



AGI-K
Adolescent Girls Initiative-Kenya



**HEALTH AND
LIFE SKILLS
CURRICULUM**
WAJIR



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A citation for the materials from which many of the different sessions are drawn can be found in the footnotes at the beginning of the session, and a complete reference is located in the “References” section at the end of this document.

INTRODUCTION*

Kenyan girls are faced with social isolation, economic vulnerability and lack of appropriate health information and services – factors that prevent a healthy transition from girlhood into womanhood. They are faced with high rates of gender-based violence, unsafe sex – increasing their risk for unwanted pregnancy, STI and HIV infection, and school dropout. This leads to a lack of economic resources and income generating options, and a general lack of agency in shaping their lives. The root cause of these vulnerabilities is largely determined by girls' weak social, health, and economic assets.

The Adolescent Girls Initiative-Kenya project (AGI-K) aims to build these assets as an interconnected approach towards mitigating girls' vulnerabilities. The Population Council and its partners will implement a social, health, and economic asset-building program for vulnerable adolescent girls in Wajir County, Kenya. Girls will join groups of 25-30 girls, which meet once a week under the guidance of a female mentor and at the convenience of the girls. The girls will be trained on life skills, health and nutrition and given the opportunity to interact to build strong relationships with other girls in their community.

OVERVIEW OF AGI-K

One of the objectives of AGI-K is to facilitate the building of social, health and economic assets in a safe and fun learning environment. Participants are equipped with life skills and knowledge to help maintain happy and healthy lifestyles and be empowered with the confidence to assert their rights and protect themselves from harm and threats.

The 'safe spaces' component is the health sector intervention that is being tested as part of AGI-K. The girls groups, to which each girl belongs, are meant to provide a safe and supportive learning environment. Regular and reliable girls' group meetings, under the guidance of a female mentor from

the same community, are critical in building social assets for vulnerable girls – including friendships, self-esteem, trusting relationships with adults, social support, etc.

The objectives of including this curriculum in AGI-K are to:

1. Increase adolescent girls' knowledge of reproductive health and sexuality;
2. Reinforce and promote attitudes and behaviors that will lead to a better quality of life for adolescent girls; and
3. Instill skills among adolescents to enable them to overcome the challenges of growing up and becoming responsible adults including communication skills, decision-making, assertiveness, setting goals and resisting peer pressure.

BENEFICIARIES

AGI-K participants are girls aged 11-14 years whose villages were randomly selected to participate in the safe spaces group. While some girls may be in school, the program is not meant to target in-school girls only, nor are the groups meant to meet in school or be seen as school clubs.

Group structure

Each group meets once a week at a time and location that is deemed appropriate by the girls, the community, and the mentor/s. Groups meet in various locations throughout the community and the meetings last between 1-2 hours.

Meeting functions

The meetings serve two functions. The first is for the mentor to facilitate a short training session. The training content over the course of the year varies from sexual and reproductive health, nutrition and life skills, and other content that is identified as relevant and appropriate. These sessions should be engaging, interactive, and make use of best practice youth learning principles – that is games, small group work, etc.

*Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland. Developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01; Adolescent Reproductive Health Project (KARHP), PATH, Population Council (2005). Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum; Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011).

The second function is for the meetings to provide a space and opportunity for girls to regularly interact with each other. During meeting times, they can share updates about their weeks, address any concerns they may have, dance, express themselves, and generally have fun. As much as cultivating this sort of environment is the primary aim of weekly girls' group meetings, it is important that these groups not be run like a classroom. Mentors will have to ensure that during each meeting, girls have ample time for conversation and interaction, and should encourage an informal learning environment at times.

Age appropriateness

This program was designed for girls from 11 to 14 years of age. However, some of the material contained in the curriculum may not be suitable for participants at the younger end of this age spectrum.

The final decision on how to present the material is at the discretion of the mentor.

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PRELIMINARY TIPS FOR THE PRE-PROGRAM PERIOD

Mentors should peruse the curriculum and read the information before conducting the session. Mentors should prepare all necessary materials before each session in advance; think about their own values regarding young people, and about the topics to be discussed.

Collect and have on hand referral information for:

1. Sexual/reproductive health/gender based violence services,
2. How/where to report gender based violence,
3. Trauma counseling and Psychosocial support services for referral for any vulnerable girls and survivors of violence,
4. Legal services.

Invite guest speakers

Some topics and sessions may benefit from a guest speaker with experience and expertise on the topic. This will apply especially for topics that the mentor does not feel confident about, or those that require technical or professional guidance.

To ensure the session is successful, a mentor should invite the guest ahead of time, provide the guest with session guides that he or she is expected to facilitate and ensure that all relevant materials are ready beforehand. The guest speaker should also be made aware of the principles and attitudes mentioned throughout the curriculum, so that contradictions are not created. Guest speakers should be notified up front that their participation is voluntary and they will not be paid.

What if participants want to be paid for their time?

The recruiters for the program should make it clear that participants will not receive money when participating. During the first session the mentor should remind participants that their involvement in the program is voluntary. However, participants will gain non-monetary benefits from the program by building their skills, confidence, and knowledge.

Know your audience

Depending on the group, it may be necessary to change the approach to leading the sessions. For example, out-of-school girls may have lower literacy skills than in-school girls. For lower literacy groups, mentors may want to draw more pictures and use more symbols when writing on the flipchart or blackboard. Mentors should also use simple language and be sure that the instructions are clear before starting any activity. Do not ask more than a few questions at the end of each activity.

It is important that mentors work with adolescent girls where and as they are, not where or as the mentor thinks they should be. Mentors should also check sessions for cultural compatibility and acceptability. Be familiar with local cultural norms and adjust sessions accordingly.

Be prepared

Every training experience has the potential to pose challenges. The most effective way to minimize challenges is to be prepared which could entail rehearsing facilitation of the sessions beforehand.

GENERAL FACILITATION TIPS

For the program to be successful, the mentors should possess appropriate attributes. Specifically, a good mentor should:

1. See the participants as sources of information, experiences and skills to share, rather than perceive themselves as the only experts in the session.
2. Encourage participants to learn from each other, and guide this process rather than provide direct instructions and lecture-style learning.
3. Believe in learning by doing, experiential and practical sessions rather than through memorizing, repeating, and recording information.
4. Be organized, but flexible in changing methods based on participants' needs.
5. Be enthusiastic about the topics and participants.
6. Keep promises to the group and enable open participation.
7. Be patient, audible and good in listening.
8. Be eloquent and well versed with the topics for discussion and use appropriate examples, case studies and other participatory approaches.
9. Be prepared to handle strong emotions that may arise during discussions.
10. Summarize the key learning points after every session and facilitate a recap of previous the previous session before commencing a new session.
11. Encourage other participants to respond to questions raised by their peers before providing solutions or input.
12. Use appropriate body language to encourage participation; this includes maintaining eye contact with participants and nodding ones head as they contribute.
13. Make the session's fun!

TALKING ABOUT SENSITIVE ISSUES

Many of the issues raised in this manual are linked to sex, relationships and HIV, which are perceived as sensitive topics in most communities. Some mentors may feel that talking about sex and contraception with young people encourages them to have sex. On the contrary, research shows that discussing facts and consequences related to sex encourages them to delay sex and consider abstinence. However, mentors should not assume the participants are not having sex.

Young people will often giggle with embarrassment when discussing topics related to sex or reproduction. Mentors should not let this discourage them or make them uncomfortable. Girls need accurate information on these subjects to make healthy choices and feel more comfortable with the changes they are experiencing. Let the embarrassment pass, wait for girls to settle down, and then focus on the information and skills they need.

For mentors to let participants know that they are comfortable talking about these issues, they should:

1. Reflect on their own values and clarify how they feel about an issue before discussing it with participants.
2. Prepare and plan ahead, find out as much as they can beforehand to improve confidence in facilitating the session.
3. Be honest with participants when unsure of how to answer their questions, promise to get more information on the same or invite an expert guest speaker to address the questions.
4. Accept participants' slang terms and not hesitate to seek clarifications on the same where necessary.
5. Set their own limits. Participants will be excited because of the topic being discussed and sometimes ask questions that could embarrass the mentors. Mentors should be open and honest, but inform the participants when their behavior is disrespectful and when they feel uncomfortable answering a particular question.
6. Desist from answering personal questions about their own sexual experiences.
7. Stick to the facts even if they have personal opinions about the topic, as it is important to remain neutral and open so that the participants will feel free to ask any question and share their thoughts, fears, and opinions.
8. Ensure confidentiality when dealing with sensitive information and experiences shared by participants.

Handling Emotions

Participants may get emotional during group meetings. Mentors should react sensitively and effectively when a participant becomes visibly upset during a session. They should strive to ensure that participants feel safe and are not embarrassed so that the group can move past any awkwardness or discomfort. Ways for a mentor to deal with an emotional situation include: moving the discussion away from an upsetting topic, relating an anecdote, moving on to a new topic, or taking a break.

If a participant is upset by an activity, the mentor should try to talk to the participant privately in order to find out how and why the participant is uncomfortable. The mentor may suggest that the participant step out of the meeting space and should not force the upset adolescent to talk about what is upsetting her, but should be available to listen if the girl would like to talk. A mentor's role is to provide her with understanding, support, reassurance and any other required assistance.

Please note: A mentor should be prepared to provide participants who have been abused with referral information and assistance for psychosocial services.

WORKING WITH PARENTS

Parents are co-educators in teaching life skills and reproduction to their children. If teachers, community members, religious leaders, and parents can work together, then young people are more likely to emerge as well-rounded, healthy individuals. Unfortunately, it is not always easy to work with parents. Parents often have concerns when reproduction is taught to their children and they may not feel comfortable or equipped to deal with these issues themselves.

To improve the program's success, mentors should do the following when working with parents:

1. Keep them (parents) informed on the nature of the sessions, discussion content, and the objectives and benefits that shall accrue from the sessions.
2. Get their opinions on how to improve the program.
3. Discuss any concerns and fears they might have regarding reproductive health, HIV and AIDS. This can be done during parents' meetings, home visits, and community days.
4. Get to know the community better - find out more on the community needs, concerns, existing skills and expertise.
5. Bring in experts to present their ideas, help improve parent-child communication, and share resources and materials.

6. Ensure high levels of parents' participation in activities related to their adolescent girls – these could include checking the girls' homework, assigning the girls activities that require them to talk to their parents etc. For example participants could be asked to interview their parents or family members on their adolescence experiences.

PARTICIPATORY FACILITATION APPROACHES

In delivering this curriculum, mentors should employ participatory methods. These include group discussions, brainstorming, role-plays, educational games, case studies and storytelling. These methods provide participants with opportunities to interact freely, and often generate discussions that cannot be achieved through other methods. In addition, they provide participants with opportunities to practice new skills like communication and decision-making.

The advantages of active participatory methods include:

- Improved critical thinking skills
- Increased likelihood of participants remembering and sharing new information
- Increased motivation
- Improved interpersonal skills

Summary notes on Key Participatory Methods

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

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

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

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

The rules of role-play are:

1. Discuss the situation within a small role-play group.
2. Agree on a storyline.
3. Agree on who does what, involving everyone.
4. Rehearse.
5. Act out for the larger group.

Energizers: *Energizers* are quick, simple activities that help participants relax, become more comfortable, and (re)connect with each other while simultaneously helping participants to focus and participate. Open each session with a quick energizer. Try to choose a new one each time, and try to limit time spent on these to about five minutes. In addition to opening each session with an energizer, they can be used in the middle of a session to “wake participants up” if energy levels in the group seem low. Participants themselves often have great ideas for energizers. If you wish, give participants a few options to choose from, or ask them for suggestions for a quick game or song to open a session.

Group Work: This curriculum is full of activities that require organizing participants into pairs or small groups, which encourages teamwork and participatory and interactive learning. The instructions frequently direct mentors to do this, but usually leave the method for dividing participants up to the mentor.

Seating Arrangements

To encourage participants to feel a sense of membership to a group and to participate fully, it is strongly recommended that they sit in a circle rather than in rows. This seating arrangement allows for eye contact between participants and the mentor, creates a more relaxed atmosphere, and encourages participation. Mentors should avoid seating arrangements that are similar to a classroom setting.

SESSION STRUCTURE

The AGI-K Life Skills and Health Curriculum have 28 sessions. Each session is outlined as follows:

1. Session title
2. Session description
3. Learning objectives
4. Time
5. Materials
6. Pre-session preparation
7. Energizer
8. Review
9. Activities
10. Session Evaluation
11. Practice activity

Session Title

The session title names the main topic covered in the session.

Session Description

The session description summarizes the activities undertaken in each session.

Learning objectives

Learning objectives provide an overview of the learning aims and purpose of each session.

Time

A breakdown of the estimated time to be spent on each activity is provided at the beginning of each session and underneath each activity title. These general time frames have been assigned to aid in determining the division of time between each activity in a session so that all of the material can be covered. However, participants may want to explore some issues in more depth, or at other times they may work through the material more quickly. Allow participants flexibility with the space and time allocated to each part of a session. This will help them grasp ‘take-home messages’ associated with each session and develop an understanding of how to apply the information to their lives.

Materials

Materials needed to prepare for each session are listed. *A set of training aids* (including handouts, cards, charts, etc.) will be provided to mentors for use with specific sessions. Participants should be provided with notebooks to use for note-taking and working on various activities throughout the program. *Girls should be reminded to bring these with them to each session.* Markers and a flipchart OR chalk and a blackboard are needed for most sessions. When these materials are not available, adapt the session accordingly.

Pre-session Preparation

Preparation activities for each session are noted. It is important for the mentor to complete these preparations **before** each session. Being prepared for the learning session will make the mentor's job much easier and help the session to run smoothly. *Review this information carefully.*

Energizers

A specific energizer is suggested at the beginning of a session if it is relevant to the session's topics. Energizers may also be suggested by participants themselves.


Review

The review provides general instructions for revising the key points of the previous session(s), to discuss the results of any practice activities that were assigned between the previous and current session, and to answer any questions.

Activities

Step-by-step instructions for the learning activities are provided to guide the mentor in helping participants learn and work with the concepts of the session. The steps are listed in the order in which they should be implemented and it is intended that the steps be followed as outlined. While a general script for each session is provided, mentors should feel free to use their own words to explain each point.

Special features for the mentor to note include the following:

 = highlights specific open questions to ask participants, or further explanations or instructions to give them

[Square brackets] = the “correct” answer to expect from a technical question

(Parenthesis) = additional instructions or information

Session Evaluation

A suggested outline to end and evaluate each session normally includes instructions to ask participants to share what they have learned during the session while the mentor fills in any key points they miss, addresses any questions or comments, and ends the session on a positive note, with a clear take-away message.

Practice Activity

Practice activities are to help reinforce the skills and knowledge gained during the session. They should be discussed at the beginning of the subsequent session. For some sessions, specific follow-up or practice assignments for participants to work on between sessions are provided. If suggested practice activities are not appropriate or are logistically challenging, mentors should feel free to suggest one or two alternative things participants could do before the next session. These things should be simple, short activities, which enable participants to practice what they have learned in the session. It is important that assignments given are appropriate for age groups and stick to fairly simple tasks that do not require many resources to accomplish (i.e. “Ask someone about X”, “Help a friend with Y, “Find out where Z is available,” “Write down three things that you...” etc.).

INTRODUCTORY SESSIONS

1 What to expect* (part 1)



SESSION DESCRIPTION

The mentor explains the purpose of AGI-K and leads a discussion on the meaning of empowerment.



OBJECTIVES

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

- Define “empowerment”
- Understand what will be covered during the program and why
- Understand expectations for participation



TIME 1 HOUR, 20 MINUTES

- Energizer (5 minutes)
- Getting to Know Each Other (20 minutes)
- Introducing Safe Space and the Idea of Empowerment (15 minutes)
- Group Formation and Mapping Exercise (15 minutes)
- Identifying Safe Routes (15 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
 - Talking stick (a stick or rolled up piece of paper)
 - Assorted colorful markers
 - A comprehensive list of local community resources and their contact information for:
 - Sexual/reproductive health services
 - How/where to report gender based violence
 - Psychosocial counseling referral for any vulnerable girls who have been violated
 - Legal services
- (It may be helpful to draw index cards with images of these community resources.)



PRE-SESSION PREPARATION FOR MENTORS

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say the following to participants:

☞ Welcome to our first meeting. Today, we are going to talk about empowerment, learn what is covered in the AGI-K program and why, and also understand the expectations for participation.

Before we begin, let's all stand up and do a short energizer.

Ask all the participants to stand in a circle, facing inward.

Explain:

☞ I am going to make a face or a "mask" and make eye contact with the person on my left. She must try to copy or make the exact same mask, with her face, as if she were looking in a mirror. Then, she will turn to the left and change the first mask into a new one to pass on to the next person. We will "pass the mask" around the circle. Let's try it now, and remember to make eye contact and give the person enough time to make a really good copy of your mask with her face. Do not rush through it too quickly; give everyone time to copy your mask exactly.

Demonstrate the procedure before starting.

activity 1

GETTING TO KNOW EACH OTHER

(20 MINUTES)

Say the following to participants:

☞ One of you will act as a reporter and the other as a person being interviewed. You will be expected to report what you have learned about your partner to the group. Ask your partner the following questions.

NOTE TO MENTOR: Write the following questions on a blackboard or flipchart. You can prepare them in advance.

- What is your name?
- What is something you like to do?
- What do you hope to get out of participation in these meetings?

After each participant has interviewed and been interviewed, ask them to sit in a circle.

Explain:

☞ Now everyone will introduce their partner to the whole group using the information obtained during your interviews.

NOTE TO MENTOR: If participants are hesitant to talk the mentor can use a "talking stick" to get things started. This entails the passing of a talking stick (a cane, sticks, or rolled up piece of paper) to one participant. The participant with the talking stick shares, while everyone else listens. Then the participant passes the stick to another participant and that person talks while everyone else listens... and so on.


While the participants share, write what they hope to get out of these meetings on the blackboard or flipchart. After everyone has answered, read the list aloud and comment on which of the participants' expectations are covered in this program and which are not.

activity 2

INTRODUCING SAFE SPACES AND THE IDEA OF EMPOWERMENT

(15 MINUTES)

Ask participants the following question:


-  What do you think is meant by the word “empowerment?”
[In Somali, empowerment is “Xoojin qof si uu isugu kalsoonaado”]

After some discussion, share the following dictionary definition:


The official definition of empowerment is: “making someone stronger and more confident, especially in controlling their life and claiming their rights.”

Discuss this definition.

Ask the following question:

-  What do you think empowerment might look like in your own life? [e.g., being able to stand up to someone who is treating you unfairly and being confident to share your opinions.]


Explain:

-  The goal of AGI-K is to provide a safe and fun learning environment where girls can be equipped with life skills and knowledge about their health and money management. The knowledge and skills that they gain in these groups, together with the friends that they will make, will help them maintain a happy and

healthy life, and feel confident and empowered, including financially, asserting their rights and protecting themselves from harm and threats to their health.

Your involvement in AGI-K program is voluntary. Do you have any questions up to this point?

Explain:

-  Each meeting will include interactive activities that will take about one hour. Each meeting will address a different topic (e.g., communication, relationships, nutrition). Meetings will be safe places for you to discuss topics and questions that they many not otherwise get to talk about with adults and they should not feel embarrassed about anything that is discussed, any questions they may have, or any experiences they want to share. You are expected to attend each week. If a girl misses several sessions in a row, the mentor will follow up to find out if that girl is all right. The activities are participatory. Participants are asked and encouraged to talk, share, discuss, have fun and play at each meeting.


activity 3

GROUP FORMATION AND MAPPING EXERCISE

(15 MINUTES)


Divide the two groups (Group A is 11-12-year-olds and Group B is 13-14-year-olds. This is to help younger girls from feeling intimidated by the older girls and to prevent older girls from feeling that they are 'too old' for the program as there are girls much younger in the group. Groups should have a minimum of 15 girls and a maximum of 35 girls.

Explain:

 The group you are now in will be the group you meet with for the rest of the Adolescent Girls Initiative Project sessions.


Distribute one piece of flipchart paper and colored markers to each group.

Ask a few participants the following question:

 Which places do you spend the most time in and why?

Ask participants to draw a map not just of the place where they are, but of their larger community. Be sure they know that the map does not have to be perfect; it just needs to give a general idea of the main places and where they are in relation to each other.

Now ask the group:


 Are there any other main places you realize that you have forgotten?

Then ask:

 Which places are safe or unsafe?

Explain that participants should mark each safe place by drawing a small star on their maps. They can put more stars to represent varying degrees of safeness (the more safe the place, the more number of stars and the less safe a place is, the less number of stars).

Ask:

 How long does it take to walk to the safest places from your homes?

[This may vary depending on the locations where participants live.]

How do you feel about the safety of the place we are meeting today?

NOTE TO MENTOR: If participants agree that the location of today's meeting is safe, ask the group to agree to continue to meet in this location for future AGI-K sessions. If the two groups (11-12-year-olds and 13-14-year-olds or in-school and out-of-school) are supposed to meet in separate locations, have each group agree on the safety of their respective location. If participants can think of a safer (or more convenient) space to meet, look into this alternative and make any necessary arrangements to secure the space for regular AGI-K meetings.

activity 4

IDENTIFYING SAFE ROUTES

(15 MINUTES)

Say to participants:

I would now like us to form groups based on those who share the same path to the safe space (meeting venue).

Group the participants accordingly. Then ask the girls to write these questions in their notebooks and discuss:

Ask:

- What things do we like the most from our path?
- What dangers are there in the path?
- Where do you feel safe and comfortable in the path?
- Where will you meet in the path to come together to the safe space?
- What's the safest path to follow to come to the safe space?

When finished, ask one member of the group to draw a big star on the community map, the point the group will meet on the path to the safe space.

Discuss the following:

- What moments do girls walk together in the community?
- When and how have you seen a girl helping another girl?
- Why is it important to know the other girls participating in his safe space?

session evaluation

Ask participants to say what they have learned. Fill in any key points they miss.



Key Message: You will be participating in AGI-K over the course of the next two years. AGI-K sessions are a safe space in which you will learn about reproductive health, financial education, and life skills to become empowered!

(NOTE TO MENTOR: This is a good technique to use for any session.)

Ask:

- What is the goal of AGI-K?
[To provide a safe and fun learning environment where participants can be equipped with life skills and knowledge about their health and money management.]

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

Explain:



At the end of some sessions I will share a suggested activity that you can practice on your own to help reinforce the skills and knowledge that were gained during this session. These practice activities will be discussed at the beginning of the next group meeting.

PRACTICE ACTIVITY

Tell participants to explain the definition of empowerment to a friend. Together, participants and their friends should think of examples of empowered people in their community.

2 What to expect* (part 2)



SESSION DESCRIPTION

Participants create a list of ground rules for all sessions, and brainstorm a list of community resources.



OBJECTIVES

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

- Establish, negotiate, and agree on ground rules as a group
- Have a list of community resources available to them for reproductive health gender-based violence, and other services



TIME 1 HOUR

- Energizer (5 minutes)
- Review (5 minutes)
- Ground Rules (20 minutes)
- Brainstorming Community Resources and Contacts (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Flipchart/blackboard and markers
- A comprehensive list of local community resources and their contact information for:
 - Health services
 - How/where to report sexual or domestic violence, including early and forced marriage
 - Psychosocial counseling referral for any vulnerable girls who have been abused or raped
 - Legal services

(It may be helpful to draw index cards with images of these community resources.)




PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Talk with community members to ensure that you have included as many people and places as possible on your list of community resources, and that all contact information is up-to-date and correct


INTRODUCTION AND ENERGIZER

Say the following to participants:


 In this session, we are going to form ground rules to help us feel safe, respected and maintain productivity. We are also going to talk about organizations, institutions, groups or persons in our community that provides help and support those at risk or girls who might in help in various aspects of life.

Can we all stand up and do an energizer?

Explain:

 Think of a word (adjective) to describe how you are feeling or how you are. The adjective must start with the same letter as your name. For instance, "I'm Halima and I'm happy". Or, "I'm Amina and I'm amazing." You can also do an action that describes the adjective.

REVIEW

 Ask participants what they learned during the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.


Ask 2-3 volunteers to share feedback on the practice activity that was given in the last session. Then ask if there are any questions before beginning today's session.

activity 1


GROUND RULES

(20 MINUTES)


Ask the participants:

 Do you know what ground rules are?
Why do you think it is important to have ground rules?
[to understand the limits and freedoms that we have, to help us work together, to ensure productivity and respect.]
What are some real-life situations when it is important to have rules?
[when people steal from each other, when everyone talks at the same time during a meeting, when someone speaks and others make negative comments about what they said, when everyone has to contribute to household chores]

Explain the following to participants:

 Ground rules are set to help you feel safe participating in these meetings. While this is a participatory program, you will not be forced to participate more than you want. You can feel confident that this is a safe environment in which to share your thoughts and feelings, and that sharing your own questions or stories can help other girls who may have experienced or wondered about similar things. Ground rules help ensure that everyone will have a chance to be heard without judgment or ridicule, and personal space and privacy will also be respected.


Ask the following question:

 What are some ground rules you would like to set for these meetings?
[what is said is not repeated anywhere else, participate only if you want to, do not someone else down for their opinions or experiences, be respectful, listen, do not interrupt]

Write the responses for ground rules on a flipchart/blackboard and keep in a safe place them for reference throughout the entire program.


NOTE TO MENTOR: Write in simple terms (also using pictures) so that everybody can understand.

Ask the following question:

 What are some interactive punishments you would like to set for those who break the ground rules?
[anyone breaking the rules must do 10 frog jumps, write on the flipchart/blackboard (or say out loud) three things they have learned so far today, sing one verse of a song]

Again, write these responses on a flipchart/blackboard and keep in a safe place.

Say:

 You will now vote to agree on these rules by raising their hands. This vote will serve as a contract, meaning that the group has agreed to follow these rules in each girl's group meeting.

Start the vote. If one or more girls do not raise their hand, ask why and discuss what should be changed to the rules in order for everyone to agree to them.

activity 2

BRAINSTORMING ON COMMUNITY RESOURCES AND CONTACTS

(20 MINUTES)

Distribute the notebooks which were provided by AGI-K to each girl.

Ask the following question:

Which resources are currently available to you when it comes to your health, safety, and well-being, such as: where you can go if you have a health problem or if you have a problem that you want to talk to someone about? This may involve counseling or sexual and gender based violence services.

Write down their suggestions on a blackboard or flipchart. Then share your list or cards with images of local resources and contact information that you have gathered before the session. Emphasize the importance of turning to the services available in the community whenever participants, members of their families, or friends need assistance.

(NOTE TO MENTOR: If participants have mentioned any other resources that are not already included on your prepared list, let them know that you will follow up on getting any additional contact information needed for those, and that you will provide it to them at the next meeting.)

session evaluation

Ask participants to say what they have learned. Fill in any key points they miss.



Key Message: Ground rules will help to make the AGI-K sessions productive and respectful.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Between now and the next session, participants should think of and write down:

1. One thing they do well, and
2. One thing they would like to do better.

3 His and Hers (Gender Roles)*



SESSION DESCRIPTION

Participants identify what society expects of boys and girls, and what society discourages boys and girls from doing.



OBJECTIVES

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

- Identify how gender expectations can help or limit them
- Plan how to step out of restrictive gender roles
- Name one person who has stepped outside his/her gender role to succeed



TIME 1 HOUR, 40 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Typical Kenyan Days (20 minutes)
- Act Like a Boy/Act Like a Girl Role-play (35 minutes)
- Boy Box, Girl Box (15 minutes)
- She Did Something Different (10 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers




PRE-SESSION PREPARATION

- Read through the entire session and practice presenting the activities.
- Prepare all materials needed for the session.
- Review the sample list of gender roles in case participants have a difficult time brainstorming a thorough list.
- Prepare a story about successful local people, both male and female, who have challenged gender roles, or review and use the story attached to this session (some characteristics of people who challenge gender roles may include: sees jobs as equally appropriate for men and women, values men's role as caring for children, challenges violence against women, advocates for equality between men and women, etc.)


INTRODUCTION AND ENERGIZER

Say the following to participants:

 Welcome to our third session. Today, we are going to talk about gender roles.


Let's stand up and do an energizer.

Explain:

 Pretend that you are getting onto a camel. The camel can only hold a certain number of people, such as two, four, or eight. When camel stops, you have to run to get into the right sized groups.

This is a useful game for randomly dividing participants into groups.

REVIEW

 Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.


activity 1

TYPICAL KENYAN DAYS

(20 MINUTES)

Divide participants into two groups by asking one girl to say '1' and the next to say '2'. Repeat with the remaining participants. Group all '1's together and all '2's together. Distribute one piece of flipchart paper and markers to each group.

Explain to participants:


 Group 1: Write (or tell) a story of what a typical adolescent girl living in Wajir does from the time she wakes up to the time she goes to sleep.

Group 2: Write (or tell) a story of what a typical adolescent boy living in Wajir does from the time he wakes up to the time he goes to sleep.

Ask the two groups to choose one person who will present their story to the larger group. When the storywriting is finished, have the groups present their stories.

Ask the following questions:

(pause between each question to allow the girls time to respond to each.)

 How are the typical days of an adolescent girl and boy different?

What are the main activities that an adolescent girl does in her life and which ones does a boy do in his life?

Would it be possible for a girl to complete the activities that a boy usually does?

Would it be possible for a boy to complete the activities that a girl usually does?

activity 2

ACT LIKE A BOY/ACT LIKE A GIRL ROLE-PLAY

(35 MINUTES)

Explain:

- ☞ We are about to do an exercise to discuss the term “gender roles” and learn how someone’s gender roles are different from his or her sex.

Ask the following question:

- ☞ What sex are you? [female]

Explain:

- ☞ Your sex is whether you are a male or a female. It is the biological, physical fact of being born a boy or a girl.

Write the definition on a flip chart or blackboard.

Ask:

- ☞ What are your gender roles? (or what are you expected to do?)
[cooking, taking care of children, sewing clothes, herding cattle, fetching water, keeping the household clean, etc.]

Explain:

- ☞ Gender roles are any expectations of a person based on their sex, that is what society or a culture expects from you based on whether you are male or female. It is how the community wants you to behave and think based on whether you are a man or a woman.

For example, a girl from Wajir and a girl from Nairobi have the same sex, but their gender roles are probably different because they were raised in different cultures. An adolescent girl from Wajir may be asked to tend to the cattle, while an adolescent girl from Nairobi may be on a football team.

Ask the following questions:

(pause between each question to allow the girls time to respond to each.)

- ☞ Do girls communicate differently than boys in this community?

Are girls able to make decisions as much as boys?

Are girls able to make the same kinds of decisions as boys?

Say:

- ☞ We will now do a role-playing activity to help think about gender roles in Wajir. Throughout AGI-K we will do many role-plays. Each time I ask you to do a group role-play, you must first:

- Discuss the situation as a group, then
- Agree on a storyline, then
- Agree on who does what making sure everyone is involved, then
- Practice, and finally
- Act out for the group.

Divide the participants into two groups. Ask girls to take turns counting ‘1’ and then ‘2’. Then group all number ones together and all number twos together.

NOTE TO MENTOR: Prepare the two scenarios in advance by writing them on two pieces of paper.

Instruct participants:

- ☞ Groups 1 and 2: Create a 2-minute role play based on the scenarios below.

When each group has created and practiced their role-plays, allow girls to present them to the whole group.

Ask:

- ☞ Was this a realistic show of life for girls and boys in your village or should something be changed?

Scenario for Group 1

A mother and her daughter wake up in the morning. The mother grabs a broom and starts sweeping while the daughter grabs a bucket and goes to fetch water. After sweeping, the mother starts washing clothes while the daughter gets back with water and starts washing the utensils. The daughter then goes to school or madrasa. When the daughter returns from school, her mother asks her to help prepare food for the family.

Scenario for Group 2

A father and his son wake up in the morning. The father spends the morning tending his cows and camels, while in the afternoon he attends a meeting of the council of elders while his son goes out to herd goats and sheep. In the evening when the father comes back home, he joins his friends to play ‘jara,’ listen to the radio, and chew ‘miraa’. The son returns the goats and sheep home then joins his friends to play in the field.

activity 3

BOY BOX, GIRL BOX

(15 MINUTES)

Draw two boxes on the blackboard or flipchart. Write “girl” above one box and “boy” above the other box (see example below). Please note that the two boxes should be blank.

Ask the following question:

Thinking about what was presented in the role-plays and your own life experiences, what can you say girls are ‘encouraged’ or ‘expected’ to do by culture, country, community, family, peers, etc.?

GIRL

BOY

Write these comments (one or two word summary, symbols or pictures) on the INSIDE of the “girl” box.

Next ask:

What are some things that girls are ‘discouraged’ from doing, or not ‘expected’ to do?

Write these comments on the OUTSIDE of the “girl” box.

Now ask the following question related to boys:

Thinking about what was presented in the role-plays and your own life experiences, what can you say boys are ‘encouraged’ or ‘expected’ to do by culture, country, community, family, peers, etc.?

Write these comments (one or two word summary, symbols or pictures) on the INSIDE of the “boy” box.

Next ask:

What are some things that boys are ‘discouraged’ from doing, or not ‘expected’ to do?

Write these comments on the OUTSIDE of the “boy” box.

Say:

Boys and girls are often expected to act a certain way just because they are boys or girls.

Ask the following questions:

Is there something inside the boys’ box that you wish was inside the girls? Why?

Is there something inside the girls’ box that you wish wasn’t there? Why?

Is there something outside the girls’ box that you wish was inside it?

EXAMPLES

Do well in school, aggressive, smart.

GIRL

Help at home, be passive, submissive, quiet, rear children, take care of the family, cook, don’t argue, look down when talking, maintain your beauty.

Cry, nurture, and take care of kids, passive.

BOY

Be aggressive, work hard, go to school, fight, ask a lot of questions, get married, have a lot of children, be the boss, be tough, provide for your family.

activity 4

SHE DID SOMETHING DIFFERENT

(10 MINUTES)

Share the story of a local person who has challenged traditional gender roles (thought of before the session), or read the story of Fatuma, below:

Fatuma the Doctor

Fatuma has four brothers and no sisters. Her brothers all performed well at school. However, she was performing better than all of her brothers at school. Her brothers felt very uncomfortable about her success at school. They told her that she was only a girl and that the best that could happen to her was to get married and become a housewife. Fatuma had a goal and dreamt of becoming a doctor. When she shared her dream with people in her village they laughed and said, "Women can't be doctors!" After years of studying and hard work, she went to university. At university she chose a subject that women from her community usually do not study: medicine. She became the first woman from her village to be a doctor. Now, everyone is proud of her success and she serves as a role model for both boys and girls.

Ask the following questions:



Is there someone from your community who has overcome obstacles to achieve his/her goal?

What was the goal?

What obstacles did he/she face?

How did he/she overcome the obstacles?

What was the end result?

session evaluation

Ask the following question:



Why is being aware of gender roles important in your life?

Ask participants to say what they have learned. Fill in any key points they miss.



Key Message: Gender is influenced by cultural and social traditions, but gender roles can be challenged and changed!

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Read out the following questions and ask participants to write them in their notebooks:

- What do you see boys doing "because they're boys" and what do you see girls doing "because they're girls"?
- Do you see any girls who are not 'acting like a girl?' What is this person doing that is different? How is it interesting or good?
- Tell them to answer the questions and home, for review in the next session.

4 Goal Identification – The Road of Life



SESSION DESCRIPTION

Participants draw a “road map” of their lives and visualize their goals for the future.



OBJECTIVES

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

- Reflect on their lives and their resources
- Identify future goals and the resources that will help them achieve their goals
- Use a simple planning process to set realistic goals and objectives in everyday life



TIME 1 HOUR, 30 MINUTES

- Energizer (10 minutes)
- Review (5 minutes)
- The Road of Life (1 hour)
- Session Evaluation (10 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Colored pens or pencils
- Blackboard and chalk OR flipchart and markers
- Football
- Pen and book for each participant



PRE-SESSION PREPARATION

- Read through the entire session and practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say the following to participants:

- ☞ Today we will talk about our goals in life.
- But first, let's all stand up and participate in an energizer.

Explain:

- ☞ When I call out a number, run around the room and grab a group of girls to form the number that I have called out. For example if I say "mingle, mingle," you will repeat "mingle, mingle." When I say "group of threes," you will run around the room and grab three girls—to form a group of three.

NOTE TO MENTOR: Repeat the game and call out any number from 1 to 10.

REVIEW

- 🔄 Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

THE ROAD OF LIFE

(1 HOUR)

Explain the following:

- ☞ In this exercise we will do a drawing to help us think about our lives so far, and where we will go in the future. We will draw some of the things or people, which/who have helped us, and those which/who can help us to achieve our goals.

We are going to start by looking at our own lives so far. We are going to think of our lives as a road that we travel along. Sometimes the road is rough; sometimes it is smooth.

Instruct the participants as follows:

- ☞ I would like you to open a blank page on your exercise book. Now, draw yourself in the middle of the page. Then draw a road from bottom corner to the drawing of yourself, and then continue from there to a top corner.



Draw your own road on a blackboard or flipchart paper for all participants to see a demonstration of the activity.

Explain as follows:

- ☞ This is the road of your life. In the bottom corner, where the road starts, this is where you were born. Draw a picture of yourself as a tiny baby in the bottom corner.

Ask the following question:

- ☞ Now thinking about the road you have travelled between being born and now, what are three most important things that have happened in your life so far (good or bad things which have happened)?

Show the participants on your road where they should draw.

Instruct:

- ☞ Now draw something on the first part of their road to show those three events.

(NOTE TO MENTOR: It is better NOT to make particular suggestions about what to draw, as participants are likely to then draw what has been suggested.)

(activity 1 continued on next page)

activity 1 (continued)

Ask the following question:

- Many of you have faced big challenges in your lives, but that you have continued along your roads. What are some things that have helped you along your road so far?
[people, places, something within yourself]

Say:

- Now, draw anything that has helped you on the first part of the road. Do you have any questions or anything you would like to share with the group so far?

Explain that now we are going to think about the future.

Ask the following questions:

- Where is your road taking you?
Where do you want to get to?
Think of yourself in 5, 10 or 15 years' time, where will you be?

Say:

- Now draw three things you want to achieve in the future (where you will be in 5, 10, or 15 years) on the next part of your road (the part between yourself now and the top of the paper).

Ask:

- Which things do you think will help you to achieve your goals?

Say:

- Now draw beside the road anything you think will assist you. For example, it could be people, places, or things within yourself.

Those participants who wish to can put their roads on the wall. But if others do not want to, that's fine. The road drawing is for them to keep.

Encourage the group to walk around and look at each other's drawings. Ask if one or two people will to volunteer to describe their drawings to the group.

(NOTE TO MENTOR: Remind the group that everybody has a different drawing style, so the purpose of the activity is not to compare drawing ability, but to understand the events and the helpers in each other's lives.)

The picture below shows an example of a drawing.



A sample 'Road of Life'.

session evaluation

Ask participants to form a circle.

Ask the following questions:



- What do you think about the exercise?
- What was it like thinking about your lives so far?
- Was it hard or easy to think about the road of your life?
- Does anybody want to share what one of their most important events was?
- Can anybody tell us which things have helped them on their journey so far?
- What about the future?
- How was it to think about your goals and wishes for the future? Was it hard or easy?
- Does anybody want to tell the group one of their goals for the future?
- What were some of the things that will help you to achieve your goals?
- Are there things related to this you would like to learn more about?

NOTE TO MENTOR: Be aware that the exercise may have brought up difficult feelings for some participants. Let participants know who they can go to if there are things they would like to talk more with someone about.

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Keep your goal(s) in mind! This will help you make the most of resources around you on your path to achieving your dreams!

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Ask participants to write (or think of) three things they can do or are already doing to get started on the path towards achieving their goals.

Say:



If you cannot think of three steps, write (or think of) your goal and prepare to share it with the group during the next session to get the group feedback on how you can get started towards achieving your goal.

5 Goal Setting and Achieving*



SESSION DESCRIPTION

Participants learn what goals are and practice developing goals using a basic outline.



OBJECTIVES

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

- Define what a goal is
- Use a simple planning process to set realistic goals and objectives in everyday life



TIME 1 HOUR, 20 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Football Exercise (25 minutes)
- Phases of Goal Setting (25 minutes)
- “I Can’t” Funeral (10 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- Football
- Pen and paper for each participant



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Locate an area where participants can play a quick game of football

INTRODUCTION AND ENERGIZER

Say:

Our session for today is goal setting and achieving. A goal something that you hope to achieve, especially when much time and effort will be needed.

Before we begin the session, let us all stand up and do a quick energizer.

Explain:

Tell the group that when you start an instruction by saying “Siama says...”, they **SHOULD** follow the instructions. If you do not begin the instructions with the words “Siama says”, then the group **SHOULD NOT** follow the instructions!

Begin by saying something like “Siama says clap your hands” while clapping your hands. The participants follow. Speed up the actions, always saying “Siama says” first. After a short while, omit “Siama says” at the beginning. Those participants who follow the instructions are ‘out’ of the game. The game can be continued for as long as it remains fun.

REVIEW

Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

FOOTBALL EXERCISE

(25 MINUTES)

Drop the football on the floor and let the participants play a quick game of football. If you do not have a football, make one out of plastic bags and string or ball up a piece of flipchart paper and wrap with a masking tape. When participants are finished:

Explain:

In football, a goal is when you score to benefit your team. It is something you try to do throughout the game—you and your team try to score as many goals as you can.

Now let’s pretend we have front row seats for everyone in the room to watch two teams play one another in the World Cup. When you arrive in the stadium, where the games are being held, you notice that there is something strange about the field. The players are kicking the ball around, but nothing is happening. There are no goals.

Without goals, the game has no purpose. Same in life: if you have no goals, you are just on the field aimlessly kicking the ball around.

Say:

In order to develop goals, you should use this simple outline.

Write the outline on the blackboard or flipchart as you describe it.

Mission Statement: A brief sentence explaining what you want to accomplish (e.g., *to join High school*)

WHAT: Be specific; explain the mission statement more here (e.g., *to join a National School*)

WHO: The people who will help you toward your goals (e.g., *parents, teachers, and headmaster*)

WHERE: A place, anywhere in the world (e.g., *join Alliance Girls, Statehouse Girls or Moi Girls*)

WHEN: Set up a timeline and a specific date (e.g., *pass class eight in 1–3 years (specify year depending on age) and join the National school*)

HOW: Make lists of ideas to achieve goal—explain what you need to do to achieve your goal (e.g., *study hard and improve my grades; talk to my teachers to support me to improve my grades; contact friends and relatives who are in National schools or have passed through national schools for advice; look in the newspaper and on the internet for information and, possible banks or organizations that provide education scholarships.*)


WHY: Should refer back to the mission statement (e.g., *because student in a National school.*)

activity 2

PHASES OF GOAL SETTING

(25 MINUTES)

Say to participants:

 Goals are very important in life, just as in politics. When setting a goal you will miss a few shots. Sophia Abdi Nur is a famous female politician and she has not given up in life just because she did not manage to get an elected post in the March 2013 National General elections. She is not considered a failure. Expect to face challenges as you work towards your goals, which will make you successful rather than be considered a failure.

Draw a circle on the board and divide into FOUR equal parts. Start with the upper right quarter and go clockwise to explain the Four Phases below:

Phase 1 – The Good Times. The period when everything is perfect. Life is beautiful.


Phase 2 – Problems Arise. The period when things fail. In this dark time, people tend to quit, give up. Seems like no answer in sight.

Phase 3 – Problems to Solutions. When you are determined to follow your goal, know that to each problem there is a solution. This requires creativity and being open to new ideas.

Phase 4 – Growth. Once you have gone through the phases, you have grown and you are excited and ready for more. The circle starts all over again.

Divide the participants into 5 small groups (As them to count number 1 -5 then group all number ones together, twos together, etc.)

Say:

 In your small groups, you will write (or draw) out your own goals. Follow the outline of the 1) Mission Statement, 2) What, 3) Who, 4) Where, 4) When, 5) How, and 6) Why as we discussed before.

Remember dreaming is FREE and does not cost a thing. So in this exercise, try to dream big, crazy, and be open to new things. Anything is possible if you really want to achieve it!

When participants have finished, have the small groups share with the larger group.

activity 3

“I CAN’T” FUNERAL

(10 MINUTES)

Distribute pieces of paper to all participants.

Then explain:

Now you will think of things you cannot do. Maybe you feel you cannot travel to the other side of the country to visit your aunt, or go to university to be a doctor, or pass class eight exams. Write (or draw) these things on your piece of paper. Try to think of at least three things.

When the participants have finished writing,

Say:

We are gathered here today to say good-bye to someone who has been around for a long time. We are going to have a funeral for the things that we think we cannot do. It is important to believe in yourself—with strong self-esteem and well-planned goals, you can achieve anything you want. This is an “I can’t” funeral because you can do these things you think you can’t do. Don’t allow others to tell you that you can’t do something.

Instruct the girls to tear their “I can’t” papers into small pieces.

Say:

You can do anything you set your minds to!

session evaluation

Ask the girls to share what they have learned. Fill in any key points missed.



Key Message: Keep your goal(s) in mind! This will help you make the most of resources around you on your path to achieving your dreams!

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Ask participants to set a goal for what they want to achieve during their participation in safe spaces for the Adolescent Girls Initiative Kenya (AGI-K). Remind them that during the next session, these goals will be discussed.

6 My Relationships*



SESSION DESCRIPTION

Participants draw a representation of their different types of relationships and think about how they value each one.



OBJECTIVES

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

- Identify the different relationships in their lives
- Name qualities they value in themselves and that they seek in close relationships
- Strengthen their critical thinking skills



TIME 1 HOUR, 5 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Visual Representation of Relationships (45 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- Paper and pen/pencil for each participant



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* International Sexuality and HIV Curriculum Working Group. 2009. *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV and Human Rights Education*. Edited by Nicole Haberland and Deborah Rogow; Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council. 2005. *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*.

INTRODUCTION AND ENERGIZER

Say:

Today, we are going to talk about the different types of relationships in our lives.

Can we all stand up and participate in an energizer.

Explain:

Write your name in the air first with your right hand, then your left hand. Finally, write your name in the air with both hands at the same time.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

VISUAL REPRESENTATION OF RELATIONSHIPS

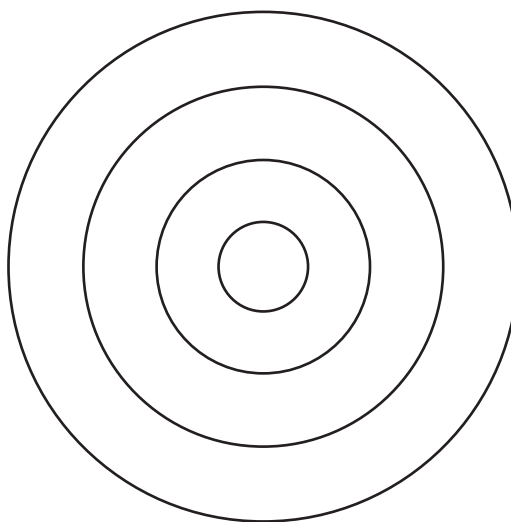
(45 MINUTES)

Say:

Today's session will help you identify different types of relationships you have with people. Please write in your notebooks a list of relationships and connections that you have with other people.

Invite a few participants to volunteer to share their lists. Write on the blackboard or flipchart the different kinds of relationships they mention, such as those with relatives, friends, or neighbors.

NOTE TO MENTOR: On the blackboard or flipchart, draw a diagram of four circles (like the one below).



Say:

Now, I would like you to take a blank piece of paper and:

1. Draw a series of four circles, from small to large, like the ones I have drawn. Use the page sheet for the largest circle.
2. In the smallest circle, write your name (or draw a picture of yourself).
3. Think about the different people in your life. Just outside that small circle, write the names (or draw simple pictures) of those who are closest to you.
4. In the next circle draw the people you are close to or see almost every day
5. In the two outer circles, put the names (or pictures) of those who are not as close.

Say:

Explain your drawings to the members of your group.

(activity 1 continued on next page)

activity 1 (continued)

Allow participants enough time to explain their drawings. When they are finished,

Ask the following questions:



Did everyone in your group list the same kinds of relationships or were there differences?

Did everyone place their family members, friends, neighbors, teachers, religious leaders, or others in the same circle or in different circles?

What are some words that describe what you value in the people you feel closest to?

[e.g. honest, respectful, sharing, caring, trusting, fun, safe, understanding, reliable, interesting, loving]

Write these words on the blackboard or flip-chart. Then,

Say:



I am going to read some statements that ask you to think about what you have on your page. Think about these things quietly, to yourself. Thinking about them will help you explore the qualities that you value most in your relationships.

Read the following statements, stopping between each so that participants have adequate time to think:

1. Think about one person on your page whom you would like to have moved closer toward the inner circle. Pick one word that most describes what you value in that person.
2. Now think about one or two of the words on the board that you think people would say describe you.
3. Think about what kind of friend you are to others, not just how other people are friends to you. Think about which qualities you could develop to become and even better friend?

Say:



Now that you have thought about what qualities you value in relationships, choose one quality you value highly, either in yourself or in others, and celebrate it by writing it on your paper (or drawing what it represents) with decorative letters or in a creative style. As you write (or draw), think about what the word means to you.

session evaluation

Ask the girls to share what they have learned. Fill in any key points missed.



Key Message: Each individual values different characteristics in others, leading to many different types of relationships.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to think of three qualities that they like in a friend or family member. They should identify why those qualities are important to them and be prepared to share their thoughts in the next session.

WATER, SANITATION AND HYGIENE

1 Hand Washing and Water Storage*



SESSION DESCRIPTION

Participants will learn the importance of washing their hands, how to do it, and how to improve the quality of water storage.



OBJECTIVES

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

- Practice proper hand-washing techniques
- Understand the importance of hand-washing and water storage



TIME 1 HOUR, 20 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Why and When Should We Wash Our Hands? (15 minutes)
- How to Wash Your Hands (25 minutes)
- Water Treatment and Storage Methods (25 minutes)
- Session Evaluation (5 minutes)



MATERIALS

Flipchart and markers (colorful)
Tape or tacks
Soap
Water
3 basins for hand washing (one for clean water, one for dirty water, one pitcher to pour water)



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* "The Handwashing Handbook: A guide for developing a hygiene promotion program to increase hand washing with soap." http://esa.un.org/iys/docs/san_lib_docs/Handwashing_Handbook.pdf

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about hand washing, but before we start, let us do an energizer and remind ourselves what we learned last time.

Explain:

We are going to play a game called “Coconut.” I will show you how to spell out C_O_C_O_N_U_T by using full movement of your arms and bodies. Now, let’s all try this together.

REVIEW

Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

WHY AND WHEN SHOULD WE WASH OUR HANDS?

(15 MINUTES)

Explain to participants:

Hand washing is one of the most effective means of preventing diarrheal diseases, along with safe stool disposal and safe and adequate household water supply. Diarrheal diseases and respiratory infections are two of the main reasons for childhood illness, and they are both spread by germs. Germs are what make us sick. Hand washing with soap is one of the best ways to get rid of the germs and to prevent the spread of these diseases.

Pose the following questions:

Where can you get access to water and soap to wash your hands?

What are some of the challenges to regular hand washing?

When is it important to wash your hands?

Allow for some answers but make sure that all of the following are covered:

- Before handling, preparing, or eating food; before feeding someone or giving medicines; and wash hands often during food preparation.
- After going to the toilet, cleaning a person who has defecated, blowing your nose, coughing, sneezing, or handling an animal or animal waste, and both before and after tending to someone who is sick.

activity 2

HOW TO WASH YOUR HANDS

(25 MINUTES)

Explain to participants:

There are five simple steps to washing your hands properly:

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse hands well under clean water.
5. Dry hands using a clean towel or air dry them.

Set out the hand washing supplies and demonstrate. Ask for one to two volunteers to come. Put some *unga* on their hands and see if they are able to get it all off by proper washing.

Make sure you show them the dirty water after the girls washed their hands.

Explain to participants:

If you use the water that someone else used from washing their hands, the germs are in that water and will get back on your hands. You need to have a clean source for the water to get poured on your hands in order to get the germs off.



activity 3

WATER TREATMENT AND STORAGE METHODS

(25 MINUTES)

Ask:

- 💬 Think about the drinking water in your own homes. Can I have 2-3 volunteers describe where the water is kept for drinking? Is the drinking water treated in any way?

Explain the following:

- 💬 In addition to washing your hands, germs can get into the water that we use for drinking and cooking and then may make use sick. Here are a few key points to keep in mind:
- Water in the house that is used for drinking should be separated from other household water.
 - Make an extra effort to ensure that the water used for drinking is clean so you and your family won't get sick. This can be done by:
 - putting chlorine tablets/water guard in the drinking water before you drink it. These can be bought at the shop.
 - boiling the water.

- storing treated water in an appropriate container preferably in a container/jerrican that has a lid or a narrow jar.
- if the container does not have a tap, pouring the water into a clean jug to serve or use a cup to distribute water.
- hanging the jug on the wall to avoid contamination.
- not touching the inside of the container with hands.
- using filtration systems that may be available



session evaluation

Evaluate if the session objectives have been achieved.

Ask the girls:

- 💬 Why do we need to wash our hands?

When should we wash our hands?

What are some of the ways water is stored?

Thank them for their participation.

2 Hygiene with Latrines and Food



SESSION DESCRIPTION

Participants will learn the importance of hygiene while urinating and defecating, as well as during food preparation.



OBJECTIVES

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

- Improve hygiene and safety while urinating and defecating
- Understand ways to maintain good hygiene during food preparation



TIME 1 HOUR

- Energizer (5 minutes)
- Review (5 minutes)
- Defecation and the Use of Latrines (20 minutes)
- Food Hygiene (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

Flipchart and markers (colorful)
Tape




PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session


INTRODUCTION AND ENERGIZER

Say:

-  Today we are going to learn about hygiene with latrine and food but before we start, let us do an energizer and then remind ourselves what we learned last time.

Use the “Name in the Air” energizer below or ask volunteers to suggest another energizer.

Explain:

-  Write your name in the air first with your right hand, then left hand. Then, write your name in the air with both hands at the same time.

REVIEW




Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

activity 1


DEFECATION AND THE USE OF LATRINES

(20 MINUTES)

Explain to participants:


-  Today we’re going to talk about where we relieve ourselves (e.g. go to the bathroom, urinate and defecate). It might be a little bit embarrassing, but as girls it is important that we maintain good hygiene and also stay safe when we are taking care of these needs.

Ask:


-  Where are the different places that girls urinate and defecate in Kibera?
Of these, which places are the most common?

Once you receive a range of answers:


Explain the following:

-  It is important that the latrine you use is as clean as possible. Some characteristics of a clean latrine are that:
- cleanable floor
 - a cover over the pit
 - housing that provides privacy
 - a hand washing station nearby (ideally located next to the latrine and/or cooking area)

Ask:


-  What are some of the challenges for girls like yourselves in using latrines?
[e.g. they’re not safe at night; some may not have privacy, they are not lockable, etc]

Pose the following question:

-  As some of you have mentioned, it is not always safe to go to use the latrine at night. In that case, what do you do?

Get a range of answers. Then:

Explain the following:


-  When it is not possible to go to the latrine at night, use improvised containers and make sure that they can be covered or sealed. It’s best to not dispose of them at night or just throw them anywhere, but instead dispose of them properly first thing in the morning. Remember that a lot of germs and bacteria that cause diseases are present in feces, so we want to avoid the feces from overnight getting in water sources that would make you or your neighbors sick.

activity 2


FOOD HYGIENE

(20 MINUTES)

Explain to participants:

 Now we're going to talk about hygiene in the context of food.

Ask:

 Why do you think it is important that food be handled in a hygienic manner?


Once you receive a range of answers, clarify their answers and add, using the following points:

- **Keep food preparation areas clean.** Wash all surfaces and equipment used to prepare or serve food with soap and water and if possible, with bleach. Protect food from insects, pests, and other animals by covering food with netting, a cloth, or keeping it in containers.
- **Separate raw and cooked food.** Raw eggs, meat, milk and vegetables can easily contaminate other foods with illness-causing bacteria. Keep them away from other foods.
- **Use separate equipment and utensils such as knives and cutting boards to handle raw foods.** Store foods in covered containers to avoid contact between raw and cooked foods.
- **Cook food thoroughly, especially meat, poultry, eggs, liver, and seafood.** For meat and poultry, make sure juices are clear, not pink. Bring soups and stews to the boiling point until the first big bubble is seen. Reheat cooked food thoroughly; bring it to a boil or heat it until it is too hot to touch. Stir while reheating.
- **Keep foods at safe temperatures.** Do not leave cooked food at room temperature for more than two hours. Reheat cooked food that has been stored before reserving. Do not thaw frozen food at room temperature. Prepare fresh food for infants and young children and other people with compromised immune systems and do not store it after cooking.
- **Use safe water and raw materials.** Choose fresh and nutrient-rich foods. Do not use food beyond its expiry date. Use pasteurized milk or boil milk before use. Wash raw vegetables/fruits with treated water or peel the skin before eating.

session evaluation

Evaluate if the session objectives have been achieved.

Ask the girls:

 Why do you think it is important food is sensitive and should be handled in a hygienic manner?

What are some of the challenges for girls like yourselves in using latrines?

Where are the different places that girls urinate and defecate in your village?

Thank them for their participation.

PRACTICE ACTIVITY

Participants should go home and observe what hygiene measures are used in their homes when preparing food.

3 Menstrual Hygiene



SESSION DESCRIPTION

Participants will learn the importance of hygiene during menstruation



OBJECTIVES

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

- Improve hygiene and safety during menstruation
- Understand the importance of managing menstruation hygienically through the use of pads or sanitary napkins



TIME 1 HOUR, 10 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Good Hygiene and Managing Menstruation (50 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

Blackboard and chalk OR flipchart and markers

A sanitary napkin/pad to provide a demonstration



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:



Today we are going to learn about ways to practice good hygiene during menstruation, but first let us do an energizer and remind ourselves what we learned last time.

Begin the session by an energizer of your choice or ask the participants to suggest one.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

activity 1

GOOD HYGIENE AND MANAGING MENSTRUATION

(50 MINUTES)

Explain to participants:



Menstruation, or a woman's monthly menses, is when blood comes out of the woman's private parts. In future sessions we are going to talk more about why women menstruate and what happens to a girl in her community once she starts menstruating. However, today we're going to talk about the importance of hygiene during menstruation and ways that we can practice good hygiene during the monthly menses. It might be a little bit embarrassing, but as girls it is important that we maintain good hygiene and also stay safe when we are taking care of these needs.

Ask:



Why do you think it is important to practice good hygiene during menstruation?

[to prevent infections, to prevent bad smells, to prevent accidents/soiling clothing]

What ways can you practice good hygiene during menstruation?

[bathing regularly/properly, using sanitary towels(reusable or disposable) properly]

Write down some of the ways girls in the group practice hygiene, and clarify the following information, demonstrating with a pad or sanitary napkin.

Say:



There are typically two main ways of managing the blood flow that comes with monthly menses. One is using reusable pads, or clothes/rags, and another is disposable.

Using clothes or rags is a common way to manage menses. Girls and women put these materials inside their underwear/panties to absorb the blood. There are also clothes shape like a sanitary towel that can be fastened onto one's underwear/panties. All of these should be cleaned daily. It is important to use soap and hot water when washing the clothes/rags/reusable sanitary towels and then hang them up to dry. Do not use them again until they are completely dry or they could lead to infection.

Ask:



What kinds of materials do women in our village use when they are on their monthly menses?

Where can we wash the materials used for managing menses?

Explain to participants:



Disposable pads are also a good way to manage menstruation, if changed often. Disposable means that you use them once, throw it away and never use again. Pads are rectangles of absorbent material, the most common being cotton, that you

(activity 1 continued on next page)

activity 1 (continued)

stick to the inside of your underwear. Some have extra material on the sides that fold over the edges of your underwear to better hold the pad in place and prevent leakage. Sometimes, pads are called sanitary pads or sanitary napkins.

Ask:



How often should you change a disposable pad?

[stress that every 2-6 hours is best, or more often depending on how heavy the flow is.]

How should you dispose of it?

[wrap it to make a package so it won't contaminate anything and put it in a bin so it can be burned later; if there is no other option, drop it straight in the latrine pit as long as it is not a water seal pour flush pan as this could easily become blocked. What is important is that it is somewhere where it won't be able to contaminate any food or water source.

Say:



There is nothing dirty about menstrual blood, and it is not different than any other blood in your body. However, there are things we can do to ensure that we stay clean and healthy during menstruation. It is important to change your pad every 2-6 hours to prevent skin irritation and bad odors. If your period is heavy, you may

have to change it more often than this. If you don't change your pad often, or use damp or wet clothes to absorb the blood, it can cause bacteria and moisture to build up, which can cause yeast infections, skin irritations, and odors. As always, it is also important to wash your hands with soap and water before and after changing your pad.

Ask:



What are some of the challenges you face in practicing these hygiene techniques during menstruation?

[lack of access to disposable pads, lack of privacy to change pads or to wash/hang disposable pads, lack of water to wash disposable pads]

Now ask girls to share some ways they could overcome any difficulties.

Say:



Remember, menstruation is a normal thing that happens to every woman. You can talk to older girls in your community or adult females about where to obtain items to help manage your menstruation. It is important that whether you use cloths or disposable pads that you ensure they are clean and dry. Using wet or dirty cloths could cause odor and infection.

Ask if there are any questions before moving on.

Say:



Now we're going to talk about how to manage daily hygiene during menstruation. There are several things you can do to make sure you are practicing good hygiene during this time of the month:

Write these points down as you explain them:

- **Take a bath or shower at least once a day.**
- **Use clean undergarments and change them regularly.**
- **Change pads, whether made from cloth or disposable, regularly.**
- **Wash the genital area with plain water (no soap) after each use of toilet and even after urination.**
- **Keep the area between the legs dry, otherwise you may experience skin irritation or rash.**
- **It is very important to remember that the vagina has its own self-cleaning mechanism and an external cleaning agent like deodorant or soap should not be used inside it.**

(activity 1 continued on next page)

activity 1 (continued)

Say:

- ☞ If there is little water, try to wash daily using 2 small containers of water. Use one with soap and a clean sponge or cloth to rub the soapy water over your body. Use the water from the other to wash the soap off.

Explain:

- ☞ You may notice a vaginal odor during your periods but it is unlikely to be noticed by anyone else if you are washing yourself and changing your underwear regularly. Clear or slightly yellow or milky mucus coming from the vagina is normal vaginal discharge. However, a change in the color or smell of the discharge, a strong vaginal smell unconnected to periods, burning, itchiness or pain can be signs of infection. If this happens, visit a clinic.

Put girls into pairs and ask them to make a “menstrual hygiene plan” with their partner, and make sure they cover the following questions:

- What can a menstrual hygiene plan look like for me?
- How can I access those items to help me maintain hygiene during menstruation?
- Where are safe places to use the bathroom and wash my body?

session evaluation

Evaluate if the session objectives have been achieved.

Ask the girls:

- ☞ Why do you think it is important to maintain hygiene during menstruation?

What are some of the challenges for girls in maintaining hygiene during menstruation?

What are specific ways you can practice hygiene during menstruation?

Thank them for their participation remind them when and where the next session will be held.

PRACTICE ACTIVITY

Participants should go home and observe what hygiene measure their female family members use during menstruation.

NUTRITION

1 Nutrition Needs for Adolescent Girls*



SESSION DESCRIPTION

This session deals with nutrition and the importance of good health



OBJECTIVES

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

- Understand what nutrition means
- Understand the importance of good nutrition and good health



TIME 1 HOUR, 15 MINUTES

- 1) Energizer (5 minutes)
- 2) Review (5 minutes)
- 3) Introduction (10 minutes)
- 4) Building Blocks of Nutrition (20 Minutes)
- 4) Helpers for Staple Foods (30 minutes)
- 5) Session Evaluation (5 minutes)



MATERIALS

Blackboard and chalk
OR flipchart and markers
Masking tape



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Adapted from: Elder, L.K. and Ransom, E.I. (2003). *Nutrition of Women and Adolescent Girls: Why it matters*. Washington, D.C., Population Reference Bureau [PRB], 2003 Jul; Stang, J. and Story M. (2005) *Guidelines for adolescent nutrition services*. Minneapolis, MN: Center for Leadership, Education and Training in Maternal and Child Nutrition, Division of Epidemiology and Community Health, School of Public Health, University of Minnesota; Whitney, E and Rolfes, S. R. (2005) *Understanding Nutrition*, 10th Edition. Thomson Wadsworth.

INTRODUCTION AND ENERGIZER

Say:



Welcome to this session on the foods we eat and what we get from them. Let us all stand up and participate in an energizer.

Begin the session by an energizer of your choice or ask the participants to suggest one.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

INTRODUCTION

Say:



We are here in our Safe Spaces group to support each other and learn about how to make good decisions in our lives.

We are now going to learn about food and nutrition and how to make healthy food choices. Food and nutrition are important to our health. If we have good nutrition we can grow strong and stay healthy for the rest of our lives.

Ask:



What did you eat for breakfast (or lunch)? Why did you eat.....? (Insert what the girls mentioned).

activity 1

BUILDING BLOCKS OF NUTRITION

(20 MINUTES)

Explain the following:



What we eat affects every part of our lives. It can make us feel good or sick, it can help us grow, and it can give us energy to help keep us healthy. We are going to learn about the role of food in the body.

Ask:



What do you think nutrition means?
[Expected response: Nutrition is what we get from food.]

NOTE TO MENTOR: You are allowed to use Somali language to describe the word.

Say:



What we eat or drink is broken down into tiny pieces called nutrients (food elements) that the body needs. The nutrients give our bodies' energy and other benefits so that we can walk, run, work, play, grow, and fight sickness.

To have good nutrition and remain healthy we must eat a variety of foods each day.

Foods are grouped into six main food groups:

1. **cereals and tubers (maize, sweet potatoes, arrow roots)**
2. **fruits,**
3. **vegetables,**
4. **meat/fish/legumes (chicken, dry beans, fish, eggs and nuts)**
5. **milk, yogurt, ghee**
6. **fats, oils and sweets**

Say:



To meet the nutrient needs important for good health, you need to eat a variety of foods from each of the different food groups daily. This is because different foods have different key nutrients called **vitamins, minerals, proteins and carbohydrates** that the body needs to stay strong and healthy.

The body uses these nutrients to build our muscles, bones, blood, hair, nails, cells, tissues and many more parts and keep them strong and healthy.


activity 2

HELPERS FOR STAPLE FOODS (GO, GROW AND GLOW FOODS)


(30 MINUTES)

NOTE TO MENTOR: You can name any of the foods in this activity using Somali language.


Explain the following:

 In this activity we are going to learn another way of making balanced meals with the right kinds of food eaten together. Food can be categorized as **STAPLE** (main food), **GO, GROW**, and **GLOW**.


Say:

 **STAPLE FOODS** include cereals and grains (wheat, maize, rice, millet and sorghum), starchy roots (potatoes, cassava) and starchy fruits (bananas). These foods provide the body with energy.

Ask:

 Can you name other Staple foods that are locally available?


Say:

 **GO FOODS** include include oils, nuts, oil seeds, fatty meat, sugar, honey, and sugar cane. These foods help the body to have energy to run, play, work, think and generally to keep the body in good working condition.


Ask:

 Can you name other Go foods that are locally available?


Say:

 **GROW FOODS** are high in protein and include legumes (peas, beans), oil seeds (groundnuts) and food that come from animals (meat, milk, chicken, fish, eggs and liver). When eaten with staple foods, these foods help the body to grow well and stay healthy.


Ask:

 Can you name other Grow foods that are locally available?


Say:

 **GLOW FOODS** are rich in vitamins and minerals and include dark green leafy vegetables (spinach, kunde, sukuma wiki), tomatoes, carrots, and fruits (mangoes, oranges, guavas). They also include chicken, eggs, meat, fish, milk and liver. All these foods are excellent sources of vitamins and important elements that are used by the body. Glow foods keep us healthy and help the hair, eyes and skin to look shiny or to “glow.”


Ask:

 Can you name other Glow foods that are locally available?

Say:

 We will now talk about meal planning using the staple, go, grow and glow guiding principle.


Ask:

 Why is it so important to eat different kinds of foods from each of the food groups? What do you think might happen to a girl who eats only two kinds of food at every meal for example ugali and nyirinyri or rice and meat?

Allow few volunteers to share their responses then explain:

It is important to enjoy foods from each food group because different foods provide us with different amounts of key nutrients. It is not necessary to eat from each food group at EVERY meal but make sure that you eat from ALL food groups by the end of the day.

Ask:

 How can you be sure that you are getting the nutrients needed?

Allow few volunteers to share their responses then explain:

If we eat a variety of foods from all the food groups, we will get a mixture of nutrients required by the body for growth and strength. It is important to eat a variety of foods from each of the food groups in order to GO, GROW and GLOW!

session evaluation

Ask the girls to share what they have learned. Fill in any key points missed.



Key Message: The food we eat is broken down into tiny pieces called nutrients used for body building. The nutrients give our bodies' energy and other benefits so that we can walk, run, work, play, grow, and fight sickness.

Ask for final questions or comments. Remind the girls where and when the next meeting will take place and the topics to be discussed.

2 Anaemia in Adolescent Girls*



SESSION DESCRIPTION

This session will introduce the girls to the signs, causes and dangers of anaemia



OBJECTIVES

By the end of this session, participants will:

- Define anaemia
- Identify the signs and symptoms of anaemia
- Discuss the dangers of getting anaemia
- Identify the food sources that can prevent anaemia



TIME 1 HOUR, 20 MINUTES

- 1) Energizer (5 minutes)
- 2) Review (5 minutes)
- 3) Keeping Our Bodies and Minds Healthy and Strong (25 minutes)
- 4) Why Am I So Tired? (40 minutes)
- 5) What Should I Eat? (10 minutes)
- 6) Session Evaluation (5 minutes)



MATERIALS

Blackboard and chalk
OR flipchart and markers

Masking tape



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Adapted from: Stang, J. and Story M. (2005) *Guidelines for adolescent nutrition services*. Minneapolis, MN: Center for Leadership, Education and Training in Maternal and Child Nutrition, Division of Epidemiology and Community Health, School of Public Health, University of Minnesota; Whitney, E and Rolfes, S. R. (2005) *Understanding Nutrition*, 10th Edition. Thomson Wadsworth; Moon, Ursula (2010) *Vegetables High in Iron & Vitamin C*, www.livestrong.com/article/236274-vitamin-b-rich-foods/.

INTRODUCTION AND ENERGIZER

Say:



Welcome to the second session on nutrition for adolescent girls. We shall start the session by participating in an energizer.

Begin the session by an energizer of your choice or ask the participants to suggest one.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

activity 1

KEEPING OUR BODIES AND MINDS HEALTHY AND STRONG

(25 MINUTES)

Explain the following:



Good eating habits can help us keep our bodies and minds healthy and strong. Other ways healthy eating can help us include keeping us alert and strong by helping our bodies fight sickness and disease. There are lots of healthy foods, unhealthy foods, and foods where we are not sure if they are health or unhealthy.

Write **HEALTHY, UNHEALTHY, NOT SURE** on 3 different pieces of papers and stick them in three different places on the wall.

Read out the following foods one by one and ask the girls to move to the area where it belongs (healthy, unhealthy or not sure).

Soda (unhealthy)

Rice (healthy in small amounts)

Milk (healthy)

Pasta (healthy in small amounts)

Sugar (healthy in small amounts)

Biscuits (unhealthy)

Oil (healthy in small amounts)

Cake (unhealthy)

Sweets (unhealthy)

Oranges (healthy)

Ugali (healthy in small amounts)

Nyirnyir (healthy)

Sukumawiki (healthy)

Allow discussion if the girls don't agree on where the food should go.

Say:



Different foods affect our bodies differently. If you put fresh fruits and vegetables, whole grains and nuts, or food filled with lots of vitamins and nutrients into your body, your body will grow and feel strong.

If you eat more food that is not healthy as compared to food that is healthy your body will not like it and you will have less energy, feel less well and get sick easier.

Ask:



Are the foods placed under the "healthy" food label found in our community?

Say:




As you can see, there are many healthy foods in our community. This means that it is possible to eat healthy food and live a healthy life. All we need to do is stop a while and think about what we eat to make the right food choices.

activity 2


WHY AM I SO TIRED?

(40 MINUTES)


Explain the following:

-  In this activity we are going to learn about anaemia; a health problem that affects many people, especially adolescents' girls.

Ask:

-  Does anyone know what anaemia means?
[Wait for a few replies.]

Explain:


-  Anaemia is a health condition that occurs when the blood does not have enough of one very important nutrient we get from food called iron. When you don't have enough iron in your blood, you are anemic. Adolescent girls can become anaemic because they don't eat enough of the right kinds of food and because of their menses. When girls have their menses, the amount of iron in their blood can drop through blood loss.

When you are anaemic and have too little iron in your blood, you can feel very weak and tired. You can also feel dizzy from time-to-time. You may also have pale palms, feel breathless, experience headaches and may be too weak to do physical work.

Ask for two volunteers to do a role play. Call the volunteers aside (before the session) to give them instructions about the role-play found on the right.

Begin the role-play. The scene will end when Fartun advises Halima to see a health worker about her symptoms and eat food with good sources of iron such as fish, chicken, liver, eggs, beans, and ground-nuts, dark green leafy vegetables (spinach and sukuma wiki).

Pose the following question:

-  How do you feel about what you saw in the role play?

Emphasize the role of right food choices in preventing anaemia.

ROLE-PLAY

The scene will involve two friends:
Halima and Fartun.


- Explain that the girls bump into each other at the market.
- Halima shares with Fartun about how she has been feeling lately (dizzy, frequent headaches and tired).
- Ask Halima to act out the different symptoms she is feeling.
- Instruct Fartun to be the friend who listens and asks questions about her friend's health and advises her on what to do.
- Emphasize that Fartun asks Halima what she is eating to establish that she is NOT receiving enough foods with iron.
- Fartun will advise Halima to see a health worker about her symptoms and eat food with good sources of iron
- Give a signal to start the role play.

activity 3

WHAT SHOULD I EAT?

(10 MINUTES)

Explain the following:

 We will now learn about how to prevent anaemia by making the right food choices.

In order to prevent anaemia we have to eat food with enough iron.

You can get enough iron in your blood by eating good food with lots of iron such as:

fish

chicken

liver

eggs


soya

beans

groundnuts

dark green leafy vegetables (such as spinach, sukumawiki)

Say:

 It is important to eat foods that have lots of iron in them at every meal. Eating plenty of dark green leafy vegetables in addition to eating fruits after meals can give you enough iron to keep you strong and healthy.

session evaluation

Ask the girls to share what they have learned. Fill in any key points missed.



Key Message: Adolescents need to make healthy food choices to prevent anaemia. This includes eating foods with lots of iron at every meal, including dark green leafy vegetables, beans, fruits, fish, meat and liver.

Ask for final questions or comments.

Remind the girls where and when the next meeting will take place and the topics to be discussed. Thank them for their participation.

LIFE SKILLS

1 Self-Esteem



SESSION DESCRIPTION

Participants learn about self-esteem and self-image, and identify qualities they like in themselves and each other.



OBJECTIVES

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

- Define the term “self-esteem”
- List qualities that they most admire about themselves
- List areas in which they would like to improve
- Identify the strengths of others in the group
- List qualities others admire in them



TIME 1 HOUR, 30 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Self-Esteem Building: “A Pat on the Back” (30 minutes)
- Who Am I? (25 minutes)
- What is Self-Esteem? Where Does it Come From? (15 minutes)
- Session Evaluation (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- Paper and pens/pencils for each participant
- Masking tape, pins, paper clips for each participant



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:



Today we will learn about Self-esteem, but before we start, let us do an energizer and then, we will remind ourselves what we learnt last time.

Begin the session by an energizer of your choice or ask the participants to suggest one.

One suggestion is: “I like you because...” Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

REVIEW



Ask participants to share key points that were covered in the last session (optional: ask participants to stand and whoever says what was learned, they sit down, the rest remain standing until they say something correct). Fill in any key points that are missed.

Thank them for participating and move to the day's session .

activity 1

SELF-ESTEEM BUILDING: “A PAT ON THE BACK”

(30 MINUTES)

This is a group activity. Give one sheet of paper, a pen, and something to attach the paper (tape, pin, paper clip) to each participant.

Explain the following:



We have all made an impression on each other in one way or another. We all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things. This exercise gives us an opportunity to share with each other the impressions we have of each other and have some fun at the same time.

Give the following instructions:



Now write your names on an upper corner of their papers and to make a symbol that represents you in the center. You could trace your hand, draw a star, heart, or sun—anything that represents you. Next, attach your papers to your backs.

Ask the participants to think about the different girls in the safe space. Use the following questions:

- What positive words would you use to describe each person?
- What happy message would you like to give to different people in the room?

Explain the following:



Now we are going to write those nice things you have thought about, When I say, “Go!” you should move around and write one (or two) word(s) on each other's papers (or draw symbols to represent those words).

Remember we are only writing/talking about the positive things and not negative.

When most seem to have finished, say, “Stop!” and let the participants remove their papers from their backs. There should be a great deal of joy and laughter as people see the positive feelings others have for them!


activity 2

WHO AM I?

(25 MINUTES)


Make sure each participant has a notebook (or piece of paper) and pencil.

Ask the following question:

 Taking a moment to look at your own self-image, what are the most important parts of you? How do you see yourself?

Invite participants to write 10 sentences that start with the words, “I am...” If participants are not able to write, ask them to draw a picture that includes 10 things to describe themselves. (Examples might be: “I am an intelligent young woman.” Or “I am a really good friend to others.”) Emphasize that this exercise will not be collected but is for their personal use only.

Explain the following:

 Next, you should put a check mark next to the things you like about yourself. Put a question mark next to the things you want to change.

Ask participants to think about the following (they do not need to share their answers):

- In looking at your own lists, would you say that you feel positive about yourself in general, or are there many things you feel you need to improve on?

activity 3


WHAT IS SELF-ESTEEM?

WHERE DOES IT COME FROM?

(15 MINUTES)


Ask participants to brainstorm on the meaning of self-esteem using this guiding question:

Ask:


 What is the meaning of the term “self-esteem”?
[answers may include: how you see yourself, believing that you are worth a lot, personal strength, etc.]

List the answers on the flipchart or blackboard.

Explain the following:

 Having good self-esteem is an important part of building good decision-making, communication, and thinking skills.

Ask:

 Where do you think self-esteem comes from?
[how your parents raise you or treat you, belief in God, image of girls or boys in the community, treatment by brothers, sisters, other family members, personal reflection on our lives, etc.]

Discuss each answer and jot them down on the flipchart or blackboard.

session evaluation

Have participants stand up, one by one, and read out what their papers (from *Activity 1: A Pat On The Back*) say about them. (e.g. “My name is _____, and I am beautiful, powerful, smart, dynamic, strong, a true leader.”) This can be a powerful reinforcement to self-esteem, as the participants actually “own” the statements by reading them aloud and sharing them with the group.

Ask the girls to share what they have learned. Fill in any key points missed.



Key Message: Knowing which qualities to admire about yourself, and which qualities you need to strengthen can help build self-esteem.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation. Based on the answer, clarify any misconceptions they may exist.

2 Passive, Assertive, Aggressive*



SESSION DESCRIPTION

Participants learn about attacking and avoiding behaviors, and perform role-plays to practice identifying passive, assertive and aggressive behaviors.



OBJECTIVES

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

- Define the terms “passive,” “assertive,” and “aggressive”
- Identify passive, assertive, and aggressive behaviors



TIME 1 HOUR, 20 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Differentiating Passive, Assertive, and Aggressive (30 minutes)
- Role-plays (30 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- Copies of Activity Sheet 4: Passive—Assertive—Aggressive Chart provided at the end of this session (for each participant) or write content on the blackboard or flipchart ahead of time if copies are not available



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Peace Corps. 2001. Information Collection and Exchange Publication: Life Skills Manual; Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council. 2005. Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum.

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about being assertive but before we start let us do an energizer and remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one. You might try “Mirror image”:

Participants sort themselves into pairs. Each pair decides which one of them will be the ‘mirror’. This person then copies (mirrors) the actions of their partner. After some time, ask the pair to swap roles so that the other person can be the ‘mirror’.

REVIEW



Ask participants to share key points that were covered in the last session and encourage everyone to share something. Ask if there are any questions. When done, thank them and move to the day’s session.

activity 1

DIFFERENTIATING ASSERTIVE, PASSIVE AND AGGRESSIVE BEHAVIOR

(30 MINUTES)

Explain the following:

We are going to have a brainstorming session for two words: “attacking” and “avoiding.” We will start with the word “attacking.” When I say go, you will call out what the word means to you. Go!

Note the ideas on the flipchart or blackboard. Allow a few minutes and switch to “avoiding.” There may be good and bad feelings expressed about each word.

If participants did not cover the following examples during the brainstorm, explain that some examples of attacking and avoiding behaviors are:

Explain the following:

In this session we are going to talk in depth about these different kinds of behavior. “Attacking” behavior, when someone explodes or interrupts and persists is a type of behavior we call “aggressive”.

Attacking

Nagging
Shouting
Persisting (I am right!)
Revenge (I’ll get you back)
Warning (If you don’t...)
Interrupting
Exploding
Sarcastic
Insulting
Correcting

Avoiding

Withdrawal
Sulking in silence
Taking it out on the wrong person
Saying that you are being unfairly treated
Talking behind someone’s back
Feeling ill
Being polite but feeling angry
Feeling low and depressed
Not wanting to hurt the other person
Trying to forget about the problem

Ask the following:

What are some examples of aggressive behavior? [see list of ‘attacking’ behaviors below]

When it seems clear that the group understands the connection between “attacking” and “aggressive,” move on to the “avoiding” description.

Explain the following:

You have also told me what “avoiding” means to you, and thought of ideas like sulking in silence or trying to forget about something. This type of behavior is called “passive.”

Ask:

What are some examples of passive behavior? [see list of ‘avoiding’ behaviors below]

Instruct participants:

Now think about the feelings associated with both attacking and avoiding behavior.

Ask:

- Which type of behavior is better?
- Are either of them the best type of behavior?
- Is there another way to act?
- What would be a better approach to interactions with each other?

(activity 1 continued on next page)

activity 1 (continued)

Allow the answers to these questions to lead to the idea of “assertiveness”.

Ask:



What does “assertive” behavior mean?

[delivering a message by honestly expressing one’s thoughts and feelings, being direct and clear without putting down the rights of others; showing mutual respect]

Explain:



To be “assertive”, it is NOT necessary for someone to be in the powerful or powerless position—in other words, it is not necessary to attack or avoid. Instead, it is possible to reach a balance between those two behaviors. We call this type of behavior “assertive.”

Ask:



Is it okay for a girl in your community to be firm about a decision and stand up for their rights, when they feel violated?

[for example, saying “no” to her being married off without her consent.]

Or can a girl ask her parents to enroll her to school if she is not in school? Or is looking at an older person directly in the eye especially a man considered rude and aggressive in the Somali culture? What is culturally expected of girls?

Write the responses on a flipchart and ask reasons for the answers. For example if a girl says no she cannot change a decision regarding her marriage why does she think it’s not possible, and for those who say yes how can they influence the decision, what ways will they use to influence the decision of not getting married early.

activity 2

ROLE-PLAYS

(30 MINUTES)

Explain to the participants:



Now we will do two role-plays to help us fully understand the differences between passive, assertive, and aggressive behavior. While you watch the role-plays, try to identify any passive, assertive, or aggressive behavior.

Ask for two volunteers to do Role-play 1 (on the right). Instruct them through the role-play while the rest of the group watches.

After Role-play 1, lead a discussion with the following questions:

- Is Abshiro’s behavior passive, assertive, or aggressive? [aggressive—see examples below]

ROLE-PLAY 1

Abshiro and Genya are friends and go to the same school. One day Genya asked Abshiro to lend her her English text book to finish her homework as Genya did not have a copy of the book, and her desk mate in school had gone with it. Abshiro gave Genya the book but upon returning it, it had missing pages. Abshiro was very annoyed and shouted at Genya and promised she would never lend her a book anymore, and even told her that they would never be friends again. Genya looked down and walked away without saying anything to Abshiro.

Some examples of aggressive behavior include:

- Expressing your feelings, opinions, or desires in a way that threatens or punishes the other person
- Standing up for your own rights with no thought for the other person
- Putting yourself first at the expense of others

- Overpowering others
- Reaching your own goals, but at the sake of others
- Dominating behaviors—for example: shouting, demanding, not listening to others; saying others are wrong; leaning forward; looking down on others; wagging or pointing finger at others; threatening; or fighting

(activity 2 continued on next page)

activity 2 (continued)

- What did Abshiro do to make you decide she was aggressive (include what she said, how she said it, and the body language she used)?

[answers may include:

- Body Language: shouting and probably pointing at Genya
- Interrupting
- Speaking in a loud voice
- Telling Genya that they would never be friends again] and she will never lend her a book again

- Is Genya's behavior passive, assertive, or aggressive? [passive]

- What did she do to make you decide she was passive (include what she said, how she said it, and the body language she used)?

[answers may include:

- Body language: head down, soft voice
- She did not say a word to Abshiro
- She did not seem to convince Abshiro about their friendship

Follow the same procedure for Role-play 2 (below) and use the following questions to lead a discussion:

- Is Ebla's behavior passive, assertive, or aggressive? [assertive]

ROLE-PLAY 2

Ebla likes playing with her friends a few meters away from home, but when is on her way back home, a certain older boy from school called Yussuf tries to call her aside. She does not like it because this means something else when they are seen together. One day after playing she calls her friend Amina and instructs her to accompany her home. On their way Yussuf stops them and Ebla explains to him that it is wrong and she does not like his behavior. Yussuf apologizes and Amina pats Ebla on her back impressed by her courage.

- What did she do to make you decide she was assertive (include what she said, how she said it, and the body language she used)?

[answers may include:

- Spoke in calm, firm voice
- Discussed her needs; made her feelings clear
- Checked to see if Yussuf was comfortable with her statements
- Body language – faced Yussuf, looked him in the eye]

Some examples of assertive behavior include:

- Telling someone exactly what you want in a way that does not seem rude or threatening to them
- Standing up for your own rights without putting down the rights of others
- Respecting yourself as well as the other person
- Listening and talking

- Expressing positive and negative feelings
- Being confident, but not “pushy”
- Staying balanced—knowing what you want to say; saying “I feel” not “I think”; being specific; using “I” statements; talking face-to-face with the person; no whining or mocking; using body language that shows you are standing your ground, and staying centered

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Reach a balance between attacking and avoiding by being assertive.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Participants should practice being assertive among their peers. Inform them that they should be prepared to share their experiences practicing assertiveness in the next session.

ACTIVITY SHEET

PASSIVE—ASSERTIVE—AGGRESSIVE CHART

PASSIVE BEHAVIOR	ASSERTIVE BEHAVIOR	AGGRESSIVE BEHAVIOR
<ul style="list-style-type: none"> • Giving in to the will of others • Hoping to get what you want without actually having to say it • Leaving it to others to guess or letting them decide for you • Taking no action to assert your own rights • Putting others first at your expense • Remaining silent when something bothers you • Apologizing a lot • Acting submissive—for example: talking quietly, laughing nervously, sagging shoulders, avoiding disagreement, hiding face with hands 	<ul style="list-style-type: none"> • Telling someone exactly what you want in a way that does not seem rude or threatening to them • Standing up for your own rights without putting down the rights of others • Respecting yourself as well as the other person • Listening and talking • Expressing positive and negative feelings • Being confident, but not “pushy” • Staying balanced—knowing what you want to say; saying “I feel” not “I think”; being specific; using “I” statements; talking face-to-face with the person; no whining or mocking; using body language that shows you are standing your ground, and staying centered 	<ul style="list-style-type: none"> • Expressing your feelings, opinions, or desires in a way that threatens or punishes the other person • Standing up for your own rights with no thought for the other person • Putting yourself first at the expense of others • Overpowering others • Reaching your own goals, but at the sake of others • Dominating behaviors—for example: shouting, demanding, not listening to others; saying others are wrong; leaning forward; looking down on others; wagging or pointing finger at others; threatening; or fighting

3 Reasons to Delay Marriage*



SESSION DESCRIPTION

Participants discuss a role-play and think about why it can be important to delay marriage.



OBJECTIVES

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

- List reasons to delay marriage



TIME 1 HOUR, 50 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Consequences of Early Marriage (45 minutes)
- Reasons to Delay Marriage (45 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Peace Corps. 2001. Information Collection and Exchange Publication: Life Skills Manual; World Health Organization. 1994. School Health Education to Prevent AIDS and STDs: A Resource Package for Curriculum Planners; Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council. 2005. Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum.

INTRODUCTION AND ENERGIZER

Say:



Today we will learn about why it can be important to delay marriage and remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed. Go over any practice activities that were given, and ask if there are any questions.

activity 1

CONSEQUENCES OF EARLY MARRIAGE

(45 MINUTES)

Explain the following:



Today we're going to talk about when girls get married in our community, especially about the timing of when they get married. We know that getting married is very important, but there can be some benefits if girls wait just a little bit longer to get married, so that they can grow a bit more and finish school.

Say:



Let's do a short drama that will help us think and talk about some of these issues.

Find six volunteers (Hassan, Hassan's mother, Hassan's father, Isniino, Isniino's sister, Isniino's mother, Isniino's father) who are willing to do a role-play. Instruct the participants as follows:

Say:



I will explain the role-play situation to you. Next you will take a few minutes to talk with each other, make a plan and practice the role-play. Then, present the role-play to the whole group.

When the volunteers have finished practicing the role-play, ask them to present.

Explain:



We are now going to watch a common situation between two young people. While you watch the role-play, the group should think about the reasons why these young people should delay their marriage.

ROLE-PLAY

Hassan is 21 years old and helps his uncle in his shop. His parents are hard-working and hold traditional values. They believe that young people should not have sex before marriage. Hassan is quite shy but would like to have a young wife because most of his friends are already married.

Isniino is 14 but appears and acts older. Her sister got married when she was 14 so she dropped out of school during class seven. She has been hoping to go back to school because her friends who finished primary school have now moved to secondary school. Isniino has not known Hassan for very long, but she thinks he would make a good husband. She is also in her final year of primary school and wishes to complete primary and secondary school before getting married. She is afraid, however, that she might lose Hassan if she refuses to marry him.

She confides to her educated aunt, who is a secondary school teacher, and her aunt advises her to concentrate on her education. Isniino followed her auntie's advice and she is now proceeding to Wajir Secondary School; after scoring good marks in her KCPE. She is grateful to her auntie for advising her in good time.


activity 2

REASONS TO DELAY MARRIAGE

(45 MINUTES)

After the role-play ends, explore the situation with the group by making two lists on the blackboard or flipchart: “Reasons for Getting Married Right Away” and “Reasons for Waiting to Get Married.”

Ask the following questions:

 **In the role-play, what reasons to get married were given?**

[to prevent the relationship from ending, because everyone else is married, because it felt right, because one partner convinces the other that there will be no problems, both are comfortable with the decision, it is expected that by age 14 one can get married]

What reasons to delay marriage were given?

[education aspirations—completing school, allowing the relationship to grow more first, other forms of affection are possible, religious beliefs—sex before marriage is not allowed, do not feel ready, are too young]


Go through the “Reasons to Say Yes to Marriage” list from the first question and discuss:

- What are the good reasons?
- Less convincing ones?
- What might be the consequences of each situation?
- What should Hassan and Isniino do?
- What reasons might be the strongest or most important for them?

Now, focus on the “Reasons to Say No” list and attempt to expand on it with the group by asking:

- Are there any additional reasons to delay marriage that your group can think of?

Explain the following:

 Now we will come up with a working list that you all agree on as the top 10 reasons to delay marriage.

Facilitate the group to formulate the list. Write the reasons on a flipchart paper so it can be posted for future reference. Make sure the following is said.

BOX 1: TOP 10 REASONS TO DELAY MARRIAGE

1. Future aspirations for getting meaningful employment and fend for one self and family.
2. Waiting to have children, which is an obligation for a married woman, until the girls are a bit older and more physically and mentally mature.
3. The family will be proud when one completes school and has a job.
4. Fear of violence — in a marriage situation, there is the possibility of being forced to have sexual intercourse, despite the girl not being ready
5. Friendship — Allow time for the friendship to develop and grow your career through education and training.
6. Better health outcomes for the girl since her body will mature with time
7. Allows for personal development and enjoyment of human rights.
8. Not ready — you feel too young or just not ready.
9. Waiting for the right person — you want the person to wait for you’ until you finish education and get a job before you get married.
10. Wait until when you have completed education and started your career

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: There are many significant reasons to delay marriage including preventing pregnancy, HIV and other STIs.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to talk to a close friend about the reasons to delay marriage.

4 Drugs and Other Mind Altering Substances*



SESSION DESCRIPTION

Participants will gain awareness on the impact that drugs can have on young people's lives.



OBJECTIVES

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

- Understand the negative consequences of drug use, and the impact this can have on young people's lives



TIME 1 HOUR

- Energizer (5 minutes)
- Review (5 minutes)
- Drugs (30 minutes)
- Session Evaluation (10 minutes)
- Practice Activity (10 minutes)



MATERIALS

None



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about the impact that drug use can have on young people's lives.

Open the session with an energizer of your choice, or allow participants to suggest one.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed. Go over any practice activities that were given, and ask if there are any questions.

activity 1

DRUGS

(30 MINUTES)

Explain:

The term "drug" generally includes medicines, substances used for the treatment or prevention of disease. Drugs of this type are generally easily available, though some may require a prescription. 'Mind altering substances' are also drugs, but they are used to achieve altered states of consciousness. Both can harm the body, both can be abused.

Drugs used for the treatment or prevention of disease are called medicine. But even medicine can harm if used excessively or improperly. When we are sick, medicinal drugs may be given in prescribed doses to cure our illness. Medicinal drugs are legal, meaning they are permitted by law, in certain doses. Some non-medicinal drugs are legal, like tobacco or alcohol.

Many drugs are illegal, meaning they are not permitted by the law and someone can get in trouble for using them. These drugs usually have extreme effects on the mind and body. Some examples of illegal drugs in Kenya include: cocaine, heroin, mandrax, opium, and cannabis commonly known as Bhang.

The "use" and "abuse" of drugs are not the same. Use of drugs may come before abuse of drugs and does not necessarily lead to abuse. Drug abuse is not defined by frequency of drug use alone but also considers the age of the drug user,

physiological responses, levels of dependency, attitudes about substance use, and the effects that the drug uses has on other areas of the user's life.

Ask:

What are some examples of different types of medicine that can be abused?
[e.g., Cortem can be used for treating malaria, but if deliberately taken in high doses, it can terminate an unwanted pregnancy, which is regarded as an abuse of that drug, also Panadol may be ideal for aches and pains, but can be abused if taken for any and every slight discomfort]

Explain:

Drugs used to create an altered state of consciousness are called mind-altering substances. Drugs that speed a person up are called "stimulants", e.g. tobacco, cocaine, and angel dust. Drugs that slow a person down are called "depressants," e.g., alcohol, sleeping pills. Drugs that change the way a person feels, sees and hears are called "hallucinogens", e.g. Mandrax, dagga. There is still another category of substances used neither medicinally nor recreationally but to alter the body's functioning nonetheless. These would include drugs like diet pills. Tobacco and alcohol are among the most widely used "recreational" drugs.

(activity 1 continued on next page)

activity 1 (continued)

Ask:



What are some examples of these types of drugs?
[see example responses in Table 1: Drugs and Their Side Effects below]

What are their possible side effects?
[see example responses in the table below]

What do these drugs look like?
[plants, cigarettes, pills, liquid substances, beer, wine, liquor, etc.]

How are these drugs used?
[smoked, chewed, inhaled, injected, drunk]

Ask:



What does the term “addiction” mean?
[the condition of being dependent on a substance, thing, or activity]

Explain:



Drug addiction occurs when the normal functions of the body are altered in such a way that the body begins to require the drug to function. Addiction can be psychological or physical, depending on the drug. The person who is addicted cannot function normally without the drugs of addiction. Many people cannot function without the stimulant caffeine found in coffee, tea and an assortment of softies. Some cannot socialize without bhang. Without the drugs, the addict feels poorly, is anxious and restless and may even neglect himself or herself. Drug addiction is a serious problem requiring professional help to break the habit.

Ask:



What serious consequences can result from drug use?
[normal growth and development can be stopped; drug abuse and addictive behaviors interfere with the establishment of healthy relationships; drug use impairs judgment in critical areas; drug use can lead to accidents, missed opportunities, unintended pregnancies, academic struggles, and STI infections; drug addiction and alcoholism diverts needed financial resources from more constructive endeavors]

TABLE 1: DRUGS AND THEIR SIDE EFFECTS

DRUG	SIDE EFFECTS
Nicotine (the substance in cigarettes) A highly addictive stimulant	Increases heart rate constricts blood vessels causing the heart to work harder
Alcohol Addictive depressant	Drunkenness loss of coordination personality changes interferes with learning and memory increase in accidents increase in destructive acts
Marijuana Hallucinogen, stimulant, and depressant (all)	Altered perception slowed reflexes poor memory short attention span.
Inhalants Jenkem, gasoline mind altering substance	May cause serious, permanent damages to liver.

session evaluation

Ask participants to discuss the following questions:

- Why do people use drugs?
[for fun/recreation, for medicinal purposes, to experiment, to look ‘cool,’ etc.,]
- What are some of the effects of drug use?
[Memory loss, bad decision-making, unwanted sex/sexual violence, loss of coordination, school drop-out due to addiction etc.]
- What are the dangers involved with drug abuse?
[permanent damage to liver, heart, and/or brain; birth defects; neglect of family, hygiene, and job; impotence in men, etc.]
- What drugs do young people use in your community? What drugs do adults use?
- What alternatives are there to using drugs?
[playing games and sports, drinking soda, starting a business, doing homework, helping parents, visiting friends and relatives, attending dugsi or madrasa, volunteering in the community]



Key Message: Drugs have many negative consequences, which young people should be careful to avoid.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed. Thank them for their participation.

PRACTICE ACTIVITY

Participants should teach a peer or younger sibling/child about the long-term side effects of drug use.

5 Peer Pressure*



SESSION DESCRIPTION

Participants role-play to explore ways of resisting peer pressure.



OBJECTIVES

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

- Describe common situations faced by young people
- List several strategies for dealing with peer pressure
- Identify the strategies they are most comfortable with



TIME 1 HOUR, 25 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Peer Pressure Role-plays (50 minutes)
- Peer Pressure Discussion (15 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Various props for the role-plays such as empty bottles, radios with tape players, cloth or clothes, and others
- Training aid “Peer Pressure Scenario Cards”



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Peace Corps. 2001. Information Collection and Exchange Publication: Life Skills Manual; Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council. 2005. Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum.

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about peer pressure, but before we start, let us do an energizer and then we will remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one. One possible energizer is “Three truths and a lie”:

Participants write their name, along with four pieces of information about themselves on a sheet of paper. Three pieces of information should be true and one should be a lie. For example, ‘Fardhosa likes singing, loves football, and loves Nyirnyir’. Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the ‘facts’ is a lie.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

PEER PRESSURE ROLE-PLAYS

(50 MINUTES)

Explain to participants:

Peer pressure is influence on another person's decisions to control them into following certain behaviors or beliefs of people in their group.

Divide the group into three groups. Give each a card from the Peer Pressure Scenarios on page 71. For illiterate groups, identify girls in each group who can read out the scenario. If there is no one who can read, read the scenario on the card to each group.

Instruct the participants as follows:

Meet with your group to talk about the peer pressure situation on the card. Come up with a realistic reaction or response for the problem. Then you will create a role-play showing the situation and how the young person resists peer pressure, and finally perform it for the larger group.

(NOTE TO MENTOR: Emphasize that the solution presented in the role-play should be realistic. Often, when adults do this activity, the solution seems to be easy– the character “just says no” or preaches the right way to live and everyone accepts it. When young people do the role-play, it is seldom that simple. The reason peer pressure is so powerful is that young people want to “fit in.” They care what other people their own age feel and think about them. The exercise is most valuable if the small groups develop some realistic strategies to help themselves out of these situations without making them “lose face” or become ostracized by their friends. When doing this exercise with young people in your community, note the strategies that they use, as these may be the most effective ones available to them.)

After each group of participants finishes presenting a role-play, process the situation and responses with the entire group by asking the following questions:

- Was the role-play realistic?
- Would the resistance demonstrated actually work in the situation?
- Is this a common situation in our communities?

activity 2

PEER PRESSURE DISCUSSION

(15 MINUTES)

Ask the following questions:



- What is peer pressure?

[social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted]

- What types of peer pressure do you face?

[e.g., pressure to wear certain clothes, pressure to like certain things, pressure to do certain things, pressure to try taking drugs, pressure to get married, etc.]

- Where does peer pressure come from?

[peer pressure may be present at school, home, or in the community]

- Why does peer pressure arise?

[someone may tell you what to do, sometimes you think it in your own head – feeling different from the group, sometimes it happens naturally if you and your peers normally do certain activities or have certain habits]

- How can one avoid or manage peer pressure?

[hang out with people who have the same interests as you, say 'no' using assertive techniques, stand-up for someone to help them feel it is okay to do what they choose, try not to judge others]

- Where can someone go for help if they face too much peer pressure?

[e.g., older siblings, close friends, parents, teachers, community leaders, mentors, etc.]

Evaluate if the session objectives have been achieved by asking the following:

- What is peer pressure?
- How can young people overcome peer pressure?
- Who can young girls go to if they face too much pressure?

Based on the answers, clarify any misconceptions that may arise.

session evaluation

Go around the room and ask each participant:

- What is one specific strategy that you would be comfortable using to resist peer pressure?

This activity may help you to gauge how likely it is for participants to use these strategies for their own situations.

Ask participants to summarize what they have learned. Fill in any key points they miss.



Key Message: Peer pressure is common during adolescence, but remember, it is always okay to say 'no.'

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Participants should practice resisting peer pressure (or standing up for others who are experiencing it). They should be prepared to share their experiences in the next session.

PEER PRESSURE SCENARIO CARDS

GROUP 1

A group of girls is sitting together and talking about the latest hijabs that they saw during their cousin's wedding. They start making fun of one of the girls who has not been able to buy any new clothes lately. The girls say that she doesn't have the money. The other girls tell her that she should ask for money from Hassan, her neighbor who is 10 years older than she is. The girl says that she knows he would give the money, but then he would eventually expect her to have relations with him.

Create a role-play showing how this girl could handle this situation assertively.

GROUP 2

A group of primary school girls is leaving school in the evening. Then one of the girls tells the others to pass by her older brother's shop at the market for drinking water. When they get to the shop the girl not only gives them water but she also introduces miraa and shows the girls how to chew the miraa. She influences some girls to spend time with her chewing miraa but others refuse and head home.

Create a role-play showing how the friends who do not agree could handle this situation.

GROUP 3

A group of friends has gone to fetch water. After they finish, they start discussing school work, but one of them is bored with the discussion and decides to convince the others to walk with her to her cousin's place. Her cousin is preparing for a wedding and she thinks they might be able to steal some henna. Some of the friends agree—excited to do something on this boring day! As the group walks to the cousin's place, one of them is not comfortable with the idea and suggests that they go to her place and review some exam questions together. To convince her friends not to steal, she explains to them the dangers of stealing. She also explains how exciting and fun it will be for all the friends to study together and learn from one another.

Create a role-play showing negative and positive peer pressure and the benefits of avoiding negative peer pressure.

6 Making Good Decisions*



SESSION DESCRIPTION

Participants discuss the steps involved in making good decisions, and learn the importance of considering the consequences of each decision they make.



OBJECTIVES

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

- List the four “Good Decision-Making Steps”
- Describe some of the important factors to consider in decision-making



TIME 1 HOUR

- Energizer (5 minutes)
- Review (5 minutes)
- Did I Make a Decision Today? (20 minutes)
- Decisions and Consequences (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs. 2011. *Go Girls! Community-based Life Skills for Girls: A Training Manual*. Baltimore, Maryland. Developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01; Peace Corps. 2001. Information Collection and Exchange Publication: Life Skills Manual; UNICEF Harare. 1995. Think About It! An AIDS Action Programme for Schools; Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council (2005). *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*.

INTRODUCTION AND ENERGIZER

Say:



Today we are going to learn about good decision-making, but before we do, let us do an energizer then remind ourselves what we learned last time.

Open the session with the “Connecting Eyes” energizer or allow participants to suggest one.

Connecting Eyes: Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence, then exchange greetings in the middle of the circle.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

DID I MAKE A DECISION TODAY?

(20 MINUTES)

Instruct the participants as follows:



Now I want you to think about this day, from when you woke up to right now.

Ask each participant:



What is one decision you have made today?

Pick one decision point, based on the most popular response (e.g., what to wear, what to eat, who to talk to, which way to walk to the market/school), and lead a discussion on it with the group. Emphasize that we make decisions every day but we often don't think about them.

Instruct:



Turn to the person next to you and explain about a time when you have made a difficult decision. Make sure you tell the person what the decision was and what happened as a result of it.

[Examples of difficult decisions: skipping school when asked to do household chores, asking your mother for extra time for studying, etc.]

Explain:



In order to make good decisions, it is important to follow four steps. The steps are:

1. Stop and think.
2. Consider the consequences of your decision. (Consequences are good or bad things that can result from your decisions or actions.)
3. Know the facts.
4. Execute your decision.

Now let's look at the list of decision-making steps you made with your groups from the first activity, and see how those steps compare to these four.

Explain:



Talk to the person sitting next to you again and see if they went through these four steps when making their decision they talked about. If they did not, discuss how these four steps could have been helpful?

activity 2

DECISIONS AND CONSEQUENCES

(20 MINUTES)

Explain:



The next activity is a “decision points” game and is an opportunity for you to practice making decisions. I am going to read a story about Ali and Zamzam. Whenever I stop the story, you should clap your hands twice (CLAP, CLAP). Clapping means Zamzam and Ali need to stop and make a decision. You will work together to make a decision for Zamzam and Ali .

READ:

A young man named Ali, herd’s camels and occasionally moves to where Zamzam herds goats and asks her to accompany him to a water pan where she can quench her thirst.

STOP, clap your hands twice (CLAP, CLAP), and ask:
Consequences:

- What could happen if Zamzam went to the water pan with Ali?
- What can happen if she doesn’t accompany Ali?

Know the facts:

- What does Zamzam know about Ali?
- What does she know about others who have accepted things from strangers like Ali?

READ:

When Zamzam agrees to accompany Ali to the water pan, Ali diverts to a different direction towards the forest away from where Zamzam was herding goats. A struggle ensues between Zamzam and Ali, as he tries to rape her.

STOP, clap your hands twice (CLAP, CLAP), and ask:
Consequences:

- How could she get home safely?
- What could happen if she ran away screaming?
- What could happen if she contacts a friend or family member?

Know the facts:

- What are her other options?
- Can she ask someone else? Or call a person for help?

End the session by leading an overall discussion on the story with the following questions:

- What were the decision points within this story? [when Ali asks Zamzam if she wants water, when Zamzam sees they are going on a different path]
- What were the consequences of Zamzam’s decisions? [her decision to go with Ali led to her being picked to go to the forest, which led to him raping her, which led to her wanting to get home and not knowing how]
- Would you have made similar decisions if you were in the same situation?
- Why or why not?

session evaluation

Remind participants of the importance of accepting responsibility for your decisions and their consequences.

Ask participants to summarize what they have learned. Fill in any key points they miss.



Key Message: Decision-making skills will help you to avoid the negative consequences of decisions and positively shape your lives!

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to practice the following good decision-making skills that we discussed today:

1. Stop and think.
2. Consider the consequences
3. Know the facts.
4. Execute your decision.

7 How to Communicate with Adults*



SESSION DESCRIPTION

Participants practice skills for dealing with situations when they may disagree with an adult or wish to ask for something from an adult.



OBJECTIVES

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

- Communicate with adults



TIME 1 HOUR, 20 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Ways of Communicating (15 minutes)
- How to Communicate with Adults (20 minutes)
- How to Handle Disagreements (25 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers




PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs. 2011. *Go Girls! Community-based Life Skills for Girls: A Training Manual*. Baltimore, Maryland. Developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01; Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council. 2005. *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*.


INTRODUCTION AND ENERGIZER

Say:

 Today we will learn about communication skills and how we can communicate with adults, but before we start let us do an energizer and remind ourselves what we learned last time.

Open the session with the “Telephone” energizer. Ask the girls to line up—close enough to their immediate neighbor so they can whisper to them, but far enough away from other participants so they cannot hear.

Explain:

 I'm going to think of a phrase and whisper it to the first participant in line. Then she will whisper it as quietly as possible to her neighbor. The neighbor will then pass on the message to the next girl to the best of her ability. The passing will continue until it reaches the participant at the end of the line, who says to the mentor the message she received.

The game has no winner: it's fun to compare the original and final messages. Intermediate messages may also be compared; some messages will become unrecognizable after only a few steps.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.


Go over any practice activities that were given, and ask if there are any questions.

activity 1


WAYS OF COMMUNICATING

(15 MINUTES)


Ask:

 Today we will be learning about communicating. What are some different ways to communicate?
[smiling, talking, laughing, waving, talking with hands, writing, singing, etc.]


Say:

 Communication is the process of sending and receiving information or thoughts through words, actions, or signs.

Explain the following:

 Much of communication is nonverbal. Nonverbal communication is used to express a variety of emotions. For example, someone can communicate agreement by nodding.

Ask:

 Can someone show me a non-verbal way of communicating that you are happy?

Can someone show me a non-verbal way of communicating to someone that you are interested in what they are saying?

Can someone show me a non-verbal way of communicating anger? Frustration?

activity 2

HOW TO COMMUNICATE WITH ADULTS

(20 MINUTES)

Explain:

Our parents are some of the people that we communicate with the most, and we know that you might not always agree with your parents. However, when you talk to them it must be done in such a way that is positive and respectful. It is also possible to share your point of view with them, even if it is different.

In addition to the strong communication skills learned in previous sessions – including assertiveness, there are specific skills that youth can use to improve communication with parents/guardians. These are called the “Convincing” skills:

- Be prepared: Know what you are asking for and think through the consequences of your request.
- Pick the right time: When the situation at home is relaxed.
- Be calm: Present your topic calmly and with facts.
- Listen to what your parents or guardians have to say: Consider their point of view and whether they might be right. Remember that parents generally have your best interest at heart.

Instruct the participants as follows:

I am going to read out some scenarios. For each scenario, we will have a discussion on how the people in the scenario could practice “convincing” skills.

Read the following scenarios and lead a discussion after each scenario and ask the girls to describe how they would approach that conversation using the “convincing skills” discussed above:

- **Scenario 1:** Amina wants to ask her parent or guardian to help her go back to school.
- **Scenario 2:** Halima’s father has been pressuring her to perform well in her studies.
- **Scenario 3:** Zamzam wants to ask her mother to accompany her for general health testing at the nearest health facility.

Explain:

Using convincing skills can help you communicate with adults so that they can better understand your point of view. Often they lead to outcomes, which are satisfactory for both you and the adult. In the end, we want a situation that is good for both your parents and you.

activity 3

HOW TO HANDLE DISAGREEMENTS

(25 MINUTES)

Ask:



How do you usually communicate with adults?

How has the way you communicate with adults changed over time?

What are some disagreements you have had with your parent/guardian in the past six months?

What are the Somali cultural expectations of a woman regarding disagreements? e.g. If the disagreement does not entail physical harm or abuse, is a girl encouraged to listen and respect the views of the adult?

Divide the group into pairs. Assign each pair of participants a disagreement from their answers to the last question. If you need additional disagreements, use the following:

- Your parent/guardian told you not to spend time with a certain older girl in the village who is known to chew miraa. Your older sister saw you with the girl and reported it to your parent/guardian.
- Your mother wants you to wake up early in the morning to help with the household chores but you want to sleep in.
- Your father/guardian saw you fighting with other girls after school.

Explain:



In each pair, one person is the adolescent and the other is the parent. Together, you will make a role-play about the disagreement. Then switch roles and have another disagreement.

Find three groups to volunteer to perform their argument for the rest of the participants. After each role-play, ask the group:

- What helped the adult understand the adolescent?
- What didn't help/made it harder for the adult to understand the adolescent?
- How could the situation be improved?
- What could the adolescent and the adult do to understand each other better?

session evaluation

Ask participants to summarize what they have learned. Fill in any key points they miss.



Key Message: Good communication skills help when asking an adult for something or in resolving disagreements with adults.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to practice the following four convincing skills we learned today when speaking to an adult:

1. Be prepared
2. Pick the right time
3. Be calm
4. Listen to what your parents say

8 Managing Stress and Anger



SESSION DESCRIPTION

Participants learn what stress means, symptoms of stress, and tips for managing anger and stress.



OBJECTIVES

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

- Use “I” statements to express their feelings
- Distinguish between appropriate and inappropriate responses to anger
- Successfully deal with situations that cause stress, anger, and/or conflict



TIME 1 HOUR, 30 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Managing Stress (20 minutes)
- Dealing with Anger (25 minutes)
- Anger and Stress Role-play (25 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about managing stress and hunger but before we start let us do an energizer and remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

MANAGING STRESS

(20 MINUTES)

Ask the following question:

What do you understand by the word “stress”?
[a state of mental or emotional strain or tension resulting from adverse or demanding circumstances]

After some discussion, explain the following:

Stress is defined as the body’s reaction to a change that requires a physical, mental or emotional adjustment or response. It is often experienced as a feeling of tension, anxiety or pressure. When you are under stress you may experience the following feelings, thoughts, behaviors, and physical symptoms.

Review Table 2: Symptoms of Stress below.

Ask:

When was a time when you were under stress?

Divide participants into groups of four or five. Then:

Explain:

Now discuss different techniques that can be used to help manage stress for a few minutes. Then we will return to the large group and a representative from each of the smaller groups will share the stress management techniques you discussed.

As each group presents, write a list of the techniques they mention for managing stress on the blackboard or flipchart. After each group has presented, mention any techniques that participants did not list, using Box 2: Stress Management Techniques on the next page as a guide.

TABLE 2: SYMPTOMS OF STRESS

Feelings	Thoughts	Behaviors	Physical
<ul style="list-style-type: none"> Anxiety Irritability Fear Moodiness Embarrassment 	<ul style="list-style-type: none"> Self-criticism Difficulty concentrating or making decisions Forgetfulness or mental disorganization Preoccupation with the future Repetitive thoughts Fear of failure 	<ul style="list-style-type: none"> Stuttering Difficulty speaking Crying Acting impulsively Nervous laughter Yelling at friends/family Grinding teeth Jaw clenching More prone to accidents Increased or decreased appetite 	<ul style="list-style-type: none"> Tight muscles Cold or sweaty hands Head back or neck aches Sleep disturbances Stomach aches More colds & infections Fatigue Rapid breathing Pounding heart Shaking hands Dry mouth

BOX 2: STRESS MANAGEMENT TECHNIQUES

1. Take a Deep Breath!: Stress often causes us to breathe shallowly, and this almost always causes more stress! Try taking a minute to slow down and breathe deeply
2. Talk It Out: Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher, or church leader can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid serious problems later. Writing down thoughts and feelings can also help clarify the situation and give you a new perspective.
3. Take a “Minute” Vacation: You cannot always run away, but you can dream. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.
4. Pay Attention to Physical Comfort: Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, go somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.
5. Get Physical: When you feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. This can be anything from playing a game with friends to doing some regular physical work that you like doing. Running, walking or dancing can be done anywhere. Working in the garden, cleaning, or playing with younger children can relieve stress, relax you, and energize you! Remember, your body and mind work together.
6. Take Care of Your Body: Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress, so eat well.
7. Laugh: Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!
8. Manage Your Time: Plan ahead. Make a realistic schedule for yourself and include time for stress reduction. Trying to take care of everything at once can seem overwhelming. Instead, make a list of what you have to do, then do one thing at a time, checking them off as they're completed. Do the most important or unpleasant ones first, and then the rest of your day will be less stressful. Recognize when you are most stressed and allow yourself some reasonable breaks, like taking a walk or otherwise changing your scenery.
9. Know Your Limits: A major source of stress is people's efforts to control things over which they have little or no power. When in a stressful situation, ask yourself: is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control.
10. Must You Always Be Right?: Do you get upset when things don't go your way? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.
11. Have a Good Cry: Big boys and girls do cry. A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.
12. Look for the Good Things Around You: It is easy to see only the negative when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing little light or joy into your life. Commit yourself to actively noticing five good things around you, like positive or enjoyable moments or interactions.

activity 2

DEALING WITH ANGER

(25 MINUTES)

Explain:

Anger is a completely normal, usually healthy, human emotion that ranges from mild irritation to intense rage. When it gets out of control and turns destructive, it can lead to problems. Like other emotions, it causes physical changes. When you get angry, your heart rate, blood pressure, and energy hormone levels go up. You could be angry at a specific person or event. Worrying about personal problems or remembering traumatic events can also cause you to feel angry.

Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviors, which allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us; laws, social norms, and common sense place limits on how far our anger can take us.

Ask:

What are some inappropriate expressions of anger?

[yelling, hitting, humiliating someone, name-calling, damaging property, throwing things, or refusing to help someone in need]

What are some appropriate expressions of anger?

[calmly expressing an opinion, leaving the situation, or counting to ten before reacting]

Explain:

Anger can be managed. The goal of anger management is to reduce both your emotional feelings and the physical responses that anger causes. You cannot get rid of, or avoid, the things or the people that make you angry,

nor can you change them, but you can learn to control your reactions.

Ask:

What are some ways to manage anger?
[see Box 3: Anger Management Tips below for possible responses]

List the brainstormed ways to manage anger on a blackboard or flipchart.

(activity 2 continued on next page)

BOX 3: ANGER MANAGEMENT TIPS

- Ask yourself if this will matter ten years from now? Chances are, you will see things from a calmer perspective.
- Tell yourself, “it’s frustrating, and it’s understandable that I’m upset about it, but it’s not the end of the world and getting angry is not going to fix anything.
- Have you ever done the same thing to someone else, even if by accident. Do you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.
- Remind yourself that getting angry is not going to fix anything, and that it won’t make you feel better (and may actually make you feel worse).
- Try counting to ten before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry. Or try counting to ten with a deep slow breath in between each number. Deep breathing helps people relax.
- Imagine a relaxing experience. Close your eyes, and travel there in your mind. Make it your anger-free place.
- Non-strenuous physical activities, like walking, can relax your muscles and help you feel much calmer.
- Give yourself time and space alone. Physically move away from situations that make you angry.

activity 2 (continued)

DEALING WITH ANGER

(25 MINUTES)

Explain:



People use a variety of both conscious and unconscious processes to deal with their angry feelings. The three main approaches are expressing, suppressing, and calming.

- **Expressing your angry feelings** in an assertive, not aggressive, manner is the healthiest way to express anger. To do this, you have to learn how to make clear what your needs are, and how to get them met, without hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.
- **Anger can be held in** by not thinking about it or focusing on something positive. The purpose is to convert your anger into more constructive behavior. However, keeping anger in is not always the best strategy. If anger is not allowed out it can cause physical and emotional harm. Anger turned inward may cause hypertension, high blood pressure, or depression. Or people can become hostile and critical, which can negatively affect their relationships with others.
- **You can calm down inside.** This means not only controlling your behavior, but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down, and let the anger go away.

Psychologists now say that it is dangerous to express all of your angry feelings because it can actually make you angrier and does not help resolve the situation. It is best to find out what makes you angry, and then develop ways to keep those things from making you angry.

Sometimes, our anger and frustration are caused by very real, unavoidable problems in our lives. Not all anger is wrong, and often it is a healthy, natural response to difficult times. Not all problems have a solution. In these situations, try not to focus on finding the solution, but on how you handle the problem.

activity 3

ANGER AND STRESS ROLE-PLAY

(25 MINUTES)

Divide participants into groups of four or five.

Instruct the participants as follows:

☞ Together with your group, brainstorm a scenario to act out about someone who is angry and/or stressed. To come up with ideas for the scenario, think of a time when you were very angry or in a stressful situation, and try to reenact it. Use the tips we discussed to deal with stress and anger to act out a 1-2 minute role-play and resolve the scenario.

After groups have decided on a scenario, ask the groups to present their role-plays. Discuss what happened in the role-plays with the following questions:

- What happened in the role-play?
- How did you feel in that role? Why did you have that feeling?
- Was the problem solved in the role-play? How?
- What would you change about the role-play?
- What advice would you give the person in the role-play?
- What have you learned that can help you the next time you face a similar situation?

session evaluation

Evaluate if the session objectives have been achieved by asking the girls the following questions:

Ask:

- ☞ Which strategy will you try next time you feel stress?
- Which strategy will you try next time you feel anger?

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Participants should practice the tips that were discussed today for minimizing their anger and stress. They should be prepared to explain the how the tips affected the outcomes of their stress/anger situations during the next session.

9 Conflict Resolution and Problem Solving Skills*



SESSION DESCRIPTION: (LIFE SKILLS)

Participants learn conflict resolution and problem solving skills that are essential for dealing with conflict situations.



OBJECTIVES

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

- Understand elements of conflict and different methods of resolving conflict
- Understand steps in problem solving



TIME 1 HOUR, 10 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Conflict Role-play (20 Minutes)
- Conflict Resolution and Peacemaking Rules (30 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Prepare the board or 3 separate sheets of flipchart paper with information on the following topic areas: Peacemaking Rules; Core Values in Conflict Resolution (see information to be written on flipchart paper in Activity 2)

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about conflict resolution and problem solving skills, but before we start, let us do an energizer and remind ourselves what we learned last time.

Open the session with the “What We Have in Common” energizer.

Call out a characteristic of girls in the group, such as ‘are the first born’. All those who are the first born should move to one corner of the room. As the mentor calls out more characteristics, such as ‘likes skipping rope’, people with the characteristic move to the indicated space.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Ask if there are any questions then move to the day’s session.

activity 1

CONFLICT ROLE-PLAY

(20 MINUTES)

Explain to participants:

We will now look at some of the conflicts that can occur in our families. I will group you into 3 groups then I will tell you what we will do in our groups.

Divide participants into groups of four. Assign the groups one of the following scenarios (below). After participants have practiced their role-plays, allow about a short time for each group to perform their role-play. After each performance, ask participants:

- What was the relationship between the two persons?
- What was the nature of the conflict?
- Was the role-play realistic?
- What other conflicts may arise?
- Could this situation be avoided or handled differently? If so, how?
- What was the impact of the conflict on the individual, family, community, etc.?

List responses to the questions on a blackboard or flipchart and discuss each point.

Explain:

Good communication during a conflict can help resolve the situation. However, there are things that interfere with ‘good’ communication during a conflict, such as name-calling, cursing, insulting, and accusations, etc. These are called “communication blockers.”

Write the term “communication blockers” on the blackboard or flipchart.

Ask:

What are some other “communication blockers”? [interrupting, ignoring, sarcasm insulting, threatening, stereotyping (statements which label people and make them angry/resentful, judging, blaming, starting opinions as fact, expecting someone to read your mind, hitting, punching, slapping, screaming, etc.)]

List answers on the flipchart or blackboard and discuss.

Explain:

“Communication-blockers” can lead to violence, and violence is increasing in many places. The environments in which girls grow up do not always encourage peacemaking attitudes and behaviors. Knowing how to avoid conflicts and how to resolve them peaceably is important, but it is equally important to know how to survive in a hostile climate. Practice different methods of resolving conflicts to see which ones work best.

Role-play Scenarios

Group 1: Rahma is upset because her mother told her that she was not allowed to go and play with her friends on Saturday afternoon, even though she had already made plans with her friends. What should Rahma say to her mother?

Group 2: Zeinab has a big exam at school on Friday. On Thursday afternoon, she realizes that she is not well prepared for the exam and is worried that she will not pass. Zeinab’s sister wants help making dinner, but Zeinab wants to study. What should Zeinab do?

Group 3: Maimuna notices that her friend Zeinab is wearing a hijab that was stolen from her last week. Zeinab tells her she borrowed it from a friend to attend a wedding. How should Maimuna talk to Zeinab?

activity 2

CONFLICT RESOLUTION AND PEACEMAKING RULES

(30 MINUTES)

Explain the following:

Conflict is natural and happens in almost every relationship. Since conflict is unavoidable, we must learn to manage it. Conflict is a sign of a need for change and an opportunity for growth, new understanding, and improved communication. It is normal for people to disagree, but it is important to address conflict with the people involved and resolve these disagreements in a constructive and healthy way.

Ask:

What are some of the techniques you have learned through AGI-K for resolving conflict? [see Box 4: Tips for Conflict Resolution for possible responses]

Explain:

An “I” statement is a useful way to share your opinion or perspective without placing blame on someone else. For example, instead of saying, “You made me feel angry” you can say, “I feel angry.” Using an “I” statement is a constructive way to convey your message without making any demands. “I” statements should be clear, concise, and free of judgment.

Ask:

What are some “I” statements that can help adolescents cope with or avoid a conflict?
[e.g., “That upsets me, and I would like to talk with you about it,” “It hurts my feelings when...,” “It upsets me when...,” “I think we should talk about this situation. Tell me how you feel about...”]

BOX 4: TIPS FOR CONFLICT RESOLUTION

Respond, don’t react. If you keep your emotions under control you have a better chance of hearing what the other person is trying to say.

Listen carefully without interrupting. Ask questions and wait for and listen to answers.

Acknowledge the other person’s thoughts and feelings. You do not have to agree with the other person to acknowledge his or her feelings.

Give respect to get respect. Treat people the way you would like to be treated if you were in the same situation.

Communicate clearly and respectfully so your viewpoint can be understood.

Identify points of agreement and points of disagreement. Agree wherever you can. Your underlying interests may be more alike than you imagine.

Be open to change. Open your mind before you open your mouth.

Look forward, not backward. Live in the present, plan the future, do not dwell on the past.

Stay focused on the topic at hand. Don’t expand an argument. If there are a number of issues, deal with them, one at a time.

Work together. Commit to working together and listening to each other to solve conflicts.

Conflicts don’t have to end with a winner and a loser. Try to find a solution that is acceptable to both parties.

Be creative. Generate silly options to begin thinking “outside of the box” of original positions.

Be careful not to give in simply to avoid conflict or maintain harmony. Agreements reached too early usually do not last.

Be specific when problem solving. Clarify terms that each person may interpret differently.

(activity 2 continued on next page)

activity 2 (continued)

Write the following on the blackboard or flipchart (if you have not already prepared them on flipchart paper before the session):


Peacemaking Rules

1. Identify the problem
2. Focus on the problem, not the person
3. Attack the problem, not the person
4. Listen with an open mind
5. Treat the other person's feelings with respect
6. Take responsibilities for your own actions

Core Values in Conflict Resolution

1. Cooperation
2. Affirmation
3. Empowerment
4. Neutrality
5. Confidentiality

Instruct the group as follows:


-  Reform your groups from the role-play activity and use the role-play scenarios to practice how you would use “I” Statements, “Peacemaking Rules,” and “Core Values in Conflict Resolution” to resolve conflicts.

When participants have practiced their role-plays using the “Peacemaking Rules” and “Core Values in Conflict Resolution” ask a few to present.

session evaluation

Evaluate if the session objectives have been achieved, ask the girls the following questions:

Ask:

-  1. What is a conflict?
2. Name some of the conflicts that can occur in our families
3. What are some of the ways we can overcome conflict?
4. What is conflict resolution?

Based on the answers, clarify any misconceptions that may arise.

Thank them for their participation.

PRACTICE ACTIVITY

Participants should practice avoiding conflicts. During the next session, they should be prepared to share how they avoided a conflict, or how they observed someone else avoid a conflict.



HIV AND AIDS



1 HIV and AIDS*



SESSION DESCRIPTION

Participants learn what HIV and AIDS are, and what behaviors do and do not put one at risk of being infected.



OBJECTIVES

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

- Define HIV and AIDS
- Explain modes of transmission of HIV
- Identify risky and non-risky behaviors
- Describe the common symptoms of AIDS



TIME 1 HOUR, 10 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- HIV and AIDS Overview (15 minutes)
- Definition of HIV and AIDS and Modes of Transmission (15 minutes)
- Risky and Non-Risky Behaviors and Practices (15 minutes)
- Session Evaluation (10 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Slips of paper (several per participant)
- Blackboard or flip chart



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

* Kenya Adolescent Reproductive Health Project (KARHP), PATH, Population Council. 2005. *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*; One Love Southern Africa Campaign; Central Statistical Office (CSO) Ministry of Health (MOH) Tropical Diseases Research Centre (TDRC) University of Zambia, and Macro International Inc. "Zambia Demographic and Health Survey 2007." (2009).

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about HIV and AIDS. But before we start, let us do an energizer then we will remind ourselves what we learned last time.

Open the session with the “What Kind of Animal?” energizer.

Put enough chairs in the circle so that all but two girls have a chair (so if your group has 16 girls you’ll need 14 chairs). Ask participants to divide into pairs and to sit next to each other in the circle. Each pair secretly decides what type of animal they are. The two participants without chairs are the elephants. They begin by walking around the circle calling the names of different animals. When they guess an animal that a pair has chosen, those two have to stand up and walk behind the elephants. This continues until the elephants can guess no more. Then the elephants call “Lions!” and all pairs run for seats. The pair left without chairs become the elephants for the next round.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Ask if there are any questions then move to the day’s session.

activity 1

HIV AND AIDS OVERVIEW

(15 MINUTES)

Give two slips of paper to each participant.

Instruct the participants as follows:

Write on each paper (or draw an illustration representing) something that you have heard people in your community say about HIV or AIDS (this does not have to be something you agree with).

Collect all the slips of paper and mix them up. Divide participants into four groups and deal out the slips of paper to the groups at random.

Explain:

Now each group should sort out their slips of paper into three categories: ‘AGREE’, ‘DIS-AGREE’ and ‘DON’T KNOW’.

Write these categories on the blackboard or flipchart. When all the groups have finished, reassemble. Have each small group present to the main group any statement they found difficult to reach agreement on. The main group can offer opinions on the difficult statements.

activity 2

DEFINITION OF HIV AND AIDS AND MODES OF TRANSMISSION

(15 MINUTES)

Ask:



What is HIV?

[Human Immunodeficiency Virus]

Explain:



HIV is a virus that makes the immune system in humans deficient (lacking in something), and therefore weakens the system. The immune system is the body's defense against disease. With a damaged immune system the body is exposed to a range of infections and diseases. The person becomes weaker and eventually develops AIDS.

Ask:



What is AIDS?

[Acquired Immune Deficiency Syndrome]

Explain:



The first word in AIDS (acquired) means that it is passed from one person to another; it does not just develop spontaneously. It is passed from exposure to an infected person's blood, sexual fluids or breast milk. AIDS is a condition where the body's immune system is destroyed by HIV. It has no cure and eventually kills the infected person. It can be controlled with drugs, but they are costly and not widely available.

Ask:



How can you catch HIV?

[sexual intercourse, blood transfusion (donated blood is now screened), pregnancy, childbirth, breastfeeding, sharing knives, needles, or syringes (for circumcision or drug use)]

Explain:



HIV is passed between people in three ways:

1. Sex: Penetrative unprotected sex with an HIV-infected person

2. Blood to blood: From an HIV infected person's blood to another person's blood through an opening in the body such as a cut, from a transfusion or by sharing something that cuts or pierces the skin (knife, razor, and needle). This includes sharing circumcision knives, needles, tattooing, or ear piercing, with someone who has HIV.

3. Mother to child: HIV can be passed from a mother who is HIV infected to her baby during pregnancy, at the time of birth, or through breastfeeding.

The majority of people in Kenya are infected with HIV by having unprotected sex with someone who is HIV infected. It is important to note that a person suffering from other STIs is eight to ten times more likely to contract HIV. HIV cannot survive in air, water, or on things people touch.

Say:



HIV is different from other diseases because it does not pass through air. We cannot catch it from being in the same room as an infected person or by hugging or touching a person. We

cannot catch it from an infected person coughing or sneezing on us or by drinking from the person's cup.

But we can choose to not become infected if we abstain from sex or always use a condom when having sex. HIV can be prevented by being in a mutually faithful relationship with an uninfected person and by never sharing needles or other equipment such as razors, circumcision knives.

Ask:



Is HIV easy or difficult to catch?

[HIV is easy to catch if one is not careful, i.e., having unprotected sex. Certain factors increase the chances of catching HIV such as having STIs, being uncircumcised (for males), etc.]

Explain the following:




There is no cure for AIDS, however there are ways to treat the symptoms. Treatment means the use of a drug, injection, or intervention that can cause symptoms to become less painful or pronounced or cause them to disappear altogether. It is important for people with HIV and AIDS to eat a nutritious diet to fight infection and disease and to stay energetic, strong, and productive. Nutrition and HIV are strongly related to each other. People who are malnourished are more likely to progress faster to AIDS, because their bodies are weak and cannot fight infection.

activity 3


RISKY AND NON-RISKY BEHAVIORS AND PRACTICES

(15 MINUTES)

Explain the following:

 You will now have a chance to assess your own risk of being infected with HIV, if you do certain things. I am going to read a list of items, and you will tell me whether each statement puts you at risk for HIV.

Before reading each statement on the list of “HIV Risk Assessment Statements” (below), ask:

 If you do this, are you at risk of being infected with HIV?


Read each statement from the list of “HIV Risk Assessment Statements” below. Ask participants to share their opinions and discuss with the group for each of the following statements:

HIV Risk Assessment Statements

- If you hug, kiss or massage your friend. [Not a risk]
- If you don’t protect yourself when handling blood. [Risk]
- If you are bitten by mosquitoes. [Not a risk (for HIV, but is a risk for malaria!)]
- If you share a razor with a person with HIV or AIDS. [Risk]

- If you only have sex with one partner. [Less risky if you are BOTH faithful, use protection and have both been tested for HIV and STIs]
- If you live, work or play with a person with HIV or AIDS. [Not a risk]
- If you have injections, tattoos, or piercings. [Risk – if needles are shared]
- Getting a blood transfusion. [Risk]
- Shaking hands with a person who has HIV [Not a risk]
- Being sneezed at or coughed on by a person with HIV or AIDS [Not a risk]

Ask the following questions:

 Does knowing that some things are definitely or probably a risk worry you?

Did you learn any new information?

Do you have any questions about any behaviors we did not list today?

If you were explaining information on risky or non-risky behaviors to a friend, what would you say first?

session evaluation


End the day’s session by reading the story below:

Hawo’s Story

When Hawo’s parents died, she heard that they may have died of AIDS. She was very worried that she may also be infected. She talked to her teacher who advised her to go for a HIV test and learnt that she was HIV-positive. She mentioned it to her friends in school hoping that they would sympathize but instead they ignored her and despised her. Most of the times she was alone with nobody to talk to because all her friends fled and nobody liked her company anymore. Her teacher noticed and talked to Hawo, she later enrolled Hawo and her siblings at the orphan program led by a children’s organization in Wajir town, where they received counseling, medication and they were taken care of enabling them to continue with their education without stress.

Find a volunteer to come to the front of the room to pretend to be Hawo.

Instruct the rest as follows:

 The rest of you will take turns visiting Hawo to offer her support. Tell her some practical things she can do, and comfort her. Remember to treat her as you would like to be treated if you were in her situation.

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: HIV and AIDS are incurable and affect millions of people worldwide. Practicing non-risky behaviors protects you from HIV and AIDS.

Ask for final questions or comments. Remind girls where and when the next meeting will take place, and what topics will be discussed. Thank them for their participation.

PRACTICE ACTIVITY

Participants should discuss with a friend about what puts someone at risk for HIV and how those risks can be avoided.

2 Myth or Fact?*



SESSION DESCRIPTION

Participants learn whether various statements are myths or facts about HIV and AIDS through a fun, participatory guessing game.



OBJECTIVES

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

- Differentiate between myths and facts related to HIV



TIME 1 HOUR, 30 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Myth or Fact (45 minutes)
- HIV Rumors Role-play (25 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Choose the statements you will use from the List of Myths and Facts (provided at the end of this session)
- Prepare all materials needed for the session

* International Labor Organization (2007). *A Special Module On HIV and AIDS and Child Labor: Scream-Stop Child Labor*.

INTRODUCTION AND ENERGIZER

Say:



Today we are going to learn about Myths and Facts surrounding HIV and AIDS but before we do, let us do an energizer and remind ourselves what we learned last time.

Open the session with a simple energizer. Ask participants to form a circle then request some volunteers to teach the group a song or a dance.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

MYTH OR FACT

(45 MINUTES)

ADVANCE PREPARATION: Read through the list of myths and facts on the next page and choose the ones you will use in this session. Pick a handful of statements depending on the time available and the capability of your group. Choose statements that are appropriate for the age of your group. Be sure to include some statements from each of the provided lists.

Move the tables and chairs to one side, and ask participants to stand in the center of the room whilst you run through the rules of the activity.

Explain:



This session will blow away some of the myths and misunderstandings surrounding the topic of HIV and AIDS. During this activity, try to remember what we discussed and learned in the previous session about HIV and AIDS.

When we begin, stand, scattered around the room, facing the front. Do not look at each other or make a noise.

I am going to read a number of statements. When I call out each statement, think silently about whether the statement is a Myth or a Fact (False or True).

When I count to three, you have to decide if the statement is a fact or a myth. If you believe the statement is a fact, you must jump up in the air and shout “Fact!” at the top of your voice. If you believe the statement is a myth, you will bob down and touch the floor, and shout “Myth!” If you cannot make up your mind, you can stay still.

It is ok to guess incorrectly, the point is for everyone to learn the facts while having fun!

Everyone must take part in this activity, so that on the count of three the silence will be broken by a disorderly, but fun, burst of shouts and jumps. After participants have responded with “Myth” or “Fact”, reveal whether the statement is a myth or fact, and explain the correct information.

Tips

- You might choose to ask one of the girls who got it right to explain why the statement is true or false, or you might choose to explain it yourself.
- Open the floor to questions and have a quick discussion where appropriate.
- Attention should not be brought to who is right and who is wrong, what is important is that everyone gets involved and the truth is shared in the end.

ACTIVITY SHEET

HIV AND AIDS STATEMENTS

<p>Children should not be allowed to go to school if they are HIV-positive.</p> <p><i>This is not true. Children who are HIV-positive should not be treated any differently to those who are HIV-negative. Their status is not a danger to anyone else and they are entitled to live normal lives</i></p>	MYTH
<p>HIV will never affect me.</p> <p><i>HIV affects everybody. There are certain cultural and economic groups who assume they cannot HIV. This is an assumption that makes other people think they are better than others. HIV/AIDs does not discriminate it can affect the rich or poor, religious or non-religious.</i></p>	MYTH
<p>I can get HIV from touching an infected person or being in the same room as them.</p> <p><i>This is not true. Touching or hugging someone with HIV does not mean you will be infected with the virus. The virus is principally transmitted sexually through sexual intercourse and exchange of body fluids. People also think that by sharing cups, knives and forks etc. they can also be infected. This is also not true.</i></p>	MYTH
<p>You can get HIV by sharing meals and sharing a room with someone who is infected with HIV.</p> <p><i>That is not true. HIV/AIDS is only transmitted through blood, and sexual contact sharing meals and also a room with someone who is infected cannot make one get infected.</i></p>	MYTH
<p>You can share razor blades/needles with other girls during circumcision and nothing will happen.</p> <p><i>That is not true. Sharing razor blades and needles is one method of contracting HIV. It is therefore recommended for people not to share razor blades or needles regardless of what they are for.</i></p>	MYTH

activity 2

HIV RUMORS ROLE-PLAY

(25 MINUTES)

Ask 5 girls to volunteer for a role-play. Once you have all the volunteer, take them outside the room and present the situation:

HIV Rumors Role-play

A group of people is sitting around discussing the following rumors about HIV and AIDS. In the course of the discussion, present the correct information (i.e., explain why each rumor is not true).

The rumors are:

- You can get HIV from kissing someone.
- You can tell if someone is HIV-positive by looking at them.
- Once you have become HIV-positive you can feel it in your body.

After they have had time to practice, have the volunteers conduct the role-play to the group. Allow the group to make suggestions to explain why each rumor is not true. Make sure the correct information is presented.

session evaluation

Instruct participants to write (or draw illustrations representing) the most important facts and myths on the blackboard, or on flipchart, to help remember them.

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: To make the best choices about protecting yourself against HIV and AIDS, know the facts and dispel the myths.

Ask for any final questions or comments. When questions arise, have patience and try to encourage your group to come up with the answers themselves by starting a quick discussion about the topic.

Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to talk to a friend about myths surrounding HIV in their communities. Participants should dispel these myths with their friends with the knowledge they gained during this session. If they hear a new myth, they should be prepared to discuss and dispel it with the group at the beginning of the next session.

REPRODUCTIVE HEALTH

1 My Body Is Changing – Am I Normal?*



SESSION DESCRIPTION

Participants practice communication skills, discuss and draw out the changes that occur during puberty, and discuss how they can help each other through puberty.



OBJECTIVES

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

- Describe the physical and emotional changes that occur during puberty
- Understand that these changes that occur during puberty are normal



TIME 1 HOUR, 20 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Physical and Emotional Changes in Boys and Girls (20 minutes)
- Puberty: Is it normal (25 minutes)
- Making Puberty Easier (15 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- 4 large pieces of blank paper and pens, pencils or markers
- Training aids “Physical Changes in Males at Puberty” and “Physical Changes in Females at Puberty”



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:



Today we will learn about changes that take place during adolescence, but before we start, let us have an energizer and then remind ourselves what we learned last time.

Open the session with the 'Head and Shoulders' energizer:

Instruct participants to touch the following body parts as they sing the following lyrics:

*Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes!*

Modify the song to include body parts that change during puberty. For example:

*Hips, shoulders, breasts and toes, breasts and toes,
Hips, shoulders, breasts and toes, breasts and toes,
And pimples and armpit hair and mouth and nose,
Hips, shoulders, breasts and toes, breasts and toes!*

Be creative with more song adaptations.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

activity 1

PHYSICAL AND EMOTIONAL CHANGES IN BOYS AND GIRLS

(20 MINUTES)

Divide the girls into 3 groups by asking them to count one, two, three: when they have finished counting, ask all the 'one's to form group 1, all the 'two's to form group 2, and all the 'three's to form group 3.

Assign the following to each group and ask them to write (or draw) these changes:

- 1) Boy's physical change
- 2) Girl's physical changes
- 3) Emotional changes for boys and girls.

When the groups have finished writing down/drawing changes, ask two participants from each group to share their group's list. Write the responses on a blackboard or flipchart.

Ask if the participants from other groups have any changes to add to the list. Help differentiate between physical and emotional changes. Point out any other changes that were not mentioned.

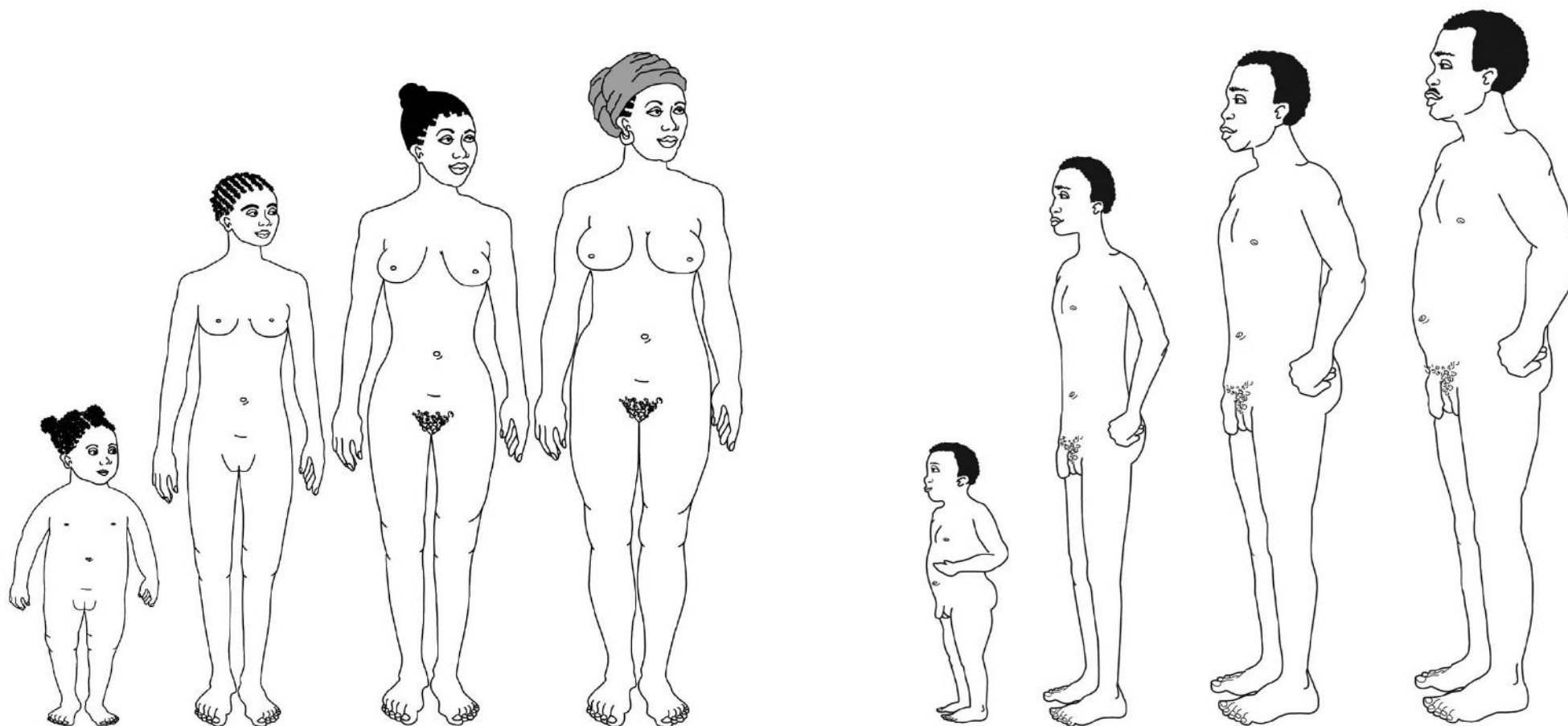
Finish by writing these additional responses on the blackboard or flipchart.

Make sure that the changes listed in Box 5 are part of your discussion.

BOX 5: PHYSICAL CHANGES DURING ADOLESCENCE

PHYSICAL CHANGES IN BOYS	PHYSICAL CHANGES IN GIRLS
<ul style="list-style-type: none"> • Shoulders broaden • Facial hair develops • Voice deepens • Sperm production and ejaculation • Wet dreams 	<ul style="list-style-type: none"> • Hips widen • Breasts develop • Ovulation and menstruation
PHYSICAL & EMOTIONAL CHANGES IN BOTH	
<ul style="list-style-type: none"> • Grow in size • Weight gain • Pubic and underarm hair • Genitals enlarge • Pimples • Sexual feelings • Changes in mood • Feel embarrassed easily • Feel closer to friends than family • Feel shy • Better able to reason and solve problems • Rebel against parents, want to be independent • Concerns about being normal • Want to try new things 	

NOTE TO MENTOR: Show the group the Training Aid on the next page: Illustrations of Physical changes in females and males at puberty



PHYSICAL CHANGES IN FEMALES AT PUBERTY

- Grows hair under arms and in pubic area
- Grows taller
- Gains weight
- Body becomes curvier
- Hips widen
- Breasts grow larger
- Starts menstrual period
- Skin becomes oilier and pimples may occur
- Increased perspiration/body odor
- On-set of sexual desire
- Emotional ups and downs
- Anxiety

PHYSICAL CHANGES IN MALES AT PUBERTY

- Grows hair under arms, in pubic area, on face and chest
- Grows taller
- Gains weight
- Becomes more muscular
- Voice deepens
- Skin becomes oilier and pimples may occur
- Increased perspiration/body odor
- Ejaculation happens/wet dreams occur
- Nipple development
- On-set of sexual desire
- Emotional ups and downs
- Anxiety

activity 2

PUBERTY: IS IT NORMAL?

(25 MINUTES)

Ask the following questions to participants:



What does the word 'puberty' bring to mind?

What other words do you think of when you hear the word 'puberty'?

Summarize responses to these questions.

Remind participants:



Puberty is a very exciting time in life filled with many positive feelings and changes. As we just discussed, these changes are both physical and emotional. Sometimes they can be challenging to deal with.

Share the following puberty messages with the participants:

- Puberty begins and ends at different ages for everyone. Participants go through puberty-related changes (physical and emotional) at their body's own pace. This cannot be controlled and is biological (it is programmed in your body). This variation in change from person to person is **normal**.

- Girls often begin changes of puberty before boys. This difference in changing is also biological and is therefore **normal**.
- During puberty, the body produces increased hormones that cause physical changes in the body as well as changes in feelings and behavior. It is possible to feel very energetic and excited one moment and tired and upset or anxious the next. This emotional up and down is **normal**.
- During puberty, both girls and boys experience sexual desires. These feelings may involve physical changes, such as a rapid heart rate, a warm flush in the face and/or genitals when sexually excited. It is important to remember that these feelings of desire and/or night sexual excitement are **normal** and **signs of a healthy body**.
- A few ways to handle sexual excitement may include masturbation, fantasizing, physical activity such as football, or putting the mind on something else. Sexual excitement **does not mean that one has to have sex**. Nothing bad will happen if you do not have sex.
- During puberty, boys' and girls' bodies change. Young people should be aware that as their bodies change, they may attract wanted and unwanted attention. The important thing is to remember to feel good about yourself. Use strong communication skills to let someone know if the attention they are giving you makes you feel uncomfortable.

activity 3

MAKING PUBERTY EASIER

(15 MINUTES)

Remind participants that while puberty is an exciting time of change, it can also be challenging.

Ask the following questions:

💬 What are some things that could help one get through these changes?

[social support from peers, talking to a mother, sister, aunt, or friend, get knowledge and information about bodily changes from health providers or books, keep busy to distract your mind, etc.]

What is one of the most embarrassing or challenging aspects of puberty for girls?

[soiling their pants/dress during menstruation, unwanted attention due to growing breasts, etc.]

What can your peers do to help minimize the embarrassment and make you feel more comfortable?

[always carry extra menstrual hygiene items, bring extra clothes in case pants/dress is soiled, go shopping for bras or facial cleaners together, etc.]

What can you do to help each other?

session evaluation

To evaluate if the session objectives have been achieved, ask the girls the following questions:

1. What are some of the physical and emotional changes during adolescents
2. What are some of the challenges girls face during puberty and how can they overcome them?

Based on the answer clarify any misconceptions that may exist

PRACTICE ACTIVITY

Instruct participants to talk to a friend about the body changes they are experiencing.

2 How Menstruation Happens



SESSION DESCRIPTION

Participants learn the parts of the reproductive system, how menstruation and pregnancy happen, and about menstrual hygiene.



OBJECTIVES

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

- Describe the menstrual cycle
- Describe how conception occurs



TIME 1 HOUR, 25 MINUTES

- Energizer (10 minutes)
- Review (5 minutes)
- The Process of Menstruation (45 minutes)
- How to Keep the External Reproductive Organs Clean (15 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Training Aid: “The Process of Menstruation”
- Examples of sanitary supplies that women in the area use during menstruation



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- If desired and possible, ask an outside expert to help facilitate this session
- Be familiar with local resources that can help participants learn more about pregnancy (perhaps written material, or a clinic/ community health center)

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about menstruation but before we start let us do an energizer and remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one. One possible energizer is “Mirror image.”

Participants sort themselves into pairs. Each pair decides which one of them will be the ‘mirror’. This person then copies (mirrors) the actions of their partner. After some time, ask the pair to swap roles so that the other person can be the ‘mirror’. Instead of referring them to the appendix, we have an energizer

REVIEW



Ask participants what issues were covered in the last session and encourage all to say something. Fill in any key points that were missed.

Ask if there are any questions. When done, thank them for participating and move to the day’s session

activity 1

THE PROCESS OF MENSTRUATION

(25 MINUTES)

NOTE TO MENTOR: Sketch or draw the images of “The Process of Menstruation” found on the next page onto manila paper or a blackboard before the session.

Explain the following to the participants:

As we have discussed previously, during puberty, females start menstruation. This means they are physically capable of becoming pregnant. But being physically able to get pregnant does not mean that they are physically, emotionally, or financially ready to do so.

Refer to “The Process of Menstruation” Training Aid and explain the following:

Say:

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

Ask the following question:

Why does menstruation happen?

[Every month the ovaries release an egg that waits in the fallopian tubes between 5-7 days to see if it will be fertilized with sperm. If the egg does not meet sperm, the lining of the womb is shed and comes out as blood through the woman’s vagina. This is the monthly period or menstruation.]

Explain the following:

Some girls may begin to menstruate at age 9 or 10; others may not get their first period until a few years later. A woman knows that she has started her period when a little blood comes out of her vagina. The blood comes out slowly, like a dribble. It is important to remember when you will start bleeding each month so you can wear a sanitary pad or other protection to prevent clothing stains.

Ask the following question:

What are the physical and emotional changes around the time of menstruation?

[Cramping, bloating, and sore breasts; food cravings; mood swings; irritability; headache and tiredness]

(activity 1 continued on next page)

activity 1 (continued)

Ask:

What are some of the reasons that can make a girl miss her period?

[change of weather, if she is pregnant, stress, change of diet, etc.]

Ask:

What do girls use when they are menstruating or on their periods?

Discuss the following methods and show examples if you have them:

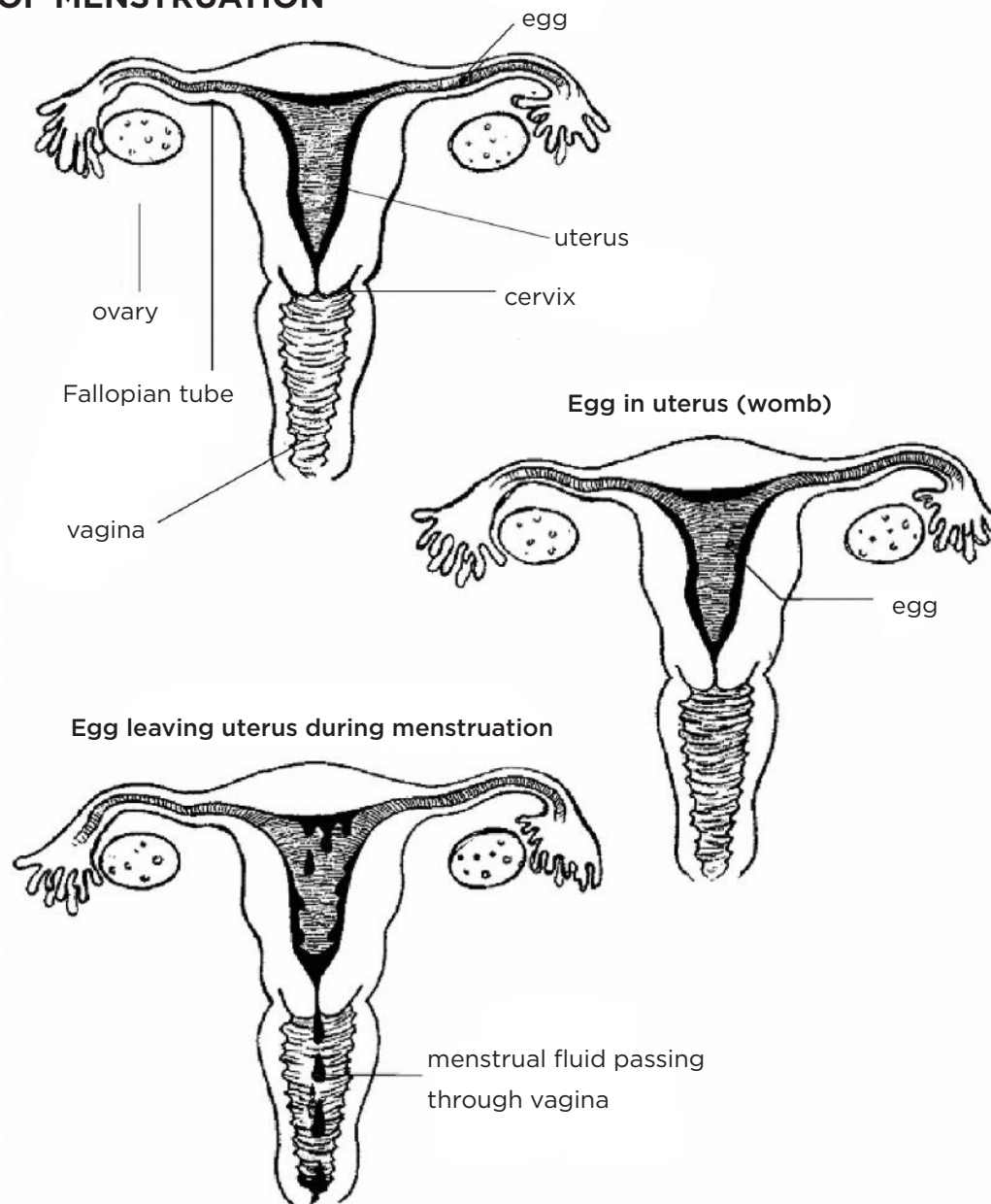
Clean pieces of cloth: These are cut to fit in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean, then washed thoroughly and hung in a private but sunny place to dry. They should not be shared.

Pads: These are designed to fit the panty area close to the body. They have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. Pads have a plastic lining to minimize the spill of blood. If a woman uses pads, she needs to throw them down a pit latrine, bury them, or burn them after use. They should not be left in the garbage pile or flushed down the toilet.

Explain the following:

Whatever a girl uses, she should change it frequently to avoid staining or odor. If a girl's panties or clothes get stained with blood, she can soak them in cool, mildly salty water. Hot water will cause the blood to set and remain as a permanent stain.

THE PROCESS OF MENSTRUATION



activity 2

HOW TO KEEP THE EXTERNAL REPRODUCTIVE ORGANS CLEAN

(15 MINUTES)

Explain the following to the participants:

☞ These are some ways to keep the external female reproductive organs clean.

- Use soap and water to wash the external genitalia (private parts) and under your arms every day, especially during menstruation.
- Use either a disposable pad made of cotton, which has a nylon base, or a clean piece of cotton cloth to absorb blood during menstruation.
- Properly dispose of the pad after each use. Or, wash and dry the piece of cloth used as menstrual pad before reuse.
- Wash only the external genitalia (private parts). Do not try to clean the inside part of the vagina.
- While washing, wash starting from the vagina towards the anus.
- Do not wash from the anus towards the vagina. This will protect germs that easily cause infection from penetrating the inner genitalia.
- Be aware of abnormal fluids from your vagina. Do not confuse this with normal vaginal fluids.
- If you see any changes in the vaginal fluid (a change in color or odor), please visit a health professional.

session evaluation

To evaluate if the session objectives have been achieved, ask the girls the following questions:

1. Please explain the menstruation process.
2. What are some the items that girls use during menstruation?
3. How does one maintain hygiene during menstruation?
4. What are some of the physical and emotional changes before and during menstruation?

Based on the answer clarify any misconceptions that may exist.

PRACTICE ACTIVITY

Instruct participants to talk to a friend about their experience of menstruation.

3 Abstinence



SESSION DESCRIPTION

Participants will learn about abstinence and identify the values that the community has on virginity



OBJECTIVES

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

- Understand importance of abstaining until marriage



TIME 1 HOUR, 25 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- The Importance of Abstinence (1.5 hours)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

None



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- If desired and/or possible, invite a local expert to be a guest speaker for this activity

INTRODUCTION AND ENERGIZER

Say:



Today we will learn about abstinence, but before we start let us do an energizer and then, we will remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one. One possible energizer is “I Like You Because...”

Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

REVIEW



Ask participants what issues were covered in the last session (ask participants to stand and whoever says what was learned, they sit down, the rest remain standing until they say something correct.) Fill in any key points that are missed.

Ask if there are any questions. When done, thank them for participating and move to the day's session.

activity 1

THE IMPORTANCE OF ABSTINENCE

(1.5 HOURS)

Explain the following:



Abstinence is refraining from sexual activity until one is married; it is the only 100 percent effective method for avoiding unwanted pregnancy and sexually transmitted infections, including HIV.

Put the girls in pairs and ask them to discuss the following questions. Ask them to write down their responses.

- What are the consequences of not abstaining from sex before marriage?

[Make sure the following issues are covered:

- The Somali culture and religion promotes sex only when you are married, therefore sex before marriage is not allowed.
- A girl can become pregnant unintentionally.
- A girl may be forced into a marriage with a man who may not necessarily be the one the girl would like to marry.
- Parents and family may disown the girl, leaving her stigmatized. In some instances children born out of wedlock are killed to cover the shame.
- School drop out]

- What are the advantages of abstinence?

[Make sure the following issues are covered:

- If you don't engage in sex before you are married, you will not become pregnant.
- You will get a chance to complete your education without any problem.
- Allah will punish anyone who engages in sex before marriage.
- Abstinence builds one's self esteem.
- Abstinence earns respect for a person who practices it.]

- What can make a girl not to abstain from sex?

[–She is tempted by a boy or man – either from curiosity or something he promises to give her.

- She is raped.]

Say:



Abstinence is the only 100 percent effective method (sure way) for preventing unwanted pregnancy and sexually transmitted infections, including HIV, allowing girls to concentrate on their education and build their future. Islam advocates for sex only in a union of marriage. Abstinence is recommended for girls who are not yet married.

session evaluation

To evaluate if the session objectives have been achieved, ask the girls the following questions:

1. What is abstinence?
2. What are some of the consequences of not abstaining?

Based on the answer clarify any misconceptions that may exist.

PRACTICE ACTIVITY

Instruct participants to talk to a friend about their experience of abstinence.

4 Child Spacing Methods for Married Women and Girls



SESSION DESCRIPTION: (REPRODUCTIVE HEALTH)

Participants will learn about different types of child spacing methods, where they can be obtained and how they are used.



OBJECTIVES

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

- Name at least two advantages of using child spacing methods
- Understand the benefits and risks of different types of contraceptives



TIME 1 HOUR, 50 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- I Know It's Good For Me, But... (50 minutes)
- Methods for Child Spacing (45 minutes)
- Session Evaluation (5 minutes)



MATERIALS

- Training aids "Types of child spacing methods Flipchart"



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities.
- Prepare all materials needed for the session.
- If desired and/or possible, invite a local expert to be a guest speaker for this activity, and ask them to bring some examples of different types of child spacing methods.

INTRODUCTION AND ENERGIZER

Say:



Today we will learn about child spacing but before we start let us do an energizer and then, we will remind ourselves what we learned last time.

Open the session with the “Howdy Howdy” energizer (below) or allow participants to suggest one.

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle again and the game continues until everyone has had a turn.

REVIEW



Ask participants what key points were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Make sure to refer to the practice activities in the previous session.

activity 1

I KNOW IT'S GOOD FOR ME, BUT...

(50 MINUTES)

Introduce the guest speaker. If a speaker is not available, then

Explain:



Today's session will focus on one of the key obligations of a married woman, which is to have children. We will discuss the benefits of child spacing in the context of marriage, and about the different methods that can be used for child spacing. Feel free to ask questions during the presentation about the different methods.

Say:



In the context of marriage, it is expected of the married woman to have children. However it is important to space children to safeguard the health and the well-being of the mother and the child. In order to do this, there are various methods that can be used to prevent pregnancy. These methods are called child spacing. Married young people can safely use any child spacing method. However, while all methods are medically safe for young people, some may be more appropriate than others.

Ask:



What are some reasons why a married woman, especially an adolescent who is married, should space her children so that they are at least two years apart?

[makes it easier to fulfill household responsibilities; is better for the health of mother and baby.]

Say:



A woman plays many roles in the society and in the family and needs to have proper health and even time to be able to do the above roles.

If a woman has many young children at home that she needs to care for, she may not be able to effectively carry out family tasks.

Explain:



Also, for medical reasons, it is recommended that a woman “rest” her body for two years between each pregnancy. This has been shown to result in a healthier pregnancy and baby. Because of this, it is important for a woman to space her children in order for her to be able to effectively care for her family, and also ensure the health and well-being of her children.

activity 2

METHODS FOR CHILD SPACING



(45 MINUTES)

The chart below and on the following pages describes the different types of child spacing methods that can be used to delay pregnancy. These methods are recommended for married women who may want to space their children.





Review these methods with your group. Ask participants if they have ever heard of each method, and if so, what they know about it. Correct any misinformation and make sure to provide all the information listed below for each method.




GROUP ACTIVITY: Ask participants to turn to each other and in twos to discuss myths and facts around child spacing methods. Give them 10 minutes and have them report back to the group. Ask the other group members to comment. Make sure to correct any misconceptions.

TYPES OF METHODS*

METHOD	What it is and how it works	Protection against STIs/HIV?	Other characteristics
BARRIER METHODS (TEMPORARY “USER-CONTROLLED” METHODS THAT BLOCK THE SPERM FROM REACHING THE EGG)			
Male condom 	A thin latex sheath rolled onto the erect penis before intercourse that prevents sperm from entering the vagina.	Yes	<ul style="list-style-type: none"> • It is one of the two methods that offer double protection, against pregnancy and infection, thus may also protect against infertility and cervical cancer. • It enables men and boys to protect themselves and their partners. • It is easily available. • It must be put on during sexual activity prior to intercourse. • Some people find that it reduces sensation. • It may break or leak, especially if used incorrectly.
Female condom 	A lubricated plastic sheath with two rings. One remains outside the vagina, covering part of the labia, and the other is placed in the vagina, covering the cervix. It forms a pouch that collects the semen.	Yes	<ul style="list-style-type: none"> • It can be inserted hours before sexual activity begins. • It enables women and girls to protect themselves and their partners. • It is noticeable during sex, and insertion may require practice. • It is expensive in comparison with the male condom.

* International Sexuality and HIV Curriculum Working Group. 2009. *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV and Human Rights Education*. Edited by Nicole Haberland and Deborah Rogow.

METHOD	What it is and how it works	Protection against STIs/HIV?	Other characteristics
REVERSIBLE METHODS (LONG-ACTING METHODS THAT WORK INSIDE THE BODY'S SYSTEM)			
Oral contraceptives ("the pill") 	Small pills containing synthetic hormones (estrogen and progestin, or only progestin) that prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type.	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • It may reduce menstrual cramps and the risk of certain kinds of cancer, anemia, breast problems, and pelvic inflammatory disease. • The woman must remember to take the pill regularly. • Typically, fertility resumes quickly after the woman stops taking the pill.
Injectables 	An injection given at regular intervals, usually every one or three months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus.	No	<ul style="list-style-type: none"> • The method can be used without the knowledge of others. • It does not require the woman to insert or apply anything at the time of sexual relations. • It may decrease the risk of certain kinds of cancer. • Fertility resumes within a few months after stopping use.
Implants 	One or two small, soft rods implanted in the woman's upper arm that release a steady low dose of progestin over a period of three to five years. Thickens the cervical mucus and inhibits ovulation.	No	<ul style="list-style-type: none"> • Implants can be removed at any time, but they must be inserted and removed by a trained provider. • It does not require the woman to insert or apply anything at the time of sexual relations. • Fertility resumes immediately upon removal.
Intrauterine devices (IUDs) 	Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some IUDs release progestin (a hormone), while others contain copper, which has antifertility effects. They keep the sperm from reaching the egg. Some types of IUDs can work for as long as ten years.	No	<ul style="list-style-type: none"> • This method does not interrupt sex; it is not noticeable during intercourse. • If an infection is present during insertion, or if the conditions for insertion are not sterile, insertion may lead to pelvic infection and increased risk of infertility. • The body sometimes expels the IUD. • It must be inserted and removed by a trained provider.

METHOD	What it is and how it works	Protection against STIs/HIV?	Other characteristics
“NATURAL”/TRADITIONAL METHODS (METHODS THAT REQUIRE SPECIFIC BEHAVIORS AND AN UNDERSTANDING OF ONE’S BODY)			
Lactational amenorrhea method 	For breastfeeding women only. Breastfeeding causes the body to produce hormones that can prevent ovulation. As contraception, this method is effective only during the first six months of breastfeeding or until the woman has resumed menstruation (whichever comes first), and only if the baby is fed only breastmilk and on demand.	No	<ul style="list-style-type: none"> Breastfeeding is free and has positive health effects for the mother and the baby. The lactational amenorrhea method (LAM) may be difficult for women who need to be away from their baby regularly.
Withdrawal 	Pulling the penis out of the vagina and away before ejaculating prevents sperm from entering the vagina. This method can be effective if used correctly and consistently.	No	<ul style="list-style-type: none"> Withdrawal is always available and free. It is considerably more effective than not withdrawing. It depends on the man’s self-control and ability to predict ejaculation; women have no control with this method. It interrupts sex and may lessen pleasure.
Calendar or CycleBeads methods 	Many women have menstrual cycles that are fairly predictable in terms of how often a new cycle starts. CycleBeads (used for the Standard Days Method) and the calendar are two methods that a woman can use to identify the fertile days during which she can abstain from sex or use a barrier method of contraception.	No	<ul style="list-style-type: none"> This method is most practical for women with regular cycles. It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. It requires the woman’s partner’s cooperation.

session evaluation

Thank participants for their participation in discussing an often embarrassing but normal and necessary subject.

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Once you are ready to start having children, it is important to space them so that they are at least two years apart. Although pregnancy is normal, having children by choice, not by chance, is best for the mother, the baby, the family and the country.

Remind participants of places in the community where they can access and get more information on contraceptives and other family planning counseling. This information will be helpful to those who are married/getting married and should be in consultation with their partners/husbands. The mentor can have one-on-one discussions with married girls who may have further questions especially regarding how to access the barrier methods mentioned above.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

5 Reproductive Myths*



SESSION DESCRIPTION

Participants discuss myths about reproduction, and learn that some myths can be harmful.



OBJECTIVES

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

- Differentiate between reproductive system facts and myths
- Apply knowledge of the reproductive system to dispel myths



TIME 1 HOUR, 30 MINUTES

- Energizer (10 minutes)
- Review (5 minutes)
- Reproduction Myths (45 minutes)
- Large Group Game (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Find out some common local myths about reproduction

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about reproductive myths, but before we start, let us do an energizer and then, we will remind ourselves what we learned last time.

Open the session with the “Telephone” energizer. Ask the girls to line up—close enough to their immediate neighbor so they can whisper to them, but far enough away from other participants so they cannot hear.

Explain:

I’m going to think of a phrase and whisper it to the first participant in line. Then she will whisper it as quietly as possible to her neighbor. The neighbor will then pass on the message to the next girl to the best of her ability. The passing will continue until it reaches the participant at the end of the line, who says to the mentor the message she received.

The game has no winner: it’s fun to compare the original and final messages. Intermediate messages may also be compared; some messages will become unrecognizable after only a few steps.

REVIEW

Ask participants what was covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

activity 1

REPRODUCTION MYTHS

(45 MINUTES)

Say:

Facts are things that we know to be true. For example, “the sun rises every day” or “there are seven days in a week” are facts.

Ask:

What are some examples of facts?
[anything that is known to be true, e.g. if you throw something in the air it falls down, the sky is blue, we are girls, etc.]

Say:

A myth is something people may believe to be true, but has not been proven to be true. For example, “if you eat a lot of potatoes your breasts will grow big” or “if a girl is touched by a boy it will make her breasts and hips grow big”.

Ask:

What are some other examples of myths you know?
[opinions, beliefs, fables, stories or fantasies that are not true.]

Write their responses on the board and give everyone a chance to contribute.

End the activity by emphasizing the following points:

- There are many myths and misconceptions about reproduction, and other areas in life, and acting on them can have negative consequences.
- When making decisions about reproduction, only consider the facts.
- If someone is not sure about the facts, they should ask a knowledgeable person, such as a counselor, doctor, or nurse, and not rely on friends who may not have accurate information.
- Let’s clarify some of these myths now.

activity 2

LARGE GROUP GAME

(20 MINUTES)

Explain:

We are going to play a game that will focus on issues relating to menstruation, reproduction, and child spacing. This game will help you to identify and correct myths around fertility.

Divide the group into two teams.

Explain:

I am going to read a statement to the first member of one team. Then that member should consult with the rest of the team to determine whether the statement is a “myth” or “fact.” Then the member who I asked the question reports the team’s response. If the response is correct, that team gets one point. Then I will ask for an explanation of why the statement is a “myth” or “fact.”

Read one of the following “Myth or Fact?” statements (below) to the first member of Team A. Once the first player responds, say whether the answer is correct and mark the score on the flipchart or blackboard. Award one point for each correct answer. If the answer was correct, ask the player to say why this is correct; i.e., explain why the statement is a myth or a fact. If the explanation was incorrect, provide the right response and briefly explain why. Continue the same procedure with Team B.

Myth or Fact?

- The blood coming from a woman during menstruation means that she is sick.
[**MYTH** – if an egg is not fertilized, the body expels blood and tissue during a woman’s monthly menstruation]
- Cold drinks do not cause menstrual cramps.
[**FACT** – menstrual cramps are caused by muscle spasms in the uterus during or between menstruation]
- Women should not eat spicy or sour foods during menstruation.
[**MYTH** – women can eat any food they want during menstruation]
- If a woman misses her period, this could mean she is pregnant.
[**FACT** – monthly periods signify that a woman’s egg has not been fertilized; missing a monthly period may mean that the woman’s egg has been fertilized, in other words, she is pregnant]
- If men do not ejaculate, sperm will collect and make their penis or testicles burst.
[**MYTH** – if men do not ejaculate, sperm are stored until they fatigue, at which point they break down and are reabsorbed into the body in the same way food or old blood cells are absorbed by the body]

- It is perfectly safe for a woman to wash her hair or take a bath during her period.

[**FACT** – there is no risk to a woman washing anything during her period. In fact, it is very important to keep the body clean during this time, to avoid a reproductive tract infection.]

- Having menstrual blood means a woman is dirty.

[**MYTH** – having menstrual blood is a healthy and normal occurrence in women signifying that her egg has not been fertilized]

- When a man has an erection, he must always ejaculate.

[**MYTH** – many times men have erections without ejaculating; if the man waits for some time, the erection will go away without ejaculation]

- Most boys have wet dreams during puberty.

[**FACT** – having wet dreams during puberty is normal and healthy for all boys]

- If a person jumps over the legs of a pregnant woman the child will look like the jumper.

[**MYTH** – only an ultrasound can show an image of an infant before birth]

- You cannot get pregnant the first time you have sex

[**MYTH** – you can pregnant the first time you have sex, as well as any time that you have sex while you are not using child spacing methods]

(activity 2 continued on next page)

activity 2 (continued)

LARGE GROUP GAME

- Using child spacing methods is harmful to your health
[**MYTH** - using child spacing methods improves the health of the mother and her children]
- The use of herbs can help a girl return her virginity.
[**MYTH** - A girl's virginity cannot be restored once she has had sexual intercourse. However, she can still decide to start practicing abstinence, even after losing her virginity.]
- A virgin can have a hymen that has been broken.
[**FACT** - The hymen can break even without sexual intercourse, by certain physical activities like sports or exercise, or even sometimes falling and hitting yourself in the wrong place. Sometimes the hymen may simply be loose or absent and there is no breaking of the hymen.]

Give points for the final round. Add up the score and announce the winning team.

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Be careful to have the right information about reproductive health issues to make smart and informed decisions!

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

PRACTICE ACTIVITY

Have participants collect reproductive health myths from among their family and friends.

GENDER-BASED VIOLENCE

1 Gender-Based Violence*



SESSION DESCRIPTION

Participants learn about gender-based violence, different types of violence, and ways to get out of an exploitative situation



OBJECTIVES

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

- Define gender-based violence
- Describe the different types of violence
- Describe the causes and effects of gender-based violence, and name mechanisms to protect against it



TIME 1 HOUR, 5 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Define Gender-Based Violence and Sexual Exploitation (10 minutes)
- Good, Confusing, and Bad Touches (15 minutes)
- Ways to Get Out of an Exploitative Situation (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

None



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about gender-based violence but before we start, let's start with an energizer then we remind ourselves what we learned last time.

Open the session with the “A’s and B’s” energizer. y

Ask everyone to choose silently someone in the room that is their ‘A’ person and another person who is their ‘B’ person. There are no particular criteria on which to base their choices – selections are entirely up to individuals. Once everyone has made their choices, tell them to get as close to their respective ‘A’ person as possible, while getting as far away from their ‘B’ person. People can move quickly but should not grab or hold anyone. After a few minutes, participants stop and reverse the process, getting close to their ‘B’ persons and avoiding their ‘A’ persons.

REVIEW



Ask participants what was covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

DEFINE GENDER-BASED VIOLENCE AND SEXUAL EXPLOITATION

(10 MINUTES)

NOTE TO MENTOR: Before beginning this session, brief participants on the sensitive nature of the issues discussed in this section. Remind them that you are available to discuss any questions, comments, or issues that may arise in private if they prefer. Also remind them of the local contacts you collected relevant to gender-based violence in “Activity 2: Brainstorming Community Resources and Contacts” in the “Introductory Sessions, Session 2: What to Expect – Part 2”).

Explain to participants:

Gender-based violence (GBV) is violence involving men and women, in which the act of violence is done to the woman. Usually this violence happens because men tend to have more power in relationships between men and women. Women experience this violence because they are women.

A common form of violence against girls and women is rape. Rape happens when a person is forced to have sex without giving permission. Defilement happens when sex occurs with a person below the age of 18 years according to Constitution of Kenya 2010, The Children’s Act 2001 and the Sexual Offences Act 2006.

Every girl should know that his or her sexual organs are private and personal property. No-body should touch them without permission.

For girls and women, the short-and long-term consequences of sexual violence can be physically and emotionally damaging. Because of the sexual nature of rape crimes, survivors often suffer from serious mental issues. This is especially true in societies with strong sexual customs and taboos.

Ask:



What do you know about the term “gender-based violence” (GBV)?

[any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to someone (boy or girl) based on gender-role expectations and assumptions.]

What are some examples of gender-based violence (GBV), in addition to rape?

[examples include: battering/beating, intimidation at school – i.e. a teacher threatening a female student with rape or unwanted sexual touching in order to get a good grade, female genital cutting deprivation of food or water, deprivation of education, trafficking of women, sexual assault, etc.]

(activity 1 continued on next page)

activity 1 (continued)

Ask:

What is “sexual exploitation”?

[when someone uses sex, or the threat of sexual violence, to get something from the other person without concern about how that person feels]

Explain:

Sometimes, people trick or pressure others into sexual activity – whether it be sex, kissing, etc. – to get what they want. For example, a man may tell a girl that he will give her new clothes or pay her school fees if she agrees to have sex with him (or let him touch her in unwanted ways). Or, a teacher may tell a girl that she will fail her exam unless she lets him touch her breasts. Sexual exploitation can be considered a form of sexual violence or abuse as well.

activity 2

GOOD, CONFUSING, AND BAD TOUCHES

(15 MINUTES)

Explain to participants:

In our community, there are different kinds of touching between people – between a mother and her child, between friends, between men and women. Some of these are good touches. Some are bad touches. And some are a little bit confusing. Let’s talk about these different kinds of touches so that you can a bit more clarity.

Ask:

What are some examples of good touches, confusing touches, and bad touches?

Write the participants’ examples of the kinds of touches into their corresponding category on the table as illustrated in the table below.

Explain:

Some of these touches could be good touches or bad touches depending on the intent of the touch. If an older man starts a kiss with a child, it could be a bad touch, but if a mother kisses her child, it is a good touch. If a back rub is intended to lead to sexual activities it could be a bad touch, but if a sister pats the back of a baby, it is a good touch.

Sexual exploitation usually happens gradually. It starts with a good touch, goes to a confusing touch and into a bad touch. It also usually involves tricks, threats, or treats. Most often, involves a person known to the exploited, even though it also happens with strangers. Many times it can involve a pact of secrecy and it can affect both boys and girls.

TABLE 3: KINDS OF TOUCHES

Good touches	Confusing touches	Bad touches
Hugging Holding hands Hair brushing A pat of the back A doctor’s examination	Kissing Tickling Touching private parts Handshake with a pinch Back rubs	Kicking Biting Punching Slapping Pinching Forced sex

activity 3

WAYS TO GET OUT OF AN EXPLOITATIVE SITUATION

(20 MINUTES)

Read the following scenario (part 1) on prevention and reporting sexual exploitation.

Sexual Exploitation Scenario Part 1

Halima and Aden were sent by their mother to get a packet of sugar from their neighbor. They have been sent there many times before. Upon arrival, the neighbor (an elderly man) invites them for some fruit in the house. While they are eating the fruit, he starts tickling Halima.

Ask:


 How do you think Halima and Aden felt?

Continue reading the scenario (part 2):

Sexual Exploitation Scenario Part 2

Just before Halima and Aden left, the neighbor offered to give them some money if Halima would tickle him too.

Ask:

 What would you have done if you were Halima? If you were Aden?

[discuss the following options:


- it may be sufficient to say no,
- leave, or
- be rude – after all the neighbor was being rude and therefore no need to consider his feelings, even though he is older.]

Continue reading the scenario (part 3):

Sexual Exploitation Scenario Part 3

After Halima refused, the neighbor left them alone but then gave them the money he had offered so that they would not tell anyone about the incident.

Ask:

 What would you do now if you were Halima and Aden?

[make sure the group decides the incident should be reported, for two reasons:

- 1) to protect themselves from a repeat incident with the neighbor, and
- 2) to protect other children from the neighbor]

Facilitate a discussion with the following questions:

- Who does one report to?

[community members (especially community leaders), teachers, parents, healthcare providers, friends, older siblings, etc.]

- Where do they report?

[refer to the list of local contacts you collected relevant to gender-based violence for this session in *Activity 2: Brainstorming Community Resources and Contacts* in the *Introductory Sessions, What to Expect – Part 2*]

- What difficulties might an adolescent experience in deciding who to report to?

[fear of punishment, fear that they will not be believed, fear of stigma and discrimination, fear of attitude of those reporting to, feelings of shame, blame, or powerlessness, lack of support, fear of revenge, unreliability of public services to respond to the reporting]

- How can the difficulties be resolved?

[e.g., making safe and accessible spaces for reporting, improving policing of perpetrator, support groups for other survivors, etc.]

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Not all touches are good – if you experience a bad touch, tell someone about it and address the problem before it develops into something more serious.

Explain:



It is important to report the bad touches to a parent, guardian, teacher, or trusted relative as soon as possible because these touches do not normally end there – they can develop into actions such as forced sex. Reporting helps to protect yourselves and others.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Participants should write a short journal entry on (or spend 10 minutes thinking about) how gender-based violence affects their lives and communities.

2 How to Report and Avoid Cases of Sexual Violence*



SESSION DESCRIPTION

Participants will identify trusted adults with whom they can easily open up and share problems and learn about avoiding and reporting cases of sexual violence or abuse.



OBJECTIVES

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

- Identify trusted adults with whom they can easily open up and share problems
- Identify resources in their school and community that help young people who face sexual violence and where they can report cases of sexual violence
- Understand the roles that the different resources identified in their school and community can play to ensure access to justice for young people who face sexual violence
- Have confidence to open up and report cases of sexual violence (by practicing how to report incidences of sexual violence and sexual abuse)



TIME 1 HOUR, 35 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Who is a Trusted Adult? (20 minutes)
- What Should Zulekha Do? (25 minutes)
- Practice Reporting Violence (25 minutes)
- Session Evaluation (10 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- List of organization contacts
- Papers and pencils (for each participant)
- A list of sexual violence or abuse focused organizations in the community



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities.
- Prepare all materials needed for the session.
- Prepare a list of telephone numbers and organizations for participants to use if they experience sexual violence or abuse – the list should include teachers, social workers at nearby schools, police, clinics, churches, NGO's / CBO's working on GBV issues and/or community elders.
- If possible, ask someone from the Police gender desk or NGO working on GBV issues to visit to speak about gender-based violence, particularly Activities 2 and 3.

* USAID. 2006. Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response; USAID. 2009. Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response.

INTRODUCTION AND ENERGIZER

Say:



Today we will talk about how we can report and avoid cases of sexual violence but before we start, let us start with an energizer then we remind ourselves what we learned last time.

Open the session with the “Camel Ride” energizer.

Ask participants to pretend that they are getting into a camel. The camel can only hold a certain number of people, such as two, four, or eight. When camel stops, the participants have to run to get into the right sized groups. This is a useful game for randomly dividing participants into groups.

REVIEW



Ask participants what was covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

WHO IS A TRUSTED ADULT?

(20 MINUTES)

Read “Ebla’s Story” (on the next page) out loud or have a few volunteer participants do it as a role-play.

Ask the following questions:



Who is the trusted adult in this story?

[Ebla ‘sher elder sister]

What makes someone a trusted adult?

[expected responses:

- someone you know who will help them if they need help
- someone you can talk to about anything, especially your problems, or if you are feeling scared, confused or uncomfortable
- someone you feel happy being around
- someone who listens to you and cares about your problems
- someone who has helped you before, or
- someone who would help you solve a problem, be understanding, get help and work to keep you safe]

What steps did Ebla take to get help?

[she identified an adult in her family/community whom she could trust and one who could help her]

How did her sister help Ebla?

[she advised her not to get gifts from strangers and offered her a solution to her problem]

How did Ebla feel when her sister helped her?
[she was glad because her sister offered her help and advice.]

Explain the following:



If anyone approaches you and tries to hurt you, touches you in a way that makes you feel scared, uncomfortable, or confused, or if you feel that you are in danger, you should tell a trusted adult immediately.

Ask the girls to make a list of possible trusted adults in their notebooks. Go around the room and ask:



Who are some of the trusted adults in your lives?

[expected responses include: mother, uncle, police officer, father, neighbor, coach, grandmother, big brother/sister, church person, grandfather, principal/headmaster, friend’s parent, aunt, teacher]

What role could these people play if they were faced with a report of sexual abuse or violence?

[consoling the survivor, helping the survivor find medical care, ensuring the case is followed up, seeking justice, etc.]

(activity 1 continued on next page)

activity 1 (continued)

Explain the following to participants:

Remember that not all adults are trustworthy. While there are adults who may try to harm you, there are also many adults who will help you. You should go to someone you feel comfortable and secure around. If anyone does anything to you that is not appropriate, you should go to a trusted adult for help immediately. If the first person you tell does not believe you, you should keep on trying until someone does.

Ebla's Story

My name is Ebla and I am 13 years old. I walk to and from school using the same route every day. The route passes by the bus stop, and each day an older man approaches me with an offer to buy me soda. He said he would buy me whatever I wanted and that a schoolgirl needs a special treat from time to time. One day he gave me a nice perfume and I took it. Last week, he asked me if he could escort me home after school. I said no, but he still persisted. Sometimes he gets close to me, and it is hard for me to get away from him. Walking to school became a nightmare, because I was also scared of the man who harassed me.

The man continued harassing me until I decided one day that I had to tell my elder sister who I trusted. It was difficult for me to speak to my


sister at first about my problem but I told her that a man had approached me while I was walking to school. I told her I was scared and wanted to avoid the man, but did not know what to do because the man was persistent. She asked me if I had taken any gifts from the man. I admitted that I had. She told me that I should not take gifts from strangers, because sometimes people use gifts to get favors or to trick young girls. She then advised me to walk to and from school in the company of other students or teachers and she offered to help me identify students or teachers who used the same way I used to school. Although I was scared, I was glad that I had my sister about my problem because she listened to me and offered me help. I feel so relieved now that the situation has been resolved and I can walk to school safely.

activity 2

WHAT SHOULD ZULEKHA DO?

(25 MINUTES)

Explain the following to participants:

 You are going to hear a letter from a young girl named Zulekha and then discuss what she should do.

Read the letter (below)

Distribute paper and a pencil to each participant and instruct them to write a letter (or put the girls in pairs and have them brainstorm together what they would include in the letter) to Zulekha telling her what she should do.

After participants have had a chance to write (or brainstorm) their letters, ask for volunteers to share their letters to answer the following question:

Zulekha's Letter

Dear Friend,

My name is Zulekha and I have a very serious problem. Last week, after we closed school, I was asked to go to the bush away from the village to collect firewood. While there, I met a man I have never seen before who covered my mouth, and dragged me to a nearby bush and raped me. I cried and screamed, but he did not stop. He told me that if I told anyone he would ensure he found me and hurt me. I ran all the way home and felt sick. I am afraid to tell anyone because they will say it is my fault. I do not feel like eating or sleeping. I never want to be sent to collect firewood again. Please help me. What should I do?

Sincerely,
Zulekha

Ask the following question:


 What should Zulekha do?

[expected responses:


- Zulekha should not be afraid to tell a trusted adult. It was not her fault. No matter what, no one should blame Zulekha. If the trusted adult is someone other than Zulekha's parents, someone should contact her parents.
- The trusted adult will help her by going to the police. A stranger raped Zulekha. Rape is a crime. The trusted adult should look for someone in the police unit who has been trained to deal with sexual violence and abuse. The police will file a report against the crime and offer a medical report, which will enable medical examinations at the clinic or hospital to be conducted.
- The trusted adult should also take Zulekha to a hospital or clinic for medical treatment and to collect any evidence needed by the police. Medical personnel will check for pregnancy and offer emergency contraceptives and tablets are given to help reduce the risk of HIV infection.
- Zulekha should not take a bath until she has been examined by a medical person to avoid washing away any evidence. This is why Zulekha should tell a trusted person as soon as she is defiled/raped. This person will escort her to the police station and later to the medical center to be examined.
- The trusted adult and her parents will also report the case to the area chief or the elder's committee, who will work with police to ensure the perpetrator is apprehended. The community committee can ensure that prevention mechanisms are put in place to protect girls in the village. If possible,

Zulekha should also see a counselor who can help her process her feelings and understand it was not her fault. Talking to a counselor will also increase her courage and help her be more resilient.]


Explain:

 It is very important to report cases of sexual abuse within 72 hours of the incident. Tablets to prevent pregnancy if rape took place during the abuse work more effectively within 72 hours. Also a delay in reporting may result in loss of some evidence.

Ask:

 How can young people avoid being sexually abused? [avoid moving or playing outside the house at night, avoid using lonely roads when you are not accompanied, ask a friend to accompany you when visiting male relatives in homes where there are no female adults, walk in groups of girls or be accompanied by trusted men or older boys in the community when going to unfamiliar places especially when herding, collecting firewood, or fetching water, etc.]

Conclude by explaining:

 Adults should always protect young people. If an adult ever asks a girl to do something that makes her uncomfortable, she has the right to refuse. She should not be in isolated places at school or walking to and from school. She should always walk with a group or another student. If a teacher or anyone asks to look under her clothes, she should not let that person do it. If someone touches her or gets too close, she must tell a trusted adult immediately. Adults need to ensure children's safety. It is not the student's entire responsibility.

activity 3

PRACTICE REPORTING VIOLENCE

(25 MINUTES)

Explain the following to participants:

It is not always easy to speak up and report violence. In this activity you are going to practice telling someone you have experienced violence.

Divide participants into five groups.

Explain:

Now your group will create a role-play in which a young person experiences violence or abuse and reports it. Be sure to identify a trusted adult to whom the character in the role-play reports the incident.

After participants have had a chance to prepare the role-play, let each group present their role-play.

After each group has presented their role-play, review the following discussion questions:

- What happened to the girl in the role-play?
- What action did the girl take after the incidence?
- How did the steps taken by the girl help her?
- What were some of the things the girl used as evidence to report the incidence?
- Who was the trusted adult in the role-play?
- What did the adult do?
- Do you have any suggestions for the girl? For example, was there anyone else she could have told?

session evaluation

Distribute the list of names and organizations for participants to use if they experience sexual violence or abuse. The list should include teachers, social workers at nearby schools, police, clinics, and/or community elders.

Instruct:

Choose three people who you consider to be trusted adults and write their names in your notebooks. For example: My three trusted adults are: _____, _____ and _____. (Demonstrate on a blackboard or flipchart paper.)

Explain the following to the participants:

No matter what happens, violence and abuse is not your fault. You should never feel ashamed or guilty. If someone tells you not to say anything or threatens you or anyone you know, you should tell a trusted adult immediately.

Ask participants to summarize what they have learned. Fill in any key points they miss.

Key Message: If anyone ever asks you to do anything or does anything to you that makes you feel uncomfortable, you have the right to refuse, and you should report them.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to brainstorm where they would go and who they would talk to for support in situations where they were affected by gender-based violence.

3 Safety planning



SESSION DESCRIPTION

Participants consider and discuss safety in different situations in their lives.



OBJECTIVES

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

- Identify when and where they are more and less safe
- Understand strategies for increasing safety in the different aspects of their lives



TIME 55 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Safety scan tool - Exercise 1 (35 minutes)
- Session evaluation (5 minutes)



MATERIALS

Flip charts
Cards with different colors
Markers
Masking tape



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

INTRODUCTION AND ENERGIZER

Say:

Today we are going to learn about safety planning but before we start, let us have an energizer and remind ourselves what we learned last time.

Open the session with the “Concentration Game” energizer.

Ask the girls to stand up and form a circle. Start a clapping beat of two claps and two snaps. Following the beat, say, “Concentration. Is the name. Of this game. Starting with _____.” Choose a category that they will have to list things in, such as girls’ names, boys’ names, musicians, cities, and countries. Go around the circle and on the claps, each girl has to list something in the chosen category. If she doesn’t respond on her turn, she gets inside the circle.

REVIEW



Ask participants what was covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

SAFETY SCAN TOOLS – SET 1

(35 MINUTES)

Explain:

Today we’re going to think about different situations when you, as girls, are very safe, maybe safe, or not safe at all. Then we can use that information to make sure that you stay as safe as possible.

Divide girls into 4 groups. Assign each group one set of safety questions to think about as follows:

Group 1 – Safety At Different Times of the day.

Have these girls think about a) early morning, mid-morning, mid-day, afternoon, evening and night. For each of those times of day they should discuss where they usually are, if they are always safe there, never safe there or only safe if certain conditions are met.

Group 2 – Safety in Different Seasons.

Have these girls think about different seasons, and for each season, if there are safety risks in that season and what can be done to make them safer. Seasons can be – rainy season, dry season, migration with the cattle, when school fees are due, Ramadhan, other holidays/festivals, when school is in session, etc. Encourage them to identify additional seasons.

Group 3 – Safety in Different Situations.

Encourage these girls to think about different situations they may find themselves in, if there is risk to their safety in those situations and what can be done to reduce that risk. Situations include (but they can add others): going to a shop/market on their own, getting stopped by a police man/security officer, getting grades at school, being kept after school, going to fetch water or firewood, herding the cattle, walking to school.

Group 4 – Safety by Day.

Encourage these girls to think about each day of the week- Monday through Sunday, and decide which days in the week they feel most safe and relaxed, and why, and which days of the weeks they feel the least safe and why.

Ask each group to discuss their safety scenarios for about 10 to 15 minutes and write their responses on flipchart paper or ask the girls to write in their notebooks. Ask the different groups to choose a representative who will present to the larger group. Encourage discussion, ask questions to promote further clarification, and especially encourage discussion of how to make unsafe situations safer.

Safety by time of day

Fill out where you are during all 24 hours of the day. Then next to each time slot, check off one of the three columns.

Hour	Place		I never feel safe there	I always feel safe there on my own	I feel safe there if ... (fill in the condition)
6:00 am					
7:00 am					
8:00 am					
9:00 am					
10:00 am					
11:00 am					
12:00 pm					
1:00 pm					
2:00 pm					
3:00 pm					
4:00 pm					
5:00 pm					
6:00 pm					
7:00 pm					
8:00 pm					
9:00 pm					
10:00 pm					
11:00 pm					
12:00 am					
1:00 am					
2:00 am					
3:00 am					
4:00 am					
5:00 am					
Total hours:			Total hours:	Total hours:	Total hours:

Safety by season

(encourage girls to edit/remove seasons that aren't relevant to them, add seasons that are relevant to them)

Seasons that bring risk	Does the season bring risk? Why?	What can be done to reduce risk?
Harvesting		
Rainy season		
Migration for work		
School fees are due		
Holidays		
School is in session		
Other (describe)		
Other (describe)		
Other (describe)		

Safety by situation

(encourage girls to add situations that are relevant to them as well)

Situations that bring risk	Does the situation bring risk? Why?	What can be done to reduce risk?
Getting stopped by a policeman		
In a shop by myself		
Asking for a grade		
Being kept after school		
Negotiating to sell something		
Taking a matatu		
Taking a <i>boda boda</i>		
Other (describe)		
Other (describe)		
Other (describe)		

Safety by day

Days of the week	Times of the week I feel most safe and relaxed	Times of the week I feel least safe and relaxed
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

session evaluation

Ask participants to describe one thing that they have learned that can make their lives safer.

Say:



The world that we live in is mostly a good one, but there are various places, situations and people that may make us feel unsafe. While you cannot control the behavior of people who want to hurt you, by being aware what certain places, situations or people make you less safe, you can do the best you can to take control of your own safety. Remember that your friends here in the safe space, and me your mentor, are here to help you.

Thank the girls and remind them of the next meeting (date, time, and venue).

4 Preventing Unwanted Advances



SESSION DESCRIPTION

Participants will discuss unwanted advances and what they can do to protect themselves.



OBJECTIVES

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

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



TIME 1 HOUR, 25 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Fartuun's Story (20 minutes)
- Ummi's Story (30 minutes)
- Getting Help (15 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

None



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Identify and list places where girls who experience unwanted or coerced sex may go for help

INTRODUCTION AND ENERGIZER

Say:

Today we are going to learn about safety planning. Before we start, let's begin with an energizer and remind ourselves what we learned last time.

Open the session with the “Family Members” energizer (below), or ask participants to suggest one.

Prepare cards with names of four or five family members on them (mother, father, etc.). Then add a profession to each (e.g, mother teacher, father teacher, sister teacher, brother teacher). For the other cards, you can use animals or fruits in place of profession. Give each girl a card and ask them to walk around the room. Explain that when you call out “family reunion,” everyone should form a ‘family group’ as quickly as possible (e.g, all “teachers” should end up together).

REVIEW



Ask participants what was covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over any practice activities that were given, and ask if there are any questions.

activity 1

FARTUUN'S STORY

(20 MINUTES)

Read Fartuun's story (below) to the girls.

Ask:

What do you think might happen next?

What are some possible endings for Fartuun's story?

What could Fartuun do to improve her situation?

In discussing the answers to the above questions, emphasize the possibility of an ending in which Fartuun is able to escape the threat from the bus driver.

Fartuun's Story

Fartuun is 14 years old and lives with her parents, not far from the nearest urban center which has many people and businesses. Her home is also near the road, where many busses and taxis pass as they ferry passengers. One of the bus drivers always passes by and gives her some juice and sweets.

activity 2

UMMY'S STORY

(30 MINUTES)

Read Ummy's story.

Ask:

What could happen to Ummy?

What are some possible endings for Ummy's story?

What could Ummy do to improve her situation?

Then, lead a general discussion on the topic, by asking:

Ummy's Story

Ummy is 13 and has four younger brothers and sisters. The family is experiencing financial difficulties and Ummy's mother is pregnant. Ummy helps her mother by walking to the market each day to sell/buy goods on her way to school. She is always approached by an elderly neighbour on her way to school, who professes his love for her. He is older and often ill. When she shares with her mother and auntie, her mother and aunt tell her it is an honor to receive the attention of this man and urge her to talk to him. She refuses because he is old and she doesn't like him, but they keep pushing her.

- What do the stories of Fartuun and Ummy have in common?
[although physical force was not used in Ummy's situation, people were using emotional force to push her in a direction she didn't want to go]
- What are other situations or places where girls are in danger of coercive/unwanted sex in our community?
- How can girls in our own community avoid these situations or dangerous places?
[be alert to the surroundings, avoid dark, lonely places at night, keep doors and windows locked, keep a loud whistle on a key ring, take a self-defense class, walk in groups, or scream for help if cornered]
- What do you think boys, girls, parents, leaders, the police, and the community can do to help stop unwanted sex from happening?
[ideas may include: learn to respect others, have stronger law enforcement systems, become educated on the topics of rape and gender-based violence, etc.]

activity 3

GETTING HELP

(15 MINUTES)

Ask:



What are some of the problems that might happen to girls who have unwanted sex?

[answers should include:

- unplanned pregnancy,
- contracting STIs/HIV,
- low self-esteem,
- feeling sad/down/helpless,
- unpleasant sexual experiences, or
- abuse.]

Who could Fartuun or Ummy from the stories go to for help?

[see list of local contacts you collected relevant to gender-based violence in “Activity 2: Brainstorming Community Resources and Contacts” from “Introductory Sessions, Session 2: What to Expect – Part 2” and in “Sexual and Gender-based Violence, Session 2: How to Report and Avoid Cases of Sexual Violence”]

What can they do if the people they go to for help don't at first believe them or don't take any action?

[If the first person you tell does not believe you, you should keep on trying until someone does.]

Offer resources (from previous sessions) and remind participants to find and identify helping adults in and outside the family who they can talk to.

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Strategies can be used to prevent forced sexual advances. When unwanted sex does occur, know where to go for help.

In addition to being risky, sex between an adult and a child is also against the law in most countries around the world.

Review what girls who have experienced unwanted sex can do to get help. Review the steps to be taken when reporting sexual violence.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to describe to an adult the risks young girls face in their community. Then they should ask the adult to help keep them safe.

HARMFUL TRADITIONAL PRACTICES



1 Early and Forced Marriage



SESSION DESCRIPTION

This session is about understanding the causes and consequences of early and forced marriage.



OBJECTIVES

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

- Define early and forced marriage
- Describe the consequences of early/forced marriage on a girl's life
- Have a plan for what to do when faced with a potential early or forced marriage



TIME 1 HOUR, 45 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- What are Early and Forced Marriages? (20 minutes)
- What Does Early Marriage Look Like? (25 minutes)
- Ifrah's story (20 minutes)
- A Plan for Handling Early Marriage (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

Flip charts, markers, pens and pencils of different colors



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Identify and list places where girls who are at risk of early marriage may go for help

INTRODUCTION AND ENERGIZER

Say:

Today we are going to talk about early marriage and forced marriage, but before we do, let us begin with an energizer then remind ourselves what we learned last time.

Explain:

We are going to play a game called “Coconut.” I will show you how to spell out C_O_C_O_N_U_T by using full movement of your arms and bodies. Now, let’s all try this together.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

WHAT ARE EARLY AND FORCED MARRIAGES?

(20 MINUTES)

Explain the following:

Child marriage refers to marriage under the age of 18. Any marriage of someone younger than 18 is considered a violation of basic human rights. It is also punishable by law in Kenya. Local chiefs have been tasked by the government to report any case of early marriage. Head teachers are also encouraged to report early marriage. Any person can also seek the support of the Kadhi who is an Islamic judge in the county. The Kadhi has officers in all locations.

Ask participants:

What do you think an “early marriage” is?
 [confirm that the girls understand that it means getting married before the age of 18.]

Then ask:

What is the difference between “early marriage” and “forced marriage”?
 [responses should include: forced marriage happens against the girl’s desire, an early marriage happens before a girl turns 18, even if she wants to get married]

Explain the following:

Forced marriages occur when a girl does not give consent to get married. She may be convinced or forced by her parents or father to get married,

denying her a chance to pursue an education and a meaningful job to sustain herself and her family. It is important to note that forced and early marriage is not allowed under the laws of Kenya. A girl’s parents may be arrested if this is discovered.

Ask participants:

What are some reasons why girls in Wajir get married before they are 18?

[their parents don’t want to pay for their expenses anymore, their parents are pressuring them for religious reasons, they think they will be taken care of if they get married, it is the social/cultural expectation, they were told it is a waste of time to educate a girl and that girls in Wajir do not get good grades, etc.]

Can someone share a story of a girl they know who got married before she turned 18?

[let 1 or 2 girls share]

What are some of the disadvantages of getting married early?

[end of schooling, tend to not have as much control in a relationship if the girl is quite young, will get pregnant early and that has physical and mental consequences, has not yet had a chance to establish herself financially, etc]

At what age do you want to get married and why?

activity 2

WHAT DOES EARLY MARRIAGE LOOK LIKE?

(25 MINUTES)

Divide the girls into two groups and assign each one a scenario. Ask them to prepare a five-minute role-play.

GROUP A: Should act out a scene of Amina who has been forced into marriage by her parents when she was 14. Amina is very unhappy because she is just about to be married off to a very old man who is thrice her age and older than her own father. Luckily for Amina, she is a beneficiary of the AGI program, she has not only been taught on the ill effects of early marriage but she has also learnt communication skills with adults. She hopes to talk to one of her aunties who appreciate education to convince her adamant parents. One early morning while on her way to fetch water and collect firewood she decides to talk to her auntie who lives a few kilometers away. Her auntie immediately accompanies Amina home and talks at length to her parents. She manages to convince them and eventually Amina pursues her education.

GROUP B: Should act a scene of Fatuma who is a brilliant girl and being forced into marriage because she is 15 and her parents want more camels and goats. However, the mother is at a loss because she knows if her daughter proceeds with her education without interruption, she is going to have a bright future and become a medical doctor like she desires. The mother consults a school mentor where her daughter goes to school and the mentor reports the issue to the police and chief. The parents are summoned by the chief and the area education officer who warn Fatuma's parents against early and forced marriage. Fatuma is happy that she will be able to continue with her education and eventually fulfill her career dreams.

After each role play, ask participants about the disadvantages of early and forced marriage. Be sure to include:

- Dropping out of school
- Bearing children at an early age predisposing girls to threats of reproductive health problems
- Unable to provide for family
- Unable to make decisions as one is considered a child
- Low self-esteem and confidence
- Battered career dreams/opportunities

activity 3

A PLAN FOR HANDLING EARLY MARRIAGE

(20 MINUTES)

Explain the following:

While we hope that you and your friends will not be put in a situation where you have to marry early or against your will, it is important to be prepared and have a plan for who you will talk to in this scenario.

Divide the girls into groups and have them develop a plan of who they can talk to when threatened with early marriage. They should make a list of different people that is unique for each girl.

Explain the following:

Make three copies of each plan. One will remain with you, one will remain with me, and one you should give to a trusted friend in the group.

After about 10 minutes ask for two to three volunteers to share their lists.

Then, give girls five more minutes to make any changes to their list based on what they heard.

session evaluation

Ask participants to summarize what they have learned. Fill in any key points they miss.



Key Message: Early and/or forced marriages have a negative effect on girls' lives. However, girls have the ability to stop early marriages.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to talk to their mother or guardian about the age at which they'd like to get married.

2 Female Genital Mutilation/Cutting (FGM/C)



SESSION DESCRIPTION

This session describes the anatomy of FGM/C, why it is practiced, the effects of the practice, and what one can do if they are at risk of FGM/C



OBJECTIVES

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

- Define what FGM/C is
- Understand the health consequences of FGM/C
- Know what to do when one is at risk of FGM/C



TIME 1 HOUR, 25 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- What Is FGM/C? (25 minutes)
- FGM/C Myths and Facts (20 minutes)
- What Can We Do about FGM/C? (20 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

Flip charts
 Markers
 Pens and pencils of different colors



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Identify and list places where girls who are at risk of female genital mutilation may go for help

INTRODUCTION AND ENERGIZER

Say:

Today we are going to learn about female genital cutting, but before we do let us begin with an energizer then remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one.

REVIEW

Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

NOTE TO THE MENTOR: Use the information below to guide your discussion with your group on FGM/C, however do not just read out all of the information to the girls, it is for you as the mentor to be properly informed.

Female genital mutilation (FGM), also known as female genital cutting (FGC) and Female Circumcision, is practiced in 28 countries in sub-Saharan Africa, a few countries in the Middle East and Asia, and among immigrant populations from these countries in Europe, North America and Australasia. As many as 100–140 million girls and women worldwide have undergone the practice, and at least 2 million girls are at risk of being cut each year. FGM/C comprises all procedures involving partial or total removal of the female external genitalia, or other injury to the female genital organs for non-medical reasons. WHO recognizes four types of FGM/C, all of which are practiced in Kenya.

FGM/C IN KENYA

In Kenya, the type of procedure, the age at which it is performed, its prevalence in the community, and the factors that support its continuation vary widely across communities that practise FGM/C. FGM/C is practiced in over half of the districts of Kenya and by followers of several religions including Christians, Muslims, and Animists.

TYPES OF FGM/C

Type I – Clitoridectomy. Involves removal or splitting of the clitoral hood.

Type II – Excision. Involves removal of the prepuce and the clitoris plus some or all of the labia majora. Type II is a more extensive form of FGM/C than is Type I. Due to the sewing together of leftover labia minora epidermis, which contains sweat glands, a buildup of sweat and urine in the closed off space beneath this closure can lead to local or urinary infection, septicemia, hemorrhaging and cyst formation.

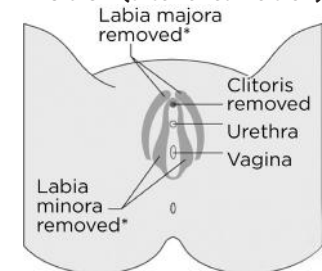
Type III – Infibulation. The most severe form, which involves cutting off the female genitalia and stitching to leave a pencil-size hole. The cutting and stitching is repeatedly done when a woman marries and has children.

Diagrams from EASSI: FGM Stories, published by DANIDA

Normal vagina before circumcision

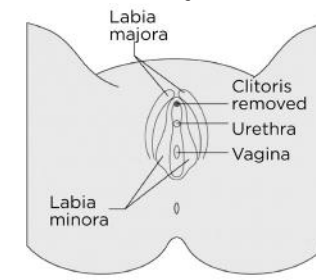


TYPE 2 Excision (after circumcision)

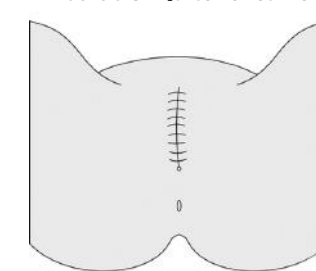


*Partial or complete

TYPE 1 Clitoridectomy (after circumcision)



TYPE 3 Infibulation (after circumcision)



PSYCHOSOCIAL CONSEQUENCES OF FGC

For some girls, FGM/C is an occasion marked by fear, submission, inhibition and the suppression of feelings. The experience is a vivid “landmark” in their mental development, the memory of which never leaves them. FGM/C is commonly performed when girls are young and uninformed, and is often preceded by acts of deception, intimidation, and coercion by parents, relatives and friends that the girl has trusted.

Girls may suffer feelings of betrayal, bitterness and anger at being subjected to such an ordeal, even if they receive support from their families immediately following the procedure. This may cause a crisis of confidence and trust in family and friends that may have long-term implications. It may affect the relationship between the girl and her parents, and may also affect her ability to form intimate relationships in the future, even perhaps with her own children. Symptoms of psychological stress, due to any factor, include sleeplessness, nightmares, loss of appetite, weight loss or excessive weight gain, as well as panic attacks, instability of mood, and difficulties in concentration and learning.

activity 1

WHAT IS FGM/C?

(25 MINUTES)

Explain the following:

☞ Let's review the female anatomy to refresh ourselves.

NOTE TO THE MENTOR: Use the first photo from your mentor's notes to review the key anatomy: clitoris, labia majora, labia minora, urethra, and vagina.

Then explain:

☞ Now that we have reminded ourselves about the female anatomy, we are going to talk today about a practice that exists in our community where women have some or all of the female parts we discussed cut. Sometimes this is called female genital cutting.

Ask participants:

☞ **Who can describe what FGM/C is?**

[Take a few answers, make sure to immediately clarify incorrect answers.]

Are there different ways that FGM/C is performed? What are the different ways?

[Take a few answers and make sure to take the girls through the different types of FGM/C outlined in your mentor's notes.]

Why do we think our communities practice FGM/C?

[Take a few answers and provide clarification. It is important to note here that even though this is a very common practice, it doesn't mean that it must carry on forever or that the girls in your group must have their daughters cut once they become mothers.]

What happens to girls who are not circumcised?

[Take a few answers.]

What do you think some of the physical effects are?

[Take a few answers, clarify any incorrect answers, and summarize from the information above and the chart to the right.]

What do you think some of the mental or emotional effects are?

[Take a few answers, clarify any incorrect answers, and summarize from the information above and the chart to the right.]

Summarize:

☞ FGM/C can take many different forms and in some communities it is a widespread practice and in others it is very uncommon. However, it is a girl's right not to undergo the procedure. If this is a practice that has happened to you, the best thing to do is seek the necessary medical and psychosocial support if necessary and not pass on the practice to the next generation.

EFFECTS OF FGM/C

Health Problems

Recurrent bladder and urinary tract infections
Cysts
Complications from childbirth
Vagina/rectal fistula
Severe pain
Excessive bleeding
Tetanus
Obstructed labor during childbirth
Septicemia
HIV infection

Psychological Problems

Trauma
Low self-esteem
Anxiety
Depression
Sexual dysfunction
Lack of trust
Marital conflict

Socio-economic Problems

Dropping out of school
Expensive treatment of medical complications
Loss of income
Expensive repeated surgeries
Loss of life


United Nations Population Fund. 2013. *Promoting Gender Equality*. New York: UNFPA

activity 2

FGM/C MYTHS AND FACTS

(20 MINUTES)

Explain the following to participants:

 There are a lot of myths around why communities practice FGM/C. Let's take a look.

Read each myth out loud and ask the girls what they think. Take one or two responses for each myth and then clarify what the fact is.

MYTH

If not cut, the clitoris will continue to grow.

FACT

The clitoris stops growing after puberty.

MYTH

The clitoris will harm the baby during delivery.

FACT

The clitoris will NOT harm the baby, but FGM/C may cause serious complications at childbirth.

MYTH

Without FGM, the woman will smell.

FACT

FGM will not make the vagina more hygienic, in fact it can make it less hygienic.

MYTH

FGM/C can be used to control the moral behavior of a woman.

FACT FGM/C cannot control the moral behavior of a woman. These are values that one adopts in life but not through cutting.

MYTH

FGM/C assures faithfulness of women to their husbands.

FACT

FGM/C does not assure faithfulness between a husband and wife. A woman who has undergone the procedure can still be unfaithful if she wishes to.

MYTH

FGM is required by my religion.

FACT


FGM is not required by Islam.

activity 3

WHAT CAN WE DO ABOUT FGM/C?


(20 MINUTES)

Explain:

 As we discussed, some communities practice FGM/C on girls at an age younger than you are now. However, some do it around the age of puberty.

Divide girls into groups of three or four. Ask them to compile their responses to the questions below into a resource list.

Ask:

 What can you do if you or someone you know is at risk of FGM?

Where can someone go if they have already had FGM practiced on them.

Have the groups share their resources lists.

Summarize by reminding girls that you know that this is a common practice in our community, but it is not necessarily the most advantageous for a woman's health and it does not have to be passed down to the next generation.

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Female genital mutilation or cutting has long lasting physical and psychological effects. It is a girl's right not to undergo FGM/C.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to talk to a friend their age about why they think girls in their community undergo FGM/C.

HUMAN RIGHTS

1 Human Rights and Children's Rights*



SESSION DESCRIPTION

Participants learn about human rights, draw posters to illustrate various rights, and learn what to do if their rights are violated.



OBJECTIVES

- By the end of this session, participants will be able to:
- Recognize that everyone has human rights regardless of age, sex or ethnicity
 - State that rights are inalienable and cannot be taken away
 - Explain responsibilities in relation to upholding human rights



TIME 1 HOUR, 30 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- What Are Human Rights? (20 minutes)
- Illustrate Rights (30 minutes)
- What to Do If Your Rights Are Violated (15 minutes)
- Session Evaluation (10 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers
- Container
- 1 copy of *Children's Rights* (provided at the end of this session) cut into strips
- Copies of *Children's Rights* for each participant
- Poster paper (flipchart paper) and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session

*USAID. 2006. Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response; UNICEF. Fact Sheet: A Summary of the Rights Under the Convention on the Rights of the Child.

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about human rights and children's rights but before we do, let us begin with an energizer and then remind ourselves what we learned last time.

Open the session with the "Find someone wearing..." energizer.

Ask participants to walk around casually, shaking their limbs and relaxing. After a short while, shout out "Find someone wearing..." and name an article of clothing. The participants have to rush to stand close to the person described. Repeat several times using different types of clothing.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

WHAT ARE HUMAN RIGHTS?

(20 MINUTES)

Say:

Rights are something every person should have or be able to do. All children have the same rights. To uphold rights means to stand up for, maintain or help maintain rights. These rights are listed in the UN Convention on the Rights of the Child (CRC). Almost every country, including Kenya, has agreed to these rights. All the rights are connected to each other, and all are equally important.

On a flipchart or blackboard, write "What Are Human Rights?" Ask participants if they have ever heard of human rights. Let them share their answers, and record them on flipchart paper.

Explain human rights in your own words, for example:



Everyone has rights. Human rights are about respect for everyone. It does not matter if the person is old or young, a man or woman, a girl or boy or where he or she lives. Everyone has a right to have his or her needs met, to be safe and to have a say in what happens in his or her life.

Ask the following:



What are some examples of human rights?

[e.g., everyone has the right to:


- education (go to school),
- employment (have a job),
- movement (travel from one place to another),
- ownership of property (own land, a house, a shirt, etc.),
- government services (use roads, parks, hospitals, schools, etc.),
- clean water (drink water that will cause disease),
- access to information (research and learn any information, not including private information),
- practice religion (go to any church, believe in any god (or not)),
- live free from violence (not have to worry about being hurt),
- health care (access medical services),
- vote (in country or local elections), and
- be protected from economic or sexual exploitation (protected from being scammed, robbed, raped, and abused).]

Record answers on the flipchart or blackboard.

(activity 1 continued on next page)


activity 1 (continued)

Explain the following:

-  There are many rights and they fall into three basic categories:
- Rights to things you need, such as a home, food, health care and places to stay and learn.
 - Rights to keep you safe from harm.
 - Rights to take part in decisions that affect your lives.

The following are examples of responsibilities that are associated with rights.

Explain the following:

-  Rights come with responsibilities. For example:
- With the right to be treated equally comes the responsibility to treat others equally.
 - Children have the right to be protected from abuse, cruelty, exploitation and neglect, but they also have the responsibility not to bully or harm others.
 - Children also have responsibility for their own learning, which includes respecting their teacher and the rules in the classroom.
 - Children have a right to a clean environment. They also have a responsibility to do what they can to look after their environment.

Rights and responsibilities are inseparable!


activity 2

ILLUSTRATE RIGHTS

(30 MINUTES)

Divide the participants into groups of three or four. Give each group one of the eight rights from the slips of paper cut from *Children's Rights*. Also distribute flipchart paper and markers. Some groups may have the same right if there are more than eight groups.

Explain the following:

-  You are going to create informational posters about the right on your slip of paper. The posters will be displayed around the community to inform your peers about human rights. On your posters, don't forget to include information about the responsibilities that come with the rights too.

When participants have finished, let the groups share their posters. Put the posters up around the community.

activity 3

WHAT TO DO IF YOUR RIGHTS ARE VIOLATED

(15 MINUTES)

Read Maryan's Story (below):

Ask the following questions:

 Which human rights violations happened in this scenario?

[possible responses include: the right to education, the right to live free from violence, the right to employment, the right to health care, the right to be protected from economic or sexual exploitation]

Who was the target of the violations?

[Maryan]

Who is responsible to ensure that children's rights are not violated?

[responses should include: Everyone has a responsibility to work together to uphold rights, and that includes:

- students,
- family,
- community,
- school, and
- government]


Maryan's Story

Maryan is a class 8 pupil who is very dedicated to achieving her academic goals. She is an orphan and lives with her paternal uncle. Maryan assists her uncle at his hotel by washing dishes to support the family income. Unfortunately she was married off to Juma and became pregnant before her final exams. Juma is very abusive and often beats her up; she has been unable to report the battering incidents of fear. She recently talked to a friend and she had been advised to report to the police and seek medical help in case of any injuries.

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.

Explain:

 We're going to go over the definition of human rights in simple terms:

- Human rights are about respect for everyone.
- Everyone has the right to have his or her needs met, to be safe and to take part in decisions that affect him or her.
- Everyone has rights, as well as responsibilities.
- Adults (both men and women) and children (both boys and girls) have rights and responsibilities.

With rights come responsibilities. Participants have rights, but they also have responsibilities to themselves, their peers, their parents and other adults.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Participants should write down (or think of) three rights that they have, and the responsibilities they must uphold in order to maintain those rights.

CHILDREN'S RIGHTS

YOU HAVE THE RIGHT TO AN EDUCATION.

You have the right to go to school and get an education. You should be encouraged to go to school to the highest level possible.

YOU HAVE THE RIGHT TO BE PROTECTED FROM HARMFUL PRACTICES.

Some traditional practices are bad for your health and against your rights, such as early and forced marriage or someone forcing you to have sex against your will. You have a right to know about the danger of such practices and to be protected from them.

YOU HAVE THE RIGHT TO BE AS HEALTHY AS POSSIBLE AND TO BE ABLE TO ACCESS THE BEST POSSIBLE HEALTH CARE SERVICES.

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.

YOU HAVE THE RIGHT TO PRIVACY AND CONFIDENTIALITY.

If you tell a medical person or teacher something that you don't want anyone else to know, they should respect your privacy. However, if you have been abused, adults may have a duty to inform others who can protect you.

YOU HAVE THE RIGHT TO FREEDOM FROM ABUSE AND EXPLOITATION.

No one, including your parents, relatives or teachers, should physically, sexually or mentally abuse you. The government should make sure that you are protected from abuse and must take action if you experience violence or abuse.

YOU HAVE THE RIGHT TO TAKE PART IN IMPORTANT LIFE DECISIONS.

When decisions are made about your life, you have a right to take part in making those decisions. Your feelings and opinions should be listened to and taken into consideration.

YOU HAVE THE RIGHT TO FREEDOM OF ASSOCIATION.

You have the right to meet friends and form groups to express ideas, as long as no laws are broken. You have a right to ask publicly for your rights to be met. Some ways of doing this include meeting with friends and discussing issues or forming groups.

YOU HAVE THE RIGHT TO FREEDOM OF EXPRESSION.

Young people have the right to think and believe what they like, as long as it does not harm anyone else. You have a right to form your own views.

LEADERSHIP

1 Leadership*



SESSION DESCRIPTION

Participants explore the emotional implications of leading and blindly following, think about what makes an effective leader, and consider how to avoid negative leadership.



OBJECTIVES

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

- Understand the importance of leadership
- Identify the qualities of good and bad leadership



TIME 1 HOUR, 15 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Car and Driver (30 minutes)
- Good Leader, Bad Leader (25 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Blackboard and chalk OR flipchart and markers



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- For Activity 1: Arrange seats in a circle. To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about leadership but before we do, let us begin with an energizer and then remind ourselves what we learned last time.

Open the session with “The Sun Shines On” energizer, or allow participants to suggest one.

Ask participants to sit or stand in a tight circle with one person in the middle. The person in the middle shouts “the sun shines on...” and names a color or articles of clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those open shoes” or “the sun shines on all those with brown shoes”. All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names a different color or type of clothing.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

CAR AND DRIVER

(30 MINUTES)

Randomly divide the group into pairs. Assign one participant from each pair to be the car. The other participant will be the driver.

(NOTE TO MENTOR: To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space and pair girls together who do not know each other well.)

Explain the following:

The role of the participant who is the car is to keep her eyes closed and follow the driver's instructions. The role of the participant who is the driver is to keep her eyes opened and protect the car from collisions. Talking is not allowed in this activity so the drivers must communicate to the cars with the following touch signals. (Demonstrate as you describe):

- A touch on the middle of the back means walk
- Subsequent touches on the middle of the back mean walk faster
- A touch on right shoulder means turn right
- A touch on left shoulder means turn left
- A touch on head means stop

Cars should be touched gently and all cars and drivers should be very careful!

Make sure everyone understands their roles and the signals, and then start the exercise. Ensure that there is no talking during the exercise – or that talking is at least kept at a minimum. After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa. Stop the second round after one or two minutes and have the group return to their seats.

Discuss the following with the group:

- How did it feel being a car?
- How did it feel being a driver?
- Which did you prefer? Why?
- What were some of the challenges of being the car?
- What were some of the challenges of being the driver?
- What did you enjoy most about each role?
- What did this exercise teach you about leadership?
- What does it mean to be an effective leader?
- Is there any value in following?
- Does following have a role in leadership? If yes, what is it?


activity 2

GOOD LEADER, BAD LEADER

(25 MINUTES)


Arrange seats in a circle and place flipchart paper where everyone in the circle will see it or use a chalkboard visible to the circle of participants. Draw two columns on a sheet of flipchart paper. Write 'Good Leader' at the top of one column and 'Bad Leader' at the top of the other.

Ask the following questions:

-  What do you think leadership means?
[The action of leading a group of people or an organization.]
- Why is it important for everyone to have some good leadership skills?
[advancement of your own goals, use your resources to reach your vision, they strengthen communication and decision-making, increase productivity, etc.]


Hand out paper and pencils or pens to each participant (not necessary for low/illiterate groups).

Instruct participants as follows:


-  Think of a leader you admire (e.g., mother, community leader, celebrity, politician) and write (or think of) three qualities you believe makes that person an effective leader.
- Next think of a leader you dislike (e.g., Arawela, a celebrity or politician, or a character from a well-known story) and write (or think of) three qualities that make that person a bad leader.

Allow sufficient time for participants to write (or think of) these responses. Request each participant to share what they have written. Record the qualities listed on the chalkboard or flipchart paper under the column 'Good Leader' or 'Bad Leader'.

Discuss the similarities and differences in the qualities that were suggested:

-  Was anything surprising?
- Are there any similarities with the qualities for a good leader and for a bad leader?
- Do the leaders we do not admire have similar qualities to ones we do admire?
- How can we avoid becoming bad leaders?
- What can we do to be effective leaders?

Explain the following:

-  Now I will go around the room and ask each participant to list:
 - A positive quality that you believe you already have
 - A positive quality that you would like to develop
 - A negative quality that you would like to manage or eliminate

session evaluation

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Leaders in our communities, families, and countries possess qualities causing different types of leadership. You can be a leader too!

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Ask participants to identify community leaders near their homes. Explain that in the next session they will share who they identified.

2 Community Service—Putting Leadership into Action*



SESSION DESCRIPTION

Participants use drawings to represent their community, design a community service action plan, and learn about democracy.



OBJECTIVES

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

- Practice leadership skills by designing and carrying out a local community service project
- Improve skills/knowledge in public speaking, democratic processes, and teamwork



TIME 1 HOUR, 15 MINUTES

- Energizer (5 minutes)
- Review (5 minutes)
- Brainstorming (20 minutes)
- Discussion (10 minutes)
- Develop a Plan of Action (25 minutes)
- Session Evaluation (5 minutes)
- Practice Activity (5 minutes)



MATERIALS

- Flipchart and markers (colorful)
- Tape or tacks



PRE-SESSION PREPARATION

- Read through the entire session and, if necessary, practice presenting the activities
- Prepare all materials needed for the session
- Draw a map of the community in a creative way (see Activity 1)

INTRODUCTION AND ENERGIZER

Say:

Today we will learn about community service but before we do, let us begin with an energizer and then remind ourselves what we learned last time.

Open the session with an energizer of your choice, or allow participants to suggest one.

REVIEW



Ask participants to share key points that were covered in the last session (optional: throw a ball of paper around to encourage participation). Fill in any key points that are missed.

Go over the practice activity that was given, and ask if there are any questions.

activity 1

BRAINSTORMING

(20 MINUTES)

Say:

Community leaders take responsibility for the well-being and improvement of their communities. Community leaders want to improve their communities and feel they have something to contribute to doing so. They do not wait around for someone else to get the job done. You don't have to run for office or be given a title to be a leader. All you need to do is decide to take responsibility for some corner (or bigger chunk) of your community. Community leaders are often self-appointed. Even people who run for office first make a decision that they want to be a leader. You can probably take as much responsibility for your community as you are willing to.

ADVANCE PREPARATION: Draw a map of the community. Try to be creative. It does not have to be a literal map but can be a representation through symbols, such as a town represented as a flower with different petals.

Ask the following questions to participants:

What are some examples of communities?
[e.g., family, church, school, town, Kenya, world]

What are some characteristics of a community?
What makes a community a community?

[e.g., common needs and interests, respect, a population, set of governing rules]

Do you think that we have formed a community in this group with our regular meetings? Why?

Show participants the map of the community that you have drawn. Explain your map if necessary.

Then tell participants:

Community assets are positive characteristics, aspects that benefit our communities.

Divide participants into groups of five or so (there should be an even number of groups). Pass out magic markers (every color but black) and big paper.

Explain:

Now you and your group should draw a map of the community. Be creative!

When the groups have finished drawing their maps, have the small groups move around their room and partner with another small group to present their map.

Show your community map again. Then explain:

We will now add community problems, issues, and challenges to the community map in black (demonstrate on the community map you drew). No community is perfect. Draw the problems, issues, and challenges you and your group can think of to your maps.

As participants draw on their maps, you can also add to yours. In the end, participants should hang their maps on the wall using tape or tacks to display.

activity 2

DISCUSSION

(10 MINUTES)

Lead a discussion on the mapping activity.

Ask:



What did the maps have in common?

How does your community affect your self-esteem?

How does it affect our values?

What was the point in making these maps?

[to remind ourselves of the many assets in our community and to learn about our problems]

What is community service?

[voluntary work to help people in a particular area]

Give an example of some volunteer work that you (the mentor) have done. Tell the participants who you worked with, when you did it, what the work was, where the work took place, why you did it, and how it made an impact on the lives of others. List the positive and negative outcomes of your experience (e.g. maybe you felt stressed or worked in the hot sun, but you were able to provide hungry citizens with food). Stress the fact that the positives outweigh the negatives.

Ask the following questions:



Why do community service?

What can you learn from community service?

Explain the following:



The “ripple effect” is like when you throw a stone into the water and the rings spread across a pond. If we do something positive for our community, it can have a positive impact on our world just as doing something negative has an impact on our world. An example is if you throw a piece of trash in a river, it will make the river look ugly, kill the fish, people won’t have anything to eat, pollute the drinking water, etc.


activity 3

DEVELOP A PLAN OF ACTION

(25 MINUTES)


Make sure participants are still in their small groups from Activity 1.

Explain the following:

 In your groups, choose one issue, problem, or challenge to work on in your community over the next year.

Regroup the girls into one large group.

Explain the following:

 Now as a group, we will agree on one issue – out of all those that you brainstormed – that we want to address. To address the issue, we will use the skills that we learned in the goal setting sessions, including a) identifying a mission statement, b) answering the questions who, what, when where, why, and how, c) listing the positive and negative outcomes, and d) drawing a timeline.

First have the group share the issues they brainstormed. Then have the group agree on one issue – make sure it is realistic! Follow the steps to address the issue, as in the following example:

- **Mission Statement?** Over the next year we will teach students in our school about the dangers of smoking.
- **Who?** Students
- **What?** Education on the dangers of smoking
- **When?** After school
- **Where?** On school grounds
- **Why?** To prevent these students from taking up smoking and avoid health problems, which result from smoking
- **How?** Interactive learning sessions and activities
- **Positives?** Educate the students on a new subject, get to know students well, serve as a mentor or role model for the students, practice leadership skills
- **Negatives?** Teaching sessions inconvenient, not paid, takes lots of time to prepare lessons
- **Timeline?** Over a year long period

Determine when the community service activity will begin or take place, and make necessary plans for the execution of the plan. If there is extra time, have the group repeat this process with more topics.

wrap-up

Ask participants to share what they have learned. Fill in any key points they miss.



Key Message: Leadership starts on a small scale- with you! You can be a leader in your own community by working with a team on small initiatives.

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed.

Thank them for their participation.

PRACTICE ACTIVITY

Instruct participants to think of an issue or challenge they face in their daily lives, and then a simple plan for how they can address this issue, e.g., household chores take too much time. Explain to them that they will share their ideas at the beginning of the next session. Carrying out the steps to address the challenge between now and the next session is even better!

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