you need versus things you want?

Wrap-up

Say that in most parts of life we have to choose between what we need and what we want. This is not easy. It means we have to be aware of our goals at all times. At times, it may seem important what our friends or family think of whether we have nice clothes, furniture, cars, or homes. Remember, we are the ones who choose what we do with our money. We are responsible for what happens because of our choices.
Exercise L2: How We Spend Money

Aim
To think about what we would like to spend money on and why

Time
50 minutes

Materials needed
Flipchart paper and pens for group work
Brochures from food shops, furniture shops, clothes shops, etc.

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Say to the girls that in this exercise we are going to imagine that each of us has been given K250 to spend this month. We are going to think about the choices we must make when we spend the money.

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   - What lessons are you learning about balancing what you want and what you need in your life?
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Wrap-up

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Exercise L3: Choosing What and How to Buy

Aims
To know what it means to make good choices about how we spend money
To know that we must think carefully about each spending choice we make

Time
60 minutes

Materials needed
Flipchart paper, A4 paper, and marker pens
Adverts for items to buy on hire purchase (HP)

Advanced preparation
Write the questions for step 3, below, on flipchart paper.
- Why are you buying things on credit?
- Are you ever under pressure to buy things on credit?
- What kind of pressure?

Collect adverts for things to buy on HP. Collect enough to give at least 1 HP advert to each of the four groups.

Write the questions for step 5, below, on flipchart paper.
- Is there any difference between the cash price and the lay-by/HP price?
- What is your opinion of the cost difference?
- What do you think are the advantages and disadvantages of paying cash versus lay-by/HP?

Write the questions for step 6, below, on flipchart paper.
- Would you consider waiting to buy an item until you have saved and could pay cash? (If girls mention putting money aside before they buy an item, ask everyone how they feel about saving for things. Is it possible? Why or why not?)
- What would you be willing to give up so you can buy your chosen item? (Ask them to give examples.)
- Do you have suggestions of ways to buy things without getting into debt?

Facilitator’s notes
None

Directions
1. Remind the girls that we’ve already talked about how most of us spend some money on things we need and some money on things we want. Say that we are now going to think critically about what we spend money on compared with the real prices of the items or services we pay for.

2. Ask girls to think of anything they have bought on lay-by, credit (using an account), or HP.

3. Put up the list of questions you have already written on flipchart paper. Discuss each question as a group. Listen to what girls have to say, and
appropriate for ages 20–24 years and 15–19 years only

make sure you understand their reasons. Don’t judge any choices, and ask girls not to judge each other.

4. Break the girls into four groups. Give each group an advert for different items they can buy on lay-by/HP and a piece of paper and marker pens.

5. Ask each group to choose an item and answer the questions you post on the prepared flipchart. They can write the answers to the questions on a piece of paper. One girl in each small group will present to the larger group at the end of their discussion.

6. One girl from each group presents her group’s discussion from step 5. Then, facilitate a discussion on the third set of questions you prepared on a flipchart.

7. Ask the girls to work on their own and write down 3 things they think they can do to look after any money they get. Ask a few girls to share the ideas they came up with in the full group.

8. Remind the girls of their lists of goals from the previous module. For homework, they must think about and write down how saving would help them achieve their goals. They should share this with a friend or another girl in the group on their own time.

Wrap-up

Say that we all need to save to buy the things we need for our livelihoods. This exercise highlights how we often have to make hard choices when we decide how to spend the little money we have. We should always think about the benefits and risks of buying things with cash or on account/lay-by/HP. This will also apply to borrowing money.
Exercise L4: Getting into and Dealing with Debt

Aim
To explore why and how we get into debt, what happens when we get into debt, and how to deal with debt

Time
60 minutes

Materials needed
- Paper for the girls to draw a spider diagram on, many different coloured markers or crayons
- A spider diagram on flipchart paper that you can use to demonstrate the exercise

Facilitator’s notes
Remember that debt can be a sensitive topic. Explain the aim of the exercise and discuss with the girls why debt is an important topic.

Advanced preparation
Draw the spider, below, on a big piece of paper.

Directions
1. Make sure the girls understand what the word **debt** means. They can give examples to show they understand. Say that some girls may have experience with debt themselves or within their families or friends, but others may not.

2. Divide the girls into four groups. Ask them to:
   - Discuss debt and what can happen to your life if you or your family is in debt
   - Make a spider diagram like the example you post to help organize what they discuss
• Include both small, medium, and big debt
• Write some reasons why people get into debt in one colour on the spider’s legs on one side
• Write some consequences of getting into debt in another colour on the legs on the other side

Let them spend about 15 minutes on the spider diagram.

3. Ask each group to post its spider diagram on the wall and present it to the full group. This should take around 15 minutes.

4. After the presentations, facilitate discussion on each of these points one by one:
   • What similar causes of debt have the groups come up with, and which causes does only one group have? (You should circle the similar causes on each spider diagram in one colour.)
   • What similar and different consequences of getting into debt have the groups experienced? (Circle the similar consequences in second colour and the different consequences in a third colour.)
   • Who in our lives is affected when we get into debt?
   • If someone else gets into debt on our behalf (e.g., they buy things for us on HP), do you think you have to give them something in return? Do you owe them something? If yes, what do you have to give them in return?
   • What are the consequences and risks for young adolescent girls for ‘owing’ someone in this way? Do you become more dependent on them? Is that good or bad, and why?
   • What lessons have we learnt about debt from this exercise?
   • What different choices will you make because of what you have learnt?

Wrap-up

Say that we can have good and bad experiences with money. Owing other people money can cause a lot of stress, whether we owe money to one person, a group of people, or a company. It is important to learn that if we get into debt often, we will get a bad credit record/reputation. Reputation means what people think of us. This can be harmful to our relationships with family and friends and hurt our ability to have access to money in the future. It is best to have little or no debt.

Tell the girls to share what they learnt with other people, like friends and family, to get discussions going on this important part of financial education.
Exercise L5: Learning to Save Money

Aims
To understand that we should save
To learn how we can save

Time
45 minutes

Materials needed
Flipchart paper and markers

Advanced preparation
Write the questions in step 1 on a flipchart.

Facilitator’s notes
Encourage participants to talk about:
- The value of waiting until you have the money to buy things
- How advertising makes us feel we should buy things we don’t need
- Buying choices (as covered to some extent in the previous exercises)
- Ideas on and experiences with saving, such as bank accounts, traditional methods (chilimba, tins), and other ways

Directions
1. Say that we all know that saving can be difficult. But, we can learn to save, no matter how much we earn or receive.
2. Ask the girls to get into groups of three. Give each group some flipchart paper and markers.
3. Ask each group to discuss what they need to do and how they need to behave to save successfully. Each girl should take a turn to talk while the others listen. After each girl has finished talking, the group can discuss to strengthen the savings ideas. The group must make a list on the flipchart of what each girl has said and be able to present their ideas.
4. Call everyone back together and ask each group to present. List all of their suggestions and key points on flipchart paper.
5. After the groups present, use the following questions for discussion:
   - How easy is it to do the things we need to do to save money?
   - What are our challenges? How can we overcome them?
   - Are there any areas where we need to improve? How can we do this?

Wrap-up
Say that saving is not easy, but there are supportive behaviours that can help you save, with notable returns. Saving needs discipline. Remind the girls that saving can help them achieve their goals. Ask them to think about this on their own time.
Closing Circle

Aims
To bring the section on financial education to a close
To encourage the girls to think further about money choices

Time
15 minutes

Materials needed
None

Advanced preparation
None

Facilitator’s notes
None

Directions
1. Everyone stands in a circle.

2. We take turns saying, ‘Before I said I would spend my K50 (or whatever sum of money they got in Exercise L1) on …. Now I want to spend it on…’ If girls say they still want to spend it on the same thing that is fine. Do not comment on or discourage any of their choices.

3. Thank everyone again for participating in the session on money choices. Ask each girl to take a turn sharing:
   - One thing she will share with someone else
   - One thing she is looking forward to doing before the next meeting
   - Any more questions about this module she would like to ask

4. Remind the girls that the next session is the last meeting we will all have together as a group. It will be our chance to share how we are doing with our goals and to encourage each other further. We also will evaluate the whole programme and discuss the future.

5. Remind everyone of the time and place for the next meeting and say you look forward to seeing them all again.

Wrap-up
None
Module M: Wrapping Up and Looking Forward

Purpose

To review girls’ original expectations for the Stepping Stones programme
To share with each other how we are doing with our goals
To discuss the future
To talk about how we can keep encouraging each other

Facilitator’s notes

Welcome everyone at the beginning of each meeting. Check in on how we’re all feeling.
Spend a few minutes reminding ourselves of what we did in the previous meeting.
Remember, discussion is the most important part of Stepping Stones. Make sure you give the girls enough time to think and talk.

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<tr>
<td>Introduction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>M1  Our Goals and Words of Encouragement</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>M2  Reviewing Programme Expectations</td>
<td>30 minutes</td>
</tr>
<tr>
<td>M3  Graduation Ceremony</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Closing Circle</td>
<td>10 minutes</td>
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<table>
<thead>
<tr>
<th>In-school youth: Ages 10–14 years</th>
<th>2 hours 5 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Meeting 20</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>M1  Our Goals and Words of Encouragement</td>
<td>60 minutes</td>
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<tr>
<td>Break</td>
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<td>Closing Circle</td>
<td>10 minutes</td>
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<tr>
<td>Meeting 15</td>
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</tr>
<tr>
<td>Introduction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>M1    Our Goals and Words of Encouragement</td>
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<td>Closing Circle</td>
<td>10 minutes</td>
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</tbody>
</table>

Out-of-school youth: Ages 20–24 years and 15–19 years
Introduction

Aim
To welcome the group to the final module

Time
5 minutes

Materials needed
None

Advanced preparation
Choose a happy song for the girls to sing together.

Facilitator’s notes
None

Directions
1. Welcome everyone back for the final meeting.
2. Get a happy song going and ask everyone to make a circle while we sing.

Wrap-up
None
Exercise M1: Our Goals and Words of Encouragement

Aim
To share with plans and goals and motivate one another to achieve them

Time
60 minutes

Materials needed
Paper and pens, a container or bag

Advanced preparation
None

Facilitator’s notes
None

Directions
1. While still in a circle, have each participant take a turn to step forward and say how she is doing with her goal that she worked on in Modules K and L.

2. After each person has spoken, the group should call out her name and share some encouraging words with her about her goal.

3. Open a discussion on whether participants want to carry on meeting after the end of the workshop. How can we make sure that we keep putting into practice what we have learnt? Are there any resolutions or pledges we want to make as a group to commit ourselves to living and thinking differently from now on? Summarise the discussion.

4. Give each girl a piece of paper and ask her to write her name on it; you should do it, too. Collect the pieces of paper and put them into a container, like a bag.

5. Go around the circle and ask each girl to close her eyes and pick out a name from the bag. We do this in silence and without saying whose name we picked out.

6. We all write a special note of encouragement to that particular participant on the paper, then put it back into the container.

7. You will then take the pieces of paper out one by one and give them to the right participants. Give the girls a chance to quietly read what is written for a little while. It is not necessary to share what is written with the larger group.

Wrap-up
None
Exercise M2: Reviewing Programme Expectations

Aim
To review girls’ original expectations for the Stepping Stones programme

Time
30 minutes

Materials needed
The girls’ expectations and worries from Module A Exercise A2 that you wrote on flipchart paper
Additional flipchart paper and markers

Advanced preparation
Go through the flipchart papers from Exercise A2.
Be prepared that the girls may criticize parts of the programme. Make sure you are able to accept criticism without being defensive. We often find it very hard as facilitators to listen to and accept criticism, but it strengthens us as facilitators for the future.

Facilitator’s notes
Write down the girls’ suggestions on how to improve the program on flipchart paper so you can share them with your colleagues.

Directions
1. Explain to the girls that it is good practice to review a workshop process so that we all have a chance to reflect on what we have learnt. Tell them that you will ask for suggestions on how we can improve the Stepping Stones programme for next time it is run.

2. Remind the girls that in Module A each of us said one thing we wanted and one thing we didn’t want from the workshop. Put up the flipchart paper from Exercise A2 on the wall.

3. Go around the circle and ask each girl to be honest and open about:
   - What they remember about the one thing they wanted and the one thing they didn’t want from the workshop
   - Whether they got the thing they wanted
   - Whether the thing they did not want happened
   - One overall comment about what they thought of the workshop
   - Write the comments on flipchart paper.

4. Discuss any negative points girls raised. Explain that this helps you understand clearly why they felt disappointed or let down and their opinions will contribute towards improving the program. Take note of this, so that you can modify the way you run future workshops.

Wrap-up
None
Exercise M3: Graduation Ceremony

Aim
To explain the process of graduating girls from the stepping stones program

Time
20 minutes

Materials needed
Certificates of completion

Advanced preparation
Print certificates of completion for each girl.

Facilitator’s notes
None

Directions
1. Gather the girls together. Present each girl with a certificate of completion recognizing her participation in the course.
2. Begin by thanking everyone for being brave enough to share our lives here with each other and for being open to new learning. Remind us of the confidentiality pledge we made at the start of the workshop.
3. Tell participants that now that they have graduated, they can begin to be true resources for young people in their communities.
4. As you give each girl her certificate, ask her to share how she feels at this moment.
5. Praise the girls for a job well done.
6. Encourage the girls to speak to other girls in their communities on the benefits of taking the stepping stones program.

Wrap-up
None
Closing Circle

Aim
To say a final goodbye at the end of the Stepping Stones programme

Time
10 minutes

Materials needed
None

Advanced preparation
Prepare a celebratory song for the group to sing together.

Facilitator’s notes
None

Directions
1. Get into a circle.
2. Encourage the girls to still meet regularly so they can continue this safe space group or form new ones.
3. Wish everyone well, and end with a song.