

# Girls Are in Action (GAIA) Toolkit

An Adolescent Girls Intervention for Cabo Delgado and Nampula –  
Northern Mozambique



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# 1. Introduction

The Girls Are in Action (GAIA) Toolkit is an effort to contextualize and adapt existing tools (listed below) to empower adolescent girls from displaced and host communities in the northern province of Mozambique, Cabo Delgado – which is affected by armed conflict. Through this resource, implementing organizations will be able to empower adolescent girls, and target those more at risk, to allow them to achieve additional skills and knowledge on topics such as gender-based violence prevention and response, safety and wellbeing, sexual and reproductive health, leadership and access to opportunities and services. The Toolkit adopts a “family” and “community approach” in that it also addresses mothers of adolescent girls and other female caregivers, as well as fathers and other male caregivers, husbands and other adolescent boys in the community to share key messages and encourage them to support girls in their communities.

This resource (hereinafter referred to as “ GAIA Toolkit”) contains: a short guidance to design, set up, implement, monitor and evaluate the adolescent girls’ intervention; sessions to address the specific needs respectively of girls who are not married and at risk of child marriage and of girls who are married, pregnant or mothers; sessions for their mothers/ female caregivers; sessions for their fathers/male caregivers; and finally sessions for boys in the community.

The Toolkit defines a path to contribute to the empowerment of adolescent girls in the framework of efforts to also increase awareness about specific risks and threats of their families and community. It is intended for organizations with technical expertise on protection, child protection and gender-based violence and is built in a way that partners may select the most relevant content, depending on existing capacities and resources.

The author wishes to extend her sincere gratitude to UNICEF colleagues at the ESA regional office and Mozambique Country Office, to UNICEF Child Protection partners in Cabo Delgado, including from Save the Children, AVSI, Street Child, Caritas, Plan International, FDC, Kulima, Wiwanana as well as to the other stakeholders both from the GBV and CP working groups who provided their inputs.

## **GAIA Toolkit was made possible adapting and contextualizing the following resources:**

- IRC Girl Shine Life Skills Curriculum and complementary materials;
- UNICEF’s Adolescent Girls Toolkit for Iraq;
- IRC My Safety My Wellbeing;
- UNFPA/CARE AMAL Initiative;
- Mozambique Government Girls’ Life Skills Curriculum, Demographic Dividend Project;
- Adolescent Girls Empowerment Programme (AGEP) Financial Education Curriculum;
- EngenderHealth/ACQUIRE Project/Promundo, Engaging Boys and Men in Gender Transformation;
- FDC/Viva+ Practical Manual for an Efficient Mentorship;
- Mozambique Government/FDC Mentorship Manual on Life Skills: Girls 10-14 years old.

Most importantly, the author wants to acknowledge the enthusiasm showed and feedback received by communities, volunteers and community mobilizers and the adolescent girls from Cabo Delgado, since those nourished the efforts to develop this resource in view of the empowerment of adolescent girls in the future.

## 1.1 Adolescence in Emergency situations and Targeted Age Group

Adolescent girls all over the world are the epitome of dynamism, resilience and courage. When they are equipped with the right resources and opportunities, they can unleash their potential and be change-makers in their families, communities and societies. Nevertheless, too often adolescent girls are faced with risks and threats, and belong to the most disadvantaged part of the population. In emergency contexts, the challenges that adolescents face are doubled by the disruption of family, community and social structures, the discontinuity of formal and informal education and the lost of role models. Adolescent girls may adopt more risk behaviors and suffer negative coping mechanisms put in place by families to cope with increased hardship of life.

As for the age definition, according to the World Health Organization (WHO), adolescent is any person between 10 and 19 years. Adolescence is a transitional phase of growth and development between childhood and adulthood in which several changes happens both at physical and psychological level. Adolescence can be divided into early adolescence and late adolescence. However, for the scope of this adolescent girls' intervention in Cabo Delgado, the target age will be 12-17 years, considering that:

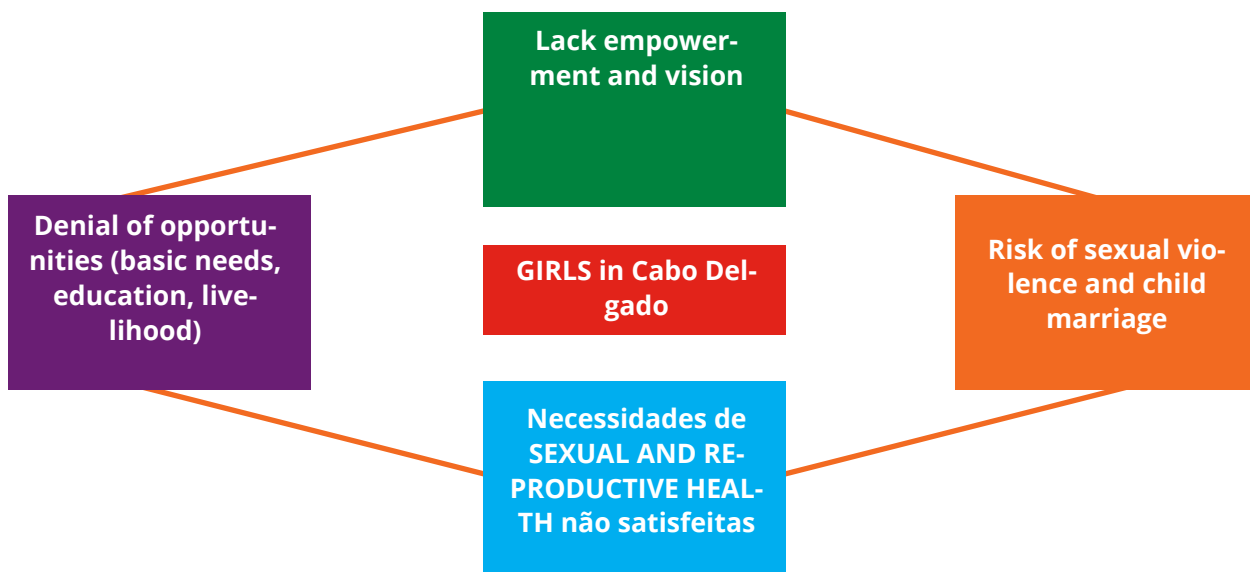
- Girls are considered as adult women after their first menstruation;
- It seems opportune to focus on only one group due to the nature of emergency intervention that could be more homogenous in terms of experience and capacity;
- Oftentimes girls who are 10-11 are included in activities for children while girls who are 18-19 are included in activities for adult women;
- Not all girls know precisely their age, due to lack of birth registration – for this reason the age consideration will be flexible and left to the implementer's capacity to decide.

Adolescence: 10 – 19	
Early Adolescence 10 - 14	Final da adolescência 15 -19
Target Age Group for Cabo Delgado 12-17	

## 1.2 The Challenges faced by Adolescent Girls in Cabo Delgado

Adolescent girls in Mozambique make up an increasing proportion of vulnerable persons; they often have limited access to basic rights and opportunities; and are particularly exposed to several risks, including of sexual violence and harassment, physical assault and child marriage, among others. During a needs assessment conducted by UNICEF with adolescent girls, their mothers and other members of rural and urban communities

- Girls – who are considered as adult women after their first menstruation – are generally shy and submissive; have intense daily routine (since they support fully the family economy) and are easily out of school; feel generally deprived of hopes and vision upon their future.
- Overall girls are in a strong need to satisfy their basic needs, mainly lack food and clothing, have limited options for their education and also have only partial access to health services; nevertheless, all girls put a big emphasis on the opportunity to attend school or continue their studies.
- The availability/type/concept of both child or youth friendly spaces (CFS/YFS) and of women and girls safe spaces (WGSS) varies much depending on the locality and has resulted in girls not recognizing any place as a space for their safety and empowerment.
- PSS activities are generally available for adolescent girls, but are not structured and their quality varies. Instead, quality GBV case management services for adolescent girls are extremely lacking.
- Child marriage is widespread in Cabo Delgado: even if both mothers and girls acknowledge that the right time for girls to get married is 19-20 years, they explain that what pushes girls to marry is the lack of material means and as a result a hope to improve their conditions through marriage.
- Girls lack information on SRH, menstruation and hygiene. GBV, early pregnancy, child marriage, school dropouts and exclusions from economic opportunities increase the risk of HIV infections among girls.
- Girls do not have access to livelihood opportunities in the communities of intervention, aside from limited sporadic projects. Girls instead feel motivated to start some income generating activities and see them as an opportunity to purchase their school items.



### 1.3 Tackling adolescent girls' needs: a focused intervention

The GAIA Toolkit addresses critical life skills and assets, engaging girls as well as asking support to parents, caregivers and male peers, through a girls-driven model that adopts the key following principles:

- Girls are resourceful and resilient and can be changemakers in their communities
- Girls face greater risks than boys in emergency settings and this is the reason for focused intervention targeting their specific needs
- Investment in girls increases the overall wellbeing of families and communities
- Ensuring the right to attend school for girls is a fundamental pillar of this intervention
- Girls need to know about their sexual and reproductive health, as well take care of their body
- Girls should be informed about STI, including HIV/AIDS, to be able to prevent and protect against them.
- Girls must be protected from harm and all forms of gender-based violence, which are detrimental to their physical and emotional development
- Parents, caregivers as well as other members of the community should work together and align perspectives to keep girls safe, healthy and happy

The GAIA Toolkit is made up of a number of components:

Implementation Guide	Adolescent Girls' Curriculum	Programme for Parents/Caregivers	Programme for Boys
<ul style="list-style-type: none"><li>• Community mobilization and Outreach</li><li>• Selection of Mentors &amp; Facilitation</li></ul>	<ul style="list-style-type: none"><li>• 25 Sessions for adolescent girls</li><li>• 5 Sessions for girls married/pregnant/mother girls</li></ul>	<ul style="list-style-type: none"><li>• 7 Sessions for Mothers/female caregivers</li><li>• 7 Sessions for fathers/male caregivers/husbands of adolescent girls</li></ul>	<ul style="list-style-type: none"><li>• 5 Sessions for adolescent boys</li></ul>

## 2. Understanding the context and Engaging the Community

### 2.1 Building Trust

Involving the community is fundamental to gain access to the most vulnerable and isolated girls and to get to know their families. Things to consider are:

- Building trust starts with spending time with a community, getting to meet parents and caregivers, ensuring that community members identify focal points from your organization, exploring their views about adolescent girls and women's topics.
- You can consider inviting parents to "open sessions", where you explain what is the goal of the AG intervention. These sessions can be open to other community members, such as teachers, health workers, members of community committees, etc.
- You should identify who the decision makers are in your context of intervention: community leaders, camp managers, religious authorities, etc.<sup>1</sup>

<sup>1</sup> For more information on how to engage with the community, consult Girl Shine Part I – Appendix A14: Planning Community Conversation (pag. 187) and Appendix A14: Community Conversation Session Guide (pag. 188).

## Practitioner Note (A): Identify Influential Community Leaders

Create a diagram of the community leadership structure. This will help you following the right channels, not overlooking key individuals and strategizing the activities to engage with them. Some aspects to consider are:

1. Which sectors have significant influence in the community? (Camp/administration, education, health, etc.)
2. Who are the influential people in these sectors? Do you have relationship with them?
3. What are their views and perceptions around adolescent girls in the community?
4. Who can help you introduce the AG intervention to these decision makers?
5. What occasions/activity you can benefit from to engage with them?

Remember the issue of the hierarchy: for high-level officials, engage the management of your organization. Also take care of the language you use to discuss with community leaders: start to talk broadly of girls' health, wellbeing and future, instead of GBV and then progressively open up. Be patient, and if leaders are being difficult, explore more their views and try to understand the deep reasons, or go through other people who were successful with them.

Once you have identified the community leaders, ask permission to conduct outreach with families and other community members to set up the adolescent girls' intervention. Explain that you will come back to them to introduce the programme once it is set up - see Note (D) on explaining the programme to community leaders.

## 2.2 Conducting outreach activities

After having engaged with the community, you can proceed with identifying the girls you want to participate. If you already work in the community, you should know if the girls you already reach with other programming are in school or not, are married or unmarried, and if there are specific vulnerabilities. The AG intervention should especially target girls displaced by the conflict but also other vulnerable girls from the host community. In general priority groups are:

Target groups <sup>2</sup>	
Girls who live in economically vulnerable families	Girls with disability
Girls who live in female headed households, with elderly caregivers	Girls who are out of school or have never been in school
Girls who live in situations of extreme stress	Girls who are at risk of child marriage or any other form of violence.
Girls living with HIV who are not virally suppressed.	Girls who were formerly associated to armed groups.
Girls who are GBV survivors – referred through case management or PSS	Married adolescent girls, girls who are pregnant or are already mothers

<sup>2</sup> To expand on assessing risks and needs of adolescent girls consider IRC Girl Shine Part I – appendix A3B: Assessment Tool for Adolescent Girls (pag.151)



To identify where girls are in the community, you can consider the following:

- Referral from outreach volunteers or community mobilizers;
- Word of mouth from other women and girls reached through programmes (i.e. asking them if they know any girl who is out of school, married, with disability etc.);
- Referrals from other programmes, and especially case management or psychosocial support;
- Door-to-door visits to try to identify.

### **Practitioner Note (B): Door-to-door visits**

During the door-to-door visit, staff should:

1. Introduce themselves (name, organization).
2. Ask the person who receive them if they can explain the programme and explain the AG intervention.
3. Ask about the composition of the family – and if there are girls in the household, including relatives, visitors, household helpers, etc.
4. Ask how girls spend their day, what are their needs and what they would be interested in.
5. If there are vulnerable girls, invite them to attend the programme.
6. Ask if they know any other girl from the target groups in the location and if eventually their family will be available for a visit as well.

Thinking of the composition of the girls groups, double check if all key priority groups are represented and ensure a balanced participation as much as it is possible (i.e. for example half of the girls are out of school and half are in school, some girls are married and other are not, etc.) .

It is recommended that for each group there be between 10-15 girls actively participating. In locations where it is expected that girls face difficulties to regularly participate in the sessions, it is suggested to enroll more than 15 girls (e.g. maximum up to 20), with the expectations that some girls may drop out after the first sessions.

## **2.3 Explaining the Adolescent Girls' Intervention and Ensuring Feedback**

Once you have identified the girls you want to reach, you want to gather them to introduce them to the programme. You also need to think about how to explain the intervention to parents and other community members.

## **NPractitioner Note (C): Explaining the AG intervention to adolescent girls<sup>3</sup>**

### Girls:

- Gather the girls you pre-identify to be part of the girls' group. Invite them to a meeting that will last 45 min. to 1 hour. Ask them to sit in a circle and sit with them. Introduce yourself, your organization and the services that are offered in the safe space.
- Using a ball, ask girls to tell you their name, their age and their hobbies, once they have finished they should pass the ball to another girl.
- Draw a picture of a girl on a flipchart and ask the girls to give her a name, then provide some details about the girl that reflect the girls you are with (i.e. age, in school/out of school, IDP, daily activities etc.
- Ask the girls to use their imagination and add additional information (What does she like to do in her free time? Who is the person she trusts the most? Does she have many friends? What things annoy her and what things make her feel happy? Does she feel safe in her community? What kind of things would she like to learn about? What kind of information or activities do you think could help this girl to be happy and safe in her life?)
- Explain that there is an activity for girls like her (name) and that it is for girls only. In this activity, girls will learn about different issues, how to communicate their feelings, how to take care of themselves, how to be confident and make new friends (etc.). They will learn a lot of new information based on what they request.
- Ask the girls if they would be interested in participating in this type of activity. If so, what are the days and times that are best for them? Ask as well: are there any reasons why you may not be able to participate? What can we do to support you to come?

### **The information obtained during the presentations of the AG intervention to the girls will allow you to:**

- Improve or adapt the content of the sessions, in relation to the girls' expressed needs and interest i.e. focusing on some topics more than others, expanding on some modalities for delivery etc.
- Work to remove obstacles that girls may face to participate in the activity;
- Focus on most needed referral to other services (i.e. if most of the girls are out of school, you will focus on strengthening linkages with programmes that facilitate access to education, etc.).
- Plan the logistics of the AG curriculum delivery depending on the girls' availability.

<sup>3</sup> To understand who you are currently reaching through the Adolescent Girls' Intervention, you can adapt the Girl Shine Part I – Appendix All: Coverage Exercise Tool (pag. 180)

For a sample script on an Adolescent Girls' Intervention consult Girl Shine Part I – Appendix A6: Explaining Services to Girls and Female Caregivers (to be adapted).

## Practitioner Note (D): Explaining your services to parents and community leaders<sup>4</sup>

### Parents:

- Outreach can be done together or separated male/female.
- Describe the AG intervention as a “programme specifically for girls, where they can talk about different issues, such as resolving conflicts with others, keeping themselves healthy and safe, have good relationships and thinking about the future”.
- Explain that the sessions will take place in a safe space, and will be delivered by female staff.
- Focus on gaining knowledge and skills, and explain how this will be beneficial for the family/at household level (i.e. girls will learn how to make smart decisions, the importance of savings, how to protect themselves, etc).
- Explain that also mothers, fathers and other boys will be engaged with complementary activities aimed at discussing key topics and how to support girls in the community and ask for their availability to attend the session.
- Ask what kind of skills or information can be useful for their daughter and if there are any concerns about the girls’ participation in the programme.
- Discuss days and times in which girls can be available for the sessions.
- Go prepared with detailed information on other services available to answer possible questions and refer girls as needed.

### Community leaders:

- Describe the AG intervention (see above) and explain the benefits for girls and their families.
- Request for the community leaders to speak with the families of the girls in the priority groups to explain the importance of attending the girls group.
- Ask community leaders to spread messages about the programme with families and girls.

## The information obtained during the presentations of the AG intervention to parents and community leaders will allow you to:

- Achieve relevant information on the environment girls live in (i.e. level of support, existing opportunities etc.);
- Understand the initial level of support you can rely on;

<sup>4</sup> To expand on gaining trust and acceptance from parents and caregivers, as well as understanding their perspective on girls’ risks and opportunities consider IRC Girl Shine Part I – Appendix A3C: Focus Group Discussion for Female and Male Caregivers (pag. 158)

- Plan the logistics of the delivery of the sessions for mothers, fathers and boys, depending on the girls' availability.

## 3. Setting up the adolescent girls' intervention

### 3.1 Preparing a Girl Friendly Space

Ensuring a “girls-only space” is an important first step to creating a safe space for girls. In line with international Guidance, a girl friendly space helps to:

- Reduce risks and prevent further harm during acute emergency response;
- Provide girls with a safe entry point for services and a place to access information;
- Offer them an opportunity to engage with each other and rebuild support.

#### Practitioner Note (E): Establish a girl friendly space<sup>5</sup>

Depending on the locality, child-friendly spaces (CFS), women and girl safe spaces (WGSS) and multi-purpose centers (MPC) can be available. If any of those options is available, you can consider other temporary covered shelters, such as the ones where the health brigades take place. It is important to consider:

- **Physical characteristics of the space:** Is it accessible to girls? Have you asked the girls if they have any safety concern? Does the space ensure confidentiality? Is there a room that is big enough to conduct games and more dynamic activities?
- The space should be accessible to girls with all type of disabilities, including those with difficulty moving, seeing, speaking and hearing, with intellectual disability or mental conditions.
- **Other activities/services:** Are there other activities that take place in the space i.e. case management? How to ensure separation of groups during the activities?
- **Usage for other groups:** Is the space suitable to also conduct the sessions for mothers, fathers and boys? (If not, a different space should be identified).

<sup>5</sup>A checklist to choose a relevant safe space is available in Girl Shine Part I – Appendix A7: Safe Space Checklist (pag. 174).

## 3.2 Selections and Training of Staff Facilitators

The adolescent girls intervention requires the supervision from a project manager, the support from a psychologist and the selection of female facilitators. The project manager will be in charge of coordinating the set up of the intervention, including the critical steps of community mobilization, outreach, preparation, monitoring and evaluation. Working closely with the psychologist of the programme, s/he will select and train two female facilitators for each location where the intervention is conducted. Staff facilitators should have the following characteristics:

- Female, literate, with training in GBV and possibly SRH, including HIV;
- Available for the time of the proposed intervention (for example two hours per two times per week);
- Motivated and passionate about working implementing activities with girls and very dynamic;
- Open to learn new information and hard worker (since the curriculum should be prepared deeply);
- With cultural understanding of the community of intervention.

Depending on individual capacities, the training of facilitators can be more or less extensive: manager and psychologist may consider using the contents on facilitation included in the Girl Shine Training Manual or simply accompany and testing the preparation of the facilitators through joint working sessions.

## 3.3 Facilitation considerations

The different sessions of the AG Toolkit are simple and easy to facilitate, nevertheless the facilitator should prepare in advance, reading the sessions at least a couple of times and becoming familiar with the topic. Some tips include:

- Arrive in advance to the session to set up the space. The girls and you should sit in a circle and you should ensure the space is confidential and offers the possibility to conduct dynamic activities (inside or outside, in the proximity).
- Prepare the supplies and materials needed ahead of each session.
- Be warm and kind, welcome the girls and ensure all of them feel comfortable in the space – facilitating participation of both the more talkative and the more quiet ones.
- Create a fun environment, don't be afraid of playing/joking with the girls as much as it is needed for them to relax and feel comfortable.
- Observe signs of discomfort or warning signs of the girls and follow up with them, of-

fering the possibility to talk to you and promptly referring them to services in case of need.

- Document in advance the existing services, referrals and try to foster links to other programmes/services as much as you feel it is needed. Services to consider are: PSS services including GBV case management; recreational activities; access to health and SRH services; livelihood opportunities; government support schemes; etc.
- Remember to set a good example for the girls!

### **Practitioner Note (F): Common signs of distress in adolescents<sup>6</sup>**

Signs that girls may be unwell and require access to services (especially PSS) include:

- Looking always sad, crying often or never smiling;
- Looking depressed, numb or unwilling to participate in activities;
- Looking confused, unable to concentrate;
- Mood changes, easily angry, irritated, hopeless or guilty;
- Constant preoccupation with violence, death and killing (including killing themselves);
- Disruptive behavior, such as constant questions or argument or aggressive attitude with facilitator and peers.
- Complaints of constant physical problems, like headaches, stomachache, dizziness.
- Sleep or appetite problems.

## **3.4 Facilitation of Difficult Topics**

### **General considerations**

The GAIA Toolkit includes content on topics that are difficult to discuss with the girls, or are the object of taboos in the community, especially those related to Sexual and Reproductive Health (SRH) and Gender-based Violence (GBV). Expecting that displaced girls may have dealt with difficult experiences, some sessions may trigger memories, bad feelings or unexpected reactions. All those are normal and the facilitator should accompany those expressions of feelings and support the girls to overcome them and reestablish normal behaviors. Some important considerations when talking about difficult topics are as follow:

- Adopt a sensitive language, avoiding lecturing or preaching.
- Share information in a “professional” and accurate way.
- Don’t give your own opinion, if not asked.
- Make sure girls understand the importance of privacy and confidentiality and are bou-

<sup>6</sup> Adapted from the Adolescent Kit for Expression and Innovation: Programme Coordinator’s Guide and Tools.



nd by your common agreement.

- If you don't know how to respond to some questions, be transparent and answer that you will document and get back to them during the next session.

Facilitator Tip <sup>7</sup>	Reason	What not to say	What to say
Do not ask direct questions to girls about sensitive topics.	This can intimidate girls and they may feel unwilling to share their experience, for fear of being judged by other girls.	What did you do...?  What would you do...?	What do girls like you do when...?  What would girls like you do...?
Give examples when trying to explain difficult ideas, through a scenario or a role-play or by rephrasing.	Concrete examples help girls to relate and understand the point that you are making.	What do you want to do in your future? What are your goals?	Sheila is 14 years old. When she is 21, she hopes she will have finished school and she would love to become a nurse. Becoming a nurse is Sheila's goal.
Keep the language clear and simple.	Choosing known words and making simple sentences is fundamental to ensure that girls are following and are engaged in the conversation.	"Case management is a service offered to women and girls who experience gender based violence".	" Sometimes things happen to women and girls that can make them feel uncomfortable. There is someone available for girls to speak when this happens.
Explain that there is no right or wrong answer.	Girls should feel comfortable whenever their opinion is and should not fear judgment.	"This is wrong, this is bad" – when girls suggest negative practices.	"Let's think about the pros and cons of the suggestion"- when a bad practice is suggested.

## Discussing sexual and reproductive health

Sexual and reproductive health topics may be new for some of the girls. Other girls may have received information that is not correct. Overall girls may feel shy to discuss aspects such as sexuality, reproductive organs, menstruation and STIs. For all these reasons is important to follow some recommendations:

- Build trust with the girls before these sessions;
- Try to obtain information about how these topics are perceived at community level and what information girls may have already received.
- Prepare the contents extensively, getting to the point that you are confident with the information you want to share.
- Get advice from colleagues or supervisor on how to tackle these topics: if you feel that the girls will better learn from any expert of the subject matter, consider inviting the person (i.e. a nurse or a female colleague working for a SRH focused organization).
- Set your limits whenever you fell embarrassed to answer some of the questions girls

<sup>7</sup> A Adapted from Adolescent Girls Curriculum – Iraq (UNICEF/UNFPA).

have. Be honest and tell them if you are not able to answer their question.

- Provide girls with accurate and actual information.
- Don't ask girls to share their personal experience, and thank them if they do spontaneously.
- Remind the girls of confidentiality and other ground rules.
- If you feel the need, assess how they are receiving the information, asking if they are comfortable or if they are happy to continue to the next topic.

It is fundamental that if you do not feel comfortable giving information on these topics due to your personal beliefs, values etc. you talk to your supervisor. The information provided to the girls should be factual and not biased and given in a sensitive and non-judgmental way.

### **Practitioner Note (G): How to deal with a disclosure or HIV positivity**

Whenever a girl discloses that she is living with HIV:

- Thank the girl for the trust she showed towards the group and for her reveal;
- Remind the girls that this is a safe space and that we keep everything confidential;
- Refer to what the girl said in a general way, changing the topic from her specific case, to a general conversation. For example, if the girl says that she is living with HIV from a few years, say: "HIV is widespread, and often affects girls. Girls who test, found out they are positive, start treatment and follow it regularly, are able to live a normal and healthy life".
- Pay attention to the reaction of the other girls, if they are shocked, if they are embarrassed, if they start bullying the girls or if they may show any sign of stigma and discrimination. Whenever this happens, strengthen respect and non-discrimination messaging.
- Follow up with the girl at the end of the meeting in a discrete way. Ask if she may need any support to receive treatment or to access services and explain options to refer her to the closest health center that offers SRH services.

### **Discussing gender-based violence**

For the sessions related to safety and gender-based violence, you should adapt and apply the considerations that we have presented on discussing SRH topics (i.e. on trust, confidentiality, preparation, setting the ground, setting limits etc.). In addition:

- Think in advance how you will explain and define sensitive terms such as rape, sexual violence, exploitation and harassment. Adapt the language in accordance with what you feel girls are able to understand.
- Assess the session progressively, to decide if you move to the next topic as planned or maybe you need more time/come back to it later. Don't push girls to answer questions

or to listen to new concepts if they are not feeling comfortable.

- Try to be aware of any pre-existing safety issues from the community that the girls are coming from and assess if girls may have experienced some particular traumatic event.
- Look for signs of discomfort, such as: the girl is behaving out of character; she is withdrawn; she is bringing attention to herself; she is openly discussing the problems that she has; she is married or about to be married; she shows changes in behaviors.

### **Practitioner Note (H): How to deal with a GBV disclosure**

Whenever a girl discloses any incident of GBV:

- Thank the girl for being brave and share her experience;
- Remind the girls that this is a safe space and that we keep everything confidential;
- Refer to what the girl said in a general way, changing the topic from her specific case, to a general conversation. For example, if the girl says that her husband beats her, say: “some girls may experience violence in their home”, and instead of saying “you should contact a social worker”, you can follow up saying “if girls experience something similar, they can talk to a social worker or contact me at the end of the session”.
- Ensure that you don’t move on to another conversation, before having provided the response above.
- Follow up with her at the end of the meeting in a discrete way. Do not ask to the girl to tell you what happened again, only explain that there is someone available for her to talk and refer if your organization doesn’t offer GBV case management services and the girl feels comfortable with her case being handed over to another agency.

### **Child marriage**

The intervention is designed to engage the most vulnerable adolescent girls, including those at risk of child marriage and those already married. According to UNICEF, child marriage is any formal marriage or informal union that happens before the age of 18. Girls who are married early are generally at risk of dropping out of school, of suffering other forms of gender-based violence, have reduced access to income generation opportunities and are at higher risk of physical and psychological harm because of early pregnancy and child birth. Child marriage is itself a form of gender-based violence and constitutes a crime under the law in Mozambique.

This adolescent girls intervention especially targets girls who are experiencing child marriage, and especially:

- Girls who are already married or in a union;
- Girls who are pregnant or have already children;
- Girls at risk of getting married while enrolling in the programme.

Girls in these categories will be able to join the Girls' Group as any other girl, and will have the opportunity to receive additional detailed information on SRH aspects that are relevant to them.

### Practitioner Note (I): Key messages about Child Marriage

Child marriage is a complicated phenomenon that has deep root causes both as a traditional practice and a means to solve the lack of economic resources of poor families. While the AG intervention addresses some of these factors, it cannot affect all circumstances that contribute to the problem. Nevertheless, implementing partners should keep a strong focus on empowering girls at risk of marriage as well as providing options for girls already married, and link the intervention to programmes that respond to the needs of the family and the girls themselves. The main Objectives of the intervention as they relate to child marriage are indeed delaying marriage and responding to the needs of married girls. Some important aspects to consider are:

- The AG intervention will provide support and access to the Girls' Group regardless of marital status.
- Girls who marry during the programme or are already married deserve support, respect and continued access to the group.
- The support that girls who are already married will receive is important also to reduce the risks associated with child marriage, such as early pregnancy, STI, GBV, etc.
- Girls who are at risk of child marriage or already married and wish to receive further support, can be referred to GBV case management services.
- In line with the survivor-centred approach, facilitators should not mediate with the family to prevent/address child marriage. The main recommendation is to support the girl to find any other supportive adult who can eventually discuss with the family.

## 3.5 Ensuring availability of GBV Case Management Services

This AG Intervention is designed to be implemented alongside existing GBV response services. It is a responsibility of the implementing agency to ensure that these services are available to girls, through direct provision or external referral. GBV case management is a "structured method to provide emotional support to survivors of GBV as well as information on all options available to them". There are certain aspects to consider when providing GBV case management to girls below 18 years:

- Girls should provide informed consent that is the expressed willingness to participate in the service. However, for girls who are aged 12-14, considering their developmental capacities, we call their agreement to move on with the service “informed assent” and in addition to collect that, the caseworker should seek the parent/caregiver’s written informed consent. If it is deemed unsafe or it is not in the best interest of the child to involve the caregiver, the caseworker should try to identify another trusted adult to provide informed consent. The table below recapitulates all these different requirements:

Age	Girl	Caregiver	If no caregiver or not in child’s best interest	Means
12-14	Informed assent	Informed consent	Other trusted adult or child’s informed assent	Written assent, Written consent
15-18	Informed consent	Obtain informed consent with child permission	Child informed consent	Written consent

- Caseworkers, who are receiving the case, should be trained in Caring for Child Survivors of Sexual Abuse.
- Whenever a girl refuses to see a caseworker and only wants to talk to the facilitator, you should not insist with the girl to seek assistance. Instead, clarify your role and eventually invite the caseworker to attend some sessions of the Girls’ Group, in order for the girls to become familiar with her. Later on, you can facilitate a meeting, should the girl be willing to discuss with the caseworker.
- It is important to remember that the facilitator should not mediate with parents if girls mention issues that they are having at home. This is valid even for the case when it is the girl to request it.

## Practitioner Note (L): Essential Information to facilitate referrals to GBV Case Management

Before launching the Girls' Group, it is essential to achieve information about existing GBV case management and other services. The facilitator should

- Coordinate with partners to establish which agency is the primary GBV Case Management service provider in the locality and obtain the contact details of the main entry point.
- Assess availability and quality of health services (including emergency services, e.g. CMR) and achieve information on existing mandatory reporting requirements.
- Understand availability of other services, such as protection, justice, social services – including from Action Sociale – and if a service mapping is available.
- Obtain updated GBV referral pathways for the locality of intervention. Double check if it includes indications for SEA cases.
- Try to understand informal or community-based referral mechanisms, including the role and perceptions of local authority towards reporting GBV cases.

## 4. Monitoring, Evaluation and Sustainability

### 4.1 Monitoring Tools

There are a number of tools that can be used to monitor and evaluate the adolescent girls' intervention. Some can be used at the beginning of the programme, other as part of the programme design, or finally for evaluation of the outcomes. Depending on capacity, teams should decide what type of data they want to collect and prepare/adapt some tools to be used respectively with adolescent girls, adolescent boys and parents/caregivers. A minimum set of tools include the four options below:

#### Registration Sheet (To ensure basic information on the participant)

Location/Community:									
Safe space:									
Group (AG, mothers, fathers, boys):									
N.	Name	Age	Marital Status	School	Children	Com quem vive	Recursos financeiros	Encaminhamento VBG / GC	Deficiência



## Attendance Sheet (To monitor attendance to the programme)

Programme Attendance									
Name	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9
1.									
2.									
3.									

## Change Tool - girls, boys (Base/End line – to be carried out individually before and after the sessions)

### Step 1: Me

Girls receive individually a sheet with a human body as in the picture. They should choose a symbol for themselves and draw it or write their name. Using colored pens, girls can decorate “their figure”, including drawing facial expression, clothes they like, objects that represent them etc.

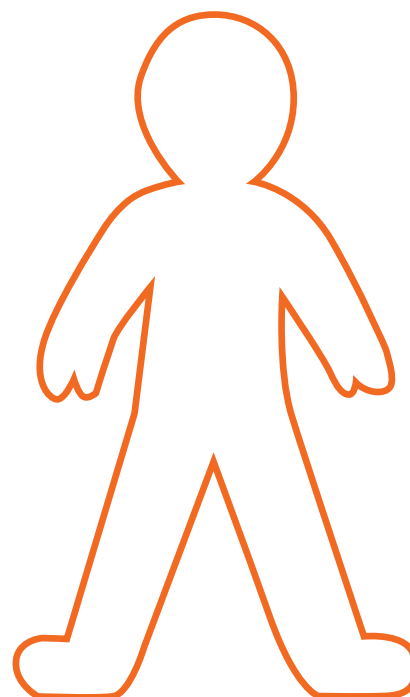
### Step 2: People I trust

Girls are invited to draw or write the name of people they trust and love such as family, friends, teachers around their figure.

### Step 3: What I can do

Girls are invited to draw or write the things they are good at – their skills, talent, qualities. These can be things girls are good at or that they are proud of, or behaviors they have.

*To be repeated at the end of the programme*



## Attitude/Support/Responsibility Tool (caregivers)

Engage in a conversation with parents/caregivers (individually or in group – depending on capacity). Ask mothers/fathers/caregivers what are the main feelings they have towards their daughters/girls and how worried they are about them. Include questions such as:

- What do you think when you think of your daughter/girl?
- What do you do to support your daughter/girl? What do you do to protect her?
- Do you take some time to listen to your daughter/girl and speak with her?

- If your daughter/girl has a concern, do you take the time to listen to her and take her seriously or dismiss her?
- What do you do when you feel angry at your daughter/girl?
- Do you consult your daughter before making a decision relating to her?

For example, with mother you can use the picture below, to ask how do they perceive the responsibility of raising and protecting their daughters, explaining that the burden indicate their overall feelings towards the daughter:



Whenever the team is able to conduct a more comprehensive monitoring and evaluation of the adolescent girls intervention, the following tools can be considered for adaptation.

Tool	Monitoring Component	Suggested Use	Template
Attendance for girls, caregivers and boys	Monitor attendance trends among participants in groups	For each session conducted	Adapt Appendix B1 of Girl Shine
Pre/post test Questionnaire for adolescent girls	Measure girls overall knowledge and skills	Beginning & end of programme cycle	Adapt Appendix B2 of Girl Shine
Pre/post test Questionnaire for caregivers	Measure female/male caregivers attitudes and beliefs towards adolescent girls	Beginning & end of programme cycle	Adapt Appendix B4 of Girl Shine
Facilitator Supervision Tool	Support mentors/facilitators to strengthen their skills	Throughout the curriculum	Adapt Appendix B3 of Girl Shine
Facilitator Notes (both for girls and caregivers sessions) and sessions insight	Keep track of action points and approaches	For each session conducted	Adapt Appendix B6 and B7 of Girl Shine

End of Cycle FGD (both for girls and caregivers)	Measure impact of the intervention (perception, relevance, etc.)	Ideally after one month from programme completion	Adapt Appendix B8 and B9 of Girl Shine
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## 4.2 Involving Girls in Feedback

It is important to progressively monitor if girls are happy and satisfied with the Girls' Group and their own progresses. To achieve their feedback, you can:

- Encourage girls to share their opinions directly during sessions, as much as it is possible.
- Organize opportunities for group discussions, to expand on possible ideas to modify the sessions or the delivery, from time to time.
- Think of creative ways to get feedback, taking into account girls who are not literate or girls with disability.

### Practitioner Note (M): Feedback and Evaluation

Some possible ideas to get feedback are:

- Draw happy, neutral and sad faces on a flipchart placed in the space/room and ask girls to leave a "tick" on the face that represent how they felt during the sessions. You can give some time for example at the end of the session, while you leave the space/room, so the feedback stays anonymous.
- You can ask direct questions such as: 1) what did you like the most? 2) What was the least favorite part? 3) What would you like to change next time? 4) Are there any activities that you would like to try to do again?
- If you work with literate girls, you may consider having any box for anonymous feedback (and questions on sensitive topics) that you place in the space/room at the beginning of the session, and collect at the end.

## 4.3 Addressing Girls Dropout from the Group

Enrollment and participation in the sessions should be monitored regularly. In locations where drop out can be an issue, it is recommended to enroll more than 15 girls, with the expectation that some girls may drop out after the first sessions. If enrollment and participation are low:


- Ask girls if there is anything they would like to change to make the sessions more interesting or more accessible.
- Consider changing the time, location or nature of activities.

- Raise more awareness in the community, presenting the intervention to newly arrived community members and focusing on community leaders.
- Engage girls in finding others. They may know better than adults what are the obstacles and barriers that their peers face and can motivate others to attend the sessions.
- Whenever the reason for dropping out is resistance from the husband of a girl who is married or in a union, ask the girl what she thinks we can do to convince the husband to let her attend the sessions. You can consider better explaining the programme and the benefits of it to the husband and especially addressing any concern he may have. The situation should be dealt with sensitivity, to identify possible risks involved, to eventually engage other family members/community members/peers and to adopt any other strategy/measure to try to secure the girl's participation.

## 4.4 Preparing the End of the Intervention

The AG intervention comes to an end after completing the cycle of sessions respectively for adolescent girls, adolescent girls who are married, mothers and female caregivers, fathers and male caregivers and boys. Since it is designed as an emergency intervention, it doesn't include necessarily a perspective for further development. Nevertheless, it is fundamental to plan both for the sustainability of the effort and for adequate close of the programme. Here are some things you can consider:

- Emphasize along the sessions of the Girls' Group that they can plan how to continue working together after the end of the programme. This will prepare them to the idea that the programme will be completed one day and that they can rely on each other to start other initiatives, with energy, motivation and creativity!
- Link the Girls' Group to any possible additional activity/project/initiative that for example expand livelihood or education opportunities for adolescent girls.
- Look for "scholarships" or incentives that can eventually add a sort of "graduation approach" to the AG intervention. This means encouraging role modeling and establishing some sort of reward for behaviors that uphold the values and the perspectives fostered by the interventions. It doesn't matter how big the reward can be: girls will feel motivated, and you can consider also some sort of groupal incentives, meant to encourage joint initiatives.
- Plan for a final celebration, in addition to the mother/daughter activity and/or on the line of that activity. Give girls the opportunity to give back to peers or to the community some of the learning they went through. You can organize a party, an art exhibition, a performance or any peer activity that invites girls to share with other adolescents.
- Create a sense of closure for the Girls' Group through certificate, the cover page of the Atija's Story coloring book or small gifts (if your budget allows).

- 
- Invite girls to establish adolescent girls' committees based on their specific interests. They can use those fora for advocacy, information sharing, practical work, income generation, etc.

# THE ADOLESCENT GIRLS' CURRICULUM OR ATIJA'S CURRICULUM





# 5. The Adolescent Girls' Curriculum – or ATIJA's Curriculum

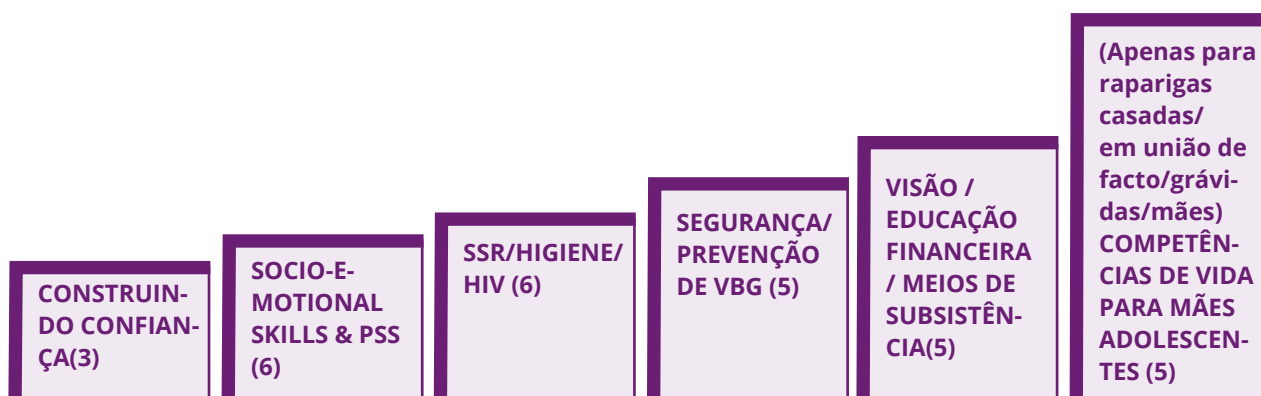
## 5.1 The Curriculum Structure


Atija's Curriculum has five topics:

- Building trust;
- Socio-emotional skills and psychosocial support;
- Sexual and reproductive health, hygiene, sexually transmitted diseases - including HIV;
- Safety and gender-based violence prevention;
- Visioning, financial education and entrepreneurship.

Each topic takes between three and six sessions. Ideally, the toolkit should be implemented in full, but implementers may consider targeted shorter interventions, depending on the specific needs of the girls and the emergency context. The learning sessions are approximately 1.5 hours to 2 hours in length. It is recommended that implementers meet with the girls' group twice a week, in order to complete the main programme in around 4 months. However, the length of the programme depends as well on the needs of the girls and on if they are able to participate in the sessions regularly. Atija's curriculum has been developed with contents targeted at girls who are aged 12-17. However, a "Note for the Facilitator" is available at the beginning of each session, to explain how to adapt the Toolkit to address the needs of younger girls.

Additionally, Atija's Curriculum contains 5 extra sessions for adolescent mothers, adolescent girls who are married or in a union and adolescent girls who are pregnant or have already children. Those sessions are to be delivered with girls who already attended the Girls' Group and are within those categories, at the end of the main Curriculum. The main objective of these extra sessions is to provide these girls with an additional content that is tailored to their specific needs – mostly related to the experience of becoming pregnant, becoming mothers and planning for a family





A tool to recapitulate the main key messages and to help the girls to keep thinking about the topics discussed accompanies the 25 main sessions. This is a coloring book based on the story of Atija, a girl who experience similar conditions as the adolescent girls who attend the Girls' Group. Her story follows the content of the sessions. The coloring book should be distributed to the girls after completing the sessions (1 page at a time) and contains a text in Portuguese to improve the girls' literacy skills, as well as some imagery to color. The implementing partner should ensure availability of enough copies of the coloring book – which is easy printable in black and white – in addition to colored pencils to the girls (a pack can be distributed to each girl at the beginning of the Girl's Group) since they will bring the page of the coloring book back home. Whenever the implementing partner has availability, a plastic container can be purchased as well for each girl, to ensure that they can store the book properly.








Additionally, a deck of illustrated cards has been produced to facilitate understanding of difficult concepts and for greater retention of key messages for low-literate girls.

## 5.2 Features of the Learning Sessions

Sessions contain the following features:

- **Objectives:** At the beginning of the session, there are the main goals to achieve, which you should share with the girls before entering into the specific content.
- **ACTIVITIES:** These are practical exercises, role plays, games, group works, etc. that you should prepare in advance and conduct with the girls to ensure that they make experience and practice some of the contents of the session.
- **MATERIALS NEEDED:** There is a list of materials you will need for each session. You should always have flipchart paper and markers available, but also a scissors, A4 papers or post-it are useful. You should check the material needed in advance, to be fully prepared for each session.
- **KEY MESSAGES:** The main ideas and messages to share along the session are presented at the beginning of the session as well as recalled along the session. You should familiarize with them to ensure that you put emphasis on them while you facilitate the session or when you respond to questions from the girls.
- **NOTE for the FACILITATOR:** This section introduces some recommendations for the facilitator to consider before starting the session, mostly on sensitivity and adaptation

Sessions use the following symbols, to explain some key actions that the facilitator should perform:

	<b>SAY:</b> This is what the facilitator should say out loudly to the girls. Usually, the facilitator is introducing a new topic or idea or providing information. At any time the facilitator can add her own experience or rephrase the content.
	<b>ASK:</b> These are guiding questions the facilitator will ask the girls to help them thinking about the session topic.
	<b>GIRLS' CHAT:</b> This symbol should give the opportunity to have a more informal conversation, to specifically discuss how a certain topic is perceived in the community, and directly through the experience of the girls.
	<b>DO:</b> This symbol flags the need to prepare some material or do some activity in advance. The required action correlates with the section "materials needed" at the beginning of the session.
	<b>KEY MESSAGE:</b> This is something to flag, of specific importance. Key messages are also recapped at the beginning of the session.
	<b>CLOSE THE SESSION:</b> This offers the opportunity to wrap up the session and eventually invite the girls to focus on some specific aspect/task, before the next session.
	<b>ATIJA'S STORY:</b> The prompt refers to the coloring book's specific sheet, which should be distributed to the girls before the end of session. You may want to read the story out loudly once or twice, to also explain some terms in Portuguese the girls may not know. You should invite the girls to read the story several times at home and to color the drawings.

It is worth noting that specific icebreakers and games are not contained in the sessions. It is important, however, to use them freely, whenever the facilitator feels she needs to energize the group. For example, icebreakers and games can be proposed at the beginning of each session to help girls feel comfortable, to enable them to think creatively and to build trust within the group. A list of selected icebreakers and games is contained at the end of the Toolkit – including reference to a more comprehensive resource.

## 5.3. Adolescent Girls' Sessions: Contents

### CONTENT

#### **Building Trust (3 sessions)**

1. Joining a Girls' Group
2. Becoming friends
3. Self awareness, identity and self-esteem

#### **Socio-emotional skills and PSS (6 sessions)**

4. Managing emotions
5. Feeling stressed, angry or sad
6. Listening and expressing feelings
7. Communicating in an assertive way
8. Resolving disagreements
9. Making good decisions

#### **Sexual and reproductive health (6 sessions)**

10. Puberty and menstruation
11. Monitoring our period and keeping our body clean
12. Reproductive organs and sexual health
13. Contraception and family planning
14. Sexually Transmitted Infections
15. HIV/AIDS

#### **Addressing GBV and ensuring safety (5 sessions)**

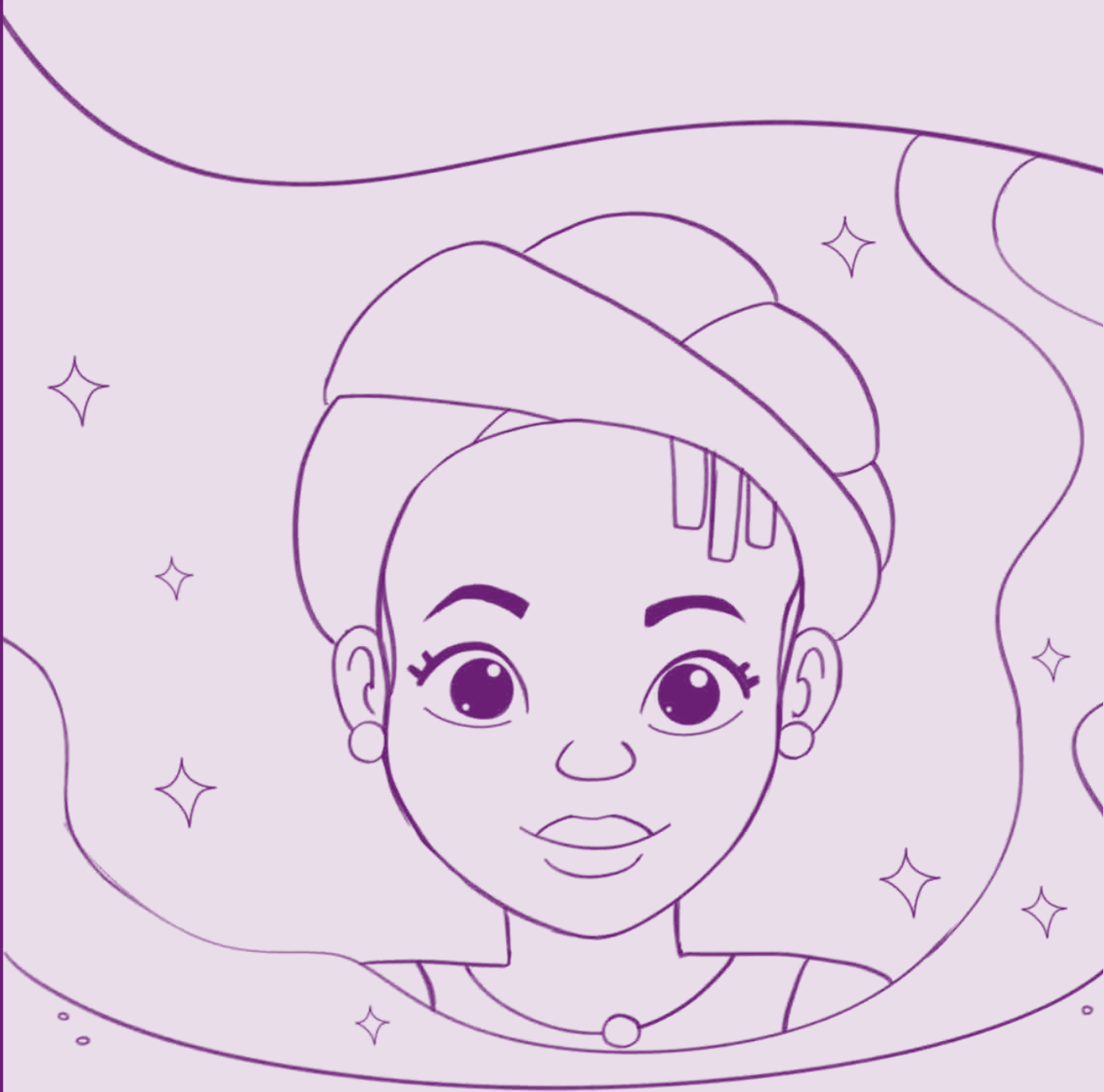
16. Peer pressure, healthy and unhealthy relationships
17. What is gender-based violence
18. Responding to sexual violence
19. Preventing violence and planning for safety
20. Preventing Child Marriage



## **Visioning, Financial Education and Livelihood (5 sessions)**

21. Our future and our Objectives
22. Cost of living and risky income
23. Savings and saving plans
24. Entrepreneurship and livelihood
25. Becoming agent for change

# BUILDING TRUST



# BUILDING TRUST

## 1. Joining a Girls' Group

### Objectives:

- To get to know each other and understand what joining a girls' group is about.
- To establish some ground rules for the sessions.
- To reflect on capacities and strengths

### Activities:

- Names in the Air
- Group agreements
- I am, I have, I can
- Choosing our group name and song

### Materials needed:

- Flipchart paper and markers, A4 papers and colored pencils/pens (if possible).
- One box of colored pencils for each girl.
- Page 1 of coloring book printed for each girl.

### Key Messages:

\*The Girls' group is a special program only for girls.

\*We are going to meet twice a week to discuss about our lives, the things that are important to us and to have fun!

\*All of us have capacities. To improve our capacities, we just have to practice them.

**Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years. The facilitator should consider adapting the exercises for girls with disability.



**SAY:** Welcome to our Girls' group! This is a safe space where we can learn together and have fun. This group is meant to share information and gain new skills that – together with the friends you will make here – will help you to be safe, lead a happier life and overcome some of our problems.

I will be your facilitator! I will be available to give you advice, orientation and information along our meetings. When we will meet, we will play together, talk about things that are important for girls, and learn new competencies. I hope to become your friend very soon and I am very excited to start this process as a group! I was a girl as well and I am familiar with some of the daily struggles you may have. I will share my experience, and I hope that every one of you will be able to engage with each other and with me, and have fun all together.

But let's start to introduce each other!



## ACTIVITY 1 (Game): Names in the Air – approx. 15 min

1. Make a circle; the facilitator walks around the circle. Then she stops close to a girl.
2. That girl goes inside the circle and should write her name in the air with her arm, as if she had an invisible pen. (*Adapt the exercise if you have girls with physical disability, for example having another girl helping with writing in the air*).
3. Participants are invited to guess what her name is! After guessing, if no one was able to say the name correctly, she will tell her name loud.
4. The girl who just wrote her name goes outside the circle, and as the facilitator just did, invites another girl to go inside the circle, taking her place in the circle.
5. The game ends when all girls have been inside the circle to write their names.



**ASK:** Now that we have introduced each other, I want to ask you something:

- Have any of you been part of a girls' group or a girls' committee?
- Are you happy to be part of this group?
- What would you like to learn when we meet?



**SAY:** Every time that we will meet, we will talk about different topics. You can ask questions and participate as much as you want. I believe that some things that we will discuss together will be new for you. Also, you may have different dreams and face different challenges, but we are all girls and we all want to learn and have opportunities in our lives. So we have a common objective! In the group, we are going to know each other well, and learn how to support each other and become good friends. Now let's create some group agreements that we will try to respect every time we meet.



**DO:** Reproduce on a flipchart symbols for group agreements – use **CARD 1: Group Agreements**.

## ACTIVITY 2 (Writing/Thinking): Group Agreements – approx. 15 min.

1. Explain that girls are now going to propose some agreements, which are some suggestions to improve the time together and to ensure respect among each other. Stress that we want to ensure that this is a productive time that girls can enjoy and learn from.

2. Ask the girls: what do you think is needed to ensure that everyone in this group feel free to share own ideas and feelings? (If there are girls with disability, ensure that there is any reference to allowing and facilitating their participation)
3. If the girls do not share immediately their ideas, propose the following:
  - We are going to share our thoughts and feelings.
  - We will try to engage and participate, even if we feel shy at the beginning. (Participation)
  - There is no wrong or silly contribution or question.
  - We are not going to share with others outside the group what we are discussing here. (Confidentiality).
  - We will be respectful of each other. (Respect)
  - We will help each other to feel good here.
  - We will have fun and make new friend
4. Recall to the girls that if they want to talk about any personal experience, they can do it in private with the mentor after the session. (The sessions happen in a safe space to ensure that whatever is mentioned here stay among us, and that girls can express themselves without fearing judgment)(Disclosure clause)
5. Write/draw the agreements on a flip chart in a fun and creative way – using eventually only one word or one symbol, for example “Respect”, “Participation”, “Help”, etc. or “hands shaking”, “thumbs up”, symbol for “silence”, etc.
6. Read all the agreements to the girls, when the list is complete.



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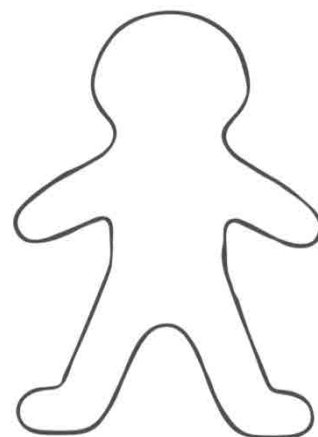
**SAY:** Now that we have decided what is important for our group and how to ensure respect among each other, let's do an activity where we look at what we are good at, what we can do and what we have.



**DO:** Give girls some paper and colored pens or pencils. If not available, work in a group, and not individually, and reproduce the girl's figure on a flipchart. If you can print, have some copies of the girl layout. – **Use CARD 2: Girl's Figure**

### ACTIVITY 3 (Drawing): I am, I have, I can - approx. 30 min.

1. Ask the girls to draw a human figure, such as the one in the example. Explain that that figure present each of them.
2. Explain that they can write or draw:
  - Inside the person: anything that represent them – for example a facial expression to show how they feel, clothes they prefer, a hair style they like, etc.
  - Below the person: any person that they can trust – their closest friends, family, etc.
  - Above the person: all the things they are able to do, both right now or that they feel they will do. These things are our potential, talents, skills and qualities, and also our hopes for the future!
3. Give the girls 15 minutes or enough time to complete their figure. Then have the girls share what they wrote or drew with the whole group, and put their figures up on a big flipchart
4. Conclude the activity.



**SAY:** These are all the strengths in our group, the people who can find support with, the things we like and the hopes we have for the future. Look carefully at the drawing of each other girl. These are the strengths of our whole group, and this activity has helped us to create a safe space for our capacities, ideas and creativity!



**KEY MESSAGE:** Stress the point that strengths are just like muscles. We need to exercise them to make them strong. As we work together in the group, let's focus on recognizing our strengths and exercising them to make them stronger.



**ASK:**

- How do you feel being in the group after the exercise?
- Do you have any comment or question



**SAY:** The girls' group is a special place, where we are going to enjoy our time together, talk about our lives, have ideas for the future and build friendship. Every time we meet, we will repeat some activities and we will do new ones. Now and before concluding this first session, let's choose a name for the group and our favorite song!

### ACTIVITY 4 (Singing): Our Group Name and Favorite Song - approx.15 min.

1. Tell girls that you will start and finish every group session with a short song/team slogan/dance!
2. Ask the girls to first choose a name for their group and then include the name in the song or team slogan or dance.
3. Help the girls to choose their song/ban/dance. Specify that all ideas are welcome, that they should choose a song that is culturally significant for them all, regardless of their ethnic group or religious belonging and then the song should be just fun and entertaining.
4. Once they have the name and song, make them sing and enjoy. Thank and congratulate the girls for the nice song they have come up with!



**SAY:** Now that we have our group name and song, there is one last thing I wish to do. I want to tell you a story, the story of Atija. We will read the story of Atija together, every day, before going home, and you will have time to practice reading at home and making a beautiful booklet to take care of Atija. Her story is our story that begins!



**DO:** Give a box of colored pencils to each girl. Explain that they will have to take care of their pencils at home, to be able to use them after each session of the girls group.



**ATIJA'S STORY:** Distribute the page 1 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home

*This is the story of a fifteen-year-old girl, called Atija.*

*Atija had recently moved from her home to a new location. Atija heard that in the new place there was a group of girls, who would meet each week, to talk and learn new things.*

*"What kind of things could this group be meeting to talk about?" she asked to her younger sister Raima.*

*Atija wanted to join the group, but she was a bit shy. Her neighbor listened to her and intervened: "You should absolutely come Atija, the group is great and you will enjoy it!"*



**CLOSE THE SESSION:** Thank you for coming today! I am very glad that you will be part of the Girls (Name)'s group. Before we meet again (say when), think of any other questions you might have or suggestion for the group, and we will discuss them during the next session.

# BUILDING TRUST

## 2. Becoming friends

### Objectives:

- To help building trust among girls.
- To feel more comfortable one another.

### Activities:

- Speaking without words
- What is my mood?
- Building trust
- My friend

### Materials needed:

- Some clothing (blind-fold), paper and colored pens/pencils.
- Page 2 of coloring book printed for each girl.

### Key Messages:

\*Understanding the way people communicate without words may help us understand when it is a good moment to approach them.

\*Trusting someone may take time but it is very important to becoming friends.

\*We all can find people who can support us and that we can trust.

*Note for the facilitator: This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*



**SAY:** When we get in a new group, we may feel shy, and we may need time to get used to it. I don't know if that helps, but if you feel this way, please know that you are not the only one! We will manage to get to know each other and feel more comfortable in this space.



**ASK:** Do you know that we can communicate with each other even without using words? How do we do it? (Let the girls come up with some responses: e.g. smiling, talking, laughing, waving, and talking with hands, singing or writing). Let's try!

### ACTIVITY 1 (Game): Speaking without words - approx. 15 min

1. Ask the girls to stand up and move freely in the room/space.
2. Explain that for this exercise they have to make a line from the shortest girl to the tallest girl. They will have to do this without using words. They can use other ways to communicate: eye contact, hands movements, etc. (Adapt for girls with physical disability, ensuring that they can participate and some other girl help them to move around)
3. From the moment you say: "start", they will remain silent and start the game.
4. When the line is built, ask them to observe it, and praise them for having managed to create a perfect line!

**ASK:**

- Was it difficult to build the line without talking?
- What did this activity make you realize?



**SAY:** Let's try to keep communicating silently with another exercise.



**DO:** Prepare the **CARD 3** and **CARD 4: Emotions** – to show at the end of the game.

## ACTIVITY 2 (Exercise): What is my mood? – Approx. 15 min

1. Explain that we are going to do an activity where I will shout the name of different feelings and the girls will try to show these feelings, again without talking, only with facial expression or movements.
2. Shout, in order:
  - Happy
  - Sleepy
  - Angry
  - Excited
  - Surprised
  - Annoyed
  - Curious
  - Distracted
3. Let the girls have fun with the exercise, noticing funny faces, while they keep silent.
4. At the end, show the cards with emotions to the girls, to see if they recognize them.

**ASK:**

- Was it easy to understand the different feelings the group was expressing only by looking at their face and body expressions?



**KEY MESSAGES:** Sometimes not many words are needed to understand each other. We can communicate without words, and this type of communication is important.

For example, if you see your sister is tired, it might not be a good time to ask them to help you with something. Or if you see your brother is angry, wait a moment to go and joke with him. If



you see that a friend is not well, maybe something happened to her, wait for an opportunity to talk to her. Understanding how your family and friends communicate without words can help you to understand when it is a good time to approach them.



**SAY:** We will now play another game, which is built on trust. In this game, one person is blindfolded and she will need to trust her guide to get to the other side of the space.

### ACTIVITY 3 (Game): Building Trust – approx. 15 min.

1. Ask the girls: who wants to be a volunteer for the game? Pick one volunteer to be the guide and one volunteer to be the blindfolded.
2. Chose a starting point in the room/space and an ending point.
3. Place all the other girls as obstacles in the room. They should remain still.
4. On opposite ends of the room, the guide will try and direct the blindfolded girls from one side of the room to the other (giving instructions verbally).
5. Do this activity 3-4 times with different girls volunteers.



#### ASK:

- (To the blindfolded girl): How did you feel about having to trust someone to guide you across the room?
- (To the guide): How did you feel about being responsible for your friend getting from one side of the room to the other?



#### GIRLS' CHAT:

- Is that easy to trust other people?
- How do you know which people you can trust?
- Do you have any best friend that you feel you can trust unconditionally?



**SAY:** Trust and friendship go together. Let's talk a little bit more about friendship and the things we like about our friends, before the end of today's session. How do we choose our friends? Have you ever thought that sometimes our friends do not have other options that to rely on us, and that we need to help them? Let's look at the things we look for in a friend that you can trust and how you can be a good friend for this person.



**DO:** Give each girl a piece of paper and some colored pens/pencils

### ACTIVITY 4 (Drawing): My friends - approx. 30 min.

1. Ask each girl to draw a picture of herself with her best friend.
2. Ask the girls: Think about why you like this person? How that person treats you? What do you do together?
3. Have the girls presenting their drawings and explaining who the person is, where do they meet and what activities they do together.
4. Look for common, good qualities of friends. Draw the girls attention on things that are important to becoming good friends, such as trusting fully the person, sharing nice time together, having some little secrets, not hurting each other feelings, helping each others in case of need, etc.



**KEY MESSAGE:** Recall that finding a trusted person is very important for all people, especially in a new environment. All of us can find people who can support us and whom we can trust.



**SAY:** This week, if possible, think about the people you have around and close to you. See if you can understand their feelings without them telling you, as we did in the exercise. Think as well about people in your life who you trust: who they are and how do they treat you?



**ATIJA'S STORY:** Distribute the page 2 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Motivated by her neighbor, Atija finally decided to join the girls' group.*

*"Wow, these girls are really the same like me!" she thought. "Some, however, look like happy, others look like angry".*

*"I will be happy to share a bit more about me, and the things that make me feel sad sometimes..." she told her sister Raima. "...But I still don't know who I can trust!"*



**CLOSE THE SESSION:** Thank you for your engagement with today session! I hope you enjoyed the games and exercises we did today. Working together, whether in these activities of in our daily life, involve talking without words, and we discovered how powerful it is! This week, think of how you communicate with people you love, and who your loved and trusted persons are.

## BUILDING TRUST

### 3. Self-awareness and self-esteem, identity and rights

#### Objectives:

- Learn about the importance of self-awareness
- Increasing one and others' self-esteem
- Understand the rights that protect girls

#### Activities:

- My qualities
- I feel proud
- Filling others' basket
- What are our rights?

#### Materials needed:

- Page 3 of coloring book printed for each girl

#### Key Messages:


\*Self-esteem starts with knowing who we are, where we are from, what are our strengths and our support network.


\*As we grow, we become more confident of ourselves.

\*When people treat us badly, our self-esteem goes down, but we can still raise it up.


\*Girls and boys have rights. Rights are those things every child should be able to have or do.

***Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years*

 **SAY:** Every person in the world is different from each other. Also in this group, we are all different!

 **ASK:**

- What in your opinion makes every one of us special?
- What is special about girls in...(Add: Cabo Delgado or Nampula or Mozambique)?

 **SAY:** (After having acknowledged the responses of the girls): Mozambican girls are generous, intelligent and hard-workers. They are brave and resilient in many situations.

**ASK:**

- Have you ever heard about the word “identity”?
- What do you think it means?



**SAY:** Every one of us is a person with different characteristics, capacities and skills. We belong to certain groups: we are members of a family, we are members of a community. We belong to a culture, for example we speak a certain language, we have an ethnic group, and we have a religion (or not depending on the group). We are born in a nation, which is Mozambique. At a more personal level, there are things that we like and things that we do not like, things that we can do and things that we cannot do. All these elements determine who we are.

**ACTIVITY 1 (Peer conversation): My qualities – approx. 20 min**

1. Pair girls up, trying to put together girls that do not know each other, whenever possible.
2. Explain that each girl will have to describe herself to her friend, sharing for example about:
  - What are my qualities and capacities (the things that I do well);
  - What I like to do in my free time;
  - What is my origin: where I was born; who are the members of my family.
  - What are the things I am proud about.

3. Give an example of what each girl can say:

“My name is Laurinda, I am fifteen. I am a girl and I live in (name of the place) Center. I have two brothers and 1 sister. I come from (name of the community of origin). I like going to school, drawing and playing football. I am very good at teaching new things to my younger brothers and sisters.”

4. Provide further explanations if need be and check out on girls to ensure they start the exercise. Listen to what they are mentioning and help them coming up with new things to avoid they all repeat the same. Put emphasis on male dominated activities, such as playing football, becoming a mechanic, if any.
5. At the end, ask if some pairs of girls want to share with the broader group.



**SAY:** Our identity is something that describes who we are. We can describe ourselves according to our sex, age, family name, nationality, position in the family, religion, etc. These are components of identity that generally do not change. There are other characteristics and attributes of our identity that change, instead.



**ASK:**

- Can you think of other elements of your identity that can change? (For example: place where you live; if with time you will choose to get married; if you will have children or not; things that you enjoy doing; profession; level of education; behavior with other people)



**SAY:** Our identity depends on things that we share with other people and characteristics that make us special. We have to know our values, what is important to us, the things that make us unique. At the same time, we have to recognize that there are things we cannot change; and find out and improve the things that we can change! For example, there are social practices, such as marrying girls early or banning girls from studying that can be prevented and modified, with time, courage and efforts. And this starts with our conviction that we have rights and we deserve to fulfill them.

Let's now do another exercise to realize our potential!

## ACTIVITY 2 (Stand up): I feel proud – approx. 30 min

1. Explain that we are going to do a Stand Up exercise. I will read some sentences and those of you who agree with the sentence, will have to stand up. (Modify the exercise if you have girls with limited mobility, for example with thumb up/down)
2. Say that they should try to be transparent and decide if they stand up or not in accordance with how they feel: there is not a right or wrong answer.
3. Read the following statements, one by one, giving enough time to the girls to stand up after they hear the sentence:
  - I feel good.
  - I am intelligent.
  - I am generous towards my family.
  - I am proud of who I am.
  - I take care of my friends.
  - I respect my family and my community.

- I have talents and competences.
  - I am a happy and proud person.
  - I believe in myself
  - I trust I can change the things that I do not like and improve in my life, if I make some efforts..
4. Take time to acknowledge the general feelings, without focusing too much on individual girls' reactions.
  5. Congratulate the girls for their positive attitudes and feelings!
- 



#### GIRLS CHAT:

- How did you feel when you stand up in front of the others? Were you nervous? Were you excited?
- How did you feel when other girls stood up together with you?
- Which sentences were more important for you?
- If you didn't agree with some sentence, would you like to share why?



**SAY:** When we believe in ourselves, this means that we have “self-esteem”. Self-esteem starts with knowing who we are, where are we coming from, what are our strengths and our support network. Self-esteem means that we believe we have value and we are proud of who we are. We are also proud of how we treat other people around us. This means that we deserve good things!

Let's think of it in this way – we are all born with an empty corn basket. As we grow, we become more confident of ourselves. Some people say that we are generous and value us. When someone says good things, it is like if they give us corn to put in the basket – fill us in! The more pride we feel, the more we feel filled, as if our basket was full of corn. When others make us feel bad, they scream at us and they despise us, it is like if they are taking the corn out of us, and they empty our basket. When people despise us, or negative things happen, our basket can be empty and sometimes we may feel empty as well. Our self-esteem goes down when people are not generous. But you can always refill your basket and other people's baskets by valuing yourself and the others. – **Use CARD 5: The Corn Basket.**

Let's see how this works in practical terms, through another activity!



### ACTIVITY 3 (Role-play): Filling others' basket – approx. 30 min.

1. Tell girls that they have the opportunity to be actresses for one day!
  2. Divide girls in two groups:
    - GROUP 1 will role-play a situation in which a girl is supporting her girlfriend, saying nice things, valuing her characteristics, so that she feel good and proud, and it is as if her basket is full of corn.

(For example, they can role-play a story where one girl helps another with her homework, and the other girl is telling her that she was great, amazing, very generous).
    - GROUP 2 will roll-play a situation in which a girl is taking corn out of her friend's basket, speaking badly about her or putting her down.

(For example, they can role-play a situation in which a girl makes fun of another girl, and how this girl feels bad).
  3. Ensure that girls have understood what they have to do, check out how the groups are building their story, provide support and double-check all girls have space and are comfortable to express their feelings and ideas.
  4. Have the two groups role-playing the situations in plenary.
- 



#### ASK:

- How do you think that someone feels when her basket is empty?
- How can we fill the basket of our girlfriend, so that her basket is full of corn at all time?



**KEY MESSAGE:** When people treat us badly, our self-esteem goes down, but we can still raise it up. As we grow, we become more confident of ourselves. Resilience, or our capacity to cope with challenges, judgment and external pressure, can be built progressively. To do so, we should respect our ideas, choices and personal characteristics and love and nurture them. We can build our resilience also thinking positively, recognizing that we are good to do many things and not being too thought with ourselves if we feel we are not good to do other things.



**SAY:** Now I want to tell you a story.

*Albertina is a 12-year-old girl. One day she gets home from school, she changes out her uniform and goes to meet her friends and play sports, as she usually does. As she is leaving the house, her mother stops her and tells she cannot go. In fact, she cannot go anymore! Her mother tells her she is getting too old to play sport and a girl her age should be staying at home, not playing sports. Albertina is really upset; she doesn't understand why she can't play sports. Her older brother is always playing football, so why it is different for her?*



**ASK:**

- What happened in the story?
- Do you think Albertina should be allowed to play sports if she wants to? (Albertina should be allowed to play sports; it is her right to play games and be active.)



**SAY:** "Rights" are things that every child should have or be able to do. Girls and boys have the same rights. There is a universal agreement, called the UN Convention on the Rights of the Child that lists these rights.



**ASK:**

- Have you have heard about the rights of the child?
- What did you learn?



**SAY:** Let's work in groups to think about the different rights that girls have.

### **ACTIVITY 4 (Competition): What are our rights? – Approx. 15 min**

1. Split participants into 4 groups and give them numbers: group 1, group 2, etc.
2. Ask the groups to think about rights that girls have (food, clothing, education, shelter, play and rest, have friends, freedom, opinion, etc.).
3. After 5 minutes, you will ask in order to group 1, group then 2 etc. for one right each. The winner of the game is the group that is able to mention rights the longest!



**SAY:** (List the ones they didn't mention from the list above). Some other rights are:

- Adults should do what is best for girls. If adults make decisions, they have to think how their decisions will affect girls;

- Girls have the right to give their opinion, and for adults to take it seriously;
- Girls have the right to be protected from being hurt and mistreated in body or mind;
- No one is allowed to punish girls in a cruel or harmful way.
- Girls should be free from sexual abuse and exploitation and have the right to be helped if they have been hurt, neglected or badly treated.



**ASK:**

There are many more rights that girls have, but do you know why it is important to know them? (If we don't know our rights, we are less able to make use of them).



**SAY:** If you want more information on your rights, you can ask your teachers or a social worker. It is important to know that girls have the same rights and the law is responsible for protecting these rights.



**ATIJA'S STORY:** Distribute the page 3 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was meeting new people in the place where she was living.*

*She was getting used to the new environment!*

*One day she went on a walk and reached the coast. With the feet in the blue water, Atija saw her image reflected. She saw a strong girl, with colorful cloths and a big smile!*

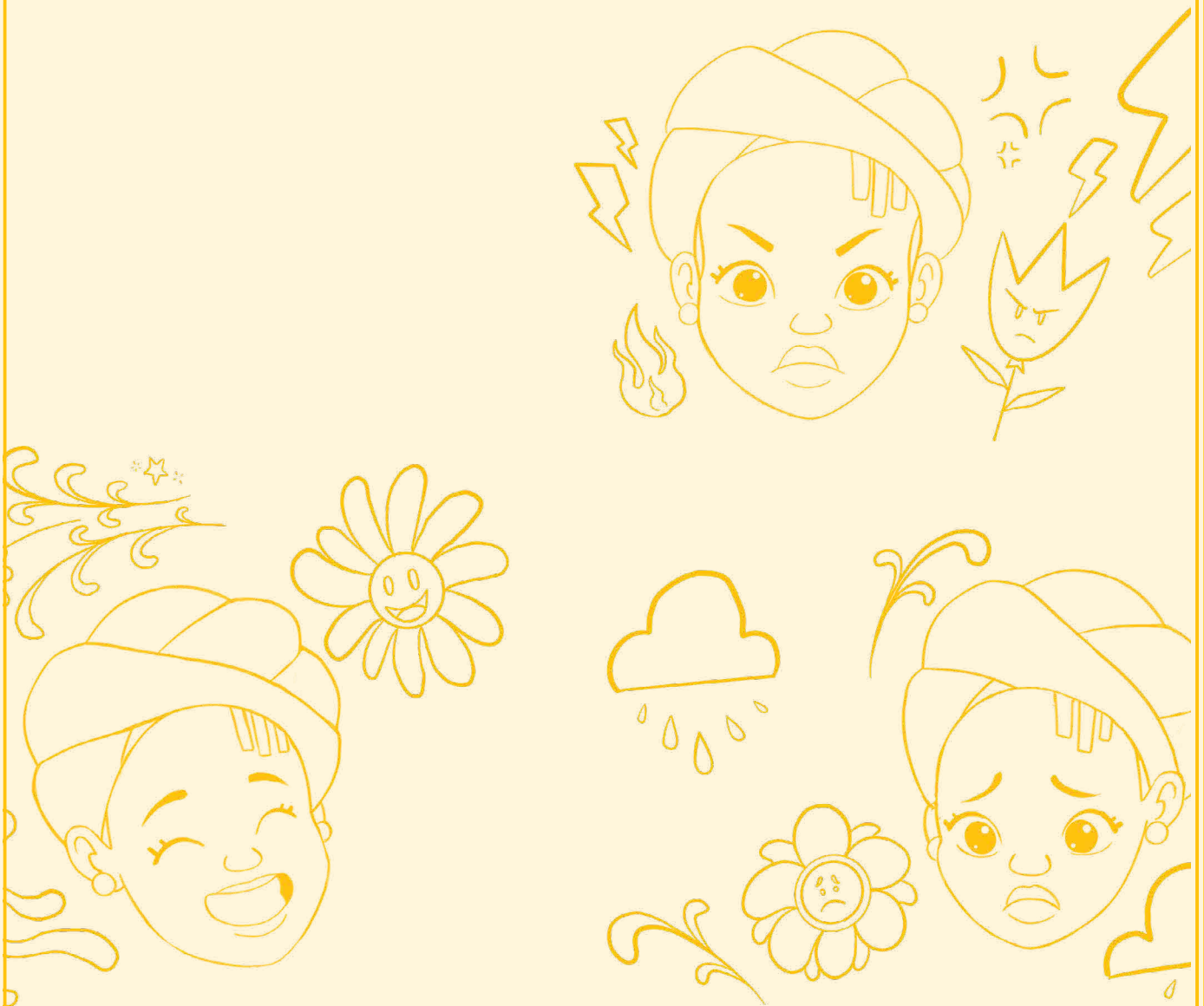
*She felt confident and realized that even if she was far from her home, her family was there for her, she had new friends and didn't lose the most important, her smile!*

*The sun was shining, and the day was bright!*



**CLOSE THE SESSION:** Well done girls, today we learnt a lot about ourselves, and how to raise our self-esteem! Let's remember our identity, the things that are important to us, when life is difficult, and it will be easier to find back some strength. This week, try to think of practical things you can do to support your girlfriends, to raise their self-esteem and simply to make them feel good!

# SOCIO-EMOTIONAL SKILLS & PSS



# SOCIO-EMOTIONAL SKILLS & PSS

## 4. Managing Emotions

### Objectives:

- Understand how to identify and manage strong emotions
- Recognize the importance of expressing feelings

### Activities:

- Difficult feelings
- The emotions' thermometer
- Our happiness' song

### Materials needed:

- Flipchart and marker, coloured post-in
- Page 4 of coloring book printed for each girl


### Key Messages:


\*Emotions are what we feel – our feelings. Having different emotions is normal.

\*Understanding our emotions and expressing them in a healthy way is very important.


\* We can learn how to deal with our emotions, including controlling them or transforming the negative ones into more positive feelings.


***Note for the facilitator:** Younger girls may need some help through additional examples to be able to understand some content. They may also need additional time to answer the questions. Not all girls can feel comfortable sharing their feelings and emotions with all other girls. But in general the activities are simple and all girls can participate.*

 **SAY:** Today we are going to talk about emotions! Emotions are feelings – the ways in which we feel.

 **ASK:**

- Can anyone give me an example of an emotion? – If they are struggling, ask them how do they feel today, or how do they feel when they eat their favorite food.

 **DO:** Write down on a flipchart the emotions that are mentioned, drawing happy face, sad face, curious face, tired face, etc. Take some time to see if all of them recognize the emotions that you draw. – **Use CARD 3 and CARD 4: Emotions.**

 **SAY:** Everyone experience different feelings everyday. Sometimes we feel happy and sometimes we feel sad. We can feel annoyed with a friend, angry with a family member, excited for

something that is happening, tired because of too much work. Let's explore a bit more some situations that generate different emotions.

### ACTIVITY 1 (role play): Difficult feelings – approx. 20 min.

1. Divide the girls into four groups.
2. Go one by one to each group, and assign each group one of the stories below, asking the girls to role-play the situation:
  - **Group 1:** Fatima loves to go to school and is one of the best students. One day Fatima's parents ask her for some time to talk. They tell her that she must stop going to school, because they need more help at home with domestic chores. Fatima was very angry!
  - **Group 2:** Elisa was spending time with her friends. They were laughing and joking in the patio of Elisa's house. One of her friends, took the dinner that Elisa had prepared for her family and ate it all, without asking Elisa. Elisa was very annoyed and upset that her friend had not asked if it was ok.
  - **Group 3:** Anita was walking home from school with her girlfriends, when she saw a dog. Anita was very scared of dogs and the dog was growling at her. But she felt she wanted to overcome her fear, and walked straight and passed the dog. She felt very proud of herself!
  - **Group 4:** Julieta was really upset. She wasn't selected to be on the community dance group this year! She really wanted to sing, all her friends were singing and she had prepared a lot to be selected.
3. Give some time to each group to role-play the scenario, and then have the groups acting out one by one, for the other girls.

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#### ASK:



- Was it normal for each of the girls to feel the way they did? (Yes)
- Should they have expressed their feelings? (Yes, expressing feelings is absolutely normal, when done in a healthy way, that does not harm others)
- What happens when someone expresses uncomfortable feelings against other persons? (Screaming, beating, hurting someone, being mean to others, ignoring people, etc.)

- What happens instead to girls who do not express their feelings? (Feelings transform into frustration, anger and sadness, so emotions worsen).



**SAY:** When girls do not express their feelings, they keep all emotions inside and their heart is overwhelmed with these emotions. They become sad, more anxious, and more nervous. Not expressing these feelings does not make the feelings go away. Girls have the right to express their feelings. Even if within our communities is not acceptable for a girl to challenge/contradict her parents or the decisions that are taken into the family, any person has the right to express her/his position and say what she/he want and feel.



### **GIRLS CHAT:**

- Do you feel comfortable telling your parents or your teacher how you feel, when you have some emotions or something happens to you? Why yes or why not?
- What type of feelings and thoughts do you usually share with your friends? (For example, "I am happy for the visit of my aunt!", or "I feel sad because I have to work too much at home").



**SAY:** A first step to feel comfortable with expressing feelings is to recognize them. But sometimes it may be hard to understand our emotions, especially when we have different ones at the same time. The next activity will help us think of ways to make our emotions easier to understand.



**DO:** Show or draw on a flipchart a thermometer like the one in the picture below. **Use CARD 6: Emotions' Thermometer.**

## **Activity 2 (Choice exercise): The emotions' thermometer – approx. 20 min**

1. Explain that emotions are like the weather, when we are angry we get very hot and when we are happy we feel cool and at ease.
2. Give some "post-it" to the girls and ask them to place the post it close to the face on the thermometer that best elicit the feeling for each of the specific situations they will listen to:



### 3. Read loudly:

- Your sibling smack you;
- A stranger in the street insistently calls you and harasses you;
- Your teacher says that you did really well at your homework;
- You want to join your girls' group but your parents won't let you go;
- You just ate your favorite meal!
- Someone ruined your favorite dress.



- 
4. After the girls put the post-it on the thermometer, acknowledge if there are any differences in their choices. Invite them to share any thoughts they may have about emotions.



**SAY:** As when we have fever, we may notice some changes in our body when we are angry, we feel sad or experience other uncomfortable feelings. For example, our heart might start to beat faster, our face might warm, our muscles might tighten, and we can have difficulty breathing or even feel shaky.

When we have these reactions, it may be difficult to make decisions, and we may need to help our body to calm down before making any decision. Here are some ideas of things we can do:

- Count to ten, before you react to a situation.
- Walk away from a discussion or argument to calm down, and come back to it only when you had enough time to think about it.
- Sing a song that you like.
- Share feeling with someone we trust, as to decompress a bit.
- Do some sport or physical activity, like jumping, running, dancing
- Think of a time when you were happy and relaxed and focus on that feeling.



**SAY:** Let's try to put into practice the suggestion of singing a song that makes us feel happy. Let's create a happiness song!

### ACTIVITY 3 (Song): Our happiness' song – approx. 15 min.

1. Brainstorm in the group on how to create the happiness' song. If they cannot come up with ideas easily, ask them to think of what makes them feel happy. Ask what they usually do when they feel sad and in order to feel better. Ask them to create some movements that are just fun and energetic. Ask them to add some simple sentences about what happiness is, and any rhythm they can create or eventually that they know.

An example that you can consider is a small animation motive that say:

"If you are happy and you know it clap your hands (or tap your feet, or shake your head, etc.)...If you are happy and you know it make clap you hands...If you are happy and you know and you really want to show it, if you are happy and you know it clap your hands". (To be repeated with different actions).

2. Have the girls singing the happiness song and tell them they can use it now, for whenever they feel sad!
3. Congrats the girls for creating the happiness song.



**KEY MESSAGE:** Understanding our emotions and expressing them in a healthy way is very important. We can learn how to deal with our emotions, including controlling them or transforming the negative ones into more positive feelings.



**ATIJA'S STORY:** Distribute the page 4 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija noticed that she was feeling many different emotions sometimes.*

*Last week she was very happy because her mum cooked her favorite dish. But her brother made a joke and she suddenly got angry.*

*"Atija, it is not ok to behave in a way that shows anger!" her mum exclaimed!*

*But Atija didn't know how to deal with that, because her feelings were still there!*



**CLOSE THE SESSION:** Girls, today we learnt that anger, sadness, surprise, fear, happiness and excitement are only but a few emotions we can feel. And that it is important not to keep all our feeling inside our heart. From now on, when we feel sad, we can sing our happiness' song and possibly feel better!

## SOCIO-EMOTIONAL SKILLS & PSS

### 5. Feeling stressed, angry or sad

#### Objectives:

- Describe what stress is and how to manage it.
- Practice relaxation.
- Understand how to manage anger.

#### Activities:

- Reactions to stress
- Practicing relaxation
- I just want to scream

#### Materials needed:

- Flipchart and markers, white A4 papers or other papers, tape if available.
- Page 5 of coloring book printed for each girl

#### Key Messages:

\*When we are stressed, we feel tension and pressure, usually because of a challenge that we face.

\* Relaxation technique may help reducing stress.

\*Anger is a normal, healthy emotion. When we are not able to express it properly, it may lead to more problems.

**Note for the facilitator:** For this session, the facilitator should consider the level of trauma the girls may have. Talking about stress, anger or sadness can be intense for all of them. Depending on the specific situations that you may understand girls went through, you may consider softening some discussion or modifying slightly some exercises (for example for the relaxation technique, don't ask the girls to close their eyes, to avoid recalling bad experiences, etc.). The younger girls may need some additional example or time to identify some feelings, because of a more limited experience in comparison to the oldest girls. Apply these recommendations for all activities related to emotions.



**SAY:** Today I want to tell you the story of a girl, called Sunate.

*Sunate has been under a lot of pressure recently. She moved to a new place and started a new school. She has much work to do at home to help her family: in her new place, she has to take care of her younger brothers, since her parents do not have the extended family close to them anymore. Sunate is slowly integrating in the new school, but her girlfriends speak a different local language, that she only partially understands. This makes her feel isolated, and sometimes sad. The pressure from school and the fatigue for the work at home are making Sunate feel worried and sometimes she gets headaches or feels her shoulders are heavy.*



**ASK:**

- What is Sunate experiencing? (Stress)
- Do you happen to feel stress, and if yes, in which circumstances?



**SAY:** Stress is a natural response of the body due to a change. Sometimes, when people experience change or difficult circumstances, their body can react in a physical, mental or

emotional way. Normally they feel tense, anxious or under pressure. When they are under stress, they may experience different feelings, thoughts, behaviors and physical symptoms. Let's look at them carefully!



**DO:** Draw the image of a girl who represents Sunate on a flipchart. The drawing should be big enough, so that all girls can see it and work on it. – Use **CARD 7: Signs of stress**

**Activity 1 (Group exercise and discussion): Reactions to stress – approx. 30 min.**

1. Explain to the girls that the girl on the flipchart represents Sunate.
2. Ask the girls to identify all places on the body of Sunate where she may feel tension or heaviness due to the stress that is facing. (Head, stomach, shoulders, muscles, etc.)
3. Ask the girls to now list some signs of stress that Sunate may manifest:

Symptoms of Stress	
Being unable to focus on tasks Feeling moody or sad Anger, shouting at friends/family Difficulty speaking	Crying Stomach aches Headache Difficulty breathing Muscles pain

4. Invite the girls to give some tips to Sunate on how to manage the stress that she is feeling. Give one or two examples from the table below, and wait to see if the girls come up with more ideas. Consider the techniques below, and when the girls mention something similar to those, try to explain each technique:

Stress Management Techniques	
Take a deep breath	Stress can make us breathe lightly, and this can cause more stress! Try to take a minute to slow down and breathe deeply.
Talk about it	Keeping feelings inside can make you even more stressed. Sharing your feelings with someone you trust can help you see your problem in a new way.
Take a minute break	Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all details of that place, such as nice sounds and smells.
Get physical	Remove the pressure through exercise or physical activity. This can be playing a game with friends, practicing sports or just go for a walk and maybe sing!
Laugh	It is important to be able to laugh. Share jokes or funny stories with your friends make you feel good.



### GIRLS CHAT:

- Which technique to manage stress did you like the most?
- What do you do when you feel stressed, sad or angry?



**SAY:** Now we are going to practice a relaxation technique that I hope you will find useful, for when you have difficult feelings.

## Activity 2 (Exercise): Relaxation<sup>8</sup> – approx. 15 min

1. Ask the girls to stand in a circle. Tell them you are going to do some breathing and relaxation exercise with them, that can help relieve some stress.
2. Say:

Let's relax right now. Feel free to close your eyes, if you want. Let your body relax a bit. Reach up, high above your head, stretching your arms... stretching your body very tall. Now let your arms relax. Place them at your side, loosely. Do the same thing again, but this time, breathe in as you reach up. Stretch...and now breathe out as you relax and place your arms rest at your sides. See how your breathing can relax you by taking slow, deep breaths. Breathe in... hold your breath...and now out, slowly. Breathe in...and out. (Repeat the above a couple of times).

Now place one hand on your chest and one hand on your stomach. Feel both of your hands moving up and out as you breathe in and down as you breathe out. Feel your hands moving with your chest and stomach, gently moving in and out with each breath. Now rest your hands and your sides as you notice the ways you can breathe. (Repeat the above a couple of times)


Imagine that there is a candle in front of you. You can even hold up one finger in front of your mouth and pretend it is a candle. As you breathe out, blow the air out through your mouth very slowly. Feel the air on your finger. Imagine that you are blowing enough air to make the flame of the candle flicker, but not enough to blow it out. You will need to blow very softly. When you breathe in, imagine that the flame of the candle flickers and leans toward you. As you breathe out, the flame flickers and leans away. Imagine the flame of the candle moving in and out with each breath you take (Repeat the above a couple of times).




### ASK:


- How do you feel now?
- Do you think the breathing technique can be useful to you in your daily activities?

<sup>8</sup> This relation technique is taken from Inner Health Studio: <http://www.innerhealthstudio.com/breathing-relaxation-for-children.html>




**SAY:** Sometimes stress can manifest through anger, when we are so tense that we would to scream or punch. Anger is a human emotion that ranges from mild irritation to intense rage. You will be surprised to hear that also anger is a natural, adaptive response to a situation that threatens us. The body reacts with an aggressive, powerful behavior as a way to defend us when we feel attacked. A certain amount of anger, for example, can be necessary for survival. But in most of the cases, anger should be controlled, because we cannot express anger against people or the environment.

- 
- ASK:**
- What are some inappropriate expressions of anger, sadness and frustration? (Yelling, hitting, humiliating, damaging properties or throwing things, etc.)
  - What are some ways to manage anger?




**SAY:** Sometimes, people who are angry or upset may do or say things that are not kind or that they do not really believe. People might also keep the feeling to themselves, and start ignoring the person that upset them. This could be as well very problematic.


It takes a lot of practice to learn how to manage and express this feeling. Some ideas from where to start are the following:



**DO:** Write or draw symbols for each technique, on a flipchart, eventually illustrating some examples. (e.g. you can express anger in a non-aggressive way smashing the floor or punching a pillow. You can think of something that makes you happy to focus on something positive. You can count to 10 to calm down inside, or sing a song that calms you down, etc.) – **Use CARD 8: Techniques to Manage Stress.**

Expressing angry feelings in a non-aggressive way
Focus on something positive
Calm down inside
Convert your anger in some constructive behavior

- 
- GIRLS CHAT:**
- Which technique to manage anger did you like the most?
  - What do you do when you are very angry or upset?



**SAY:** Let's now build a tool that can help us manage anger!

### Activity 3 (Craft): I just want to scream – approx.15 min

1. Give the girls a piece of paper, cartoon or any other material that is available and can stay, and ask them to roll it in a tube. Help them to join the two pieces and close the tube with some tape.
2. Ask the girls to scream in it, and notice how the sound will come out strong.
3. Now ask the girls to start filling the tube from one side with some tissue, paper or any other material and ask them to scream in it. Notice how the sound will start to fade away.
4. Now ask them to decorate and personalize it as much as they want. They will be able to bring the tube back home and use it whenever they feel angry and want to scream inside it!



**KEY MESSAGE:** Anger is a normal, healthy emotion. When we are not able to express it properly, it may lead to more problems. People can be angry at a person, or because of something that happened. Girls may feel angry when they remember certain things that have happened in their lives.



**ATIJA'S STORY:** Distribute the page 5 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Since moving to the new location, Atija has been quite stressed. She was not used to walk long distances to get to the school! Her teacher seems nice, but that walking really kills her!*

*"How can you keep up with everything?" – she asked to her classmate Madraa. "When I am back home, I have to help my family. I have to catch up with the lessons I missed. And also take care of my brothers and sisters!"*

*"I know," responded her friend. "Sometimes I also feel worried, have headaches and my stomach hurts! But if I try to take some time for myself, I soon feel better!"*



**CLOSE THE SESSION:** Girls, we learnt very important things today: how to manage our emotions, and in particular what to do when we feel stressed and angry. We practice a bit of relaxation and you built your personal tube for whenever you are angry or feel you want to scream and voice things out. This week, try to take some time for yourself, to practice relaxation, to express your feelings. We will discuss more in the coming sessions about expression our emotions, and you will tell me if you found all this helpful.



## SOCIO-EMOTIONAL SKILLS & PSS

### 6. Listening and expressing feelings, finding support when we need it

#### Objectives:

- Learn to listen to others
- Practice effective communication
- Switching to declarations that start with “I”
- Recognize who is able to support

#### Activities:

- Rema says
- The broken phone
- Listening skills
- Expressing feeling

#### Materials needed:

- Flipchart and markers; Signs “Yes” and “No”
- Page 6 of coloring book printed for each girl

#### Key Messages:

\* Being able to listen to the others with dedication and empathy improves communication.

\* Using the first person “I” to talk about our feelings allows direct and transparent communication.

***Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*



**SAY:** Today we are going to consider how we communicate with others, including our family, friends and people in the community. We will practice our listening skills. Let's start with a small game to warm up and introduce the topic!

#### ACTIVITY 1 (Game): Rema says – approx. 15 min.

1. Explain that this game will help us listening to the instructions we receive and focusing on a task.
2. Invite the girls to stand in a straight line facing the facilitator. The facilitator represents a girl called Rema.
3. Tell the girls that “Rema” will be inviting them to do different moves, like making a jump, stand on one foot, clap your hands or seat down. They will have to perform the move only when the facilitator calls: “Rema says to...claps the hands”. If the facilitator does not say: “Rema says...” they have to stay perfectly still.
4. Clarify that all girls will do the move at the same time. The one that does the move when the facilitator has not said, “Rema says”, will become “Rema” and switch places with the facilitator/next Rema.
5. Start calling out, alternating: “Rema says to...scratch your nose” or directly the action: “Touch your shoulders”.
6. Do the game until each girls has a chance to be Rema. Cheer the girl who lasted the longest!

**ASK:**

- What made it difficult to stay focused during the activity?
- Do you have any tips to succeed and stay focused?



**SAY:** Let's do another activity that can help us learn how to better listen to the others.

**ACTIVITY 2 (Exercise): The broken phone – approx. 15 min**

1. Ask the girls to stand in a line
2. Explain that you will whisper a message to the girl to your right. For example, you may say: "I am going to the market to buy four tomatoes". The girl will have to whisper what she heard to the next girl, and she cannot ask to repeat the message. The message will keep going until the last girl, who will have to say loudly what the message was about. The message may be different from the one you sent. Finally share what the first message was.
3. Repeat the game 2-3 times, allowing 2-3 girls to start the game by sharing the message.

**ASK:**

- Was it difficult to listen to the message in this exercise? Why?
- What in your opinion is the reason why the message changed? (If that happened)



**SAY:** Both activities "Rema says" and "the Broken Phone" teach us that staying focused and listening carefully to the others is very important to have good communication and to be able to follow the instructions received.

**GIRLS CHAT:**

- Do you think you are a good listener? Why yes or why not?
- With whom is easier to communicate and with whom it is more difficult? Why?



**SAY:** A very important aspect of friendship and good relations with our parents, our teachers

and the persons in the community that are helping us is the way in which we listen to them and communicate back. Communication happens when one person shares her feelings, emotions, thoughts and ideas with another; you see how delicate this is!



**DO:** Write or draw some symbols on a flipchart for the tips below - **Use CARD 9: Tips for communication.**



**SAY:** Some tips to improve our communication with family and friends are as follow:

- **Repeat the message**, to ensure you understood it well. Eventually asking confirmation: "Did I get it well that you especially like....?"
- **Validate the feelings.** "I really understand why you like..."
- Pay attention to the **body language**: your body posture, your facial expression, your gestures and eye movements.
- Use **simple language** that the other person can understand.
- **Be friendly** and warm.
- Use, as much as it possible, **the first person "I"** to describe your feelings: "I felt sad because you did not tell me..."

Let's work a little bit more on this last point, which is very important!



**DO:** Prepare two papers, one with a happy face/OK sign and one with a sad face/not OK sign.



**DO:** Give each girl a copy of the Support Flower in the image below. If you can not print it, reproduce it on a flipchart and ask the girls to draw a blank copy on a white paper.

### ACTIVITY 3 (Story and Practice): Expressing feelings – approx. 20 min.

1. Ask the girls to stand in a line in front of you. Put your papers in the opposite sides of the room/space.
2. Read the following story:

*“Zeina and Maimuna are good friends. Zeina sells fish in the market; Maimuna has a little shop of clothes. Zeina has borrowed money from Maimuna several times. Recently, Maimuna had the impression that Zeina is late to pay the money back. Maimuna decided to address this with her friend, to ask her to pay the money back as before”.*

3. Explain that now you will read some sentences and they will have to decide if it is an example of good communication or bad communication – and move to the side of the room with the respectively sign.
4. Read the sentences below one by one, allowing enough time for the girls to decide and move to one side or the other. Start by saying: “Maimouna could say to Zeina”:
5.
  - You really frustrate me when you don’t pay me on time; (BAD)
  - I fell upset when I expect to have the money, and I did not get it on time; (You can explain that being upset is like if your mother tells you that you can go to school or to play with your friends but then she tells you to remain home instead with the younger brother or go get some water at the fountain). (GOOD)
  - You are not a trustworthy person; (BAD)
  - I feel sad and worried when I do not have the money on time; (BAD)
  - I feel hurt if you promised something but then you do not respect the promise (GOOD)
  - You always say you are going to do something and you never do! (BAD)
  - No one should trust you! (BAD)
  - I don’t like to be in the situation to have to ask you to pay me back (GOOD)



#### ASK:

- Why it is important for Maimuna to tell Zeina how she feels, instead of telling her what she did wrong?
- Did you ever notice how talking about oneself improves communication?



**KEY MESSAGE:** Using sentences that start with “I” helps the listener to listen and understand, because the listener won’t feel attacked, guilty or responsible.



**SAY:** Being able to communicate respectfully and genuinely improves our relationship. But we also have to trust the person, open up and recognize that she/he may help us or at least be able to listen to us. Next activity will help us think about who are the persons in our life that we feel comfortable sharing our emotions with.



**DO:** Give each girl a copy of the Support Flower in the image below. If you cannot print it, reproduce it on a flipchart and ask the girls to draw a blank copy on a white paper. **Use CARD 10: Support Flower.**

### ACTIVITY 3 (Self reflection): Support Flower – approx. 20 min.

1. Ask the girls to think of persons they feel comfortable with, and who they would like to ask advice when they feel down, are sad, need help or simply want to talk with somebody. They can be family members, friends, teachers, or other members of the community.
2. Mention that these are our trusted persons, and invite them to write their names or a symbol for each of them (for example a little heart for mum, a smile for a girlfriend, or a book for a teacher) in the support flower.
3. Invite them to think of some physical place or safe place that they can approach when they have some feelings or difficult emotions. Say that for example, I like to go along a river when I feel sad because that connects me with the water and nature, or I go to the church or to the mosque when I feel I want to pray. Girls can go to safe spaces to find mentors able to guide them if they have a problem or to some public service (like Action Social) if they need a psychologist, some more professional advice on feelings they are having.
4. Explain that the outer circles are to think about the “how” or “what” that person or place/service can support the girls with. They do not need to write in the circles, but only to think of what they can get from each person. Explain for example that you can trust your best friend if you have a personal secret, but maybe go to your dad if you have to take a personal decision, because he is wise and gives you good advice.
5. Give enough time to the girls to think about their trusted persons they will go to for support, and when they are done, tell them that the flower is for them to keep at home or here at the safe space.



**SAY:** Sometimes the people we trust and that support us in our life change, and this is a good thing, because we can always find new safe people, places and events. At the same, the more we invest in having good relationships and good communication with people around us, the easier it is that they will become supportive people.



**ATIJA'S STORY:** Distribute the page 6 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was invited to a wedding celebration last week! She borrowed her cousin Rucaia's dress.*

*Rucaia told Atija to be careful with the dress. But Atija got it dirty. The dress had a big stain on the front!  
Rucaia was furious!*

*However, she managed to communicate her feelings calmly:*

*"I feel offended when you don't pay attention to what I ask you. Yesterday I was talking to you but it seems as if you ignored what I was saying."*



**CLOSE THE SESSION:** Recall that using sentences that start with "I" help expressing feelings in a direct and emphatic way. When we talk about ourselves, we remove the responsibility and sense of guilt from the other person, and this invites the person to listen to us. If instead the person feels attacked, s/he can shout down, get annoyed and angry and stop listening. This week and until we meet again, practice using sentences that start with "I" and you will see that they make a difference!

# SOCIO-EMOTIONAL SKILLS & PSS

## 7. Assertive communication

### Objectives:

- Understand the difference between passive, assertive and aggressive communication.
- Learn what the best way to defend own opinions and choices is.

### Activities:

- A disagreement with neighbors
- Adopting assertive communication
- Saying “no”

### Materials needed:

- Flipchart and markers
- Page 7 of coloring book printed for each girl

### Key Messages:

\* There are different styles of communication: passive, aggressive and assertive.

\* To become assertive, we should have trust in ourselves, and not be scared of saying what we need and want

\* Saying “no” is an important skill. Girls need to practice communicating their needs and wants.

**Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.



**SAY:** As much as it is important to listen properly – as we have learnt in the last session – it is also very important to speak clearly, if we want to have good communication with our family and friends. Sometimes talking and expressing our needs and wishes is very simple, other time is more complicated – especially when we know that the other part is not in agreement with us! Let's consider a scenario, and the type of possible ways of communicating.

### ACTIVITY 1 (Story): A disagreement with neighbors – approx. 30 min

1. Explain that you are going to read the story of a girl called Sandra.

*Sandra lives with her grandparents in a small locality called Borugo. She moved to the displacement center of Borugo five months ago. Finding a living for the family has been tough, especially for a girl like her. Fortunately Sandra has good neighbors that are usually kind to her and ready to help.*

*One day, however, after a food distribution Sandra had participated in, she had a disagreement with her neighbors. She had brought back home 3 packs of rice, 5 buckets of flower, 2 bottles of oil and 5 small bags of sugar and placed them in the kitchen. While she was preparing for dinner, Louise, one of her neighbors came and said: “Ah Sandra, did you get all this sugar? Can I get one bag?” Before Sandra responded, another neighbor Munia, just appeared and asked: “Can I also take one? My family really needs it” – also getting one. Sandra was visibly surprised, but another neighbor, Felicia, who had as well just entered the house, added: “If you want to have good relationships within this neighborhood, you should share with us what you get during the distributions” - taking one more bag of sugar.*

2. Ask the girls what they think Sandra should do in that situation.
3. Read three possible responses that Sandra could have given to her neighbors and ask the girls to choose the best way for Sandra to express her feelings:
  - **Option 1:** Sandra replies: “I am sorry not to share”, and she lets the neighbors take the packets of sugar.
  - **Option 2:** Sandra screams: “I want my bags of sugar, stop taking it from me!” and takes the bags away from the hands of her neighbors.
  - **Option 3:** Sandra says: “I have been in line for many hours to receive these products, and if feel you should discuss with my grandparents before taking them. As you know, we really need this food, this is all we have to eat. I will share with you all as soon as I am sure I have enough for the month”.
  - **Option 4:** Sandra says calmly: “You can also go and register to receive these products.
4. Group the girls according to the option that they have chosen, and give them some time to discuss in the small group why they have chosen that response.
5. Ask one speaker for each group to share the main content of the discussion with all other girls.



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**SAY:** The options that we have considered correspond to different styles of communication:



**DO:** Write or draw symbols for each style below on a flipchart. (These styles should be introduced in ways that are sensitive to the level of understanding of the girls.) – **Use CARD 11: Communication Styles.**

- **Passive communication** happens when we cannot say directly what we really want or need. For example, in some situations people may not say directly what they think. They may agree with others to avoid confrontation. This communication can happen in some cases when we speak with older people or with authorities. This is not the best option for talking to friends, family or known people. It is worth nothing that there are different abilities, but in general having a soft or remissive communication style doesn't help us achieving what we want in some situation.
- **Aggressive communication** happens when we say what we want or need, but we do it in a rude or demanding way. For example, we might interrupt others or have closed body language. We can make others feel scared, or say hurtful things. This communication happens in a way that doesn't respect our feelings, because overall we do not want to be mean with people who are around us. This option is not a good



choice, because it may create more problems and conflicts, hurting the feelings of the person we address.

- **Assertive communication** happens when we say what we want and need in a direct but respectful way. For example, we use open and relaxed body language, we make eye contacts, we use a firm but friendly tone of voice, we respect other and also respect ourselves. This communication happens when we are transparent and candid and also recognize the feelings, needs and intentions of the other person. This is usually the best option, because it makes everyone feel understood, even if not fully satisfied.



**SAY:** Assertive communication – or saying clearly and respectfully what we need and want - is in many cases the best choice of communication. It allows us to be honest, create some boundaries and express our feelings. This is the type of communication that we should consider when we try to express our feelings to parents, if we disagree with some of their decisions.



**KEY MESSAGE:** To become assertive, we should have trust in ourselves, speak with confidence and not be scared of saying what we need and want. When we are transparent with another person, also that person may be able to respect and honor what we are asking her to do (or not to do).

Let's see some more scenarios and how the three types of communication look like in practice.

## ACTIVITY 2 (Case studies): Adopting assertive communication - approx. 30 min

1. Read the scenarios below one by one, asking the girls to answer the questions that you will make and opening a short discussion:

### Scenario 1: Passive

Domingo likes Mira more than a friend. After school, Domingo invites Mira to go to his house, saying that his parents are in the field. He has been expressing already his feelings to her and that he would like to have a relationship. Mira thinks she is too young to have a boyfriend. She is also scared by the idea of being alone with him at home. However, she doesn't say anything, because she likes Domingo and would like to impress him. They start walking toward Domingo's house. Mira walks behind, with her head down, when she finds the courage to say:

“Domingo, I know you think I am stupid, but I am not sure I want to go to your place”. Domingo stops, takes her by the shoulders and say: “Yes, you are stupid, do not behave like a child!”. Mira lowers her head, looks around and finally agrees to go to his house.

**Questions: Mira was passive with Domingo. If she was assertive, what should she have said to Domingo instead? What do you think about Domingo’s behavior? What did he do to put pressure on Mira?**

### **Scenario 2: Aggressive**

Tuaifa and Herena are best friends. Tuaifa wants Herena to go to the market to watch TV, instead of helping their family to sell products, as she says watching TV is very fun! Herena doesn’t want to go and tries to convince her friend that helping parents is important and they have to walk together, since the road is dangerous. Tuaifa insists that this is the same for her, she doesn’t want to go alone to the market, and Herena has to accompany her. The girls scream to each other: “If you do not do what I am asking, you are not my friend!”.

**Question: Tuaifa and Herena are communicating in an aggressive way. Do you think this is going to impact their friendship? How do you think Herena can address her concern in an assertive, respectful and confident way?**

### **Scenario 3: Assertive**

Mariza is annoyed with Ana for some days. Ana and Mariza are sisters and they are very close to each other, they spend much time together. When they meet, Ana says, “Mariza, I need to talk to you. Can we go under the tree where there is shade?”. The girls move under the shade of the tree, Ana sits on the floor in front of Mariza and looks at her smiling. Calmly, but with a strong voice, she says: “I have been thinking about what you told me, not to play with Jauzia, the new girl in the center, but I do not feel comfortable with that. I don’t think it is good to neglect her. For sure you are my sister, the person I love the most, but you should not ask me to be bad with her, she is lonely, and I don’t want to exclude her. Is it ok if we play all together or I invite her home from time to time?”

**Question: Did Ana adopt an assertive communication style? If yes, how do you recognize it? Why it was important for Ana to openly share with her sister how she felt about her request not to play with Jauzia? How do you think she felt after doing that?**

2. Wrap the discussion up, asking if the girls have questions on these communication styles, and if they think to start practicing assertive communication.
- 



**ASK:**

- Do you think that in some cases it is instead good to say “no”? If yes, in which situations?
- In your relationships with family, friends and other adults, are you able to say “no” when you don’t want something?
- 



**SAY:** Let’s do a quick exercise to practice our “No”!

### ACTIVITY 3 (Exercise): Saying No! – Approx. 10 min

1. Tell the girls to stand in a circle.
  2. Tell them that after I count to three, we will all yell “NO” as loud as we can.
  3. When the girls have finished, ask them to each individually yell “NO”. They can use different tones, volume, etc.
- 



**ASK:**

- How did you feel yelling “no”?
- In which situation it is a good idea to yell “no”? When it is a bad idea to yell “no”?



**SAY:** When we are feeling threatened by someone, we can yell “no!”. But yelling “no” to our parents or friends can get us into trouble. So we need to think about how to use the term “no”. Maybe you may want to consider the following:

- “No” should be used to communicate a choice, every time we have the opportunity, for example because we are asked.
- Saying “no, thanks” improves a lot the things, sometimes it is just that easy!
- We can repeat ourselves, if we need.

- When we say “no”, we should be firm in our position.
- We can add a reason, in case it helps, for example saying “No thanks, I have to be up early tomorrow”.



**KEY MESSAGE:** Saying “no” is an important skill. Girls need to practice communicating their needs and wants. Saying “no” helps to create boundaries and increase safety in the family and the community. In many culture it is not acceptable for girls to disagree, but we can slightly contribute to changing this practice, to be respected and protected in our communities. So you can consider disagreeing when it is safe for you doing so, finding ways to express yourself, being assertive and using kind words to say how you feel.



**ATIJA'S STORY:** Distribute the page 7 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija wanted to attend a sport competition that was being organized in the center by an organization. All girls from the girls' group were going!*

*She knew her father might have some concerns. He usually doesn't want her to mingle where there are also boys.*

*But she takes the courage to ask: “Dad, I am part of a group now, and I need to participate in the activities that are organized. The sport competition is a good occasion for me to distress. I will be staying all the time with the mentor and the other girls. Would you let me go?”*



**CLOSE THE SESSION:** Well done girls, we learnt very important things today: when to use assertive communication and when to saying “no”. Until next session, try to practice assertive communication with your family and friends, by asking probing questions and re-stating what you asked for. If you don't find yourself in a situation when you need to be assertive, try to imagine what would you say and how in a scenario as the one we considered. Being assertive is hard when you face a challenge, but if you prepare and practice, you would feel more comfortable when dealing with a situation.

## SOCIO-EMOTIONAL SKILLS & PSS

### 8. Resolving disagreements

#### Objectives:

- Learn how to solve a disagreement
- Familiarize with the STOP, THINK, ACT technique

#### Activities:

- Stop, Think, Act
- Handle disagreements with family

#### Materials needed:

- Flipchart, markers
- Page 7 of coloring book printed for each girl

#### Key Messages:

\*Disagreements are normal, and not necessarily bad. Sometimes disagreements may turn into arguments.

\*Disagreement and arguments can be difficult to resolve, especially if they are about issues that are important to us.

\* After a disagreement, STOP, THINK, ACT!

***Nota para a facilitadora:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*



**SAY:** Sometimes, we do not agree with our family or friends. We may have different ideas, views and opinions about a specific decision or things to do. For example, a friend of yours may like a certain style of clothes that you do not like; your parents/caregivers may want you to do something that you do not want to do. Having different opinions with someone doesn't mean that you do not love or respect that person. Having disagreements is not at all bad: everyone is unique, with own interests and opinions, so disagreeing is normal.



#### GIRLS CHAT:

- Can anyone share an example of a time when she disagreed with a friend? What happened in that case?
- Did anyone have a disagreement with her parents/caregivers? What was it about?
- For the girls who are married/in a relationship: do you happen to disagree with your husband/boyfriend?
- How do you normally feel when you disagree with a friend or with a family member?
- What happened to your relationship/friendship, did it end because of the disagreement?



**SAY:** There is a difference between having a disagreement and having an argument. Sometimes a disagreement can turn into an argument, when we add other elements to it. In that

case we can remain sad, annoyed or angry for long time. Sometimes an argument can cause friendships to end, if we do not work to find a solution. It is more difficult to solve arguments than accepting disagreements! Let's look at something that can help us solving disagreements and avoiding arguments.

 **DO:** Reproduce the “Stop, Act, Think” signs below in a flipchart, and show that to the girls. Use CARD 12: Stop, Think, Act.



### ACTIVITY 1 (exercise): Stop, Think, Act – approx. 30 min.

1. Ask the girls to stand in a circle.
2. Tell them that we are going to consider into more details the different steps to solve disagreements:
  - **Stop:** put your hand in front of you with your palm facing out.
  - **Think:** put your fingers to your forehead like you are thinking.
  - **Act:** march in the place, as if you are acting.

(These moves are just for the girls to remember the steps and have fun with the sequence)

3. To practice the “Stop”, ask girls to sing and dance freely in the room/space. They will need to stop and take some deep breaths as soon as you scream: “Stop”!

Do that a couple of times

4. To practice the “Think”, tell them this little story:

“Two siblings disagree over who will go fetch wood. What can they do to address this?”

Then choose two girls and ask them to stand in the middle of the circle, they will have to act out the possible solutions:

- They agree to disagree > nobody goes to fetch wood.
- They compromise > they will both go.
- They agree > one person will go.

- They ask for some adult to decide > the mother decides that the older sister goes.
- They make a deal > One goes today, the other will go tomorrow.

5. To reflect on the “Act”, ask them to provide some ideas on problem solving techniques. Here are some ideas:

- After you have identified the problem, focus on the problem and not the person;
- Listen with an open mind.
- Treat the other person’s feeling with respect.
- Take responsibility for your own actions.
- Consider if there is any risk involved in disagreeing with the person.
- Find some ally: any supportive adult who can guide you on the best way to negotiate, meaning finding an intermediate position between you and the other person, that is acceptable for both.



**KEY MESSAGE:** Disagreement and arguments can be difficult to resolve, especially if they are about issues that are important to us. Let’s remember to use the STOP, THINK, ACT method. This at least makes us feel calm and we can gain some time to decide what to do. For example, engaging a supportive adult, to explain how we feel and see what they advise and if they can help us. The STOP, THINK, ACT method can help us finding any intermediate position between you and the other person that can be proposed as a solution.



**SAY:** When girls are growing up and going through several changes, they may have disagreement with their parents/caregivers or other members of the family.



**GIRLS CHAT:**

- What are some key issues that girls have with their parents/caregivers?



**SAY:** Sometimes the problems girls have with their parents/caregivers may not be the fault either of parents/caregivers or of girls. Especially when a family has to move to a new locality, adults are under a lot of pressure and stress, which may affect the way they treat children.



### ASK:

- Keeping in mind what we have been practicing so far, what can be some ways to improve our communication with parents/caregivers?



**SAY:** Acknowledge the suggestions from the girls and complement with points below:



**DO:** Write or draw symbols on a flipchart for the actions below. **Use CARD 13: Actions to address disagreement.**

- **Be prepared:** before talking with your parents/caregivers, think of what you want to ask and think through the consequences of your request.
- **Pick the right time:** read the body language of your family members and decide when it is a right time to talk to them.
- **Be calm:** present your topic calmly.
- Listen to what your parents or caregivers have to say
- **Use the “I” statements** we learnt about in the previous sessions.
- **Consider involving other supportive adults** who can understand how you feel and help you negotiate with your parents.

## ACTIVITY 2 (Role play): Handle disagreement with family – 40 min

1. Divide the girls into three groups.
2. Go to each group and read one of the following scenarios to each group:
  - **Group 1 (Child marriage):** Lidia is 13 years old. She left school last year and now her parents want her to get married. Lidia doesn't want to get married and wants to wait until she is older. She enjoys fishing and she will be happy to work in fisheries with other girls and women in her community. How can Lidia discuss this with her parents?
  - **Group 2 (School):** Caetana is 12 years old and was going to school where she lived before. Since moving, her parents do not allow her to go to school because they consider it is dangerous to walk for one hour on the main road to get to the school. Caetana would really like to continue her studies. How can Caetana discuss this with her parents?
  - **Group 3 (Isolation):** Telia is 15 years old and doesn't have many friends. She would like to make new friends and attend the girls' safe space but her parents won't let her as they say they do not know what is going on there and they think it is not appropriate for girls to mingle if there are boys. She wishes she could have some information about activities to share with her parents. What can Telia do in this situation?



3. Leave the groups some time to prepare their role-play and then present to the rest of the girls.



**KEY MESSAGE:** Using different skills (i.e. as keeping calm, preparing, finding alternative solutions both parties can be satisfied with or involving supportive adults – see above) to convince parents can sometimes lead to results that are good for both the girls and the parents, but sometimes they do not. It depends on the situation and how open the parents are to negotiation. In any case, it is always good to express our ideas and feelings to our parents and all human beings have a right to do so!



**ASK:** If convincing skills do not work with a girl's parent or if she cannot entrust any supportive adult, what other options does a girl have?



**SAY:** A girl can talk with someone like me at a safe space that will be able to provide her with more information.



**ATIJA'S STORY:** Distribute the page 5 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*At the girls' group, Atija was becoming good friends with a girl called Hina. They liked the same food; they listened to the same music; and they loved jumping rope together!*

*One day Hina asked Atija what she thought about their friend who left school to marry her boyfriend when she was 16.*

*"She made a bad decision that she would regret soon" Atija said promptly. "Oh I believe she did well instead, I also would do the same" replied Hina. They had a disagreement...how to resolve it?*



**CLOSE THE SESSION:** Disagreements happen often, and we discussed today that they are not absolutely bad. The important part is ensuring they don't become arguments. To do that, girls can adopt the STOP, THINK, ACT technique. Until next session, if you have the chance, practice the tips we discussed with a family member or a friend and think what else could help you negotiate in case you have any disagreement with someone. Please share your ideas at any time in our upcoming meetings!

## SOCIO-EMOTIONAL SKILLS & PSS

### 9. Making good decisions

#### Objectives:

- Compreender como tomar boas decisões
- Aprender a influenciar decisões sobre as quais não temos controlo

#### Activities:

- As decisões que tomamos
- Negociar decisões.

#### Materials needed:

- Bola (mesmo de papel); Flipchart, marcadores
- Página 9 do livro de colorir impresso para cada rapariga

#### Key Messages:

\*Há três passos simples para tomar uma decisão inteligente: listar as minhas opções; pensar nos “prós e contras”; pedir conselhos a outros.

\*Para influenciar decisões sobre as quais não temos controlo, podemos DO ASKS de sondagem para compreender a razão e ser assertivos

***Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*



**SAY:** The last time we met we discuss how to raise our concerns and how to introduce our opinions to parents and friends. Today we discuss how to make decisions, or how to act based on our perspectives. Every one of us should make many decisions everyday. Some decisions are simple and we know what to do straightforward. Some other decisions are difficult and require time and courage. Today we will discuss about making good decisions that can make us happier in our life. But let's start to consider what choice do we usually make.




**DO:** Prepare a little ball/object that you can throw, or make a ball with any paper/clothing.

#### ACTIVITY 1 (Game): The decisions that we make – approx. 10 min.

1. Ask the girls to stand in a circle.
2. Explain that you will ask some questions and throw a ball/object to one girl to respond. She will throw the ball to another girl, and her to another, etc. (change the question after 5-6 responses):
  - What are some of the decisions that girls have to make everyday? (e.g. what clothes to wear, what to cook, how to spend the free time, etc.)
  - What are some of the decisions that parents, caregivers or older brothers and sisters


make for girls? (e.g. whether to go to school, whether to marry, etc.)

 **SAY:** Girls make decisions everyday. Sometimes however girls might not have control over decisions taken for them, even for very important things in life. It is important to be strategic, think well what options around that decision are, and then try to talk to our parents/caregivers.


But let's consider all these aspects in order. Let's start looking at how to make decisions, and we will discuss later how to influence others when they are the ones to make decisions for us.

So, when I have to make a decision:

- 1) I normally try to think of all options that I have, before making the decision. Even if I take some time, I feel more comfortable that I am considering well all alternatives. Oftentimes, I ask advice to people that I trust (my boyfriend/husband, my girlfriends, my mother).
2. When I make a decision, I also try to think of the positive aspects and the negative aspects that can result from making that decision. We may call "pros" the positive aspects and "cons" the negative. After all these steps, I make the decision.
3. I also try to remember that it is possible to make a bad decision. Taking decisions that are not optimal is part of our life and our process of growth. We can learn from any mistake we make and we should not be too tough on ourselves. Making bad decisions often happens, and will make us stronger in the future.

 **DO:** Reproduce on a paper or with symbols the steps for decision making as represented in the frame below. **Use CARD 14: Decision Making Steps.**



 **SAY:** Let's see how this works in practice!

## ACTIVITY 2 (Story): Buying a new bike – approx. 30 min.

1. Tell girls: we will now consider a situation where a girl like you has to make a difficult decision:
2. Read the story below:

*Julia loves studying and she is planning to attend secondary school. Her parents told her that they would support her choice and find the money to pay for the registration fee. However, secondary school is far from Julia's house, and she would have to walk for more than two hours go get there and come back. Julia thought she would need to buy a bike, to help with transportation, and start helping a woman from the village to sell tomatoes, to save some money. Her best friend Madraa asks Julia if she could borrow some money from her to buy a radio. She try to convince her friend saying that there is still time before secondary school will start. Julia wants to help her friend, but knows she won't be able to collect all money needed to buy the bike, that would help her reaching school more quickly and safely.*

3. Divide the girls into pairs and ask them to discuss the following:
  - What would you do in this situation? What could be some options?
  - Who would you ask for advice, in case of need?
  - What are some "pros" (positive things) of the options you considered?
  - What are some "cons" (negative things) of the options you considered?
4. After leaving the girls enough time to discuss, ask some girls to share what they have been considering and analyze in the group the different options, the pros and cons and the alternative to ask for advice.



**SAY:** Surely it will be a bit easier to make a decision, if you apply the steps to make good decisions. You can also help your girlfriends to make good decisions when they ask for your advice, following the steps we just practices.



### GIRLS CHAT:

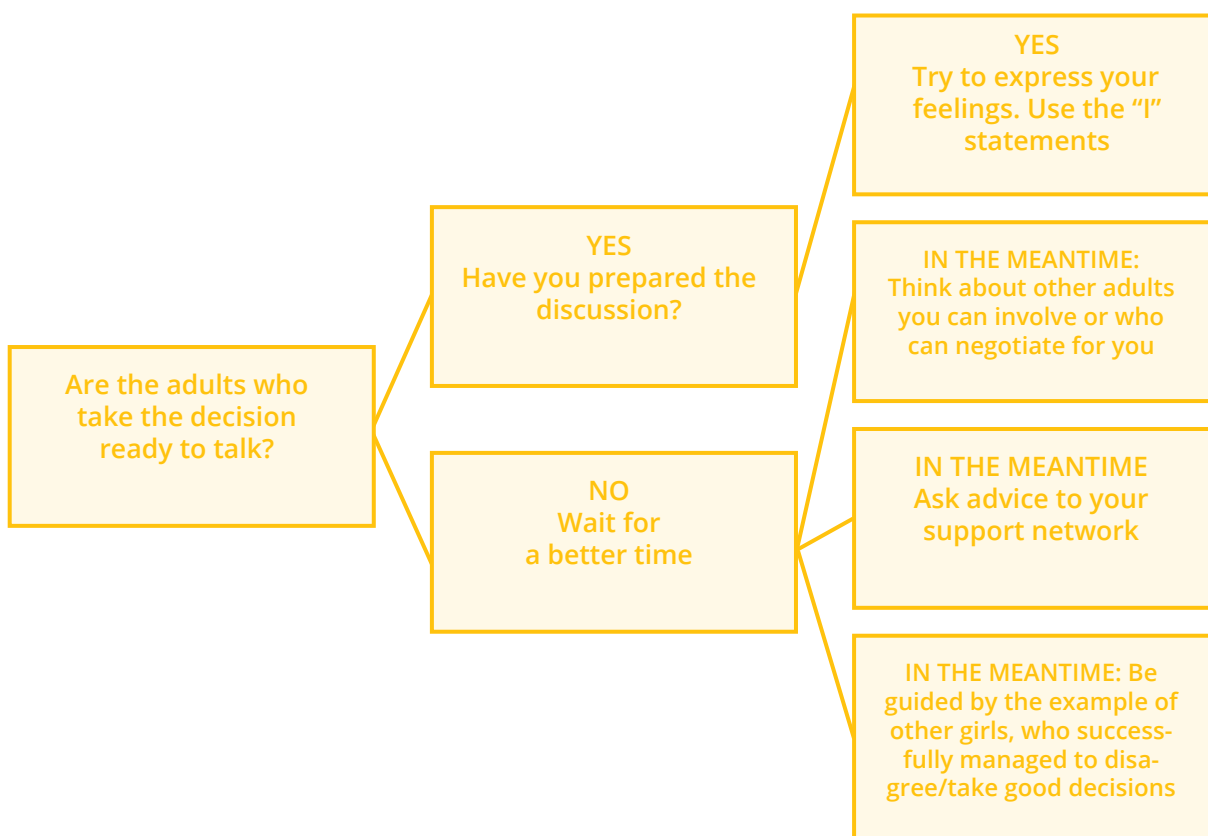
- Have you ever been in a situation where you did not know what to do? What was that situation about?
- How did you feel in that moment?
- What lessons did you learn?



**SAY:** Situations where we do not have control over decisions that are taken by either parents/ caregivers or other family members/communities leaders can be difficult at times. .

When this happens, we could consider the following:

**DO:** Reproduce on a paper or describe the decision making-graph below. **Use CARD 15: Decision Making Graph.**



**GIRLS CHAT:**

- AHas any of the girls in your community/school disagreed with her parents' decision? How did she succeed? What consequences she had to face?
- Who are the adults you can ask support to and who can negotiate for you?
- Who would you ask and advice in case of need?

## ACTIVITY 2 (Role play): Negotiating decisions – approx. 20 min

1. Ask for four girls to volunteer: the first will be a girl called Mariama; the second will be her brother; the third will be an adult person of the community; the four will be a friend Mariama will ask advice to.
2. Read the following scenario only to the four volunteers:

“Mariama is 13 years old, and she wants to play sports. There is a group of girls in the center where she lives that usually meet to jump the rope and do some other exercises in the afternoon after school. However, her older brother doesn’t let Mariama play sports. He says it is dangerous and not appropriate for a girl like her”.

3. Give enough time to the girls to prepare and then role-play the situation to the group.
4. Then ask the girls what they would do in that situation and brainstorm on the possible options. (Be assertive and ask probing questions: Why? What if? How if?)
5. Praise the actresses for their performance and the girls for their ideas.



**SAY:** This activity showed how difficult it is to have options when someone decides for us on a regular basis. We can be assertive and ask probing questions to know the reason of the decision-maker and be able to respond. Asking for example:

- Why is the person making this decision?
- How the decision can be different if you behave in a different way – for example not going to exercise at night, etc.
- What especially worries you about being assertive? Could your friend help express your disagreement?



**KEY MESSAGE:** Learning to negotiate with others is an important skill that we all need to have. When someone makes a decision for us, there are different ways to express our opinion in a good way, for example being assertive and asking probing questions.



**ATIJA'S STORY:** Distribute the page 9 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija's teacher has asked her to be her assistant! Atija feels proud of this request, which is motivated by her good grades and behavior in class.*

*Being an assistant means she will need to remain in school longer and help with reviewing homework.*

*Atija is confused...if she stays in school until late, it will become dark, and she won't have time at home and with her friends.*

*But she can learn a lot from this experience! She decides to ask her aunt for advice.*



**CLOSE THE SESSION:** Today we learnt that there are ways to make smart decisions! Even if there is no way to always know if we are making the right decision, we can balance the “pros” and “cons”, explore our options, and eventually ask for advice. Until we meet again, try to imagine what happens if you make any decision: what bad things may happen? What good things may happen? We discuss more making decisions and setting objectives before the end of our Girls' Group.

# SEXUAL AND REPRODUCTIVE HEALTH





# SEXUAL AND REPRODUCTIVE HEALTH

## 10. Puberty and menstruation

### Objectives:

- Understand changes that happens during puberty
- Learn about menstruation and period.

### Activities:

- Physical or emotional change;

### Materials needed:

- Ball (even paper ball); Flipchart, markers
- Page 10 of coloring book printed for each girl

### Key Messages:

\*The stage of life when girls change to become women is called puberty.

\*During puberty, physical and emotional changes happen.

\*The blood coming out of the vagina is called the period. It indicates that a girl is capable of becoming pregnant.

***Note for the facilitator:** The youngest girls may not yet be in the puberty phase, and the notions about menstruation may be new to them. It is recommended that the facilitator assess before what information girls possess about the topic, for example asking the mothers, teachers or community members. If it could be more effective, you could split the girls by age (for example 12-14 and 15-17), having different times to facilitate the sessions for the two groups. Otherwise, it will be enough to review the way in which you introduce the topic, and you may need to invite girls to ask questions and take more time to address them.*



**SAY:** Today we are going to talk about the changes that girls experience in their body and in their mind when they grow up. Sometimes, talking about these changes and the body can be embarrassing, but here we are in a safe space, where we learn some very important things and where information stays confidential. It is ok to feel embarrassed...but you will slowly see that talking about these things becomes normal and natural, especially among girls!



### ASK:

- Did some of you notice any change in your body that happened recently or in the last months? What was that about?
- Do you happen to have an older sister or a friend that told you about some physical change she went through? What was that about?

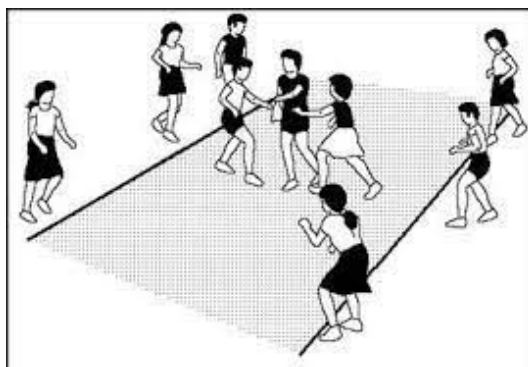


**SAY:** Girls aged 9-16 years old pass by a stage of their life when they change from a girl to a woman. This stage is called "puberty". During puberty, the body releases hormones. Hormones are some substances, which are responsible for the physical and emotional changes that happen in our bodies.

Let's go through them while we play a game!

### ACTIVITY 1 (Game): Physical or emotional change? – approx. 20 min

1. Divide the girls into two teams. Ask them to stand in two lines facing each other.
2. Explain that you will read some of the changes that happen during puberty and then scream: "Flag". Each team will send one player each to capture the flag, and the team that will be able to bring the flag from their side will be able to respond if the change is a physical change or emotional change. The game is a competition between the two teams!



- Hips widen (physical);
- Breasts develop (physical);
- Change in the mood (emotional);
- Pubic and underarm hair (physical);
- Desire to be independent (emotional);
- Acne (physical);
- Feel closer to friends than family (emotional);
- Menstruation (physical);
- Wish to experiment (emotional);
- Feel shy or embarrassed (emotional).

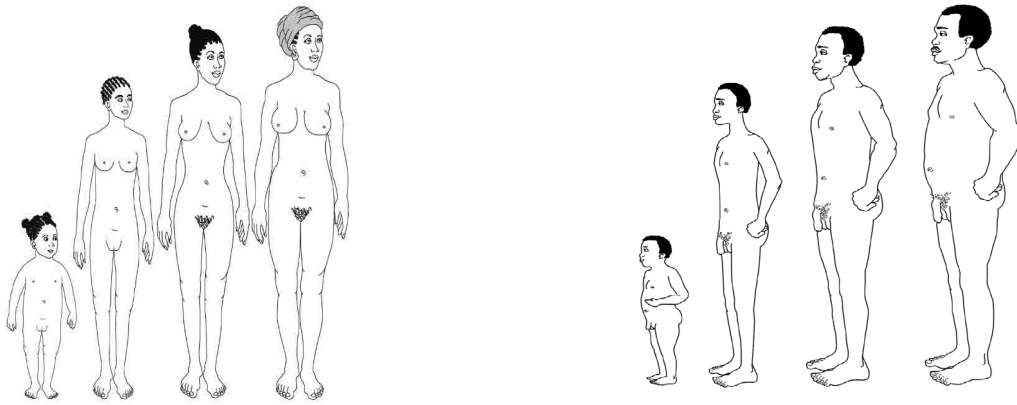
3. After completing the game, ask the girls if they have additional examples of physical and emotional changes. (Perhaps you can mention some additional emotional changes: changing things that you like; worrying about the body and the way you look; curiosity around sexual relationship; feeling pressured by friends to act in a certain way).



**SAY:** Well done girls, you were able to recognize most/all of the physical and emotional changes. I just want to stress that all these changes are normal. Some girls may develop them earlier, others later. During adolescence, girls start having romantic feelings for others, and feel the need to understand better their sexuality, meaning how the organs which are in charge of reproduction are also related to feeling pleasure, giving pleasure and feeling happy with a partner. We will talk about this in the coming sessions as well. Let's first focus on the physical changes



**DO:** If you can print the image below, do it and show to the girls. Otherwise, you may want to draw the three figures on a flipchart (either female or both, as you deem better!). **Use CARD 16: Physical Changes**



**SAY:** Here is how are our body changes. Since I went through these changes a little time ago, you can ask me about those changes at any time. And if you are worried thinking about those changes, remember that they are normal, and all other girls are going through them! Now I will tell you a story:

*Lina is 11 years old. One day, she came back home from school and noticed some blood stains on her underwear. She was very worried and thought she had hurt herself, but she didn't feel pain. So she changed her underwear and continued with her day. But at night, the blood was still there! She decided to tell her mum because she thought she was sick and she needed to see a doctor. When she told her, the mother explained that this is normal, and it means she is growing up. She explained that this happens to all girls when they reach a certain age, and it is nothing to worry about.*



**ASK:**

- What did Lina experience? What do we call this? (Our period)



**SAY:** Menstruation – or our period – is something that happens for the majority of women and girls around once a month. It may happen more frequently, and also girls may start having their period earlier or later, between 10 and 14 years.



**KEY MESSAGE:** We know that we are menstruating when we have blood coming out from our vagina. Generally, blood lasts from 3 to 7 days. Some days there could be more blood, some others less. The fact that blood comes out from our vagina doesn't mean that we are sick, hurt or that we have any problem. It means that our body is capable of getting pregnant.



**SAY:** Now that we have learnt that the length of the menstrual cycle is approximately 28 days,

please consider that for some girls, it can be as short as 21 days, while for some other can be as long as 35 days. This is normal. However, if the period suddenly stops for more than 90 days, and the girl has not had sexual intercourses that make her think she may be pregnant, this could be because of some body complications and she should see a doctor. A girl should also visit a doctor if she is already 16 years old and she has not got her first period.



#### GIRLS CHAT:

- Did you have your menstruation already?
- (For those who had their cycle already): How was your first time? Do you feel pain when you have your menstruation?
- (For those who didn't have cycle yet): Are you scared of menstruation? Why?



**SAY:** More than half of girls have colic, or intense pain, in the lower belly when they have their period, and this is absolutely normal. That should not scare you. I often feel pain when I have my period, but I already know what it is about and find ways to contain the pain.

Some other girls may have more intense symptoms before or after menstruation. Those symptoms include headache, changing mood, depression, sadness or irritability, and in some cases even diarrhea. For some girls, menstrual colic is so strong that they can barely get up from bed in the morning!



#### ASK:

- What do you usually do when you have your menstruation? Do you stay home and rest, or conduct your normal activities?
- Do you have any advice to reduce pain – for those who have painful period?

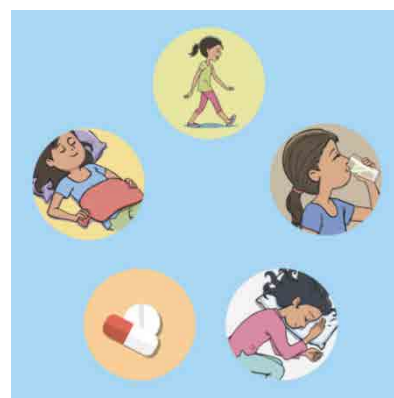


**SAY:** When girls have their menstruation, they should learn how to manage the symptoms of their period. Some girls may need to rest a bit more, but the majority should be able to conduct all normal activities. There are some things that you can do to reduce pain and discomfort, including:



**DO:** Reproduce the tips on a flipchart. **Use CARD 17: Managing Symptoms of Menstruation.**

- Drink much drinking water, or tea, if available;
- Sleep well (8h every day);
- Eat vegetables that are rich of nutrients and eat some meat, whenever possible;
- Get some pain relievers – such as (include local name for Ibuprofen) – if pain is strong;
- Place some hot water bottle on the lower belly;
- Exercise and stretch – even if it seems painful, that helps reducing menstrual colic!



**ATIJA'S STORY:** Distribute page 10 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*When Atija has her period, she mostly stays home. She feels intense pain in her abdomen, so she prefers not to show her discomfort. But in her girls' group, the mentor has explained that placing hot water on the belly may help.*

*"Should I really try that? What if my brothers see me with a bottle of hot water on my belly?" – she thinks.*

*But then suddenly she tries and discovers that the pain is almost gone! The mentor was right: our period is something natural, and we can learn how to better deal with it!*



**CLOSE THE SESSION:** Today we learnt what puberty is and why girls between 10-16 years get their period. Before next session, think about the questions that you have about puberty. If you feel comfortable, you can ask in the next session, or talk to me privately about any issues you would like to have more information about, or simply share with someone.

# SEXUAL AND REPRODUCTIVE HEALTH

## 11. Monitoring our period and keeping our body clean

### Objectives:

- Learn how to monitor our period
- Understand the importance of body hygiene
- Describe what dignity kits are

### Activities:

- Activity 1: A tool to monitor our period
- Activity 2: Body hygiene
- Activity 2: Dignity kits

### Materials needed:

- Ball of thread
- "Right" and "Wrong" signs
- Sanitary pads and menstrual hygiene products
- Page 12 of coloring book printed for each girl

### Key Messages:

\*Calculating our cycle is important to be prepared for when the period is coming.

\*Keeping our body clean and fresh when we have our period is also fundamental.

\*Dignity kits contain sanitary and hygiene items to enhance menstrual hygiene management

**Note for the facilitator:** For this session, you may want to adopt the same considerations as for the previous sessions on sexual and reproductive health. Younger girls may not be familiar with menstruation, and need more time to assimilate all the information. They may also still feel shy and embarrassed to discuss this topic. The facilitator should consider adapting the language and the content as much as it is needed or splitting the girls by tranche of age (for example 12-14 and 15-17).



**SAY:** Today we are going to discuss how to monitor our period. We already learnt why women and girls menstruate and how often and for how long we have our period. We will explore more how to track our period, to be prepared each month.



**DO:** Reproduce on a flipchart the cycle below. **Use CARD 18: Period Cycle.**



**SAY:** A cycle is a series of event that repeat regularly. Every month, a girl's body reproduces the same cycle: firstly prepares to get pregnant, secondly ovulates, and thirdly menstruates – if the egg has not been fertilized.

- The first day of the menstrual cycle is when the blood appears. From this day, we are going to count the days.
- Bleeding lasts around 5 days (marked with the drops).
- After that, there is a waiting time that normally lasts around 3-4 days.
- The following phase is the ovulation (in purple) that lasts around 10 days.
- The day when girls are more fertile is around the fourteen day. However, a girl can become pregnant also during any other day of the menstrual cycle.
- From around day twenty, the last phase starts, and that is the preparation for the menstrual cycle.



**ASK:** Let's recap the main information:

- How many days is the menstrual cycle? (28 days, but this doesn't mean that all girls have a 28 days cycles, and having shorter or longer is perfectly fine)
- What is the first day of the cycle? (It is the first day in which blood appears)
- For how many days girls normally bleed? (5 days)
- When is the peak of fertility in a girl? (In the middle of the ovulation stage – that is around day fourteen)
- When can a girl get pregnant if she has sexual intercourse? (At any stage of the menstrual cycle.)



**KEY MESSAGE:** Girls should learn how to monitor their cycle and understand how long their own normally is, and what reactions they have - both physical and psychological. Calculating our cycle is also important to be prepared when the period is coming.

Let's do an activity to build a tool to monitor our cycle.

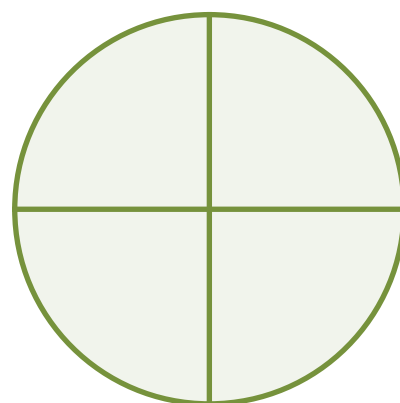


**DO:** Cut the thread in pieces of approximately 50 cm each. You will need a piece for each girl.



## ACTIVITY 1 (Craft): A tool to monitor our period - approx. 20 min

1. Tell the girls that we are building a tool to monitor our period.
2. Take one piece of thread and dispose it as a circle on the floor. With a stick, divide it in 4 parts. Explain that if the length of the period is around 28 days, it is as counting 4 weeks.
3. Then take the thread from the floor again and start doing knots one after the other, at a distance of 1-2 cm from each other. If easier, do the one in the middle before, then the two middles. Finally, add 6 knots in each of the four sections.
4. Distribute a piece of thread to each girl and invite her to do her tool to monitor the period. Help girls with different abilities or that have difficulty calculating from 0 to 7.



**SAY:** Now that we have learnt that the length of the menstrual cycle is approximately 28 days, please consider that for some girls, it can be as short as 21 days, while for some other can be as long as 35 days. This is normal. However, if the period suddenly stops for more than 90 days, and the girl has not had sexual intercourses that make her think she may be pregnant, this could be because of some body complications and she should see a doctor. A girl should also visit a doctor if she is already 16 years old and she has not got her first period.

**SAY:** Now that you learnt how to monitor your period, you should be able to anticipate it and get ready for the days of menstruation. This includes preparing some materials to stop the blood from getting on your clothes.

### GIRLS CHAT:

- What material/product do you usually use when you have your menstruation? How do these work?
- How often do you change them?





**DO:** Provide some sample of menstrual hygiene products - such as sanitary pads, tampons and reusable tissue (depending to what is available for girls to use) – to show to the girls. Depending on the local solutions that girls adopt, you may also want to draw on a flipchart both methods that they use, and methods that are available on the market. **Use CARD 19: Menstruation Products.**



**SAY:** For girls who moved from their houses to a new location, it could be challenging to ensure proper hygiene when menstruating. However, there are some feminine products that can be purchased and we can see together how they work, to eventually reproduce them through local solutions. (Pass around the sanitary pads, tampons or reusable tissues for girls to touch, and look at. You can put some liquid on sanitary pads to show how they absorb water).

- Some girls use a reusable tissue/sponge, placed in the underwear, and washed when the tissue/sponge absorb the blood. It is very important to properly wash, dry and store menstrual tissues and reusable pads.
- Some other girls purchase sanitary pads. Those have a way to remain attached to the underwear (clip, glue).
- They exist as well some tampon and plastic menstrual cups that are placed inside the vagina to absorb and prevent the blood from coming out. These are sometimes sold in the big cities.



**ASK:**

- Do you have any questions on these products and how they work? (Remind girls they can come talk to you in private, if they feel more comfortable)



**SAY:** Now let's talk about how to keep our body clean when we have our period.

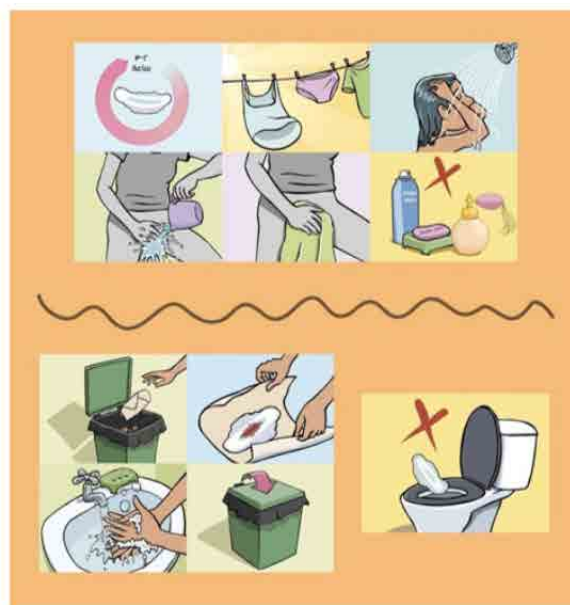


**DO:** Reproduce the images below on a flipchart – **Use CARD 20: Body Products.**

## ACTIVITY 1 (right/wrong exercise): Body hygiene – approx. 20 min

1. Place signs “right” and “wrong” on opposite sides of the room/space.
2. Tell girls that you are going to read a number of statements, and they can go and stand next to the sign “right” or next to the sign “wrong”, depending on what they think the correct answer is. After the girls have moved to the preferred sign, reveal if the statement was right or wrong, and provide explanations for each statement.

- *Wear a clean pad, clean cloth, cotton or tissue. (Right: Wearing something clean in the underwear to absorb the blood prevents infections. Girls should keep unused cloths and pads clean, wrapping them in tissues or plastic bags).*
- *Bathe one time per week. (Wrong: Girls shouldn't wait until they feel dirty to take a bath or wash. It is important to wash as much as possible to stay clean and healthy).*
- *Change your underwear every day - or as often as possible. (Right: Bacteria may remain in the underwear even if we do not see that. It is important to change and wash underwear as frequently as possible).*



- *Change menstrual products every seven hours. (Wrong: Girls shouldn't wait until the sanitary pad is full of blood to change it; girls should change it as often as they can).*
- *Girls who have their period, are dirty. (Wrong: Having our period is a normal part of being a girl or a woman. Girls are not dirty when they have it, only need to ensure to keep the body clean).*
- *If the blood stains the underwear, wash with water and soap promptly. (Right: The stain of blood may remain if it is not washed promptly. It is recommended to use cold water and soap, and remove the stain as soon as possible. It is also recommended to dry in the sun, and avoid hanging on trees, to avoid that parasites enter into the tissue).*
- *Wash hands after having touched any menstrual product. (Right: Washing hands promptly is important to prevent infections, because the blood may inadvertently pass to the hands, etc.).*
- *Use perfumed products on the genital area to avoid bad smell. (Wrong: Girls shouldn't use perfumed products, deodorants or other cleaning products, since they can cause irritations and rashes. They should use water and natural soap).*



**SAY:** When girls have to move from their home and relocate somewhere else, it may be difficult for them to keep their body clean. They may miss hygienic and sanitary items. For this reason, some organizations provide what is called “Dignity Kits”, that are some package with some of the following items.



**DO:** Reproduce symbols of items contained in the dignity kit as in the picture below on a flip-chart – **Use CARD 21: Dignity Kit.**

- Underwear;
- Capulana;
- Sanitary napkins;
- Reusable menstrual pads;
- Soap and washing powder
- Toothbrush and toothpaste
- Comb
- Bucket
- Flashlight and whistle



When these kits are available, they help girls managing their periods, taking care of general hygiene and enhance their safety and security in the community.



**ASK:**

- Have any of you received dignity kits? If yes, how was your experience?
- Do you have any other questions about the dignity kits?



**ATIJA'S STORY:** Distribute the page 12 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija has been having her period for some time now, but just recently she figured out how to calculate when her period will come.*

*Last month it happened when she was at the market. Another time she had her period when she was visiting a friend. Now she knows when to expect it, and she feels much more released!*

*She will wear some tissue to be ready when the period is due.*



**CLOSE THE SESSION:** I hope the information we discussed today will help you make your period more comfortable! I am sure you will make the most to keep your body clean, during the menstruation and in any other day, even when conditions are difficult. If you need more information on this topic, you can come to me, you can ask a trusted adult or any doctor/nurse at the health center or during health brigades.

# SEXUAL AND REPRODUCTIVE HEALTH

## 12. Reproductive organs and sexual health

### Objectives:

- Learn about female and male reproductive organs
- Understand the importance of delaying pregnancy
- Clarify myths and facts around sex and pregnancy

### Activities:

- Activity 1: Myths about pregnancy
- Activity 2: Secret Questions

### Materials needed:

- Flipcharts and markers
- Page 12 of coloring book printed for each girl

### Key Messages:

\*Women and men have organs capable of making babies: these are called reproductive organs.

\*There are internal and external reproductive organs.

\*Having sex is the act of putting the penis into the vagina.

\* Girls should avoid getting pregnant until the appropriate age and time, which is 20 years old.

**Note for the facilitator:** Younger girls may feel shy and embarrassed discussing about sexual organs. Thus, the facilitator should consider two options: 1) adapting the content of the session to the level of understanding and feelings of the younger girls; 2) splitting the girls by tranche of age (for example 12-14 and 15-17), having different times to facilitate the sessions for the two groups. For some girls, it could be the first time they listen to the terms used to describe sexual organs and sexual relationship, because of the culture, the education received or the religion. Be careful of the terminology. Also consider that girls will need some time to process the new information and so you may need to recap, follow up and check in with them.



**SAY:** The last time we met we discussed the changes that take place during puberty, we learnt about menstruation, and we shared some tips to manage the menstrual symptoms. We said that menstruation is connected to the capacity of having babies. Today we are going to learn what the organs in charge of making babies are. These are called: “reproductive organs”.



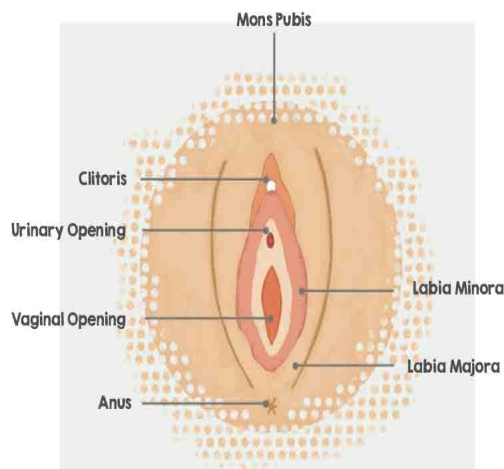
**DO:** Print or reproduce on a flipchart an image of the female external and internal organs. You may want to show before the image of the female body used in the last session. Use CARD 22: Female External Organs.



**SAY:** The reproductive organs are what we name our “private parts”. Both women and men have reproductive organs. Reproductive organs are external (as the vagina for women and the penis for men), and internal (we will discuss them now) – meaning that are inside our body, and we cannot see them.

In females, the external organs include:

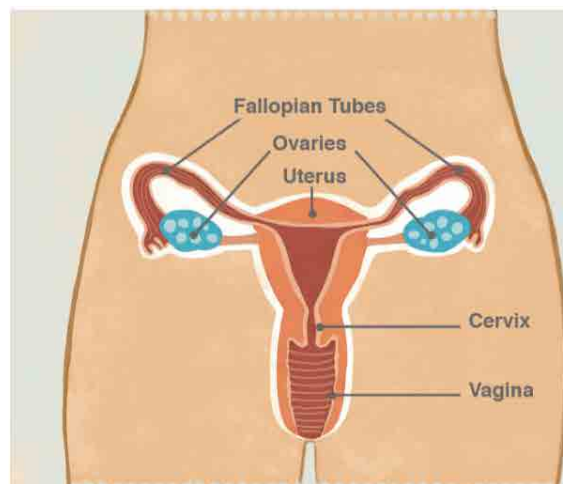
- The **labia**, that are two folds of skin that protect the vaginal opening;
- The **clitoris**, a small tube shaped part that is very sensitive and gives pleasure to women when they are intimate with their partners.
- The **urethra**, a short tube that carries urine from the bladder to the outside of the body.
- The **vagina**, that is a small tube or opening from where menstrual blood and babies come out.



Each external reproductive organ looks different and can have different shape, size and colors.

The internal reproductive organs of a female include (Use CARD 23: Female Internal Organs.)

- The **uterus**, that is the lower part of the abdomen, where the baby is contained.
- The **two ovaries**, that look like small almond shaped glands. They contain lots of tiny eggs cells.
- The **fallopian tubes**, small tube where the eggs that are released by the ovaries find their way through the uterus.



**ASK:** Do you know why these egg cells are so important?

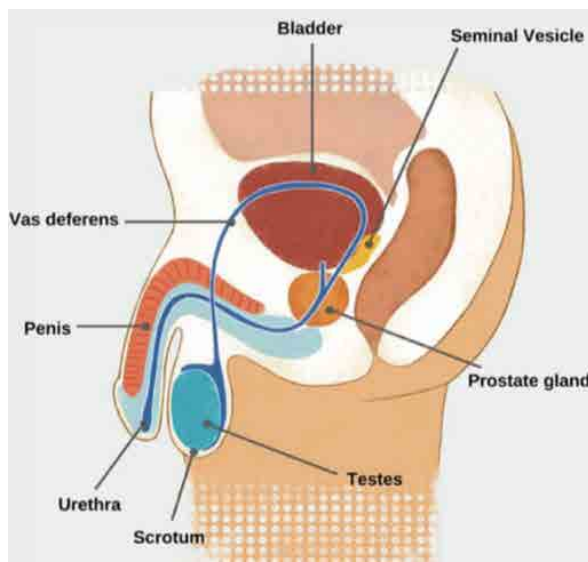


**SAY:** These cells could become babies!

Just like tiny cells in a girl's body, boys have tiny sperm cells in their bodies. When an egg cell meets a sperm cell, then the cells combine and eventually grow into a baby inside the uterus. That is when we say that a woman is pregnant. Let's now look at men's reproductive organs and genitals (show before the image of a body of a boy as in the session).

In males, the reproductive organs include: **(Use CARD 24: Male Sexual Organs)**

- **Testes**, that are two little glands that contain sperm;
- **Penis**, which is done of two parts: the main part and the tip. The penis allows sperm and urine to exit the body, through a small slit in the tip.
- **Other internal organs**, those carry the urine and sperms.



**ASK:**

- Did you know already how babies are made? (Try to engage older girls who are pregnant or married to see if they feel comfortable introducing the topic)
- Who taught you this information?



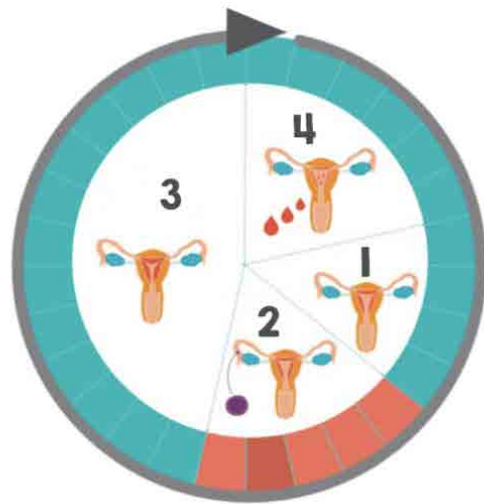
**SAY:** As we have just said, the union of an egg cell and a sperm cell can grow into a baby inside the uterus, and this is called an “embryo”. That is when we say that a woman is pregnant. Let’s look at how this happens inside the female organs.



**DO:** Reproduce on a flipchart the cycle below. Use CARD 25: Ovulation Cycle. Then say:



- 1) The uterus is connected to the ovaries by fallopian tubes. Typically, one egg matures every cycle. This is called "ovulation".
- 2) Once mature, the egg is released from the ovary and passes through the tube.
- 3) If the egg cell combines with the sperm, the uterus provides a home to a growing baby.
- 4) If there is no fertilization, the layer of tissues that the uterus had prepared is not needed anymore and comes out in the form of blood from the vagina. This is when we have our period.



#### ASK:

- So if a girl has started having her period, can she have babies?



**SAY:** Yes, a girl who has her period can have a baby. However, even if girls who get their period may be capable of becoming pregnant, it doesn't mean that they are ready for it. A girl's body is too young and not prepared to bear a baby well. It is better for girls to start thinking about having children after they reach 20. Until then, a girl's body is not fully developed, it can be difficult for a girl to face a pregnancy and can be even dangerous for a girl to get pregnant. We will expand on the consequences in the coming sessions.



**KEY MESSAGE:** It is important that girls like you know how to avoid becoming pregnant until the right age and time.



**SAY:** We have discussed that pregnancy happens when an egg from a woman and a sperm from a man meet together, inside a woman's body. This is done when a man has an erection – that is when the penis become hard – and puts its penis into a woman's vagina. Sperm is ejected into the vagina of the woman. This is called having "sex" or "sexual intercourses".

Sex is an experience that is shared by two people who care about each other or who feel desire for each other. No one ever should force another person to have sex. Sex is a loving act that two adults agree to and enjoy. We will talk about what it means if someone forces somebody to have sex and how to find support in case that has happened.

I am sure that you have heard different stories about getting pregnant, isn't it? Let's consider now some of them.



## ACTIVITY 1 (True/False): Myths about pregnancy – approx. 20 min.

1. Tell girls that there are many things that people say about sexual relationships and getting pregnant, and it is important to know what is true and what is not.
2. Invite girls to get in a circle and sit down. Ask them to “stand up” when they hear a statement that is false. And to “sit down” when they hear a statement that is true.
  - **Myth 1:** Girls cannot get pregnant during her period. (False: Even if it is less probable, girls can get pregnant even during their period. Girls can get pregnant during all menstrual cycle).
  - **Myth 2:** Girls cannot get pregnant the first time they have sex. (False: Every time that a girl has sex with someone, the girl can become pregnant, including the first time).
  - **Myth 3:** The only sure way to not get pregnant is to not have sex. (True: This is the only 100% sure way not to become pregnant!)
  - **Myth 4:** Sex is when two people kiss. (False: Kissing is a way to show affection between two people. Sex however is when a man puts his penis into a girl/woman’s vagina).
  - **Myth 5:** A girl can still be at risk of getting pregnant if the boy or man has not ejaculated inside the vagina but has ejaculate close to the vagina. (True: Rarely pregnancy happens without the penis entering into the vagina, if the sperm accidentally touches the vagina or if the man/boy has sperm on his fingers. In fact sperm can swim into the vagina and fertilize an egg).



### ASK:

- Did you know all these things about pregnancy?
- What myth or fact was more surprising for you?



**SAY:** We will talk more about pregnancy – and to avoid it – in the coming session. Let’s now conclude this intense and rich day with some secret questions!



**DO:** Prepare some papers and pens for the upcoming activity.

## Activity 2 (group activity): Secret questions – approx. 30min.

1. Divide girls in groups of 5. Ask them to identify 1 messenger, among the group.
2. Ask girls to think of “secret questions”, those things they feel shy or embarrassed to ask. .
3. Ask each messenger to come to you one by one and whisper in your ear the secret question.
4. Answer the questions that girls have prepared, paying attention to addressing them professionally and without reservation. If you do not have the answer, tell them that you don't know, will document and answer the question next time.



**ATIJA'S STORY:** Distribute the page 12 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was very excited. Her aunt just told her she was pregnant! Her aunt's husband was very happy as well and they both were working hard to prepare for the baby's arrival.*

*Atija knew something about making babies. She knew the organs involved. But not how this actually happened.*

*She didn't want to bother her aunt with these questions. But maybe she could ask during one session of the girls' group?*



**CLOSE THE SESSION:** Information about reproductive health helps us protect and keep safe, enjoy our relationships and make the right decisions. This is why it is important to know our biology well and what sexual intercourse is. I am so happy to have discussed this with you, and I remain available at any time if you have any further question!

# SEXUAL AND REPRODUCTIVE HEALTH

## 13. Contraception and family planning

### Objectives:

- Learn about methods of contraception
- Understand when it is a good time to have a baby
- Discuss child spacing

### Activities:

- Activity 1: Family planning
- Activity 2: Condom use

### Materials needed:

- Flipcharts and markers.
- Condoms, if possible to have and show
- Page 13 of coloring book printed for each girl

### Key Messages:

\*Abstinence, meaning not having sex, is the only certain way to prevent unwanted pregnancies.

\*Condoms are the most used contraceptive methods and the only one that protect against STIs and HIV.

\*Many couples wait at least two years after having a baby and before having another one, to ensure the health of the mother and the baby

**Note for the facilitator:** Younger girls may feel shy or embarrassed to discuss about contraception. For some girls, it may be the first time to learn about contraception. It is recommended that the facilitator achieve specific information about how this topic is introduced to the girls and at what age. It is important to consider also what are the available local options for contraception, in order to expand on those. The facilitator should consider adapting the language and the content as much as it is needed or splitting the girls by tranche of age (for example 12-14 and 15-17), having different times to facilitate the sessions for the two groups. Also more time may be needed to address questions that younger girls may have.



**SAY:** When we talked about pregnancies and how babies are made, I told you that girls should wait to be 20 years old to become pregnant. (You can explain that 18 is the minimum as contained in the Law on Child Marriage but 20 is ideal) This is because a girl's body is not fully developed to bear a child, and it can lead to complications for the mother and the baby, such as injuries, inability to have babies later in life and death. Sometimes, even when people are married, they are still not ready to have babies. People may choose to wait before they have children because they may not be fully aware of how to take care of a baby. Or maybe a family has already many children, and prefers not to have another, since it is expensive to raise a child. Both the husband and the wife have the right to choose how many children to have and when to have them.

Abstinence, meaning not having sex, is the only certain way to prevent unwanted pregnancies. But if a couple is intimate, there are other ways to prevent pregnancy from happening.

These ways are called "contraception" or methods for "family planning". Today we will learn what they are. But let's go now through some scenarios and see if the couple should use these methods to prevent pregnancy.

## ACTIVITY 1 (Scenarios): Family planning – approx. 20 min.

1. Divide the girls into 4 small groups and read to each group one of the scenarios below.
2. Ask the girls to answer these two questions:
  - Should the couple in the scenario have a baby?
  - When is the right time for them to have babies?

**Scenario 1:** Abdul and Ana have been living together for 2 months. She is 17 years and he is 23. Abdul wants to start having children. Should they have babies or use prevention methods? (Being pregnant at 17 can be dangerous. It is better than they wait until she is 20).

**Scenario 2:** Manuel and Marta have been married for 7 years. Manuel recently lost his job as a worker and is unable to provide an income for the family. They already have 4 children. Should they have another baby or use prevention to not get pregnant? (The couple should wait until there is a source of income, otherwise it will cause a lot of stress for the family).

**Scenario 3:** A Natália and Tito are living in a small house with many people from when they moved to the city, because rent is very expensive. They had planned to have a baby but are also looking to move somewhere to live with fewer people to start a family. (The couple should wait to have a baby until when they don't have better living conditions).

**Scenario 4:** Laurenço and Mira have been married for 6 months. She is 15 and still at school, completing her education. He is 27 and works as a taxi driver. They don't have children, but in the future they plan to have a family. (The couple should wait until Mira is 20).

3. Have the groups introducing the scenario and presenting their responses to the rest of the girls.



### ASK:

- If a couple is married and wants to plan for a family, where can they go for more information?
- Have you heard of any methods for family planning? What have you heard about them?



**SAY:** There are four main methods couples can use to avoid a pregnancy and plan the right moment to have a child.



**DO:** Write on a flipchart or draw the most common methods for contraception. If you can bring and show a condom, it could be a good idea to do that. Use CARD 26: Contraception Methods.

Birth control pills	Implants	Condoms	Injections
Girls and women can take some pills everyday to prevent ovulation. This method is not always available, should be taken regularly and may have some secondary effect. Also vomit/diarrhea may affect effectiveness	Girls are women can insert a small object under their skin to avoid a pregnancy. This method is not always available.	Condoms are thin pieces of plastic (latex) that is put on the penis. This is the most common method, easily available.	Girls and women can receive an injection in their arm to prevent pregnancy. The injection lasts for 10-12 weeks but is not always available.



**KEY MESSAGE:** Condoms are the most used contraceptive methods and the only one that protect against STIs and HIV. A man or a boy should put a condom before having sex in order to prevent the sperm from entering into the vagina of the woman or girl.



**SAY:** If a woman or a girl is going to have sex and doesn't want to become pregnant, she can ask her partner to put a condom. For example, she can get a condom herself and offer to her partner. If the woman or girl already has a child, she can use other methods of contraception (such as the birth control pills, the implants or the injection) to wait before having another baby. Many couples wait at least two years after having a baby and before having another one, to ensure the health of the mother and the baby. Babies need a lot of care, so it is very good that the mother is dedicated to one baby at a time.



**GIRLS CHAT:**

- Have you ever seen a male condom? And a female condom?
- Do you know where it is possible to find condoms? (Health centers, health brigades)



**SAY:** Condoms can be used only once. They should be new and stored in good conditions; otherwise the latex may break. For example, condoms should not be stored under the sun, or left in the pocket for long time. Also, condoms have an expiration date, meaning a validity period. It is important to check on the condom what the expiration date is, because if the



condom expired, it is not going to work, and you can become pregnant. Only one condom at a time should be used. Male condoms are applied on the erect penis before having sexual intercourses. The latex is rolled down in a way to leave a little space at the bottom for the semen to remain inside the condom and not entering into the vagina.

Now let's do an activity to double check you got all the necessary information correct.

### ACTIVITY 2 (Game): Condom use – approx. 15 min

1. Explain to the girls that you are going to read some sentences. If they think the sentence is true, is a fact, they have to clap their hands two times. If they believe the sentence is false, is a myth, they have to clap their hands only once.
  - Abstinence is the only way not to become pregnant. (True: Avoiding having sex is the only 100% sure way. Girls can still hug, kiss and show affection to their boyfriends, those things do not make them pregnant).
  - It is impossible to become pregnant when you use a condom (False: It is still possible to become pregnant when we use a condom, in case it breaks while having sex, in case it is not used improperly or if the expiration date passed. Nevertheless, there are good chances that the condom effectively protects against pregnancy).
  - It is better to use two condoms, one up on the other (False: In reality, using two condoms is worst. They can more easily break. Only one condom at a time should be used).
  - If a girl has sex with one partner or with multiple partners, she should use a condom. (True: Condom protects her from STIs, HIV and pregnancy)
  - If a girl uses a contraception method or asks her partner to wear a condom, she doesn't love her partner enough (False: Insisting on using contraceptive shows that a girl knows how to take care of herself and her health. Do you remember when we spoke about assertive communication? It is very important that girls are able to defend themselves, pretend respect, and explain to their partners that waiting until it is a good moment to have a baby is the right choice).
  - Girls can ask for condoms at the health center or during health brigades (True: Not only men and boys can receive or purchase condoms. Girls who intend to have sex and don't want to become pregnant, can do that and pretend the partner use the condom).
2. Acknowledge the progress and increased knowledge girls gained on the topic!



### GIRLS CHAT:

- If a girl like you has a boyfriend, would she feel comfortable asking him to use a condom, whenever she decide to have sex?
- If she cannot ask, what other options would she consider to protect against unwanted pregnancies?
- Do you think a girl who is married/in a union can try to discuss with her partner/husband using contraception until the couple is ready to have a baby?



**SAY:** Women and girls often try different methods of contraception to figure out what is best for them. You can find more information about this also with nurses and doctors at the health center. Now there is a last thing I want to discuss with you today.



**ASK:** Do you know how a girl can tell if she is pregnant?



**SAY:** One of the main signs of pregnancy is when a girl misses her period. This usually goes along with some of the following symptoms:

- Nausea (with or without vomiting)
- Increased urination
- Fatigue
- Breast enlargement
- Food aversion or cravings.

If a girl thinks she is pregnant, she can tell someone she trusts, seek assistance at a health center or talk to a social worker. They will be able to provide her with information, and refer her to services.



**ATIJA'S STORY:** Distribute the page 13 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija's aunt who is pregnant already had four children. She was telling Atija's mother that after she gives birth, she would take something to stop her having more children in the future.*

*She thought that five children is more than enough. Atija is confused. How is it possible? What her aunt can take to stop her from having children in the future?*



**CLOSE THE SESSION:** Contraception is not always easy to discuss in a couple but preventing pregnancies and protecting against STIs and HIV is so important for girls like you! If you could also share this information with girls who do not attend the girls' group, it will be great.



# SEXUAL AND REPRODUCTIVE HEALTH

## 14. Sexually Transmitted Infections (STIs)

### Objectives:

- Learn about the main infections that can be transmitted through sexual relationships.
- Understand how to prevent and protect against STI.

### Activities:

- Activity 1: STI have difficult names!
- Activity 2: Myths or facts against STIs

### Materials needed:

- Flipcharts and markers.
- Signs "X" and "tick"
- Page 14 of coloring book printed for each girl

### Key Messages:

\*Sexually transmitted infections (STI) are infections transmitted through sexual contacts.

\*Not having sexual relationships is the only 100% sure way not to catch STI.

\* If a girl has intimate interactions, she should use a condom to keep safe against STIs.

***Note for the facilitator:** Younger girls may have never heard about STIs and not be familiar with concepts and terminology. If the facilitator considers it being more effective, she can split the girls by tranche of age (for example 12-14 and 15-17), and have different times to facilitate the sessions for the two groups. However, information and activity are simple, so it may be enough to dedicate some extra time to explain the concepts more than once for the younger girls and address their possible questions.*



**SAY:** Today we are going to talk a little bit more about sexual relations and some additional information that can help you to keep safe and healthy. You may feel a little bit uncomfortable talking about this topic, but it is important to learn this information, in order to prevent and protect against sicknesses.



### ASK:

- Have you heard about some infections that are passed from one person to another? (There are infections that can be "caught" – such as influenza, measles, salmonella, etc.)
- Do you know that there are some infections that can be caught through "intimate interactions"? (These are caught touching one person's blood or by contact with sexual organs).



**SAY:** To learn about these infections, let's consider before what an infection is. An infection is

like a serious pain, or a sickness, that gives you different effects. When this infection is transmitted through sexual contacts, we talk about STI (“sexually transmitted infection”).

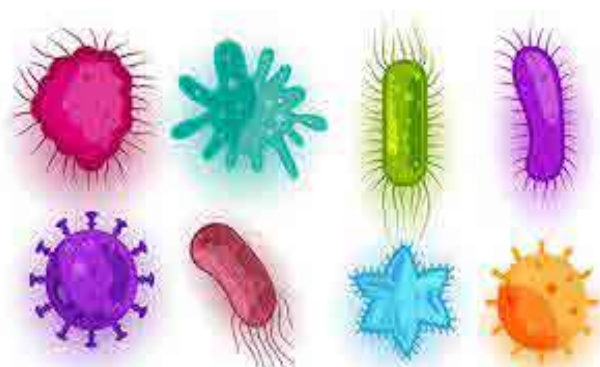
STIs can cause small problems that can be treated or serious problems that cannot be treated and can even cause the death of a person. For this reason, it is important to talk about these infections and prevent them from occurring. Unlike other sicknesses, sometimes a person who has an infection that they got through an intimate interaction (or through contact with another person’s blood) may not feel any pain or sickness for a long time, but their health could still be harmed, which is why it is important to see a doctor to know their health status.

Women are more at risk to contract these infections than men, so girls like you should definitely know what these infections are about! Some of the most common STIs are: chlamydia, gonorrhea, syphilis, genital herpes, hepatitis B, hepatitis C, pubic lice and HIV/AIDS. We will talk later about HIV/AIDS that is the most dangerous one, since it cannot be cured. Let’s see now what the other STI are about.



**DO:** Reproduce on a flipchart some virus and bacteria in different colors as in the picture below and explain the STIs one by one, indicating the drawing. **Use Card 27: STIs.**

- **Chlamydia and Gonorrhea** are bacterial infections. They usually do not cause problems in a woman instantly, which means you may not know if you are infected. But if a woman has one of these infections and does not get treatment, she is at risk of not having children or may feel a lot of pain. These infections can be cured with proper medication.



- **Syphilis** usually first causes sores in the vagina. Over time, the sores usually go away, but the disease stays in your body forever. If left untreated, syphilis can cause serious health problems later on. Syphilis can be cured with the proper medication.
- **Genital herpes** are sores on the vagina that cause itching around the vagina. The sores usually come and go. Medications can help treat herpes and make the sores go away, but genital herpes has no cure so it stays on your body forever, but this disease does not kill.
- **Pubic Lice** (also called lice) are small brownish insects in pubic hair. They cause itching around the pubic hair. Pubic lice can be treated with the proper medication and will go away.
- **Hepatitis B and hepatitis C** are other blood-borne viruses that can be transmitted through sexual contacts.



**SAY:** Let's now do an activity to try to learn the names and main characteristics of the STIs.

**Activity 1 (Quiz): STIs have difficult names!**

1. Divide girls into small groups and explain that you are going to read some questions about the STIs that they just learnt about. Girls should try to respond, or guess. It is ok if they don't remember; the names of the infections are kind of difficult!
2. Read the questions:
  - Which STI can be cured with the right medicine? List as many as possible. (Chlamydia, Gonorrhoea, Syphilis, Genital herpes, Pubic Lice)
  - What STI causes a small brownish bug in pubic hair? (Pubic Lice)
  - Which STIs cannot be cured? (HIV/AIDS, genital herpes)
  - What STI can you contract but it doesn't kick in now, does it kick in after a long time? (Chlamydia, Gonorrhoea).



**ASK:**

- Can you imagine what some symptoms or signs of STIs could be? (See below)



**SAY:** There are some things that you can see and some things that you can feel:

Possible signs of STI	
Seeing	Feeling
Sores on the vagina or on the penis, pus or irritation, heavy smell or discharge on a girl's underwear, some brown insects or small white eggs on a girl's pubic hair	Itchiness in the vagina or on pubic hair, burning pain when urinating, pain in the womb and fever, pain during sexual intercourses.



**SAY:** Indeed, if at any point a girl like you starts to feel or see some of those things in her sexual organs, she should visit a doctor immediately. Some of the STIs can be treated and the girl can feel better soon. STI can affect the future reproductive health for girls and women. Please also note that sometimes the signs of STI are not visible: someone can have an STI, without showing or knowing it, and still pass it to sexual partners.



**ASK:**

- Do you have any questions about the possible signs of STIs?
- Do you feel scared or uncomfortable talking about these sicknesses?



**ASK:** Let's now look at how to prevent STIs.

- What do you think people can do to reduce the risk of passing infections through intimate interaction?



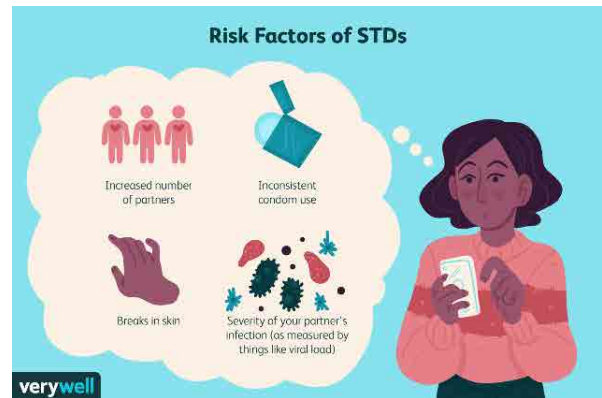
**SAY:** Using a condom can protect against STI, but should be used in the correct way. If the condom breaks or falls, there is a risk of contracting STI. The risk of contracting STI, including HIV, also increases when a girl has many sexual partners. Not having sexual relationships is the only 100% sure way not to catch STIs.



**DO:** Reproduce the risk factors as in the picture – Use CARD 28: Risks Factors of STIs.

**Risks factors for STI are:**

- Having sex with more than one partner.
- Not using condom.
- Not using a condom correctly.
- Having wounds on the skin.
- Having sex with a partner that already caught some STI.
- Lack of information on how to prevent STIs.



**SAY:** Let's now recap this information, doing a little team competition!



**DO:** Prepare six papers, three with the symbol "X" and three with the symbol "tick" (or any other symbol to indicate true and false that is locally understandable).

## ACTIVITY 2 (Team Game): Myths or facts about STIs - Approx. 20 min.

1. Divide the girls into three teams and give each team two papers (one "X" and one "tick").
2. Read out the statements below and ask the teams to show the paper with the symbol "X" if they think that it is wrong, or the paper with the "tick" if they think that it is right. The team is a competition, so you will be able to acknowledge or award the winner!
  - You can catch an STI by shaking hands with a person, if s/he is infected (X: STIs are transferred through sexual contact only).
  - A person can get HIV through intimate interactions (Tick: HIV is passed through sexual contacts as any other STIs)
  - Is it possible to get some STIs through kisses (Tick: It is very rare, but it may happen that if two people kiss each other and they have wounds in their mouth, syphilis or herpes may spread directly through blood fluids.)
  - The most important thing a girl can do if she suspect having contracted an STI, it to inform her boyfriend (X: The most important thing is to go get tested and receive treatment as soon as possible, in case that is needed. It is good to also inform the partner, since the health of the person can be at risk. In the meantime, the girl should not have sexual intercourses until when the treatment is completed and the doctor informs that it is safe to have sex again).
  - STIs are a curse of God's (X: STIs are infections that are spread from one person to another through intimate interactions. Every person can catch a STI, including respected members of the community, people with a good heart, or beloved people in our family.
  - A girl wouldn't contract any STI if her boyfriend is clean (X: It is not possible to say that a person doesn't have a STIs only if s/he looks like clean! One person may be born with an STIs or have just caught it. Signs of STIs may be hidden and doesn't depend on how much a person is clean or not. The only way to know if someone has a STI or not is to test.)
  - A person can get an STI if s/he shares the same cup or towel with an infected person. (X: We cannot catch STIs from an infected person by drinking in the same cup, using same belongings or from the person's coughing or sneezing. STIs are not like common colds!).



### ASK:

- Do you have any more questions about STI? Do you more questions about how girls can contract STI? Or how girls can receive treatment to face STI?

- After today, who else can you talk to if you want more information?



**ATIJA'S STORY:** Distribute the page 14 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija visits the health brigade with her aunt. Her aunt needs to do some antenatal consultations, that are the checks that are done while pregnant.*

*When it is their turn, the nurse explains that aunt needs to test for sexual transmitted infections. Her aunt seems ashamed and hesitant...but Atija reassures her:*

*"That is normal! These are infections that can be transmitted through sex. We learnt at the Girls' Group that is important to get test, also for your baby! STIs are dangerous and can only be treated by getting tested."*



**CLOSE THE SESSION:** I am very proud of you girls, since today we address a very delicate issue, the one of STI. As we discussed, there is often confusion and misconception about what they are. However we today learnt a lot about STIs and how to protect against them. Let's recap: the best way for girls and boys to protect against STI is not having intimate interactions, but if they have them, they should use a condom to keep safe. Whenever girls and boys have unprotected sex, they should test early and regularly. Tests are available for free at the hospitals, health centers and health brigades.

# SEXUAL AND REPRODUCTIVE HEALTH

## 15. HIV/AIDS

### Objectives:

- Learn about HIV/AIDS.
- Explain the difference between HIV and AIDS.
- Describe how HIV is transmitted.

### Activities:

- Activity 1: Myths and facts about HIV/AIDS
- Activity 2: Newly positive

### Materials needed:

- Flipcharts and markers.
- Signs "X" and "tick"
- Page 15 of coloring book printed for each girl

### Key Messages:

\*HIV is a serious STI, and may develop into AIDS.

\*Not having sexual relationships is the only 100% sure way not to catch STI. Condoms help preventing STIs.

\*People who live with HIV are the same as other people. They can conduct a normal life.

***Note for the facilitator:** Younger girls may have never heard about HIV/AIDS and not be familiar with concepts and terminology. If the facilitator considers it being more effective, she can split the girls by tranche of age (for example 12-14 and 15-17), and have different times to facilitate the sessions for the two groups. However, information and activity are simple, so it may be enough to dedicate some extra time to explain the concepts more than once for the younger girls and address their possible questions.*



**SAY:** Today we are going to talk about HIV/AIDS. We learnt last session that this is the most serious STI.



### ASK

- Have you heard about HIV/AIDS before? What do you know about it?



**SAY:** HIV is a serious virus that is found in humans. HIV makes the immune system weak and not functioning properly. The immune system is the way our body uses to keep us healthy (or the body's soldiers), so if that is not working, we can catch other sicknesses and infections, become weaker and even die. The only way to know if someone caught HIV is to test. Tests are available for free in the hospital, in the health centers and normally are available during the health brigades.

However, if HIV is caught in time, there is a treatment available that can help the person to stabilize and live a happy and healthy life. This is called ARV, anti-retroviral therapy. Since the body cannot get rid of HIV completely, the ARV should be taken for life. This treatment is very expensive and not always available in Mozambique. This is why it is important to prevent HIV, get tested as soon as possible and start receiving the treatment when positive.



If HIV is not treated, it may develop into AIDS that means “immunodeficiency syndrome”. This is the last stage of HIV infection, which is a condition where HIV destroys the body’s immune system. There is no cure for AIDS, which is why people die because of it. Nevertheless AIDS can as well be treated with drugs, so that persons feel better. Also the treatment for AIDS is very expensive and not so easy for people to access.



**KEY MESSAGE:** It is extremely important that girls get tested, if they suspect having contracted HIV. In this way, HIV can be managed, before it develops into AIDS.



**ASK:** Does anyone remember how HIV can pass from one person to another? How?

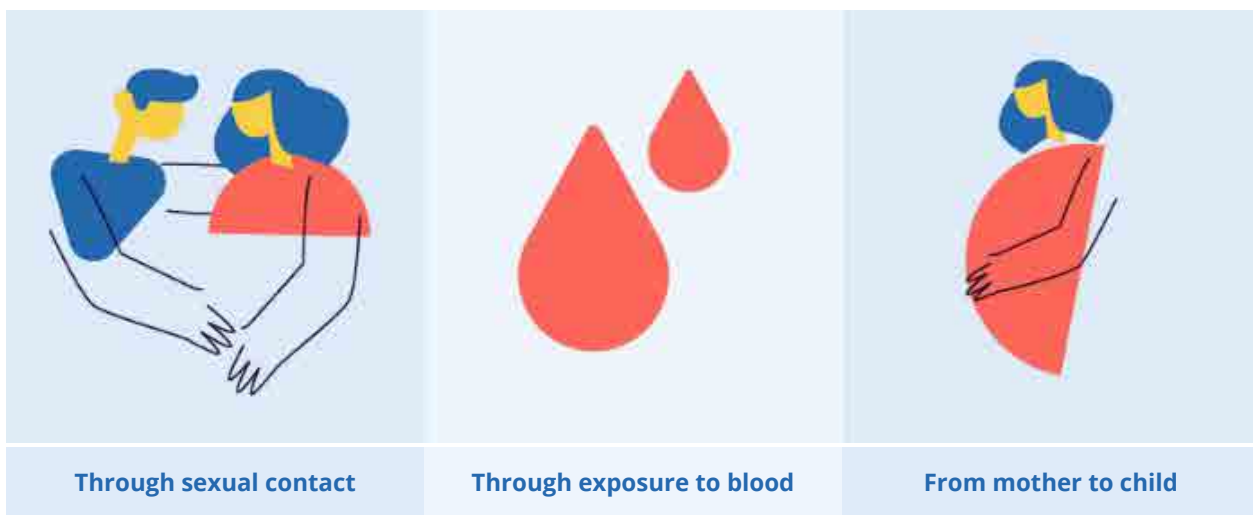


**DO:** Reproduce on a flipchart the three ways HIV is transmitted – **Use CARD 29: HIV transmission.**



**SAY:** HIV, which can turn into AIDS, can spread in three ways:

- When the blood of an infected person mixes with the blood of another uninfected person. If you have a cut or an open wound and the other person has HIV, you are at risk of getting the virus.
- If someone has sex with someone who has HIV and does not use a condom, they are at risk of getting HIV.



- Women with HIV can pass HIV to their babies during pregnancy, childbirth, or when they are breastfeeding if they are not being treated for their HIV, by a doctor and with medication being taken regularly exactly as prescribed.





**ASK:** Are you surprised to hear that HIV can spread from mother to child?



**SAY:** The spread from mother to child is more likely to happen in three situations: when the mother has been recently infected with HIV and is not receiving the ARV treatment; when an HIV positive mother is not taking ARV regularly as guided by the health personnel; when the mother has a high level of HIV in her blood.

There are ways to reduce or eliminate the risk of transmission from mother to child, and we will talk more about this with those of you who are married, pregnant or are already mothers. Consider also that babies who are at risk of being infected should also be tested, as adults.



**ASK:** And what can girls do to avoid catching HIV?



**SAY:** Girls can avoid getting HIV/AIDS by not having sex or by using a condom correctly every time they have sex. Being in a mutually faithful relationship with an uninfected person can also prevent HIV. Because HIV can be passed through contact with blood, it is important to never share syringes or other equipment that can carry blood such as razors, with other people. Now let's do an activity to put all these information together!

### **ACTIVITY 1 (Quiz): Myths and facts about HIV/AIDS – approx. 20 min.**

1. Explain that you are going to read some statements about HIV/SIDA. Girls will have to clap their hands if they think it is true, and don't clap their hands if they feel it is false:
  - HIV/AIDS is a disease that weakens the body, makes people sick for a long time, and eventually causes death. (True)
  - Girls can get HIV through sharing a needle with someone who has HIV (e.g. an ear piercing needle). (True)
  - Since AIDS can be deadly, it is better that you don't know whether you have it or not. (False)
  - There are drugs that can help treat AIDS and help people live longer, and lead healthy lives. (True)
  - Women and girls are at higher risk of getting the HIV virus than men and boys. (True)
  - Traditional doctors in the community (healers) have cured people with HIV and these people no longer have this deadly disease. (False)

- You can tell whether or not someone has HIV just by looking. (False)
- HIV can be spread through sex. (True)
- A mother cannot give HIV to her baby if she is infected (False)
- You can prevent HIV by using a condom. (True)



**ASK:** Now that we reviewed myths and facts about HIV/SIDA:

- Can someone tell me what some the behaviors that can put girls at risk of HIV?



**SAY:** Girls are at higher risk of catching HIV if they have multiple boyfriends, with who they have sex; if they do not use a condom when they have sex; if they lack information on preventing HIV; and if they do not communicate with their boyfriends around the importance of using a condom. The consumption of alcohol and other drugs are also risky behaviors, because they alter the capacity of girls to take measures to prevent HIV.



**GIRLS CHAT:**

- Are there people who consume alcohol and drugs in the community? How their behavior changes?
- Are there other behaviors in the community that can be connected to the risk of contracting HIV?



**SAY:** Now that let's consider what a girl who is takes the test and is found HIV positive should do. Let's work ingroup to have more ideas!

### **ACTIVITY 2 (Discussion in group): Newly positive - approx. 20 min.**

1. Divide girls into small groups and tell them a story of a girl called Sheila who has just discovered to be HIV positive.
2. Ask the girls to discuss in their group and come up with a list of actions that Sheila should follow to cope with her new reality.
3. Ask for some volunteers from each group to share their ideas with the other girls.

4. Propose the actions that have not been mentioned:

- Receive prompt counseling from a health care worker on how to always take ARVs.
- Be started on these life-long ARVs preferably on the same day.
- Identify a way to be sure to take ARVs daily when back home.
- Look for treatment buddies to feel part of a group and have a support network.
- Look for further support (practical, psychosocial) for people living with HIV.
- Be supported to disclose the HIV positive status to the partner.



**ASK:** Something Sheila should do upon discovering she is positive to HIV is to disclose it to her boyfriend/husband or partner:

- Do you think it is possible for both her and her partner to get tested together? (Yes)
- Do you think that if she is positive, her partner will surely also be positive? (No, it isn't)



**SAY:** It may happen that a person tests positive and her partner doesn't. In that case: the positive person should take ARVs; the couple should be counseled on how to have safe sex and has to use condoms correctly and consistently; the negative person can eventually take the pre-exposure prophylaxis - that is a medicine taken to prevent getting HIV - whenever it is available.



**ASK:** Do you have any questions on how to manage these situations or on the risk factors we discussed before?



**SAY:** Before completing this session today, I want to tell you a last thing. In Mozambique, there is a law that establishes the rights of people who have contracted HIV or have AIDS. The law says that they should live in dignity and not be discriminated for their condition; they also have the right to receive treatment, in order to live a healthy life



**KEY MESSAGE:** People who live with HIV are the same as other people. They can conduct a normal life. They should not be discriminated. If we know someone who lives with HIV, we should make the most to integrate this person in the life of the community.



**ATIJA'S STORY:** Distribute the page 15 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

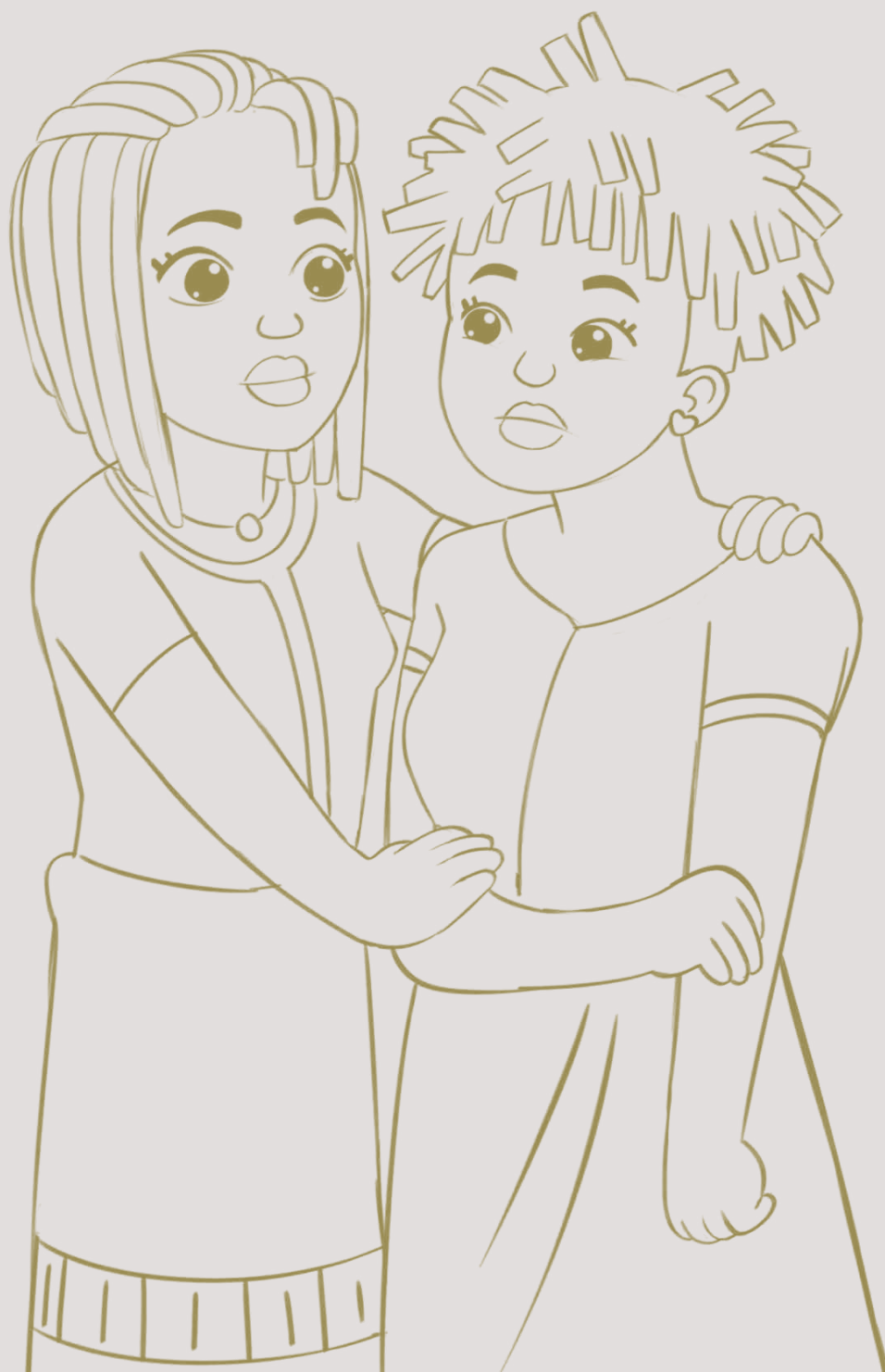
*Atija met with a nurse today in school. She came to talk about HIV to her class.*

*The nurse explained that HIV is a virus that affects the system that defends the body against sicknesses.*

*Paulo, a classmate, revealed that he is living with HIV, since he contracted from his mum.*

*Everyone in the class was very surprised! Paulo looks like a normal, healthy and dynamic boy!*

# SEGURANÇA E PREVENÇÃO DA VBG



## SAFETY AND GBV PREVENTION

### 16. Peer pressure, healthy and unhealthy relationships

#### Objectives:

- Explain what is “peer pressure” and how to deal with it.
- Describe how a healthy relationship is different from an unhealthy relationship.

#### Activities:

- Activity 1: Peer pressure
- Activity 2: What is love?
- Activity 3: Feeling good with your boyfriend

#### Materials needed:

- Flipchart and markers
- White papers (A4) or post-it
- Page 16 of coloring book printed for each girl

#### Key Messages:

\*Peer pressure happens during adolescence: when girls are pressured, they can adopt the following strategies: respond politely; provide a reason to apologize; be assertive; avoid the negative situation.

\*Girls should be able to distinguish between healthy and unhealthy relationships.

***Note for the facilitator:** This session doesn't need to be adapted for younger girls. However, please consider that younger girls may feel shy talking about relationships or have less understanding of what intimate relationships encompass. It could be good to have the older girls giving examples, as to “set the tone” and apply the content to practical situations.*



**SAY:** Being a girl in our communities is not always easy, isn't it? When girls are working in the house, or they are going to school or are walking in the community to attend some activities, it may happen that they have to deal with some difficult situations.

For example, some people in the community can make girls feel scared. Some strangers can ask for girls' attention in the street. Other people that provide assistance to girls can make some proposals that are not appropriate. I am sure you heard about similar situations happening to girls like you in the community. In the coming sessions of our girls' group, we are going to talk about good and bad behaviors and how to keep safe in our communities.

Let's start discussing one of the pressures girls can receive, the one from friends and classmates. This is called “peer pressure”. “Peers” are boys or girls that have the same age like you and live in the same community or go to school and play with you. Peers during adolescence can be good companions; friends that support you to make good decisions; but can also push you in bad directions or pressure you to take bad decisions. Let's consider a few cases.

## ACTIVITY 1 (Role play): Peer pressure – approx. 20 min.

1. Ask for 5 volunteers to role-play two scenarios. Two girls volunteers will role-play the Scenario 1 and the other three girls volunteers will roll-play the Scenario 2.
2. Help the girls to familiarize themselves with the two scenarios by reading those to them separately. They will have to role-play the scenarios for the rest of the girls.
  - **Scenario 1:** Faiza and Vania are good friends. They are both fifteen years old. Fazia loves to go to the market and spend time chatting and playing with other friends. One day she asks Vania to go with her, but Vania reminds her friend that they both have to study hard if they want to achieve the Diploma of Primary Education. Vania tells Faiza: “Come on my friend, we have to focus! We only have two months left before our examination and I feel we are not even halfway through our preparation. We have to think about our future Fazia!”
  - **Scenario 2:** Leocadia is going to buy soap for the family in the shop around the corner. On the way, Leocadia sees her schoolmates that are looking at some new earrings one just bought. When she approaches them, one girl asks Leocadia why she doesn't have earrings if she has piercing. The others are laughing, another girl asks her again: “Are you so poor that you cannot even buy earrings?”. Leocadia looks at the money she has received to buy soap, and starts thinking....
3. After each role-play, ask the rest of the girls:
  - Who is using peer pressure in this story?
  - Is the pressure positive or negative?
  - What happened to the girls who were pressured?



### ASK:

- Have you ever passed through negative peer pressure? How did you feel?
- What are some of the bad pressures that the girls like you can receive from friends and classmates?



**SAY:** Peer pressure can be positive or negative. Positive pressure happens when someone motivates us to do something that is in line with our values and that makes us feel good. Negative pressure happens instead when someone pushes us to do something that we do not like, and that is not good for us.



**ASK:**

- What can you do when someone pressures you against your will?



**SAY:** There are some strategies that you can adopt to apologize and refuse the ask:

- You can say “no” politely: for example, “No, thank you!”
- You can provide a reason to refuse: “I don’t want to smoke: smoking is bad for my health”.
- You can be assertive: “I said I don’t want to do it. When you pressure me like this, I feel uncomfortable. Please, stop it”.
- You can avoid the situation, for example if you know where some friends stand on your way back home and they annoy you, you can take another way to avoid them.



**KEY MESSAGE:** Repeat with me: When we feel pressured, we can: respond politely (1), provide a reason to excuse yourself (2), be assertive (3), avoid the situation (4).



**SAY:** Well done girls! It is very important to be able to say “no” when we feel pressured to do something we are not sure about. This is even more difficult when we have to say no to someone we love, we have feelings for or we are in an intimate relationship with. That’s why today we are going to learn more about relationships that are good for us and relationships that are not good for us.



**DO:** Give one small piece of paper to each of the girls (can be a post-it or any other paper). Otherwise do the activities with small stones that can be found in the environment: each girl should pick a certain number of stones.

## ACTIVITY 2 (Story): What is love? – Approx. 20 min.

1. Explain to the girls that we are going to do an activity where they have to use their imagination. They have to imagine that each of them is the girl in the story. The little paper is their self-esteem (or you can say that the paper represent the heart of the girl). Every time they feel the girl is hurt, is humiliated or receives an insult, they have to cut a little piece of the paper – as if the heart breaks in pieces! – and throw it on the floor.

2. Ask the girls to stand in different parts of the room/space and start reading the story:

*Regina and Paulo have been engaged for about a year. Paulo is finishing secondary education and Regina helps her aunt with a small restaurant. Everyday he pretends her to bring him food when he is back from school, and if she arrives late, he tells her that she is stupid to make him wait. If she has any stain on her clothes because of the work in the kitchen, he says that she is dirty and ugly. Sometimes, Paulo says to his male friends that other girls from the community are more beautiful than Regina – and once she was there and listened to him. It seems he doesn't care about her feelings. Whenever Regina talks with other boys at the restaurant, Paulo gets angry, and says that when they will be married, he will find a way for her to stop that. Paulo also repeats to her that she is lucky to be with him, because he goes to school and is smarter than her. A few time, he also added that all boys are more intelligent than girls.*

3. When you finish the story, ask the girls to show the group how much of their paper they have left and to look at how many pieces are on the floor.



**ASK:**

- How did you feel when you were cutting the paper into little pieces?
- Do you think that Regina is in a healthy relationship with Paulo?
- What are the qualities of a partner in a healthy relationship? Being honest, respectful, kind, not being violent or judgmental, being trustworthy.



**SAY:** Now let's try to build a better end for Regina and Paulo!

**ACTIVITY 3 (Group work): Feeling good with your boyfriend – approx. 20 min**

1. Divide the girls into small groups and ask them to think about what Regina can do in this situation. Ask them to think:
  - How can Regina talk to Paulo to let him know she is not comfortable with his behavior?
  - Who can Regina talk to?
  - What kind of skills and capacity does Regina need to address this problem?
2. Give the group 10 minutes to discuss. Then have the groups present their ideas to the rest of the girls.
3. Clarify any doubt and give them your take (see also explanation below).



**SAY:** When a girl experiences something similar to Regina, she should think that no one deserves to be treated badly. A boy and a girl who are in a relationship should respect each other, not insult each other, and support each other’s wishes and dreams.

Regina could have sought help and advice from a trusted peer or adult. Eventually she could have turned to a social worker, which would be able to set up an action plan to deal with the problem, according to her wishes. Regina and Paula are experiencing an unhealthy relationship. Unhealthy relationships are the opposite of healthy relationships.

Let’s conclude this rich session by considering the differences between the two.



**DO:** Write on a flipchart or draw a symbol for each sentence and read them loud. **Use CARD 30: Healthy/Unhealthy relationship**

Healthy Relationship	Unhealthy Relationship
Both people treat each other with respect	Disrespectful behaviors
Respecting each other decisions	Making decisions for the other person
Polite language	Calling someone “names”, insulting, blaming
Helping the person in case of need	Forcing someone to do something they don’t want to do
Being loyal and transparent	Lying or cheating



**GIRLS CHAT:**

- What do you think about these differences?
- How do you interact with your friends, best friends or boyfriends?
- Would you know where to go for help if someone is disrespectful with you?



**KEY MESSAGE:** Girls who are in difficult relationships might feel they cannot talk to anyone, but it is important that they find some trusted adult/place they can turn to for advice – like a safe space or a social worker. (We will talk more about this in the coming sessions).



**ATIJA’S STORY:** Distribute the page 16 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was worried about her friend Abiba. Abiba was interested in a boy that showed her a lot of attention. He wanted to be with her all the time and make sure no other boy spent time with her.*

*But, he was also mean. He once told her she was too fat. Another time he said she was stupid like all girls.*

*Atija saw him grab Abiba by the arm or shove her into a wall. Abiba said he is just energetic...*



**CLOSE THE SESSION:** Today we started the session talking about pressures that girls may receive from friends and classmates. Then we learnt to distinguish between relationships that are good, positive and respectful and relationships that are unhealthy and harmful. These considerations are very important, since as you get older, you may become interested in boys and boys may become interested in you. Until we meet again, notice the relationships you see around you. Are healthy or unhealthy? What girls can do to slowly increase the respect they deserve in relationships? We will discuss more about all this in the coming session!

## ADDRESSING GBV AND ENSURING SAFETY

### 17. Different types of violence.

#### Objectives:

- Describe the different types of violence.
- Distinguish comfortable and uncomfortable touches.
- Rely on trusted adults in case of needing help.

#### Activities:

- Activity 1: Types of violence
- Activity 2: Our shields

#### Materials needed:

- Flipcharts and markers.
- Page 17 of coloring book printed for each girl


#### Key Messages:

\*There is a difference between relationships that make a person feel good and those that don't make her feel good.

\* A girl's body belongs to her; no one should touch it if she doesn't want.

\*Girls can talk to trusted adults when they do not feel comfortable with something

***Note for the facilitator:** This session focuses on gender-based violence (GBV). It may be difficult to discuss this topic with girls, both the younger and the older, because of previous experience they may have done. It is worth noting that the probability of girls suffering violence is higher within conflict-affected communities. It may be worth exploring how the topic has been addressed in the community, and sensing before the "level of trauma" or incidence of cases in the specific locality. When delivering the session, it will be important to adopt a very sensitive approach and eventually divide the girls into two groups (12-14 and 15-17). Content can be adapted depending on specific necessity, on condition that basic information on types of violence and where to find help in case of need is delivered.*

 **SAY:** In the last session, we compared healthy and unhealthy relationships and you may remember the story of Paulo and Regina. Paulo was being mean with Regina, bullying and abusing her. Bullying is when someone teases, insults, threatens, mocks or speaks mean of someone else to belittle the person. This was not only an unhealthy relationship, but also a case of violence, emotional violence. We will learn today that there are many forms of violence that can be especially directed to women and girls. Emotional violence is only one type. It can be the case for example when a husband or a wife screaming at each other. Or when the husband tries to control the wife, because he is jealous of other men. Or a situation when a girl is isolated insulted or humiliated at home or in school. Emotional violence is unfortunately very common in our communities and all around us. But there are other forms of violence that are as well very painful and that can seriously harm women and girls.

 **ASK:**

- What does violence mean to you?
- What types of violence do you know or take place in the community?

(Girls may name types of generic violence, like beating and fighting, robberies etc. and types of gender-based violence. It is important to stress the difference along this session, for them to focus on violence that happens specifically to harm the gender of the person, that is gender-based violence).



**SAY:** There are different types of violence that happens in our community, especially in situations of emergencies. However today we are going to talk about violence that happens in relation to the “gender” of one person, that is being male and female - and that is called gender-based violence, or GBV. This form of violence happens with the precise intent of harming one person for being a male or a female, and as an expression of power of one person over another person. For this reason, gender-based violence happens more often in intimate relationships, between a boy and a girl who are dating or are engaged, or a man and a woman who are in a relationship or are married. But surely gender-based violence happens also from strangers. In all cases it is an expression of power from someone who holds power in the community, and someone who doesn't.



**ASK:**

- Have you ever heard about gender-based violence?
- If yes, can you tell what have you heard or what it is?







**SAY:** Today we will talk about gender-based violence, and especially violence against women and girls. Remember that abuse may happen against anyone, but women and girls are especially at risk. Remember our group's agreement as well: if someone wants to discuss a personal experience, she can approach me any time after the session, so that we can discuss in a private space. Let's now give a look at the different types of gender-based violence.



**DO:** Draw on a flip chart four symbols or images for each type of violence, for example: someone screaming (emotional), someone hitting another person (physical), someone harassing a woman (sexual), or someone taking money from someone else (denial of resources or opportunity) – as in the pictures below. **Use CARD 31: Types of Violence**



**SAY:** Explain the different types of violence – giving concrete examples when possible.

Emotional Violence	Physical Violence	Sexual violence	Denial of opportunity
			
Happens when someone makes another person fear to gain control over her.	Happens when someone mistreats someone else physically	Happens when someone talks to or touches a person in a sexual way that makes the person feel uncomfortable.	Happens when someone discriminates or deprives another person of something she has right to.



**SAY:** Let's now go through some examples!

### ACTIVITY 1 (Classification): Types of violence – approx. 30 min

1. Give some paper and some pens/pencils to each girl. (If you have cards for each type of violence, use them instead).
2. Tell them you will read some stories, and each girl individually will have to draw on the paper the symbol corresponding to the type of violence they believe is happening in the story. After each story, review the girls' drawing and provide some additional examples:

*Racha is walking down the road and she sees a group of boys standing under a tree. She crosses the road to avoid them. They start shouting at her, saying things about the way she walks and the way she dresses, and asking her to join them.*

(Emotional violence. Examples include: yelling or shouting; threatening to hit someone; calling someone worthless or stupid; making comments about a girl's appearance; insulting and bullying; humiliating).

*Maria is prohibited from going to school. Her parents think school is dangerous for girls, and only boys should be allowed to go to school. One day Maria tries to talk with her mother about going back to school, but she replies that there is no need; she would better learn to take care of the house.*

(Denial of opportunities. Examples include: when someone is not given basic needs such as water, food or shelter, because she is a girl; when girls are stopped from attending school;



when a girl is not allowed to go to the doctor because she is a girl).

*Balmira always goes to the same store to buy bread. One day, when she tried to pay for the bread, the shopkeeper said she didn't need to pay. A week later, the same thing happened. Balmira was happy because she saved some money. But the third time she went to buy some bread, the shopkeeper touched her legs and back, and when she asked what he is doing, he responded she could not say no, because of all the free bread he gave her.*

(Sexual violence. Examples include: unwanted kisses or touches; forcing a girl to touch private parts; forcing a person to have sexual intercours; sexual favors in exchange of assistance).

*Nini's mum and dad argue a lot at home. One day, Nini's dad came back home from the field and asked where the dinner was. Nini's mum replied that she would serve dinner in a few minutes, but the dad got very angry, screamed that dinner should be ready when he is back. Nini saw her dad hit her mother.*

(Physical violence. Examples include: hitting, pushing, using force to hold or hurt someone, using any sort of object/tools to hurt someone - like a stick or a stone - or tearing out the hair).

3. Acknowledge the effort the girls did to classify the scenarios and different types of violence, and explain that oftentimes, when GBV happens, there is more than one type of violence involved and happening at the same time.



**SAY:** We learnt some important information about the different types of violence that a girl or a woman may suffer. These types of violence can affect also boys and girls, but to a minor extent. Now we are going to discuss sexual violence, because among all types of violence, this is the most risky for girls in the community. From the story of Balmira, that girl who was going to buy bread and felt very uncomfortable, we learnt about inappropriate touching that has a sexual nature and may happen to girls in the community.



**ASK:** Can someone tell me the difference between comfortable and uncomfortable touching?



**SAY:** Comfortable touching is something that makes a girl feel secure, protected and loved, like a mother hugging a girl or two best friends holding hands. Sometimes some touching may come as a surprise, like a teacher patting on the back of a girl to congratulate her on her achievements in school, or someone grabbing a girl in the street, for fear that a car could hit her.

Those are different from comfortable touching, but still, they are not uncomfortable touching. Uncomfortable touching makes a girl feel confused, scared or worried. For example, being hugged by a stranger; being touched on your legs by a classmate you don't want to

have intimacy with; being tickled by a relative in a way that's not funny; being touched on your private parts by someone and told not to tell anyone.



**ASK:**

- What do you think a girl can do if she experiences a confusing or uncomfortable touching?
- And what do you think a girl can do, if at the beginning she thinks the touch is comfortable, but then does not feel comfortable and does not want to be touched anymore?



**SAY:** The girl should tell the person who is touching her inappropriately that she doesn't feel comfortable, she can tell him to stop and to respect her wishes, she can try to remove herself from the situation and talk to a trusted adult. It doesn't matter if at the beginning she kind of agreed: the girl can ask to stop the uncomfortable touch at any moment, regardless of her initial standing.



**KEY MESSAGE:** The important thing for girls to remember is that their body belongs to them, nobody has the right to touch it without permission, not even a friend, a family member, a teacher, and they have the right to ask people to respect their wishes. If the person does not stop, the girl can scream. Whatever happens, it is not the fault of the girl, ever! Girls can also talk to trusted adults when they do not feel comfortable with something or talk to a social worker in a safe space to find a solution to the problem together.

## ACTIVITY 2 (Game): Our shields – approx. 10 min.

1. Explain that we are going to play a game to recall the importance of looking for a trusted adult when we need help.
2. Ask the girls to stand in a circle, then to silently choose two people each: one as the “danger” and another one as the “shield”. Tell them they should make their choice without anyone knowing.
3. Ask the girls to move around the room/space, always keeping the “shield” between themselves and their “danger”. Add that they should keep moving, but not stick to the shield, there can be distance, as far as they are protected.
4. Tell them that when you say “Stop” they should freeze, and those who are not protected and are facing the “danger”, should fall on the floor

5. Ask them to stand up and walk again, repeat 4-5 times for the girls to have fun with the game.



**SAY:** The game we just did is to remember that girls should try to find someone to discuss issues related to violence they face. The sooner, the better. That person will be their shield. Not always girls can be protected from violence, since that can come by surprise, from strangers. In case of emergency, the girls can call the hotline – we will talk more about this – and in any case always they can approach a social worker. The same applies if any girlfriend tells us she has been suffering some incident of violence: we can refer her to a social worker who is able to help. We will see all these aspects in the coming session.



**ATIJA'S STORY:** Distribute the page 17 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Last week something difficult happened to Atija. Her mum sent her to their neighbor's house to borrow some sugar. The neighbor was not there. There was someone Atija didn't know.*

*The man invited her to come in and said he would give her the sugar.*

*The way the man was looking at Atija made her feel uncomfortable. He started to get closer and tried to pull her in for an embrace.*

*Atija turned away but she didn't know if what happened was normal.*



**CLOSE THE SESSION:** I know that it is very difficult to talk about violence and especially sexual abuse and harassment. I am very glad we spoke about this together! This shows that we built a lot of trust between ourselves, and in our group. I also want to thank you for trusting me as your facilitator. Together we are strong, and we can deal with difficult topics and difficult situations. The next session will focus on addressing situations of violence and we will discuss how to find help. For now, you know that at any moment you can come to me, I am here to help and listen to you. Well done girls, you did excellent work today!

## ADDRESSING GBV AND ENSURING SAFETY

### 18. Responding to sexual violence

#### Objectives:

- Describe sexual violence
- Understand that the survivor is never to blame for what happened.
- Explain the services that should be offered to survivors of GBV and how girls can access them.

#### Activities:

- Activity 1: When girls are hurt

#### Materials needed:

- Flipcharts and markers.
- GBV Referral Pathways and other materials to explain GBV case management services available
- Page 18 of coloring book printed for each girl.

#### Key Messages:

\*Sexual violence is a pervasive form of GBV and a risk for girls in our communities.

\*If a girl survives sexual violence, she can access life-saving services within 3 days to prevent STIs and unwanted pregnancy.

\*Consent is when someone gives permission for something to happen. GBV happens without consent.

\*The survivor should never be blamed for what happened to her.

\*The process of supporting a survivor to access services that support healing based on her personal needs and preferences is called case management.

**Note for the facilitator:** *This session is particularly sensitive, because it addresses the issue of sexual violence. Due to the risk of this specific form of violence, providing this information and explaining how girls can receive services is extremely important and life saving. The content is simple and straightforward but can be slightly adapted, for example in case the facilitator considers that the girls were very uncomfortable discussing sexuality (SRH) or GBV. For example, the story of Joana can be “softened” or changed with a lighter scenario on sexual assault. As for the previous session, it may be worth exploring how sexual violence is discussed in the community, and verify what is the capacity of response and how referral to different services work. When delivering the session, it will be important to adopt a very sensitive approach and eventually divide the girls in two groups (12-14 and 15-17) simplifying language and concepts for the younger girls.*



**SAY:** Last session, we learnt that inappropriate touching is a form of violence, and that girls can be pressured to do something they are not comfortable with or they do not want to do. Today, we are going to see some more situations in which it is very important that girls like you know and discuss. In particular, we are going to talk about sexual violence and sexual assault, that is when a person is forced to perform a sexual act, and about rape, that is when someone is forced to have sex against her wish or in other words without permission.

## ACTIVITY 1 (Case study): When girls are hurt – approx. 30 min

1. Ask the girls to stand and walk around the room/space, taking up all possible space.
2. Tell them that you are going to read the story of a girl that may have their age, whose name is Joana. Explain them that you will pause the story and ask some questions and they have to think of the answer while they walk. Once they have decided their answer, they will stop walking and remain still. You will ask some of the girls to give their answer and then you will continue the story.

Joana lives in a displacement center. One day Joana was hanging out with some friends after school, when she sees her boy Chavier. She moved from the group so she and Chavier can be alone. He follows her along the way. When he is sure no one is around, Chavier greets her gently, and starts complimenting her on her look. They start kissing. Then he says that he wants to have sex with her. More than once Joana had told him that she didn't want: she likes the kissing part but she does not agree to go further. Chavier insists, he says that it is her fault, since she kissed him and made him very excited. He says: "I am your boyfriend and you have to have sex with me". He adds: "I know that you also want, and you have to please me!". Chavier uses force against Joana.

- What happened to Joana? (Joana was forced to have sex with him)

After that Joana is in pain and she cannot stop crying. She feels ashamed and betrayed. Chavier says that she is a good girl and an excellent girlfriend.

- What are the consequences of the violence she endured? (Joana is shocked, she is physically and emotionally hurt)

Joana asks herself if it makes a difference that she was forced or not. Will anyone believe her if she tells her mother? Maybe she shouldn't have left her groups of friends to be alone with him! She will say it is her fault. Joana is very worried: how will people from the community see her if they find out?

- Was it her fault? (No, it wasn't. It is never the fault of a survivor the violence she endures!)

Joana doesn't manage to tell anyone what happened. What her girlfriends will think about her? Will her family judge her or send her away from her house? Will she be able to get married one day and recover from that violence?

- What should Joana do now? Where can she go for help? (Joana should seek help, with a trusted adult or a social worker, and promptly access medical care).



**SAY:** Even if Joana doesn't yet understand it, she has survived a rape, which is sexual violence. Regardless of what happens specifically, regardless of whom the perpetrator is, and if the victim is in a relationship with the perpetrator, when something happens against a person's will, that is violence. Joana had not consented to have sex with her boyfriend. Violence happens without consent, against a person's will. Additionally, Chavier committed a crime. Using force to have sex is illegal in Mozambique. Chavier can be prosecuted for the crime he committed.



**KEY MESSAGE:** Consent is when someone gives permission for something to happen or agrees to do something. We talk about "informed consent" because for example girls should fully understand what they are asked to do, and should voluntarily agree if they want to participate in an activity or not. Situations in which girls are forced to do something by the circumstances, such as when girls feel they have no choice to say yes to sex in exchange for food or money, as well happen without informed consent. Gender-based violence, including sexual violence, always happens without consent and it is a crime.



**SAY:** Joana should not be blamed for what happened. Sometimes people fully or partially blame the person who experiences violence, telling her it is her fault, or that she could have done something to stop it from happening, or that they could have avoided it or that she asked for it because of the way she dressed, etc.



**KEY MESSAGE:** The survivor is never to blame for the abuse that happened to her. Communities and society often blame women and girls when violence happens, but this is only a way to control their behavior. The perpetrator deliberately chooses to abuse, and he is the only responsible. Girls have the right to be respected and protected.



### ASK:

- What can be some of the reasons why girls who are abused keep this information for themselves? (Do not know who to trust, are scared of the news spreading, of the judgment of people, to be blamed for what happened)
- What can be some of the reason why it is helpful to share this information with a trusted person? (Girls can get immediate assistance, they feel they are not alone, they can develop a plan to deal with the consequences of the violence).
- How can girls be good supporters/allies to each other? (Girls can help a friend who went through something difficult offering a listening ear, not judging the friend and supporting her to do what she feels like doing in the specific situation).



### GIRLS CHAT:

- What happens in our communities when a girl survives abuse, and specifically sexual violence?
- What help does a girl who is abused need and who is able to provide that help?



**SAY:** (Adapt this including local services available) When a girl survives an incident of gender-based violence, including sexual violence, she can seek assistance in the closest health center (XXX), in a police station (XXX) or can call the emergency hotline, the “Linha Fala Criança”, through the number 116 – whenever she has a phone or can ask someone to borrow. It is free of charge! In the health center, medical personnel should provide prompt assistance but may need to inform the police about what happened, because gender-based violence is a crime. This is a measure to protect the girl in the future.

If a girl doesn't know to whom to tell that she was aggressed or doesn't want her parents, her husband or her friends to know that she suffered violence, she can speak with a social worker at a safe space. The social worker should keep everything the girl says as a secret. She will also help the girl to stay safe and come up with a plan for her to feel better. Girls who are victim of gender-based violence are not obliged to talk to community or traditional leaders. In some cases leaders can help, but their intervention is not absolutely needed to report the case and receive important services, such as medical assistance and psychosocial support.



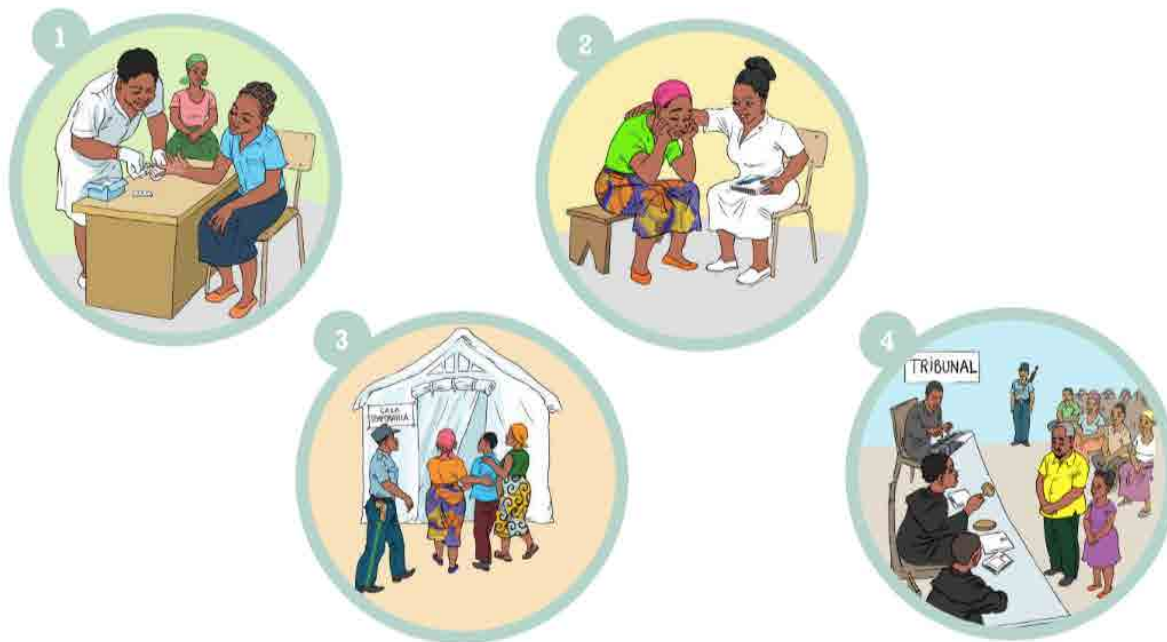
### ASK:

- Do you know what support is available to girls who are victim of violence?
- What do you think are the main difficulties for girls to access services?





**DO:** Print the serigraphic album or reproduce on a flipchart the images below – **Use CARD 32: GBV services.**



- 1) When a girl is raped, sexually abused or was physically aggressed, it is important that she receives **medical assistance** as soon as it is possible. If she manages to seek medical attention within 3 days/72 hours from the incident, she can prevent STI and unwanted pregnancy. A girl who survives gender-based violence can experience psychological consequences. She can feel depressed, guilty, scared, she may have anxiety. It is important that she receive psychosocial support, through a social worker, who is present in the community, or a referral from a health center to any specialized organization.
- 2) **Safety** is also very crucial for girls who suffer violence. After an abuse, a girl can be exposed to retaliations, from the same perpetrator, from her family, from friends or any other members of the community. To stay safe, she may need a temporary accommodation, as well as food, basic items for hygiene, cloths, etc. Some women's group, local organizations and other partners provide those services (Adapt according to services available).
- 3) All forms of gender-based violence are **serious crimes** against the Mozambican legislation and should be prosecuted. If a girl wants to report what happened to her and start legal proceeding, she can receive free legal support from the government and other organizations and make the perpetrator accountable for the abuse he committed. This means she will have to provide details of what happened and probably testify in court. This process may take long, and sometimes can be complicated and stressful for the victim. However, it is very important to report, in order to prevent similar acts from happening again.



**KEY MESSAGE:** The process of facilitating access to services and providing psychosocial support to girls (and women) who are victim of gender-based violence is called case management. Case management services are available in our community and/or in Cabo Delgado and it is important to know how to access them in case of need.



**DO:** Find out if a GBV referral pathway is available for the locality and print it or reproduce it on a flipchart. Use any other available materials to explain GBV services available in the community. **Use CARD 33: GBV Referral Pathway.**



**SAY:** When a girl needs help in this community, she can receive prompt assistance contacting... (fill with entry point, phone number, place where to go etc.). The services that are available are (include a list of health facilities, organizations that provide PSS, police unit able to receive report, legal aid services, etc. that are available at local level). The girl should be able to choose what services she wants to receive and what she does not, meaning that she is not obliged to follow a path and can also agree at a later stage or change her mind.



**ATIJA'S STORY:** Distribute the page 17 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was sitting with her friends when Tuana – a girl from the Girls' Group – seemed very upset. Atija and Djausia asked her what happened.*

*Tuana was in tears: "My boyfriend did something to me I didn't like. He said that since he gave me gifts and food, I owed him something!"*

*"I am sorry for what happened Tuana but you shouldn't have accepted those things!" said Djausia.*

*Atija didn't agree: "It is not your fault Tuana. And we should seek help immediately!"*



**CLOSE THE SESSION:** Well done girls, also today we discussed a very important topic and shared information that can help us be safe and help our girlfriends whenever some situation as the one of Joana happens around us. Remember that experiencing violence is always a very difficult experience. The best we can do to support someone who is going through this is not to judge the situation or blame the person, and instead provide a listening ear and share how important it is to access promptly services – especially in case of sexual violence, to prevent STIs and unwanted pregnancy. To be able to help, we can try to memorize the contact details of those women in the community who can help, such as a social worker or a health worker: they are our main entry points! We will talk more about safety in the coming sessions!

## ADDRESSING GBV AND ENSURING SAFETY

### 19. Preventing violence and planning for safety

#### Objectives:

- Identify GBV-related risks in the environment.
- Identify options to increase safety in certain situations.
- Explain what sexual exploitation and abuse is.

#### Activities:

- Activity 1: Mapping our community
- Activity 2: Yelling no!

#### Materials needed:

- Flipcharts and markers; colored post-it
- Page 19 of coloring book printed for each girl.

#### Key Messages:

\*Even though violence is never the survivor's fault, there are several things that girls can do and say to help protect them.

\*Mapping places and situations that are not safe in our community can be effective.

\*Yelling "NO!" when needed can help preventing violence.

***Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years. However, the part on sexual exploitation especially requires some sensitivity, in case any girl may have been exposed to any similar situation.*



**SAY:** In the last sessions, we discussed that girls your age can face difficult situations that can affect their safety – including the risk of being victim of violence –, especially when they are far from their homes. Today we will explore ways girls can respond to these situations and better protect themselves against those risks. Let's start with mapping our environment, our communities, the places that we normally visit, to identify places where we feel safe or where we may feel at risk.

#### ACTIVITY 1 (Safety Plan): Mapping our community – approx. 30 min.

1. Divide the girls into small groups and provide each group with a flipchart and marker.
2. Explain that we are going to map the community, to find out where girls feel safe and where instead girls may be at risk. Tell them they should imagine being on a hill, from where they can look at their community from above.
  - Ask them to start putting their homes on the map;
  - Then they should include all places they visit during the day;
  - They finally have to draw all the places they see along the way.

3. Once the map is complete, they have to circle the places where they feel safe, and to put an X on the places where girls might not feel safe.
4. Ask the girls to present their maps to the wider group. Let them compare the different maps, the places that they have chosen as safe and unsafe and discuss the reasons why they feel some places are not safe. (This exercise should allow sharing information and perceptions on safety, as well as proposing strategies for safety).



**ASK:**

- Now that we have mapped places that are safe in our communities and that we have discussed some risks that girls like you can face in the environment, can you tell me what girls can do to protect themselves in these situations? Avoiding dangerous places, going out together, not going out at night, etc. should be highlighted as good practices. If girls mention dangerous strategies – such as keeping a knife, confronting the aggressor, kill the perpetrator, kill themselves, respond to the desire of the perpetrator or change the way they dress – explain that these are not good strategies because they are harmful for the girls. Focus on the mental health impact of GBV, and mention that all the pressure girls have to overcome when they experience violence can have very detrimental effects on girls wellbeing and capacities to cope with the situation.




**SAY:** Well done girls, all these strategies are very important. Let's consider them one by one.





**DO:** Write on a flipchart the list of Do's and Don'ts below – drawing symbols or keywords to ensure that also girls with limited literacy skills can understand. (Adapt depending on what you feel is feasible/suitable in the locality). Use **CARD 34: Safety Do's** and **CARD 35: Safety Don'ts**.

What to do	What not to do
Always <b>inform someone</b> from your family or a friend about where you're going and what time you should be back. It is always better to go with a girl-friend than alone.	<b>Do not walk by yourself at night or in isolated places.</b>
Walk in <b>well-lit areas</b> with lots of people. Avoid as much as it is possible dark areas, for example going to the toilet at night or going alone.	Do not walk in isolated streets or areas. <b>Avoid dark areas</b> as much as it is possible.
Memorize or register the <b>number of an emergency help line</b> (or police for urban areas), to ask for help in case of emergency.	<b>Do not allow strangers</b> to enter into your house, especially if you are home alone.
Always <b>pay attention</b> about the security of the places where you go.	<b>Do not carry too much money</b> or valuables with you.


Whenever you carry <b>money</b> or other values, put them on a bag in front of you or <b>under your cloths</b> .	<b>Do not go to places that make you feel uncomfortable</b> , even if your friends try to convince you that it is ok.
Agree with friends/sisters/etc. to say a <b>specific word</b> or make a sound when help is needed.	<b>Do not accept gifts</b> from people who might try to ask you for favors.
<b>Avoid - whenever possible - places where there are many people</b> , since those places may become dangerous.	<b>Do not share personal information</b> with people you do not know, for example where you live, when you are home alone, etc.

 **SAY:** These recommendations are surely general. You are the ones to decide when and how to apply them. Also, please remember that even if you do not follow these strategies, and something bad happens to you, it is never your fault. These practices can help a bit avoiding risks, but are not able to ensure that anything happens to us. And when violence happens, it is never the fault of the victim.

 **ASK:** What do you think about these strategies? Do you have more recommendations about things to do and things to avoid?

 **SAY:** Let's now repeat a small mantra to keep safe:

- Girls are strong and smart, they can overcome difficulties;
- Girls can help each other to keep themselves and those they care about, safe;
- Girls can ask for trusted adults help and 'advice, they may have more ideas on specific risks and strategies to keep safe.

 **SAY:** Sometimes however we may be directly exposed to a risk. I will tell you a story and we will practice how to respond in similar situations. .

## ACTIVITY 2 (Story and exercise): Yelling No! – Approx. 30 min

1. Tell the girls that you will tell a story, and then they will do an exercise:

*Joaquina is on her way to school. She will meet her friend halfway through the school. As she is walking down the main road, which is quite busy at this time of the day, a man on a motorbike approaches her. He tells her to get on the motorbike; he will drop her where she wants to go. Joaquina is not sure why he is asking and what to do. The man tries to grab her hand to convince her to get on the motorbike..*

2. Ask the girls what Joaquina should do in this situation.

3. Acknowledge the different things the girls have identified. Explain that if Joaquina was to

scream at the man, she could:

- Alert others that there is a problem;
  - Shock the aggressor.
4. Ask the girls to move to different parts of the room/space, and practice yelling “NO” or “STOP” in the air, for a couple of minutes. Invite them to think about their voice, their tone, their intentions, as if they were Joaquina.
  5. Explain that you will read some more scenarios, and they will have to choose to say or yell “NO” or “STOP” respectively, as if they were in the real life:
    - Someone gives you a gift for no reason/occasion.
    - Someone touches your bottom or breast while at the market.
    - A neighbor invites you to come to his house, while his family is away.
    - A classmate after school grabs you by the back and tries to kiss you.
    - Someone ask you to take your younger sister who is with you to get her candies.



**ASK:**

- How did you feel to yell “NO” and “STOP”?
- Do you think this technique can be applied in all situations?



**KEY MESSAGE:** Promptly saying “NO” or “STOP” or yelling at someone who makes us feel uncomfortable can prevent worst scenarios, including violence.



**SAY:** Screaming or not, should be decided depending on the situation, the level of risk, the environment and the aggressor. For example, we may not need to scream to a neighbor, we can just be assertive. But if the person is already trying to touch our body or scares us, it is good to scream promptly. Another case is when there is nobody close by, who will hear us screaming: in that situation it might not be helpful to yell. In fact, that could annoy the aggressor and make the person even angrier.



**SAY:** Sometimes, people may try to take advantage of girls and exploit them. This means using a girl, trying to get a benefit from her or her body. We saw already several scenarios of exploitation and abuse along these sessions, like when girls are given something in exchange of any favor, even a sexual favor. This unfortunately happens sometimes also from workers of the humanitarian assistance, or from people engaged in food distribution. Let’s do a quick



activity to expand on those situations and understand what are the mechanisms behind exploitation and abuse.



**DO:** Distribute two post-it to each girl of different colors (or write true/false on small papers)

### Activity 3 (True or False Exercise): Exploitation – approx. 20 min.

1. Explain to the girls that you are going to read some sentences and they have to raise the post-it that indicates “True” if they believe the information is correct or the post-it that indicates “False” if they believe it is not correct.
  - The people who do this are always strangers. (False: exploitation may happen also from people that we know)
  - They may act as someone girls may trust, and can often be very nice to girls in the beginning. (True)
  - Girls can feel pressured to do the things that they ask. (True)
  - Girls should try to praise a bit those people; otherwise it can be worst. (False: if anyone ask a girl to do something she is not comfortable with, does not respect her boundaries and makes the girl feel guilty for not doing it, this is a warning sign).
  - Girls may feel confused especially if they like the person, or think they really need something that this person has. (True).
2. Congratulate the girls on their response and clarify any additional issue they may have raised.



**ASK:**

- Do these situations happen in the community?
- How do you feel girls can reduce the risk of exploitation in a context of great needs?



**SAY:** It is important for a girl to report these situations and all types of violence to someone they trust – this could be a parent/caregiver/relative, friend, a social worker or myself. Reporting helps to protect girls and others.



Remember that humanitarian aid and assistance are free; no one should ask to be paid back for the services offered to the community or to individuals. Humanitarian workers sign a code of conduct, meaning an agreement with the organization that employs them where they commit to be bound by this “gratuity principle” and not to engage in any unethical activity. So if an humanitarian worker commits an act that constitutes sexual exploitation and abuse, he or she will be held accountable for that.



**ATIJA'S STORY:** Distribute the page 19 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was starting to feel safer in her new surroundings. She walked to and from her Girls' Group with her friend Josina.*

*Some days, however, there was a group of older boys that sat under a tree as they passed by. They would often say rude things to Atija and Josina, and started following them.*

*“Should we change our itinerary next time Atija? – Her friend asked. It seemed a good idea!*



**CLOSE THE SESSION:** Terminou mais uma sessão e estamos a ficar muito mais aptos a reconhecer qualquer situação de risco na comunidade. Aprendemos hoje que é importante mapear e ter em mente os locais e situações que não podem ser seguros no nosso ambiente; o que DO em caso de uma situação de perigo directo; e como reconhecer quando alguém nos pressiona para possivelmente nos explorar. Encorajo-vos a continuarem a pensar nestas situações desconfortáveis até nos encontrarmos novamente, para que possam perceber melhor quando existe algum risco à vossa volta.

## ADDRESSING GBV AND ENSURING SAFETY

### 20. Preventing child marriage

#### Objectives:

- Understanding the consequences of early marriage.
- Identify early marriage as a barrier for the future of a girl.

#### Activities:

- Activity 1: Life of married and unmarried girls
- Activity 2: Early pregnancy

#### Materials needed:

- Flipcharts and markers.
- Page 20 of coloring book printed for each girl.

#### Key Messages:

\*There are many responsibilities that come with marriage. If a girl is not prepared physically and mentally, this can be a difficult time for her.

\* Marriage carries the risk of early pregnancy, which is dangerous for the girl mother and for the baby.

***Note for the facilitator:** This session requires sensitivity towards girls in the group that can be already married. The facilitator should know at this point of the development of the curriculum the situation of each girl, but it is better to be careful, should some married girl feel uncomfortable talking about her direct experience of early marriage. The content of the session is in line with standard approaches and the way in which the topic is discussed in Mozambique. Overall communities are often sensitized about child marriage, so it may be worth checking what key messages have been shared and if there are local materials available to introduce child marriage prevention.*



**SAY:** Today we are going to talk about marriage. This is an important discussion for girls your age, since in our communities it may happen that girls are asked to get married early, and we want to have an opinion, discuss what does it means in practical terms and how this happens/happened for some of us. Maybe we can start asking to those girls among us who are already married...



#### ASK:

- What do you think marriage is?
- What are some of the reasons why a girl may get married?



**SAY:** Marriage is when two people come together to share their life. There are different types of unions, depending if a legal marriage is sought or not, but overall this is a decision that many people make. Marriage is meant to build a family, and in Mozambique often to have children. Marriage can be a good thing, but it may be also difficult, and in some cases challenging. It is very important to know what responsibilities marriage brings.

## ACTIVITY 1 (Role play): Life of married and unmarried girls - approx. 30 min.

1. Split the girls into two groups. If there are married girls, try to put them together in the same group.
2. Ask one group to invent a story about a day in the life of a married girl (ensure this group includes the girls that are already married – if there are). Ask the other group to invent a story about a day in the life of a girl who is not married.
3. Give the group enough time to create the story and ask them to role-play it. They can think, among others:
  - What does the girl do during the day?
  - What chores does she have?
  - What does she do in her free time, if she can have some free time?
  - Who does she have to take care of, or does someone take care of her?
  - How is the relationship with her family/friends?
4. Have the groups presenting their stories back to the wider group and congratulate the girls for their acting!



### GIRLS CHAT:

- What do you think about those stories; do they reflect the reality of our community?
- Why it is better to wait to be adult to get married?
- What can happen when girls get married very early?
- What are some reasons why girls get married early?
- Do you think girls like you have the right to say “no” to marriage if they do not want it?



**SAY:** Any girl has right to enjoy her childhood and has the right to be healthy, to focus on her education, to stay free from any harm. Marriage carries many responsibilities and sometimes doesn't allow those rights to be respected. If a girl is not prepared physically and mentally to the changes that marriage carries, it can be very difficult. Sometimes girls think it is a good idea to marry early. Maybe they have seen other girls receiving gifts for their wedding. Or maybe they think they will enjoy having their own house and more freedom. Some other times, girls and their families are afraid of losing a good prospective husband. Or parents may not have means to take care of their daughters, and ensure they continue being enrolled in school. But the reality is that being married for girls your age is very difficult and carries many additional questions and issues, such as the possibility of early pregnancy.

Let's listen to the story of a girl who got married early and what challenges she faces!

## ACTIVITY 2 (Story): Early pregnancy – approx. 30 min.

1. Keep the girls all together, and tell them you are going to read a story of a girl called Suzana. Ask them to think what advice they would give to the girl in that situation.

*Suzana is 15 years old. She got married three months ago, when her parents asked if she wanted to get married. She thought she could have a nice wedding party and got excited with the idea of becoming an adult woman. She dreamt of having her own house and a husband who could protect her, and so she accepted. But after marrying, she was told to cook and clean all the time by the mother of her husband. She felt isolated, and even her husband, after the first month of being married, stopped being nice with her.*

*Suzana is now getting pressured to have a baby. She is very afraid to have sex with her husband, because the first time it was painful, and for this reason she feels nervous. No one had explained to her what having sexual intercourses was precisely about, even if she already had her period. She is afraid that having sex may get her pregnant and she is unsure if she really wants it or not*

2. Tell the girls to imagine that they are Suzana's friends. What advice would they give her?
3. Write/draw the responses on a flipchart. Pay attention to how many girls are in favor of her having a baby and how many think she should wait, and what their reasons are. Try to address all motivations. Acknowledge all relevant aspects of the problem.



**SAY:** Suzana should be in a position to decide to wait to have a baby. Unfortunately this is not always true in our communities, because the decision to have children is often taken by the husband or family members. One reason why Suzana should wait is physical: she is still very young and her waist is narrow, she is still growing. If she becomes pregnant, she may face some difficulties:

- The baby can be born very little, not be a healthy baby or get sick easily;
- The girl and the baby are at higher risk of dying during delivery;
- The girl may suffer a serious condition during delivery, which is called "obstetric fistula". This is a complication during delivery that may cause the baby to die and that endangers the reproductive organs of a girl. Obstetric fistula is very painful, girls who have it experience serious problem to go to the toilet in the future and may not easily have more babies in their life. Obstetric fistula is very common among girls who deliver early and happens because the body of a girl is not yet ready to carry a baby and deliver.

Suzana should ask her husband to wait for her to get pregnant because she is still so young. She may propose to use a condom for a few years or use another contraception method until when she will be ready to get pregnant and deliver a healthy baby.



**KEY MESSAGE:** Physically, girls below 18 years are not developed as adults. They are at risk of complications during pregnancy, which can cause health issues to them and their babies.



**DO:** Print or reproduce on a flipchart the images below. Use **CARD 36: Child Marriage**.



**SAY:** Here is a last aspect about early marriage that we should discuss, and this is the normative framework, the laws that exist in Mozambique.



**ASK:** Look at this image. Can anyone tell me what it represents?



**SAY:** The minimum age of marriage in Mozambique is 18 years. According to the law on Preventing and Fighting Early Marriage in Mozambique that was issued in 2019, any adult who gets married with a child (a girl younger than 18 years old) commits a crime and can be detained for between 8 and 12 years, in addition to having to pay a fine up to XXX MZN.

Any person who is aware of or suspect a situation of early marriage should promptly report

it to the Police, a Health Center or the humanitarian organizations. A free and anonymous hotline exists as well (the Linha Verde 1458) to receive cases of violence against children. There an operator guides the person through options to receive assistance and possible services.



**ATIJA'S STORY:** Distribute the page 20 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija came home from school one day and her father asked to speak with her.*

*"Atija, you are fifteen now, it is time for us to think about your future.*

*I just received a marriage proposal from a good man. His older son Yassine already has a job as carpenter; and he is interested in you.*

*I don't want to pressure you Atija. I will let you decide if you want to meet him" – he said.*

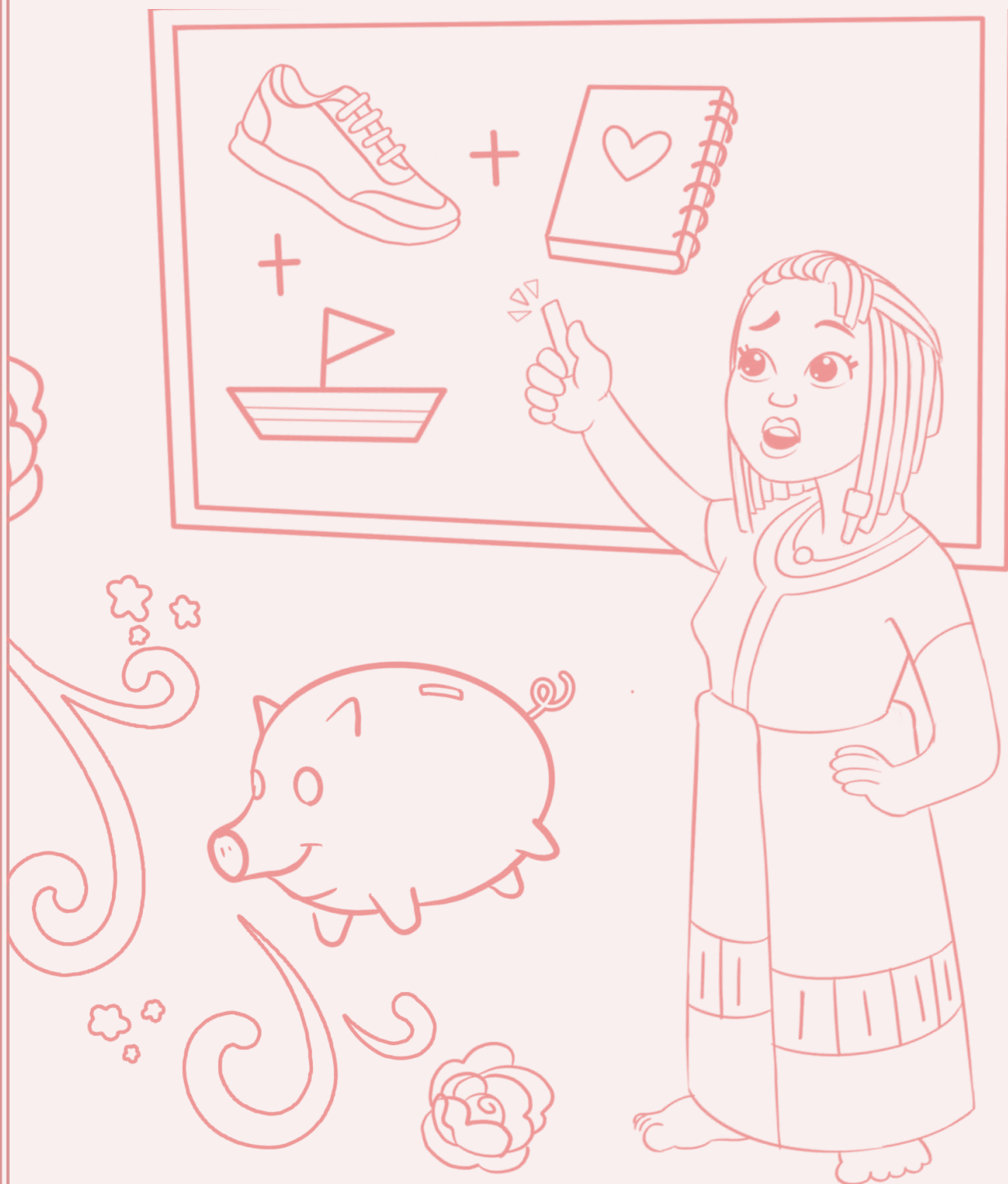
*Atija was shaking for the surprise, but managed to say: "Dad I know you love me and want to protect me, but I want to continue my studies, I am not ready for marriage".*



**CLOSE THE SESSION:** Child marriage carries many risks and can put a girl in a difficult situation. If a girl feels she is not ready for marriage, she should be in the position to raise her concerns and refuse to marry. A first step to address the decision to get married when it comes from the family is to seek support from a supportive adult, such as another family member who can be ready to support, a teacher or any other influential person in the community. Until we meet again, discuss marriage with your girlfriends and relative, and try to notice people in your communities who are married. You can ask your female family members when they married and what it was like. Think more about the things you would like to do before you marry and how important they are for you. Explore the views of the people around you, so you will know who is supportive of the idea that girls should be free to choose when to get married.



# VISIONING & SOLIDARITY





## VISIONING & SOLIDARITY

### 21. Our future and our objectives

#### Objectives:

- Encourage girls to think about their future
- Set up short and long term goals.

#### Activities:

- Activity 1: What we see in our future
- Activity 2: Our goals

#### Materials needed:

- Flipcharts and markers.
- Objects/symbols for 1. Health, 2. School, 3. Work, 4. Family
- Page 21 of coloring book printed for each girl. .

#### Key Messages:

\*Setting goal is challenging, and girls should not worry if they struggle with that.

\*It is good to have short-term and long-term goals.

\*Setting goals help having some control over our lives, and that helps girls to face difficulties, learning perseverance and calmness.

**Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.



**SAY:** Welcome to a new chapter of our girls' group! In the coming meetings, we are going to discuss about our hopes and dreams for the future. We will learn how to set up objectives, that are our goals in life, and how to receive support from others to achieve our objectives.


Let's start today's session with a personal exercise and a team-building game

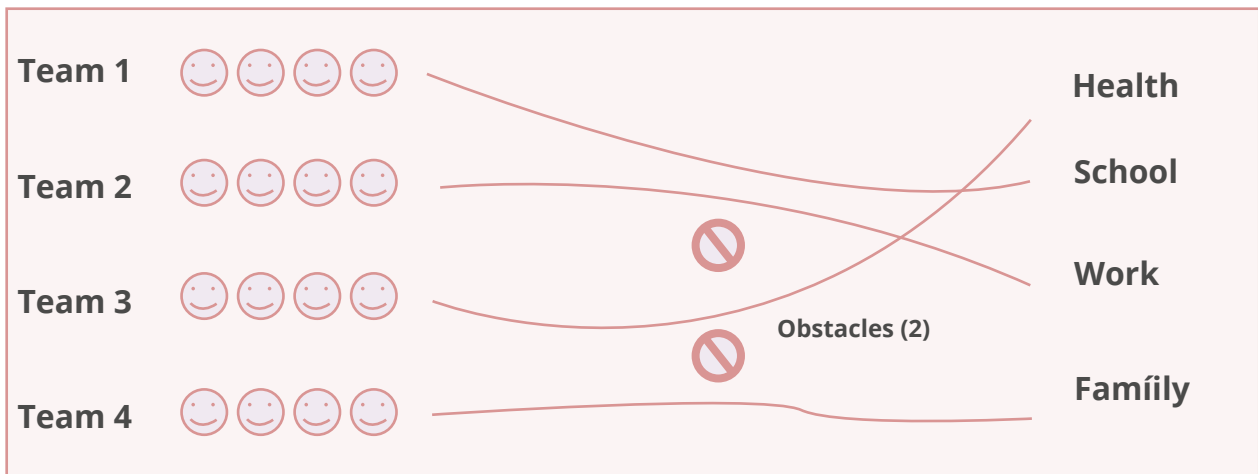


**DO:** Prepare some objects/symbols/signs for: health (1), school (2), work (3), family (4). **Use CARD 37: Our future.**

#### ATIVIDADE 1 (exercício/jogo): O que vemos no nosso futuro - aprox. 40 min

4. Ask the girls to seat comfortably in the room/space, breathe deeply and close their eyes.
5. Ask them to remain quiet and with their eyes closed for a few minutes, think about themselves in their future. Tell them to imagine how they would be in 5-10 years, and read them slowly the following questions:
  - Where do you live? How is your house?
  - What do you wear? What do you own?

- 
- How do you feel? What are your thoughts?
  - Who is living with you in your future?
  - What is your main occupation? Do you have a job?
  - What do you do every day? And what do you do in your free time?
6. After 5 minutes or so, ask the girls to open their eyes and slowly come back to the group. Ask 3-4 girls to share their thoughts and thank them for opening up and sharing their beautiful dreams!
  7. Ask the girls what should happen for them to realize their projects and ambitions. Annotate some response on a flipchart, and ensure that they mention some important aspects such as:
    - Staying healthy;
    - Studying and completing secondary school;
    - Having an occupation, learning a profession they like;
    - Getting married, having a family, having children (to ensure they recognize they have the choice).
  8. Tell the girls that you are now going to play a game. Divide them in groups of 4 girls each, and ask two girls to be your assistants.
  9. Place the objects/symbols/signs you prepared (health, school, work, family) in the room and explain to the teams that each group of four should get to the sign, touch it and come back to the base. Girls can walk or run, they should leave one by one, while the two assistants will represent the obstacles (as in the picture) and try to stop the girls from getting to the objective. When an assistant (obstacle) touches a girl, she should leave the game. The team can still win, even if one player went out from the game; but the team members should go and touch the four signs for the team to win the competition. The first team to touch safely the four objectives and come back to the base is the winner!
-



7. Congratulate the winner!



**ASK:**

- How would you feel if you were stopped from reaching your objectives in the real life?
- What could be in your current situation some obstacles that do not allow you to get where you want to be in the future? (School drop out; lack of means; early marriage; early pregnancy; lack of motivation, etc.)
- What should change in your current situation for you to be able to reach those objectives?
- What would your family and community think if you reached those objectives? Would they support you?



**SAY:** When we think of our future and imagine ourselves in a few years, we are setting objectives and goals for ourselves. Having goals in life is very important! We already learnt that girls like you can find some obstacles in their life to reach personal objectives in life. But we also discussed that we can find many sources of support, for example: our families; our friends; our self-esteem and determination; the school and other existing services; the organizations that provide assistance to displaced communities, among others. We will expand now on setting personal objectives, also called goals.



**DO:** Reproduce on a flipchart “short-term” and long terms goals. **Use card 38: Short term and long term.**

Goals can be short-terms or long-terms:

Short-term goals	Long-term goals
Things we want to do in a short period of time (such as by the end of the day, next week or in a few month)	Things we want to do over a long period of time (for example by the end of the year, in few years and even in our life)



**SAY:** Short-term goals are generally achieved relatively quickly, while long-term goals take more work and time. Everyone can define what a short time or a long-time means. Let's check that out!

### ACTIVITY 2 (Exercise): Our goals – approx. 20 min.

1. Ask the girls to seat in a circle. Explain that you will read some statements, and invite them to stand up if the statement sounds like a goal they will be interested in pursuing. Ask then to those who stood up if that was a short-term or long-term objective and discuss any difference:
  - I want to cook a nice meal for my family this week.
  - I want to have some time to go visit a relative tomorrow.
  - I want to get married and have children when I am older and ready.
  - I want to learn new things at school or in my work.
  - I want to start some commerce one day.
  - I want to buy new clothes this year.
  - I want to make a new friend this year.
  - I want to buy a bike for my dad when I am older.
  - I want to participate in more sessions of the Girls' group.
  - I want to play with my girlfriends this month.



#### GIRLS CHAT:

- What are the short-term objectives that the majority of the girls your age have?
- What are the long-term objectives that the majority of the girls in our community have?
- Is there anyone who has different objectives? What are those about?



**SAY:** "Setting objectives" is very important, for many reasons. From one side, it helps us having a motivation and being active towards the things we want in life. From the other, it helps us planning and organizing, in order to achieve those things. Let's consider some simple tips for setting goals.



**DO:** Write/draw on a flipchart the five tips below. **Use CARD 39: Tips**

- Set your goal with as many details as possible (draw a "checklist") – For example, "I am going to do some writing exercises every day for one hour" is more specific goal than "I am going to improve my writing skills)
- Be patient with yourself and the process (draw a "clock") – Working towards your objectives needs time to become a routine part of your life.
- Say your goal out loud to yourself and your friends regularly (draw "friends") – Repeating your goals helps as well your brain to make it happen.
- Pick a goal that pleases you (draw a "heart") – You are more likely to achieve it if you really like it and want it.
- Keep trying small (draw a "ant") – it may take a few tries to reach a goal, and this is ok, it is normal. Break the goal down even further if you need it.



**KEY MESSAGE:** Setting goal is challenging, and we should not worry if we struggle with that. The more we practice, the better it will be. Setting goals help having some control over our lives, and that helps girls to face difficulties, learning perseverance and calmness.



**ATIJA'S STORY:** Distribute the page 20 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija was inspired by her facilitator and the other girls in the Girls' Group! They all shared ideas and future dreams. It was difficult to think about the future, especially without knowing when it will be possible to go back home.*

*Atija dreams to be a fisher woman and sell fish one day! She loves the sea and is fascinated by those colorful boats!*

*She knows she would need some money to buy one. Many people told her that fishing can be dangerous, and that it is a job for men. But Atija thinks she can learn and be a fisher-woman one day!*



**CLOSE THE SESSION:** All of us think about what we want to do in the future, if we want to continue studying, having a job, learning a particular skill or having our own house, family and some children. Today we learnt that goals could help us! We can set up goals to get closer to the things we want to achieve in life. Till the next session, think about your dreams and what can be some goals to go towards what you want to obtain in your near future. We will talk more about all this in the next session!

## VISIONING & SOLIDARITY

### 22. Cost of living and risky income

#### Objectives:

- Discuss the costs of things around us
- Learn what the cost of living is
- Understand the risks associated with certain types of income

#### Activities:

- Activity 1: I know the prices of things around
- Activity 2: The cost of living
- Activity 3: Risky income

#### Materials needed:

- Flipcharts and markers.
- Page 22 of coloring book printed for each girl.

#### Key Messages:

\*Knowing our costs of living is important, even if we do not have or manage money at the moment.

\*Some ways to get money or other gifts carry some risk for girls.

\*Girls should be aware of these kind of expectations before accepting money from random people.

**Note for the facilitator:** *This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*



**SAY:** Last session we introduced our ideas and dreams for the future, and we discussed where we would like to be in a few years. We also learnt how to set short-term goals and long-term objectives. Now I would like everyone to stand up and clap your hands if reaching your dreams will involve having some money. (Clap, clap) As we can see, most of our dreams need some money to be reached! For this reason, we are going to discuss about how money should be managed, and a first step at this regard is to know the value of things, their price.



**DO:** Print or reproduce on a flipchart the images below. **Use CARD 38: Objects' price**



## ACTIVITY 1 (Discussion): I know the price of the things around - approx. 15 min

1. Ask girls if they know the prices of the objects/things showed in the picture/flipchart. How do they know? How not?
2. Let them discuss prices, and encourage them to think how do they get information about the prices of the things they are interested in.
3. Ask what other considerations are relevant when it come to prices: for example, do they ask to more that one person/seller?
4. Ask what other items do they know the price of, or if there is something that they are interested in, but they don't know the prices.



**SAY:** Even if we do not have money at the moment, it is important to knowing the prices of the things we need and we want, isn't? This helps us understand what is the cost of living. I will tell you a story, to better understand what the cost of living is about!

## ACTIVITY 2 (Story and group work): The cost of living - approx. 30 min.

1. Gather girls together and tell them you are going to read a story of a girl called Bertina.

*Bertina left her house when she was 17 years old, to work in the closest town. She just had 7000 MZN in her pocket, and the feeling that this was not going to be enough for her to start a living. However, Bertina was very good at producing chairs, and her friend Jenifa had agreed to help her to start the business. Jenifa offered Bertina to stay at her place, but she explained that she had to help her out with expenses, since also Jenifa had her family in the countryside, and was alone in town. Jenifa told Bertina: "I get rice, vegetables and some fruits at the market for around 800 MZN each week. The rent is 1000 MZN every week. If we share, you have to pay 500 MZN".*

*While the girls were walking towards the house, Jenifa realized her friend was limping a bit. Bertina explained: "It is because of my shoes. I used them so much that the sole is flat now, and I cannot walk well. I need to buy a new pair, but they costs 500 MZN". Bertina explained that she is part of a saving group and she will receive money in 5 months. "I am so excited to start selling chairs...I wish I could buy new cloths, a watch and also a phone, to call my mum!". Jenifa exclaimed: "This is about dreaming! Do not forget that you have to pay the rent, as well as buying your food for a full month. Do you know how much all this will cost?".*

2. Divide the girls in small groups, and ask them to respond to these questions:
    - What are the items that Bertina could spend money for? (Rice, vegetables, fruits, rent, shoes, cloths, watch, and phone).
    - Which of those items are “needs” and which are “wants”?
    - What is Bertina’s weekly cost of living? ( $800+500= 1300$  MZN)
    - Are there other important needs that Bertina may have forgotten? (Soap and hygiene items – especially for period –, medications and maybe transportation)
  3. Ask one girl from each group to present their responses and provide explanations if there are differences in their considerations.
- 



**SAY:** We have seen from Bertina’s story that the cost of living is all the money that we need to ensure our basics needs, that generally are: food, water, shelter, clothes and possibly hygiene products and medications.



**KEY MESSAGE:** Knowing our costs of living is important, even if we do not have or manage money at the moment. It can help us to be prepared for when we have spending decisions and to plan for small savings to do on weekly or monthly basis.



**SAY:** We will talk more about savings in the next session, but there is another important thing I want to discuss with you. This is about where girls can get money. .



**ASK:**

- What are the ways girls can get money from? (From family, from work, from commerce, from friends, etc.)
- Do you think it matters where do girls get their money? (Yes it does!)



**SAY:** Some ways to get money or other gifts carry some risk for girls like you. For example, men and boyfriends can offer money or gifts expecting something back from girls. Do you remember when we discussed about exploitation, and the situations in which girls may have to agree to do sexual favors in exchange of money or food? Those situations may start like this! Let’s consider a couple of cases and you will tell me if those are safe ways of getting money or not.

### ACTIVITY 3 (Scenarios): Risky income - 30 min.

1. Gather the girls and explain that you are going to read some scenarios.
2. Pair them up, asking each pair to discuss the scenario, highlighting what the “pros” and “cons” are from the income the girls are getting.
  - **Scenario 1:** Nura has a friend who is male. He always buys her gifts. Nura needs something but doesn't have money or her parents say no to giving her the money, she asks her friend.
  - **Scenario 2:** Delma friend, Sonia, always has nice clothes and shoes. Recently Sonia showed Delma she got a mobile phone. Delma knows Sonia's situation at home is difficult, and she asks her where she gets the money to afford all these nice things. Sonia tells Delma that she can also have nice things if she wants. She tells Delma that she can introduce her to someone who will buy the things that she wants.
  - **Scenario 3:** Helena helps an old woman from the community selling eggs at the market. The old lady is very good raising chicken, but cannot walk till the market, so Helena goes to pick the eggs up after school and sell them on the way back home. One day a man who often buys eggs, tells Helena that he can give her extra money, but not from buying eggs. He says if she comes and has tea with him a few days a week, he will give her money.
3. Assign one scenario to each pair, and after giving them some time, have the girls sharing the ideas in the group.



**SAY:** We understood from the stories that when other people apart from parents give girls money, there can be an expectation they will get something back. In many cases, money is given against work. Girls when they are older can support adults at the market; they can work in a saloon or at a tailor; they can be activists of an NGO; they can run small businesses. In all these cases they get paid an amount of money, for example. However, if girls get money that is not in exchange of work, there can be an expectation that maybe girls will give something back. When girls are in these situations, or have the feeling that they should do something to re-pay back, it may be difficult to say no and this can give rise to exploitation and abuse.



### GIRLS CHAT:

- What do you think about these risks? Do you have any more questions?
- Did anything like these situations happen in our community?



**KEY MESSAGE:** Girls should be aware of this kind of expectations before accepting money or gifts. Having savings can be a way to be able to have some small money in case of need, and not to have to depend on anyone's help.



**ATIJA'S STORY:** Distribute the page 22 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*The cost of living is all the money that we need for our current expenses. Did you know that mum?" Atija is very glad to share what she just learnt in the Girls' Group. "Do you know how much these shoes cost? ...And what about that notebook? ...I thought that soap only costs 20 MZN but instead it costs 36 MZN! And how to calculate the price of the food we eat everyday?"*

*Suddenly Atija thinks of the boat she would like to purchase one day... "It should be very expensive!" says worried.*



**CLOSE THE SESSION:** Even if girls don't have a job yet and they don't know well how to generate income, knowing what the costs of life are and how much money is needed to conduct a safe and healthy life is very important. For this same reason, girls should have basic numeracy skills, to be able to conduct calculations that can help them in their lives! Try to make the exercise during this week and ask yourself what the prices of the things you have around are!

## VISIONING & SOLIDARITY

### 23. Savings and saving plans

#### Objectives:

- Explain what is an income and how to make spending decisions
- Understand the important of saving regularly
- Learn how to do a saving plan

#### Activities:

- Activity 1: True and false about savings
- Activity 2: What girls can save for?
- Activity 3: Saving Plan

#### Materials needed:

- Flipcharts and markers.
- Ball or object to throw or balled-up paper
- Page 23 of coloring book printed for each girl.

#### Key Messages:

\*Saving means putting money aside for a greater use or for future spending.

\*A saving objective is the reason why people start saving.

\*A saving plan consider the costs of the saving objective, how much money can be saved in a week and how many weeks are needed till reaching the saving goal.

***Note for the facilitator:** This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*



**SAY:** Today we are going to talk about saving money. The majority of you are not yet working, so you do not have money to save. But in the future, you will have a job and you will be able to save. Saving means: “putting money aside” for a greater use or for some future spending. It is about being clever with what we buy and when. So let’s start with a short activity to introduce the topic of saving and having money. .

#### ACTIVITY 1 (Exercise): True and false about saving – approx. 20 min.

1. Ask for two volunteers to stand in two opposite places in the room/space. One girl will represent “True” and the other will represent “False”.
2. Tell the girls that you will read some statements, and for each of them they will have to decide if it is true or false. If they think it is true, they will stand behind the girl representing “true” and vice versa if they think it is false, behind the other girl. Give enough time for the girls to choose and to exchange on why they went to true and false (but not to much time!):

- I don't have money
- I have never saved money before
- I would like to have some money for my expenditures
- From when I moved from my house, money has been little
- My parents are the ones who spend money in the family
- I am saving money for something that I want
- I know how much it costs the food that I ate last week
- I think that saving money is not important
- I believe that saving money is difficult

3. Congratulate the girls on their decisions!

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#### GIRLS CHAT:

- Have you discussed before about saving? If yes, in what occasion?
- Were you surprised with some of the statements and saving decisions of your girl-friends?
- Do you think that saving money is important? Is it difficult? If yes, why?

(Girls do not have stable income, girls do not have extra money, there are no safe places where to store the money, when far from home is it difficult to get money or find work, parents are the ones who take care of expenses, etc.)



**SAY:** Saving money can be difficult. For example, I remember when I did it for the first time; I was not sure I was able to succeed. But then, I discovered that even saving little quantities each week is important, because the money will increase, even if slowly. Saving allows collecting a bigger quantity of money to purchase something that is too expensive at the moment. For example, if I really want to buy a bicycle, but I do not have enough money today, I can save a bit everyday, and have the money by the end of the year!



**KEY MESSAGE:** Saving helps taking care of personal needs and wants. It avoids having to depend on other people for our current needs and wants. Saving facilitates starting small businesses or small-scale commerce. It allows helping out our family in case of emergency or in case of necessity.



**SAY:** Let's now get some ideas on what girls may want to save money for!



**DO:** Get a small ball or object to throw or wrap a piece of paper to have a balled up paper.

### ACTIVITY 2 (Game): What girls can save for? – Approx. 20 min

1. Ask the girls to stand and form a circle.
2. Explain that you will say a sentence that is unfinished and throw the “ball” to someone in the circle. That girl has to repeat the beginning of the sentence and complete it. For example: “Girls my age save money to buy....”
3. Explain that after answering, the first girl will toss the ball to another girl in the circle, who will repeat the beginning of the sentence and complete with a different ending. The game will finish when the girls do not have more ideas to suggest. If time allows, they can repeat the exercise with the different sentence:
  - (1) Girls in our community want to save money to...
  - (2) Parents in our community want to save money to...



**SAY:** When girls save money to purchase something, this is called “saving objective”. For example, someone can save money to buy a new dress or a bike. Someone else can save money to fund a technical training, in order to learn a profession. Even if we do not have money today, we can try to think of possible saving objectives, for when we will the opportunity to save, in the future.



**ASK:**

- Think of something you would like to buy, but you do not have enough money to buy: what would that be?
- When would you like to buy it? Next month? Next year?
- How much does it cost and how much money do you need to save?



**SAY:** All these considerations are important when we want to do a “saving plan”.

A saving plan should consider – **Use CARD 41: Saving Plan:**



1) Cost of the saving objective

2) How much money you can save each week

3) How many weeks till you reach the saving objectives

For example, if a girl wants to buy some shoes, that cost 500 MZN and she considers that she can save 50 MZN each week, then the number of weeks to reach her saving goal is 10:  $500:50=10$ .

We have just made a savings plan for a girl like you who wants to buy a new pair of shoes! Now let's practice more in group:

### ACTIVITY 3 (Group exercise): Saving Plan – approx. 20 min.

1. Divide girls in small groups and explain that they are going to make a saving plan, assuming that they all gain 3000 MZN per month.
2. Assign each group one of the saving objective below:

• Uniform for school	• Umbrella
• Solar panel	• Radio

3. Explain that they will have to discuss and decide before the price of the object; then agree on how much money they can save each week; and finally find out how many weeks they would need to save, in order to achieve the saving goal.
4. Give the girls enough time to build their saving plan, providing them with paper and pens in case they want to write down their calculations.
5. Ask each group to present the saving plan in plenary, asking the other girls to comment the plan, based on the questions:
  - Was their price realistic?
  - Is the amount they plan to save each week realist?
  - What could you do if you needed to reach your savings goal faster? (Save more each week, change the goal to be less costly).
6. Congratulate girls on the drafting of their first savings plan!



**KEY MESSAGE:** Saving can be hard to do when there is not enough money to pay for all the things we need. However, saving is easier when you decide to save regularly and to make a saving plan. A way to save some money is also to regularly cut some expense that we do on monthly basis. If there is something that is not absolutely necessary, we can start saving in this way. Otherwise we can sell something that we have or that we can produce, in order to create a small initial capital. This will allow to progressively buy something to generate an income and then start saving.



### GIRLS CHAT:

- Do you think girls in this community may try to save money all together, for a common objective, such as for example to purchase a tailoring machine, which use can be shared?
- Do you have any ideas of how to do this or what else could be a join.



**ATIJA'S STORY:** Distribute the page 23 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija is feeling hopeful after attending the session on savings. She is really excited that there is a way to realize her dream of being a fisher woman!*

*She had never thought she could generate an income and then save some money! She will need to do that if she has to buy a boat.*

*But how can she start? She recently saw an apples' tree and though maybe she can gather the apples and produce apple juice?*



**CLOSE THE SESSION:** Today session we learnt what a saving objective is, the importance of saving regularly and how to make a saving plan. Those of you, who are interested, can keep discussing this topic among each other and with me. Maybe we can have some additional idea about how to create a saving group. We could invite some organizations that can share their experience with saving!

## VISIONING & SOLIDARITY

### 24. Entrepreneurship and livelihood

#### Objectives:

- Discuss what is needed to start a small business
- Introduce what livelihood is

#### Activities:

- Activity 1: From the idea to the business
- Activity 2: One day as an entrepreneur
- Activity 3: What is the market?

#### Materials needed:

- Flipcharts and markers.
- A little price for 5-6 girls (like some pencils that to distribute or any other small item)
- Page 24 of coloring book printed for each girl.

#### Key Messages:

\*To start any activity, it is key to understand what we like, we are passionate about or we can do well.

\*Whoever starts a business – even if small – is called entrepreneur.

\* Several skills are needed to start a small-scale activity to generate income. Among those, financial literacy is very important.

**Note for the facilitator:** *This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years.*





**SAY:** Today we are going to talk about how to start a small business. Opening a small business is one way to generate some income. To start a small business, we have to understand precisely what we want to do. Our choice should be linked to things we like and enjoy. These are our passions. Someone can have a passion for studying and become a teacher. Someone else can be passionate about farming and start a food processing activity. There are some organizations also that help women and girls starting some small business, based on their interests. For example, there are some groups of women who learnt to sew, received sewing machines, started producing cloths and other objects and opened a little shop, to sell their products. Whoever starts a business – even if small – is called entrepreneur. An entrepreneur is someone who has an idea, and transforms it into a small business.



#### ASK:

- Have you ever thought of starting a small business?
- Do you know anyone who is an entrepreneur? What kind of activity she or he started?

  
 **SAY:** Let's consider into more details some examples of entrepreneurs from our communities.

**ACTIVITY 1 (role play): From the idea to the business - approx. 30 min.**

1. Divide girls into small groups.
  2. Explain that they are going to role-play a scenario, inspired by someone who started a small business in their community. They can refer to some real case that they know, or invent a story about a possible situation. Invite them to think:
    - Who the person is?
    - What is person passionate about?
    - What is the idea that she or he had?
    - How the person transformed the idea into a business/project?
  3. Clarify that it is not important that they know the person well. If they cannot think of a person who started a small business, they can build their role-play about any other person that is passionate about her or his job, and engaged in any successful activity.
  4. Give some time for the group to prepare their stories, and have them acting out the stories.
  5. Congratulate the groups for their performances!
- 

 **ASK:**

- Was it difficult to find some stories of entrepreneurs in our community? Why or why not?
- What do you think are the ingredients for success within these stories? Is all about motivation or there are other possible elements that play big roles?

 **SAY:** Let's now imagine that you are going to be entrepreneurs in your community!

**ACTIVITY 2 (Competition): One day as an entrepreneur! - Approx. 30 min**

1. Divide girls in small groups – the groups should be different from the ones they worked with during the previous activity.
2. Explain that they are going to brainstorm about their individual ideas to start a small business. Out of those ideas, they will pick the one that seems more feasible and the idea will

run for a competition! The winner will be rewarded a prize!

3. Ask them to brainstorm in the group on aspects such as:
  - What business would they like to do?
  - What is their idea? Why do they think it can be a good idea?
  - What support would they require to start the business?
4. Ask them to choose one idea they would like to propose as a group and to describe it to the other girls.
5. Tell them that you will be the jury and that even if all ideas are valuable and great, you will choose the one that seems to be more sustainable. (Provide a motivation for your choice, based on criteria such as if you believe there is market for the product, the group explained how they were planning to start the business, participants showed their motivation for the project, if the saving plan is sustainable, etc.).
6. Congratulate all girls for their amazing ideas, and reward the winner with the little price!



**SAY:** Sometimes it is easy to think about ideas for new business, but not always it is easy to think if that is going to work! Especially when we live far from our houses, we don't know well the environment, the existing needs for goods and services and we have very limited resources to start building on our own idea. Additionally, we may require specific skills to improve our technical knowledge on the specific subject. All these important aspects are normally addressed through programmes that are called "income generating activities". Some organizations offer those opportunities to women as well as to boys and girls.

For example, income generating activities may help girls to think about how their ideas can be successful and what do they need to learn to be able to implement it. Livelihood programming and income generating activities are oftentimes scarce in the community. Nevertheless, those existing can help entrepreneurs-to-be to conduct the following analysis:



**DO:** Write or draw symbols for the concepts below on a flipchart – Use **CARD 42: Marketing tips**.

#### Assess the market

- What is the need for that specific product or service?
- Will people buy it?

#### Analyse the risks


- What are the risks that the activity won't be successful?


#### Have initial resources

- What money or assets are needed to start the business?
- What is the saving plan ?


Additionally, livelihood programmes can help identify other important aspects to consider when we want to start a small business, such as the first steps to starting an activity, which include – **Use CARD 42: Other livelihood tips**

Make a forecast of what the gains could be	Understand what materials to buy	Establish the price and the market strategies
<ul style="list-style-type: none"><li>• This is the difference between what we gain (money we have after selling the product) and what we spent (money used to buy the materials)</li></ul>	<ul style="list-style-type: none"><li>• What materials do we need to buy, to keep producing.</li><li>• Are we saving enough money to continue producing?</li></ul>	<ul style="list-style-type: none"><li>• What price should we offer for our good or service?</li><li>• How to ensure the product is known and advertised properly?</li></ul>

 **KEY MESSAGE:** Several skills are needed to start a small-scale activity to generate an income. If a girl wants to consider this option, she should think for example about the facility she will have to sell the product, all the materials she needs to produce it, how much she can gain and what price she wants to establish. These skills can be learnt with dedication and motivation.

 **ASK:**

- Do you have any questions about what “livelihood” programmes are?
- Do you think livelihood and income generating activities can help girls in this community?

 **SAY:** You are learning very difficult things today! I am very proud we are discussing this topic, even if it is difficult. I believe that the most important is still the motivation and passion that any person who wants to start a small activity or business should have. The rest can be easily learnt, if any opportunity arises, with time, dedication and efforts. This is why the last step of our session today is to think back to what motivates you, what would you do if you had an opportunity, your idea to start a commerce, an activity or a small business. The next activity will help you establish short term and long terms goal to implement your idea.

### **ACTIVITY 3 (Pair discussion): What is the market? Approx. 15 min.**

1. Pair girls up and ask girl to individually think about their own idea for a small business/commerce/activity.
2. Ask girls if they remember what a short-term objective and a long-term objective are. Ex-

plain that they are going to identify one short-term objective and one long-term objective for their own activity.

3. Ask girls to share in the pair to receive advice and validation.
4. Pick randomly some pairs and ask them to share their objectives with the group.



#### **GIRLS CHAT:**

- Did you like to talk about your ideas to start a small business?
- How do you think your ideas can support your community?
- Is there anything that you would like to explore as a group, meaning to pursue all together? What that could be?



**ATIJA'S STORY:** Distribute the page 23 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Along the enchanted way of the horizon, Atija follows some boats that approach the red light of the sunset and prepare for a long night of fishing.*

*"I will be an entrepreneur one day. I will have workers and I will sell a lot of fish!"*

*Suddenly Atija recalls the time of her childhood when she went to the river to fish, with her brothers and sisters. That was a wonderful time!*

*Then her mind wanders again between market plans, prices and savings...*



**CLOSE THE SESSION:** There are several steps that an entrepreneur should make before starting a small business. However, everything starts from passion and dedication! I am very proud of your ideas and I am sure whoever of you would want to have an activity one day, will find a way! Before we meet again, keep thinking of your ideas, discuss with your girlfriends or if you feel comfortable in doing so, with your family and friends. Maybe from one idea another can be born...



## VISIONING & SOLIDARITY

### 25. Becoming agent for change

#### Objectives:

- Understand what being actor for change and role models in our community is.
- Develop a girls' project.

#### Activities:

- Activity 1: Each one, reach one
- Activity 2: Cars and drivers
- Activity 3: Our project

#### Materials needed:

- Flipcharts and markers.
- Refreshment (food, drinks or little gift!) to celebrate the end of the Girls' Group session!
- Certificate of completion for each girl.
- Page 24 of coloring book printed for each girl.


#### Key Messages:


\*A role model is a person whose behavior, example or success is or can be followed especially by other peers or younger people.

\*A good leader is simply someone who is ready to help others in need.


\*The friendship we built in this group will last forever if we keep being good friends and helping each other.

**Note for the facilitator:** *This session doesn't need to be adapted for younger girls. The content is appropriate from a developmental perspective for girls between 12-17 years. Since this is the final session of the curriculum, the facilitator may want to engage with some "role model" in the community, meaning any woman or girl that for some reason modeled a good behavior for the girls of the group.*

 **SAY:** Today is the last session of our Girls' Group! We have learnt many things during these sessions and you now have lots of information and skills that are important to share with other girls.

 **ASK:**

- How do you feel when you do something good for your family, for your friends or for someone who needs help?
- Why that makes you feel good?

 **SAY:** When we do something good for someone, we feel good. Helping others is a right thing to do. For me, it is always important to give back what I have received. It is also important to use my energy and my capacities to help the people that in certain moment in time don't have the same energy and capacities. I am happy when I see people around me flourish, and my community becoming a better place to live.

### Activity 1 (Exercise in pair): Each one, reach one – approx. 20 min.

1. Ask the girls to think of some young person their age who has not participated in this programme and who will benefit from the information and skills acquired in the Girls' Group. Each girl should choose one girl, and keep it secret.
2. Pair girls up and ask girls to discuss in their pair:
  - How would you describe what a Girls' Group is?
  - What information would you like to specifically share?
  - Why do you think that the person you have chosen will benefit from your experience?
  - Which part do you think can be specifically useful?
3. Clarify that girls do not need to reveal who the person is. The exercise is only to practice sharing their experience and to recognize what topic, knowledge or skill can be specifically useful.
4. Invite some pairs to share their inputs with the broader group and congratulate them for their feedback.



**SAY:** When we want to influence other girls to participate in the Girls' Group or any other activity or service, because we think that it could be good and beneficial for a person, we should ask ourselves some question. For example, what are the reasons why some girls do not participate or access services? And what is the best way to approach them? More than everything else, it will be important to show how the Girls' Group has been good for you, what benefits has brought to your life. This means being a role model in our community.



**KEY MESSAGE:** A role model is a person whose behavior, example or success is or can be followed especially by other peers or younger people.



**SAY:** There is no need to do very big things to be a role model. It is a matter of small changes in our everyday life. When we are able to advise some for the good, when we are able to change a practice that is instead not good, when we are brave to deal with difficult situations with dignity and respect and in line with our values, we are being role models in our community. We can think of this simply as being able to guide, protect and lead in our community. The next activity will help us to think about good leaders!

## Activity 2 (Game): Car and Driver - approx. 15 min

1. Divide the girls in pairs (different from the ones from the exercise before). Assign one girl to be the car and the other to be the driver.
2. Explain that the girl who is the car will keep her eyes closed. The other girl who is the driver and who keeps the eyes open will have to protect the car from collisions. Clarify that talking is not allowed in this exercise, so the drivers must guide the cars by placing their hands on the cars' shoulders. Cars should be touched gently and all cars and drivers should be very careful!
3. Start the exercise and give a few minutes for the cars to go around, after ask the girls to switch roles.



### ASK:

- What did you enjoy most about being the car or the driver?
- What did this exercise teach you about leaders?
- What does it mean to be someone who leads well?



**SAY:** Sometimes a good leader or a role model in the community is only someone who is ready to help. I remember a girl when I was young in my community. She was a volunteer and facilitated several activities for young people and children. She helped people who had difficulties at school completing their homework. She provided information about activities and services. She anticipated if something bad could happen to someone in the community and tried to protect that person before she could get hurt. That girl was surely a role model in the community!



### GIRLS CHAT:

- Are you ready to be agents for change in your networks and among your friends?
- What scary you or vice versa makes you feel proud of taking his role?



**SAY:** Let's now conclude this session with a special activity, a girls' project!



**DO:** Reproduce on a flipchart the main component of a project: support needed; resources; person responsible; steps. **Use CARD 44: Project components.**

### Activity 3 (group work): Our project – approx. 30 min.

1. Ask the girls to sit together in a circle and place a flipchart in the middle. Tell them that you will develop a girls' project together that they will all work on together.
  2. Ask the girls to think about:
    - Who are the girls they proposed to reach?
    - What information do they need? What service do they miss?
    - How to give this information to them?
  3. Write their ideas on the flipchart, preferably using only a key word or a symbol/drawing for girls with low literacy skills to be able to follow. Keep the ideas simple and merge those that somehow are similar or related.
  4. Ask the girls what they want to do with their project. Some ideas include:
    - Hold a drama performance for the community.
    - Conduct a campaign for both other adolescents and parents to sensitize them around a specific topic.
    - Work on a practical initiative: clean an area together with adults and youth.
    - Organize a community event where some personalities are invited and can meet with youth in the community.
  5. Invite the girls to discuss what result or effect they want the project to have. Examples could include:
    - Raise awareness on an important topic.
    - Show adults the good things that adolescent do.
    - Start an initiative that can bring advantage to girls in the community
    - Obtain a specific objective: for example, girls who drop out from school, reconsider resuming their studies.
  6. Explain that a last thing to consider is what help do they need to realize the project/initiative:
    - Who can help? Who do they need to work with?
    - What materials and resources do they need?
    - Who among the girls will be responsible for what?
    - What steps do they need to take to do this?
  7. Once the girls have decided what project they want to work on, explain that the implementation of the project will be now their own initiative and they will be able to meet whenever they want for this aim.
-



### ASK:

- Are you happy we completed this beautiful process of life skills for adolescent girls together?
- Do you think the group helped you? If yes, how?
- Is there anything special you want to say to other girls, or to someone in particular? (Time to show appreciation and encouragement among each other)



**ATIJA'S STORY:** Distribute the page 25 of the Coloring Book to each girl. Read the story loudly (one or two times) and ask the girls to color the story at home.

*Atija is a bit melancholic today. The Girls' Group is soon coming to an end.*

*Before they finish, Atija and the other girls have decided to do an event, to celebrate everything they have learned during the sessions. This is their chance to share what this great experience has been about!*

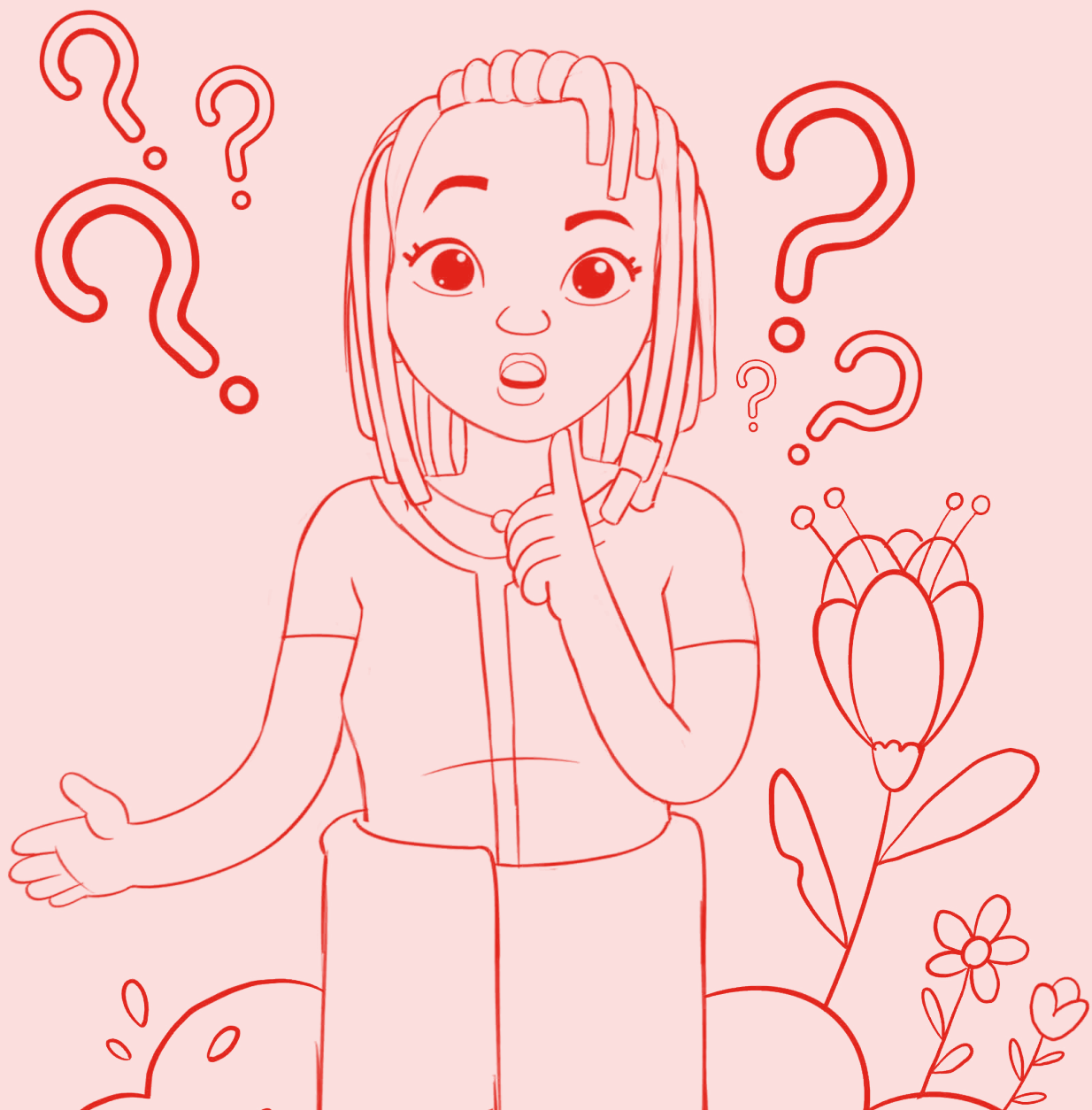
*Atija looks at her friends who get engaged in the preparation. She feels empowered and safe. She is not alone anymore. The friendship she has built will last long!*



**CLOSE THE SESSION:** Every one of you should feel very proud for all what you achieved in these months and in our meetings. You shared your ideas, feelings and experiences. You learnt a lot! You taught new things to each other and I also learnt a lot from you all. We had fun – as I promised at the beginning – and we created something special, our amazing network of girls.

I want to thank you each and every one of you for your time and trust. Even if won't hold meetings anymore, I will be there for you and I always am your mentor, ready to help you. The friendship we built in this group will last forever if you keep being good friends and helping each other. (Give every girl a certificate to conclude the Girls' Group and offer any refreshment you may have to the girls. Congratulate each of them personally and warmly! )

# SESSIONS FOR ADOLESCENT MOTHERS, PREGNANT GIRLS AND MARRIED GIRLS



# PROGRAMME FOR ADOLESCENT MOTHERS

## 1. Pregnancy and risk signs

### Objectives:

- Understand what occurs in the different trimesters of the pregnancy and how the baby grows.
- Recognize danger signs that require medical attention at the early stage of the pregnancy.

### Activities:

- What to do during pregnancy

### Materials needed:

- Flipchart and markers
- Signs for “true” and “false”
- Images contained in the session, to be showed to the girls.

### Key Messages:

\*Pregnancy lasts 9 months and is divided in 3 trimesters.

\* There are some signs that something may not be all right with your pregnancy or your baby. If you have any of these, you should promptly seek care.

**Note to the facilitator:** These sessions are designed for adolescent mothers, pregnant girls and married girls, to provide them with additional information tailored to their specific needs. These sessions are part of the Adolescent Girls' Toolkit, and should be delivered to girls who already completed the 24 sessions of the Girls' Group. Hence, it is expected that you will work with a smaller group (4-6 girls only). Whenever you are mixing girls from different groups, include a “name game” to present participants to each other. As this is the first session, it is important to make the girls feel very comfortable and keep their level of energy up. As much as you already know the girls, you may want to build linkages with their specific interests/characteristics, to ensure participation and engagement. You may also need to slightly adapt some content of the sessions, depending if you have pregnant girls only or girls who already had their babies. Finally be aware that there may be girls who have lost their babies and may have some reaction to the content of these sessions. Whenever you face this situation, refer the girls to needed services, including PSS.



**SAY:** Today we have gathered the girls who are pregnant, married or are already mothers to provide some additional information about pregnancy and childbirth. The five sessions we will have, will help you understand or review what you can do to take care of yourself in these delicate, precious time when you are preparing for or receiving your baby! It is normal to have many questions and feelings during pregnancy or when you have a newborn baby. This program has been prepared to help answer the questions that many girls like you have during their pregnancy. Our meetings will be similar to those we already had with the other girls, so the same agreements apply: what we will share is confidential, and will remain among us; we will all be respectful of each other, to ensure that we can learn and have fun together; there are no silly questions, we are all here to learn!



**ASK:**

- Do you have any questions about why we are gathered here today?
- Is there anything particular you would like to discuss or learn, as a follow up of what we learnt in the Girls' Group?



**SAY:** Thank you for your ideas! We will try to incorporate your suggestions and provide responses to your needs in the coming sessions (Up to the facilitator to integrate as much as possible). Today, we will focus on the time when you were/are pregnant.

**GIRLS CHAT:**

- Do you remember when you discovered to be pregnant? How was it, what changes it brought into your life as a girl?
- What changes were positive and what are the things that were difficult for you?



**SAY:** Pregnancy is a time full of emotions! One day you can feel happy and the day after you can become very sad or even cry the next day. All this is absolutely normal. Having different feelings especially depends on something that is called "hormones". These are some body reactions to the new status of growing a baby that will make you more sensitive. Hormones cause some mood swing. But there are more changes that happen during pregnancy, and we will consider them now. .



**ASK:** Does anyone of you know how long a pregnancy lasts before a baby is born?



**SAY:** A pregnancy takes about nine months, or 280 days – 40 weeks, from the time when the egg is fertilized, until a baby is born. Sometimes a baby is born earlier. This happens quite frequently when the mother is very young. For this reason, it is important to be prepared and have all the needed information/items in advance: you never know when the baby will arrive! However, the pregnancy is divided into three trimesters, each semester having the duration of three months.

**ASK:**

- What changes you noticed in your body and feelings in the first three months of your pregnancy? (Menstruation stopped, feeling tired or dizzy, headaches, changes in your breast, nausea and vomiting, changes in your feelings, needing to urinate more often etc.)



**DO:** Write key words/draw symbols if useful for the main changes below:



**SAY:** All these changes are normal during the beginning of your pregnancy, and here is what you can do to cope with these issues:

- Feeling tired: rest as much as possible – even during the day.
- Nausea: eating something light during the morning and small quantities of food more frequently during the day may help. Nausea should stop after the third/fourth month.
- Other symptoms, such as light pain or mood swing: drink lots of clean water; do light and regular exercise (like walking); eat regularly and sufficiently, including fruits and vegetables, as much as possible.



**SAY:** Remember that what you are eating also feeding your baby! At the beginning of your pregnancy, your baby is about the size of a grain of rice. S/he will slowly grow arms and legs, eyes, ears, a brain and a heart. By the end of this trimester, the **first trimester** – your baby will grow to the size of a lemon, and even if you don't feel it, s/he has arms and legs that start moving. It is important that from the beginning of your pregnancy you do not smoke or drink alcohol, to avoid the risk of malformation or problems.



**DO:** Print the image below or show/reproduce a simpler progression as in the picture.



**SAY:** The baby grows within the uterus in a sac with a liquid like water, called amniotic fluid. S/he receives all the nutrition needed through a small tube, the umbilical cord. This cord will be cut right after birth, and will become the belly button when it is healed.

**KEY MESSAGE:** There are some signs that something may not be all right with your pregnancy or your baby.



We will review now the ones that you can spot at the beginning of your pregnancy and in the coming sessions the ones you can recognize along the other trimesters of pregnancy. If you have any of these, you should promptly seek care. The signs are:

- Strong pain in your belly that doesn't go away;
- Bleeding (bright red) from your vagina;
- Leakage from the vagina, like watery or brownish/green;

- High fever, sweating or chills;
- Any other abnormal signs, such as swelling of your fingers/face/legs, difficulties in breathing or very fast breathing, strong headaches that doesn't go away, blurred vision, seizures, intense vomiting that lasts more than more day.



1<sup>st</sup> month of pregnancy



2<sup>nd</sup> month of pregnancy



3<sup>rd</sup> month of pregnancy



4<sup>th</sup> month of pregnancy



5<sup>th</sup> month of pregnancy



6<sup>th</sup> month of pregnancy



7<sup>th</sup> month of pregnancy



8<sup>th</sup> month of pregnancy



9<sup>th</sup> month of pregnancy



**ASK:**

- Has anyone already felt her baby kick or move in the belly?
- Do you remember how it was when your baby moved in the belly?



**SAY:** The period in which the baby normally starts moving is the **second trimester**. In this time your baby grows very quickly! The brain of the baby starts to develop, as of the fourth month your baby is already learning about the environment. By the fifth month, your baby can feel when something is touching your belly. By the sixth month (the end of the second trimester) the baby has the six of an ear of corn. You will also begin to feel the baby moving inside your belly and by the sixth month you should be able to feel your baby every day. If anyone is five or six month pregnant, and has not felt her baby move, she should go to seek medical assistance immediately.



**ASK:**

- What are the changes that happen during the second trimester?
- What were your feelings at that time, did you talk about these feelings with anyone?



**SAY:** As your baby grows, your body will also grow and change. In this period you may:

- Feel hungrier;
- Feel out of breath easily;
- Have stuffy nose or nose bleeds;
- Have swollen ankles, feet, veins in your legs;
- Have difficulty feeling asleep;
- Backaches;
- Difficulty falling asleep;
- Small amounts of liquid (milk) coming out from your nipples – this is normal.

You will continue having changing moods and feelings from the hormones of pregnancy but also due to the pressure you might be feeling in the house. You may start to feel happier, because the baby is growing, but also scared to think about having your baby. These feelings are normal and all girls and women have these feelings. As we discussed within the Girls' Group, it is always good to express these feelings and fears, and discuss with someone you trust, like your mother, sister, husband or girlfriends.



**ASK:**

And now the **third trimester**: do you remember/know what happens during the last three months before delivering your baby?



**SAY:** During this period, your baby is growing and developing very fast. You can help your baby become healthy and smart by making good decisions. Did you know that as of seven months, your baby could already hear, see, smell and taste? Until the last weeks of pregnancy, the brain and the lungs of the baby are developing. When your baby is ready to be born, s/he will be between 45 to 50 centimeters long and will weight between 3 and 3.5 kilograms.

You may have discomfort during the last part of your pregnancy since both you and your baby have grown. Some additional changes can be:

- Leg cramps;
- Sharp pain in your groin area, especially when lifting something heavy;
- More difficulty breathing, because the baby is higher and close to your lungs;
- Belly button sticking out;
- Cramping of your womb and stomach – contractions that happen more frequently getting closer to delivery.

Now that we have completed the three trimesters, let's put it all together!



**DO:** Place some signs true/false on opposite sides of the room/space.

### **Activity 1 (True/False exercise): What to do during pregnancy - approx. 15 min.**

1. Explain that you are going to read some sentences and the girls will have to stand up and go to the sign "true" if they feel the sentence is true, or "false" if they believe it is false:
  - It is important to talk and sing to the baby: when born, s/he will recognize your voice (True);
  - A woman should eat like two during pregnancy (False);
  - A woman should avoid eating raw meat during pregnancy (True);
  - During the last trimester, a baby can smell the flowers around your house and the food you are cooking (True);
  - You cannot exercise during pregnancy (False);
  - If you put a light on your belly in the last months of your pregnancy, the baby will feel it and even his/her heart rate will accelerate (True – but the baby will start seeing properly when s/he is six months old);
  - The baby gets used to the food you eat, so it is good if you can eat a variety of food (True).
2. Acknowledge the efforts to get the correct answers!

**ASK:**

- What information was new for you? What information surprised you?
- Do you have anything else you would like to know about pregnancy? Any doubts or worries about the topics we discussed today? (Try to provide responses as much as you can)



**ASK:** There is a last thing I want to ask you before we close today's session:

- What do you think a girl who is pregnant and has HIV should do to prevent the spread of the virus to the child?



**SAY:** She should go to the anti-natal consultation with any documentation she has that shows she is HIV positive and ask for the following services:

- Examination of the clinical stage of HIV – that is to know how much HIV progressed;
- Support to keep taking anti-retroviral therapy consistently, to keep the level of HIV in the blood low, so as not to infect the baby;
- Test of the level of HIV in the blood that is the “viral load”. The test will be repeated every 6 months, until the girl has stopped breastfeeding.

Keep receiving ART is the most important! Even if there is a possibility that the ART doesn't work very well, because the may body get resistant to the specific drug, the girl should really try to keep the viral load low, to have good health and increase the chances to giving birth to an HIV negative child. The girl should also ask her partner/husband to get tested, if not done already, and get ART if positive. As we already discussed within the Girls' Group, a positive mother can give birth to a negative child, but it is very important that she keeps taking the ART regularly during pregnancy, labor, and delivery and through breastfeeding. But we will discuss more about this in the coming sessions!



**CLOSE THE SESSION:** Today session was very rich! We reviewed and learnt important facts about pregnancy that I am sure are going to be helpful in your life. Before the next session, think if there is someone you would like to share this information with. As a practice from our Girls' Group, we want to keep the stories we share here confidential, but also we want to share what we have learnt with family and friends, whenever we feel comfortable doing so – and especially other girls who may need this information.



# PROGRAMME FOR ADOLESCENT MOTHERS

## 2. Antenatal care and how to take good decisions

### Objectives:

- Explain the importance of antenatal care.
- Recognize danger signs during pregnancy.
- Understand the importance of taking good decisions while pregnant.
- Learn how to prevent transmission of HIV from mother to child

### Activities:

- Preventing HIV transmission.
- Taking care of ourselves during pregnancy

### Materials needed:

- Flipchart and markers.
- Images contained in the session, to be showed to the girls.
- A hat or any container for little papers.

### Key Messages:

\*A pregnant girl should attend around four consultations in a mobile health cleaning to monitor her health and the baby growth;

\*During pregnancy, it is important to take good decisions that can keep you and your baby safe. Girls must prepare and plan for safe delivery.

\* It is possible to prevent the spread of HIV from a positive mother to her child.

**Note to the facilitator:** This session is mostly informative and may require only small adaptations about local options for antenatal care. For example, before delivering the session, the facilitator may want to approach any midwife/nurse/doctor or health volunteer that attend the mobile health clinics in the locality of intervention to learn about possible options for girls to receive antenatal consultations, STI testing, and what are the specific requirements/exams that are generally prescribed to pregnant women and girls (i.e. vaccinations, blood tests etc.). If you have the possibility to consult or even invite to the session a nutritionist, please do so, to be more confident in dietary recommendations, etc.



**SAY:** Today we talk about the consultations that a girl should do when she is pregnant before the baby is born (antenatal care), and how to take care of one while pregnant.

It is very important for a pregnant woman or girl to have around four consultations in a health facility or a mobile health clinic/brigade to monitor the health of the mother and the growth of the baby before birth. For girls who live far from their home those consultations may be a challenge, nevertheless it is important to make the most to meet with a midwife even if all seems to be smooth with pregnancy. Whenever it is really impossible to have a consultation or see a midwife, girls should look for women in the community who have experience and can help them, or check if any mobile health clinic or brigade reach the surroundings and attend.





### GIRLS CHAT:

- Who in the group has done some consultations while pregnant?
- Where did you go, how was your experience and did anyone accompany you?
- Do you know what midwives/doctors/nurses do during antenatal consultations?



**DO:** Print the images below or show/reproduce some symbols as in the pictures below:



**SAY:** During the antenatal consultations, the health worker normally asks about your health, and if you have been pregnant before. S/he may ask you questions about your family health. This is meant to understand if there is any possibility of you suffering complications. Getting tested, the health worker will know if there is any problem and eventually find care/treatment is proposed. You should receive the following care:

### Physical exams:

- Monitoring weight: to ensure the baby is growing well;
- Measuring body pressure: to know how strong your blood is pumping;
- Measuring your belly and listening to the heart of the baby: to know how the baby is growing and developing.

### Identify health risks and diseases:

- Testing for HIV, syphilis and other STI, such as Hepatitis B. As we already mentioned during the Girls' Group, there is risk that HIV is transmitted from a positive mother to her body during pregnancy, labor, childbirth and breastfeeding. Testing for HIV allows the mother to promptly start taking ART, whenever she discovers to be HIV positive, and so reduce the risk to pass HIV to the baby.
- Check for anemia: anemia can cause health problems for the baby and you, and therefore is important you take iron as well as folic acid pills everyday from the beginning of your pregnancy up to three months after giving birth.

### Prevention of diseases:

- Vaccination against tetanus, which will protect you and your baby against infections;
- Malaria protection: you may receive a mosquito net or advice on how to protect;
- Other, like treatment for deworming, etc.

## Antenatal Consultation



Antenatal Visit



Listening to the heart of the baby and measuring the size of the belly of the mother



HIV/Syphilis and hemoglobin testing



Sleeping under an insecticide treated bednet



Malaria prevention by taking prophylaxis every month



Measuring weight



Tetanus Vaccination



Check for Anemia and providing iron and folic acid



**SAY:** It will be ideal that your husband goes with you to the antenatal consultations, because he also needs to understand what actions you should take to stay healthy and strong for your baby. Additionally, he should be aware of signs from your body that can indicate possible health problems for you and your baby. We already mentioned last sessions the signs you should be aware of during the first trimester. Dangers signs in other trimesters that require you to go seeking promptly medical assistance are:



**DO:** Print the image below or show/reproduce some symbols as in the picture below:

- Loosing blood or liquid from your vagina;
- Having fever;
- Swollen feet/hands;
- If you are very pale and extremely tired;
- If you are fainting or having convulsions/seizures;
- Continuous vomiting; severe abdominal pain; severe headaches; or if you do not feel your baby move anymore.



Leaving blood from vagina



Having severe headache



Nausea or vomiting that does not stop



Swollen feet or hands



Having severe abdominal pain



Having a seizure/convulsion



**ASK:**

- Do you have any questions about these danger signs and the antenatal consultations?



**SAY:** Now let's discuss into more details how to prevent transmission of HIV from mother to child.



**DO:** Draw on small papers the following key words: 1) planning pregnancy – draw a big belly; 2) booking early ANC – draw a sign for medical; 3) viral load below 1000 – draw pills; 4) delivery at the hospital – draw an hospital; 5) breast milk – draw a breast. Then fold the paper and put them in a hat or any container you can find.

**Activity 1 (Demonstration): Preventing HIV transmission - Approx. 15 min**

1. Tell the girls that there are five recommendations to prevent the transmission of HIV from mother to child, and they are going to learn them through some clues!
2. Invite five girl volunteers to pick one by one the small papers from the hat, and after each one, explain the recommendations starting from the clue they picked:
  - Planning the pregnancy is a way to prevent HIV transmission, since if the girl become pregnant after some time taking the ART, the viral load will be lower.
  - Booking early for ANC.
  - Making sure to taking ART regularly to have a viral load below 1000.
  - Giving birth in a health facility with assistance from medical staff.
  - Making sure the baby gets exclusive breastfeeding for the first six months and prophylaxis to prevent HIV transmission.
3. Recap the recommendations and ask the girls if everything is clear.



**SAY:** Now let's discuss how to take good care of yourself during pregnancy. The next activity will help us decide especially what are good decisions to take.

## **Activity 2 (Scenario): Taking care of ourselves during pregnancy - approx. 30 min.**

1. Gather the girls and explain you are going to read them a story:

*Nsanga is a 16-years-old married girl living with her husband Adamo. She has already been married for two years, but before moving from their home, things were better, Adamo had a shop and the business was good. Now they rely on humanitarian assistance. Nsanga is due to give birth in the next month and Adamo is becoming very stressed. He decides to go to visit his uncle who lives in a town three hours away from the center, since he thinks he will be able to work there.*

*Nsanga has been ill for a week. She goes to see a midwife, who tells her that she needs to rest, stop stressing and eat more fresh and healthy food. She also explains that she absolutely needs to deliver in a health facility, because she has more risks of complications due to her young age. Nsanga doesn't have the money to buy healthy food, and she cannot rest in her temporary shelter due to the heat, noise and lack of comfort. She thinks that it might be better to leave the center and follows Adamo, even if there is no room for her in Adamo's uncle's house. She is very stressed and she doesn't know what to do.*

2. Ask the girls the following questions:
  - Why did Nsanga become sick? (Lack of family and economy support, stress)
  - What problems might Nsanga face during delivery? (Complications during delivery)
  - What are Nsanga's options? (Remain in the displacement center or go to the town with her husband and live in a crowded shelter)
  - Do you think that Nsanga has explored all options or there may be other solutions? Which ones? (She could approach the center manager, or humanitarian organizations or the midwife to make special arrangements for delivery, given the risk related to her pregnancy; she could try to find other relatives to stay with; she could attend PSS sessions to help with her stress and develop coping mechanisms).



**KEY MESSAGE:** It is important to drink plenty of clean water every day. You should rest as much as possible, because this will help the baby to grow well. It is also very important to take iron tablets daily: these help your baby's brain and body to develop properly. You can get these during antenatal visits at the mobile health units.



**ASK:**

- We have seen in the story that the midwife recommends to Nsanga to eat good food: do you know what kind of food is good to eat when you are pregnant? (Fruits, vegetable, proteins – which comes mostly from food of animal origins, such as eggs, milk, meat or fish, or legumes, as beans, lentils and peas).



**SAY:** It is important to drink plenty of clean water every day. You should rest as much as possible, because this will help the baby to grow well. It is also very important to take iron tablets daily: these help your baby’s brain and body to develop properly. You can get these during antenatal visits at the mobile health units.

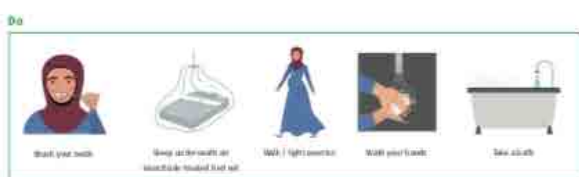


**ASK:**

- Any other ideas about things that you should do and not do during pregnancy?



**DO:** Print the image below or show/reproduce some symbols as in the pictures below:



**SAY:** As we have already mentioned in the previous session, during pregnancy you shouldn’t smoke, drink alcohol, use drugs or traditional medicines; you should not carry heavy loads or carry out heavy work as well. It is instead recommended that you bathe everyday (to help you feel more relaxed and prevent skin diseases), brush your teeth regularly, to wash your hand with soap and try to sleep under a mosquito net – whenever possible.



**CLOSE THE SESSION:** Today we learnt that it is important to attend consultations while pregnant, to monitor yours’ and the baby’s health. We said that if there are no health centers close by, girls should look for women in their community who might be able to support, or for health mobile units that may reach the surroundings. Also we discussed that it is important to eat a variety of food – as much as it is possible – and to take care of our bodies when we are pregnant. Before the next session, try to think if there is only one thing that you can do immediately to improve the way in which you take care of yourself...for the others, you will have more time to think of them and get prepared in case of pregnancy!

# PROGRAMME FOR ADOLESCENT MOTHERS

## 3. Birth planning and delivery

### Objectives:

- Identify why having a birth plan is an important step to facilitate a healthy delivery;
- Learn what are the main stages of the birth process.

### Activities:

- Birth plan
- The birth is beginning!

### Materials needed:

- Flipchart and markers
- Images contained in the session, to be showed to the girls.

### Key Messages:

\*A birth plan allows girls to prepare and be prepared for the arrival of their baby

\*There are three stages of childbirth; several positions to push the baby out; and some danger signs during labor that girls should know to avoid complications.

***Note to the facilitator:** This session requires sensitivity only to talk about the labor and delivery, whenever it was a tough experience for some of the girls. It will be important to pay attention not to make any eventual pregnant girl scared by listening to stories of what happened in the community, to other girls, etc.*



**SAY:** Today we will discuss about giving birth and what may happen in the post partum stage. We always hear that it is important to give birth in the health center, but we also know the challenges to secure medical assistance when we are far from home and means are limited.



**ASK:** Why do you think this would be better than giving birth at home?










**SAY:** It is safer for you to give birth at the health center, because there are trained health workers there who can help you and your baby. If a health center is not available near you, you should reach another location where there is. Some hospitals even have waiting houses for women who are waiting to deliver. Check where the closest health center is and what services it offers to pregnant women in advance. You may know what month and more or less what day your baby should be born, but most babies are not born exactly on that day. Therefore, you, your husband and your family should prepare for the delivery in advance. Then, when the time comes for the birth, you are less likely to have problems. For example, you can think of it as a “plan”, a birth plan. This plan must include everything related to the

birth. The next activity will help us building a tentative birth plan together.

### Activity 1 (Group work): Birth Plan – approx. 30 min.

1. Ask the girls to imagine that they are 6 months pregnant and they have to prepare a birth plan. What do they think should be in their birth plan?
2. Provide some examples as follow: “When I am pregnant, I need to decide where I am going to deliver, how much it cost, what transportation should I use, who is going to come with me...”.
3. Draw on a flipchart the symbols for what the girls think should be in the birth plan. When they have exhausted all ideas, use the symbols/explanations below to complement:

	I will try to deliver in a <b>health facility</b> , which is in...(locality). I know what is the cost of the service.
	I am planning to use...(transportation) as <b>transport</b> to reach the health facility. I know how much it costs the transportation from home till the health facility.
	... (people) <b>will come with me</b> at the health center and I have informed them about the due date and where I am planning to deliver.
	I have my <b>antenatal consultation documents</b> and my <b>ID</b> in...(place).
	I have <b>clean and dry clothes</b> (including a small hat) for my baby and for me to wear during and after the birth (in addition to other items such as pads, diapers, etc.)
	I will need ... ( <b>amount of money</b> ) to pay for transport to the health facility and back home, and for any additional costs.
	If it is really impossible to deliver in a health facility and I need to deliver at home, I will deliver with midwife .....(name) and I will ensure a <b>clean delivery kit at home</b> .

4. Conclude the activity mentioning that the plan should be targeted to specific needs and possibility of each girl, in her specific environment/conditions. So for example it may consider other aspects in addition to transport, finance, health centers etc., such as emergency telephone numbers, temporary accommodation whenever the health facility is far from the house, food for the family if there is need to stay away, etc.





**GIRLS' CHAT:** Now that we have seen what components a birth plan should include:

- Who do you think should decide where you will deliver your baby?
- With whom can you discuss about preparing for your delivery? Is this easy or difficult?
- What parts of the birth plan are most difficult and why?
- What can you do when you don't have money for safe delivery?



**SAY:** It is important that you prepare your birth plan with your husband and family members, so you can agree on the different aspects and work towards your objectives, as for example saving money for emergency, contacting people who can help you (midwife or transport), purchasing the needed items, etc. Your husband and family members should also know the danger signs that we discussed in the previous sessions, to be better prepared in case you need to go to the health center for any emergency. If you and your husband cannot afford the expenses, try to approach your families; ask health providers about any possible support programme in your area; look for any social worker who can possibly help you.

Now let's talk about childbirth! Finally the birth is beginning and there are questions you may have. The next activity will help us address some of those questions!

### **Activity 2 (Quiz): The birth is beginning! – Approx. 20 min.**

1. Explain to the girls that you are going to play a quiz game. You will read some sentences or questions, and whoever wants to address the question, can raise her hand. The first one, who raises her hand, will respond and get a point if the answer is correct.
2. Start with the first question below. After the first girls responds, give the right answer. Allow for further questions, and then move to the next statement/question.

- **I have heard scary stories about childbirth. Are these stories true?**

Scary stories are generally not true and are caused by lack of information and fear of childbirth. Some stories however may be true, since adolescent pregnancy is delicate and some things may go wrong. Many women and girls around the world deliver their babies every day. Girls have to prepare, trust the information they receive from medical staff and follow the recommendations from this group. As we discussed, it is important that you know the danger signs during pregnancy and delivery and that you have a birth plan. All this will help you relax and feel confident.

- **Will childbirth hurt a lot?**

Each woman experiences the pain of childbirth differently. The pain of the contractions comes and goes. Sometimes it can hurt a lot, but you can relax in between. It's good to have

a family member or someone you trust with you during labor to help you manage the pain. This person can massage you, talk to you, help you stay calm, give you water or do other things to help you.

- **How do I know when labor will begin?**

Labor often begins with contractions. These are cramps or pain in the lower part of your belly, making it feel hard and tight. Contractions last between 30 and 60 seconds at the beginning of labor. You may have already had small contractions during the last months of your pregnancy. This is normal and it is not a sign of labor. Labor contractions are strong, long and painful. They come back every 5 to 10 minutes and do not go away for two hours. Labor may begin between 38 and 40 weeks of pregnancy, or earlier (36 weeks or before). Sometimes, labor begins there is water coming out of the vagina, that is a sign that the water broke. Some other times you may see pink discharge with a little blood coming out of the vagina.

- **Will the baby tear my body?**

Some new mothers may tear their birth canal when the baby comes out but this does not happen to everyone. Pushing with your contractions and being in a comfortable position during labor can help you avoid that. If you do have a tear, the nurse or midwife may need to put in some stitches to help it heal. The healing usually takes up to 6 weeks.

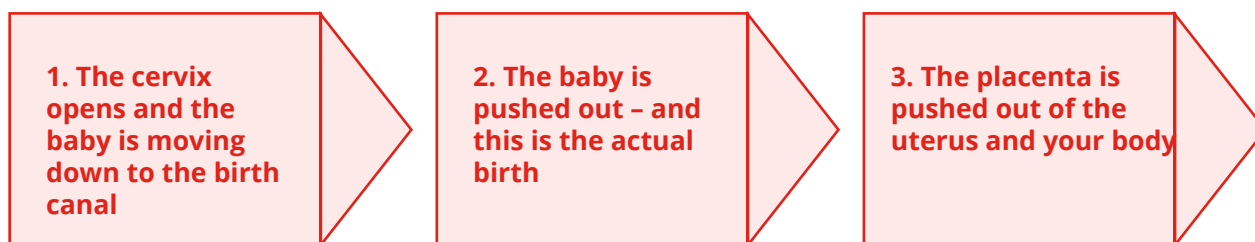
3. Congratulate the girls on their responses!



**DO:** Reproduce on a flipchart the three-phase process below and describe the process showing the picture on “labor and the delivery”.



**SAY:** Now that we have discussed some common beliefs and thoughts about childbirth, let’s review the main stages of the birthing process. These are three:



- **Stage one:** the contractions you are feeling prepare your body for your baby to come out of the uterus. At the end of the first stage, the contractions will be very strong and last between one and two minutes each. The baby is ready to be pushed out of the birth canal. If the labor lasts more than 12 hours, if the baby's feet or arm is coming first instead of the head, if you have heavy bleeding from the vagina before the baby or if the umbilical cord comes out before the baby, these are all signs that something is going wrong and you should immediately seek care in a health center.
- **Stage two:** The pressure of the baby's head in the birth canal makes you want to push down. You may feel very tired; take deep breaths and rest between contractions. You are almost finished: this stage can take between 15 minutes and four hours approximately to push the baby out. You can consider different positions to help you push. Imagine yourself strong, happy and holding your baby in just a few!

After birth, your baby needs to be quickly dried with a clean, dried cloth, while s/he lies on your chest, to remain warm. It is important to keep the baby attached to the skin as long as possible, since s/he will keep calm feeling the beating of your heart. If you squeeze your breast a little, yellowish milk will come out. When the baby smells this, s/he will look for your breast to start breastfeeding.

- **Stage three:** after your baby is born, the placenta, the container that provided nutrition to the baby in your belly, needs to come out. This usually happens between 5 and 30 minutes after the baby is born and is usually easier, the placenta comes down with a couple of pushes. Then the labor is over. Importantly, if the placenta doesn't come out after an hour after the baby is born, you will need to seek immediate care from a health worker to help the placenta come out.

### Labor and the delivery – various positions for giving birth





**SAY:** Consider that sometimes the delivery happens through cesarean section (C-section). This is a cut on the tummy done to take the baby out. C-section happens when the doctor recommends it; it is a relatively safe operation and is not very painful.



**ASK:**

- Do you have any questions about the labor and the delivery?
- How do you feel, is anything that worries you?



**CLOSE THE SESSION:** This is the end of our session on the birthing process! Today, we learnt about the importance of working together with your husband and family on making a birth plan so that you are prepared for the birth, especially if it starts earlier than you expect. We talked about the three stages of childbirth and the danger signs during labor. I hope that this information will be useful at some point in your life and that you will only enjoy the process of becoming a mother!

# PROGRAMME FOR ADOLESCENT MOTHERS

## 4. Post-partum care and newborn care

### Objectives:

- Recognize signs of maternal depression;
- Discuss important newborn care practices;
- Understand the importance of exclusive breast feeding;
- Learn how to stimulate the development of the baby.

### Activities:

- Taking care of a newborn baby
- Exclusive breastfeeding

### Materials needed:

- Flipchart and markers
- Images contained in the session, to be showed to the girls.

### Key Messages:

\*First-time mothers may feel sad after delivery. If the sadness doesn't go away, it is called maternal depression. It required external support.

\*The breast milk is the best thing to give to babies because it has all the nutrients needed in the first six months

***Note to the facilitator:** This session has simple information and doesn't require further adaptations.*



**SAY:** After having talked about delivery, today we will discuss how you, as new young mothers, have to take care of yourself and the baby. We will talk about exclusive breastfeeding and the postnatal consultations. We will also share some good practices to stimulate the development of your baby to make sure that s/he will grow up healthy and smart!



### ASK:

- For those of you who already delivered, how did you feel after receiving your first baby? Was it easy or difficult to adjust to your new life?



**SAY:** Many first-time mothers have a mix of feelings after birth, because their bodies are going through many changes. Girls who delivered their baby through C-section may need some time to recover, since the cut require care, to dry and avoid infection. More in general, you may feel very tired and this may last for several weeks. Because you need to get up and feed your newborn baby at least every three hours, day and night, you may not have much time to sleep. Lack of sleep can make you feel sad, frustrated, anxious and tired. Hormones

and physical changes also contribute. It is important to know that all new mothers have these feelings and they will disappear as the baby grows and you can sleep more at night. Your confidence as a new mother will grow every day!

However, if your sadness is not going away, it may be a sign that you are starting to have a maternal depression. Maternal depression may occur before or after childbirth. Some signs are:

- Lack of interest in anything around you;
- Isolation from friends and family;
- Becoming less attentive to the baby – for example not responding when s/he cries;
- Loss of weight, sleep or appetite;
- Sadness and crying;
- Anger and feeling irritated for no reason.

Maternal depression has some risks for the baby, such as poor hygiene, delays in cognitive/emotional development, problems with behavior etc. It is important to seek help at a health mobile clinic or facility. The midwives or volunteers can support you and provide information on groups of mothers/women you can join for emotional support (whenever those or PSS groups are available in the locality).



### **GIRLS CHAT:**

- Do you think that there are girls or women in your community who have been sad before or after the birth of their child?
- What do you think a girl who becomes sad/depressed could do to feel better? Who should help her?



**SAY:** We will now continue to learn together what your baby needs to stay healthy and grow strong. The next activity will help us define what are the most important things to do!



**DO:** Write on a flipchart some key words or symbols for: clothing; feeding; umbilical cord; bath.

## Activity 1 (Brainstorming): Taking care of a newborn baby! - Approx. 30 min.

1. Invite the girls to give a look to the key words/drawings on the flipchart and choose one each (or couple girls if you have more than 4 girls in the group).
2. Ask them to take few minutes to think of good practices for each area of care of a newborn baby, and then each of them will present their ideas to the other girls.
3. Review as much as needed with the information below:

• **Clothing:** always keep your baby warm and dry: check if s/he is cold by feeling his/her feet and put a hat on his/her head

• **Feeding:** breastfeed your baby right after birth and give him/her only breastmilk for 6 months (do not give even water)

• **Umbilical cord:** do not put anything on the umbilical cord - if not Chlorhexidine. Wash with water and soap only

• **Bath:** do not wash your baby immediately after birth. Do not rub off the white coating on the baby's skin.

4. Congrats the girls for their ideas and inputs!

**SAY:** As much as the hygiene and care of our newborn baby is important, also yours is fundamental, to prevent the baby from getting diarrhea and other sickness. Always wash your hands with water and soap after using the latrines or helping your baby defecating. You should also do your best to keep people who are sick away from your baby. Take your baby to the postpartum consultations to make sure s/he is healthy.

**PERGUNTE:** Does anyone know what happens during a postpartum consultation?

**SAY:** The midwife/nurse will check on the new mother and baby if they are healthy and recovering well from the birth. The baby will receive its first vaccination. If there is a problem, the baby will be able to provide treatment.

**ASK:** Does anyone know some signs that the baby may be unwell after birth?

**SAY:** You should seek immediate help at the nearest facility if your baby:

- Is too hot or too cold;



- Refuses to breastfeed or only feed for a few minutes and then fall asleep;
- Sleeps all the time;
- Has difficulty breathing: breathing too fast, too slow or gasping for breathe;
- Has umbilical stump that is swollen, bleeding or with pus;
- Has swollen eyes, eyes with pus, yellow colored skin or eyes;
- Has fits or convulsion.



### GIRLS CHAT:

- What do you think about giving only breast milk to the baby?
- What is the practice in your community, when it is that babies start eating other food?
- Are there other traditional practices that are recommended for newborn babies?
- Should a girl who lives with HIV breastfeed her baby?




**SAY:** A girl living with HIV who is taking ART should breastfeed her baby, since breast milk contains all the nutrient needed, and even if there is a risk of transmission, breast milk protects the baby. Next activity will help us discuss exclusive breastfeeding.


### Activity 2 (Scenario): Exclusive breastfeeding – approx. 30 min.


1. Tell girls you are going to read a story of a girl called Majida.


*A Majida tem 17 anos e deu à luz o seu primeiro bebé, um menino bonito, gordinho e saudável! Quando chegou a casa do hospital, toda a família estava feliz. A sua avó Ana disse-lhe que ia DO uma cerimónia especial para celebrar a chegada de mais um membro da família. Ela insistiu que o bebé deveria tomar um chá tradicional para ficar mais forte e saudável. Majida não tinha a certeza se devia aceitar, porque no hospital a parteira disse que ela devia dar ao bebé apenas leite materno durante seis meses. Mas ela não conseguiu resistir à avó e o bebé bebeu o chá tradicional. Agora tem dores de barriga e diarreia.*

2. Ask the girls what do they think Majida should have done and how they think they could convince their family not to give food, traditional medicine or liquids to the your baby in the first six months, if that happens to them.
3. Congratulate the girls for their ideas or efforts to find a solution!





 **KEY MESSAGE:** The breast milk is the best thing to give to babies because it has all the nutrients needed in the first six months. If you do not have breast milk or you have little, you can consult a health practitioner to ask what food or nutrients you can take to stimulate it.

 **SAY:** If your baby doesn't seem satisfied or s/he is still hungry, try to give him/her the other breast and/or feed your baby more often. Porridge or smashed fruits can be introduced from six months. Please also consider that you should not give medication to your baby, if not given to you by the health center/mobile health clinic. If your family insists on giving your baby traditional medicine, explain that you respect the tradition but that your baby should only drink breast milk, because this is the best for him/her.


 **ASK:** Now I want to ask you something else:


- What to do if there is any possibility that the baby is HIV positive when born?

 **SAY:** An infant who has been exposed to the risk of HIV can be tested: at birth; 6 weeks old; 9 months old; 3 months after stopping breastfeeding. Whenever the baby tests positive, s/he may start taking ART immediately, to protect against the negative effects of HIV, to improve the immune system and promote normal growth and development. Good nutrition and early development are especially important for babies who are positive to HIV.

 **ASK:** How do you play with your baby when s/he is still really small?

 **DO:** Show the image below or reproduce some drawing/key word on a flipchart.

 **KEY MESSAGE:** Mother and father should play with the baby from the moment of birth, even if the baby doesn't react immediately. You can use your body, your voice, and things you have around.

 **SAY:** The more you play and talk with the baby, the healthier and smarter s/he will become! You can:

- Sing and talk to him/her;
- Play hide and seek by hiding your face in your hands and then appearing again;
- Let your baby touch different things (something soft, hard, your hand, the ground, etc.).

3 Months	6 Months	9 Months	12 Months
<p>Crawls or stands</p> 	<p>Can sit without support and makes babbling sounds</p> 	<p>Begins to sit and reaches for and takes objects with his hands</p> 	<p>Follows an object with his eyes</p> 
<p>Can pick up objects with his/her fingers</p> 	<p>Starts to crawl or stand up</p> 	<p>Rolls over</p> 	<p>Follows a sound with his head</p> 
<p>Looks for objects that are hidden</p> 	<p>Imitates the sounds and the movements of the caretaker</p> 	<p>Makes sounds</p> 	<p>Can hold his head upright</p> 
<p>Can point to objects and say 2 to 3 words</p> 	<p>Responds when hearing his/her name</p> 	<p>Responds to the emotions of the caregiver</p> 	<p>Laughs when you talk/play with him</p> 



**CLOSE THE SESSION:** Today we learnt how we can care for our newborn and how first-time mothers can take care of themselves with the help of their husbands/partners and family. We also discussed the importance of exclusive breastfeeding and that both mom and dad stimulate the baby through playing, talking, singing and moving. I am sure you will remember this information in your first months with your baby and enjoy those suggestions!

# PROGRAMME FOR ADOLESCENT MOTHERS

## 5. Building confidence and family planning

### Objectives:

- Understand the importance of spacing pregnancy
- Describe how key influencers affect how many children a couple may have
- Enhance confidence and negotiation skills

### Activities:

- Confidence to negotiate decisions
- The circle of influence

### Materials needed:

- Flipchart and markers
- Images contained in the session, to be showed to the girls. .

### Key Messages:

\* It is recommended to wait around 24 months (2 years) after giving birth before getting pregnant again.

\* Every couple must decide for themselves if and how they want to plan their family.

**Note to the facilitator:** This session is simple and straightforward and doesn't require adaptation. It is recommended that the facilitator achieve in advance information on family planning services in the community of intervention, so to be able to adapt the content and provide the girls with accurate information.



**SAY:** This is the last session of our Adolescent Mother small group! Today we are going to discuss the topic of having a good self-esteem and confidence, to be able to take decisions in your family life, including on the topic of having more than one child, what we usually call "family planning". Let's start thinking of the decision of having children...



### ASK:

- How did you decide to have a child? Was something you discussed with your husband/partner or something that someone else decided for you?



**SAY:** Sometimes, building relationship of trust, communication and support with their husbands for adolescent girls is not always easy. There may be other people affecting the family's decisions, such as the family of origin, and especially the mothers in law. The next activity will help us reflect on our power taking decisions and we will then move to considering how that applies to the decision of having more children and when.


## Activity 1 (Scenario): Confidence to negotiate decisions – approx. 30 min.

1. Tell the girls that you will read a story of a girl called Melita.

*Melita is a secondary school student living with her husband in the house of their in-laws. They promised her that she could stay in school after she married their son. However Melita is now pregnant and if she wants to go back to school after she gives birth, she will need the support of her mother in law – Behinha - to keep the baby while she is in school. But Behinha wants Melita to be a housewife, produce more grandchildren, and take care of the household. Melita doesn't want to interrupt her education. From one side she hopes for her mother-in-law's support, from the other she plans to use contraception after she gives birth to this baby not to remain immediately pregnant again.*

*One day Behinha calls Melita and tell her she wants to discuss something: "Melita, now you are able to read and write. This is enough for you. You are pregnant and are not a child anymore. Children go to school, mothers don't. I want you to stay at home, take care of this child to come, have more children and take care of your husband and us, your in-laws. I know that you want to take contraception to avoid pregnancy after this baby, but I do not agree" she says. Melita replies lowering her head: "Why is that? Didn't you promise that I could continue my education? Education is important, I will be able to get a job and give more opportunities to my children". Behinha replies: "From today onwards, I don't want to see you going to school. And you are not allowed to use contraception after this baby. How dare you talk to me like that? Go away from here, I know what is best".*

2. Ask the girls to discuss the following:
  - Could this happen in your community?
  - What would you do if you were in the position of Melita?
  - Who can support her to deal with these barriers?

 **SAY:** As we have learnt in the Girls' Group, when our needs, rights and wants are not respected, we should try as much as it is possible to be assertive, express our feelings and thoughts and calmly present our perspectives. Some recommendations are as follow:

- Keep eyes-contact, stand straight, show confidence but not arrogance;
- Make sure that you focus on the issue;
- Do not be defensive, do not be aggressive;
- Show active listening; say: "I hear you say..." or "It sounds like you feel...";
- Think before you speak and plan what you are going to say;
- Consider the possible positive and negative outcomes;
- Learn to say "no", do it clearly without lying and explaining why.

In addition to all this, negotiating requires bringing facts on the table, trying to understand the others' point of view, and demonstrating why you still want to pursue your objective. Building good interpersonal relations with the person we have to share decision with can help us negotiating, since the person won't be hostile and will remember the good traits and moments spent together.



**ASK:**

- What are the issues you feel you have to negotiate about with your husband/in-laws?
- What are the challenges that you face when you have a different opinion?



**SAY:** Sometimes, members of the family or other members of the community may influence how many children a couple can have. During the next activity, we will discuss how the thoughts, attitudes, beliefs and actions of other people in our community can influence our own decisions.



**DO:** Prepare the image below or reproduce it on a flipchart.

### **Activity 2 (Exercise): The circle of influence – approx. 30 min**

1. Show the girls the image below and explain that it corresponds to the circle of influence of a couple, Mustafa and Haya.
2. Ask them to imagine that Mustafa and Haya are from their community and you are making together the exercise of defining who may have some kind of influence in the life of these two young boy an girl, and specifically on their decision to have more children, whether or not they use a family planning method or whether and when they should seek medical information and services.
3. Give enough time to the girls to think, and reproduce their responses on a flipchart.
4. Invite them to think if there are other influential people missing and who is more influent and who is less.
5. After the group has defined the key stakeholders and the level of influence, facilitate a discussion about the types of pressures girls and boys face when it comes to the decision of having children, and who can support them.



**SAY:** Oftentimes, husbands and mothers in-laws are the ones who hold more power in deciding how many children a couple should have. If you find yourself in that situation, you should try to be confident and build a relationship of trust, communication, support and negotiation especially with them. You can eventually engage other influencers, such as a teacher you trust, some respected community member, and a religious authorities that may support your goals and that your family is ready to listen to.



**ASK:** Now, do you know why it is recommended to wait a bit between one child and another?



**SAY:** Becoming pregnant soon after the birth of a child can cause serious health problems for the mother and the baby. If parents are able to wait, they can:

- Take better care of the child they just received;
- Earn money to spend on feeding, clothing and educating the child/children;
- Have more time for each child to play with;
- Ensure that the woman/girl's body recovers after birth.



**KEY MESSAGE:** It is recommended to wait around 24 months (2 years) after giving birth before getting pregnant again. If a girl becomes pregnant again before, she should consult a health practitioner because it is possible that her next child is born too small, and that she has complications. Birth spacing allows you to breastfeed your baby for two years as well, what health experts suggest to do.



**ASK:**


- How can you avoid getting pregnant right away after a child is born?
- Do you think this is an important aspect to consider for girls living with HIV?



**SAY:** Girls like you who want to avoid getting pregnant, can seek family planning services, that is information and tools that can help couples to plan when they want to have children, how many children and what to do when they don't want to have any more children. Every couple must decide for themselves if and how they want to plan their family. No one can decide for himself or herself.

Girls are usually fertile again four to six weeks after giving birth. This means that a girl can become pregnant little time after delivery. Contraceptives are the methods used for planning the healthy timing and spacing of your pregnancies. As you may remember from what we





discussed during the Girls' Group, there are different methods for short-term effect (like condoms, contraceptive pills or injectable) and long-active methods (inter-uterine devices and implants). It exists also the possibility to adopt permanent methods – meaning conducting a little intervention – that can eliminate the possibility to become pregnant (sterilization, for women) or to fertilize (vasectomy, for men). These procedures are conducted at the hospital, and are generally chosen by couples that have many children and do not want to have more.

For girls living with HIV, family planning after the birth of a baby is especially important, so that both the girl and her partner/husband will be able to prioritize the early development of the baby, including testing and nutrition.



**ASK:**

- Do you think you would like to consider family planning methods in the future?
- How feasible is this for girls like you in the community?



**SAY:** Family planning is strongly linked to what you, as girls want in life, your own goals, your needs and your wellbeing. It is absolutely okay for you to want different things for your lives than what others do. You should not feel bad for this, and stay strong, keep communicating what you need and what you want to your husbands and the other important people in your life. .



**CLOSE THE SESSION:** With this last learning, we close these sessions for adolescent mothers. It was a great pleasure for me to go through this information with you and learn from your direct experience. I remain at your disposal if you have any questions. Keep thinking who else may be in need of this information and try to share what you learnt as much as you can. I really hope you enjoyed this time together, and I am sure that you all will feel every day a little bit more confident to face your daily challenges!

**PROGRAMMES FOR  
MOTHERS/FEMALE  
CAREGIVERS, FATHER/MALE  
CAREGIVERS, HUSBANDS  
OF ADOLESCENT GIRLS AND  
OTHER PEER BOYS IN THE  
COMMUNITY**



## 7.1. Structure of the Programmes

The Programme for caregivers contains respectively 7 sessions for the mothers and/or other female caregivers of unmarried adolescent girls who attend the Girls' Group and 7 sessions for both the fathers and/or other male caregivers of unmarried adolescent girls, in addition to the husbands of girls who are married or are in a union. The main objective of these sessions is to explain what the programme for adolescent girls is about and to ensure that mothers, fathers, husbands and other caregivers are aware about the key topics and skills girls will learn, to be able to support them in their personal path. Indeed, this content has not been developed to be a "stand alone" intervention: whenever its use is proposed as stand alone, it should be reviewed and expanded.

### The caregivers programme:

- Is designed to enhance caregivers understanding of the specific needs of adolescent girls and how to provide a supportive environment for girls in this important period of transition.
- Offers the opportunity to discuss the broader issue of gender inequality, power dynamics within the family, social norms change and harmful attitudes
- Provides limited explanations and recommendations on positive parenting skills.

As for the length of the programme, it is recommended that facilitators meet with the groups in parallel (different days and times for each group), or before starting the Girls' Group or eventually within the same time period. Depending on the implementing partner's availability, it will be possible to conduct the sessions or once a week (the learning sessions are approximately 1.5 hours to 2 hours in length as for the ones of the Girls) or twice a week, for a total of respectively 7 to 4 weeks.

The Programme for Peer Boys contains 5 sessions for peer boys who live in the communities where the AG intervention takes place. The main objective of these sessions is to discuss gender, power and masculinities in the context of socialization with peer girls, enhancing understanding of important aspects related to violence prevention, STI prevention and contraception and family planning. Indeed, this content has not been developed to be a "stand alone" intervention: whenever its use is proposed as stand alone, it should be reviewed and expanded.

It is recommended that the facilitator meets with the boys once a week, so it will take 5 weeks to cover all topics. The programme for boys can be run in parallel to the Girls' Group. The content of the sessions is simple and should be straightforward, so it should not require adaptations. However, a "note to the facilitator" is available at the beginning of each session, to provide recommendations on more sensitive topics and how to slightly modify the content, and mostly the language, depending on the specific audience. Targeting for the peer boys group is left to the implementing partner: there are no specific criteria, if not that boys should be peers of adolescent girls and aged 12-17. It is recommended to host up to 20 boys in each Group and the implementing partner can start as many groups as needed, according to the number of boys identified and the capacity to conduct the sessions.

## 7.2 Characteristics of the Facilitators

One or two staff facilitators should conduct the Programme for caregivers and for boys. Female facilitators should carry out sessions for mothers/female caregivers. Male facilitators should carry out Sessions for fathers/male caregivers and husbands and the sessions for boys. As for the facilitators of the Girls' Group, facilitators of the Caregivers Programme should have the following profile:

- Medium to high literacy skills;
- Being dynamic;
- Experience in facilitation – possibly experience with community mobilization and discussions;
- Training on GBV core concepts.

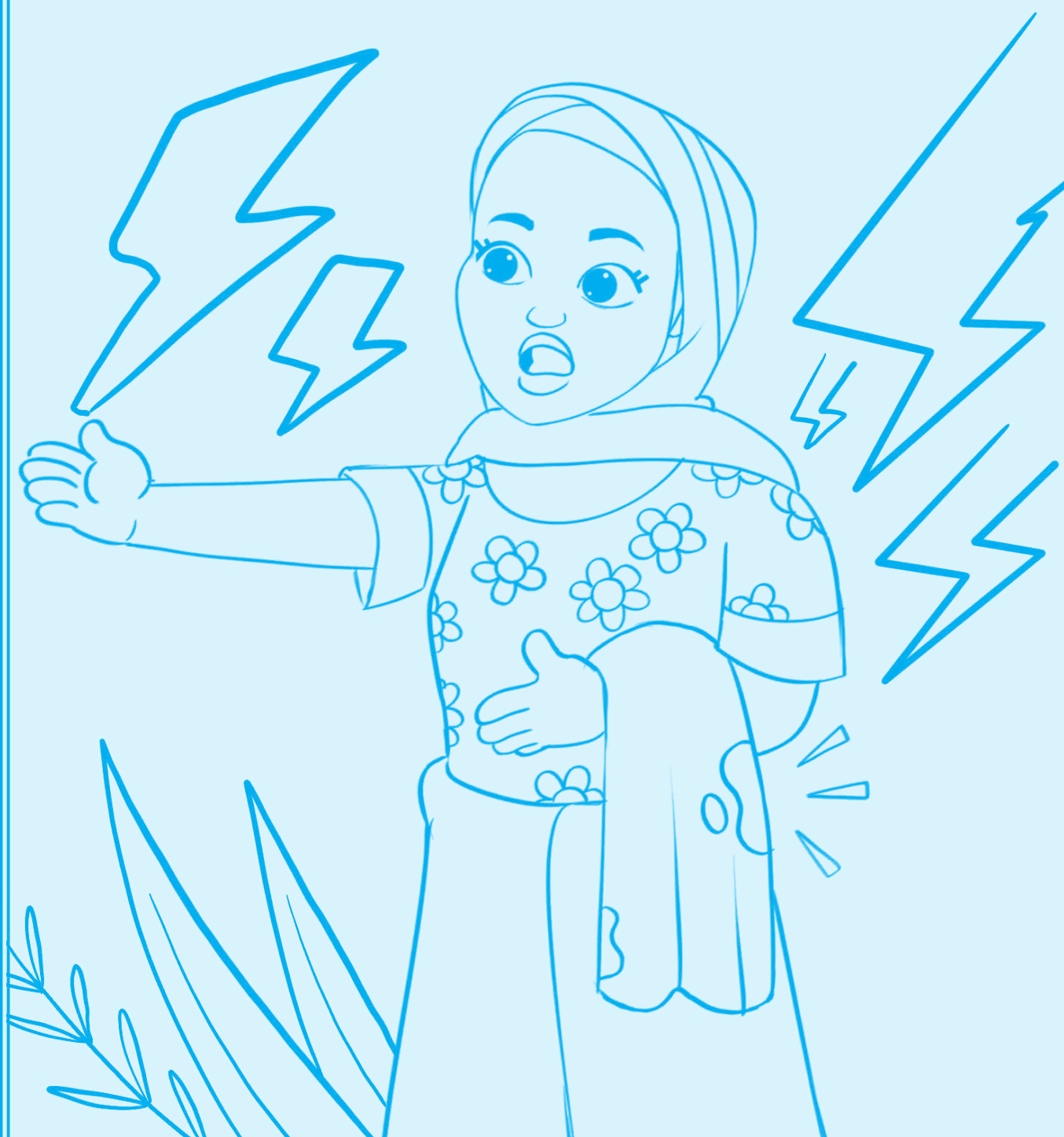
It is worth noting that facilitators of the caregivers programme should not be same of the facilitators of the Girls' Group, as that could compromise the relationship of trust with girls.

Facilitators should receive extensive training on the core concepts related to adolescent girls' life skills programming to ensure that they really understand the right approach and also question attitudes and behaviors that place limits on adolescent girls. Facilitators should become especially able to address resistances from caregivers<sup>9</sup>. Facilitators should as well receive regular support from their supervisors and should provide feedback on the main outcomes of each session, in order to inform on key priorities and issues identified. Ideally, feedback from female caregivers should inform delivery of sessions for male caregivers, as much as coordination and feedback should be shared from both groups with the facilitators of the Girls' Group.

The delivery of the programme for caregivers and for boys should follow all recommendations and tips provided in this Implementation Guide with regards of the delivery of sessions for the Girls' Group. The sessions adopt the same features as within the sessions for adolescent girls.

<sup>9</sup> Appendix 1 of the Girl Shine Caregivers Curriculum contains a comprehensive list of common resistance responses, with definitions and examples.

# PROGRAMME FOR MOTHERS/ FEMALE CAREGIVERS



## 7.3. Sessions for Mothers and Female Caregivers of Adolescent Girls

### PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

#### 1. Introduction to the Girls Group

**Objectives:**

- To explain what the Girls' Group is about.
- To start building a conducive environment for adolescent girls to find support in their mothers/caregivers.

**Activities:**

- Meet my neighbor!
- Hopes and dreams for my daughter/girl

**Materials needed:**

- Flipchart paper and markers; post-it

**Key Messages:**

\*The Girls' Group is a special program only for girls.

\*In the Girls' Group, girls will receive important information about health, how to communicate with caregivers, how to stay safe and how to make good decisions.

**Note for the facilitator:** These sessions are for the mothers and other female caregivers (such as grandmothers or aunts, in case they are the ones taking care of a girl) of the girls who are attending the Girls' Group. The facilitator should adapt the language depending on the audience, to refer to "mothers/daughters" and/or "caregivers/girls" and to simplify concepts such as SRH, GBV, etc. The facilitator should also adapt the content and delivery to ensure the facilitation of mothers/caregivers with disability.



**SAY:** Welcome to everyone to these sessions for mothers/caregivers! I am very excited to start this process with you. My name is "...", I work for "...", and I will be the facilitator for these sessions that we are going to have. As we anticipated, we would like to meet with you on "day" and "day" at "time" in this safe space. Here we can talk confidentially and enjoy our time together!

We have gathered you today to provide better information of what the Girls' Group is about. In the coming sessions, we will discuss topics related to how to better support your daughters/girls, to ensure that they are happy, safe and healthy. Your daughters/the girls are doing an excellent job within the Girls' Group: they are learning new things, practicing new skills and gaining confidence. We want to have you, their mothers/caregivers, as allies, and also contribute to strengthening your relationship with your daughters/girls. I really want to thank you for your time, and I am sure we will enjoy our time together! And before starting our session today, let's introduce each other!



## Activity 1 (Introduction in pair): Meet my neighbor! – Approx. 15 min.

1. Pair mothers/caregivers up and ask them to introduce to each other in their pair. Invite them to share some basic information, such as their name, where they are from, how many daughters and sons they have, and to describe a bit their daughter/girl who participates in the Girls' Group (for example saying what the girl likes doing and why as mother/caregiver she is proud of her).
2. Ask mothers/caregivers to introduce their neighbor/pair to the wider group. It is ok if they forget things. Their neighbor can assist them!



**SAY:** Now that we all know each other, I am proposing a few group agreements, to better manage our time together:

- I believe that it is important that this group remains focused on girls, and how we can support them better, taking advantage of our own experience. This means that even if boys are equally important and we will discuss information that is relevant also for your other children, our priority here is to talk about adolescent girls.
- We keep this space confidential, meaning that the personal stories and opinions that we share in this group, are not to be shared with other persons outside the group. This is very important, because if someone discusses further what another mother/caregiver has been mentioning here, this may problems in her family or in the community. For example, if a woman reveals some information that is shared in this group only to her husband, and the husband discusses that with the husband of the woman who firstly shared the information, this last can be at risk of harm, whenever the husband gets upset for the reveal, etc.
- We support and encourage each other. We respect the opinion of each and everyone, and we recognize that there are no right or wrong interventions, or silly and unnecessary comments. Everyone is welcome to express her thoughts and ideas. We want everyone feels comfortable and participate in the discussion.



**DO:** Draw a symbol for each agreement that is proposed on a flipchart (if you think it is useful).



**ASK:**

- Are these agreements fine for you?
- What other suggestion/agreement for our group would you like to propose?








**SAY:** ObThank you for your ideas! I will now explain to you what the Girls' Group is precisely about. The Girls' Group is a programme where girls learn things that are useful to them, for their lives. This includes information about health, how to communicate well with their parents/caregivers, how to stay safe and how to make good decisions about their future. There are five topics that the girls engage with:





**DO:** Draw a symbol for each topic on a flipchart (and explain them one by one, with concrete examples, so that mothers/caregivers understand well more practical aspects):

- 

**Building confidence:** along the first meetings, girls know each other, build trust in the group, conduct activities that enhance their self-esteem.
- 

**Achieving skills for life:** girls improve their emotional wellbeing and discuss ways to enhance communication and decision making.
- 

**Hygiene and menstruations:** this topic explains changes that happens during puberty; introduce topics related to their sexual and reproductive health and explain what STIs, including HIV, are.
- 

**Safety and violence prevention:** girls learn how to keep safe in the community and discuss existing risks of suffering violence.
- 

**Financial education and vision:** this topic teaches to establish objectives, making plans and saving for the future.



**SAY:** In addition to those topics, we invite adolescent girls who are pregnant or are already married or are mothers to few extra sessions, were they discuss topics such as pregnancy, antenatal care, birth planning and delivery, newborn baby care and decision making targeted to their specific needs.



**ASK:**

- Do you have any questions about the Girls' Group and these topics?



**DO:** Show mothers/caregivers the adolescent girls' toolkit you use to prepare the sessions for girls. (Even if many of them cannot read, they can have a better idea of what a "session" is, and give a look to the images). Have the toolkit circulating among women/caregivers, and address any questions they may have.



**SAY:** I want to expand a little bit on the content of the sessions on hygiene and sexual reproductive health, for your specific information. In these sessions:

- We talk about changes that a girl experience to her body during **puberty**. Girls learn that these **changes** are normal and how they can manage these changes.
- We discuss **the monthly cycle and how periods happen**. Girls learn how to take care of their hygiene during those days, and how to manage the pain they may experience.
- We explain **female internal and external body organs**. We explain the reproductive organs involved in becoming pregnant. This helps girls as well to understand which parts of their organs are involved in the monthly cycle, and how their period is related to becoming pregnant and having babies.
- We discuss the **parts of the male body** that are involved in making babies. We don't show images or videos of males' body parts to ensure sensitivity towards younger girls. We only reproduce on a flipchart some drawings or use some scientific posters that refer to the functions of the organs only.
- We explain that abstinence from sexual relationships is the only 100% sure way not to become pregnant. We talk about when it is a good time to start a family and recommend girls to wait until they are in good enough situations with their lives. We introduce the idea of spacing children (waiting to have a second baby) for women/older girls when they are married. We also explain that **contraception** is fundamental for those girls who started to have sexual relations to protect against STIs and unwanted pregnancy.
- We talk about existing **infections that can be transmitted having sex**, as for example HIV/AIDS. We talk about some of the symptoms, and we explain how to prevent them. We especially explain to the girls how they can seek help if they believe they have an infection.
- We recognize that the girls may have learnt or will learn about these topics during the **initiation rites**. However within the Girls' Group girls will be able to discuss these topics into details.



#### ASK:

- Do you think these topics are suitable to meet the needs of your daughters?
- Is there any additional topic that you feel is really important for the girls? (Explain that you will do the most to follow up on these recommendations and integrate the proposed topics into the delivery of the sessions, when relevant).
- Do you have any concerns or is there any topic you wish we don't go through with your daughters/girls? (See facilitator note below to address questions and concerns)

**Note to the facilitator:** Some comments or questions that you may receive include:

- **Do you show images of the body parts? ?** > We only show images that are illustrated or make drawings with markers. We do not show real life pictures, photos or videos.
- **This will encourage girls to have sex.** > The sessions are designed in a scientific way, including information as they would receive in school. Information is age-appropriate and focuses on puberty, menstruation, hygiene and preventing pregnancies and infections. The sessions on family planning and STIs will be adapted to address the specific needs of both married and unmarried girls. Whenever we feel it is better to divide girls up to be extremely careful about age-appropriate information, we do that, depending on the specificity of the topic and the girls attending the session. The information provided can save girls' life and help them understand what is a myth and what is reality.
- **This is not appropriate for unmarried girls.** > Sessions focus on health aspects that girls should know even before getting married, such as how to deal with puberty, what is menstruation and how to stay clean after menstruation. We approach sexual and reproductive health in a scientific way precisely to help girls recognize what are myths or lies that they can learn from peers and in socialization environments.
- **You are exposing girls to information that is not appropriate.** > Girls who are above 12 years have reached a level of development to approach these topics. Trained professionals deliver this information. Whenever girls receive information from friends who are not trained, well informed, they could receive incorrect information that could be harmful for them.
- **We don't discuss these things in the community; girls learn them through the initiation rites.** > We understand that these topics are not openly discussed and for this reason we discuss them in a private, confidential and safe space, among girls only. It is important to prepare girls both for the changes that already happen at their age, and to cope with the initiation rites – whenever they have to go through them.
- **If mothers/caregivers are still against the sessions.** > Ask mothers/caregivers: if you prefer that girls do not receive this information from a stranger, would you like to support us to deliver this content? Who would you better trust, perhaps some other women in the community? Any other female relative? A service provider? We will be glad if they can help us deliver accurate information to the girls.

Additionally, ask if the information we provide to the girls is different from the one provided in the initiation rites and why. Try to address any issue that they may bring up about those discrepancies.



**SAY:** I wish to inform you that through the Girls' Group, your daughters/girls also have the possibility to improve their reading abilities, especially through the small coloring book that they will receive along the sessions.

This is simply the story of a girl like them, which help us recall some key messages and invite the girls to keep thinking about the main topics we discussed. I hope you will like it: the main character is a girl called Atija! (*Show the character as in the picture or using the Coloring Book*).



Now before concluding today's meeting, let's do a last activity to see what you would especially wish your daughter could achieve, learn or have in her life.



**DO:** Draw on a flipchart some concentric circles as in the picture below. Distribute a post-it to each woman.

## Activity 2: Hopes and Dreams for my daughter/girl – approx. 30 min

1. Ask mothers/caregivers to think of one wish or dream or hope they have for their daughter/girl. They may say:

*"I wish my daughter to become a strong girl!"*

*"I wish my daughter to be healthy"*

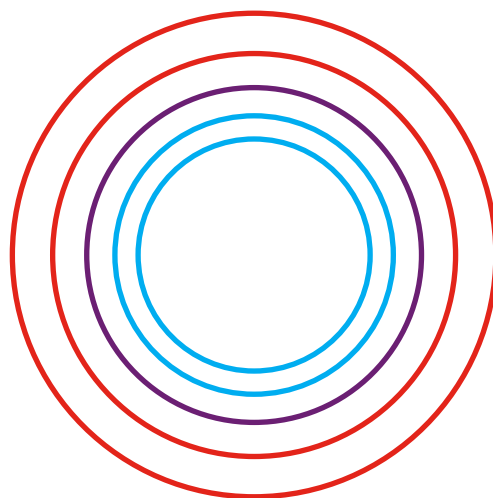
*"I dream my daughter can find the profession she likes"*

*"I hope that my daughter will stay safe".*

2. Ask them to share their wishes one by one (they do not need to write them down, only orally).
3. For each wish, place a empty post-in in one of the circles according to what the wish is related to, explaining it to the women:

- Brown (internal): self-confidence;
- Blue (second): emotional sphere;
- Purple (third): health;
- Red (fourth): safety;
- Pink (fifth): economic empowerment.

4. Thank everyone for her lovely wishes/hopes!





**SAY:** The Girls' Group will focus on these different dimensions of a girl's personal development, and I am sure that even if you only expressed one wish each, you all want for your daughter/girl to be strong and confident, to be emotionally stable and happy, to lead a healthy life, to be protected against harm and to be successful in her future! Through the Girls' Group, girls will discover friendship and build solidarity that can help them in their daily life.



#### **WOMEN'S CHAT:**

- Are you happy that your daughters/girls participate in the Girls' Group?
- Do you have any other comments before we close our first session?



**CLOSE THE SESSION:** Thank you so much for your time today! I feel our discussion was very interesting and I look forward to sharing more during the next session. Before we meet again, maybe you can ask your daughter/girl what she is looking forward to learning in the life skills sessions. When she comes home from the session, ask her what made her happy this week and what activity she enjoyed (adapt if the Girls' Group is not running in parallel).

# PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

## 2. Positive parenting/caring and managing stress

### Objectives:

- To share positive parenting practices.
- To identify the impact of stress on parenting capacities.
- To practice some techniques to manage stress

### Activities:

- Positive, nurturing parenting
- Techniques to manage stress

### Materials needed:

- Flipchart paper and markers.

### Key Messages:

\*Girls need to be nurtured and protected to be successful in their lives.

\*Stress is a physiological response to actions or events that place excessive psychological or physical demands on a person.

\*Stress can be managed through some simple techniques.

**Note to the facilitator:** This session should allow the facilitator to start knowing a little bit more the specific conditions of the women/families. The facilitator should adapt the language, especially finding simple terms for concepts that are more difficult, such as "stress". The topic of stress management should be dealt with some sensitivity, considering the situation of displacement mothers/caregivers face. The discussion may trigger some disclosure, hence it is important to remind the group agreements and check feelings at the end, to be able to provide a listening ear in case of need.



**SAY:** I am happy to see you again today! I hope you have been well. Please let me know if there is anything you have been thinking more about what we discussed last time we met. (Leave some space if there is any question or comment).

Today we will talk more about our own experiences as parents/caregivers, and how this can be challenging when we are under pressure or challenged by the environment.



### WOMEN'S CHAT:

- Can you tell me about your experience raising your daughter/girl? Has it been easy/difficult?
- In which ways it is different for women to raise children that it is for men? For example, are there certain tasks that women are responsible for, and some other tasks men are responsible for?



**SAY:** Raising children is not an easy task, especially when we are far from home and conditions are difficult. Parents can be stressed about ensuring means of living for the family. Sometimes families divide the responsibilities: there is one primary caregiver, and the other parent works or is responsible for earning an income. In some other cases there is only one caregiver present, and children (and especially adolescent girls) are expected to take on additional responsibilities. These conditions make raising children even more difficult and often-times women bear the brunt of this duty.



**ASK:**

- What do you do to take care of your daughter/girl and ensure good relationships?
- What additional efforts you can do to ensure that she develops well and get opportunities in her life?



**KEY MESSAGE:** Girls, as much as children in general, need to be nurtured. Nurturing parents or caregivers provide children with tender care and protection. Regardless of how difficult conditions can be, parents' action helps the child to grow and develop, thrive and be successful.

### **ACTIVITY 1 (Discussion): Positive, Nurturing Parenting – approx. 20 min**

1. Ask mothers/caregivers to take a moment to remember some things that their parents/ caregivers back in the time of their childhood did that made them feel loved, happy and safe. (If they do not have any nice memory or if they cannot remember, ask them to think about something that made them happy when they were back home)
2. Invite some women to share the positive things they recalled and write some key word/ symbols on the flipchart – if you feel it is useful.
3. Ask mothers/caregivers to think about their community now. Invite them to share and discuss parenting practices that they consider to be part of positive, nurturing parenting. (Keep making notes of the ideas, writing key words/symbols on the flipchart).
4. After all ideas have been exhausted, recognize the positive parenting practices that were raised.



**DO:** Draw on a flipchart an image of a woman gardening or planting, as the one below:





**SAY:** Spending this time together can give us ideas on positive practices to support our girls. Sharing our positive practices with each other can also help us develop new skills.

The task of raising children makes me think of a seedling. A seedling needs nutrients from the soil, water, sun, protection and tender care in order to grow tall and strong. A plant may survive being regularly tramped or neglected, but it may be weak or diseased, and the harvest will not be as fruitful.



Human beings need more things, since they are more complex than plants. They need love, attention, challenges, social relationships, family and community, dreams and a sense of purpose. So, from one side, we have to make the most to offer all these things to our children. From the other, we do not have to forget to nurture ourselves: we cannot be nurturing parents if we do not nurture our own physical and emotional wellbeing.



**ASK:**

- Do you know or do something to also take care of yourself? If yes, what do you do?
- Do you think it is important to take care of yourselves? If yes, why?
- What do you usually do to ensure that you are healthy and strong, both emotionally and physically?



**SAY:** When we feel good, we are better able to take care of our family. Being emotionally healthy means finding ways to deal with our problems that do not cause harm to ourselves and to others. But sometimes, life conditions are so difficult that we feel tensions or pressures. This is what we generally call “stress”.



**ASK:**

- Has anyone heard the word “stress” before?
- What do you think happens to someone when they feel stressed? (For example, sadness, sickness, tiredness/exhaustion, anger/hatred, depression, etc.)



**SAY:** Stress is a physiological response to actions or events that place excessive psychological or physical demands on a person. In situations of stress, our body may behave in a way that is different from how it normally behaves.



### ASK:

- How do people in the community manage stress?
- What do you do instead when you are stressed? Would anyone like to share some technique to manage stress?



**SAY:** (As some of you mentioned), there are times that everyone uses negative ways to handle feelings and managing emotionally intense situations. For example, people yell at each other or physically hurt others. Some people may change eating habits. Others may ignore everyone else and refuse to talk at all. Sometimes when people are stressed, they can more easily express frustrations towards specific individuals within the family. Husbands can be aggressive with wives for example. Parents may more easily lose their temper against children. Adolescent girls are particularly affected by negative mechanisms to cope with stress, because oftentimes in our society they have less power. For example, they more easily assume domestic chores or extra tasks, in comparison to boys.

Let's now try to practice some techniques to manage stress.

## Activity 2 (Exercises): Techniques to manage stress – approx. 40 min.

### SKILL 1): Relaxing our body

1. Explain that relaxing our bodies and minds is one effective way to reduce negative feelings, sadness and anger. One way to relax the body is to breathe deeply and slowly.
2. Invite the women to practice some relaxation technique. Ask the women to inhale through their nose and breathe out through their mouth. Explain that this is a different type of breathing, in which we ask our stomach to go out. Practice it together:
  - Close your eyes and put your hand on your stomach.
  - Breathe in very slowly and try to pull the air all the way into your stomach, so that your stomach pokes out.
  - Now breathe out very slowly through your mouth. Feel your stomach go back down. Try to relax all other muscles in your body.
  - Slowly open your eyes again.
3. Explain that it may help to count to three slowly when they are breathing in and breathing out. Give them some time to practice.

4. Ask them how they feel. (Get their feedback). Explain that they can practice this technique a few minutes every day, or whenever they feel they are overwhelmed, stressed or down. This should help calm their body and mind.

### **SKILL 2): Positive thinking and self-talking**

1. Explain that sometimes our family members or children may say or do something that makes us feel angry, sad, nervous or scared. Recall that we should try to step below and calm down, in order to be able to respond in a calm, loving way.
2. Point out that it is ok to have feelings but it is not ok to act violently against another adult or child, and invite them to memorize this sequence:
  - Ask yourself: why am I getting angry?
  - Tell something positive about the person that annoys us. (You can give some example: "s/he is stubborn sometimes, but I love her/him because s/he has a nice heart"; "we have some good memories together, we enjoy our time together, we have the same values, etc.").
  - Compare that initial feeling with this new perspective: what is more important? Maybe the pain of negative feelings is not worth.
  - Try telling yourself something positive about the situation that is causing you the negative feelings (You can give some examples: "I am having a stressful time, but I will find the courage to deal with it in a healthy way". Or: "I will be a better person, because I will learn from the situation").
3. Ask mothers/caregivers to discuss in pair with the person close to them what is a typical situation that stresses them and what some positive statements could be for that situation. (For example: "My daughter makes me so angry when she is coming back home late, she should know this is not acceptable" – is an example of non-helpful statement. "I really wish my daughter would not come back home late. I am sure she knows it is dangerous, and I understand she may have pressures from her friends, I will encourage her to be attentive and come back earlier – is an example of a helpful statement).
4. Once they have practiced, bring the group back together and ask them if they found this exercise difficult or easy, and if they think this could help them.

### **SKILL 3): Taking care of yourself**

1. Tell mothers/caregivers that as we already discussed in the morning, to be able to take care of our girls, giving them good energy and love, we need to have that energy and love for ourselves.
2. Divide mothers/caregivers in smaller groups and ask them to take a few minutes to re-

flect and discuss what they do/could do to take care of themselves in the environment where they are. Invite them to think if that was different at home, and if yes, how.

3. Ask to each group to provide a feedback on their ideas.

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**SAY:** We have to take good care of ourselves, even if we live in a difficult environment with limited means. We should try to exercise, smile and laugh, eat enough food and take some time to rest or to think/pray. If we are happy and have energy, our daughters and our children will also feel the benefits of this. They will also learn how to take care of themselves.



**CLOSE THE SESSION:** Today we discussed how difficult it is to raise children! We recognized that our stress and our problems might have a direct impact on our capacity, as well as on the wellbeing of our children. We learnt some techniques that could help us keep calm and manage stressful situation. Before we meet again, I would like to invite you to only spend some time with your daughter/girl, and to show her your love and care. Do also something for yourself as well, for example one of your favorite things that put you in a good mood and try to feel the benefit!

## PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

### 3. Changes that happen during adolescence and menstruation

#### Objectives:

- Understand the physical and emotional changes girls go through during adolescence.
- Discuss how to better support girls to manage their period.

#### Activities:

- Period myths
- Managing menstruations

#### Materials needed:

- Flipchart paper and markers.

#### Key Messages:

\*During adolescence, girls experience social, physical and emotional changes.

\*Adolescence is a time of opportunities and a new learning for both girls and their mothers/caregivers.

\*Mothers/caregivers should explain to girls that menstruation is a natural part of being female. Menstruation is a sign that they are healthy.

***Note to the facilitator:** As this session introduces some of the sexual and reproductive health topics – even if with a focus on puberty and menstruation – some contents may be sensitive and the facilitator may face some resistance. It is important to provide information in a professional and natural way, preparing the technical contents with reference to the information contained in the related session of the girls' curriculum.*



**SAY:** Today we are going to talk about the social, physical and emotional changes that girls experience during adolescence. As you may know, this is the stage of life when a young person develops from a child into an adult. We call this period “puberty” as well, if we refer specifically to the physical aspects of becoming capable of reproduction. For the great majority of parents everywhere in the world, adolescence is a complicated time, because of the nature of the changes both girls and boys experience. Some of you may have already gone through them, for example the mothers/caregivers of older girls, while for some of you this may still be new or just starting. This session will give us the opportunity to learn new information and get new skills to help our daughters/girls in the various stages of adolescence.



#### ASK:

- Have some of you noticed any change in your daughter/girl's behavior from when she reached puberty? For example, she may be happy at times and sad right after, or she may ask to spend time on her own...

**SAY:** As a normal stage of growing up, girls become more able to reflect and more conscious about themselves. They start to think critically and analyze things more. They become very focused on themselves and their new abilities. They also give greater importance on their friends and get more curious towards other people, different from the members of the family. It is normal that girls during adolescent tend to argue more with parents and siblings.



### WOMEN'S CHAT:

- Do you remember how it was like for you when you passed through adolescence?
- How did your parents manage the situation? Was it different then?

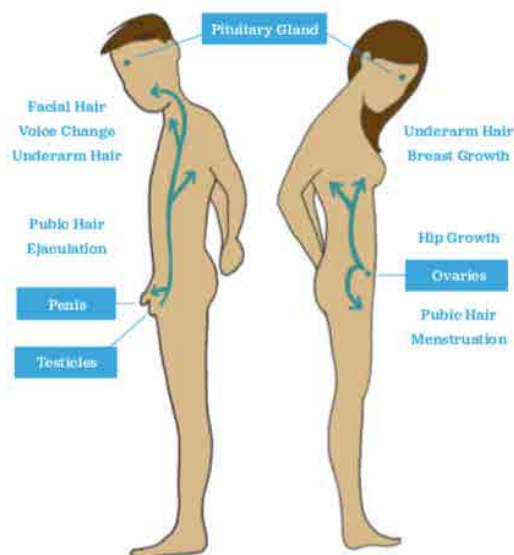


**DO:** Draw on a flipchart the bodies of a girl and a boy and highlight the main physical changes. (Focus on the girls' changes if you consider more appropriate, drawing only the female figure, but mention the changes for boys, so they can make the connection.).

**SAY:** Adolescence is a time when boys and girls' bodies change rapidly, as they grow into young women and men.



- Hormones that create the changes of puberty start from a place inside our heads (the pituitary gland);
- Changes in the girls' body are: underarm hair, breast and hip growth, pubic hair, menstruation, and acne.
- Changes in the boys' body are: facial hair, acne, voice change, underarm hair, pubic hair, ejaculation (more than before).
- The length of physical and emotional changes is different for each boy and girl, but can be anywhere between 9 and 18 years of age.



**SAY:** Together with the physical changes, girls experience emotional changes, as we have just said before. For example, they experience sudden changes in the mood, they feel the desire to be independent, they may wish to experiment more, they feel closer to friends than family and at times they become more shy or the opposite, more extrovert. .



**KEY MESSAGE:** This stage of life can be both exciting and scary for girls. It is a time of opportunities and changes, and a new learning for both girls and their mothers/caregivers. It is important that parents/caregivers prepare girls little by little so they will understand puberty and feel comfortable with the changes happening to their bodies. Parents/caregivers should be very supportive during adolescence.



#### **WOMEN'S CHAT:**

- Is it easy or difficult for you to support your daughter/girl even when she behaves in ways that you do not agree with?
- What kind of behaviors is more problematic?



**SAY:** During adolescence, boys and girls become more interested in intimate relationships. It is something normal and common at this stage of development. Talking to girls about how babies are made can be quite difficult and can be something we are not used to doing. Girls may feel shy to discuss these things and we may also feel shy in giving information on these topics. But it is important we try to be open with girls so that they feel they have someone they can turn to if they have questions or experience any difficulties.



**ASK:** What can happen if girls don't feel comfortable talking to their mothers/caregivers about these issues? (They can turn to other people and receive incorrect information or bad advice; they may feel isolated, which can lead to more harm).



**SAY:** ANow and for the last part of our meeting, we will talk about menstruation. Many girls reach puberty without knowing what having her period means. Sometimes the people they talk to, such as their girlfriends, may not have the right information and say things about menstruation that are not true. These are called myths. We are going to play a game about period myths that you can dispel for your daughter/girl.

### **Activity 1 (True/False exercise): Period myths – approx. 20 min.**

1. Explain that you are going to read some statements about menstruation, and they will have to put their thumb up if they feel it is true or put the thumb down if they think it is false:
  - The bleeding during period, is the discharge of “dirty and bad blood” from the body (False)
  - Bathing should be avoided during menstruation (False)



- When menstruating, girls can do all daily activities as normal (True)
- Menstruation makes pregnancy possible (True)
- Once a girl starts menstruating, she should get married (False)
- Exercising causes the loss of more menstrual blood so should be avoided (False).

2. Provide more information according to the need, based on learning contained in the AG Toolkit and ensure to explain at least the below:

- Menstruation is the normal, healthy shedding of blood and tissue from the uterus that exit through the vagina. The blood is not dirty. Menstruation is a normal process that women and girls experience.
- Approximately every month one of the eggs women produce leaves one of the ovaries: this is called ovulation.
- If an egg and male's sperm meet, this may form a baby. If a male's sperm does not fertilize the egg, it will exit the woman's body together with the blood.
- Menstruation poses some challenges to women and girls, including how they can interact in the community, stay clean and endure some of the side effects of menstruation, such as the menstrual pain.
- There are several ways for you and adolescent girls to manage the monthly cycle in a way that is hygienic, dignified and supportive.
- Just because a girl is experiencing menstruation does not mean that she is ready to get married. Her body is not fully-grown. Pregnancy before she is an adult could be harmful for her and the baby. Marriage is an intense experience also emotionally: a girl is not emotionally ready to take on the responsibilities of marriage.



#### ASK:

- How does the community view menstruation?
- Are girls and women required to stay at home during their period? How do they manage it?
- What issues and challenges are there for women and girls when they are menstruating?



**SAY:** Women and girls may suffer stigma when they have their period. If within the family or the community there are negative views about menstruation, some women and girls can feel ashamed or feel they cannot leave the house. This can have a significant impact on the way girls perceive themselves and their confidence.



**KEY MESSAGE:** It is important that you explain to your daughter/girl that menstruation is a natural part of being female. Menstruation is a sign that they are healthy. It is not a disease or a sickness.



**SAY:** Something else we can help girls with is to keep clean when they have their period, especially when they miss proper hygiene and menstruation products. Let's now discuss a little bit more practices to manage menstruation.

### Activity 2 (discussion in groups): Managing menstruation – approx. 30min

1. Split the women in three groups and ask each group to discuss the following topics:
  - Group 1: what practices women and girls use to manage menstruation?
  - Group 2: what practices women and girls use to stay clean during those days?
  - Group 2: what practices women and girls use to relieve the pain?
2. Ask each group to also think what they would especially recommend girls to do in relation to their topics, respectively managing menstruation, hygiene and pain relief.
3. Have the groups presenting their discussion to others and congratulate the women on all their insights, ideas and advice!



**SAY:** There are different materials that girls can use during menstruation:

- Clean piece of cloths: These are several layers of cotton cloths on top of each other that are sewed on top of each other and put in the panty. They must be washed separately with water and soap, and then dried in the sun.
- Pads or sanitary towels: these are disposable pads that stay attached to the panties. They must be disposed of in a pit latrine, buried or burned after use. Sometimes these are part of the dignity kits that are distributed to women and girls.

During menstruation, it is important to stay clean and healthy. A bad hygiene can result in reproductive tract and urinary tract infections. Some things that can be done include:

- Bathe with soap and water at least once a day;
- Wash underpants with soap and water to avoid stains;
- Change the pad or cloth regularly to avoid bad smell;

- Wash hands after changing pads or cloths.

To reduce abdominal pain, girls can use a hot water bottle and place it in the abdomen. Light exercise and painkillers can also help.



**ASK:**

- Was this information new to you?
- Do you have any additional question?



**CLOSE THE SESSION:** Helping girls to prepare in advance for menstruation is very important. Make sure that they have access to any method to manage their period; help them to stay clean; let them know that they can talk to you if they are worried about anything related to menstruation. Girls will be also receiving all this relevant information in the Girls' Group, so we can work together on this! If they feel scared or embarrassed talking about this things, you really help them feel secure, and show them that menstruation is normal, and there are ways to stay healthy and happy during those days.

# PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

## 4. Relationship with adolescent girls

### Objectives:

- Understand how to better communicate with daughters/girls
- Practice techniques to increase empathy towards daughters/girls

### Activities:

- Good times to talk!
- Communicating with girls.

### Materials needed:

- Flipchart paper and markers.
- Signs for “code word”, “walk”, “time”

### Key Messages:

\* Finding ways to help your daughter/girl to discuss her concerns, needs and worries is important especially to be able to protect her.

\*It is possible to improve communication skills with practice.

\*Respecting our daughter/girl's thoughts, feeling and views means approaching her with empathy.

**Note to the facilitator:** *This session is simple and straightforward and doesn't additional consideration.*



**SAY:** When adolescent girls grow up and go through the many changes we discussed during the last session, our relationship with them may also change. Parents and caregivers will remain the main reference point for the girls, but it may happen that girls modify their interaction with us, especially when facing new and difficult situations, such as moving from the environment they are familiar with. Today we are going to talk in more detail about how we communicate with adolescent girls and how we can strengthen our relationship with them during this time of transition.



### WOMEN'S CHAT:

- What are some of the challenges or issues or problems parents/caregivers face with adolescent girls?
- To what extent those challenges are related to uncertainty and displacement?



**SAY:** You have identified some issues you face with your daughters. We have to remember that they may have a different perspective on the issue they face with you! Sometimes, the disagreements you have with them may be due to issues beyond your control, and may not necessarily be their or your fault. Living in difficult situations, parents are under many pres-

sure and stress, as well as girls. This has an impact on the way each party treats the other. However, we are the adults, and should be able to be of example for our daughters/girls.

Another important aspect to consider, is that in times of displacement and uncertainty:

- Girls may be asked to take on more responsibility than before;
- New people they meet may treat them differently;
- Girls may have more limited freedom than before.

All this results in pressure, and while this is a stressful time for the entire family, and building relationships may not seem like a priority, it is essential to ensure that girls are happy, healthy and safe. The next activity will help us considering some strategies to approach girls and be available for them.



**DO:** Draw on white papers some symbols for “code word” (e.g. a speech balloon with the word “secret”), “walk” (e.g. a street with some trees) and “time” (e.g. a clock). Fold the papers and hide them somewhere close to where you are holding the meeting.

### Activity 1 (Treasure hunt): Good times to talk! - Approx. 15 min

1. Divide the women in three groups. Explain them that this is a treasure hunt, and the teams will have to find three hidden papers with strategies written on it in the environment!
2. Give some time to the teams to find the papers. Whenever they can't find them easily, give some clues to the groups.
3. When they have found the three strategies, gather the women and congratulate them, then explain the strategies:
  - The code “word” indicates any word you can agree on for girls to receive your attention when they need to talk about something privately;
  - The “walk” indicates an opportunity to go on a short walk with the girl to chat and assess that everything is fine for her. You can aim at taking a short walk the two of you alone once a week for example.
  - The “clock” indicates a time of the day where you can talk to your daughter/girl one-on-one.



### ASK:

- Do you think these strategies can help you strengthening your relationship with your daughter/girl?
- How much time do you currently spend talking to your daughter/children about their lives or things that are important to them?



**SAY:** Finding ways to help your daughter/girl to discuss her concerns, needs and worries is important especially to be able to protect her. She will in fact alert you to any potential risk or issue she may be facing. This will help you provide support when needed. Let's practice more through the next activity.

## Activity 2 (Scenarios): Communicating with Girls - approx. 30 min.

1. Divide mothers/caregivers into three groups.
2. Go to each group and read one of the scenario below, then ask them to discuss:
  - **Group 1:** Your daughter/girl is attending school and has a lot of homework to do, she also has many duties in the home that she needs to take care of, and she also wants to spend time with her friends. When you talk to her about her household chores, she says she is too busy to do everything you have asked, and why you never asks her brothers to do things, such as fetching water or collecting woods. How would you handle the situation?
  - **Group 2:** Your daughter/girl is spending a lot of time with her friends and you are worried that they are not a good influence on her. You are worried that she may be talking to people who you think do not have the best intentions for your daughter. When you try to speak to her, she becomes defensive and does not want to talk about it. How would you handle this situation?
  - **Group 3:** Recently your daughter has become very distant and sometimes rude to you and the rest of the family. You have noticed a change in behavior since she reached puberty. Sometimes, when you try to discuss certain issues with her, she can be sensitive and not cooperative. How do you handle this situation?
3. Invite each group to present the scenario and their solutions. Try to recommend strategies that are aligned with the approaches of the toolkit. Ask other mothers/caregivers if they have alternative suggestions. (If mothers/caregivers suggest harmful ways to dealing with the situation, for example punishing the girl by hitting, yelling, etc. ask them what the risks and benefits of responding in this way are).



**DO:** Write on a flipchart some key words or symbols for the tips below - if you feel it helps:



**SAY:** Communication between mothers/caregivers and daughters/girls is not always an easy task but there are some skills that we can use. Here are some tips to improve communication with children and daughters especially:

- Encourage them to **express their opinion**: even if you don't agree with them, make them feel that their opinion is being considered.
- Try to **be sensitive** towards the behaviors girls show: they are at a sensitive stage and some girls may find it hard to express themselves or deal with their feelings.
- Give them your **time and attention**: even if you have many children or several domestic tasks, it is important to try and make time for your daughters, especially during this stage in their life.
- **Allow them to be sad**: don't expect them to be always tough, encourage healthy expression of their emotions.
- **Praise them for the support** they bring to the family: if they assist with chores, make sure they realize how helpful it is for you.
- Be transparent about your **capacity and limitations**: they should know that some things are difficult for you or out of your hands. Give them facts and make them aware of the situations.
- **Be calm**: present your concerns calmly and in an empathic way.
- **Don't impose your opinions**: instead, ask them what they think should be done in a specific situation, invite them to find solutions on their own.
- Use **"I" statement**: use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments. For example, say: "I feel sad because I trusted you in this situation" instead of "You are bad for lying to me".

**ASK:**



- Do you have any questions about these suggestions?
- What can you do to remember and practice these tips?





**KEY MESSAGE:** Respecting our daughter/girl's thoughts, feeling and views is important, even if she is still a child. Approaching her with respect and care is what we call having "empathy".



**CLOSE THE SESSION:** Today we learnt how to improve our communication with our daughter/girl and how to be empathic towards her. Until we meet again, try simply to think of working to understand the situation from the perspective of our daughter/girl, seeing things with her eyes, hearing with her ears and feeling with her heart.

# PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

## 5. Being safe and free from violence

### Objectives:

- Discuss safety issues that women and girls face inside and outside their home
- Distinguish between the different form of violence that affect women and girls

### Activities:

- The tree of violence
- Never blaming a girl for a security issue

### Materials needed:

- Flipchart paper and markers.
- Signs for “code word”, “walk”, “time”

### Key Messages:

- \* Girls should be explained about the different types of violence, so they are aware of what violence is. Sometimes it is possible that they are not aware if something is a type of violence or not.
- \* It is never the fault of a girl if she survives an incident of violence.

**Note to the facilitator:** This session focuses on gender-based violence. It may not be easy to openly discuss this topic with women and some participants may feel uncomfortable. Some discussion may also remind some of them of their own personal experience. It is recommended that the facilitator comes prepared with information about case management services available in the locality. In case there is any disclosure of violence against girls, the facilitator needs to follow up and may need to involve the supervisor, to determine the best approach, especially if the girl is in immediate harm.



**SAY:** Today session focuses on safety in the community. This is a sensitive topic. We know that the safety of our children is our priority. We want to share thoughts and ideas to ensure that us, who are parents, caregivers and educators can support them in being safe and protected. Remember that this is a safe and confidential space. Feel at ease to share, and for any personal information or situation, we can have some time to discuss individually, at the end of the session.



### WOMEN'S CHAT:

- Do people talk to children about safety in the community? What kind of things are they told?
- What kind of information should children receive about safety that they don't already know? Who should give this information?
- Do we treat boys and girls differently when dealing with their safety?



**SAY:** Children should be told about existing risks that can threaten their safety. For example, parents can explain what is the difference between comfortable, uncomfortable and unwanted touches. (Use content contained in the sessions on safety for girls).

Protecting our children is important. However, sometimes people may think that protecting girls means keeping them inside the home and not allowing them to be involved in the community, to go to school, to make friends, etc. This can be harmful to a girl; it can cause the girl to be isolated and most importantly it may leave the girl with limited skills and information on how to navigate life and protect against existing risks.



**ASK:**

- What do you think are some specific safety risks and threats that women and girls face in the community and at home? (Physical violence, such as hitting, pinching, slapping etc.; psychological violence, such as insulting, threatening, etc.; sexual violence, such as rape, sexual assault, etc.; denial of resources, such as depriving girls from education, excluding women from services, etc.).



**SAY:** Women, girls, boys can all experience harm, danger, treats or risks, but there are some safety issues that really only affect women and girls. These safety issues are types of violence that women and girls face because of their gender, i.e. because they are female. We will see in the next activity that this type of violence happens to women and girls because of the discrimination they face and because men use their power over women.



**KEY MESSAGE:** Girls should be explained about the different types of violence, so they are aware of what violence is. Sometimes it is possible that children, including girls, are not aware if something is a type of violence or not.

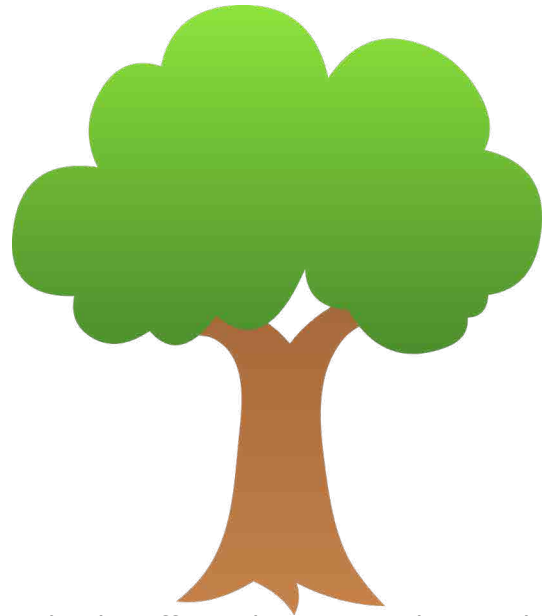


**DO:** Draw on a flipchart the outline of a big tree as the one in the picture below. Prepare post-it if possible with different colors.

## Atividade 1 (Desenho): A árvore da violência - aprox. 20 min

1. Explain that the violence that women and girls face because of their gender, (or GBV), can be represented as a tree:

- We can talk about its causes as the roots of the tree;
- We can visualize the factors that contribute to GBV as natural elements around the trunk of the tree (for example the rain or the wind);
- We can show the consequences as the branches and the leaves.



2. Ask women what are the reasons why women and girls suffer violence. Introduce to them the idea of discrimination based on gender, the fact that men have control over women, that some people in the community hold power over others, etc. (Provide some example, such as the fact that women should do all domestic chores but also work in the field, the fact that men take decisions for them in the family etc.). Point out that as the roots of the tree are deep, these causes are rooted in the community and are often invisible.
3. Explain to women that in some situations the risk for women and girls to suffer violence is higher, for example when: 1) men use alcohol or drugs; 2) when families displace because of war; 3) when families are poor; 4) when girls are left alone etc. These are not the real causes of violence against women and girls but some factors that contribute to it.
4. Ask women now to think of the consequences or effects of violence against women and girls. (Provide examples for: 1) physical consequences – such as injuries and pain; 2) psychological harm – such as shame, isolation, depression or mental health disorder; 3) sexual consequences – such as pregnancy or STIs; 4) economic isolation – such as denial of resources and access to services).



### ASK:

- Do you have any questions about violence against women and girls?
- And if a girl experience sexual violence, what should she do?



**SAY:** Sexual violence is a very detrimental form of violence, which has consequences that are serious and last long. It includes rape – which is when a woman or girl is forced to have sex against her will or suffer penetration of any part of the body, including by her husband/partner - but also any other form of undesired sexual contact. If a girl experiences sexual (or physical) violence, she should tell someone she trusts, to help her seek medical attention. This should happen immediately after the violence, and no later than within three days/72 hours, to receive medications that can help her not to become pregnant and to avoid infections that are transferred through sexual contact. (Give participants information about existing case management services, explain how girls may receive psychosocial support and who is/are focal points in the community).

Let's now consider what happens when a girl has a safety concern. The next activity will help us discuss the support that we can provide.

### Activity 2 (Scenario): Never blaming a girl for a security issue! – Approx. 20 min

1. Explain that you will read a story of a girl who experienced a type of violence. Invite mothers/caregivers to think about how to respond in this situation:

*“Julia was feeling unwell that morning, so she asked her father to remain at home, and not going with her to the field. A couple of hours later, her mother’s cousin announced his presence, so Julia went to the patio of the house to see what he needed. He tried to grab Julia’s arm and pushed her back inside the house. She was very scared but managed to run away. Julia thought of going to her aunt’s house; her aunt was there. She greeted Julia and asked why she looked so upset. Julia told her aunt what happened. Julia’s aunt started to shout at her, and told Julia that she was silly for staying at home alone and this was her fault. She says she would have told Julia’s father that she lied about feeling unwell, and that Julia couldn’t be trusted!”*

2. Ask mothers/caregivers what they think of the reaction from Julia’s aunt; if they believe that Julia should be removed from school; if they think there could have been another way to handle the situation.



**KEY MESSAGE:** It is never the fault of a girl if she survives an incident of violence. The person who is perpetrating the act is responsible, since he took the decision to do this. We should make sure our daughters/girls feel supported in talking about something they experience, so we can make sure we can protect them if it happens again.



#### WOMEN'S CHAT:

- What happens in the community if a child tells a parent/caregiver about a safety issue or incident that happened to them?

- Does it happen in the community that a child is at risk because of the behavior of “someone known”, such as an uncle, a cousin or a neighbor?



**SAY:** Our children, both boys and girls, may suffer violence and we should be able to support them whenever they experience something bad. Also boys are at risk of sexual violence! Whenever they suffer an abuse, we should not judge them or make them feel guilty. Violence can come from our surroundings, from neighbors or even members of the family and extended family. We should be mindful of risks and inform our children in case they are approached inappropriately. We should be able as well to identify the signs of violence: for example when children are behaving in a different way, when they refuse to talk, when they say they are hurt somewhere or when they cry, scream or have nightmares. All these are signs that they may have been exposed to any incident or to violence.



**CLOSE THE SESSION:** Today we did an excellent job discussing some difficult situations, such as violence against women and girls. Knowing the causes and consequences of violence, as well as recalling the main types of harm that happens in our community and that unfortunately our girls may suffer, makes us prepared to spot risks and to protect younger people in our environment. We also have learnt that boys as well are at risk of violence, and that often the perpetrator is someone that girls and boys know. Will you remember that if your daughters or sons disclose they have been victims of some abuse, they should never be blamed? Even if some people may think that they did something wrong, it is important to remember that the perpetrator also has the choice not to abuse. Hence, he is the only one responsible for the abuse

# PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

## 6. Child marriage and violence prevention

### Objectives:

- Raise awareness on some of the consequences of child marriage and how to prevent it
- Discuss the caregivers' role in keeping girls safe from violence in the community

### Activities:

- Marrying a girl off.
- Violence against girls in the community.

### Materials needed:

- Flipchart paper and markers.

### Key Messages:

\*Child marriage can deprive a girl from studying and getting an education. It can also expose a girl to excessive responsibilities and burden a girl is not ready for.

\*Child marriage has though consequences on a girl's health, since her body is not ready for pregnancy. She can die of have fistula and also the baby can die.

\*Violence against women and girls is not a private matter; it is a public crime and should be prosecuted. There are things that we can do to prevent it.

***Note to the facilitator:** As for the previous session, talking about child marriage and violence prevention may be sensitive for some participants. It is important that the facilitator follows the recommendations on disclosure and case management, and documents in advance about existing services and referral pathways.*




**SAY:** Today we are going to talk about marriage/union. We would like to discuss the definition of marriage/union within the community with you to find out your ideas and opinions on marriage/union and also to share some important information.




### ASK:


- What do you think is a good age or a good time for a girl to get married? (Ask if for example after menstruation, or after initiation rites, etc.)
- Who normally makes the decision on marriage? Is it the girls, the father, the mother, or maybe a family leader or someone else in the family?
- Do you think this person should make this decision, or somebody else should decide?
- What are some of the reasons why a girl marries before 18?







**SAY:** Sometimes families decide to marry off their daughters/girls for financial security or thinking that a husband will be better able to protect them, especially in difficult conditions. While these intentions are understandable, it is very important to consider the long-term impact of such decisions for the girls, as well as to think if there are alternative strategies families could adopt instead, for financial security and protection.

- 
- ASK:**
- If a girl gets married before 18, what could be the physical or emotional impact on her?
  - What could happen to a girl if she gets pregnant before she is 18?




**SAY:** Girls below 18 are not as developed as adults. Parts of their body are still growing, including the pelvis, which needs to be fully grown to be able to deliver a healthy baby. Pregnant adolescents face a significantly higher risk of dying in or after childbirth. If they survive the delivery of a baby then they most probably will suffer of obstetric fistula. This is a hole between the birth canal and the rectum, which may cause chronic incontinence and other painful consequences, such as infections, diseases, sores and infertility. Young girls are also at risk of delivering babies too early before the baby is ready to come out, which means the dead of the baby.

- 
- ASK:**
- If your daughter/girl tells you that she wants to get married/be in a union, but you don't think she is ready, what are some of the things you can do to convince her?
  - If you have daughters/girls who are already married, what are some of the things that you think they need support with, to ensure a safe and healthy married life?



**SAY:** If your daughter wants to get married/be in a union, thinking that she will gain freedom and have her own house this way, you can tell her that very often girls who get married at a young age may suffer from the separation from family and friends. You can also explain that married girls normally drop out from school and this will compromise their future and dreams.



**KEY MESSAGE:** Child marriage can deprive a girl from studying and getting an education. It can also expose a girl to excessive responsibilities and burden, such as taking care of the house and bearing children.

The bride's price should not be a reason for parents to marry their daughters. Parents are the adults and need to find other and alternative mechanisms to find economic means for the family. Child brides are at higher risk of violence, abuse and exploitation, due to the unequal power relation. This will have major consequences on a girl's mental and physical wellbeing



**ASK:**

- What do you think are other reasons why child marriage should absolutely be banned from our community? (It is a public crime)



**SAY:** Another very important reason why we should absolutely refrain from supporting any marriage of a girl below 19-20 years is that in Mozambique there is a law that criminalize marriage/union of a child. This means that if the family supports that, it can be judged and risks going to jail. Child marriage/union is a public crime, and those who support it are prosecuted.

Now that we have discussed the basis of why child marriage is not good for girls and its impact on a girl's life, let's see how would you deal with a practical situation.

**ACTIVITY 1 (Scenario): Marrying a girl off – approx. 20 min**

1. Tell mothers/caregivers that you will read a story and ask them how they would deal with this situation:

*Luiza is a woman in the community that you sometimes talk to at the health brigades. She has three children and she is a widow. She earns some money by tailoring but it is not enough to support her children. She tries her best to keep her children in school, but she has been struggling lately and had to remove her eldest daughter from school. Luiza thinks that maybe it is better that her daughter gets married. This will reduce her financial burden and ensure that someone else – hopefully with more possibilities – will take care of her daughter. She loves her daughter very much and wants the best for her. Luiza's daughter is 14 years old.*

2. Ask the women to imagine that Luiza asked for their advice. What would they say?
3. Acknowledge the ideas and suggestions from mothers/caregivers. Then invite them to think that they should:
  - Have asked Luiza to think about the pros and cons of the decision to get her daughter married;
  - Have encouraged Luiza to think about alternative strategies before marrying her daughter;

- Have recalled that even if parents believe that the bride's price will help them to solve some financial issues, oftentimes it happens that girls who are married get pregnant soon and if the husband sends them back to the family, the family will have to take care of both the daughter and her baby. This means that it is not an economically good decision to marry a daughter early.
- Have invited Luiza to think how else to seek support, for example with social services.



#### WOMEN'S CHAT:

- What do you think about the information on child marriage that we have presented? Is any of the information new to you or did you have it already?
- Is easy or difficult to discuss this among mothers/caregivers?
- Who else should we reach with this information in the community?



**SAY:** We have discussed how we can help protect our daughters/girls in the family, and how we can empower them to manage their own safety, for example informing them about the different types of violence and that the perpetrator is normally somebody we know, such as a neighbor or a family member. We also mentioned that families who marry off their daughters because of the bride's price should find alternatives to generate some income. There is a last thing I would like to discuss today and it is our role in keeping them safe in the wider community. This is important because there are types of violence that takes place outside the home, and we need to engage with the wider community in order to keep girls safe. Let's consider how, through the next activity.

### Activity 2 (True/False): Violence against girls in the community - approx. 20 min.

1. Explain that you are going to read some statements. After each sentence, they should think weather the statement is helpful or harmful in preventing violence against girls. If they feel the statement is helpful, they will clap their hands. If they feel the statement is harmful, they won't. (You can help the group to talk out their thoughts and arrive at a decision. If women feel they don't have power to take a position in that situation, help them to think what they can do, what is realistic for them to do in that situation).
  - A neighbor ignores a fight between a man and his adolescent wife that is taking place in the street in front of his/her house. (Harmful)
  - Women in the community come together to raise awareness about safety issues in their community. (Helpful)
  - A teacher avoids asking a girl who comes to her classes every day with bruises if she needs help, because she wants to respect the privacy of the family. (Harmful)

- A matrona during an initiation rite tells the girls that they are now ready for marriage and to have sexual relations. (Harmful)
  - A community leader finds out that a group of boys are constantly harassing girls on the way back from school and remains silent. (Harmful)
  - A caregiver talks to the School Principal about the concerns she has, since girls are treated badly in school. (Helpful)
- 



#### WOMEN'S CHAT:

- Do you feel that it is easy for women in your community to take such actions?
- What could make it easier for women to be able to take more actions?



**KEY MESSAGE:** Violence against women and girls is not a private matter. Even if the community thinks that it is a family matter and that it should be dealt within the family, it is our responsibility to protect our daughters/girls against violence. In Mozambique this violence is a public crime and everybody could and should denounce. For reporting and assistance, there is a free of charge hotline, called Linhea Fala Crianca. Whoever calls, will receive help and guidance.



**SAY:** There are many things that we can do to support girls. I know this may be challenging for some of us. But remember, even though we may not be able to solve this issue alone, or we feel we don't have power to deal with this situation, we all have some level of power, and there are things that we can do to ensure girls are safer in our community.



#### ASK:

- Do you have any other idea of what can be done at community level to keep the girls safe?
- Who can support parents to keep their daughters/girls safe?



**CLOSE THE SESSION:** Congratulations for your ideas! There are some things that we can do to prevent violence. Before next session, you may want to discuss your ideas with your daughter/girl and get her feedback. If you feel it is safe to do so, you can also discuss and get feedback from male members of your family.

# PROGRAMME FOR MOTHERS/FEMALE CAREGIVERS

## 7. Mother/daughter activity

### Objectives:

- Build and develop the relationship mother/daughter
- Spend some time together, as a closure for the mothers/caregivers programme

### Activities:

- Limbo
- What we want to share
- The human knots
- Seating together

### Materials needed:

- Rope; some music.
- Snacks and drinks..

### Key Messages:

\*It is important to spend some quality time mothers/daughter and caregivers/girl from time to time.

\*Mothers/caregivers and girls should work together to improve their relationship

**Note to the facilitator:** The mother/daughter or caregiver/girl session is an occasion to provide a festive closure to the women programme. Through the activities, girls and their mothers/caregivers will have the opportunity to spend some time together, away from their daily routine. The facilitator should plan this activity in advance, explaining the objective of the day to the mothers/caregivers and to the girls. On the day of the event, mothers/caregivers should, whenever possible, not bring additional children, unless absolutely necessary. If a girl is coming and her mother/caregiver is not available, the facilitator should encourage her to invite someone else from the family (an aunt or older sister) so she doesn't feel left out. The facilitator can choose some activities from those proposed below, organize other bonding games, or ask the girls which activities they would like to propose to their mothers, paying attention to preparing them in advance. It will be ideal to have some snacks and drink for this session.



**SAY:** Welcome to this mother/daughter and caregiver/girl day! We have prepared some relationship building activities and we hope that you will enjoy them!

### Activity 1 (Game): Limbo – approx. 20 min.

1. Ask two volunteers to stand opposite to each other holding a rope.
2. Ask the mothers/caregivers to pair with their daughter/girl, holding hands. They should make a line in front of the rope.
3. Put the music on and ask each pair to go under the rope (bending backward under the rope). If a pair touches the rope, they are out of the game.
4. Once everyone has had a turn, ask the volunteers to lower the rope and each pair does it

again. They should continue lowering the rope until there is only one pair left. This is the winner!



**SAY:** DDuring these months of work of the Girls' Group, we have explored many topics and we have learnt very important skills and information. The girls would love to tell her mothers/caregivers a lit bit about what those were about!

### Activity 2 (Role play): What we want to share - approx. 30 min.

1. Ask the girls to prepare short role-plays in groups, to show their mothers/caregivers what they experienced and learnt in the Girls' Group!
2. Have the girls acting in groups for their mothers/caregivers.
3. At the end, they can explain to their mothers/caregivers why the information they received on the specific topics that they decided to present was important to them.
4. You can ask the mothers/caregivers to do the same.



**SAY:** In the respective programmes, both girls and mothers/caregivers have discovered the importance of helping each other, building networks to spend quality time together, and to help each other in case of need. The next activity will help us remember how important is to keep connected and to solve problems together!

### Activity 3 (Game): The human knot - approx. 20 min.

1. Form some mixed groups mothers/caregivers and girls of 6 participants each. Ask each group to stand in a circle.
2. Ask each member of the group to extend her right hand in the middle of the circle and grab the hand of another member across the circle. Ask to repeat the action with the other hand, and not grab the end of some neighbor.
3. Tell them that now they are in a big human knot and should find a way to untangle it without releasing their hands. The first group able to untangle is the winner!



**SAY:** In the respective programmes, mothers/caregivers also discussed that the community plays an important role in building a safe environment for girls, and more in general for families. We will practice what providing support to each other is about!

### Atividade 4 (Jogo): Sentar-se em conjunto - aprox. 20 min.

1. Ask mothers/caregivers and girls to mix and build a big circle.
2. Ask everyone to get closer to the neighbors until their shoulder touch each other and to put their hands on the shoulders of the person in front.
3. Ask everyone to seat slowly until when everyone is seating on the knees of the person behind.
4. If they do not manage to do it straight away, ask them to try again!



#### ASK:

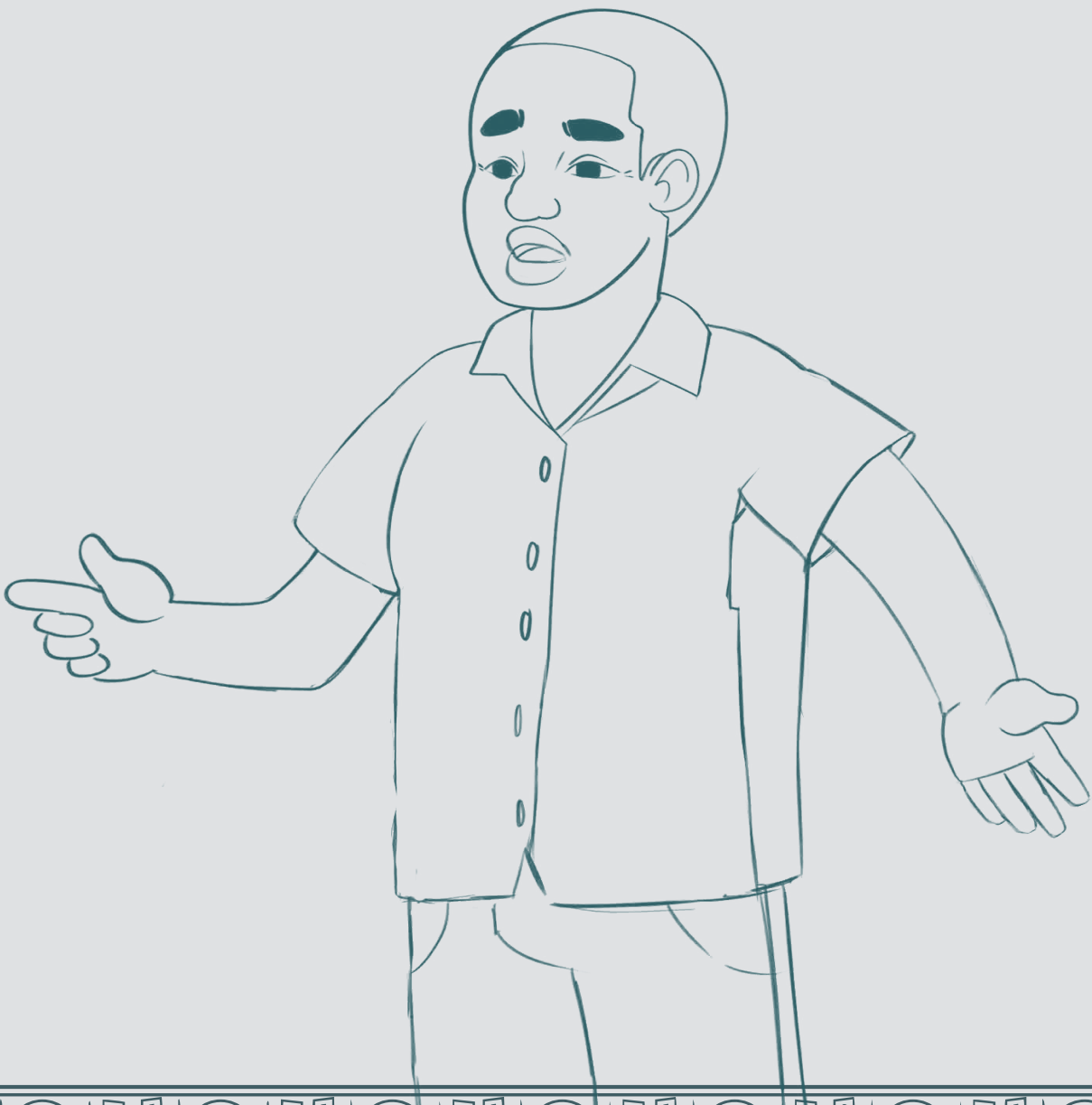
- Have you had the opportunity to spend much quality time together in the past?
- Do you think it is important to make time for each other?
- How can mothers/caregivers and daughters/girls work on improving their relationship – for example communicating better among each other, supporting each other as allies, recognizing the rights and space of each and everyone?



**CLOSE THE SESSION:** This is the end of our programme for mothers and caregivers. We hope you have enjoyed our time together, and most importantly received useful information to keep supporting your daughters/girls!



**SESSIONS FOR FATHERS/  
MALE CAREGIVERS OF  
ADOLESCENT GIRLS AND  
HUSBANDS OF MARRIED/IN  
UNION GIRLS**



## 7.4. Sessions for Fathers/Male Caregivers of adolescent girls and Husbands of married/in union girls

### PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

#### 1. Introduction to the Girls' Group

##### Objectives:

- To explain what the Girls' Group is about.
- To start building a conducive environment for adolescent girls to find support in their fathers/caregivers or husbands/partners.

##### Activities:

- Meet my neighbor!
- Hopes and dreams for my daughter/girl/wife

##### Materials needed:

- Papel para flipchart e marcadores; post-it.

##### Key Messages:

\*The Girls' Group is a special program only for girls.

\*In the Girls' Group, girls will receive important information about health, how to communicate with caregivers and husbands, how to stay safe and how to make good decisions.

**Note for the facilitator:** These sessions are for the fathers and other male caregivers (such as grandfathers, older brothers, or uncles in case they are the ones taking care of the girl) of the girls who are attending the Girls' Group – in addition to husbands/partners of married/in union girls. As relevant for husbands' engagement, it is recommended to consider the age factor: husbands/partners should be more than 20 years old. Should you have a younger husband/partner, you can consider enrolling him with boys. Along the session and for the full programme, the facilitator should adapt the language depending on the audience, to refer to "father/daughters", "caregivers/girls", "husband/wife" etc. and to simplify concepts such as SRH, GBV, etc. The facilitator should also adapt the content and delivery to ensure the participation of fathers/caregivers/husbands with disability.



**SAY:** Welcome to everyone to these sessions for fathers/caregivers/husbands! I am very excited to start this process with you. My name is "...", I work for "...", and I will be the facilitator for these sessions that we are going to have. As we anticipated, we would like to meet with you on "day" and "day" at "time" in this safe space. Here we can talk confidentially and enjoy our time together!

We have gathered you today to provide better information of what the Girls' Group is about. In the coming sessions, we will discuss topics related to how better supporting your daughters/girls/wives, to ensure that they are happy, safe and healthy. Your daughters/the girls are doing an excellent job within the Girls' Group: they are learning new things, practicing new skills and gaining confidence (adapt this if you don't conduct the Girls' Group at the same time

of these sessions). We want to have you, their fathers/husbands/caregivers, as allies, and also contribute to strengthening your relationship with your daughters/girls/wives. I really want to thank you for your time, and I am sure we will enjoy our time together! And before starting our session today, let's introduce each other!

**Activity 1 (Introduction in pair): Meet my neighbor! – Approx. 15 min.**

1. Pair fathers/caregivers up and ask them to introduce to each other in their pair. Invite them to share some basic information, such as their name, where they are from, how many daughters and sons they have, and to describe a bit their daughter/girl who participates in the Girls' Group (for example saying what the girl likes doing and why as father/caregiver he is proud of her) – pair husbands together, if possible, and adapt as need be: for example, they can share between each other how they met their wife or what they like about her.
2. Ask fathers/caregivers to introduce their neighbor/pair to the wider group. It is ok if they forget things. Their neighbor can assist them!



**SAY:** Now that we all know each other, I am proposing a few group agreements, to better manage our time together:

- I believe that it is important that this group remains focused on girls, and how we can support them better, taking advantage of our own experience. This means that even if boys are equally important and we will discuss information that is relevant also for your other children, our priority here is to talk about adolescent girls.
- We keep this space confidential, meaning that the personal stories and opinions that we share in this group, are not to be shared with other persons outside the group. This is very important, because if someone discusses further what another father/caregiver/husband has been mentioning here, this may create some problems in the family or in the community. For example, if a husband shares some information that is discussed in this group only to a friend, and the friend discusses that with only another friend, etc. the information may arrive to people in the community who don't have all details, can misinterpret what we are doing here or judge some of us and generate rumors and disagreements.
- We support and encourage each other. We respect the opinion of each and everyone, and we recognize that there are no right or wrong interventions, or silly and unnecessary comments. Everyone is welcome to express her thoughts and ideas. We want everyone feels comfortable and participate in the discussion.



**DO:** Draw a symbol for each agreement that is proposed on a flipchart (if you think it is useful).



**ASK:**

- Are these agreements fine for you?
- What other suggestion/agreement for our group would you like to propose?



**SAY:** Thank you for your ideas! I will now explain to you what the Girls' Group is precisely about. The Girls' Group is a programme where girls learn things that are useful to them, for their lives. This includes information about health, how to communicate well with their parents/caregivers, how to stay safe and how to make good decisions about their future. There are five topics that the girls engage with:



**DO:** Draw a symbol for each topic on a flipchart (and explain them one by one, with concrete examples, so that mothers/caregivers understand well more practical aspects):



**Building confidence:** along the first meetings, girls know each other, build trust in the group, conduct activities that enhance their self-esteem.



**Achieving skills for life:** girls improve their emotional wellbeing and discuss ways to enhance communication and decision making.



**Hygiene and menstruations:** this topic explains changes that happens during puberty; introduce topics related to their sexual and reproductive health and explain what STIs, including HIV, are.



**Safety and violence prevention:** girls learn how to keep safe in the community and discuss existing risks of suffering violence.



**Financial education and vision:** this topic teaches to establish objectives, making plans and saving for the future.



**SAY:** In addition to those topics, we invite adolescent girls who are pregnant/married/already mothers to few extra sessions, were they discuss topics such as pregnancy, antenatal care, birth planning and delivery, newborn baby care and decision making targeted to their specific needs.



**ASK:**

- Do you have any questions about the Girls' Group and these topics?



**DO:** Show fathers/caregivers/husbands the adolescent girls' toolkit you use to prepare the sessions for girls. (Even if many of them cannot read, they can have a better idea of what a "session" is, and give a look to the images). Have the toolkit circulating among them, and address any questions they may have.



**SAY:** I want to expand a little bit on the content of the sessions on hygiene and sexual and reproductive health, for your specific information. In these sessions:

- We talk about **changes** that a girl experience to her body during **puberty**. Girls learn that these changes are normal and how they can manage these changes.
- We discuss **the monthly cycle and how periods happen**. Girls learn how to take care of their hygiene during those days, and how to manage the pain they may experience.
- We explain **female internal and external body organs**. We explain the reproductive organs involved in becoming pregnant. This helps girls as well to understand which parts of their organs are involved in the monthly cycle, and how their period is related to becoming pregnant and having babies.
- We discuss the **parts of the male body** that are involved in making babies. We don't show images or videos of males' body parts to ensure sensitivity towards younger girls. We only reproduce on a flipchart some drawings or use some scientific posters that refer to the functions of the organs.
- We explain that **abstinence** from sexual relationships is the only 100% sure way not to become pregnant. We talk about when it is a good time to start a family and recommend girls to wait until they are in good enough situations with their lives. We introduce the idea of spacing children (i.e. waiting to have a second baby) for women/older girls when they are married. We also explain that contraception is fundamental for those girls who started to have sexual relations to protect against STIs and unwanted pregnancy.
- We talk about existing **infections that can be transmitted having sex**, as for example HIV/AIDS. We talk about some of the symptoms, and we explain how to prevent them. We especially explain to the girls how they can seek help if they believe they have an infection.
- We recognize that the girls may have learnt or will learn about these topics during the **initiation rites**. However within the Girls' Group girls will be able to discuss these topics into details and to especially learnt how to protect against possible harm.



**ASK:**

- Do you think these topics are suitable to meet the needs of your daughters?
- Is there any additional topic that you feel is really important for the girls? (Explain that you will do the most to follow up on these recommendations and integrate the pro-



posed topics into the delivery of the sessions, when relevant).

- Do you have any concerns or is there any topic you wish we don't go through with your daughters/girls? (See facilitator note below to address questions and concerns)

**Note to the facilitator:** Some comments or questions that you may receive include:

- **Do you show images of the body parts?** > We only show images that are illustrated or make drawings with markers. We do not show real life pictures, photos or videos.
- **This will encourage girls to have sex.** > The sessions are designed in a scientific way, including information as they would receive in school. Information is age-appropriate and focuses on puberty, menstruation, hygiene and preventing pregnancies and infections. The sessions on family planning and STIs will be adapted to address the specific needs of both married and unmarried girls. Whenever we feel it is better to divide girls up to be extremely careful about age-appropriate information, we do that, depending on the specificity of the topic and the girls attending the session. The information provided can save girls' life and help them understand what is a myth and what is reality.
- **This is not appropriate for unmarried girls.** > Sessions focus on health aspects that girls should know even before getting married, such as how to deal with puberty, what is menstruation and how to stay clean after menstruation. We approach sexual and reproductive health in a scientific way precisely to help girls recognize what are myths or lies that they can learn from peers and in socialization environments.
- **You are exposing girls to information that is not appropriate.** > Girls who are above 12 years have reached a level of development to approach these topics. Trained professionals deliver this information. Whenever girls receive information from friends who are not trained, well informed, they could receive incorrect information that could be harmful for them.
- **We don't discuss these things in the community; girls learn them through the initiation rites.** > We understand that these topics are not openly discussed and for this reason we discuss them in a private, confidential and safe space, among girls only. It is important to prepare girls both for the changes that already happen at their age, and to cope with the initiation rites – whenever they have to go through them.
- **If mothers/caregivers are still against the sessions.** > Ask fathers/caregivers: if you prefer that girls do not receive this information from "a stranger", would you like to support us to deliver this content? Who would you better trust, perhaps some other women in the community? Any other female relative? A service provider? We will be glad if they can help us deliver accurate information to the girls.

**SAY:** I wish to inform you that through the Girls' Group, your daughters/girls also have the possibility to improve their reading abilities, especially through the small coloring book that they will receive along the sessions

This is simply the story of a girl like them, which help us recall some key messages and invite the girls to keep thinking about the main topics we discussed. I hope you will like it: the main character is a girl called Atija! (Show the character as in the picture or using the Coloring Book).



Now before concluding today's meeting, let's do a last activity to see what you would especially wish your daughter/girl/wife could achieve, learn or have in her life.



**DO:** Draw on a flipchart some concentric circles as in the picture below. Distribute a post-it to each woman.

## Activity 2: Hopes and Dreams for my daughter/girl – approx. 30 min

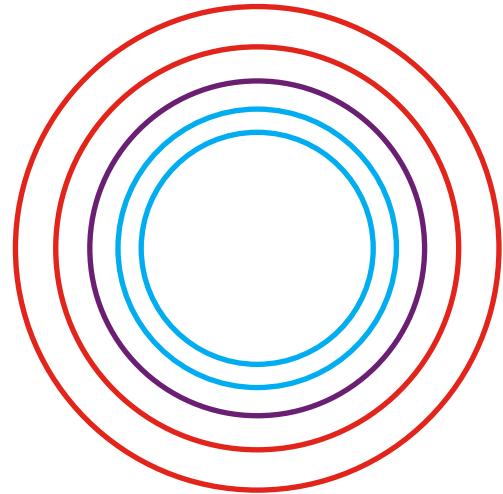
1. Ask fathers/caregivers/husbands to think of one wish or dream or hope they have for their daughter/girl/wife. They may say:

*"I wish my daughter to become a strong girl!"*

*"I wish my girl to be healthy"*

*"I dream my daughter can find the profession she likes"*

*"I hope that my wife will stay safe".*



2. Ask them to share their wishes one by one (they present the wishes orally, no need to write).
3. For each wish, place an empty post-it in one of the circles according to what the wish is related to, explaining it to the women:
  - Brown (internal): self-confidence;
  - Blue (second): emotional sphere;
  - Purple (third): health;
  - Red (fourth): safety;
  - Pink (fifth): economic empowerment.
4. Thank everyone for her lovely wishes/hopes!



**SAY:** The Girls' Group will focus on these different dimensions of a girl's personal development, and I am sure that even if you only expressed one wish each, you all want for your daughter/girl/wife to be strong and confident, to be emotionally stable and happy, to lead a healthy life, to be protected against harm and to be successful in her future! Through the Girls' Group, girls will discover friendship and build solidarity that can help them in their daily life.



### MEN'S CHAT:

- Are you happy that your daughters/girls/wives participate in the Girls' Group?
- Do you have any other comments before we close our first session?





**CLOSE THE SESSION:** Thank you so much for your time today! I feel our discussion was very interesting and I look forward to sharing more during the next session. Before we meet again, maybe you can ask your daughter/girl/wife what is she looking forward to learning in the life skills sessions. When she comes home from the session, ask her what made her happy this week and what activity she enjoyed (adapt if the Girls' Group is not running in parallel).

# PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

## 2. Positive parenting/caring and managing stress

### Objectives:

- To share positive parenting practices.
- To identify the impact of stress on parenting capacities and on relationship.
- To practice some techniques to manage stress.

### Activities:

- Positive, nurturing parenting
- Techniques to manage stress

### Materials needed:

- Flipchart paper and markers

### Key Messages:

\*Girls need to be nurtured and protected to be successful in their lives.

\*Also partners in a relationship should take care of each other.

\*Stress is a physiological response to actions or events that place excessive psychological or physical demands on a person.

\*Stress can be managed through some simple techniques.

**Note to the facilitator:** This session should allow the facilitator to start knowing a little bit more the specific conditions of the women/families. The facilitator should adapt the language, especially finding simple terms for concepts that are more difficult, such as "stress". The topic of stress management should be dealt with some sensitivity, considering the situation of displacement mothers/caregivers face. The discussion may trigger some disclosure, hence it is important to remind the group agreements and check feelings at the end, to be able to provide a listening ear in case of need.



**SAY:** I am happy to see you again today! I hope you have been well. Please let me know if there is anything you have been thinking more about what we discussed last time we met. (Leave some space if there is any question or comment).

Today we will talk more about our own experiences as parents/caregivers or simply men in the community, and how having responsibilities towards our family can be challenging when we are under pressure or challenged by the environment.



### MEN'S CHAT:

- Can you tell me about your experience raising your daughter/girl? Has it been easy/difficult?
- In which ways it is different for men to raise children that it is for women? For exam-

ple, are there certain tasks that men are responsible for, and some other tasks women are responsible for?

- For the husbands, is it easy or difficult to have healthy and fulfilling relationships with your wives if you live in displacement or when resources are limited?



**SAY:** Raising children is not an easy task, especially when we are far from home and conditions are difficult. Parents can be stressed about ensuring means of living for the family. Sometimes families divide the responsibilities: there is one primary caregiver, and the other parent works or is responsible for earning an income. In some other cases there is only one caregiver present, and children (and especially adolescent girls) are expected to take on additional responsibilities. These conditions make raising children even more difficult and often-times women, your wives, bear the brunt of this duty.

Also marriages and unions can be difficult when couples are under pressure; men can get angry at women easily, women can stop talking to their husbands, routine can be overwhelming, decisions may not be properly shared and sometimes violence happens.



**ASK:**

- What do you do to take care of your daughter/girl/wife and ensure good relationships?
- What additional efforts you can do to ensure that she develops well and get opportunities in her life?



**KEY MESSAGE:** Girls, as much as children in general, need to be nurtured. Nurturing parents or caregivers provide children with tender care and protection. Regardless of how difficult conditions can be, parents' action helps the child to grow and develop, thrive and be successful. Also partners in an intimate relationship should take care of each other. This is especially true when the husband is older and the wife is younger.

### **ACTIVITY 1 (Discussion): Positive, Nurturing Parenting – approx. 20 min**

1. Ask fathers/caregivers/husbands to take a moment to remember some things that their parents/caregivers back in the time of their childhood did that made them feel loved, happy and safe. (If they do not have any nice memory or if they cannot remember, ask them to think about something that made them happy when they were back home)
2. Invite some men to share the positive things they recalled about their childhood and write some key word/symbols on the flipchart – if you feel it is useful.

3. Ask fathers/caregivers/husbands to think about their community now. Invite them to share and discuss parenting practices that they consider to be part of positive, nurturing parenting. (Keep making notes of the ideas, writing key words/symbols on the flipchart. Adapt for husbands: group them up and ask them to think about positive intimate relationship and what are the main ingredients).
  4. After all ideas have been exhausted, recognize the positive parenting practices that were raised as well as the ingredients for good intimate relationships (i.e. paying attention to a child's need; use effective communication; reward and encourage positive behavior; provide clear rules and expectations; support involvement in decision making, etc.).
- 



**DO:** Draw on a flipchart an image of a man gardening or planting, as the one below:



**SAY:** Spending this time together can give us ideas on positive practices to support your girls/wives. Sharing our positive practices with each other can also help us develop new skills.

The task of raising children or nurturing positive relationships makes me think of a seedling. A seedling needs nutrients from the soil, water, sun, protection and tender care in order to grow tall and strong. A plant may survive being regularly tramped or neglected, but it may be weak or diseased, and the harvest will not be as fruitful.



Human beings need more things, since they are more complex than plants. They need love, attention, challenges, social relationships, family and community, dreams and a sense of purpose. So, from one side, we have to make the most to offer all these things to our children and to the persons we care for. From the other, we do not have to forget to nurture ourselves: we cannot be nurturing parents or caring husbands if we do not nurture our own physical and emotional wellbeing.



**ASK:**

- Do you know or do something to also take care of yourself? If yes, what do you do?
- Do you think it is important to take care of yourselves? If yes, why?
- What do you usually do to ensure that you are healthy and strong, both emotionally and physically?



**SAY:** When we feel good, we are better able to take care of our family. Being emotionally healthy means finding ways to deal with our problems that do not cause harm to ourselves and to others. But sometimes, life conditions are so difficult that we feel tensions or pressures. This is what we generally call “stress”.



**ASK:**

- Has anyone heard the word “stress” before?
- What do you think happens to someone when they feel stressed? (For example, sadness, sickness, tiredness/exhaustion, anger/hatred, depression, etc.)



**SAY:** Stress is a physiological response to actions or events that place excessive psychological or physical demands on a person. In situations of stress, our body may behave in a way that is different from how it normally behaves.



**ASK:**

- How do people in the community manage stress?
- What do you do instead when you are stressed? Would anyone like to share some technique to manage stress?



**SAY:** (As some of you mentioned), there are times that everyone uses negative ways to handle feelings and managing emotionally intense situations. For example, people yell at each other or physically hurt others. Some people may change eating habits. Others may ignore everyone else and refuse to talk at all. Sometimes when people are stressed, they can more easily express frustrations towards specific individuals within the family. Husbands can be aggressive with wives for example. Parents may more easily lose their temper against children. Adolescent girls are particularly affected by negative mechanisms to cope with stress, because oftentimes in our society they have less power. For example, they more easily assume domestic chores or extra tasks, in comparison to boys.

Let's now try to practice some techniques to manage stress.

## Activity 2 (Exercises): Techniques to manage stress – approx. 40 min.

### SKILL 1): Relaxing our body

1. Explain that relaxing our bodies and minds is one effective way to reduce negative feelings, sadness and anger. One way to relax the body is to breathe deeply and slowly.
2. Invite the men to practice some relaxation technique. Ask the men to inhale through their nose and breathe out through their mouth. Explain that this is a different type of breathing, in which we want our stomach to go out. Practice it together; say:
  - Close your eyes and put your hand on your stomach.
  - Breathe in very slowly and try to pull the air all the way into your stomach, so that your stomach pokes out.
  - Now breathe out very slowly through your mouth. Feel your stomach go back down. Try to relax all other muscles in your body.
  - Slowly open your eyes again.
3. Explain that it may help to count to three slowly when they are breathing in and breathing out. Give them some time to practice.
4. Ask them how they feel. (Get their feedback). Explain that they can practice this technique a few minutes every day, or whenever they feel they are overwhelmed, stressed or down. This should help calm their body and mind.

### SKILL 2): Positive thinking and self-talking

1. Explain that sometimes our family members or children may say or do something that makes us feel angry, sad, nervous or scared. Recall that we should try to step back and calm down, in order to be able to respond in a calm, loving way.
2. Point out that it is ok to have feelings but it is not ok to act violently against another adult or child, and invite them to memorize this sequence:
  - Ask yourself: why am I getting angry?
  - Tell something positive about the person that annoys us. (You can give some example: “s/he is stubborn sometimes, but I love her/him because s/he has a nice heart”; “we have some good memories together, we enjoy our time

together, we have the same values, etc.”).

- Compare that initial feeling with this new perspective: what is more important? Maybe the pain of negative feelings is not worth.
  - Try telling yourself something positive about the situation that is causing you the negative feelings (You can give some examples: “I am having a stressful time, but I will find the courage to deal with it in a healthy way”. Or: “I will be a better person, because I will learn from the situation”).
3. Ask fathers/caregivers/husband to discuss in pair with the person close to them what is a typical situation that stresses them and what some positive statements could be for that situation. (For example: “My daughter makes me so angry when she is coming back home late, she should know this is not acceptable” – is an example of non-helpful statement. “I really wish my daughter would not come back home late. I am sure she knows it is dangerous, and I understand she may have pressures from her friends, I will encourage her to be attentive and come back earlier – is an example of a helpful statement).
  4. Once they have practiced, bring the group back together and ask them if they found this exercise difficult or easy, and if they think this could help them.

### **SKILL 3): Taking care of yourself**

1. Tell fathers/caregivers that as we already discussed in the morning, to be able to take care of our girls/wives, giving them good energy and love, we need to have that energy and love for ourselves.
2. Divide fathers/caregivers in smaller groups and ask them to take a few minutes to reflect and discuss what they do/could do to take care of themselves in the environment where they are. Invite them to think if that was different at home, and if yes, how.
3. Ask to each group to provide a feedback on their ideas in plenary.



**SAY:** We have to take good care of ourselves, even if we live in a difficult environment with limited means. We should try to exercise, smile and laugh, eat enough food and take some time to rest or to think/pray. If we are happy and have energy, our daughters, our children and our wives will also feel the benefits of this. They will also learn how to take care of themselves.



**CLOSE THE SESSION:** Today we discussed how difficult it is to raise children! We recognized that our stress and our problems might have a direct impact on our capacity, as well as on the wellbeing of our children. We learnt some techniques that could help us keep calm and





manage stressful situation. Before we meet again, I would like to invite you to only spend some time with your daughter/girl, and to show her your love and care. Do also something for yourself as well, for example one of your favorite things that put you in a good mood and try to feel the benefit!

# PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

## 3. Adolescent Girls' Development

### Objectives:

- Understand the physical and emotional changes girls go through during adolescence.
- Learn how brain develops and the importance of nurturing girls for a better development.
- Discuss the importance of taking an interest in their daughters/wives' life. .

### Activities:

- I do care

### Materials needed:

- Flipchart paper and markers.

### Key Messages:

\*During adolescence, girls experience social, physical and emotional changes.

\*Adolescence is a time of opportunities and a new learning for both girls and their families.

\*Children's brains are built over time. Brain development depends on the care received from caregivers.

**Note to the facilitator:** As this session introduces some of the sexual and reproductive health topics – even if with a focus on puberty and menstruation – some contents may be sensitive and the facilitator may face some resistance. It is important to provide information in a professional and natural way, preparing the technical contents with reference to the information contained in the related session of the girls' curriculum.



**SAY:** Today we are going to talk about the social, physical and emotional changes that girls experience during adolescence. As you may know, this is the stage of life when a young person develops from a child into an adult. We call this period “puberty” as well, if we refer specifically to the physical aspects of becoming capable of reproduction. For the great majority of parents everywhere in the world, adolescence is a complicated time, because of the nature of the changes both girls and boys experience. Some of you may have already gone through them, for example the fathers/caregivers of older girls, while for some of you this may still be new or just starting.

And if we think about the girls who are married or in a union in the community, you may recognize that they are already consider as young women. However, they still are in the adolescence stage. This means that they experience double changes: those that naturally happen during puberty as well as the changes in status and responsibilities for becoming wives. This session will give you the opportunity to learn new information and get new skills around how to help your daughters/girls/wives in these various stages of adolescence.



### ASK:

- Have some of you noticed any change in your daughter/girl's behavior from when she reached puberty? For example, she may be happy at times and sad right after, or she may ask to spend time on her own...



**SAY:** As a normal stage of growing up, girls become more able to reflect and more conscious about themselves. They start to think critically and analyze things more. They become very focused on themselves and their new abilities. They also give greater importance on their friends and get more curious towards other people, different from the members of the family. It is normal that girls during adolescent tend to argue more with parents and siblings.



### MEN'S CHAT:

- Do you remember how it was like for you when you passed through adolescence?
- How did your parents manage the situation? Was it different then?

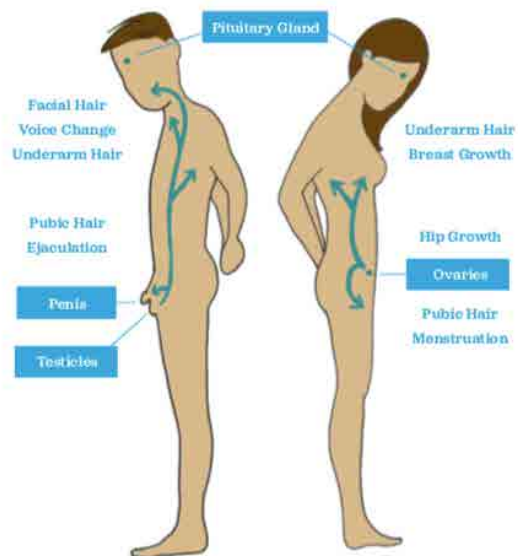


**DO:** Draw on a flipchart the bodies of a girl and a boy and highlight the main physical changes.



**SAY:** Adolescence is a time when boys and girls' bodies change rapidly, as they grow into young women and men.

- Hormones that create the changes of puberty start from a place inside our heads (the pituitary gland);
- Changes in the girls' body are: underarm hair, breast and hip growth, pubic hair, menstruation, and acne.
- Changes in the boys' body are: facial hair, acne, voice change, underarm hair, pubic hair, ejaculation (more than before).
- The length of physical and emotional changes is different for each boy and girl, but can be anywhere between 9 and 18 years of age.





**SAY:** Together with the physical changes, girls experience emotional changes, as we have just said before. For example, they experience sudden changes in the mood, they feel the desire to be independent, they may wish to experiment more, they feel closer to friends than family and at times they become more shy or the opposite, more extrovert.



**KEY MESSAGE:** This stage of life can be both exciting and scary for girls. It is a time of opportunities and changes, and a new learning for both girls and their families. It is important that parents/caregivers prepare girls little by little so they will understand puberty and feel comfortable with the changes happening to their bodies.

Parents/caregivers should be very supportive during adolescence. Also husbands of adolescent girls should remember that their wives are not fully adult, they are still growing, discovering things about themselves, setting their behaviors, and learning new skills. For this reason, husbands should be patient and support their wives along their process of growth.



#### **MEN'S CHAT:**

- Is it easy or difficult for you to support your daughter/girl even when she behaves in ways that you do not agree with?
- What kind of behaviors is more problematic?
- For husband: What behaviors of your wives are difficult for you to understand or accept?



**SAY:** During adolescence, boys and girls become more interested in intimate relationships. It is something normal and common at this stage of development. Talking to girls about how babies are made can be quite difficult and can be something we are not used to doing. Girls may feel shy to discuss these things and we may also feel shy in giving information on these topics. But it is important we try to be open with girls so that they feel they have someone they can turn to if they have questions or experience any difficulties.



#### **ASK:**

- Who your daughter/girl/wife talk to about these issues? Do they speak with their mothers?
- Do you think fathers or men in the family have a role to play in providing this information to young girls?
- What can happen if girls don't feel comfortable talking to their families about these

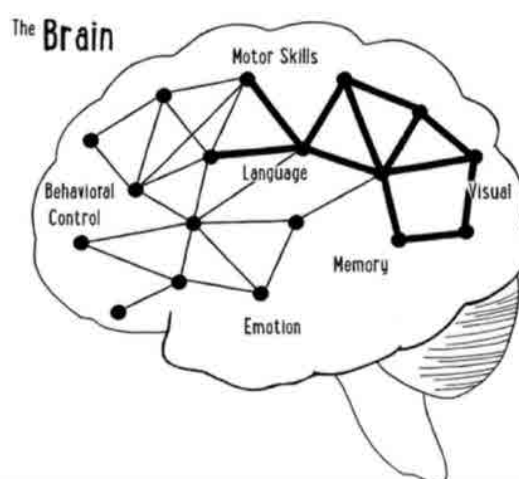
issues? (They can turn to other people and receive incorrect information or bad advice; they may feel isolated, which can lead to more harm).

**SAY:** Now and for the last part of our meeting, we will talk about brain development. I don't know if you already knew it, but children's brain is built over time. Much of their brain development depends on the care they receive from their caregivers. Adolescent girls, just like boys, have the brain capacity to learn, be smart, and be kind. Their capacity will depend on the ways their development is encouraged by their caregivers and communities.

**DO:** Reproduce on a flipchart the image below or show it from your manual.

**SAY:** Being safe and not experiencing violence, along with love, support and encouragement are very important for building strong, healthy brains.

In the image you can see the different parts of the brains that are responsible for the capacity to move, to speak, to remember, to control and behave well, to deal with emotions, among others. When caregivers support adolescent girls being caring, providing a safe home, modeling good decision-making, connections among parts are fostered and the brain develops more. Healthy brains help making good decisions, control impulses and use good judgments. Repeated stress, exposure to trauma and violence, instead, limit those connections and interfere with children's ability to make safe and healthy decisions.



Our brains are not fully developed until we are in our mid 20s! Different parts of the brain form and mature at different rates. For example, the parts of our brain that help us control our impulses and use good judgment are the last to mature. These parts help us to plan, focus attention, remember instructions, and juggle multiple tasks successfully!

**ASK:** Can you think of a time when you were an adolescent and you didn't make the best decisions or acted foolishly?



**SAY:** To become an happy and healthy adult, your daughter/girl/wife needs to be able to communicate assertively - meaning to share her thoughts and feelings without fear; to take care of herself and those around her; to be actively engaged in the community; to be able to learn. To help them develop these skills, parents/caregivers and also husbands should show interest in the girls' life, being honest and direct about sensitive topics, helping the girls to make healthy choices, respecting their thoughts and opinion. Let's see how this looks like in the practice.

### **Activity 1 (Role play): I take interest in my daughter's life! – approx. 30 min.**

1. Read the story below to participants.

*Yuran comes home from school and she seems to be upset. When her father asks her what is wrong, the girl says that some boys were teasing her when she was on her way home.*

2. Split participants in three groups and ask each group to role-play a scenario where the father shows interests in what happened to the girl. What would he do specifically?
3. After each group has had the chance to present the role-play, ask participants what reactions were common, what reactions were different and add the following points if they were not mentioned:
  - Listening without interrupting;
  - Encouraging the daughter to share more about what happened;
  - Affirming and validating feelings. This means putting yourself in your daughter shoes, for example saying: "I see this is really bothering you".
  - Offering support, when needed. For example, the father can say: "What can we do to make this situation better?" or "What would you like to do?" or "What can I help with"?

(It is important that if fathers/caregivers/husbands propose some solutions or reactions that involve blaming the girl or restricting her movements, it is emphasized the importance of supporting the daughter, and come up with a solution together that doesn't place limits on the girl).

- Bathe with soap and water at least once a day;
- Wash underpants with soap and water to avoid stains;
- Change the pad or cloth regularly to avoid bad smell;
- Wash hands after changing pads or cloths.

To reduce abdominal pain, girls can use a hot water bottle and place it in the abdomen. Light exercise and painkillers can also help.

4. Ask participants how the scenarios were going to be different if the same situation happened to a young girl and her husband and take the chance to highlights that husbands as well should have a supportive attitude towards their young wives, regardless of what happens to them.
- 



**ASK:**

- Were these discussions useful to you?
- Do you have any additional comment or question?



**CLOSE THE SESSION:** Today we discussed that girls at young age are still developing and go through several change. They brain especially is not yet fully formed and caring parents, caregivers and husbands play a very important role in ensuring that the brain learns kindness, respect and develop all connections. Before next session, practice the skills we learned to show your daughter/girl/wife that you are taking an interest in her and her life.



# PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

## 4. Relationship with adolescent girls

### Objectives:

- Understand how to better communicate with daughters/girls/wives
- Practice techniques to increase empathy towards daughters/girls/wives

### Activities:

- Good times to talk!
- Communicating with girls.

### Materials needed:

- Flipchart paper and markers.
- Signs for “code word”, “walk”, “time”

### Key Messages:

\*Finding ways to help your daughter/girl/wife to discuss her concerns, needs and worries is important especially to be able to protect her.

\*It is possible to improve communication skills with practice.

\*Respecting our daughter/girl's thoughts, feeling and views means approaching her with empathy.

***Note to the facilitator:** This session is simple and straightforward and doesn't require additional considerations.*



**SAY:** When adolescent girls grow up and go through the many changes we discussed during the last session, our relationship with them may also change. Parents and caregivers remain the main reference persons for girls until when they do not marry, then oftentimes in our community husbands become the main reference persons for their wives. Even if girls trust their parents or husbands, it may happen that they modify their interaction with you, especially when facing new and difficult situations, such as moving from the environment they are familiar with. Today we are going to talk in more detail about how we communicate with girls and wives and how we can strengthen our relationship with them during this time of transition.



### MEN'S CHAT:

- What are some of the challenges or issues or problems parents/caregivers face with adolescent girls?
- What are some of the challenges or issues or problems that husbands face with their young wives?
- To what extent those challenges are related to uncertainty and displacement?



**SAY:** You have identified some issues you face with your daughters/girls/wives. We have to remember that they may have a different perspective on the issues they face with you! Sometimes, the disagreements you have with them may be due to issues beyond your control, and may not necessarily be their or your fault. Living in difficult situations, parents are under many pressures and stress, as well as girls. This has an impact on the way each party treats the other. However, we are the adults, and should be able to be of example for our daughters/girls.

Another important aspect to consider, is that in times of displacement and uncertainty:

- Girls may be asked to take on more responsibility than before;
- New people they meet may treat them differently;
- Girls may have more limited freedom than before.

All this results in pressure, and while this is a stressful time for the entire family, and building relationships may not seem like a priority, it is essential to ensure that girls are happy, healthy and safe. The next activity will help us considering some strategies to approach girls and be available for them.



**DO:** Draw on white papers some symbols for “code word” (e.g. a speech balloon with the word “secret”), “walk” (e.g. a street with some trees) and “time” (e.g. a clock). Fold the papers and hide them somewhere close to where you are holding the meeting.

### **Activity 1 (Treasure hunt): Good times to talk! – Approx. 15 min**

1. Divide the men in three groups. Explain them that this is a treasure hunt, and the teams will have to find three hidden papers with strategies written on it in the environment!
2. Give some time to the teams to find the papers. Whenever they can't find them easily, give some clues to the groups.
3. When they have found the three strategies, gather the men and congratulate them, then explain the strategies:
  - The “code word” indicates any word you can agree on for girls to receive your attention when they need to talk about something privately;
  - The “walk” indicates an opportunity to go on a short walk with the girl to chat and assess that everything is fine for her. You can aim at taking a short walk the two of you alone once a week for example.

- The “clock” indicates a time of the day where you can talk to your daughter/girl/wife one-on-one.



**ASK:**

- Do you think these strategies can help you strengthening your relationship with your daughter/girl/wife?
- How much time do you currently spend talking to your daughter/children about their lives or things that are important to them?



**SAY:** Finding ways to help your daughter/girl/wife to discuss her concerns, needs and worries is important especially to be able to protect her. She will in fact alert you to any potential risk or issue she may be facing. This will help you provide support when needed. Let's practice more through the next activity.

### **Activity 2 (Scenarios): Communicating with Girls – approx. 30 min.**

1. Divide fathers/caregivers into two groups and group all husband together.
2. Go to each group and read one of the scenario below, then ask them to discuss:
  - **Group 1 (fathers/caregivers):** Your daughter/girl is attending school and has a lot of homework to do, she also has many duties in the home that she needs to take care of, and she also wants to spend time with her friends. When you talk to her about her household chores, she says she is too busy to do everything you have asked, and why you never asks her brothers to do things, such as fetching water or collecting woods. How would you handle the situation?
  - **Group 2 (fathers/caregivers):** Your daughter/girl is spending a lot of time with her friends and you are worried that they are not a good influence on her. You are worried that she may be talking to people who you think do not have the best intentions for your daughter. When you try to speak to her, she becomes defensive and does not want to talk about it. How would you handle this situation?
  - **Group 3 (husbands):** Recently your wife has become very distant and sometimes rude to you and the rest of the family. You have noticed a change in behavior if compared with when you got married. Sometimes, when you try to discuss certain issues with her, she becomes sensitive and not cooperative. How do you handle this situation?
3. Invite each group to present the scenario and their solutions. Try to recommend strategies that are aligned with the approaches of the toolkit. Ask other fathers/caregivers/husbands if they have alternative suggestions. (If fathers/caregivers/husbands suggest

harmful ways to dealing with the situation, for example punishing the girl by hitting, yelling, etc. ask them what the risks and benefits of responding in this way are).

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**DO:** Write on a flipchart some key words or symbols for the tips below - if you feel it helps:



**SAY:** Communication between fathers/caregivers and daughters/girls, as well as between husbands and young wives, is not always an easy task. However, there are some skills that we can use. Here are some tips to improve communication with young persons:

- Encourage them to **express their opinion:** even if you don't agree with them, make them feel that their opinion is being considered.
- Try to **be sensitive** towards the behaviors girls show: they are at a sensitive stage and some girls may find it hard to express themselves or deal with their feelings.
- Give them your **time and attention:** even if you have many children or you are busy with work, it is important to try and make time for your daughter or wife, especially during this stage in her life.
- **Allow them to be sad:** don't expect them to be always tough, encourage healthy expression of their emotions.
- **Praise them for the support** they bring to the family: if they assist with/conduct chores, make sure they realize how helpful it is for you.
- Be transparent about your **capacity and limitations:** they should know that some things are difficult for you or out of your hands. Give them facts and make them aware of the situation.
- **Be calm:** present your concerns calmly and in an empathic way.
- **Don't impose your opinions:** instead, ask them what they think should be done in a specific situation, invite them to find solutions on their own.
- Use **"I" statement:** use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments. For example, say: "I feel sad because I trusted you in this situation" instead of "You are bad for lying to me".



**ASK:**

- Do you have any questions about these suggestions?
- What can you do to remember and practice these tips?



**KEY MESSAGE:** Respecting our daughter/girl/wife's thoughts, feeling and views is important, even if she is still young. Approaching her with respect and care is what we call having "empathy".



**CLOSE THE SESSION:** Today we learnt how to improve our communication with our daughter/girl and how to be empathic towards her. Until we meet again, try simply to think of working to understand the situation from the perspective of our daughter/girl, seeing things with her eyes, hearing with her ears and feeling with her heart.

# PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

## 5. Being safe and free from violence

### Objectives:

- Discuss safety issues that women and girls face inside and outside their home
- Distinguish between the different form of violence that affect women and girls

### Activities:

- Understanding violence
- Never blaming a girl for a security issue

### Materials needed:

- Flipchart paper and markers.
- Signs for “code word”, “walk”, “time”

### Key Messages:

\* Girls should be explained about the different types of violence, so they are aware of what violence is. Sometimes it is possible that they are not aware if something is a type of violence or not.

\* It is never the fault of a girl if she survives an incident of violence.

**Note to the facilitator:** This session focuses on gender-based violence. It may not be easy to openly discuss this topic with men and some participants may feel uncomfortable. During this discussion, victim blaming may arise. If men express thoughts such as “sometimes women/girls ask for violence by misbehaving” make sure to ask what other caregivers think, to get a range of perspective, before telling them that violence is never justifiable.

Describing act of violence that happen outside the home is typically easier than sharing about violence that happens within the home. Talking about violence that one has committed is even harder. If caregivers share violence they have committed, they may seek to justify their actions or blame others. It is important to pay special attention to behaviors like minimizing, justifying or blaming the survivor.



**SAY:** Today session focuses on safety in the community. This is a sensitive topic. We know that the safety of our children/wives is our priority. We want to share thoughts and ideas to ensure that us, who are parents, caregivers, educators and husbands can support them in being safe and protected. Remember that this is a safe and confidential space. Feel at ease to share, and for any personal information or situation, we can have some time to discuss individually, at the end of the session.



### MEN'S CHAT:

- Do people talk to children and young people about safety in the community? What kind of things are they told?
- What kind of information should children receive about safety that they don't already

know? Who should give this information?

- Do we treat boys and girls differently when dealing with their safety?



**SAY:** Children should be told about existing risks that can threaten their safety. For example, parents can explain what is the difference between comfortable, uncomfortable and unwanted touches. (Use content contained in the sessions on safety for girls).

Protecting our children is important. However, sometimes people may think that protecting girls means keeping them inside the home and not allowing them to be involved in the community, to go to school, to make friends, etc. This can be harmful to a girl; it can cause the girl to be isolated and most importantly it may leave the girl with limited skills and information on how to navigate life and protect against existing risks.



**ASK:**

- What do you think are some specific safety risks and threats that men and boys face in the community or at home? (Risk physical assault, risk of recruitment from armed groups; risk of sexual violence – especially for boys)
- What do you think are some specific safety risks and threats that women and girls face in the community and at home? (Physical violence, such as hitting, pinching, slapping etc.; psychological violence, such as insulting, threatening, etc.; sexual violence, such as rape, sexual assault, etc.; denial of resources, such as depriving girls from education, excluding women from services, etc.).



**SAY:** Women, girls, boys can all experience harm, danger, treats or risks, but there are some safety issues that especially affect women and girls. These safety issues are types of violence that women and girls face because of their gender, i.e. because they are female. We will see in the next activity that this type of violence happens to women and girls because they may be perceived as weaker than men, and therefore men use their power over women and girls.

Sometimes men, women, boys and girls think this violence is normal, because it is something acceptable in the community and has been happening for a long time. People may not realize that it is considered violence. Sometimes, women may also be violent towards girls or have certain expectations because they also experienced the same thing (for example physical violence or child marriage, that are normalized with the idea that this is what happens in the community).





**SAY:** There are different types of violence that women and girls in particular face. You have been mentioning some, here are some others:

<b>Physical</b>	Bater; esmurrar; esbofetear; atirar-lhe coisas; puxar-lhe os cabelos; atirá-la ao chão; feri-la com paus/correntes/barras; trancá-la em casa; negligenciá-la; recusar-lhe cuidados e atenção médica; DO-lhe intervenções médicas sem o seu consentimento; suportar uma carga injusta de trabalho doméstico; castigá-la por ter envergonhado a família.
<b>(Hurts the body)</b>	Hitting; punching; slapping; throwing things at her; pulling hair; throwing her to the ground; hurting her with sticks/chains/bars; locking her in a house; neglecting her; withholding medical care and attention; giving her medical interventions without her consent; carrying unfair burden of household work; punishing her for bringing “shame” on a family.
<b>Emotional (hurt the feelings and self-esteem)</b>	Telling her she is stupid, ugly, useless; threatening her with abandonment; threatening her to get another wife; making her beg for essentials or money; telling her harmful things, like that no one cares about her, no one believe her, she is a bad mother; humiliating her; threatening to kill her or to hurt others (children, members of the family, etc.); making her afraid all the time; stopping her from seeing her family or friends; disregarding her privacy and dignity; using abusive language; telling her that violence is her fault.
<b>Economic (Controls access to money, property or resources)</b>	Taking control of her money; not supporting her or her children; denial of education or income-generating activities; denial of inheritance rights or property rights; excluding her from decisions about how to use resources; giving women jobs that are humble or below their potential, paying women less than men, refusing to employ women; withholding money and other resources; giving preference to other wives or children.
<b>Sexual (Controls sexuality)</b>	Any form of undesired sexual contact and rape. Rape is when a girl, a woman but also a boy or man is forced to have sex against their will, including penetration of any part of the body (mouth, vagina, anus) with a body part or an object. Other types of sexual violence include: attempted rape; sexual harassment; stalking, making comments about her body or sexuality; making someone watch or act out pornography; abusing women through sex work; forced nakedness; forced childbearing; selling or buying women and girls to/from others for sexual exploitation; child marriage; sexual activity with children; incest; refusing to allow her to use contraception; forcing a widow to remarry against her will.





**ASK:** How do we know if sexual contact is desired or not?



**SAY:** If someone says yes to something due to pressure or threats, this is undesired sexual contact.



**KEY MESSAGE:** Girls should be explained about the different types of violence, so they are aware of what violence is. Sometimes it is possible that children, including girls, are not aware if something is a type of violence or not.

  
 **SAY:** Now that we have discussed the different types of violence that happen especially to women and girls, let's take some time to think about why this violence happens.

**Activity 1 (Story and discussion): Understanding violence – approx. 30 min.**


1. Tell men that you will read them a story.

*Ivoldio was on his way to a village 10km away to discuss with some authorities the possibility for him to cultivate some land, when his bike hit a sharp object and his tire popped. He has to walk for half of the way and finally arrived at noon. He went directly to the municipality but the door was locked. A policeman told him the office was closed for the day. Ivoldio went to a repair shop to fix the tire. He had to pay 300 MZN, all what he had with him, so he could not eat or drink before coming back to the village. As he drove back home, he was caught in the rain. He slipped several times and nearly fell. When Ivoldio arrived home, he bathed, dressed and told his wife Beatrice to bring him food. She said she returned late from the market today because of the rain, so the food was not yet ready. Ivoldio yelled, called his wife useless and stupid. He told her to bring food immediately! Their daughter came home and Ivoldio asked her why she was late and not home to help her mother with the cooking. She explained she had to stay late at school to finish some work. Ivoldio slapped her and told her to get out of the room. He threatened to remove her from school if she was late again.*

2. Ask men to discuss in small groups the following questions:

- How Ivoldio felt during the day? Was that a good day or bad day for him? Why?
- How did he deal with those feelings?
- Why Ivoldio choose to act violently towards his wife and daughter? Was it because he was angry? If so, why he didn't become angry with the policeman or the repairman?
- What types of violence he used?

3. Ask the group to present their ideas in plenary, and recognize each contribution.

 **SAY:** Ivoldio's violence towards his wife and daughter was not about losing control of being angry. Rather, he made the choice to take out his emotions and demonstrate his power towards his family. He knows that being violent against his wife and daughter won't have consequences, whereas there will be if he is violent with authorities or with the repairman. Violence against women and girls is a choice, not the result of uncontrollable emotional urges.



#### ASK:

- How else could Eric have expressed his emotions throughout the day?
- How else could he have expressed them to his wife and daughter?



**SAY:** Feeling anger, frustration and powerlessness is normal, all of us experience those feelings. A healthy way to deal with those emotions is recognizing when we experience them and where they are coming from and express them without hurting or intimidating others. For example, Ivoldio could have chosen to talk about his frustration with his wife to vent. He could have found alternative ways to manage his emotions, such as going for a walk, taking deep breaths, doing physical activity or focusing on something else (i.e. helping a neighbor, etc.).



#### MEN'S CHAT:

- Do you agree that he could have found alternative ways to manage his emotions?
- What else could he have done?



**SAY:** Everyone is responsible for his or her own behavior; men do as much as women do. A violent response is never acceptable. No one can “make” another person be violent. As you have discussed, there are other ways for Ivoldio to express his frustration without being violent.



**KEY MESSAGE:** All forms of violence are harmful. Those who commit the violence are the ones responsible for their actions. Violence is a choice.

Let's now consider what happens when a girl experiences a type of violence. The next activity will help us discuss the support that we can provide.

## Activity 2 (Scenario): Never blaming a girl for a security issue! – Approx. 20 min

1. Explain that you will read a story and fathers/caregivers and husbands should think about how to respond in that specific situation:

*Julia was feeling unwell that morning, so she asked her father to remain at home, and not going with her to the field. A couple of hours later, her mother's cousin announced his presence, so Julia went to the patio of the house to see what he needed. He tried to grab Julia's arm and pushed her back inside the house. She was very scared but managed to run away. Julia thought of going to her aunt's house; her aunt was there. She greeted Julia and asked why she looked so upset. Julia told her aunt what happened. Julia's aunt started to shout at her, and told Julia that she was silly for staying at home alone and this was her fault. She said she would have told Julia's father that she lied about feeling unwell, and that Julia couldn't be trusted!"*

2. Ask fathers/caregivers and husbands what they think of the reaction from Julia's aunt; if they believe that Julia should be removed from school; if they think there could have been another way to handle the situation.



**KEY MESSAGE:** It is never the fault of a girl if she survives an incident of violence. The person who is perpetrating the act is responsible, since he took the decision to do this. We should make sure our daughters/girls feel supported in talking about something they experience, so we can make sure we can protect them if it happens again.



### MEN'S CHAT:

- What happens in the community if a child tells a parent/caregiver about a safety issue or incident that happened to them?
- Does it happen in the community that a child is at risk because of the behavior of "someone known", such as an uncle, a cousin or a neighbor?



**SAY:** Our children, both boys and girls, may suffer violence and we should be able to support them whenever they experience something bad. Also boys are at risk of sexual violence! Whenever they suffer an abuse, we should not judge them or make them feel guilty. Violence can come from our surroundings, from neighbors or even members of the family and extended family. We should be mindful of risks and inform our children in case they are approached inappropriately. We should be able as well to identify the signs of violence: for example when children are behaving in a different way, when they refuse to talk, when they say they are hurt somewhere or when they cry, scream or have nightmares. All these are signs that they may have been exposed to any incident or to violence.



**CLOSE THE SESSION:** Today we did an excellent job discussing some difficult situations, such as violence against women and girls. Knowing the causes and consequences of violence, as well as recalling the main types of harm that happens in our community and that unfortunately our girls may suffer, makes us prepared to spot risks and to protect younger people in our environment. We also have learnt that boys as well are at risk of violence, and that often the perpetrator is someone that girls and boys know. Will you remember that if your daughters or sons disclose they have been victims of some abuse, they should never be blamed? Even if some people may think that they did something wrong, it is important to remember that the perpetrator also has the choice not to abuse. Hence, he is the only one responsible for the abuse.

# PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

## 6. Child marriage and violence prevention

### Objectives:

- Raise awareness on some of the consequences of child marriage and how to prevent it
- Discuss the caregivers' role in keeping girls safe from violence in the community

### Activities:

- Marrying a girl off.
- Violence against girls in the community.

### Materials needed:

- Flipchart paper and markers.

### Key Messages:

\*Child marriage can deprive a girl from studying and getting an education. It can also expose a girl to excessive responsibilities and burden a girl is not ready for it.

\*Child marriage has though consequences on a girl's health, since her body is not ready for pregnancy. She can die of have fistula and also the baby can die.

\*Violence against women and girls is not a private matter; it is a public crime and should be prosecuted. There are things that we can do to prevent it.

**Note to the facilitator:** *As for the previous session, talking about child marriage and violence prevention may be sensitive for some participants. This can be especially challenging for groups where there are some husbands of adolescent girls, who married or are in union before the age of 19-20. The facilitator may want to divide fathers/caregivers from husbands for this session, keeping the full content for the first group, while shortening the session for husbands, to focus on the consequences of child marriage and especially early pregnancy, from a more response-oriented perspective.*



**SAY:** Today we are going to talk about marriage/union. We would like to discuss the definition of marriage/union within the community with you to find out your ideas and opinions on marriage/union and also to share some important information. We remember that this is a confidential space, where we do not want to judge anyone. We are here to learn how to better protect our girls, regardless of the conditions in which they are. I hope everyone will make an effort to keep this conversation productive and respectful today! Let's try!



### ASK:

- What do you think is a good age or a good time for a girl to get married? (Ask if for example after menstruation, or after initiation rites, etc.)
- Who normally makes the decision on marriage? Is it the girl, the father, the mother, or maybe a family leader or someone else in the family?

- Do you think this person should make this decision, or somebody else should decide?
- What are some of the reasons why a girl marries before 18?



**SAY:** Sometimes families decide to marry off their daughters/girls for financial security or hoping that a husband will be better able to protect them, especially in difficult conditions. While these intentions are understandable, it is very important to consider the long-term impact of such decisions for the girls, as well as to think if there are alternative strategies families could adopt instead, for financial security and protection.



**ASK:**

- If a girl gets married before 18, what could be the physical or emotional impact on her?
- What could happen to girls who get pregnant before 18?



**SAY:** Girls below 18 are not as developed as adults. Parts of their body are still growing, including the pelvis, which needs to be fully grown to be able to deliver a healthy baby. Pregnant adolescents face a significantly higher risk of dying in or after childbirth. If they survive the delivery of a baby then they most probably will suffer of obstetric fistula. This is a hole between the birth canal and the rectum, which may cause chronic incontinence and other painful consequences, such as infections, diseases, sores and infertility. Young girls are also at risk of delivering babies too early before the baby is ready to come out, which means the death of the baby.




**ASK:**


- For fathers/caregivers of unmarried girls: if your daughter/girl tells you that she wants to get married/be in a union, but you don't think she is ready, what are some of the things you can do to convince her?
- For fathers/caregivers of married girls and husbands: If you have daughters/girls who are already married, what are some of the things that you think they need support with, to ensure a safe and healthy married life?



**SAY:** If your daughter wants to get married/be in a union, thinking that she will gain freedom and have her own house this way, you can tell her that very often girls who get married at a young age may suffer from the separation from family and friends. You can also explain that married girls normally drop out from school and this may compromise their future and dreams.





 **KEY MESSAGE:** Child marriage can deprive a girl from studying and getting an education. It can also expose a girl to excessive responsibilities and burden, such as taking care of the house and bearing children.

The bride's price should not be a reason for parents to marry their daughters. Parents are the adults and need to find other and alternative mechanisms to find economic means for the family. Child brides are at higher risk of violence, abuse and exploitation, due to the unequal power relation. This will have major consequences on a girl's mental and physical wellbeing.



**ASK:**

- What do you think are other reasons why child marriage should be banned from our community? (It is a public crime)



**SAY:** (Assess if you would like to discuss openly that child marriage is a crime or not). Another very important reason why we should absolutely refrain from supporting any marriage of a girl below 19-20 years is that in Mozambique there is a law that criminalizes the marriage/union of a child. This means that if the family supports that, it can be judged and risks going to jail. Child marriage/union is a public crime, and those who support it can be prosecuted.

Now that we have discussed the basis of why child marriage is not good for girls and its impact on a girl's life, let's see how would you deal with a practical situation.

**ACTIVITY 1 (Scenario): Marrying a girl off – approx. 20 min**

1. Tell mothers/caregivers that you will read a story and ask them how they would deal with this situation:

*Frederico lives in a community like ours. He has three children and recently lost his job. His wife earns some money by tailoring, but it is not enough to support the family. The family is trying their best, and Frederico and his wife are determined to keep their children in school. But the situation is so difficult that they decide to remove their eldest daughter from school. Frederico thinks that maybe it is better that his daughter gets married. This will reduce the financial burden on the family, and Frederico believes that is better to have someone else responsible for her. He loves his daughter very much and wants the best for her. Frederico's daughter is 14 years old. He comes to you for advice on what to do.*

2. Ask the men to imagine that Frederico asked for their advice. What would they say?

3. Acknowledge the ideas and suggestions from fathers/caregivers. Then invite them to think that they should:
- Have asked Frederico to think about the pros and cons of the decision to get her daughter married;
  - Have encouraged Frederico to think about alternative strategies before marrying her daughter;
  - Have recalled that even if parents believe that the bride's price will help them to solve some financial issues, oftentimes it happens that girls who are married get pregnant soon and if the husband sends them back to the family, the family will have to take care of both the daughter and her baby. This means that it is not an economically good decision to marry a daughter early.
  - Have invited Frederico to think how else to seek support, for example with social services.
  - Have encouraged Frederico to reconsider his decision to remove his daughter from school.
- 



#### **MEN'S CHAT:**

- What do you think about the information on child marriage that we have presented? Is any of the information new to you or did you have it already?
- Is easy or difficult to discuss this among fathers/caregivers?
- Who else should we reach with this information in the community?



**SAY:** We have discussed how we can help protect our daughters/girls/wives in the family, and how we can empower them to manage their own safety, for example informing them about the different types of violence and that the perpetrator is normally somebody we know, such as a neighbor or a family member. We also mentioned that families who marry off their daughters because of the bride's price should find alternatives to generate some income. There is a last thing I would like to discuss today and it is our role in keeping girls safe in the wider community. This is important because there are types of violence that takes place outside the home, and we need to engage with the wider community in order to keep girls safe. Let's consider how, through the next activity.

## Activity 2 (True/False): Violence against girls in the community - approx. 20 min.

1. Explain that you are going to read some statements. After each sentence, they should think whether the statement is helpful or harmful in preventing violence against girls. If they feel the statement is helpful, they will clap their hands. If they feel the statement is harmful, they won't. (You can help the group to talk out their thoughts and arrive at a decision).
  - A neighbor ignores a fight between a man and his adolescent wife that is taking place in the street in front of his house. (Harmful)
  - Boys in the community come together to raise awareness about safety issues in their community. (Helpful)
  - A teacher avoids asking a girl who comes to her classes every day with bruises if she needs help, because she wants to respect the privacy of the family. (Harmful)
  - A matrona during an initiation rite tells the girls that they are now ready for marriage and to have sexual relations. (Harmful)
  - A community leader finds out that a group of boys are constantly harassing girls on the way back from school and remains silent. (Harmful)
  - A caregiver talks to the School Principal about the concerns he has, since girls are treated badly in school. (Helpful)



### MEN'S CHAT:

- Do you feel that it is easy for men in your community to take such actions?
- What could make it easier for men to be able to take more actions?



**KEY MESSAGE:** Violence against women and girls is not a private matter. Even if the community thinks that it is a family matter and that it should be dealt within the family, it is our responsibility to protect our daughters/girls against violence. In Mozambique this violence is a public crime and everybody could and should denounce. For reporting and assistance, there is a free of charge hotline, called Linhea Fala Crianca. Whoever calls, will receive help and guidance.



**SAY:** There are many things that we can do to support girls. I know this may be challenging for some of us. But remember, even though we may not be able to solve this issue alone, or we feel we don't have power to deal with this situation, we all have some level of power, and

there are things that we can do to ensure girls are safer in our community.



**ASK:**

- Do you have any other idea of what can be done at community level to keep the girls safe?
- Who can support parents and husbands to keep their daughters/girls/wives safe?



**CLOSE THE SESSION:** Congratulations for your ideas! There are some things that we can do to prevent violence. Before next session, please discuss your ideas with your daughter/girl/wife and get her feedback. If you feel it is safe to do so, you can also discuss with your male friends or other male members within your family.

# PROGRAMME FOR FATHERS/MALE CAREGIVERS AND HUSBANDS

## 7. Moving Forward

### Objectives:

- Develop an action plan to ensure the safety of adolescent girls in the community.
- Reflect on their learning from the sessions.

### Activities:

- Working together to keep our girls safe
- The changes that I see

### Materials needed:

- Certificates, pens, paper, flipchart, colored pens, etc.
- Snacks and drinks – if possible.

### Key Messages:

\*Fathers/male caregivers and husbands can work together to keep their daughters/girls/wives safe in the community.

\*Sharing positive examples of better relationships with daughters/girls/wife can encourage others to also change.

**Note to the facilitator:** This session is the last one of the fathers/male caregivers/husband program and is meant to discuss concrete ways forward to support their daughters/girls/wife to stay safe in the community. However, whenever you consider that the group is not ready, present or dynamic enough to step in and propose some common plans, you can change the format of this session, and merge your male participants to the final event with girls and mothers/female caregivers. In this way, fathers/male caregivers/husbands can still be invited to think about the change that they can bring in the community, but you can conduct the activities of this session in a lighter way and in more festive environment.




**SAY:** Welcome to this last session of our fathers/caregivers/husband programme! Today we want to think about our commitments to the adolescent girls we care for and also girls more broadly in our community. We want to talk about how to support each other as we move forward with our plans to keep girls safe and happy in our community.




### ASK:

- Do any of you would like to share some information that stood out from the last session?
- Did any of you manage to ask her daughter/girl/wife or anyone else in the family or community about their ideas to keep girls safe in the community?



**SAY:** Based on the feedback received, we will try to build a plan, through the next activity!




**DO:** Draw on a flipchart the plan below, with symbols for each section: “Activity” can be a question mark; “Who is involved” can be the symbol of persons; “When should this be done” can be a clock; “What do we need to make this happens” you can draw some tools/materials.

**Activity 1 (Plan): Working together to keep out girls safe- approx. 20 min.**

1. Split participants into three groups.
2. Ask participants to join their ideas to keep girls safe and happy in order to have one plan of action that potentially can be implemented. They can use the template/scheme that you draw on the flipchart:

Activity	Participants	Timeframe	Resources
<i>What needs to happen?</i>	<i>Who is involved?</i>	<i>When should this be done?</i>	<i>What do we need to make this happens?</i>

3. Explain to them that they can think about:
  - How to reduce the risk of girls suffering violence in the community?
  - What to do to ensure protection at home and in the neighborhood?
  - How they are going to help girls achieve their dreams and goals?
  - How they will change their attitudes towards girls to make them more equitable?
  - How they will try to ensure girls have access to the same opportunities as boys?
4. Ask each group to present their plans in plenary and congratulate the groups for their inputs.



**ASK:**

- Did you include girls in your plans? If not, how can you ensure that they are consulted, participate in the main actions and are at the center of our plan?



**SAY:** The plans that you have prepared are a very important and concrete step to improve the life in your community. Now it is up to you if you would like to choose one person responsible to lead the plan or if you would like to present it to local authorities for example. Just for you to know, within the Girls' group, your daughters/girls/wives are as well discussing important ideas to stay safe and protect against any harm that may happen against them. They are presenting their ideas with some project/final event: stay tuned and see how you can support them/merge your plans.

As today is our last session we also want to reflect on the changes we have experienced since we started participating in these sessions.

**ASK:**



- Have you had the opportunity to spend more quality time with your daughter/girl/wife?
- Do you think it is important to make time for each other?
- How can fathers/caregivers and daughters/girls work on improving their relationship – for example communicating better among each other, recognizing the rights and space of each and everyone?

**SAY:** Let's do something fun and creative to summarize our experiences and improvements!



**Activity 2 (Art or Drama): The changes that I see- approx. 30 min.**

1. Split participants in three groups and ask them to summarize their experience with the sessions they have just completed in any way they like.
2. Explain that this can be through a song, drama, a piece of art, a poem, etc. (You can provide some examples, using existing materials that featured topics such as child marriage or early pregnancy prevention etc.). Some aspects they may want to consider are as follows:
  - Have you started changing some behavior in the family?
  - Did you try to help more with household chores?
  - Did the time you spend with your daughter/girls/wife changed?
  - Do you talk more with your daughter/girl/wife?
  - How do you feel in general about your family environment?



- What are your ideas to help girls achieve their dreams and goals?

3. Ask each group to present in plenary and congratulate everyone for their creative inputs!

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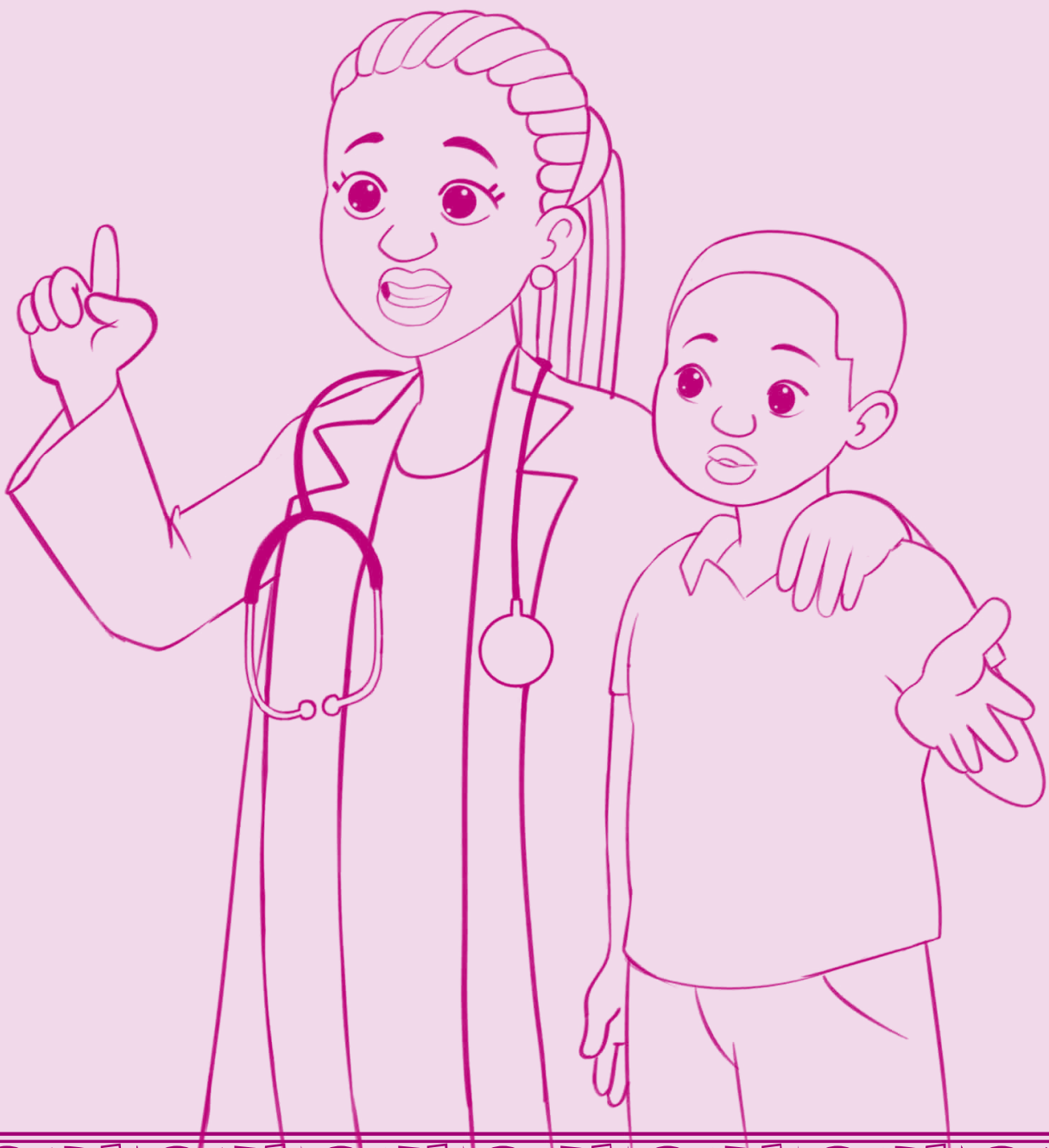


**SAY:** When you share the positive benefits you have experienced with your friends, community members or even community leaders, these positive examples can encourage change and are likely to inspire others to support adolescent girls too.



**CLOSE THE SESSION:** This is the end of our programme for fathers, male caregivers and husbands! We hope you have enjoyed our time together, and most importantly received useful information to keep supporting your daughters/girls/wives!

# SESSIONS FOR PEER BOYS IN THE COMMUNITIES WHERE THE AG INTERVENTION TAKES PLACE



## 7.5. Sessions for Peer Boys in the Communities where the AG Intervention takes place

# PROGRAMME FOR BOYS

## 1. Gender roles and masculinities

### Objectives:

- To understand the difference between “sex” and “gender”.
- To discuss attitudes and perceptions on what it means to be a boy or a girl in the community.
- To explore how dominant masculinities can be detrimental to boys.

### Activities:

- Activity 1: Howdy, howdy
- Activity 2: Sex or Gender?
- Activity 3: Acting like a girl, acting like a boy
- Activity 4: The male box

### Materials needed:

- Flipchart paper and markers; post-it
- Two papers, with symbols for “boy” and “girl”

### Key Messages:

\*“Sex” refers to biological differences between male and female.

\*“Gender” indicates shared ideas and expectations about being women and men.

\*Throughout their lives, boys and girls receive messages from family, community and society about what they should do to act as men or as women, respectively.

**Note to the facilitator:** These sessions are for boys aged 12-17, who live in the community where the adolescent girls intervention takes place. The main objective of the sessions is to share key messages on good relationships with girls and to discuss aspects related to their masculinity. The content of this first session is pretty simple and straightforward and doesn't require adaptation, however the facilitator should adopt a sensitive approach in the delivery, since boys may be shy, and take some time to discuss topics that may be considered taboo in the community. The facilitator should focus on building trust with them, taking the time it requires and including fun activities that can help building a good and relaxed environment.



**SAY:** Welcome to this Boys' Group! My name is "...", I work for "...", and I will be the facilitator for these five meetings that we are going to have. I am very excited to meet you all and start this process with you! We have gathered you today because we have some important information to share and discuss among boys, which we hope can be useful for your life in this community. Every session will be different, but we will mostly talk about how you see yourself as boys, how do you interact with friends and with other girls in the community and what are some things that you can do to be safe and happy in your relationships. You are going to see that we will have very interesting conversations here!

As we have explained, we would like to meet with you on “day” at “time” in this safe space along five weeks. Here we can talk confidentially and enjoy our time together. We will need a few rules for our time together: for example, we should respect each other's opinion; we

need to come to the session and be on time; we should make the most to participate actively and be kind with each other; we also need not to share further sensitive information that is discussed here. I hope this is ok for you? (Get agreement; ask for other rules). Well, are you ready to start the session? Let's introduce each other to become soon good friends!

### Activity 1 (Game): Howdy, howdy - approx. 15 min.

1. Ask participants to stand in a circle and choose one boy to start walking around the outside of the circle.
2. Explain that the boy will tap someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They introduce each other saying their name, where they are from, their age and then greet each other in their own language.
3. Explain that after the greetings are completed, the two boys will 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.
4. When the game is over, invite the boys to repeat their names (as to help them memorize them).



**DO:** Draw some symbols/figures of a boy and a girl on a flipchart.



**SAY:** Now that we have introduced each other, tell me what is this that you see on the flipchart (a boy and a girl). When they are born, baby boys and baby girls do the same: they eat, they cry and they sleep. As soon as they become older, some babies may laugh or be active more than other, but this is not because they are boys or girls. Babies still don't know how to behave as a boy or as a girl.



**ASK:** However, baby boys and baby girls have some physical differences, can you tell me which they are? (Boys have penis and girls have vaginas. Mark the genital areas on the figures)



**SAY:** Baby boys and baby girls have different genital organs, and those define the sex of the baby, meaning if he is a male or she is a female. The sex doesn't define how to behave; this is done by the society, the community they live in, the family that teaches them, the norms that they progressively learn, the behaviors that they are exposed to.



**ASK:** Do you know – other than “sex” that defines the biological characteristics, how it is called that other thing that defines instead how to behave as a boy or as a girl? (Gender)



**SAY:** “Gender” refers to all roles and responsibilities that are attributed to being male or female in a given contexts. Gender is a “social construct”, meaning that depends on the society, the culture and the relationships between people in a given place. Social constructs changes over time, in fact the representation of “being a man” or “being a woman” changed a lot in the centuries. Also where people are born determine that: boys and girls in different places learn what rules, rights, responsibilities exist in relation to being a boy, a girl and later a man or a woman. These rules and expectations may seem natural and normal from one’s perspective, but you may discover that there is difference from one place to another. For example, in some countries, men stay home to take care of their children while women go to the office to work. In some culture, dancing is especially for girls, while in other it is a way for boys to show that they are cool and strong. In some context, men can wear a skirt and women trousers, while in other this looks like strange.



**ASK:**

- If a boy sweeps the floor, is he now a girl? If a girl drives a motorbike, is she now a boy?
- What do you think about these social norms that are imposed to boys and girls?



**SAY:** If a brother wears a dress of his sister, you may think that this is fun! That happens because you were told what girls should wear and what boys should wear. This is what we call “gender expectations”, the different things we should do to show that we are boys or girls. Let’s discuss a bit more the difference between “sex” and “gender” through the next activity!

### Activity 2 (Quiz): Sex or Gender? – Approx. 15 min.

1. Explain to the boys that you are going to read a list of things about girls and women and boys and men.
2. Ask participants to scream “Sex!” if they believe the sentence is related to sex, or “Gender!” if they believe it is related to gender.
3. Read the sentences one by one, and correct the boys if they propose the incorrect word, helping them with sentences such as: “Is this related to the body or the biology?”, “Is this something he/she acquired from birth?”, “Is this something that we think boys or girls should do?”:
  - Girls have menstruation, boys don’t (Sex)

- Men are good to speak in public, women do not (Gender)
- Boys are generally taller than women (Sex)
- Girls are affectionate and boys are brutal (Gender)
- Boys use trousers, girls use dresses (Gender)
- Women can breastfeed their babies, men cannot (Sex)
- Women take care of people when they are sick (Gender)
- Girls wash the clothes, boys do not (Gender)
- Boys can become engineers, girls cannot (Gender)
- Women can be pregnant, men cannot (Sex)
- Boys deserve to attend school, girls do not (Gender)



**SAY:** You did a great job defining what is about “sex” and what is about “gender”. These concepts can be tricky, especially if it is the first time you hear about them. Let’s explore a little bit more what gender expectations are about through the next activity.



**DO:** Prepare two papers, write or draw symbols for “Boy” on one and for “Girl” on another. Place them in opposite corners of the room/space.

### Activity 3 (Exercise): Acting like a girl, acting like a boy - approx. 20 min.

1. Ask the boys to stand and walk around the room/space.
2. Explain that you will read some words and everyone will have to choose if the word better describe a boy or a girl, and move towards the respective sign.
3. Invite the boys not to think too much, and just move quickly. Then read one by one:

Leadership	Steal	Asking sex	Taking care of others
Education	Authority	Money	Strength
Doctor	Power	Work	Cleaning
Intelligence	Cooking	Beauty	Traveling
Family decision	Love	Violence	Dancing
Weakness	Sport	Taking care of kids	Sensitivity

4. Hold quick, short discussion after each movement, mostly letting the boys observe their movements or justifying their choices.
- 



**ASK:**

- What have in common the words that you choose to describe girls? (Weakness, lack of power, caring for others, submission, tasks to conduct at home, etc.)
- What have in common the words that you choose to describe boys? (Strength, power, dynamism, tasks to conduct outside the home, etc.)
- From where do you think we learnt about what corresponds to boys and what corresponds to girls? (Family, community, places of socialization, society, etc.)
- Do you think that these attributes – which are called “gender stereotypes” – are always true? (They aren’t)



**SAY:** The way society defines these gender roles and stereotypes, has a major impact on the lives of boys and girls. Practice shows that girls often end up taking secondary positions everywhere, in the house, in the school, in the community, precisely because socially constructed expectations about their role put them in a position of vulnerability and inferiority. Gender roles are though for boys as well, because they may coerce their nature and limit their freedom of expression. Let’s see how this happens in the practice, through the next activity.



**DO:** Draw a box on a flipchart and explain this is the Male Box.

**Activity 3 (Brainstorming and Discussion): The Male Box – approx. 30 min.**

1. Ask participants what are the messages that are said to boys (and men) when they are told to act like men.
2. Invite them to think of the messages that they receive from society, the things that their parents, friends, members of the community tell them they should do or not do, regardless if these are true or not.
3. Write key words or draw symbols for the things suggested inside the box. (For example, participants may mention: to be the head of the class; to be the boss of the wife and children; to get your wife pregnant; to have many children; to make yourself respect using violence, if needed; not to cry; not to show your emotion; to show that you have money, etc.).



4. Ask participants if these things look like familiar, if they feel pressured to fit in the box and if they can provide some additional examples of what they are told to do. Open a discussion on how they feel in relation to that.
- 



### MEN'S CHAT:

- What are the advantages for boys to follow these rules and requests from your community? (Feeling of being respected at school, in the community, etc.; being acknowledged or recognized as being “though”; “believing one is more attractive to women”; being considered successful)
- Is it easy or difficult to fit in the box?
- What happens to boys in the community when they do not fit in the box? (They are isolated, called a girl/woman, seen by the community as being sick, told they won't be respected by their wife/daughter/colleagues, etc.).



**KEY MESSAGE:** Boys who “stay in the box” are often perceived to be “better” or “more respected”. When a boy or a man does not conform to these social expectations, there can be consequences. In fact, boys are somehow trained to align to these dominant ways of being a man, that is called “masculinity”, from a young age, and from all places of socialization, such as the school, sometimes the religious places, the sport environments, the places for leisure activities (such as movies, etc). Community rewards behaviors that conform to this model, and punishes behaviors that do not.



### ASK:

- Do girls experience the same?
- What are the things that are said to girls instead to act like a woman?
- What would you put in the female box?



**SAY:** Girls are generally requested to be passive and quiet in our community. They should be sexy, but not too sexy, isn't it? They should be smart, but not too smart. They should get married, satisfy their husband, produce children and don't complain. Women and girls are expected to take care of the house, the children, the sick persons.



**ASK:** Thinking to what is asked to boys in this community, do you think there can be some advantages to be different and not to comply with some of the requests to behave in a certain way that come from the community?



**SAY:** Gender roles can hurt boys and girls. For example, when boys are asked not to cry when they are sad, upset or angry, because this makes them appear weak, they cannot express their emotions in a healthy way. It is normal for all people to cry – crying doesn't make anyone weak, it is a normal reaction of our body to sadness.

Boys and men who are able to leave those behaviors that are imposed to them and that can make them feel uncomfortable or limit them, can gain a lot:

- They can show respect and affection to friends and colleagues;
- They can establish more equalitarian relationship with their wives;
- They can enjoy stronger emotional linkages with their children;
- They can experience less stress and pressure;
- They can become freer to be themselves;
- They gain happier and stronger family, when also women and children can act on more equalitarian grounds.



**ASK:** And now, before we conclude this session, I want to ask you a last question:

- Do any of you have some example of a boy or man in the community that has been able to leave the male box and adopt different behaviors? How did they do?



**CLOSE THE SESSION:** Well done boys, we discussed a lot of very important things today! Before next session, keep thinking about what are these gender roles that impact your life and if you feel that something should be different. We will have more time to discuss all this along the next session!

# PROGRAMME FOR BOYS

## 2. Power in Relationships

### Objectives:

- Discuss the existence of power in relationships.
- Understand which factors influence how much power people have

### Activities:

- Activity 1: Persons and things
- Activity 2: Feeling good with your girlfriend

### Materials needed:

- Flipchart paper and markers; post-it
- (If possible) little papers with characters – activity 2

### Key Messages:

\*People can exert power over others. Power is not fixed, has many faces and meanings.

\*Power exists in relations with others. Boys can make changes on how power is shared in their lives.

**Note to the facilitator:** This session discusses the concept of “power” and helps boys to reflect how it is shared and experienced by different persons. During this session, participants may state that men need to have power against women. If that happens, invite other participants to express if they agree or not, and emphasize the need to work together, men and women, to build happiness, wellbeing and sharing of power within the families and the community.



**SAY:** I am very happy to see you again today! I am curious to know if you have been thinking about what we discussed last time and if you have any comment or question...(Give space for the boys to express). Today we are to discuss something related to the concept of gender that we introduced last session, and it is the concept of “power”. When we talked about the male box, we said that it contained the idea of boys and men being powerful; today we will see what it means into more details. Let’s start with an activity!

### Activity 1 (Game): Persons and things – approx. 20 min

1. Divide the participants into two groups and have the groups form two lines facing each other with an imaginary boundary. Each side should have the same number of participants and each participant should have a partner.
2. Tell one group that they are “persons”: they can think, feel and make decisions. They can tell the “things” what to do.
3. Tell the other group that they are “things”: they cannot think, feel or make decisions. They have to do what the “persons” tell them to do. If they have to move or do something, they have to ask for permission.

4. Ask each participant in the “persons” group to order to the respective participant in the “things” group to do a kind of activity. They will have few minutes to do the action.
  5. Finally have the participants going back to their place and ask:
    - To the “things”: how did the “persons” treat you? How did you feel? Why? Would you have liked to be treated differently?
    - To the “persons”: how did you treat your “things”? How did you feel to treat someone as an object?
    - Why did the “things” obey the instructions given by the person?
    - Can you think of relationships in our daily lives where someone treats another person like a thing? Who? And why?
- 



**SAY:** This activity showed us that there are many situations and relationships in which one person might have power over another. Because of the rules and behaviors that are accepted in the community and society – as we discussed in our first session – oftentimes boys and men have power over girls and women. For example, boys can easily talk in public, while girls should remain silent and cannot express their opinions. Boys preferred to pursue education while girls are not. Boys can show their body, girls should cover. Boys can tell to their girlfriends in a relationship what to do and what not to do, while girls cannot.



**ASK:**

- Have you ever thought how girls and women feel? Would they feel oppressed, or treated like objects in some of their relationships?



**KEY MESSAGE:** Power, however, constantly changes depending of the context, the situation and the perspective. All of us can experience situations and relationships in which we have power, and situations and relationships in which we do not have power.



**ASK:**

- Can you think of some examples in which you were powerless? (For example, boys and men may feel powerless in front of law enforcement or when there is corruption)
- What are the feelings of “having power”? (Being knowledgeable, respected, strong and happy, being in control or being brave)
- What feeling “helpless” or “without power” is about? (Not having control, being insecure, weak, small, sad or unwanted)



**SAY:** We often feel in control and have a positive attitude when we feel powerful and have negative feelings when we feel powerless. Sometimes we have power as individuals, but other times we have power (economic, political, social) that comes from belonging to a more powerful group in society. For example, a woman may feel empowered when she is disciplining her child, but as a group, women often lack economic, social and political power.

A poor man may feel more powerful in relation to his wife, but he may feel powerless in relation to wealthier and more respected men. Let's do another activity to see what elements influence how much power people have in society and in our community.

**Activity 2 (Exercise): Power walk – approx. 20 min**

1. Ask participants to stand in a line. Go to each participant and whisper a character they will have to take the role of (if participants can read write them down in small papers and distribute them). Characters can be as follow (create others if need be):

The President	A 9 year old boy living with his two biological parents	An 11 year old girl living on the streets of the capital city	A 35 year old male teacher	A 60 year old woman in a conflict affected area
A 14 year old girl working in a bar at night	An 8 year old girl who sells tissues to restaurant customers at night	A two year old girl living with her step father and step siblings	A doctor	A member of the national army
A social worker	A member of the national army	A 12 year old deaf girl left in a care home every day	A policeman	A 28 year old woman who lives with her husband, children & parents

2. Ask participants to think for a few moments about what it would be like to be the character they have been given. What would the character's day look like?
3. Tell them that you are going to read some statements, and if they feel the statement applies to their character, they will have to move forward one step. If it doesn't, they should stay where they are.
4. Read the following statement one at a time and ask participants to silently move if they think they should (if they are unsure, they can ask for help):
  - I have had or will have opportunities to complete my education.
  - I don't have to worry about where my next meal will come from.
  - I can earn enough money to make a good life for myself.
  - I could find a new job easily.
  - I can go to the police and not be worried about being treated with violence.

- I can determine when and how many children I will have.
  - If I have a health problem, I can get the help I need right away.
  - I can leave my partner if he or she threatens my safety.
  - I can travel around my area safely.
  - If I want to use a condom, my partner will listen to me.
  - Most members of my community respect me.
  - I can walk down a street at night and not worry about being raped.
5. When you finish with all the statement, ask participants to observe who is in front and who is behind, and to read their roles out loud.
6. Finally have the participants going back to their place and ask:
- How does age, gender, social class impact how much power people have?
  - What would need to happen in our society and in our community to have fewer differences in power and finally benefits/advantages?
- 



**SAY:** Power depends on several factors, such as how old a person is, if s/he is female or male, if s/he rich, what is her/his profession, if s/he has a disability, etc. Depending of these factors, life can be easy, there could be advantages and privilege; or it can be difficult, and people experiences oppression and suffering.



#### **MEN'S CHAT:**

- Who hold power in your community? Who doesn't?
- How the power that men hold in the community affects negatively women?
- Is there a difference in the way how men use power and how women use it?
- How is power used to control things like money, territory and other resources?



**SAY:** Power has many faces and meanings. In and of itself, power is neutral. Power exists in relation to other people. Power is not something we always have with us; we face situations where we have more or less power. Sometimes we use this power in a way that is harmful for those around us; sometimes others use their power over us. However, each and every one of us has the ability to use power in a positive way and that is what we want to discuss here, as boys in this community.



**ASK:** Any idea of how boys can make changes in how power is shared in your community? What about your relationships?



**SAY:** I will give you an example of decisions that depends on the use of power, telling you the story of a 16 years old girl, called Carlota.

*Carlota lives in a village with her family and she is going to get married with a man who has 10 years more than her, who lives in another village, 5 km away. Carlota knows that the man already had some girlfriends, but told her that he chose her to marry. He is going to come to the village again and pay the bride price, including a bicycle for her dad and some cloths for her mum. She is unsure if she wants to marry the man, but this is not her decision. When someone asks her about the wedding, she smiles, but in reality she feels sad and very scared. Carlota loves studying and would like to be a teacher one day. She knows that when she will get married, she will have to leave the school and surely she will get pregnant. When Carlota asks her mother and father if they can postpone the wedding, they say: "What possibility do we have? There is no job and we do not have money to support you. If you don't get married now, people in the community will think there is something bad with you and your family. So behave well and listen to your parents".*

I am sure that this story is similar to many stories of child marriage that you hear in the community. But let's look at different dimensions of power.



**ASK:**

- Why the future husband of Carlota wants to get married with her? How this is related with the Male Box?
- What are the consequence of early marriage on Carlota's dreams and hopes for the future?
- What did Charlotte's parents mean when they said, "If you don't get married now, people will think there is something wrong with you and your family"? Do you think Charlotte's parents also felt powerless? Why?



**SAY:** Behind Carlota's story – as much as every story of child marriage – there is the reality of men holding the power to choose a younger woman, who they can sometimes use as a "sexual thing" or control better. There is also the lack of power of girls, who cannot choose about their lives and should give up on their dreams and ambitions. There is finally the disempowerment of the families that accept that girls are seen as having less value since they are not expected to contribute income to the family as boys do. All this is about power, the power of men to decide, and the lack of power of girls, who should obey. To end with child marriage, gender norms and power relationships should change.

Boys – for example – can change their mind and decide to give up the power to choose a younger girl who doesn't want to marry them, and defend this in front of the community.





**ASK:** What else do you think boys can do to contribute to ending child marriage?



**SAY:** Boys should consider girls as partners/friends and not as “objects” or “things”. Boys can share tasks with their girlfriends, treat them well and respect their wishes.



**CLOSE THE SESSION:** Giving up power is never an easy task, for anyone. But we should start from somewhere! Before next session, maybe you may want to discuss this within your family, with someone you trust and ask what are the small changes that you can do end the negative effects of holding power.

# PROGRAMME FOR BOYS

## 3. Healthy and unhealthy relationships

### Objectives:

- Describe the qualities of a healthy relationship.
- Describe the characteristics of a unhealthy relationship.
- Discuss when to start sexual activity.

### Activities:

- Activity 1: What is love?
- Activity 2: Feeling good with your girlfriend

### Materials needed:

- Flipchart paper and markers; post-it

### Key Messages:

\*Healthy relationships are those where partners feel good with each other, are treated with respect and support each other.

\* The decision to start a sexual life is a very personal one.

**Note to the facilitator:** This session explores healthy and unhealthy relationships, including romantic ones. Not all boys may know all what happens in intimate relationships, but it is expected that boys over 12 y.o. know what are sexual intercourses. Hence it will be opportune to double check that before the session, and adjust depending on the knowledge the boys have. Whenever boys need explanations on what sex is about, the facilitator should openly discuss it and provide clarifications. For the session, it is important to keep the spectrum of relationship broad, to cover not only intimate relationship but also other power relationship (i.e. with a teacher, older peer, a work boss, etc.).



**SAY:** I am very happy to see you again today! I am curious to know if you have been thinking about what we discussed last time and if you have any comment or question...(Give space for the boys to express). Today we are going to talk about relationships, another interesting topic!



### ASK:

- Do any of you know someone who has a girlfriend or is married? Someone who likes another person, more than a friendship? - I do not want to know who is the person, just raise your hands if you do!
- Do boys and girls you know “date”? What do people think about “dating”?
- How do people show that they like each other in a romantic way?



**SAY:** It is normal that boys and girls your age get interested in each other in a romantic way. During adolescences boys start developing feeling for other peers – generally other girls, but sometimes also boys, people of the same sex. I remember that I liked a girl called (...)

when I was 14 years old. I still remember the day that I realized I was feeling well when she was around me, that was why I liked her. But sometimes, these relationships can also be confusing.



**ASK:** Before considering what specifically happens in a romantic relationship:

- Can anyone tell me what are the ingredients of a good and healthy relationship? (Friends are honest with each other; they help and support each other; they share time and experiences and have fun together!)
- Let's think of friendship for example or brotherhood...what are the things that make you feel good with your friend or with a brother?



**SAY:** A healthy relationship is like if it is a healthy friendship, where both persons feel good with each other, are treated with respect and support each other. Sometimes however things are different. Let's see how through a story for a boy and a girl your age.



**DO:** Ask the boys to pick some stones in the environment. Each boy should pick 5 or 6 stones for example. Then mark a circle on the floor or draw the figure of a girl and place it on the floor.

### Activity 1 (Story): What is love? – Approx. 20 min

1. Explain to the boys that you are going to do an activity where they have to use their imagination. They have to imagine that each of them is the boy in the story.
2. They have to listen to the story and every time the boy has not been kind with his friend, they have to through a little stone in the circle or to the drawing.
3. Ask the boys to stand in different parts of the room/space and start reading the story very slowly:

*Regina and Paulo have been engaged for about a year. Paulo is finishing secondary education and Regina helps her aunt with a small restaurant. Everyday he pretends her to bring him food when he is back from school, and if she arrives late, he tells her that she is stupid to make him wait. If she has any stain on her clothes because of the work in the kitchen, he says that she is dirty and ugly. Sometimes, Paulo says to his male friends that other girls from the community are more beautiful than Regina – and once she was there and listened to him. It seems he doesn't care about her feelings. Whenever Regina talks with other boys at the restaurant, Paulo gets angry, and says that when they will be married, he will find a way for her to stop that. Paulo also repeats to her that she is lucky to be with him, because he goes to school and is smarter than her. A few time, he also added that all boys are more intelligent than girls.*

4. When you finish the story, ask the boys to give a look to the floor and how many stones were thrown in the circle or to the drawing.



**ASK:**

- How did you feel when you were throwing the stones to the circle?
- Do you think that Paulo and Regina are in a healthy relationship?
- What are the qualities of a partner in a healthy relationship? Being honest, respectful, kind, not being violent or judgmental, being trustworthy.
- Why do you think that Paulo behaved in this way?



**SAY:** Paulo behaved in this way because he thought it was good to use/show his power against Regina. Possibly, he saw his father/other men in the community doing the same. He learnt that women should serve their husbands/partners. He listened from other boys saying that girls are stupid. He believed that showing interested for different girls or being jealous is normal in a relationship. He was convinced that using violence is needed to obtain respect in a relationship. But still, he decided how to behave with his girlfriend.



**ASK:**

- Let's now focus on Regina: how do you think she feel in the relationship?
- Is Paulo's behavior needed? Is it fair for Regina?

Now let's try to build a better end for Regina and Paulo's relationship!

## ACTIVITY 2 (Group work): Feeling good with your girlfriend - approx. 20 min

1. Divide the boys into small groups and ask them to think about what should change in this relationship. Ask them to think:
  - Should Regina talk to Paulo to let him know she is not comfortable with his behavior?
  - How Paula can treat Regina differently?
2. Give the group 10 minutes to discuss. Then have the groups present their ideas to the rest of the girls. You can ask the groups to role-play their ideas, if this is more fun!
3. Clarify any doubt and give them your take (see also explanation below).



**KEY MESSAGE:** A boy and a girl who are in a relationship should respect each other - not insult each other. They should support each other's wishes and dreams.

Regina and Paulo are experiencing an unhealthy relationship. Unhealthy relationships are the opposite of healthy relationships. Let's conclude this rich discussion by considering the differences between the two.



**DO:** Write on a flipchart or draw a symbol for each sentence and read them loud.

Healthy Relationship	Unhealthy Relationship
Both people treat each other with respect	Disrespectful behaviors
Respecting each other decisions	Making decisions for the other person
Polite language	Calling someone "names", insulting, blaming
Helping the person in case of need	Forcing someone to do something they don't want to do
Being loyal and transparent	Lying or cheating



**ASK:** Now before concluding our session I want to ask you something else:

- When do you think a boy and a girl should start having sexual relationships?



**SAY:** Sex is something that can be considered both in healthy and unhealthy relationship. But the decision to start the sexual life is a very personal one, and one that can affect your life. For this same reason, we want to explore a little bit more what are your thoughts around

it, and what are the elements to take a good decision, in the framework of a healthy relationship. So let's do a group activity to discuss this a little bit more.

### Activity 3 (Group work): When to start sexual life – approx. 20 min.

1. Tell the boys to imagine that a couple of friends who are in a relationship from one year ask them an advice: should they start having sex? The boy is 16 and the girl is 14.
2. Divide the boys in groups and ask each group to think of some questions that they could ask to the couple to help them decide (see possible ideas below).
3. Have the groups present their ideas. When all have had a chance to present them and possibly discuss them, propose the following:
  - Porque é que estás a pensar em DO sexo?
  - Se está a pensar em DO sexo como forma de demonstrar o seu amor, já pensou em todas as outras formas, para além do sexo, de demonstrar o seu amor? Se sim, quais?
  - Why are you thinking about having sex?
  - If you are thinking about having sex as a way to show your love, have you thought about all the other ways besides sex that you can show your love? If yes, which ones?
  - Do you feel pressured by the other person to have sex?
  - Will you stay together as a couple or will you get married?
  - If you do not want to have children now, what will you do to avoid pregnancy?
  - If you have to rise a child now, what changes will you make, are you prepared for these changes?
  - What will you do to protect yourselves from the infections that are transmitted through sexual contacts?



**SAY:** Deciding to have sex for the first time may not be very easy. Boys – as well as girls – may feel pressured by their friends. Girls especially may be afraid that their boyfriends will leave them if they say no to sexual intercourses. Sometimes, they do not want to hurt their boyfriend's feelings. Boys, instead, may fear to be insulted by their peer friends if they have not yet started having sex. In some cases, boys may see girls who refuse to have sex as a challenge and force them to have sex.

**ASK:**

- Is this something that happens in your community?
- Do you think that it is important that both girl and boy consent to have sex? Why?



**SAY:** Sex is an experience that is shared by two people who care about each other or who feel desire for each other. No one ever should force another person to have sex. Sex is a loving act that two adults agree to and enjoy. Girls should never be forced to have sex against their will. They should be free from sexual abuse and exploitation. They have the right to be helped if they have been hurt, neglected or badly treated, including when they suffer a sexual violence. We will talk more about this during the next session.

**ASK:**

- Finally, do you think that there may be some advantages to wait to have sex for the first time? If yes, which ones?



**SAY:** Waiting to have sex is indeed a personal decision. Boys and girls may want to wait to have their first sexual intercourse to ensure they are ready, to have a better experience and to enjoy it more, being more mature. Some other boys and girls may want to wait to find a person they really love and care for. Another important consideration that boys and girls should do is to protect against some risks – such as the risk of pregnancy and the risk to contract some sickness that are transmitted through sexual contacts. We will talk about this in the coming sessions.



**CLOSE THE SESSION:** And here we come to the end of our session! I am very proud of you all, discussing healthy relationship encourages us all to better in our friendship, with our partners or girlfriends. For next time, think of concrete examples when you thought that the boy or the girl needed to be treated equally and feel well in their relationship. What you can do to ensure that your friendships are good and healthy? We will discuss more about this!



# PROGRAMME FOR BOYS

## 4. Ending Violence All Together

### Objectives:

- To understand what is gender-based violence
- To distinguish different types of violence
- To discuss how to deal with anger

### Activities:

- Activity 1: What is violence
- Activity 2: Types of Violence
- Activity 3: Expressing anger

### Materials needed:

- Flipchart paper and markers; post-it
- Two papers, with symbols for “agree” and “disagree”

### Key Messages:

\*Gender-based violence is a type of harm committed against a person for being a male or a female.

\*Boys and men are not born violent. They can choose not to perpetrate an act of violence.

\*Boys should be ready to help who suffer violence.

***Note to the facilitator:** This session focuses on gender-based violence (GBV). The content is simple, but since communities have been through displacement and conflict, it is possible that some boys have experienced violence directly or indirectly, within the family. It may be worth exploring how the topic has been addressed in the community, and sensing before the “level of trauma” or incidence of cases in the specific locality, to slightly adapt the delivery.*



**SAY:** Good day, boys! During the last session we introduced the difference between healthy and unhealthy relationships and I was wondering if you thought about how to create good and healthy relationships ...(Give space for the boys to express). Today we are going to explore what happens when relationships are bad and when there is violence against persons, especially in relationships. But let’s start with an activity!

### Activity 1 (Story): The story of Minda and Helton – approx. 20 min.

1. Explain that you are going to read a story. Boys should stand and spread themselves in the room/space. Every time they hear that the boy of the story, named Helton, is not kind with his girlfriend, called Minda, they have to cross their arms.
2. Read the story slowly.

*Minda has known Helton since the time they were children. As they grew up, she began to like Helton and he likes her too. They spend time together and talk about getting married one day. Since they started talking about marriage, Helton's behavior has changed towards Minda. He says that Minda should stop studying to prepare for marriage. Helton says that girls are not as smart as boys, and so why should they study?*

*Helton no longer wants Minda to spend time at the Girls' Group and says she can only spend time at her house or with him. When Minda is with Helton, she can tell that he appreciates other girls. Sometimes he even says that the other girls are prettier than Minda.*

*Helton tells Minda that she should be nice to him, because if he doesn't marry her no one else will want to marry her. One day, Minda forgot to bring him something from the market and Helton slapped her in the face. Helton blamed Minda for making him angry.*

3. Tell participants that when you started reading the story it seemed they were happy and relaxed, but then things changed...what made them feel that way?
4. Split participants in groups and ask them to discuss and address the following questions:
  - Are Minda and Helton in a healthy relationship? If not, what changed in their relationship?
  - What do you think about Helton's behavior? Is understandable, considering that he plans to get married with Minda?
  - Why do you think that Helton slapped Minda?
5. Encourage the groups to share the main points of their discussions and address them in line with learning from the previous sessions.



**SAY:** Minda and Helton are not in a healthy relationship. Helton uses physical violence against her girlfriend. Slapping someone means using violence against a person.



**ASK:**

- Have you ever learned about violence, and especially what is called "gender-based violence" before?
- What have you learned?



**SAY:** There are different types of violence that happens in our community, especially in situation of emergency. However today we are going to talk about violence that happens in relation to the "gender" of one person, that is being male and female - and that is called gender-based violence, or GBV. Let's see what this is about in the next activity.



**DO:** Prepare two papers with symbols for “Agree” and “Disagree” and place them in different parts of the room/space.

### Activity (Agree or Disagree): What is violence – approx. 20 min

1. Explain to the boys that you are going to read some statements.
2. Ask them to stand in the middle. After each statement, they will have to decide if they agree or disagree with the statement, and respectively run to the signs “Agree” or “Disagree”. The last boy/s to get to the sign will have to explain why he agrees or disagrees.
  - Men are violent by nature;
  - Telling a girlfriend that she cannot leave the house or see her friend is not violence;
  - If a man forces her wife to have sex without her wanting, it is violence.
  - If you hear your neighbor throwing his wife to the floor, you should stay out of it.
  - A man who does domestic chores has been bottled up.
  - A man may listen to his wife but the final word is his.
  - Beating, as long as it is not exaggerated, is a way of educating.







**SAY:** All statements referred to one form of “gender-based violence”. Do you remember when we discussed the concept of “gender”? So gender-based violence is any form of violence that is directed at an individual based on the gender. In other words, it is harm directed at behaviors that are not in line with social expectations. Gender-based violence is characterized by a power relationship, meaning that happens from a person who hold the power against another who does not. It is structural, happens everywhere and in all dimensions of life – in private, in public, at home, at work, in school, etc. – and is legitimized by society. Let’s now give a look to the different types of gender-based violence.



**DO:** Draw on a flip chart four symbols or images for each type of violence, for example: someone screaming (emotional), someone hitting another person (physical), someone harassing a woman (sexual), or someone taking money from someone else (denial of resources or opportunity) – as in the pictures below.



**SAY:** Explain the different types of violence – giving concrete examples when possible.

Emotional Violence	Physical Violence	Sexual violence	Denial of opportunity
			
Happens when someone makes another person fear to gain control over her.	Happens when someone mistreats someone else physically	Happens when someone talks to or touches a person in a sexual way that makes the person feel uncomfortable.	Happens when someone discriminates or deprives another person of something she has right to.



**SAY:** Let's now go through some examples!

## ACTIVITY 2 (Guessing): Types of violence – approx. 30 min

1. Give some paper and some pens/pencils to each boy (If you have cards for each type of violence, use them instead).
2. Tell them you will read some stories, and each boy individually will have to draw on the paper the symbol corresponding to the type of violence they believe is happening in the story. After each story, review the boys' drawing and provide some additional examples:

*Racha is walking down the road and she sees a group of boys standing under a tree. She crosses the road to avoid them. They start shouting at her, saying things about the way she walks and the way she dresses, and asking her to join them.*

(Emotional violence. Examples include: yelling or shouting; threatening to hit someone; calling someone worthless or stupid; making comments about a girl's appearance; insulting and bullying; humiliating).

*Maria is prohibited from going to school. Her parents think school is dangerous for girls, and only boys should be allowed to go to school. One day Maria tries to talk with her mother about going back to school, but she replies that there is no need; she would better learn to take care of the house.*

(Denial of opportunities. Examples include: when someone is not given basic needs such as water, food or shelter, because she is a girl; when girls are stopped from attending school; when a girl is not allowed to go to the doctor because she is a girl).


*Balmira always goes to the same store to buy bread. One day, when she tried to pay for the bread, the shopkeeper said she didn't need to pay. A week later, the same thing happened. Balmira was happy because she saved some money. But the third time she went to buy some bread, the shopkeeper touched her legs and back, and when she asked what he is doing, he responded she could not say no, because of all the free bread he gave her.*


(Sexual violence. Examples include: unwanted kisses or touches; forcing a girl to touch private parts; forcing a person to have sexual intercourses; sexual favors in exchange of assistance).


*Ayzer's parents are very conservative. One day, Ayzer's dad came back home from the field and asked where Ayzer was. Ayzer explained that he just came back from school and stopped to help his old neighbor Azad fetch the water and collect the wood. The father immediately got mad at him and started screaming that he is such a loser. He told him if he realizes that all the community will call him a little woman. He beat him and threaten to beat him more if he is seen again helping the old man.*


(Physical violence. Examples include: hitting, pushing, using force to hold or hurt someone, using any sort of object/tools to hurt someone - like a stick or a stone - or tearing out the hair).

3. Acknowledge the effort the boys did to classify the scenarios and different types of violence, and explain that oftentimes, when GBV happens, there is more than one type of violence involved and happening at the same time.

 **SAY:** From the scenarios we just discussed we can say that gender-based violence happens mostly against women and girls, but also boys and men can suffer it. Boys and men can suffer all types of GBV, depending on the intention of the perpetrator. Different forms of violence share the same root causes: the use of violence to maintain or claim power and control. So for example when boys are forced to join an armed group, they are suffering a form of violence that looks at their capacity to fight and happens for being boys. Boys often time suffer sexual assault and sexual violence by stranger or relatives. Even in intimate relationship, they can be physically aggressed by their girlfriends – it is rare but it may happen.

 **ASK:** But why do you think that more often are boys and men those who use violence against girls and women?

 **SAY:** Many boys and men have learnt that being tough, aggressive and in control is the better way to interact with women and girls. Some become violent because they think this is what is expected to them, or thinking that this is the right way to be a boy or a man.

 **KEY MESSAGE:** Instead, boys and men are not born violent. They can choose no to perpetrate act of violence.



**SAY:** One of the ways to understand this is the relationship between anger and violence. There are many boys and men who confuse the two. Anger is a natural and normal emotion that all humans experience in their lives. Violence is instead one way of expressing anger. But there are other ways to express it positively, without harming anyone. Let's do a final activity to explore a bit more how.

### Activity 3 (Role play): Expressing Anger – approx. 30 min.

1. Explain to the boys that the purpose of this activity is to discuss how individuals express anger.
2. Split boys in four groups. Two groups will role-play a situation that represents a negative way to react when angry. The other two groups will role-play a situation that represents instead a positive way to react when angry.
3. Allow for each group to present the role-play and ask at the end which one they liked the most, if all scenarios were valid, and what other ways would they have proposed especially to deal with anger in a positive way.



**SAY:** Positive ways to express anger are many. Boys may opt for “taking a breathe of fresh air”, what means getting out of the situation of conflict and anger and getting away from the person towards whom one is feeling angry. For example, a boy may say: “I am very angry, I need to take a breathe of air, so I will go for a walk. When I am calmer, we can talk things over.” Other boys may use the technique to count to 10, precisely to calm down and take some time to cool off, and then to use words to express what they feel without offending. In this case, a boy may want to say to the other person why he is so upset and what he wants from the other person, without insulting or offending. For example, let's imagine that a boy is angry, because his girlfriend arrives later for a date. Instead of shouting: “You are disgusting, it's always the same, me standing here waiting for you, where have you been?”; the boy may say: “Look, I am angry with you because you are late. I would like you to be on time, otherwise let me know that you are going to be late”.



#### CONVERSA DE RAPAZES:

- What do you think of these ways to express anger? Can work in the community?
- Often we know how to avoid a conflict or a fight, without using violence, but we don't do so. Why?



**SAY:** There is a last important thing to mention about violence, and it is how to help someone who is suffering violence. First of all, violence can be everywhere, and we should be prepared

to say no to it, to even defend the person if she is in danger. Violence is not a private matter, as we discussed previously. So whenever someone receives a disclosure from someone else, a friend, your sister, a neighbor in the community, we should be ready to help. How can we help? Providing a listening ear, and helping the person receiving the prompt services that s/he wants to access, for example medical attention, psychosocial support and individual assistance from a social worker.



**ASK:** Do you know what support is available to girls – and even boys – who suffer violence in your community? (Provide information, using GBV Referral tools)



**CLOSE THE SESSION:** Boys, I am really impressed by how far our conversations went! Today we discussed some very important information that can help you keep yourself and the ones you love safe and protected. I am sure that all together we can build better relationships and say no to violence, especially against girls and women. Before next session, try to think a little bit more about the relationship between “anger” and “violence. Try to focus on a time when you were angry. Try to remember what happened and what you were feeling. Imagine what you could have done differently. There is no need to share, keep the exercise for you only!



## PROGRAMME FOR BOYS

### 5. Sexual and reproductive health, contraception and STIs

#### Objectives:

- To reflect on how poor sexual and reproductive health affects boys.
- Recognize the importance of contraception methods to prevent unplanned pregnancy and STIs.

#### Activities:

- Activity 1: Condom use
- Activity 2: Myths and facts about STIs

#### Materials needed:

- Flipchart paper and markers; post-it
- Condoms, if possible to have a show
- Papers with signs for “X” and “tick”
- Tokens of appreciations for the end of the program.

#### Key Messages:

\*Condoms are the most used contraceptive methods and the only one that protect against unwanted pregnancy and STIs, including HIV.

\*Sexually transmitted infections (STI) are infections transmitted through sexual contacts.

\*HIV/AIDS is the most serious STI.

***Note to the facilitator:** This session contains sensitive topics, such as sexual and reproductive health, contraception and sexually transmitted infections. Younger boys may feel shy or embarrassed to discuss these issues, so the facilitator should adapt the session depending on the level of trust and openness reached. This means taking more time to explain the concepts and adapting the language.*



**SAY:** Welcome to this last session of this Programme for Boys! Today we are going to talk about rights and health, and look at some stereotypes that can have an influence on the health and rights of boys like you.



**ASK:** As a first step, I would like to ask:

- What are some basic rights that we have as individuals? (Right to life, right to education, right to belief, right to practice your own religion, etc. “Rights” are things that every child, boy or girl should have or be able to do)
- What are some basic responsibilities that we have as individuals? (Respect others, respect rules, not steal, not intrude property, provide for the family, etc.)
- Did you know that we have sexual rights? What those could be?



**SAY:** Sexual and reproductive rights refer to the freedom of expressing own sexuality without constrictions. Boys and girls, as well as men and women, should be able to avoid pregnancy that they do not want, refuse sex when they do not want and protect them from the risk of infections. Health and rights are related: when there are no rights, people do not have good health.



### CONVERSA DE RAPAZES:

- Do boys like you discuss issues like sexual health in the community?



**SAY:** In our communities, families and even schools, sex and sexuality are often not openly discussed and associated with many taboos. Adolescents learn these things from friends and, in many cases, the information is not fully correct. This carries some risks.



### ASK:

- Can anyone imagine and tell me which risks I am talking about? (Risk of unwanted pregnancy (1); risk of contracting some infections that are contracted having sex (2); early union or child marriage (3); forced and unwanted sex that results from social pressure).



**SAY:** Let's discuss the risk of having a baby when it is not the right time.



### ASK:

- When do you think is a good time for a man and a woman to have a baby? (When they are ready and can accept the responsibility to raise a child)
- Why do you think boys and girls should wait to have a baby? (Pregnancy can interrupt dreams and bring some worries, since often young parents do not have the maturity to raise a child and meet all the needs for his/her development)



**SAY:** Having a baby can be something beautiful! Having a baby, however, carries many responsibilities for the parents and is a life-changing experience. This is why it is good to plan and prepare for a baby's arrival. Couples should consider having maturity, stability, sufficient material means and good conditions to raise a child. Also, girls under the age of 19-20 are not yet physically mature, their body is not ready to carry a baby, and can suffer difficult pregnancy and have health problems – even causing the death of the mother or the baby. Ado-

lescent can wait (delay the pregnancy) to have more time to do other important things – such as completing education, learning a job, spending time with friends and playing, enrolling in programs to generate some income, etc.



**ASK:**

- How do you think that boys and girls can delay pregnancy? (Using contraception)
- What do you know about contraception?



**SAY:** Abstinence, meaning not having sex, is the only certain way to prevent unwanted pregnancy. Whenever boys and girls decide to have sex, contraception can help them to avoid pregnancy. There are four main contraception methods.



**DO:** Write on a flipchart or draw the most common methods for contraception. If you can bring and show a condom, it could be a good idea to do that.

Birth control pills	Implants	Condoms	Injections
Girls and women can take some pills everyday to prevent ovulation. This method is not always available, should be taken regularly and may have some secondary effect. Also vomit/diarrhea may affect effectiveness	Girls are women can insert a small object under their skin to avoid a pregnancy. This method is not always available.	Condoms are thin pieces of plastic (latex) that is put on the penis. This is the most common method, easily available.	Girls and women can receive an injection in their arm to prevent pregnancy. The injection lasts for 10-12 weeks but is not always available.



**KEY MESSAGE:** Condoms are the most used contraceptive methods. A man or a boy should put a condom before having sex in order to prevent the sperm from entering into the vagina of the woman or girl, what may mean that she gets pregnant.



**CONVERSA DE RAPAZES:**

- Have you see before a condom?
- Do you know where it is possible to find condoms? (Health centers, health brigades)



**SAY:** Condoms can be used only once. They should be new and stored in good conditions; otherwise the latex may break. For example, condoms should not be stored under the sun, or left in the pocket for long time. Also, condoms have an expiration date, meaning a validity period. It is important to check on the condom what the expiration date is, because if the condom expired, it is not going to work, and you can become pregnant. Only one condom at a time should be used. Male condoms are applied on the erect penis before having sexual intercourses. The latex is rolled down in a way to leave a little space at the bottom for the semen to remain inside the condom and not entering into the vagina.

Now let's do an activity to double check you got all the necessary information correct!

### ACTIVITY 1 (Game): Condom use - approx. 15 min

1. Explain to the boys that you are going to read some sentences. If they think the sentence is true, is a fact, they have to clap their hands two times. If they believe the sentence is false, is a myth, they have to clap their hands only once.
  - Abstinence is the only way not to become pregnant. (True: Avoiding having sex is the only 100% sure way. Boys can still hug, kiss and show affection to their girlfriends, those things do not make the girls pregnant).
  - It is impossible to become pregnant when you use a condom (False: It is still possible to become pregnant when using a condom, in case it breaks while having sex, in case it is not used properly or if the expiration date passed. Nevertheless, there are good chances that the condom effectively protects against pregnancy).
  - It is better to use two condoms, one up the other (False: In reality, using two condoms is worst. They can more easily break. Only one condom at a time should be used).
  - If a girl has sex with one partner or with multiple partners, she should use a condom. (True: Risks increase the more partners a person has)
  - If a boy or a girl uses a contraception method or asks the partner to wear a condom, he or she doesn't love the partner enough (False: Insisting on using contraceptive shows the person knows how to take care of his or her health).
  - Boys can ask for condoms at the health center or during health brigades (True: condoms are available for free and both boys and girls can get them).
2. Acknowledge the progress and increased knowledge boys gained on the topic!



**ASK:** Do you have any questions about using condoms?



**SAY:** Let's now discuss another risk that boys can face when they have sexual relationships, the risk of contracting some infections that are caught through "intimate interaction".



**ASK:** Have you ever learnt about these infections? If yes, what are they?

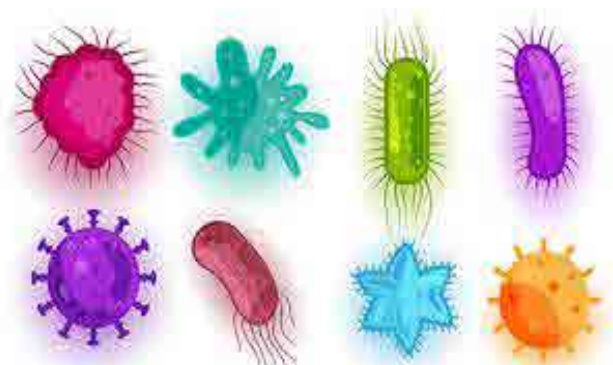


**SAY:** An infection is like a serious pain, or a sickness, that gives you different effects. When this infection is transmitted through sexual contacts, we talk about STI ("sexually transmitted infection"). STIs can cause small problems that can be treated or serious problems that cannot be treated and can even cause the death of a person. For this reason, it is important to talk about these infections and prevent them from occurring. Unlike other sicknesses, sometimes a person who has an infection that they got through an intimate interaction (or through contact with another person's blood) may not feel any pain or sickness for a long time, but their health could still be harmed, which is why it is important to see a doctor to know their health status. Some of the most common STIs are: chlamydia, gonorrhea, syphilis, genital herpes, hepatitis B, hepatitis C, pubic lice and HIV/AIDS.



**DO:** Reproduce on a flipchart some virus and bacteria in different colors as in the picture below and explain the STIs one by one

- **Chlamydia and Gonorrhea** are bacterial infections that can affect boys. They usually do not cause problems instantly, which means you may not know if you are infected. These infections can be cured with proper medication.
- **Hepatitis B and hepatitis C** are other blood-borne viruses that can be transmitted through
- **Syphilis, genital herpes and public lice** are other STIs that affect girls and women. Some can be cured with medications; some others stay in the body forever, even if they do not kill.
- **HIV** is the most serious STIs that can affect boys and can develop into AIDS. HIV makes the immune system weak and not functioning properly. The immune system is the way our body uses to keep us healthy (or the body's soldiers), so if that is not working, we can catch other sicknesses and infections, become weaker and even die.





**ASK:** Have you heard about HIV/AIDS before? What do you know about it?



**SAY:** HIV is a serious virus that is found in humans. The only way to know if someone caught HIV is to test. Tests are available for free in the hospital, in the health centers and normally are available during the health brigades. However, if HIV is caught in time, there is a treatment available that can help the person to stabilize and live a happy and healthy life. This is called ARV, anti-retroviral therapy. Since the body cannot get rid of HIV completely, the ARV should be taken for life. This treatment is very expensive and not always available in Mozambique. This is why it is important to prevent HIV, get tested as soon as possible and start receiving the treatment when positive.

If HIV is not treated, it may develop into AIDS that means “immunodeficiency syndrome”. This is the last stage of HIV infection, which is a condition where HIV destroys the body’s immune system. There is no cure for AIDS, which is why people die because of it. Nevertheless AIDS can as well be treated with drugs, so that persons feel better. Also the treatment for AIDS is very expensive and not so easy for people to access.



**KEY MESSAGE:** It is extremely important that boys and girls get tested, if they suspect having contracted HIV. In this way, HIV can be managed, before it develops into AIDS.



**SAY:** Now, let’s put all this information together and work on myths and facts!



**DO:** Prepare six papers, three with the symbol “X” and three with the symbol “tick” (or any other symbol to indicate true and false that is locally understandable).

## ACTIVITY 2 (Team Game): Myths or facts about STIs – Approx. 20 min.

1. Divide the boys into three teams and give each team two papers (one “X”, one “tick”).
2. Read out the statements below and ask the teams to show the paper with the symbol “X” if they think that it is wrong, or the paper with the “tick” if they think that it is right. The game is a competition, so you will be able to acknowledge or award the winner!
  - You can catch an STI by shaking hands with a person, if s/he is infected (X: STIs are transferred through sexual contact only).
  - A person can get HIV through intimate interactions (Tick: HIV is passed through sexual contacts as any other STIs)

- Is it possible to get some STIs through kisses (Tick: It is very rare, but it may happen that if two people kiss each other and they have wounds in their mouth, syphilis or herpes may spread directly through blood fluids.)
- The most important thing a boy can do if he suspect having contracted an STI, it to inform his girlfriend (X: The most important thing is to go get tested and receive treatment as soon as possible, in case that is needed. It is good to also inform the partner, since the health of the person can be at risk. In the meantime, the boy should not have sexual intercourses until when the treatment is completed and the doctor informs that it is safe to have sex again).
- STIs are a curse of God's (X: STIs are infections that are spread from one person to another through intimate interactions. Every person can catch a STI, including respected members of the community, people with a good heart, or beloved people in our family.
- A boy wouldn't contract any STI if his girlfriend is clean (X: It is not possible to say that a person doesn't have a STIs only if s/he looks like clean! One person may be born with an STIs or have just caught it. Signs of STIs may be hidden and doesn't depend on how much a person is clean or not. The only way to know if someone has a STI or not is to test.)
- A person can get an STI if s/he shares the same cup or towel with an infected person. (X: We cannot catch STIs from an infected person by drinking in the same cup, using same belongings or from the person's coughing or sneezing. STIs are not like common colds!).



**SAY:** Common signs of STIs in males are burning or itching in the penis, discharge from the penis, having to go to the bathroom often and more in general pain around the pelvis.



**ASK:** Do you have any more questions about STIs, including HIV/AIDS?



**CLOSE THE SESSION:** Contraception is not always easy to discuss in a couple but preventing pregnancies and protecting against STIs and HIV is so important for boys like you! Let's recap: the best way for girls and boys to protect against STI is not having intimate interactions, but if they have them, they should use a condom to keep safe. Whenever girls and boys have unprotected sex, they should test early and regularly. Tests are available for free at the hospitals, health centers and health brigades.

Boys, this also brings us to the end of this short Programme for Boys! I am so happy that I have been the facilitator of these sessions! Be reassured that I was very much interested in each of our great discussions! Every one of you should feel very proud for all what you achieve.





ved in our meetings. You shared your ideas, feelings and experiences. You started questioning how you can become better boys (and men one day) and how you can build happier and more respectful relationship with girls. I am sure you will keep thinking how you can bring up changes in your lives! I want to thank each and every one of you for your time and trust. Even if we won't hold meetings anymore, I will be around if you have any other comments, questions or ideas, and we will be able to keep working together to better this community! (Give every boy a token of appreciation for having attended the Boys' Programme. Congratulate each of them personally and warmly! )

# ICEBREAKERS AND GAMES



## ICEBREAKERS AND GAMES <sup>10</sup>

### Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

### The Sun Shine on...

Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out "the sun shines on..." and names a colour 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 wearing socks" or "the sun shines on all those with brown eyes". 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 colour or type of clothing.


### Group Statues

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "peace". All the participants have to instantly adopt, without talking, poses that show what 'peace' means to them. Repeat the exercise several times.

### Banana Game

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The

<sup>10</sup>The icebreakers and game proposed are taken from Alliance, 100 ways to energise groups. The document contains 100 games and icebreakers that can be considered and adapted to the context of intervention.



job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

## Tide's In/Tide's Out

Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts "Tide's out!", everyone jumps forwards over the line. When the leader shouts "Tide's in!", everyone jumps backwards over the line. If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.

## I am going on a trip

Everyone sits in a circle. Start by saying "I'm going on a trip and I'm taking a hug", and hug the person to your right. That person then has to say "I'm going on a trip and I'm taking a hug and a pat on the back", and then give the person on their right a hug and a pat on the back. Each person repeats what has been said and adds a new action to the list. Go round the circle until everyone has had a turn.

## Bring Me

Participants sort themselves into small teams, and the teams stand as far as possible from the facilitator. The facilitator then calls out "Bring me...", and names an object close by. For example, "Bring me a man's or woman's shoes." The teams race to bring what has been requested. You can repeat this several times, asking the teams to bring different things.

## Dragon's Tail

Ask the group to divide into two. The two groups form dragons by holding on to one another's waists in a long line. The last person in the line has a brightly coloured scarf tucked into his/her trousers or belt, to form the dragon's tail. The object is to catch the tail of the other dragon without losing your own tail in the process.



## An Orchestra without Instruments

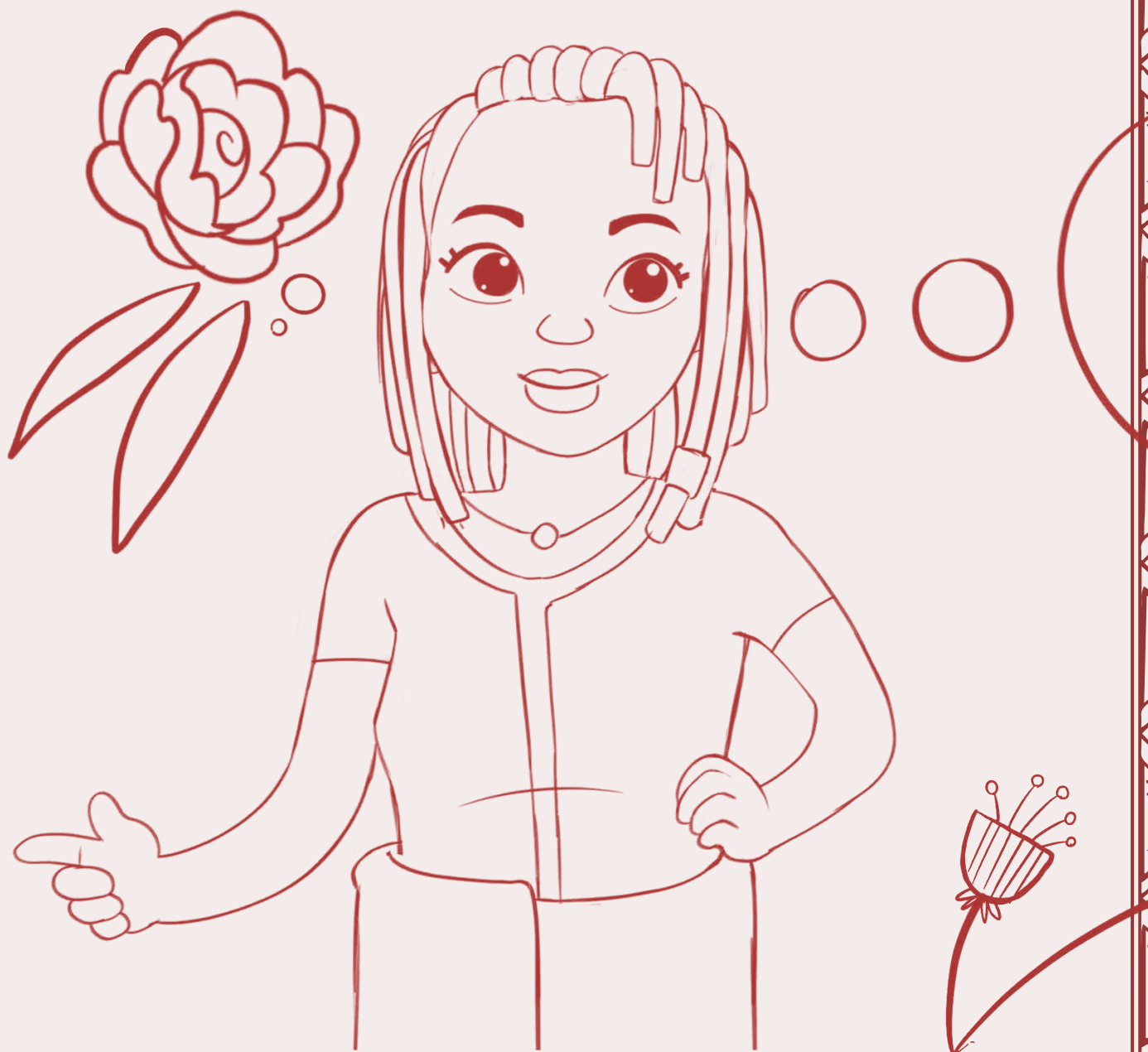
Explain to the group that they are going to create an “orchestra” without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the ‘instrument’ that they have chosen. Alternatively, don’t give a tune and let the group surprise itself by creating a unique sound.

## Passing the Rhythm

Participants sit in a circle. The facilitator establishes a rhythm; for example, clapping your thighs, clapping your hands together, then clapping your neighbour’s hands. This rhythm is then passed around the circle. Once the rhythm is moving steadily through the group, try to speed it up. Once the group can do this, try inserting more rhythms into the circle so that several rhythms are being passed around the circle at the same time.

# RESOURCES

## SUPPORTIVE MATERIALS



## Resources

- International Rescue Committee (IRC), Girl Shine Materials: Practitioner Guidance; Girl Shine Life Skills Curriculum; Girl Shine Early Marriage Curriculum for Adolescent Girls; Girl Shine Caregivers Curriculum; Girl Shine Early Marriage Curriculum for Caregivers; Girl Shine Training Manual.
- UNICEF-UNFPA, Adolescent Girls Toolkit for Iraq.
- Adolescent Girls Empowerment Programme (AGEP), Financial Education Curriculum.
- Adolescent Girls Empowerment Programme (AGEP), Health and Life Skills Curriculum.
- Care/UNFPA Life Skills Curriculum for Adolescent Mothers: AMAL Initiative: Adolescent Mothers against all Odds.
- IRC Life Skills Curriculum My Safety My Wellbeing.
- Girls' Life Skills Curriculum (Demographic Dividend Project, Mozambique).
- GBV AoR Cabo Delgado Materials for tools to conduct referrals, such as GBV Service Mapping, GBV Referral Pathways, GBV SOPs, Serigraphy, etc.
- IRC Caring for Child Survivors of Sexual Abuse Guidelines.
- UNFPA Adolescent Girls Sexual and Reproductive Health Toolkit for Humanitarian Settings.
- UNICEF Adolescent Girls Programme Strategy: Building back equal, with and for adolescent girls.
- Mestrupedia (i.e. for information related to phases of menstrual cycle).
- UNICEF Technical Brief on HIV Prevention: Giving Priority to the Needs of Adolescent and Young Mothers living with HIV.
- Girl-Centred Programme Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programme.
- UNICEF/War Child/Save the Children, Team Up: Support for Refugee Children.
- UNICEF, Communities Care: Transforming Lives and Preventing Violence Programme.
- Alliance, 100 ways to energise groups



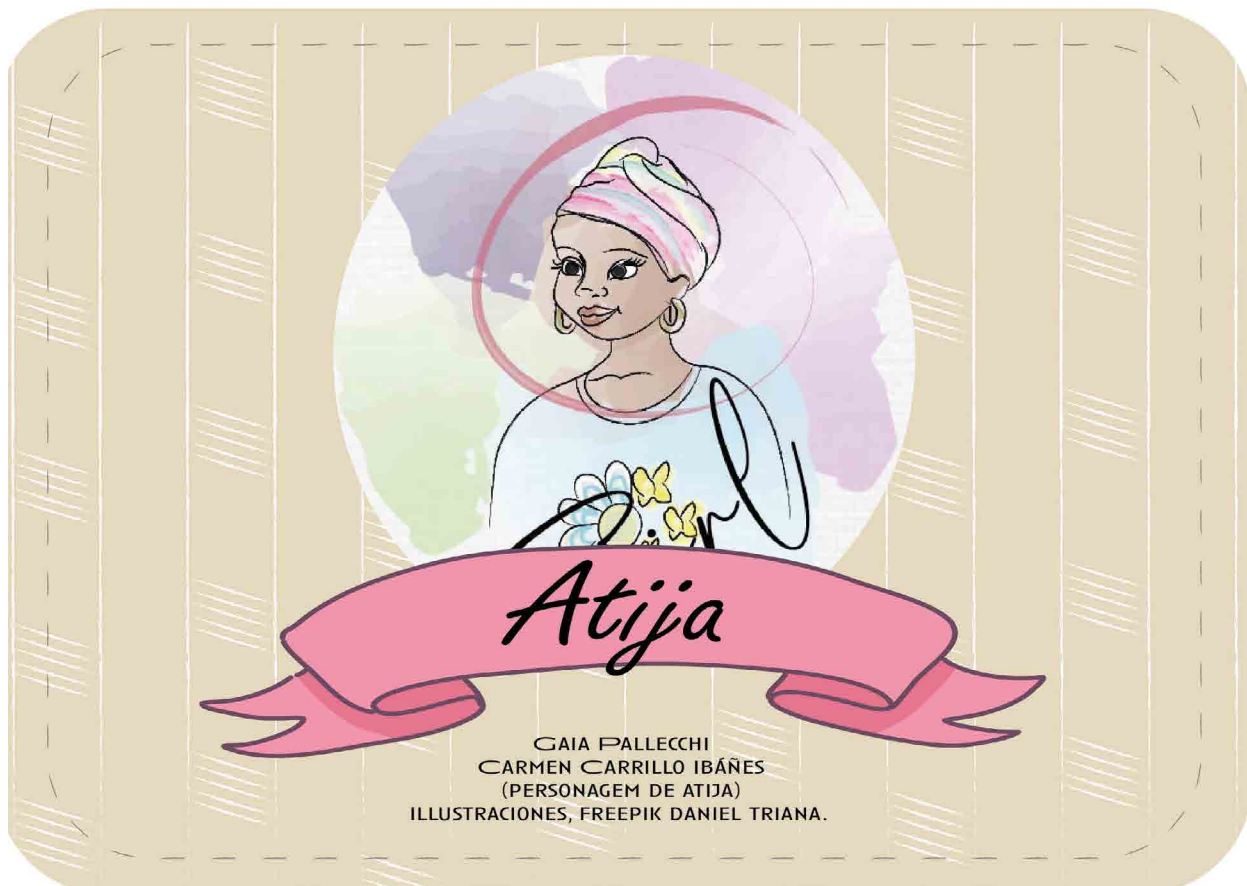


## Supportive Materials

- a. Deck of Cards
- a. Atija's Colouring Book (Available in a different file)



# DECK OF CARDS



GAIA PALLECCHI  
CARMEN CARRILLO IBÁÑES  
(PERSONAGEM DE ATIJA)  
ILLUSTRACIONES, FREEPIK DANIEL TRIANA.



**A  
C  
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O**



*Participação*



*Respeito*



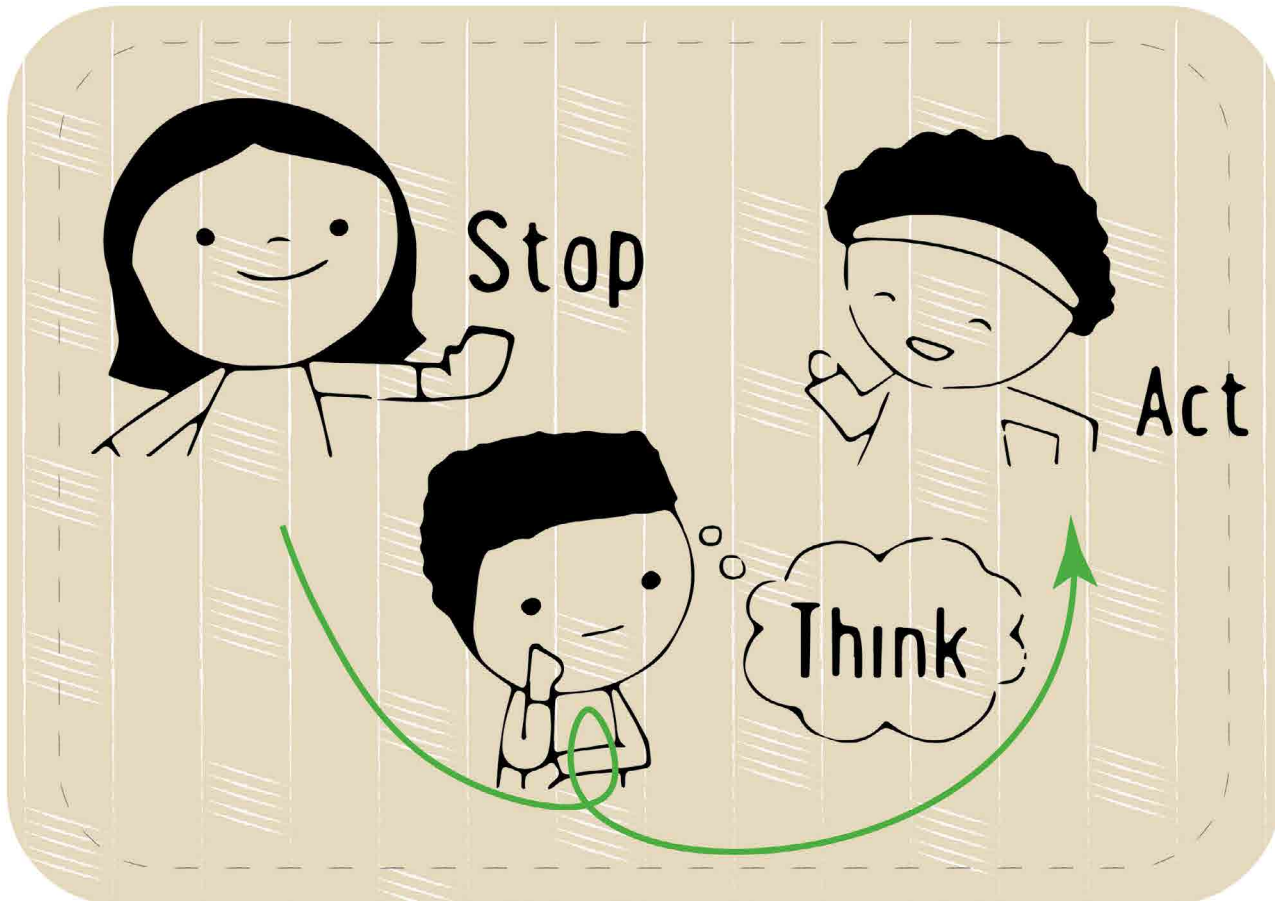
*Confidencialidade*



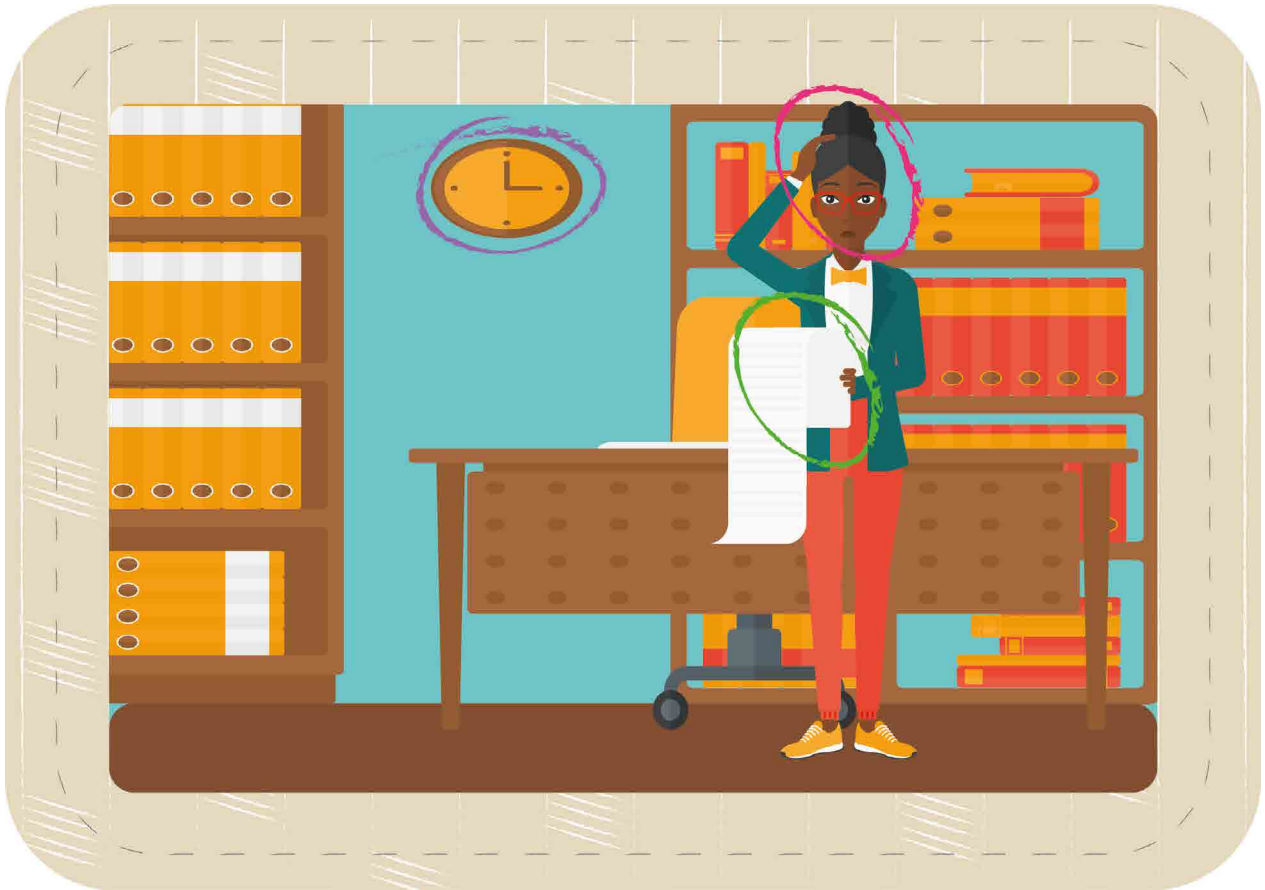
*Divulgação*











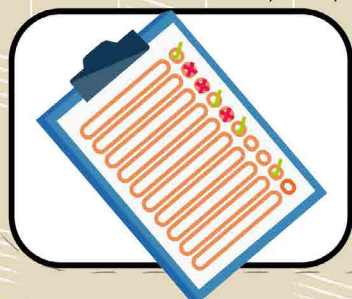
# Étapas da tomada de decisão



1 Listar as opções possíveis



2 pedir conselhos a alguém de sua confiança

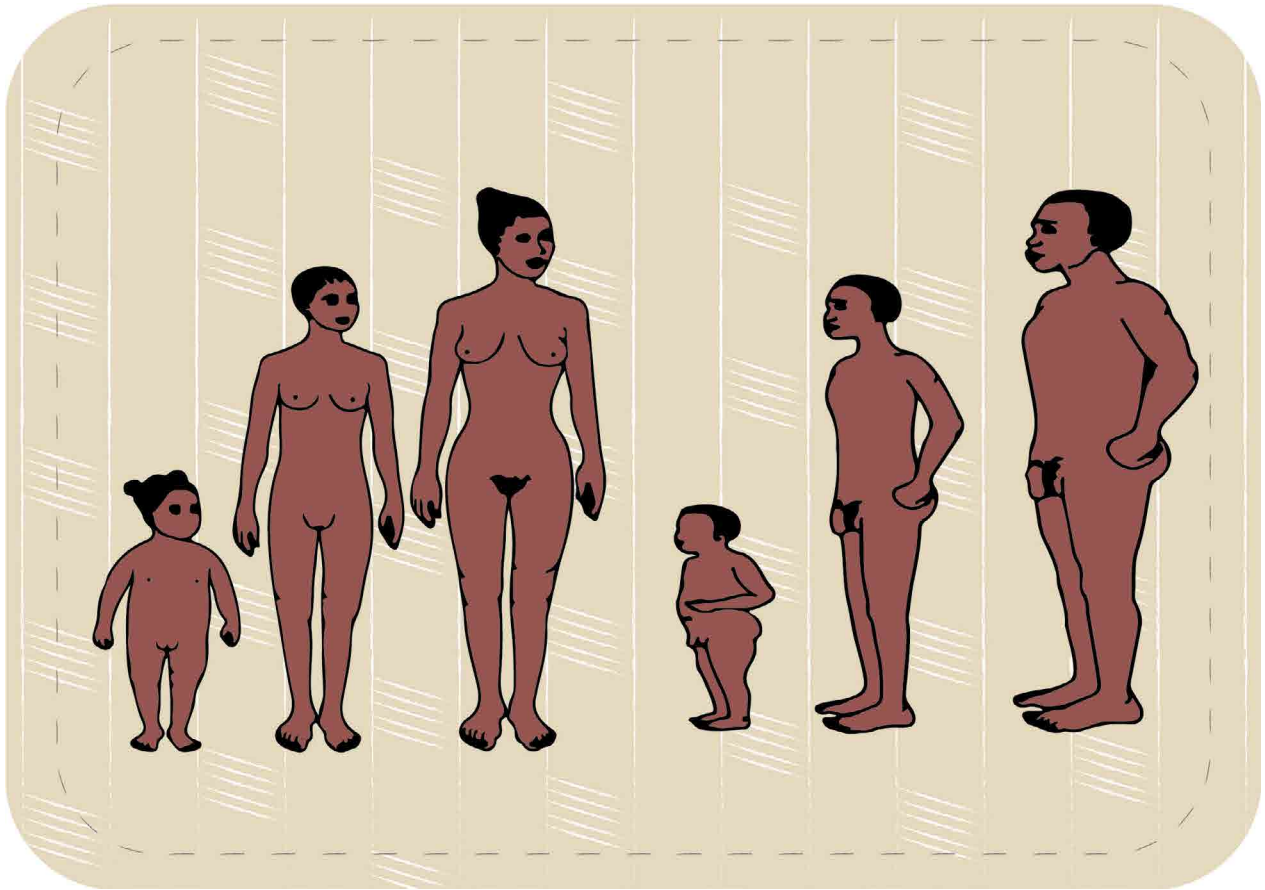


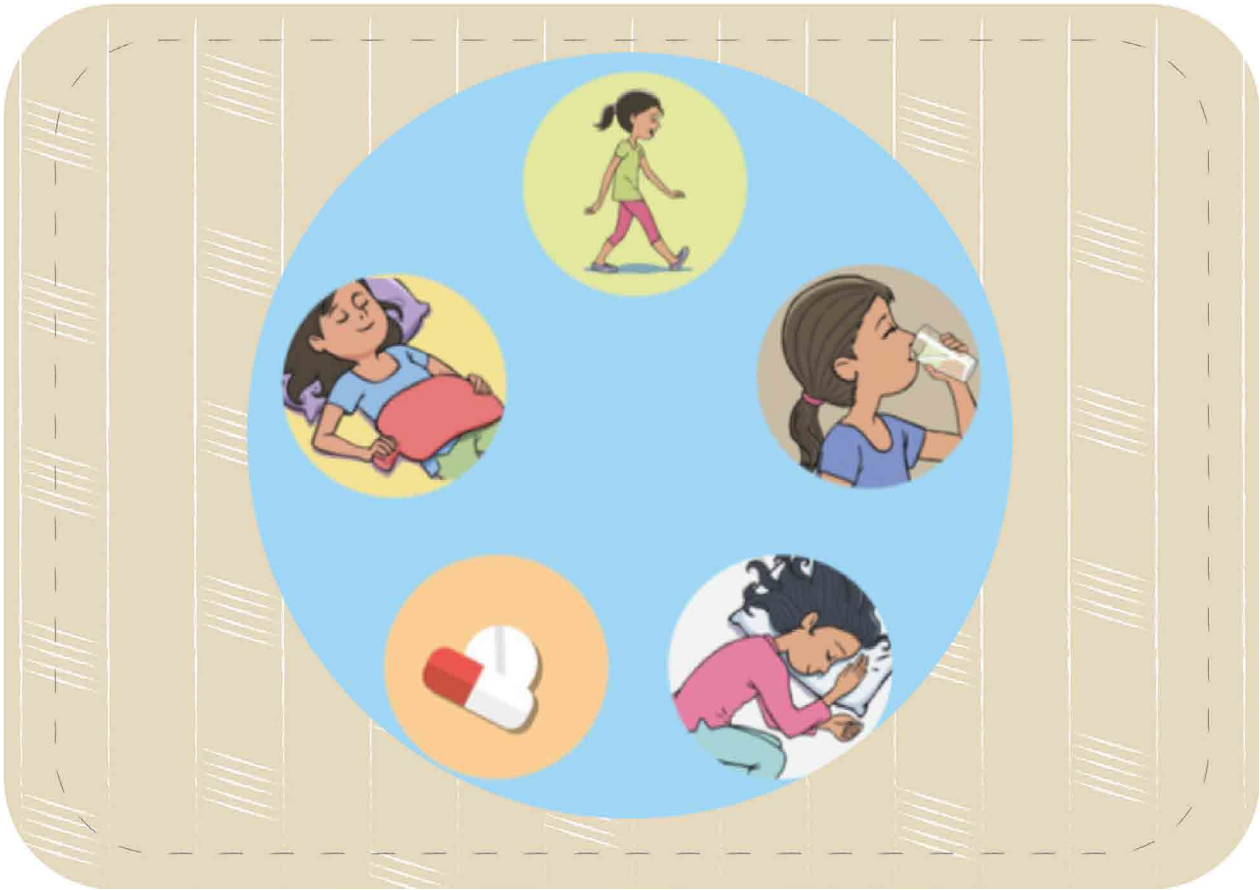
3 pensar em prós e contras

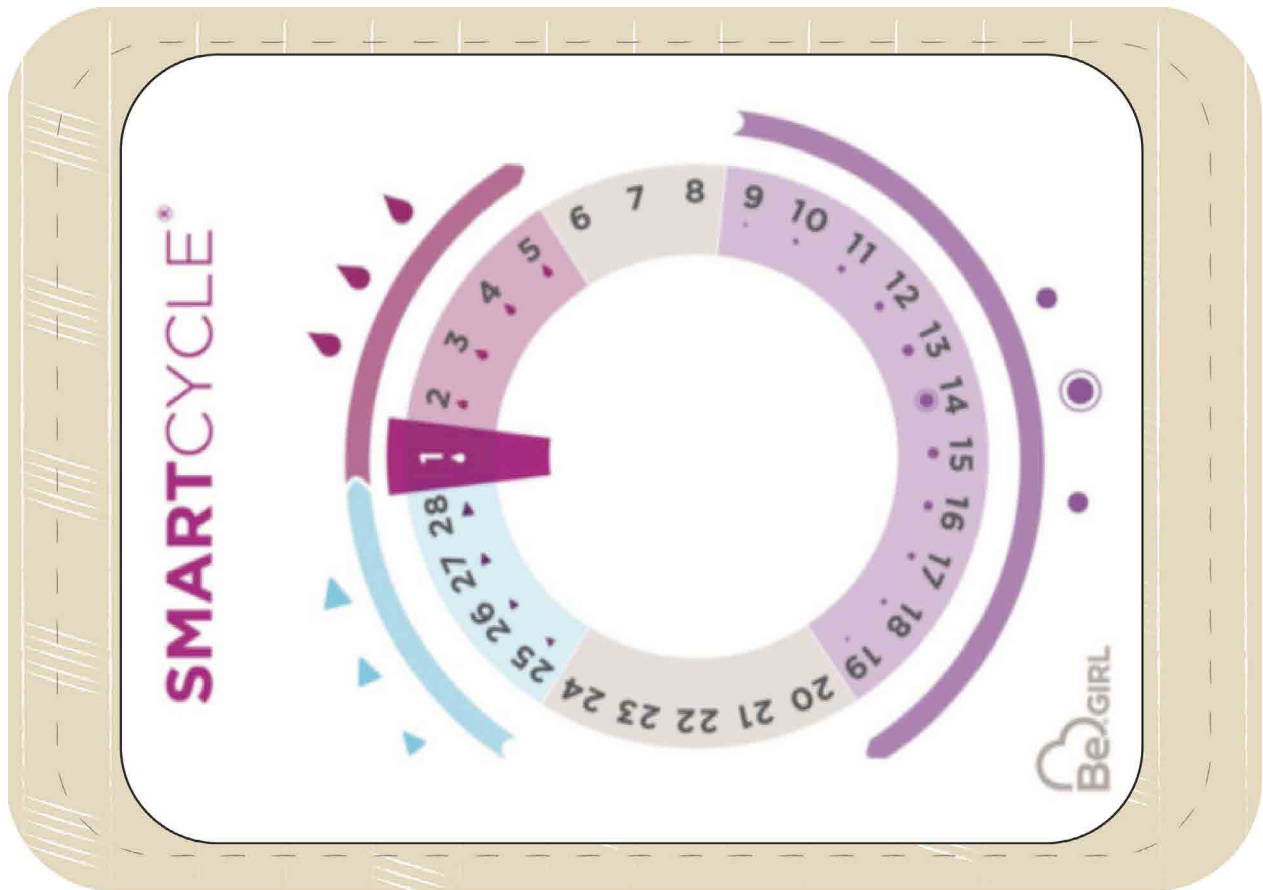


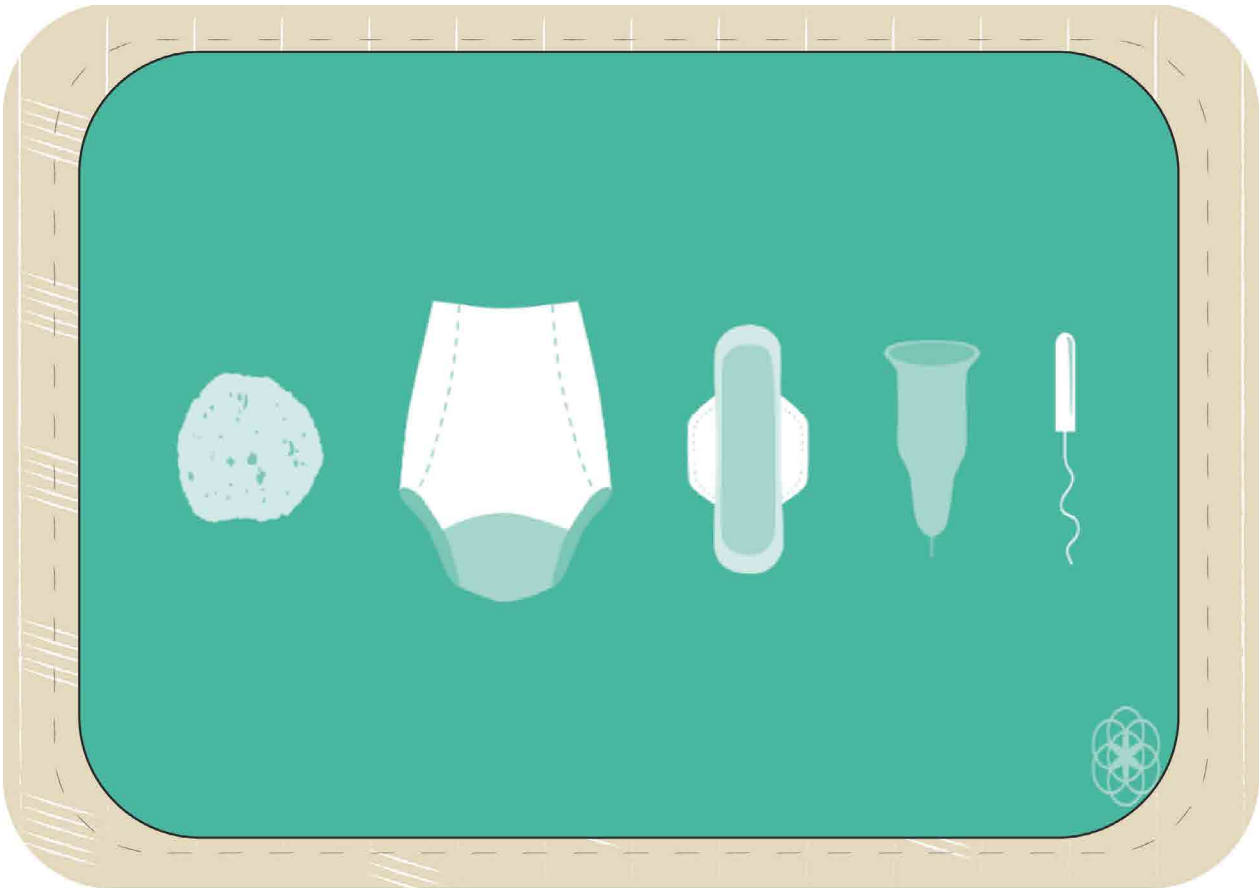
4 tomar a decisão



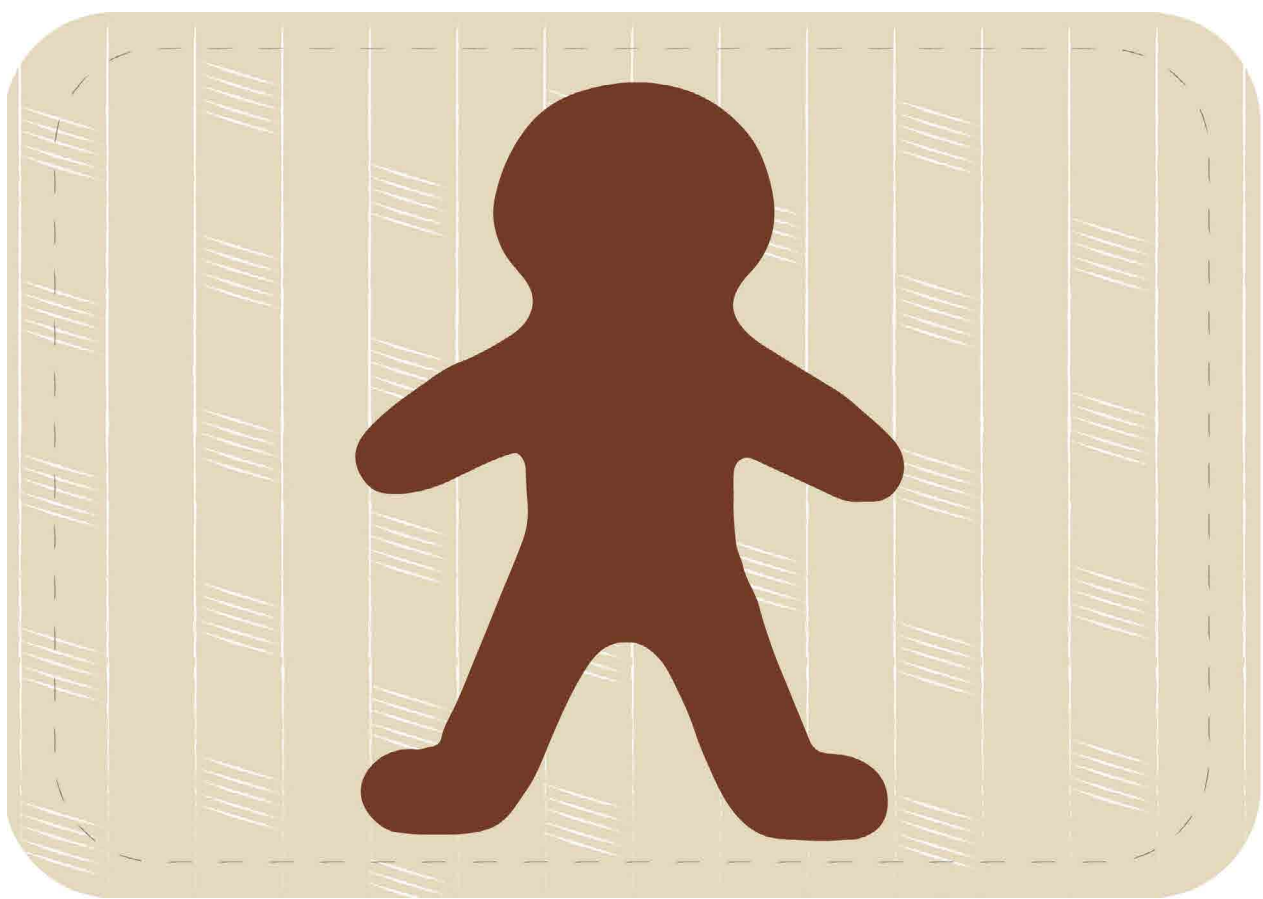


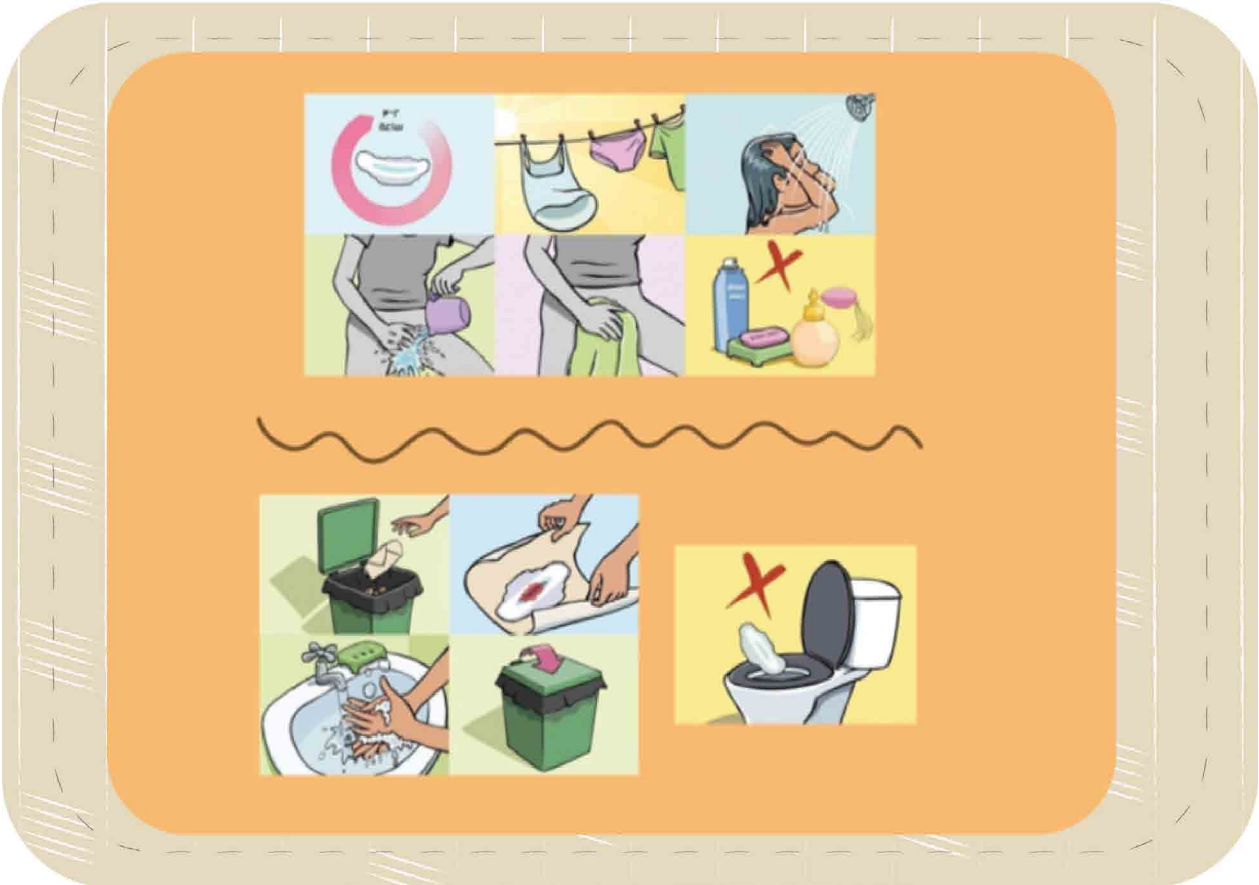




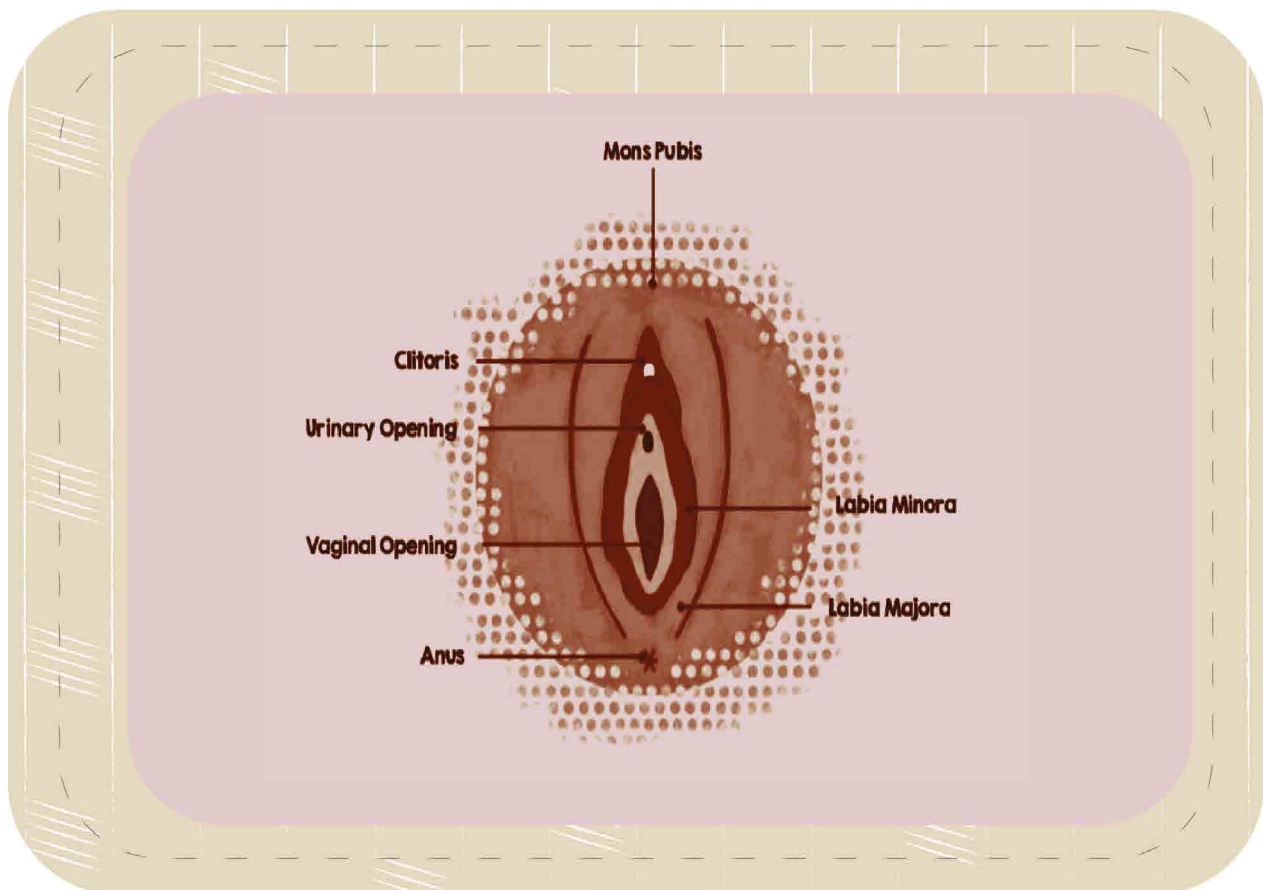


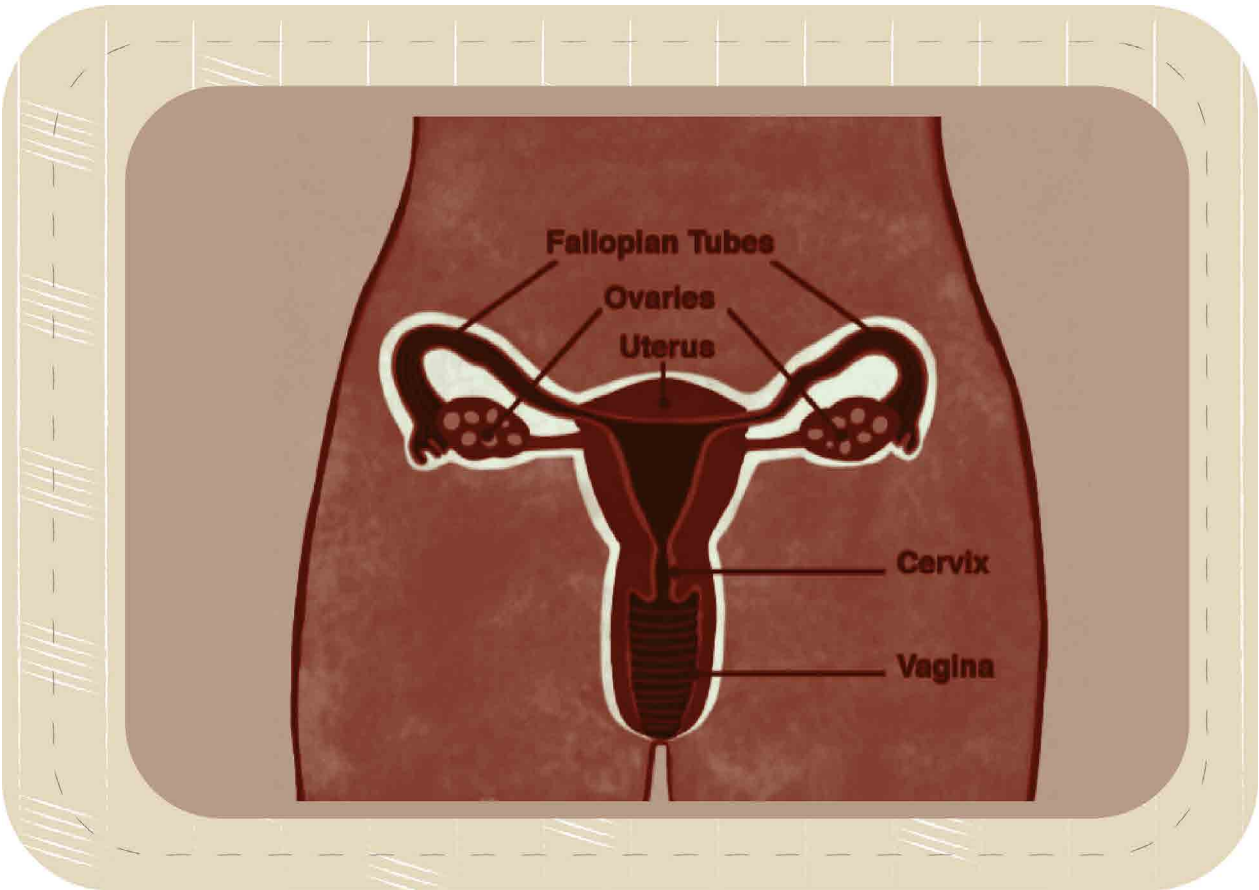


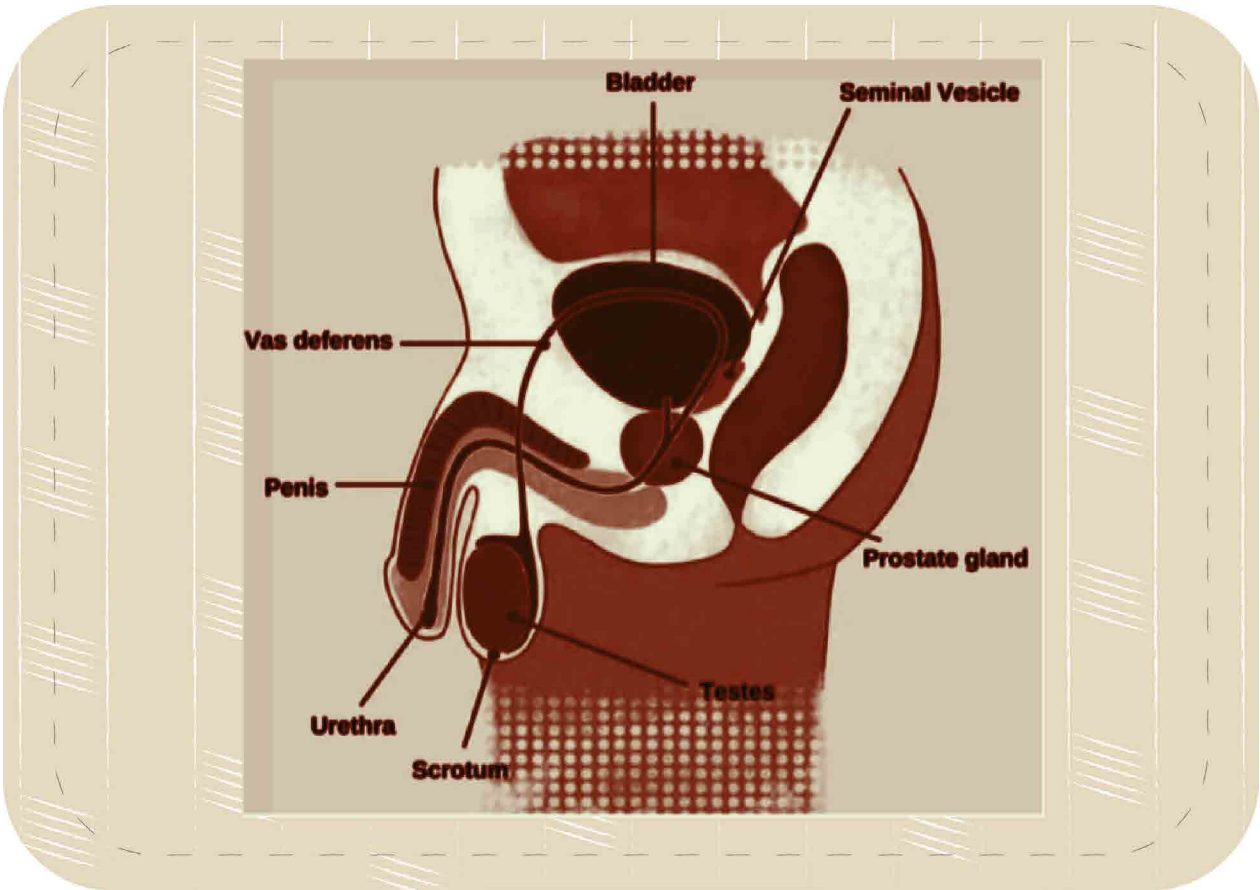


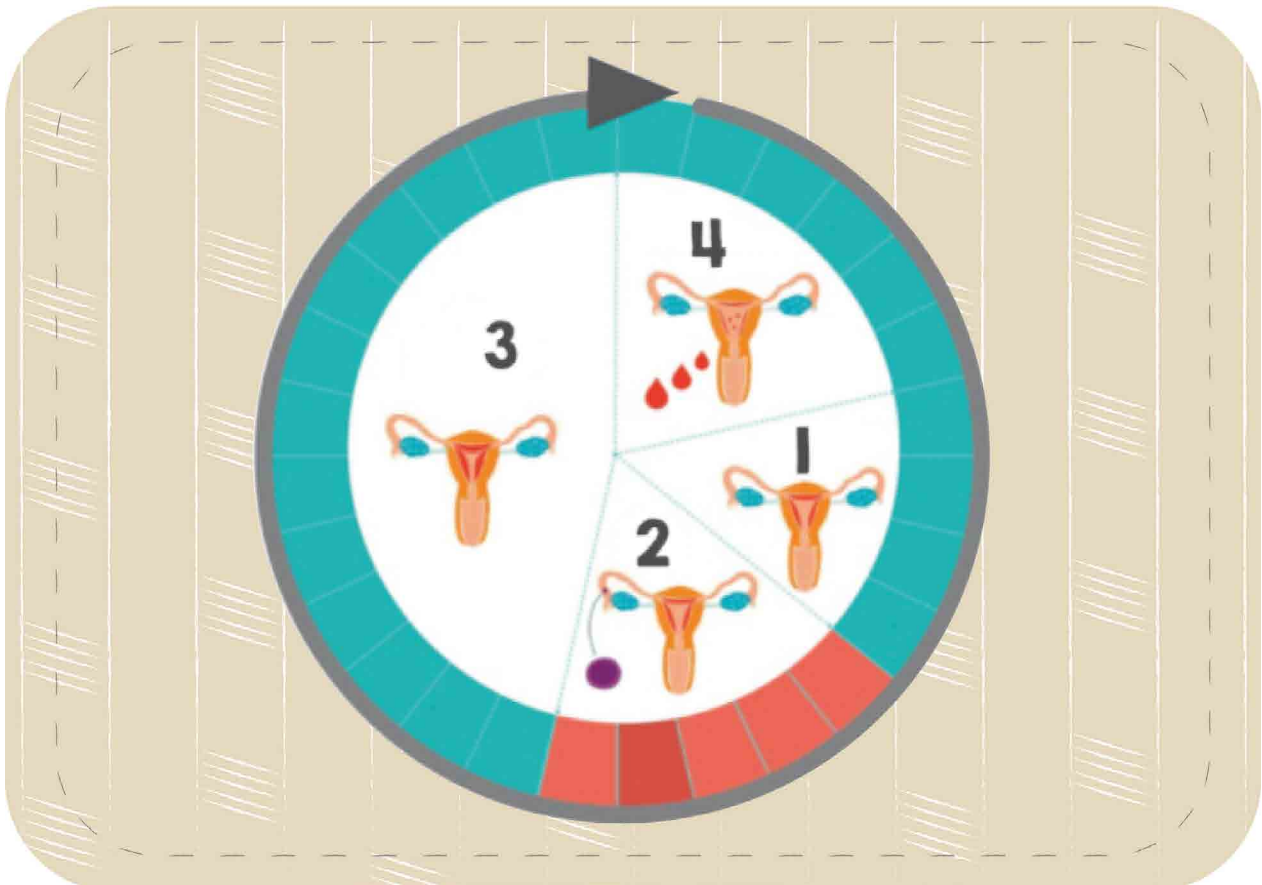






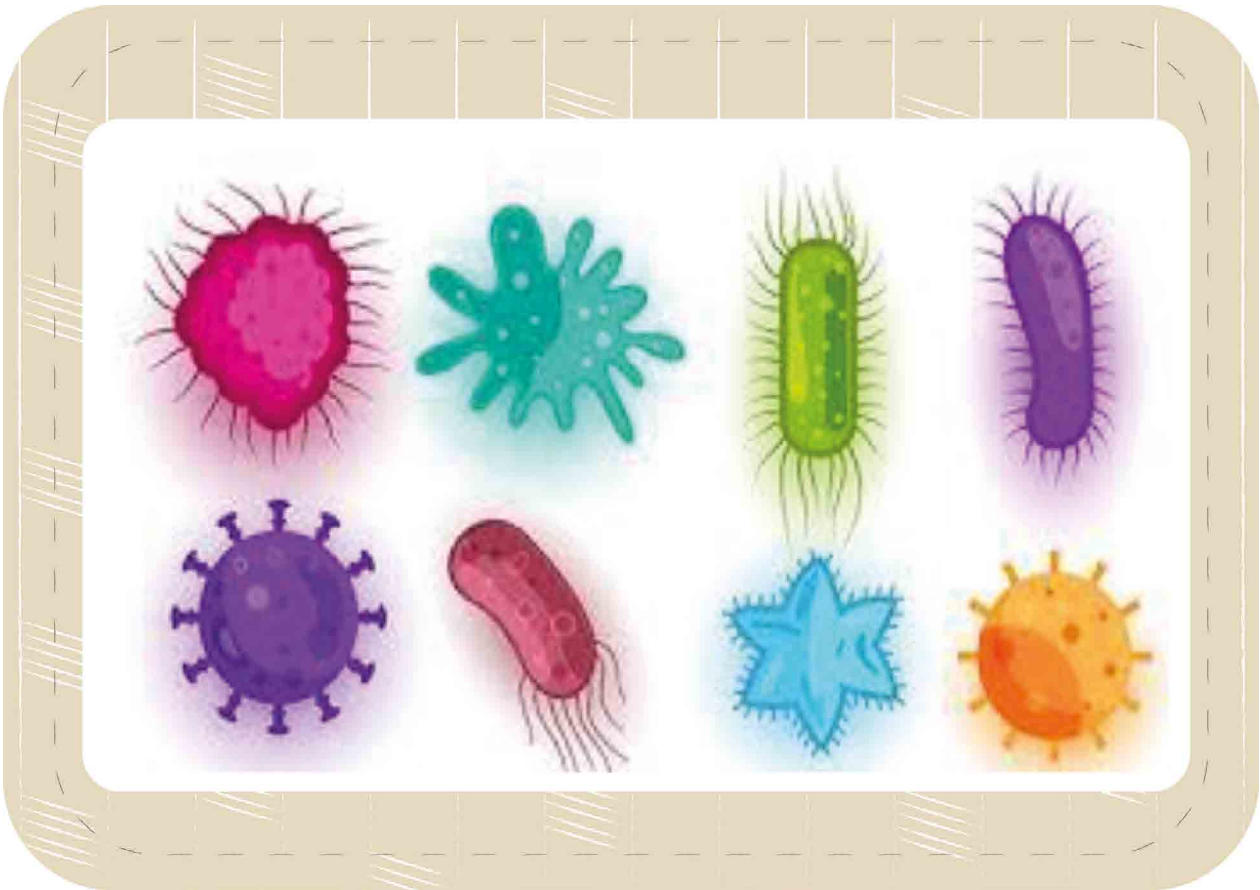














### Risk Factors of STDs

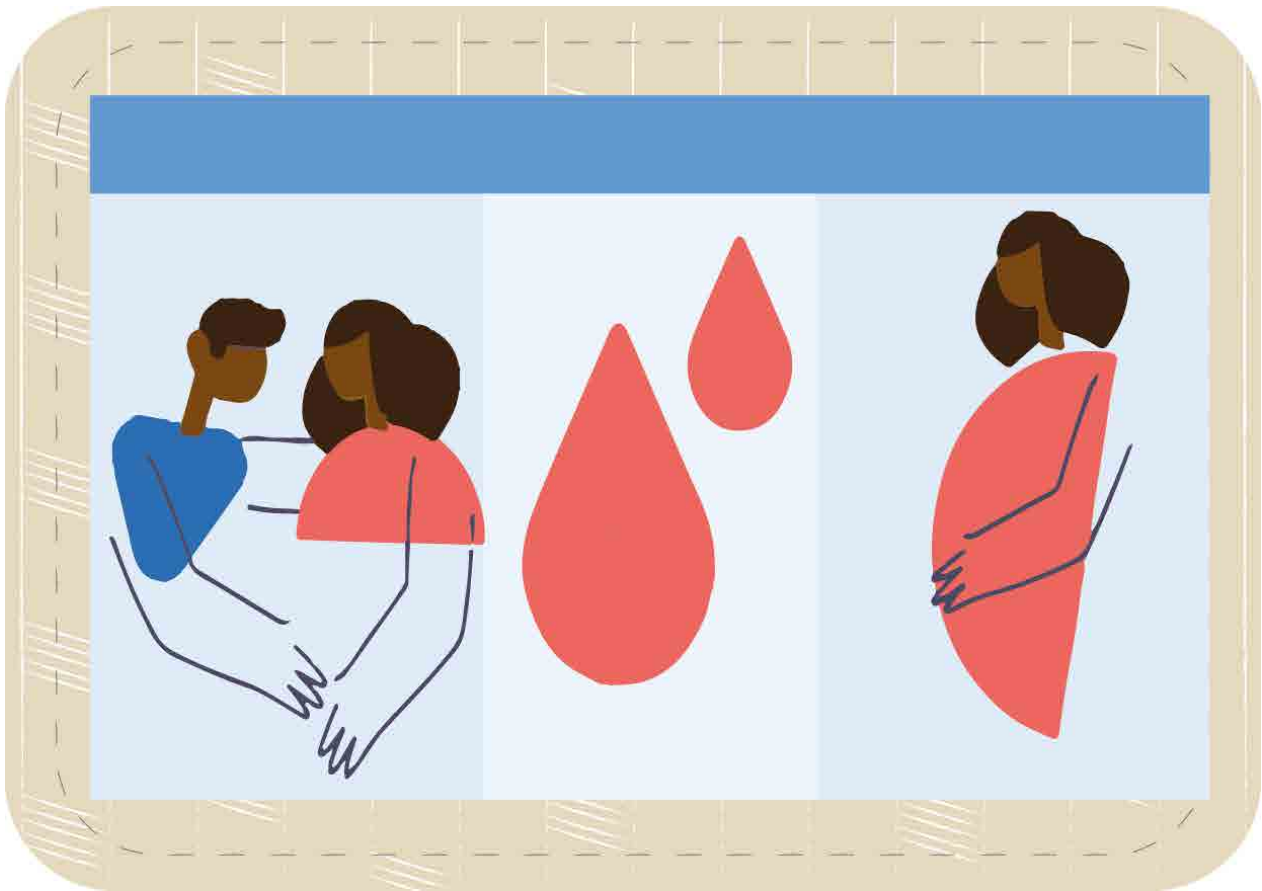
The infographic is set within a light blue rounded rectangle with a dashed border. It features a central illustration of a woman with dark hair, wearing a pink and red striped sweater, looking at her smartphone. A large, light-colored thought bubble emanates from her head, containing four distinct risk factors:

- Increased number of partners:** Represented by three red human icons.
- Inconsistent condom use:** Represented by a blue condom.
- Breaks in skin:** Represented by a hand with red spots on the palm.
- Severity of your partner's infection (as measured by things like viral load):** Represented by various colorful virus-like particles.













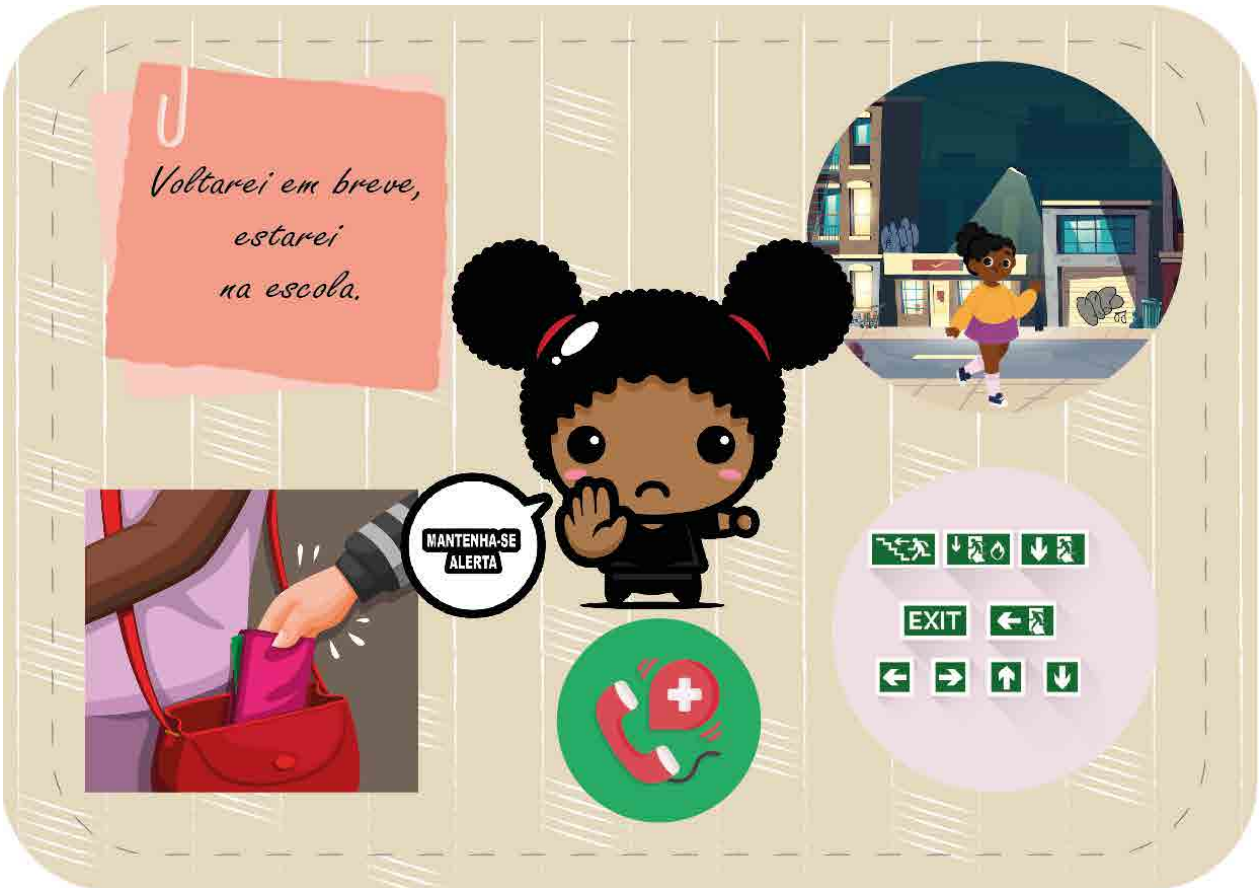


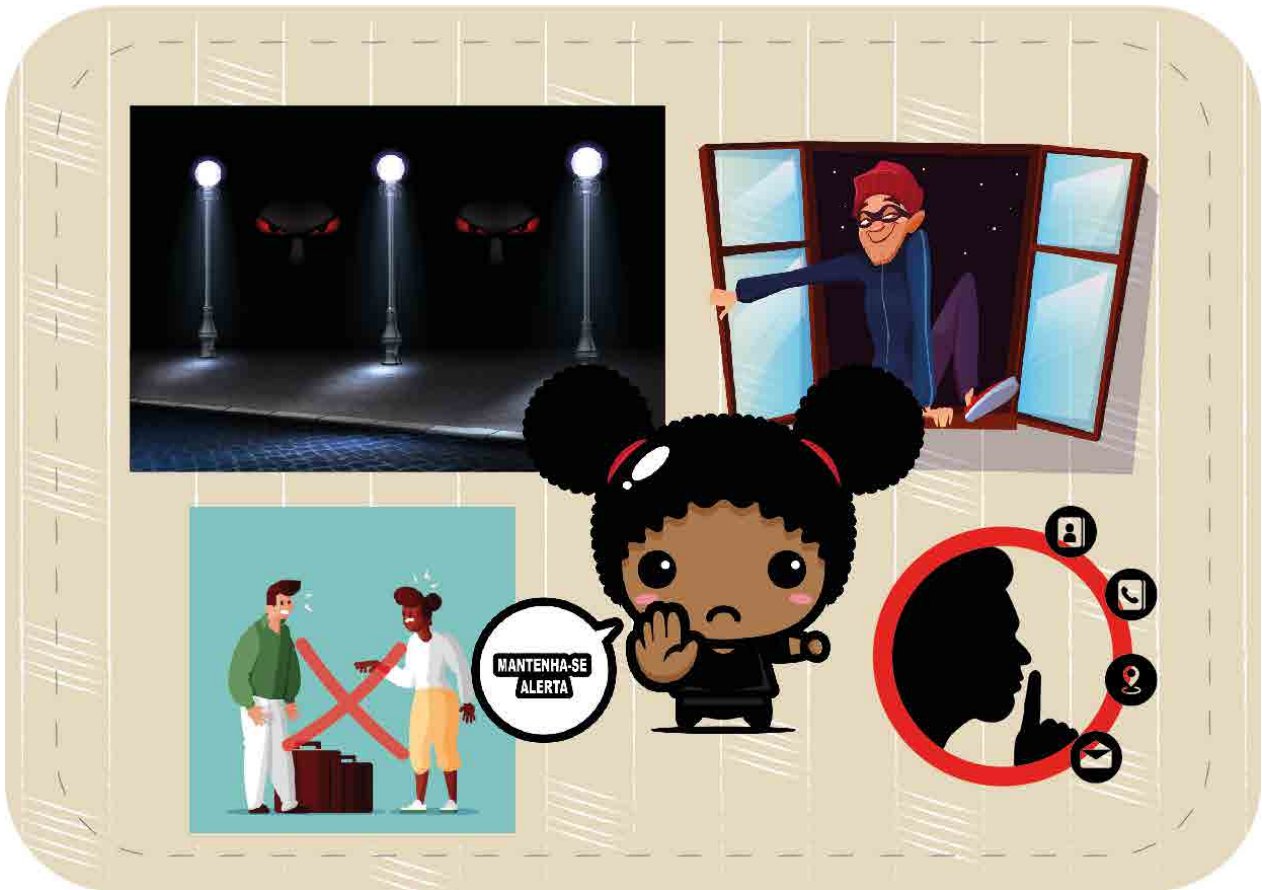






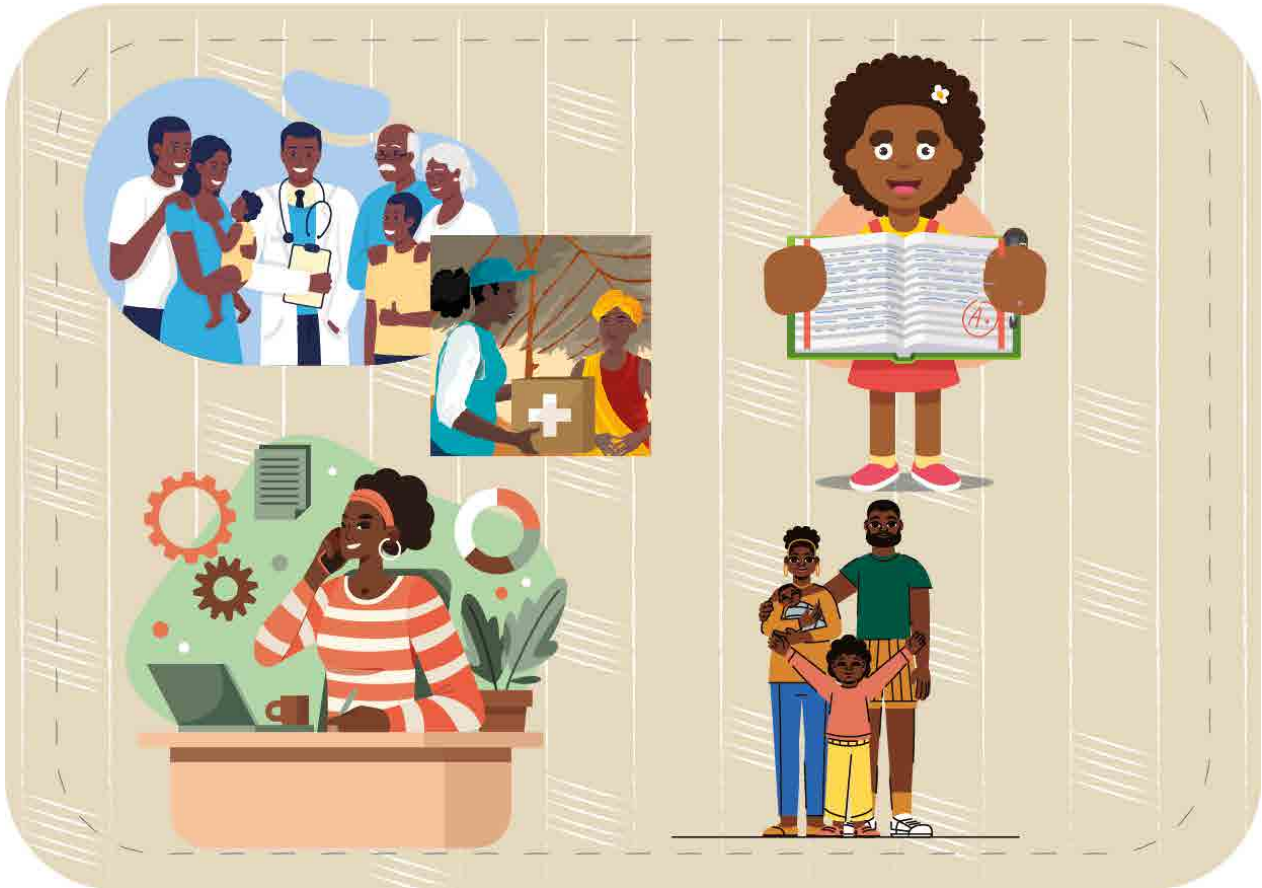




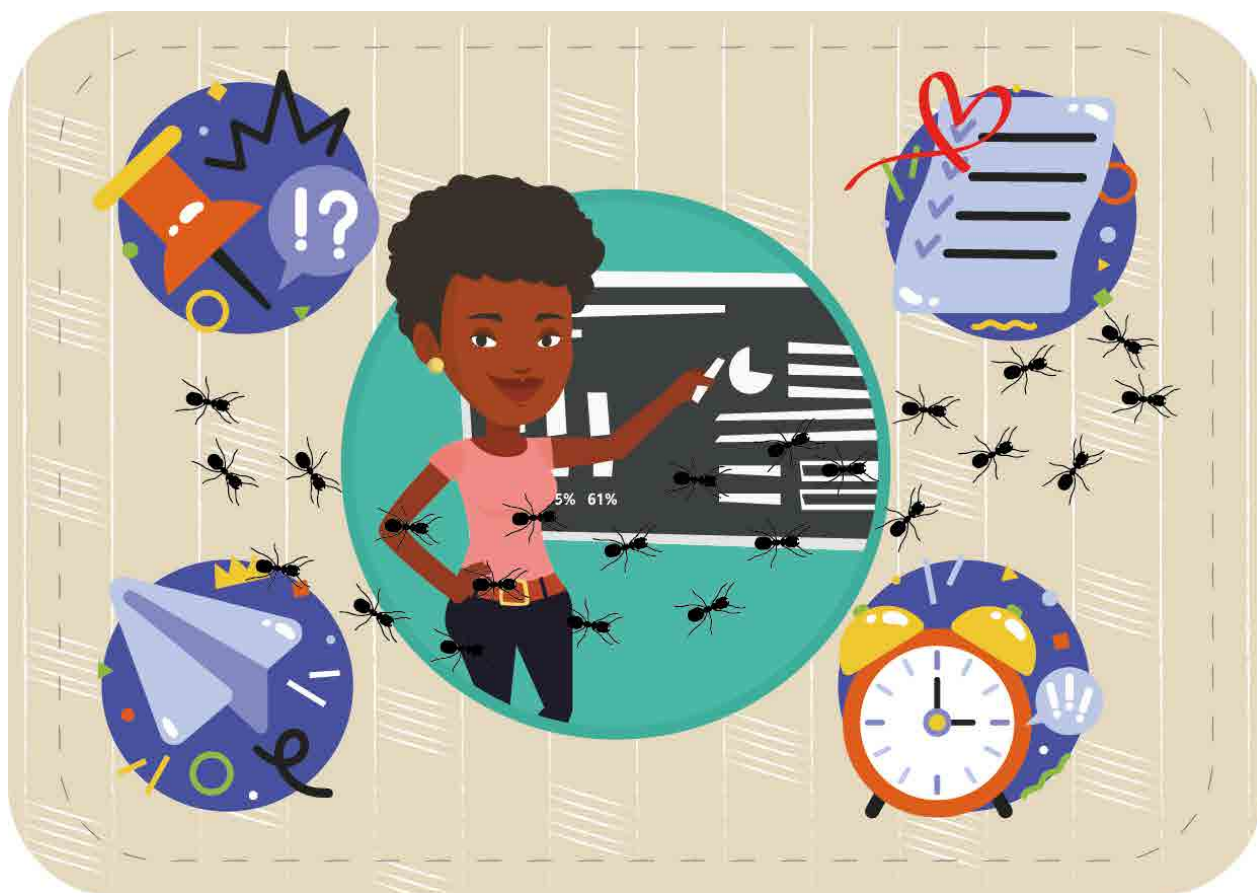






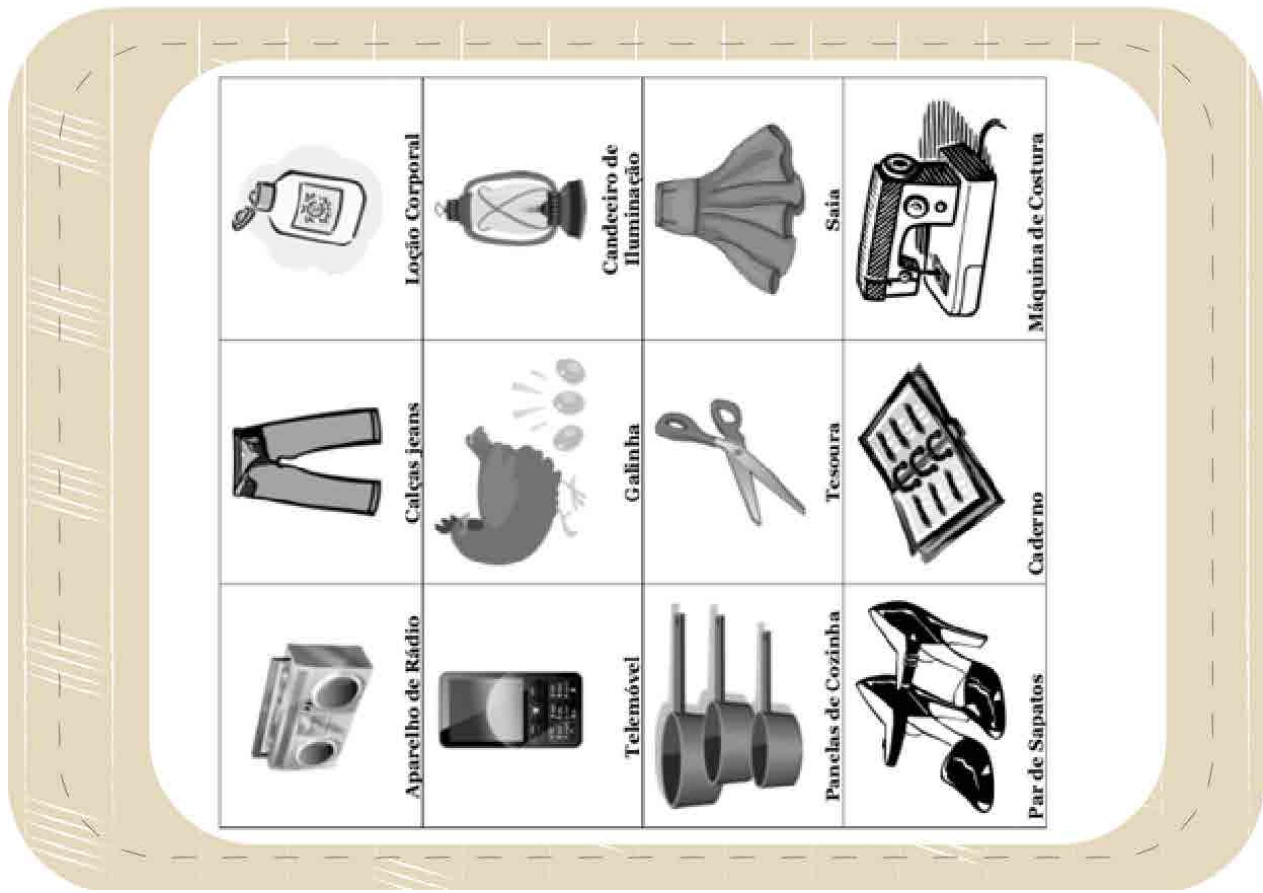


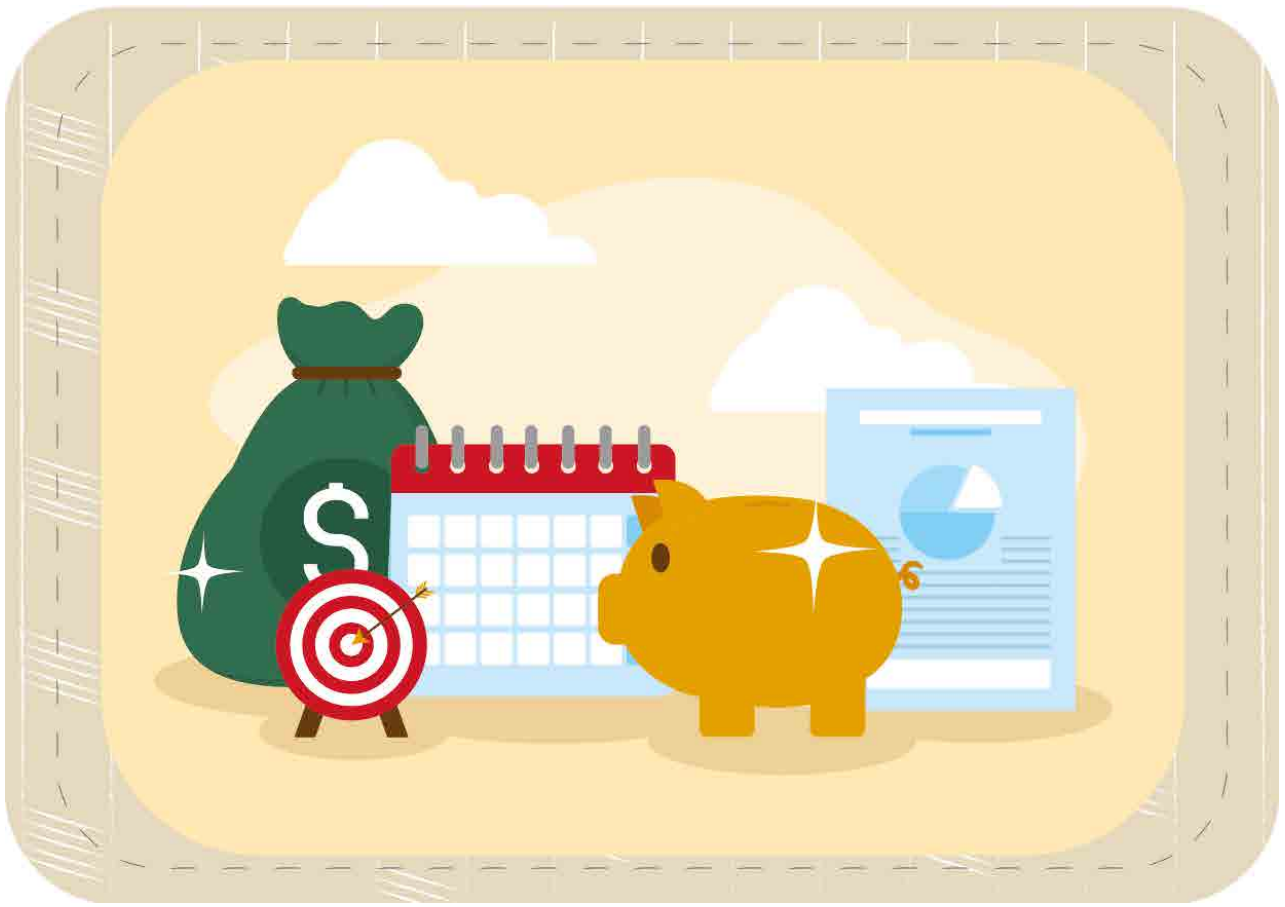




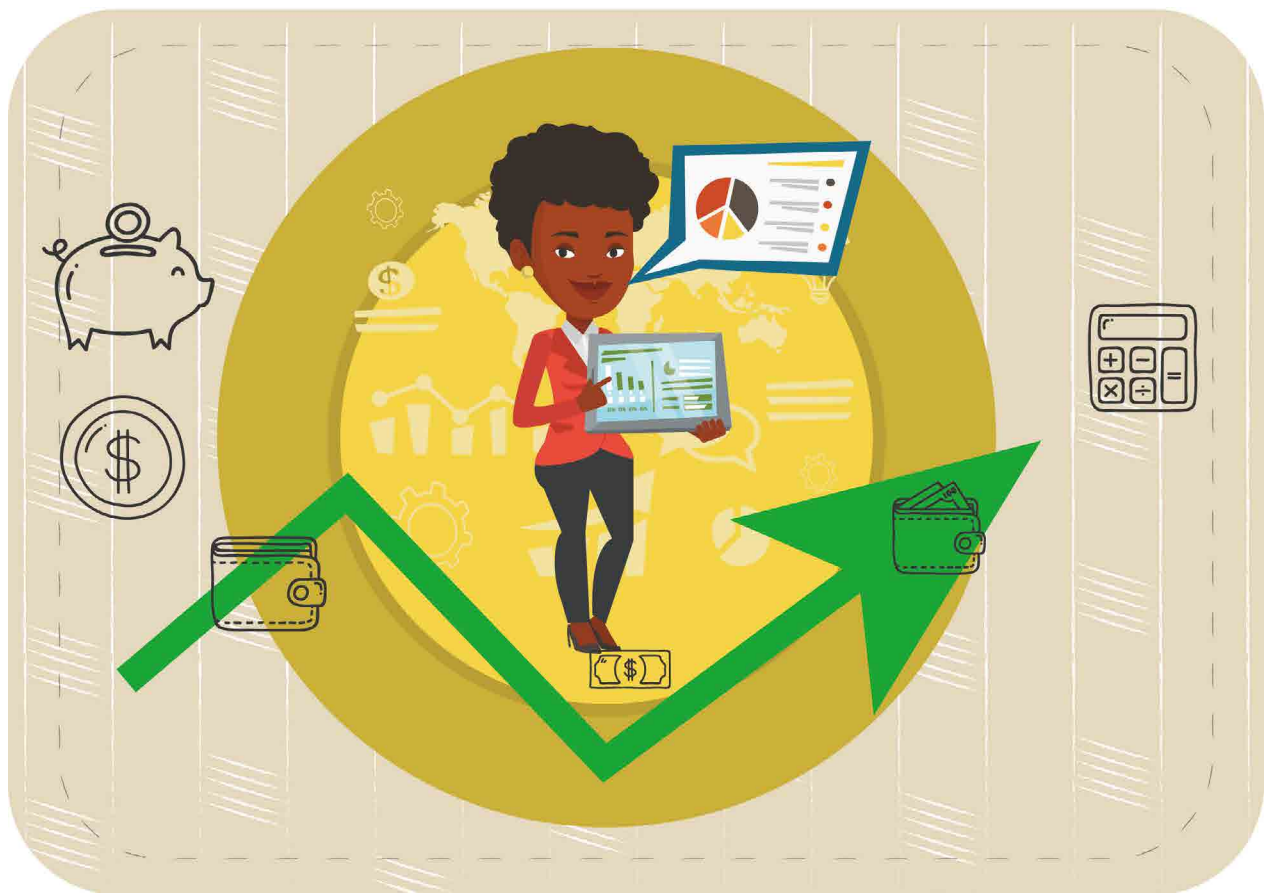


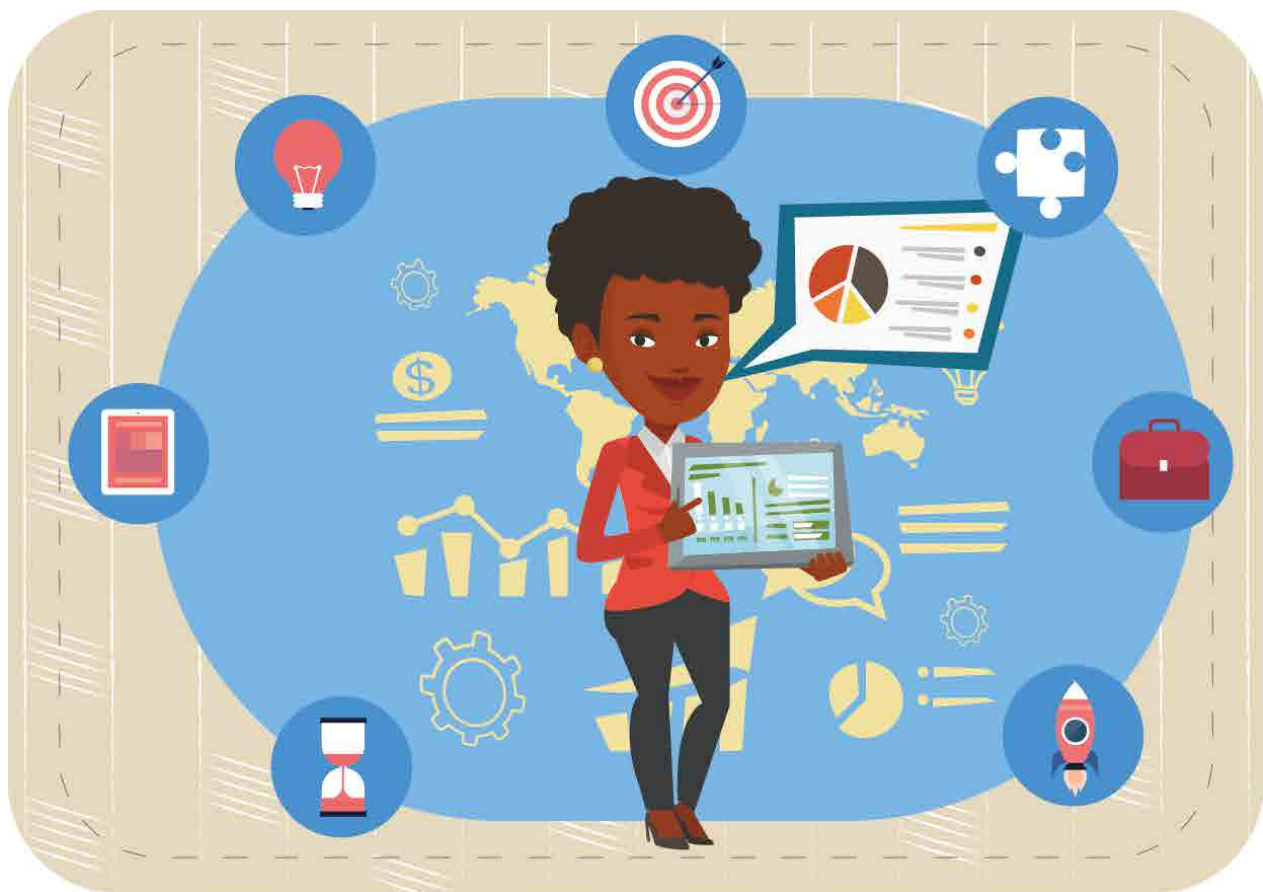






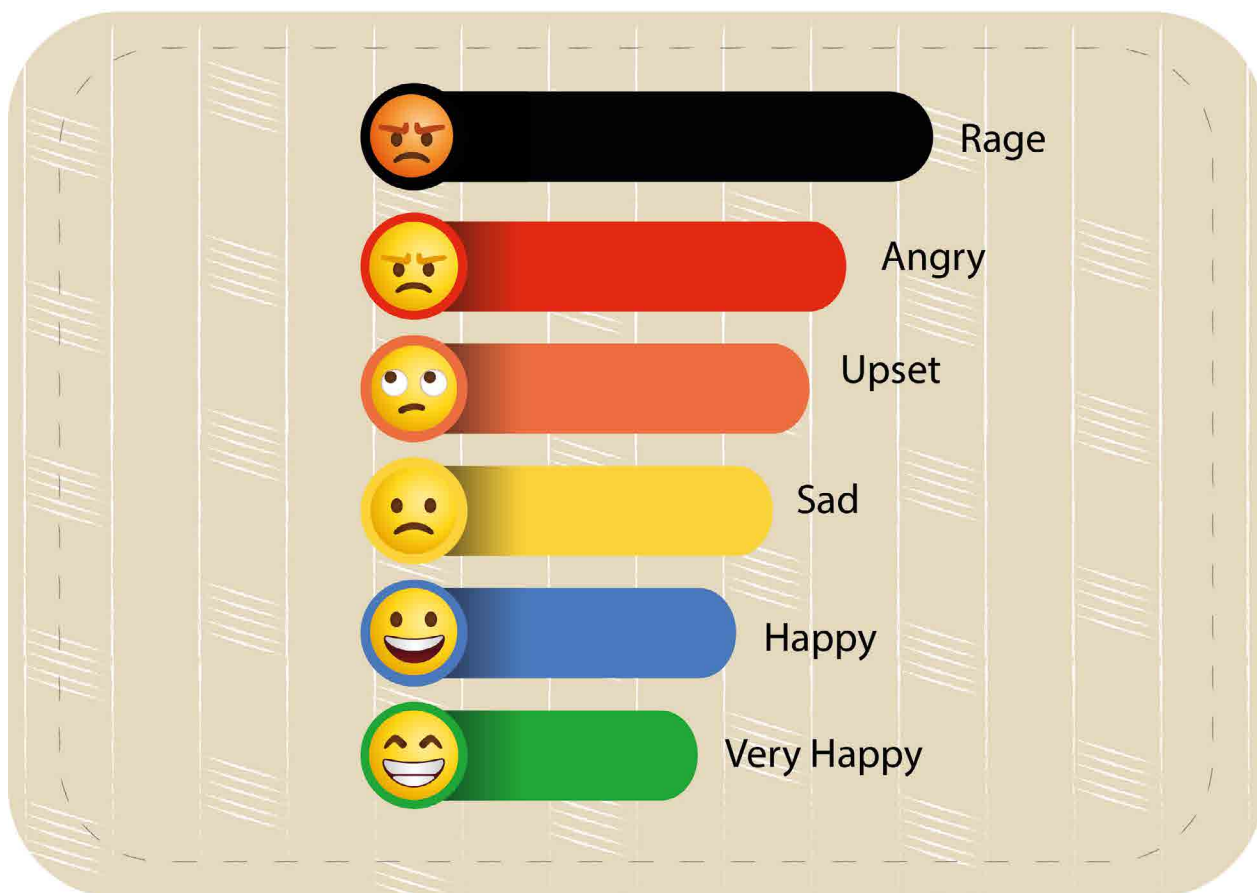






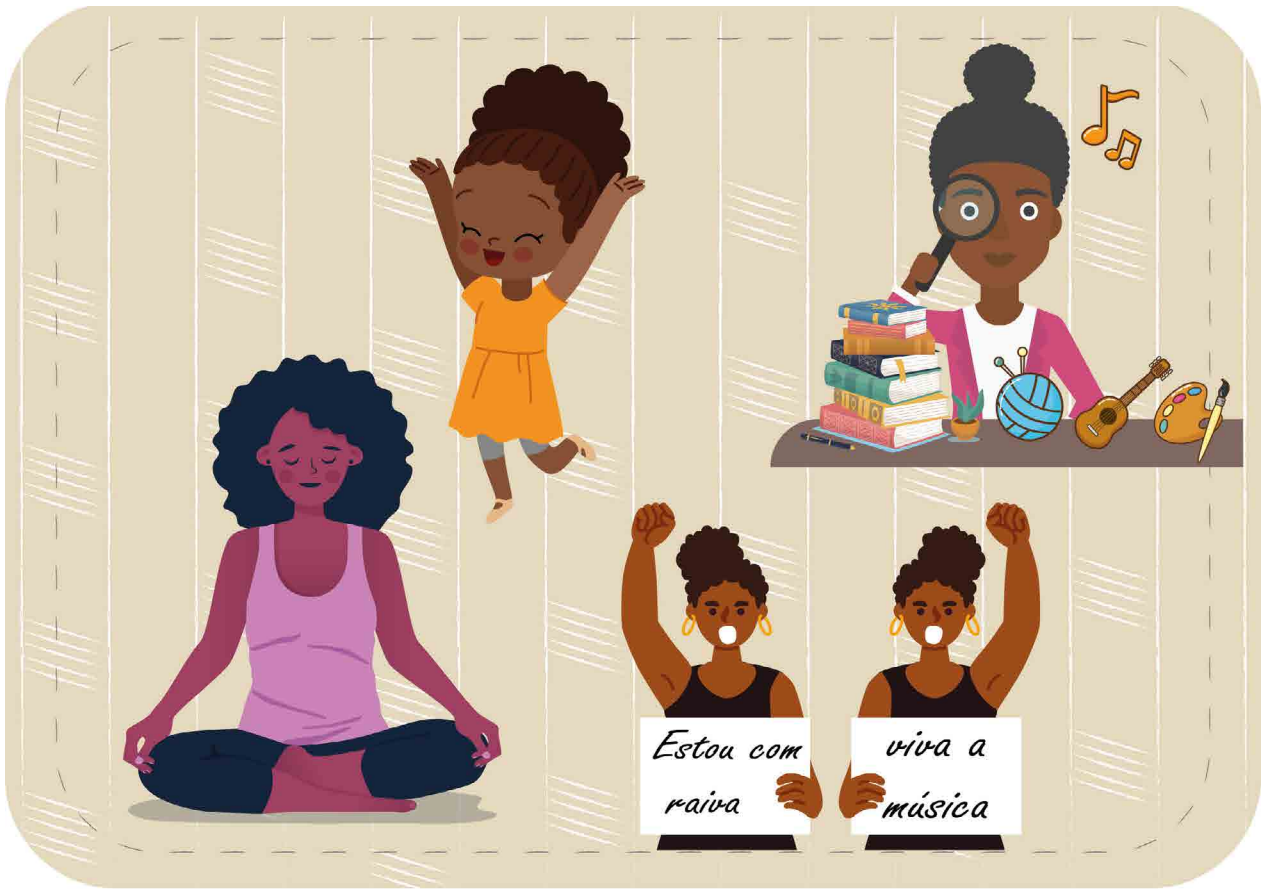




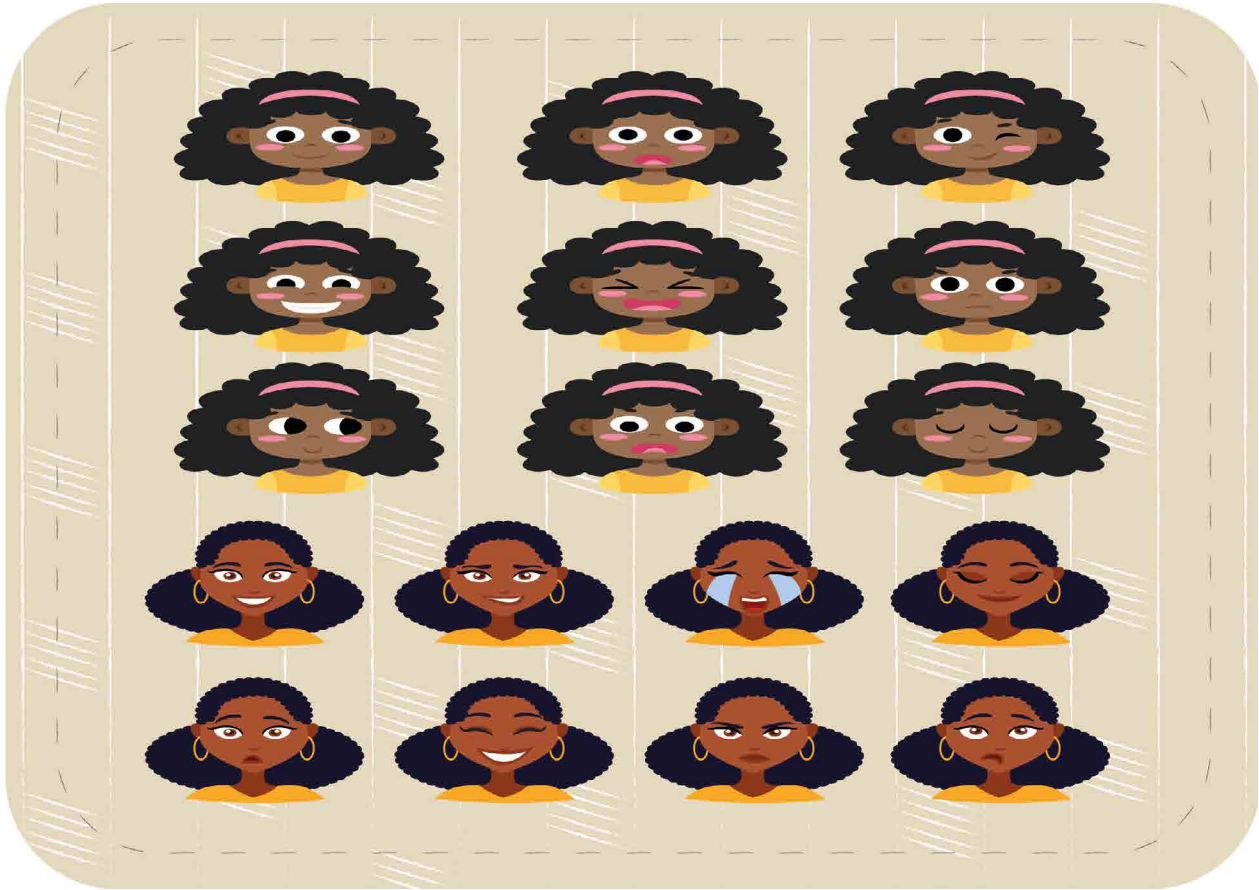




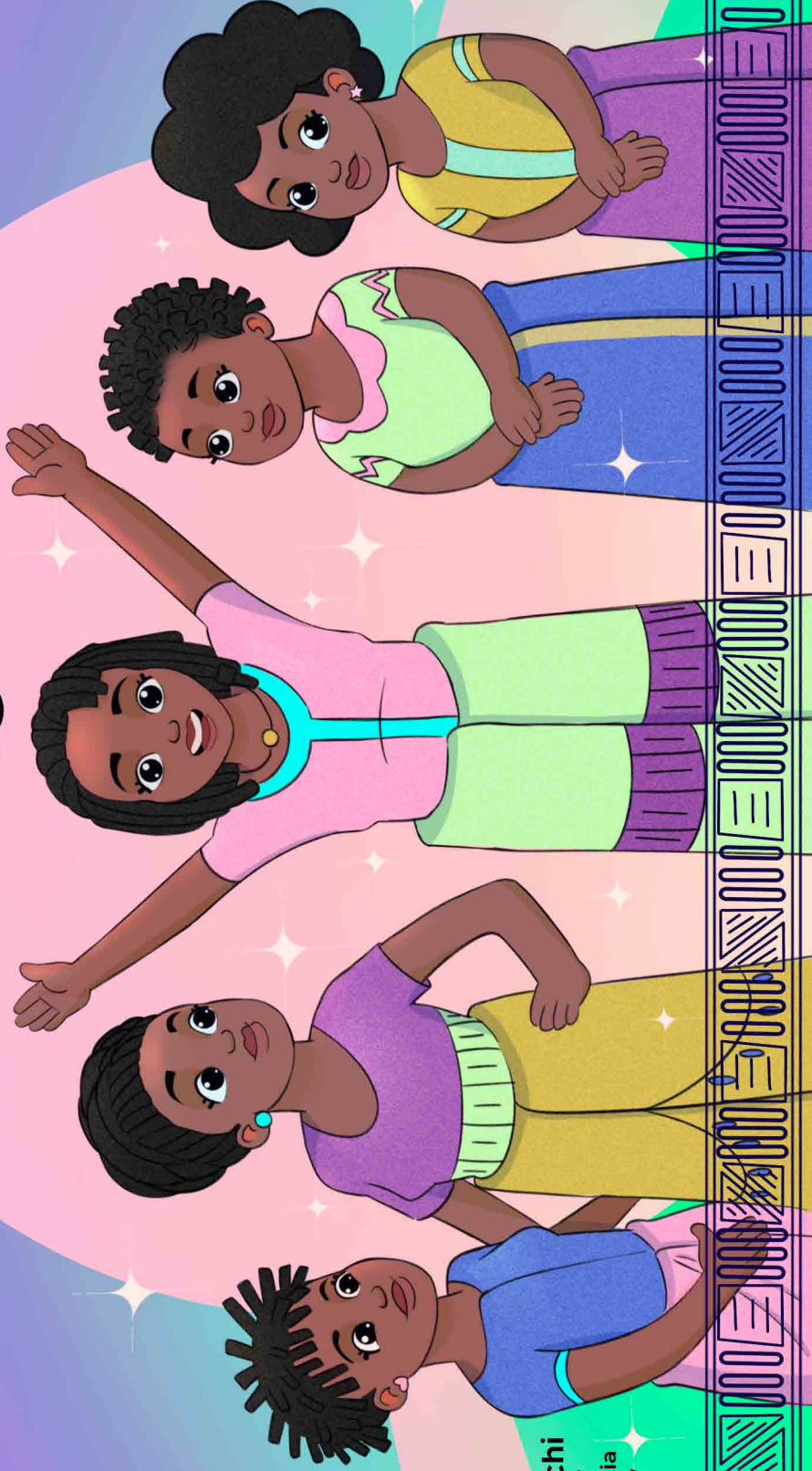








# AAA



Gaia Pallecchi  
Illustrated by  
Paulo Pazciencia  
Marcos Saory

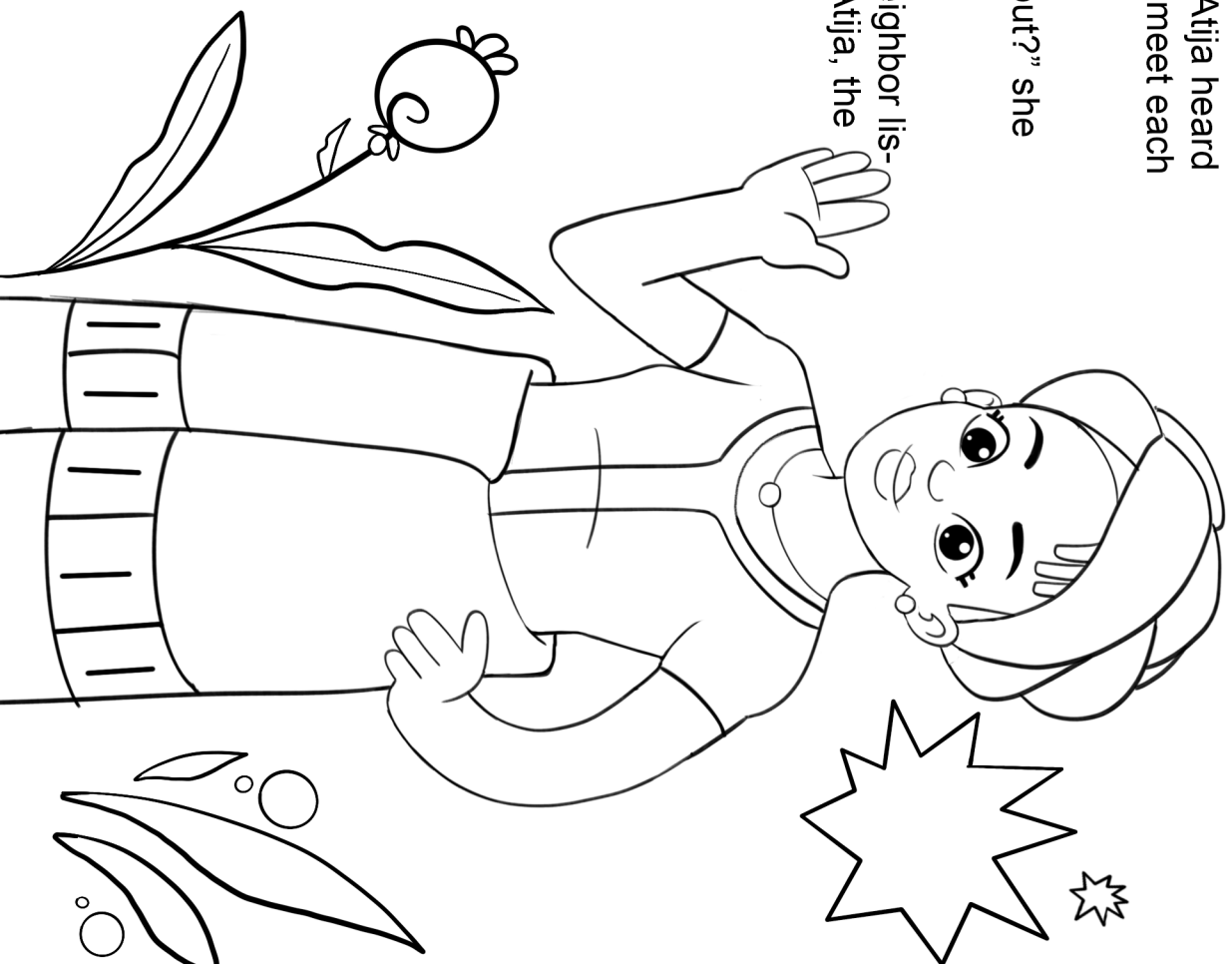
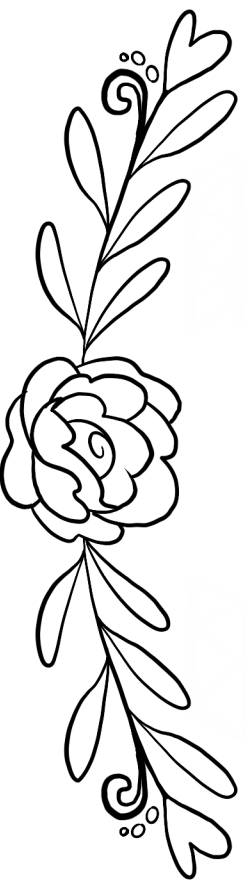
This is the story of a fifteen-years-old girl, called Atija.

Atija had recently moved from her home to a new location. Atija heard that in the new place there was a group of girls, who would meet each week, to talk and learn new things.

“What kind of things could this group be meeting to talk about?” she asked to her younger sister Raima.

Atija wanted to join the group, but she was a bit shy. Her neighbor listened to her and intervened: “You should absolutely come Atija, the group is great and you will enjoy it!”

# ATIJA



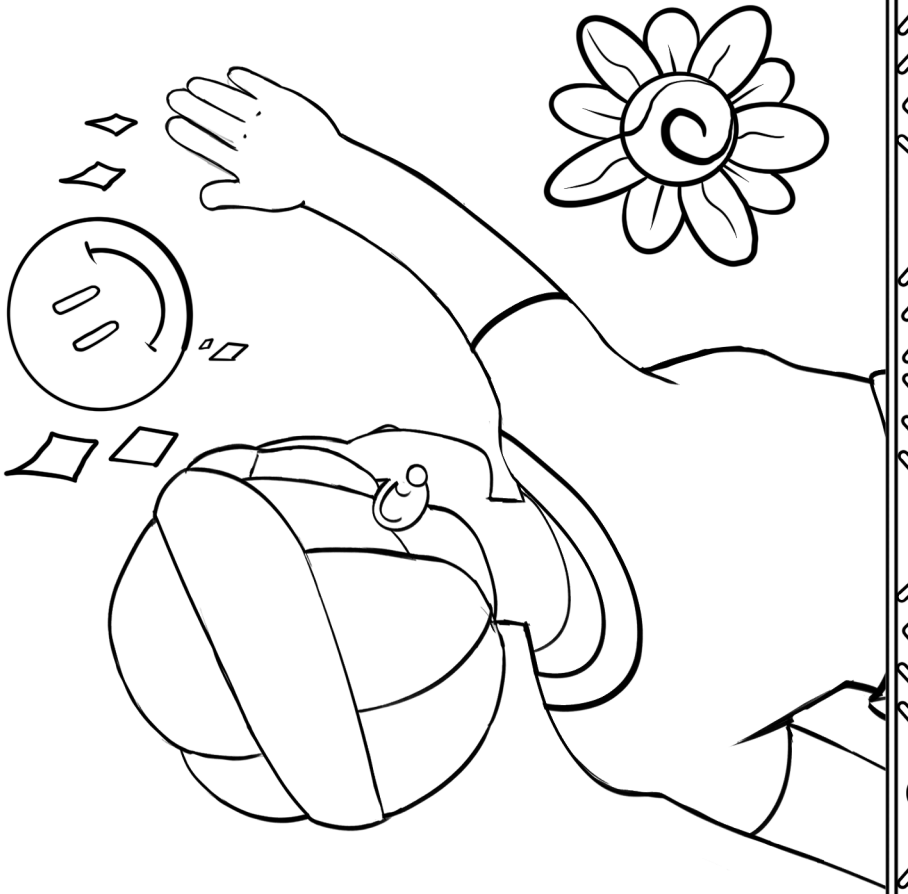


Motivated by her neighbor, Atija finally decided to join the girls' group.

"Wow, these girls are really the same like me" she thought.  
"Some, however, look happy, others look angry".

"I will be happy to share a bit more about myself, and the things that make me feel sad sometimes..." she told her sister Raima.

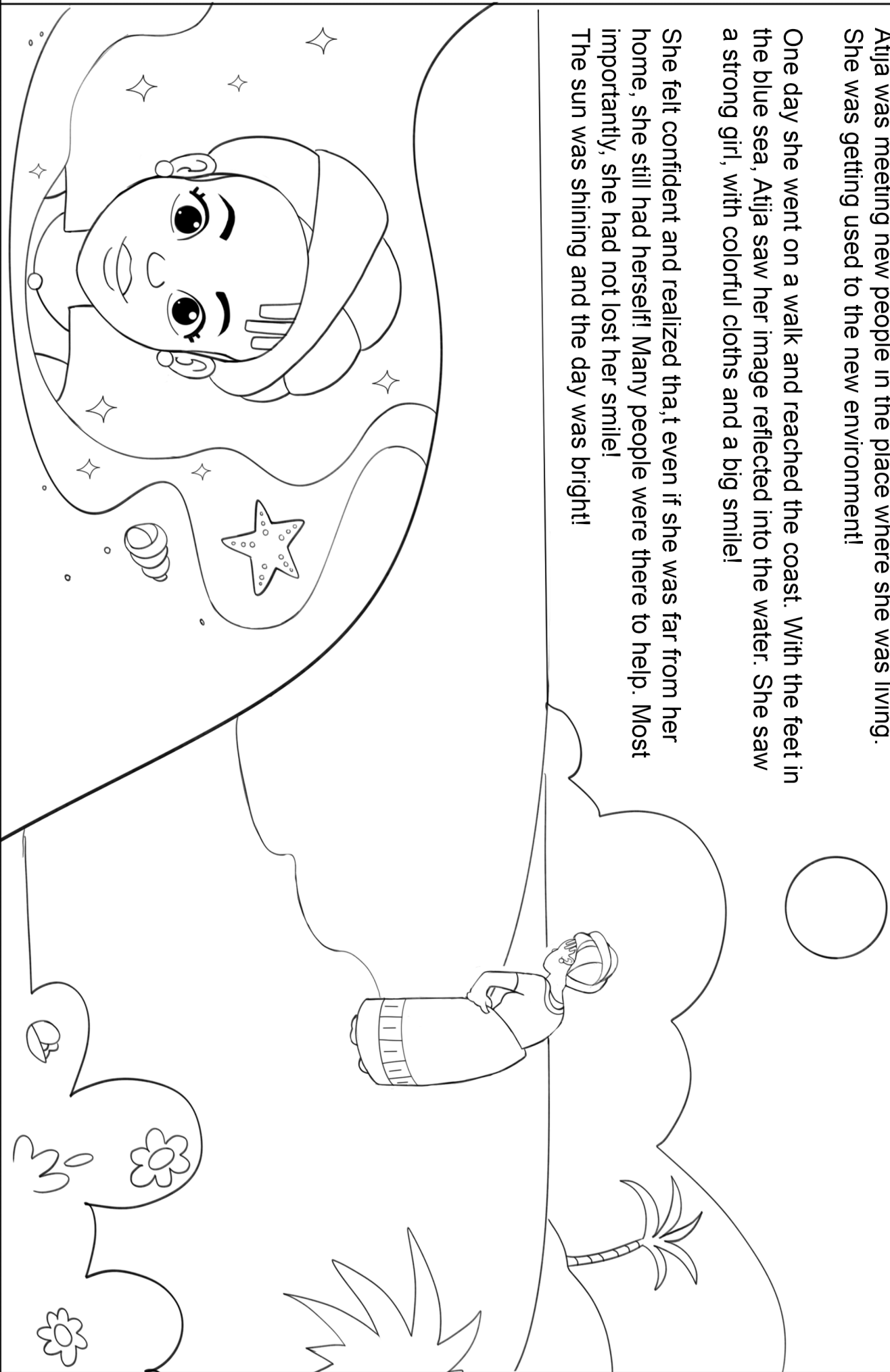
"... But I still don't know who I can trust!"



Atija was meeting new people in the place where she was living.  
She was getting used to the new environment!

One day she went on a walk and reached the coast. With the feet in  
the blue sea, Atija saw her image reflected into the water. She saw  
a strong girl, with colorful cloths and a big smile!

She felt confident and realized that, even if she was far from her  
home, she still had herself! Many people were there to help. Most  
importantly, she had not lost her smile!  
The sun was shining and the day was bright!

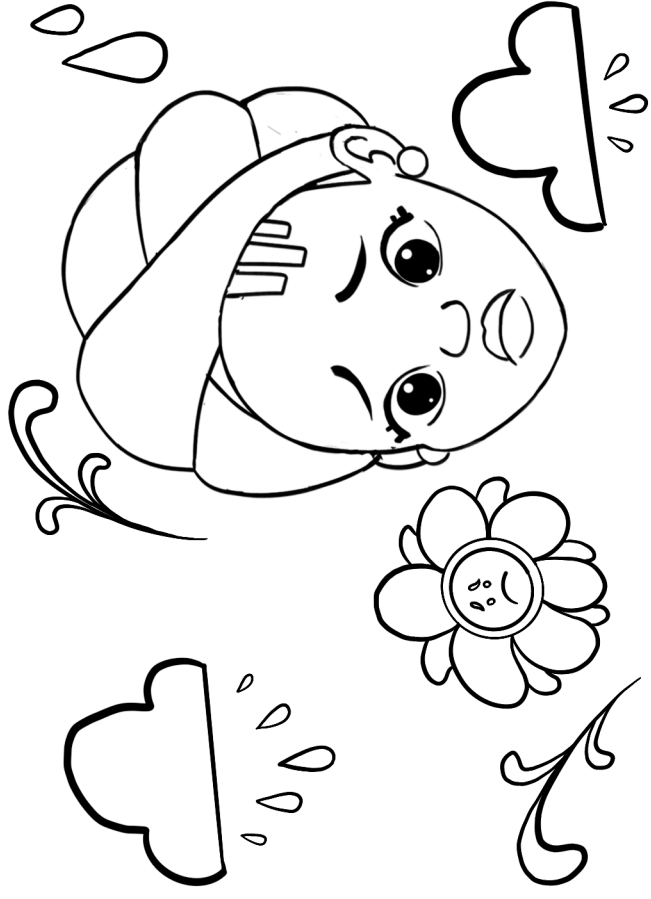


Atija noticed that she was feeling many different emotions sometimes.

Last week she was very happy because her mum cooked her favorite dish. But her brother made a joke and she suddenly got angry.

“Atija, it is not ok to behave in a way that shows anger!” her mum exclaimed!

But Atija didn't know how to deal with this emotion, because her feelings were still there!



Since moving to the new location, Atija faced a lot of pressure. She was not used to walking long distances to get to the school!

Her teacher seems nice, but that walking really kills her!



"How can you keep up with everything?" – she asked to her classmate Madraa. "When I am back home, I have to help my family. I have to catch up with the lessons I missed. And also take care of my brothers and sisters!"

"I know," responded her friend. "Sometimes I also feel worried, have headaches and my stomach hurts! But if I try to take some time for myself, I soon feel better!"

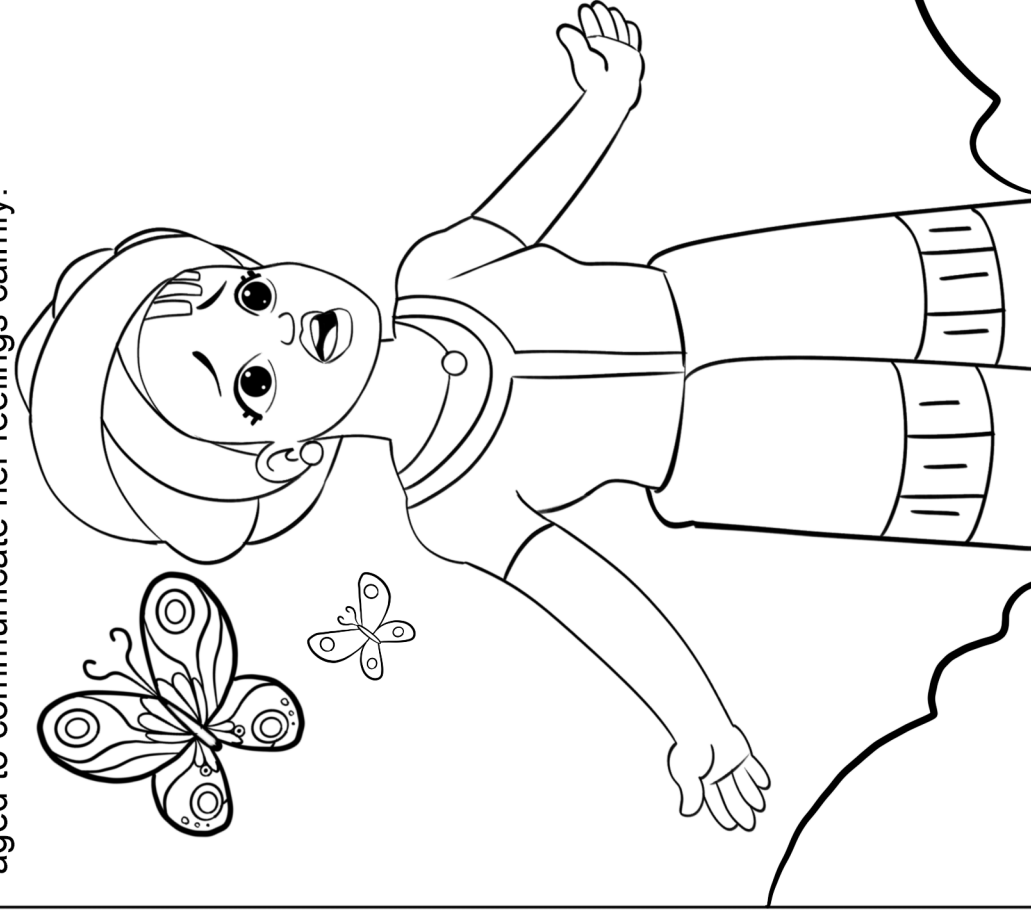




Atija was invited to a wedding celebration last week! She borrowed her cousin Rucaia's dress.

Rucaia told Atija to be careful with the dress. But Atija was careless with the dress. The dress had a big stain on the front. Rucaia was furious! However, she managed to communicate her feelings calmly:

"I feel offended when you don't pay attention to what I ask you. Yesterday I was talking to you but it seems as if you ignored what I was saying."



Atija wanted to attend a sports' competition that was being organized at the center by an organization. All girls from the girls' group were going!

She knew her father might have some concerns. He usually doesn't want her to mingle where there are also boys.



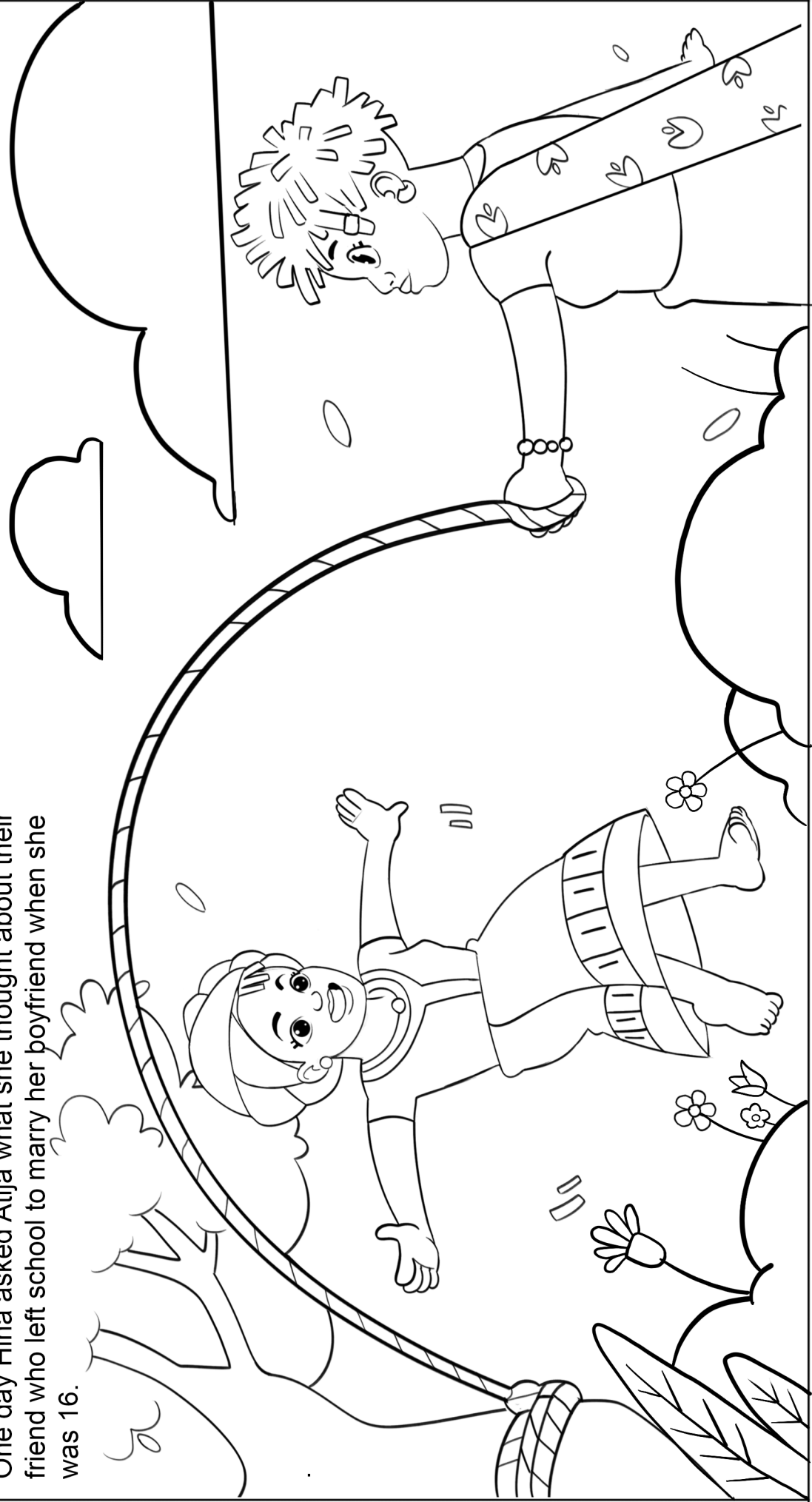
But she takes the courage to ask: "Dad, I am part of a group now, and I need to participate in the activities that are organized. The sport competition is a good occasion for me to distress. I will be staying all the time with the mentor and the other girls. Would you let me go?"



At the girls' group, Atija was becoming good friend with a girl called Hina. They liked the same food; they listened to the same music; and they loved jumping rope together!

One day Hina asked Atija what she thought about their friend who left school to marry her boyfriend when she was 16.

"She made a bad decision that she would regret soon" Atija said promptly. "Oh I believe she did well instead, I also would do the same" replied Hina. They had a disagreement...how to resolve it?



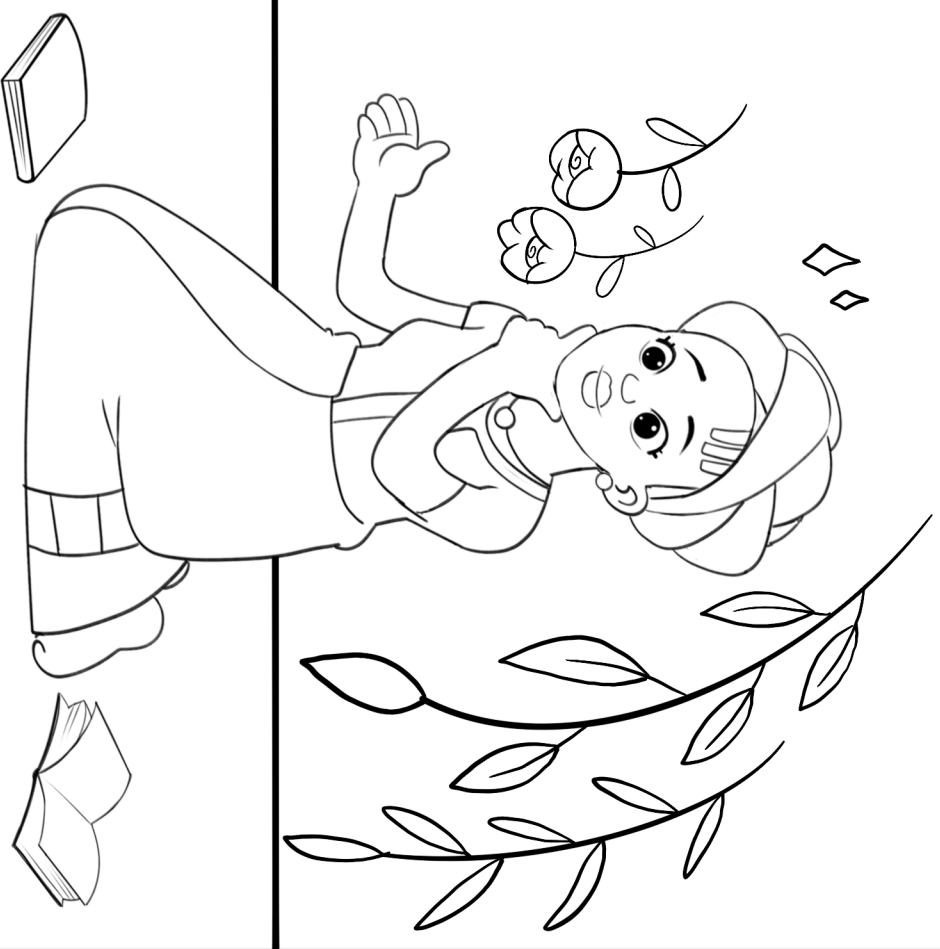
Atija's teacher has asked her to be her assistant! Atija feels proud of this request, which is motivated by her good grades and behavior in class.

Being an assistant means she will need to remain in school longer, and help with reviewing homework.



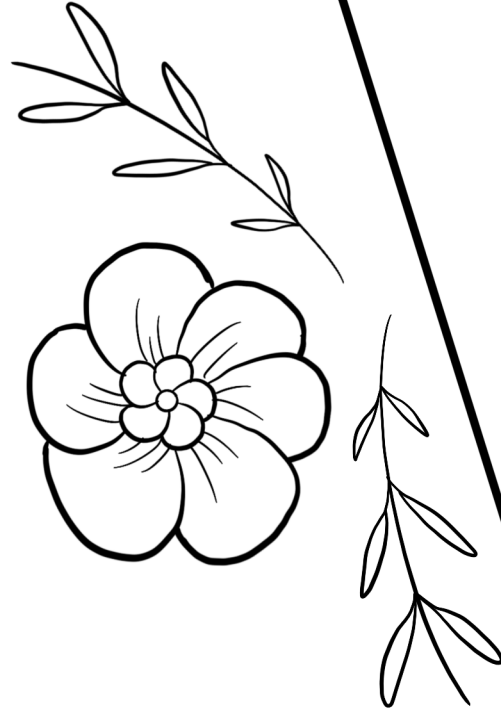
Atija is confused...if she stays in school until late, it will become dark, and she won't have time at home and with her friends.

But she can learn a lot from this experience! She decides to ask her aunt for an advice.

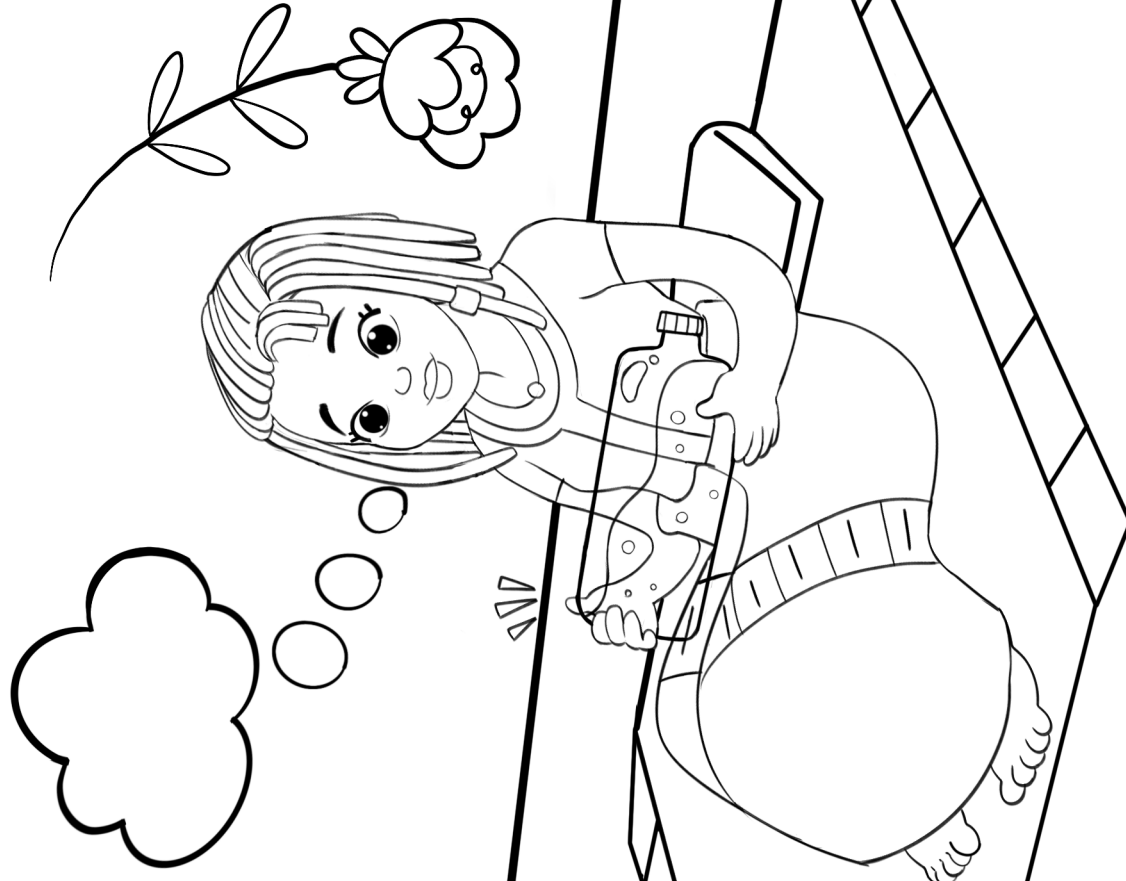


When Atija has her period, she mostly stays home. She feels intense pain in her abdomen, so she prefers not to show her discomfort. But in her girls' group, the mentor has explained that placing hot water on the belly may help.

“Should I really try that? What if my brothers see me with a bottle of hot water on my belly?” – she think.



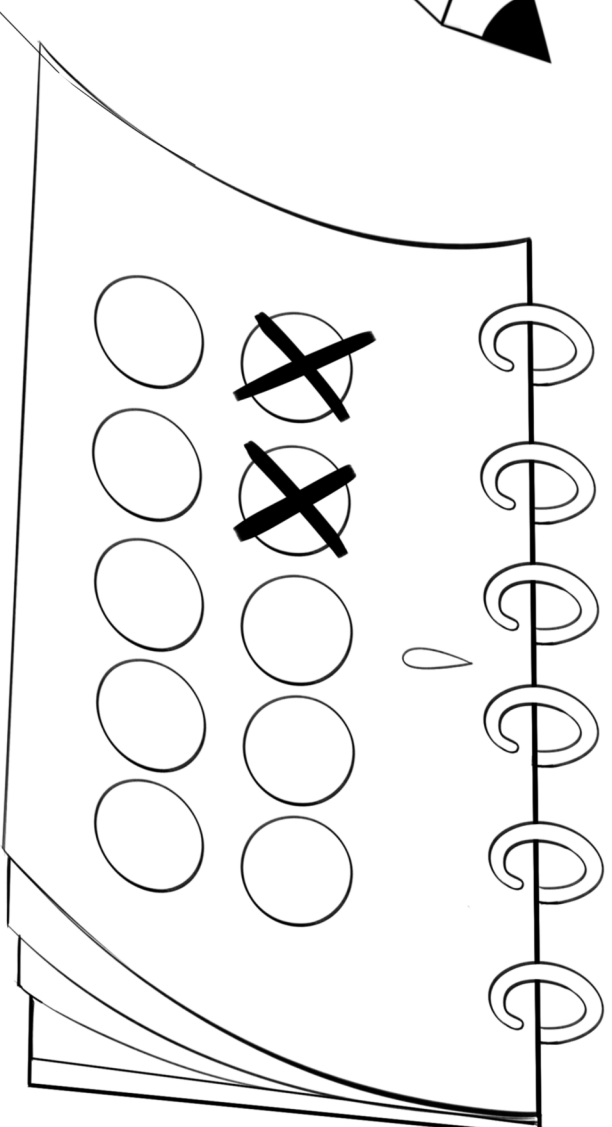
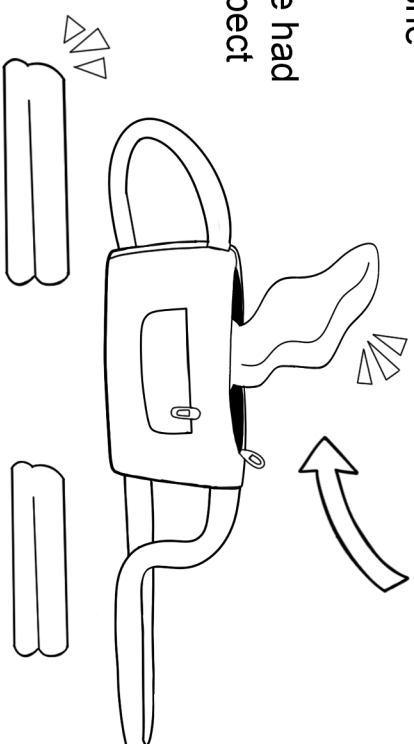
But then suddenly she tries and discovers that the pain is almost gone! The mentor was right: our period is something natural, and we can learn how to better deal with it!



Atija has been having her period for some time now, but just recently she figured out how to calculate when her period will come.

Last month it happened when she was at the market. Another time she had her period when she was visiting a friend. Now she knows when to expect it, and she feels much more released!

She will wear some tissue to be ready when the period is due.

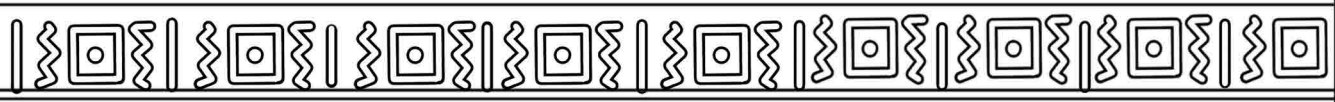
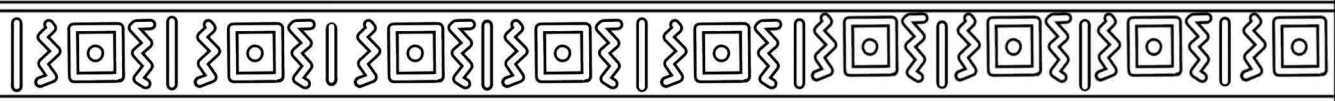
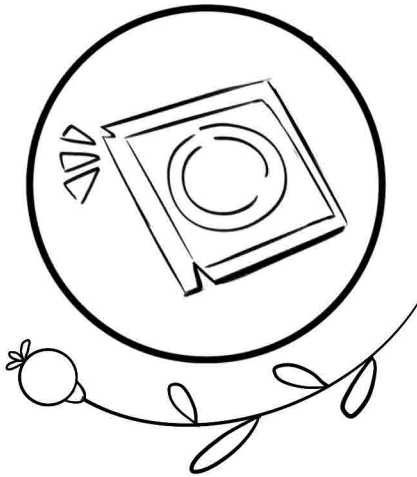




Atija was very excited. Her aunt just told her she was pregnant! Her aunt's husband was very happy as well and they both were working hard to prepare for the baby's arrival.

Atija knew something about making babies. She knew the organs involved. But not how this actually happened.

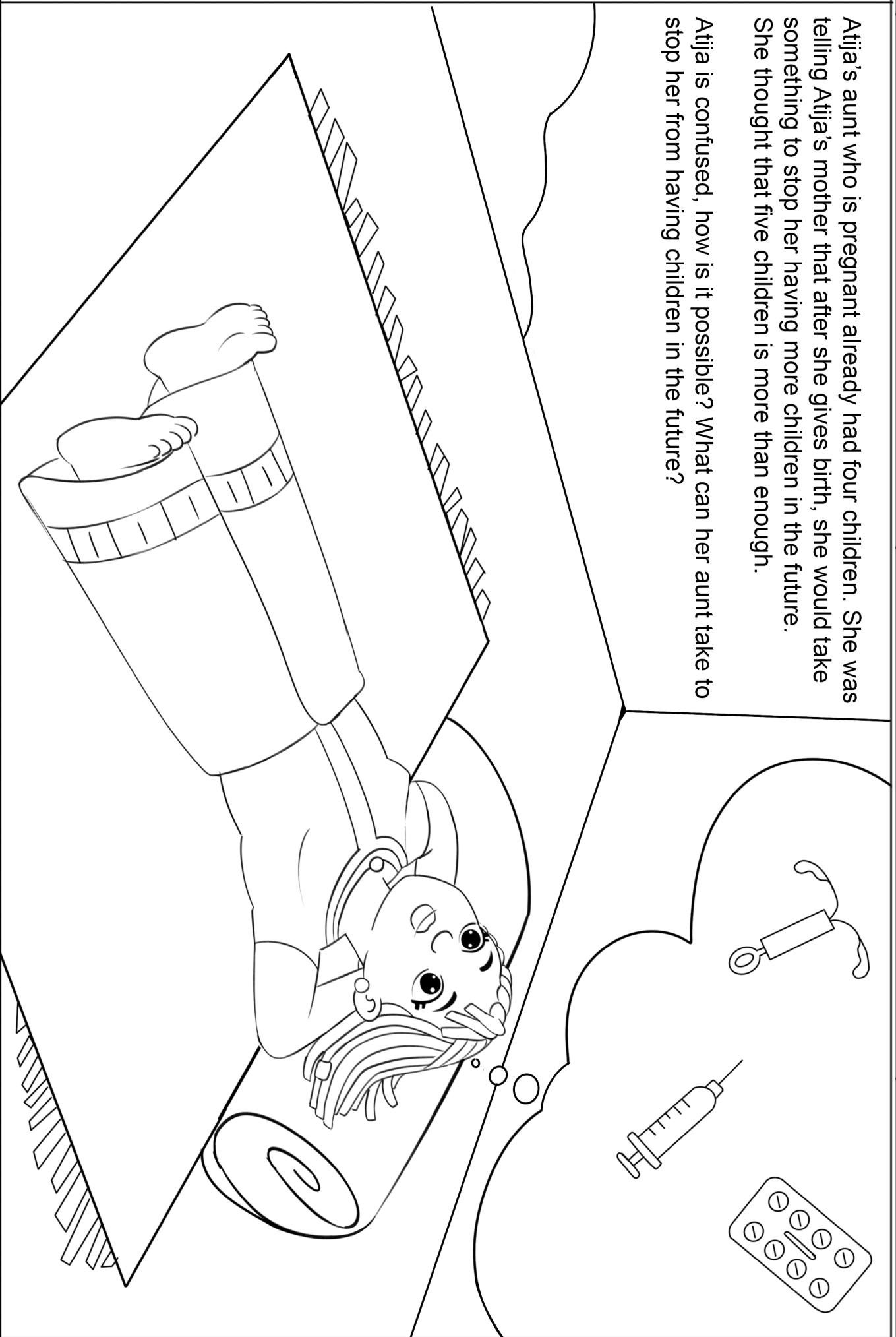
She didn't want to bother her aunt with these questions. But maybe she could ask during one session of the girls' group?





Atija's aunt who is pregnant already had four children. She was telling Atija's mother that after she gives birth, she would take something to stop her having more children in the future. She thought that five children is more than enough.

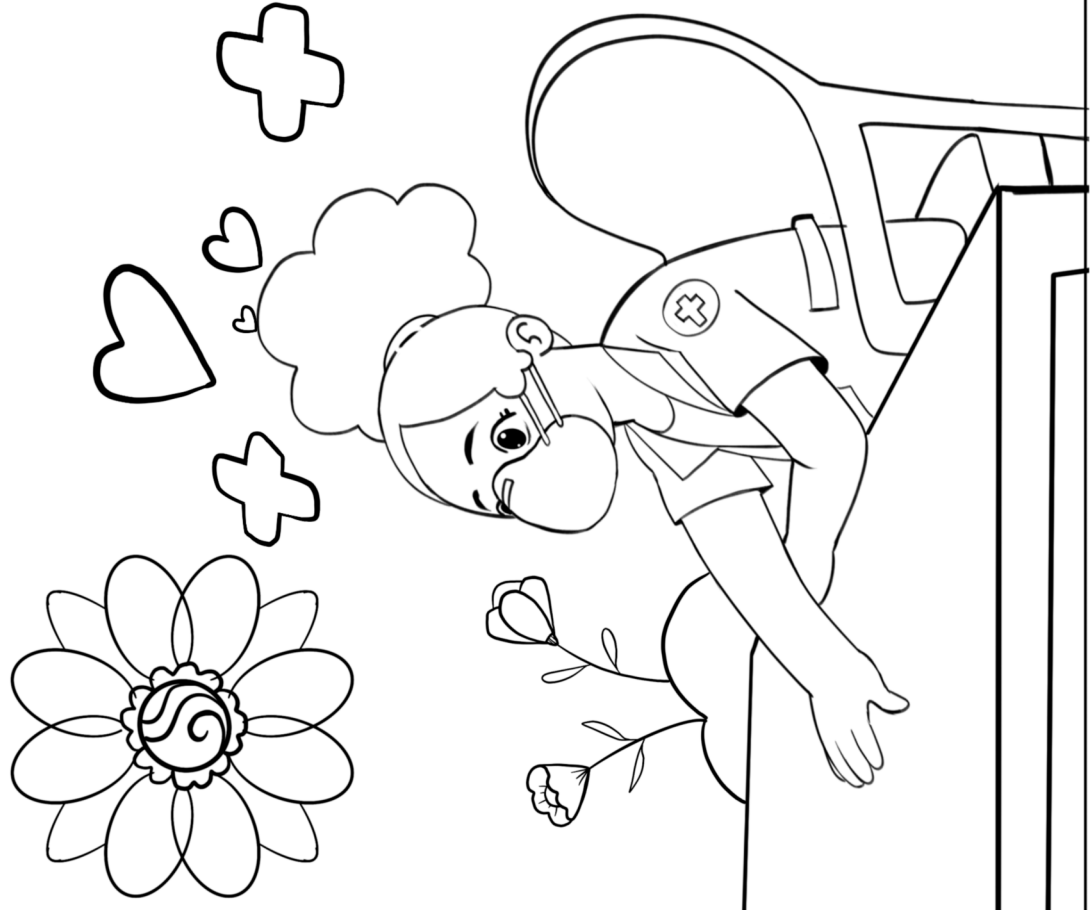
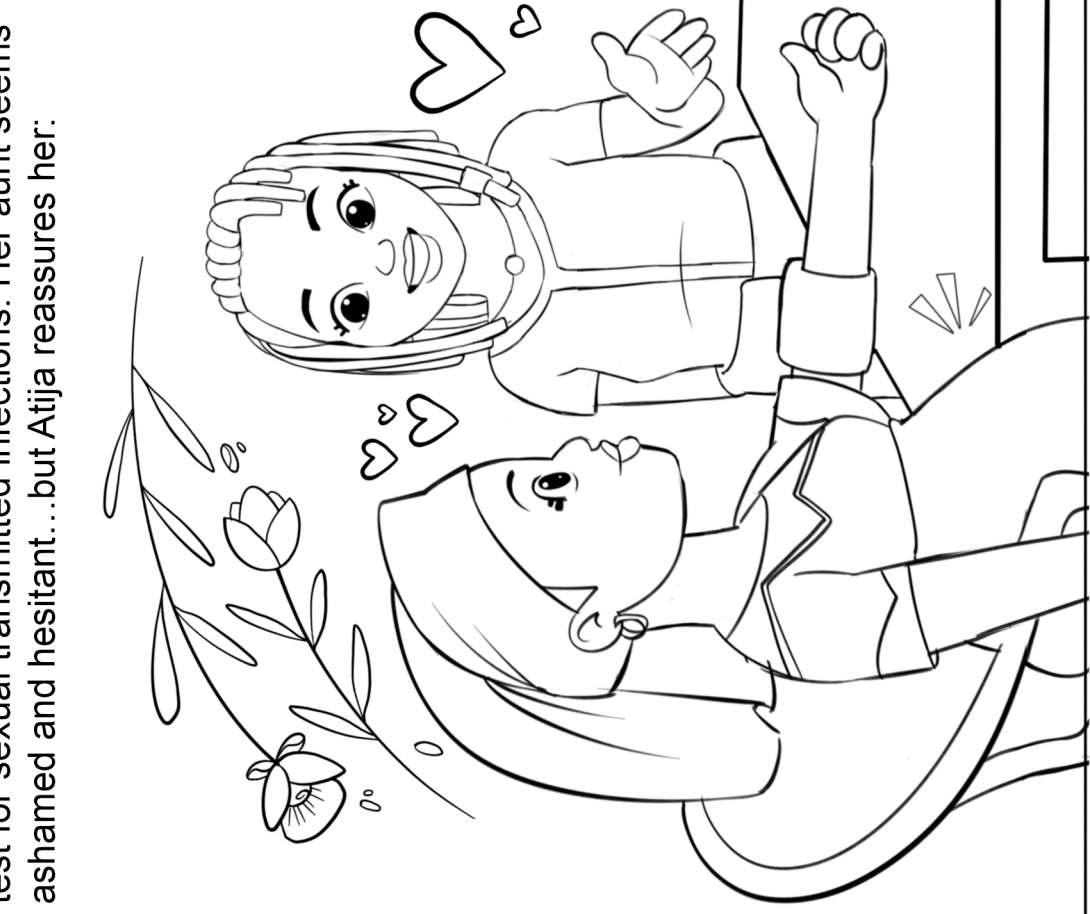
Atija is confused, how is it possible? What can her aunt take to stop her from having children in the future?



Atija visits the health brigade with her aunt. Her aunt needs to do some antenatal consultations, that are the checks that are done while pregnant.

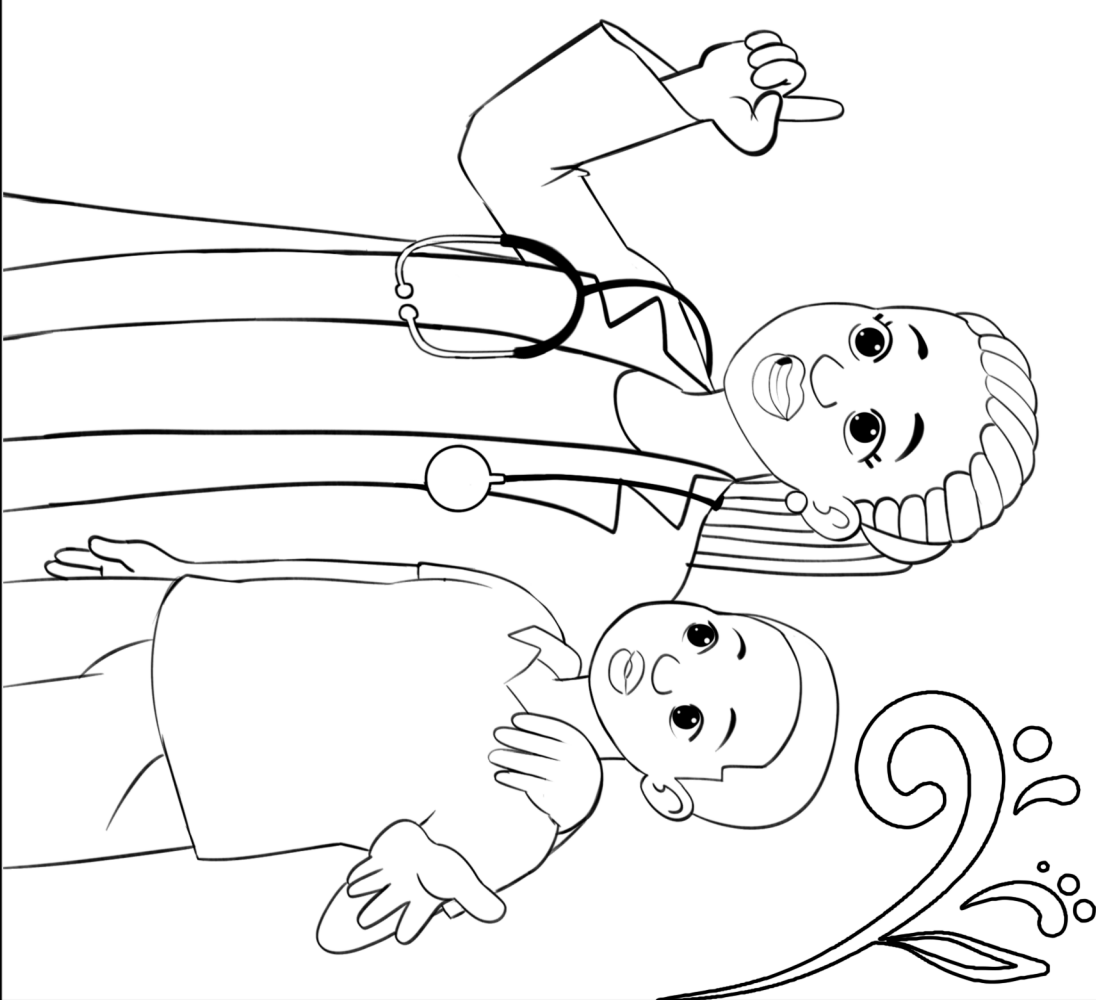
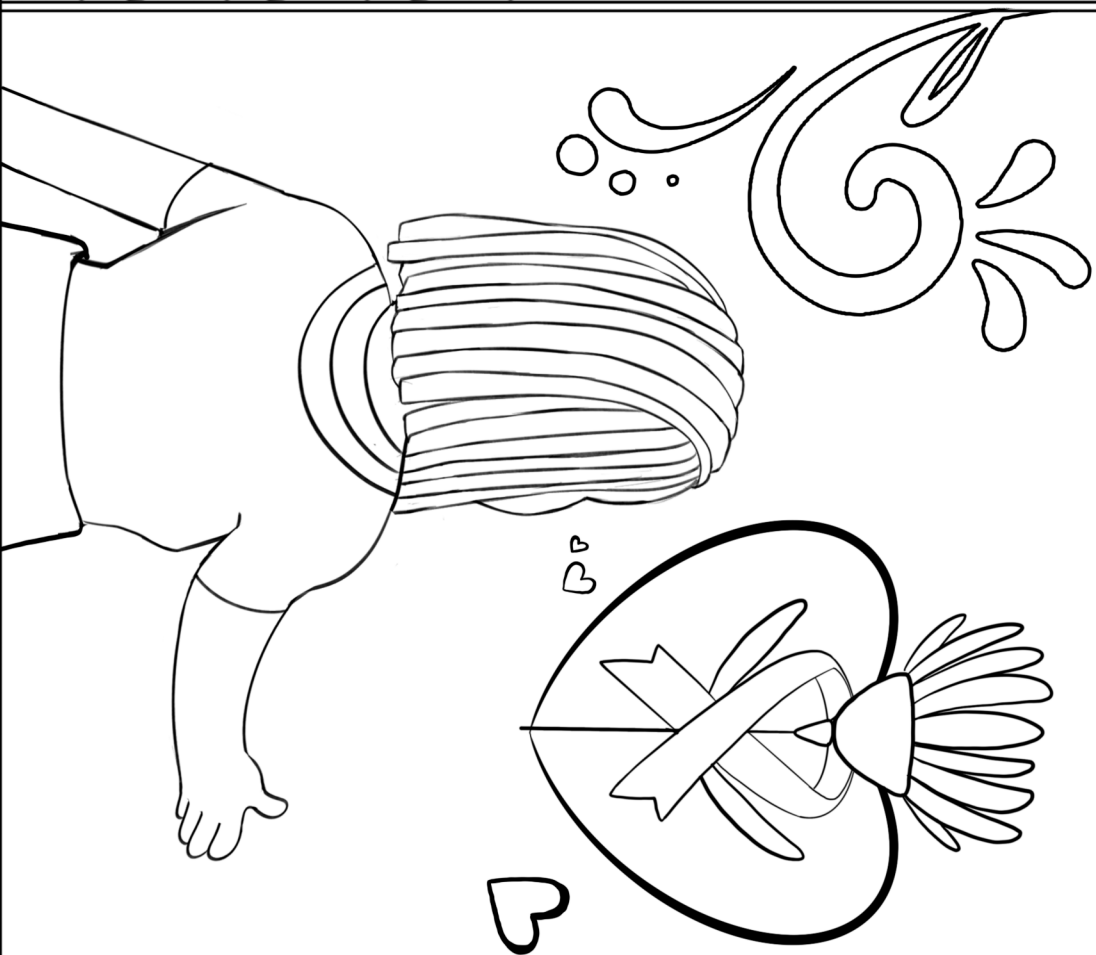
When it is their turn, the nurse explains that aunt needs to test for sexual transmitted infections. Her aunt seems ashamed and hesitant...but Atija reassures her:

“That is normal! These are infections that can be transmitted through sex. We learnt at the Girls’ Group that is important to get test, also for your baby! STIs are dangerous and can only be treated by getting tested.”



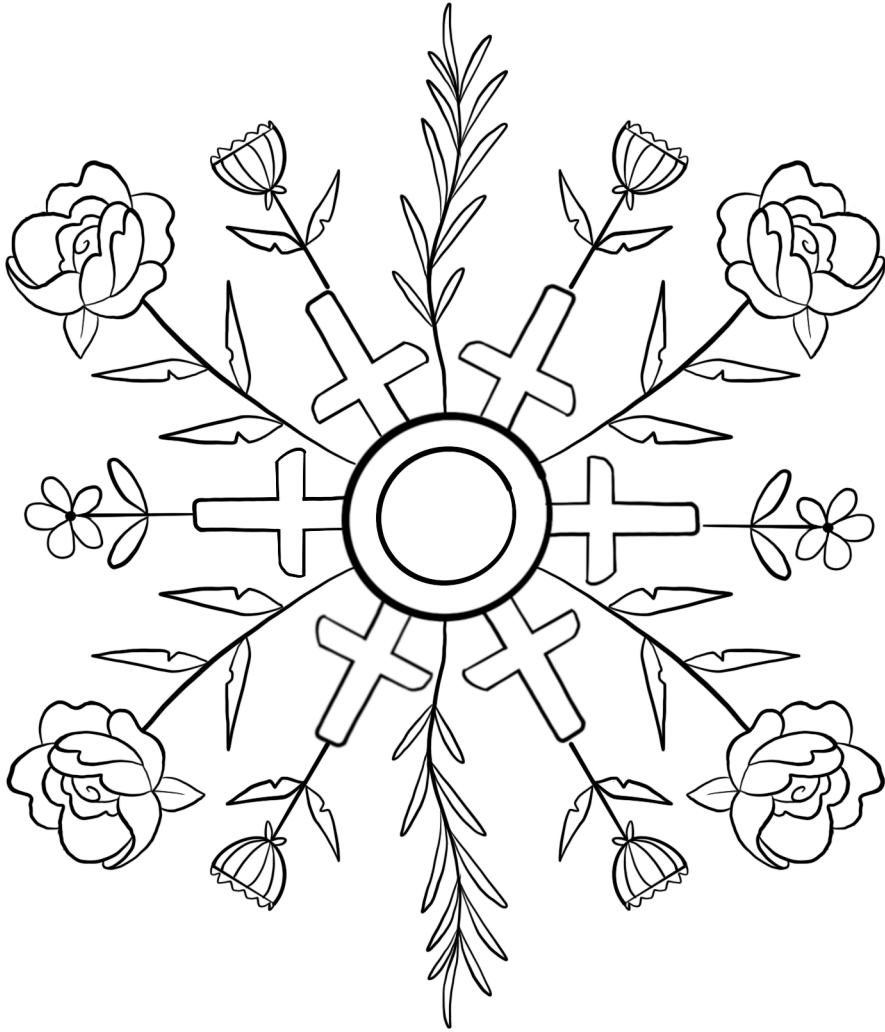
Atija met with a nurse today in school. She came to talk about HIV to her class. The nurse explained that HIV is a virus that affects the system that defends the body against sicknesses.

Paulo, a classmate, revealed that he is living with HIV, since he contracted from his mum. Everyone in the class was very surprised! Paulo looks like a normal, healthy and dynamic boy!

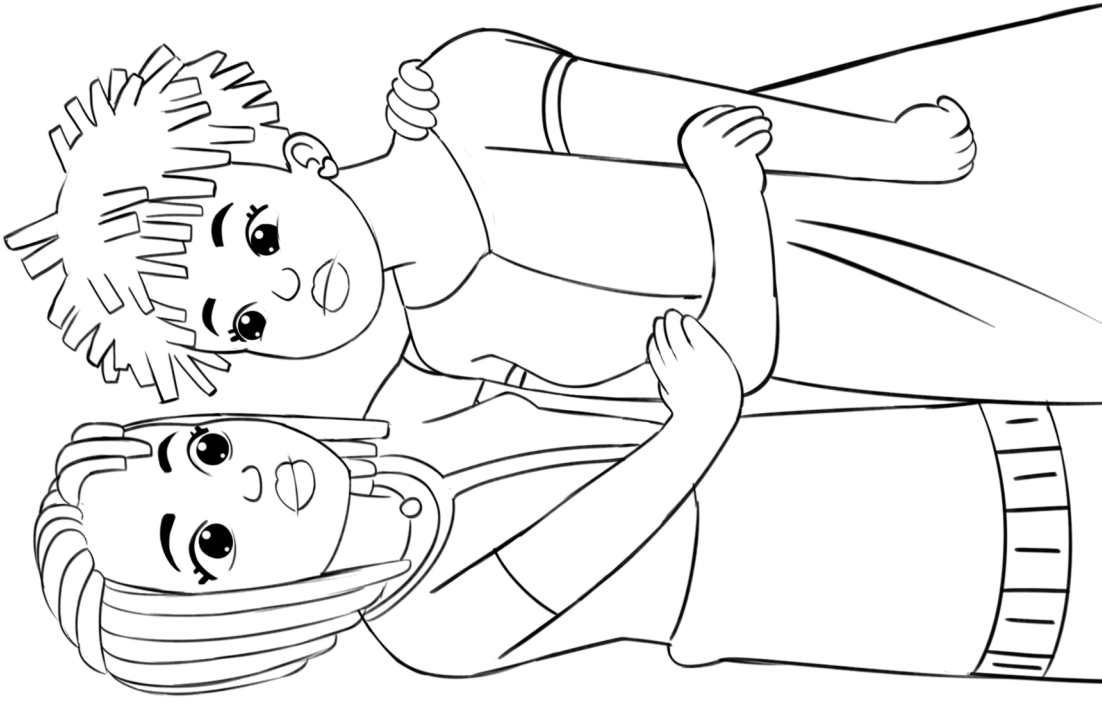


Atija was worried about her friend Abiba. Abiba was interested in a boy that showed her a lot of attention. He wanted to be with her all the time and make sure no other boy spent time with her.

But, he was also mean. He once told her she was too fat. Another time he said she was stupid like all girls.



Atija saw him grab Abiba by the arm or shove her into a wall. Abiba said he is just energetic...

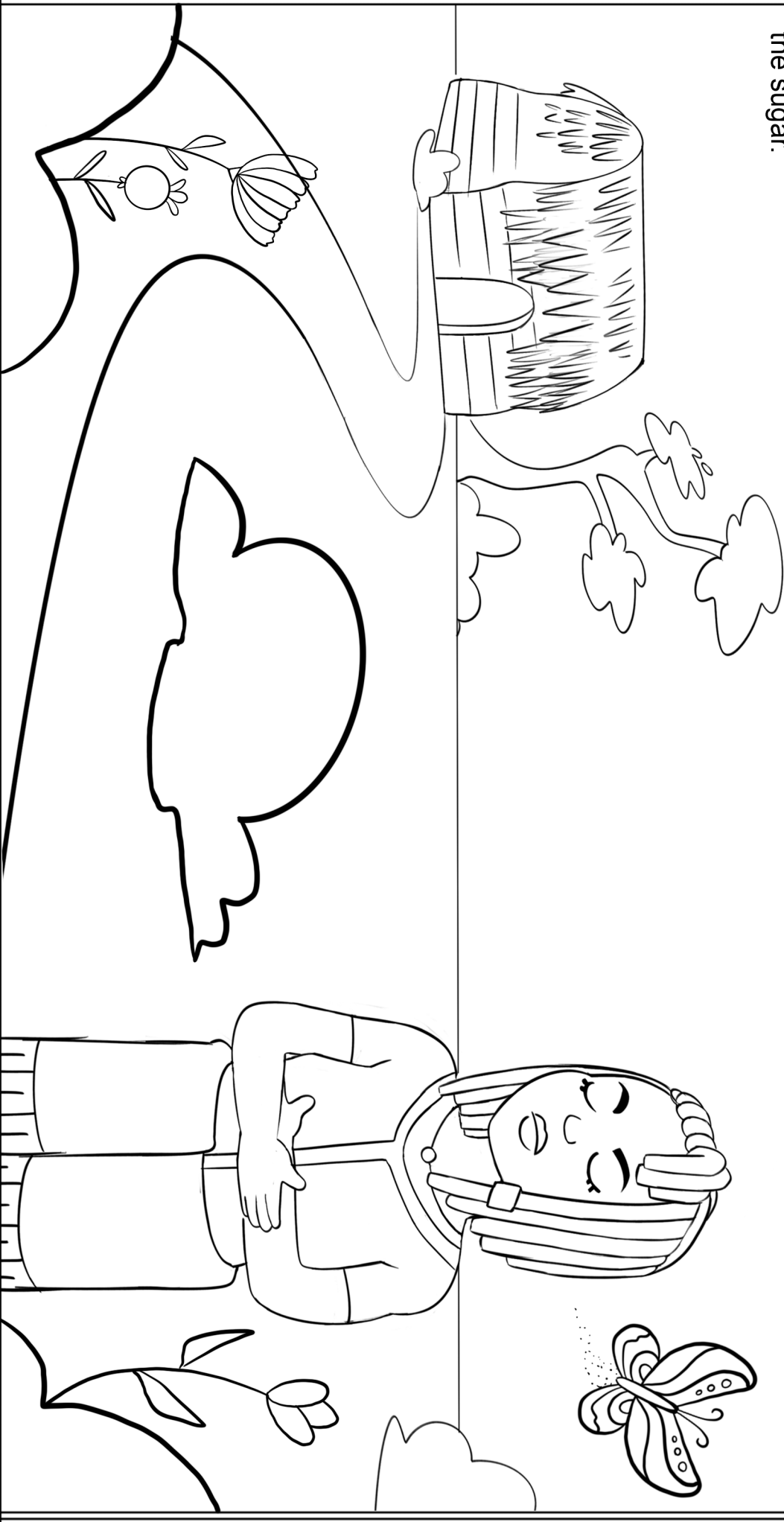


Last week something difficult happened to Atija. Her mum sent her to their neighbor's house to borrow some sugar. The neighbor was not there. There was someone Atija didn't know.

The man invited her to come in and said he would give her the sugar.

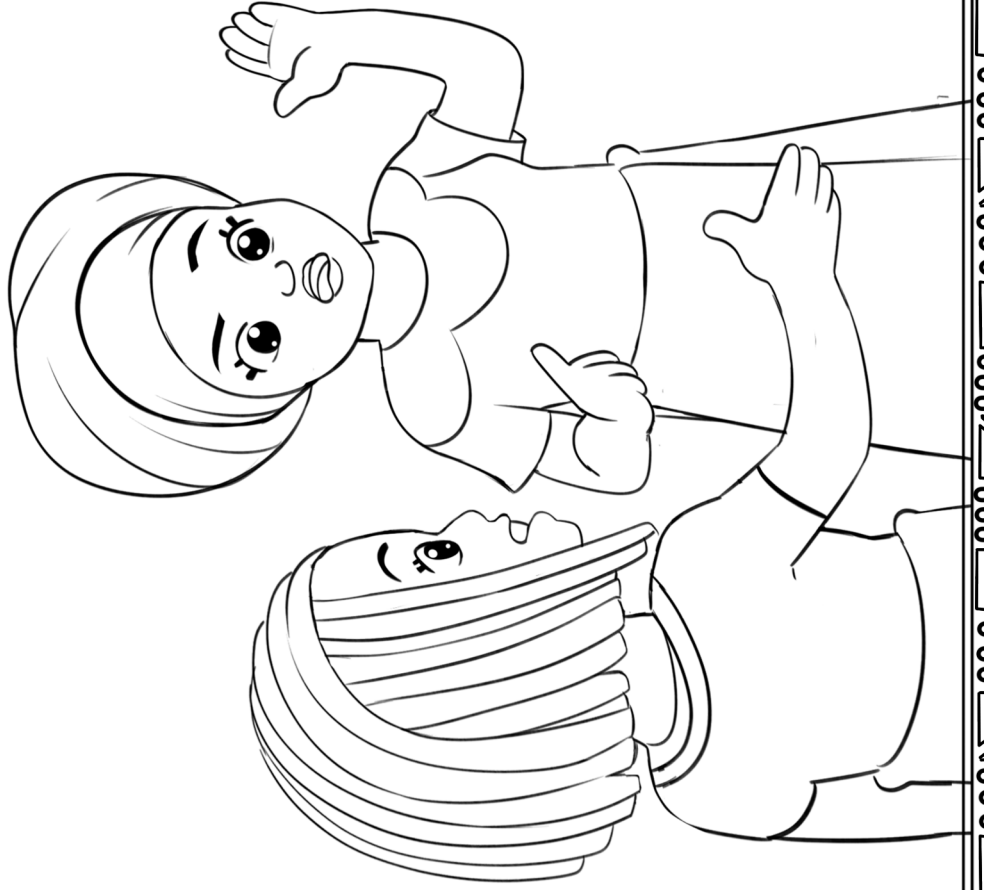
The way the man was looking at Atija made her feel uncomfortable. He started to get closer and tried to pull her in for an embrace.

Atija turned away but she didn't know if what happened was normal.



Atija was sitting with her friends when Tuana – a girl from the Girls’ Group – seemed very upset. Atija and Djausia asked her what happened.

Tuana was in tears: “My boyfriend did something to me I didn’t like. He said that since he gave me gifts and food, I owed him something!”



“I am sorry for what happened Tuana but you shouldn’t have accepted those things!” said Djausia.

Atija didn’t agree: “It is not your fault Tuana. And we should seek help immediately!”

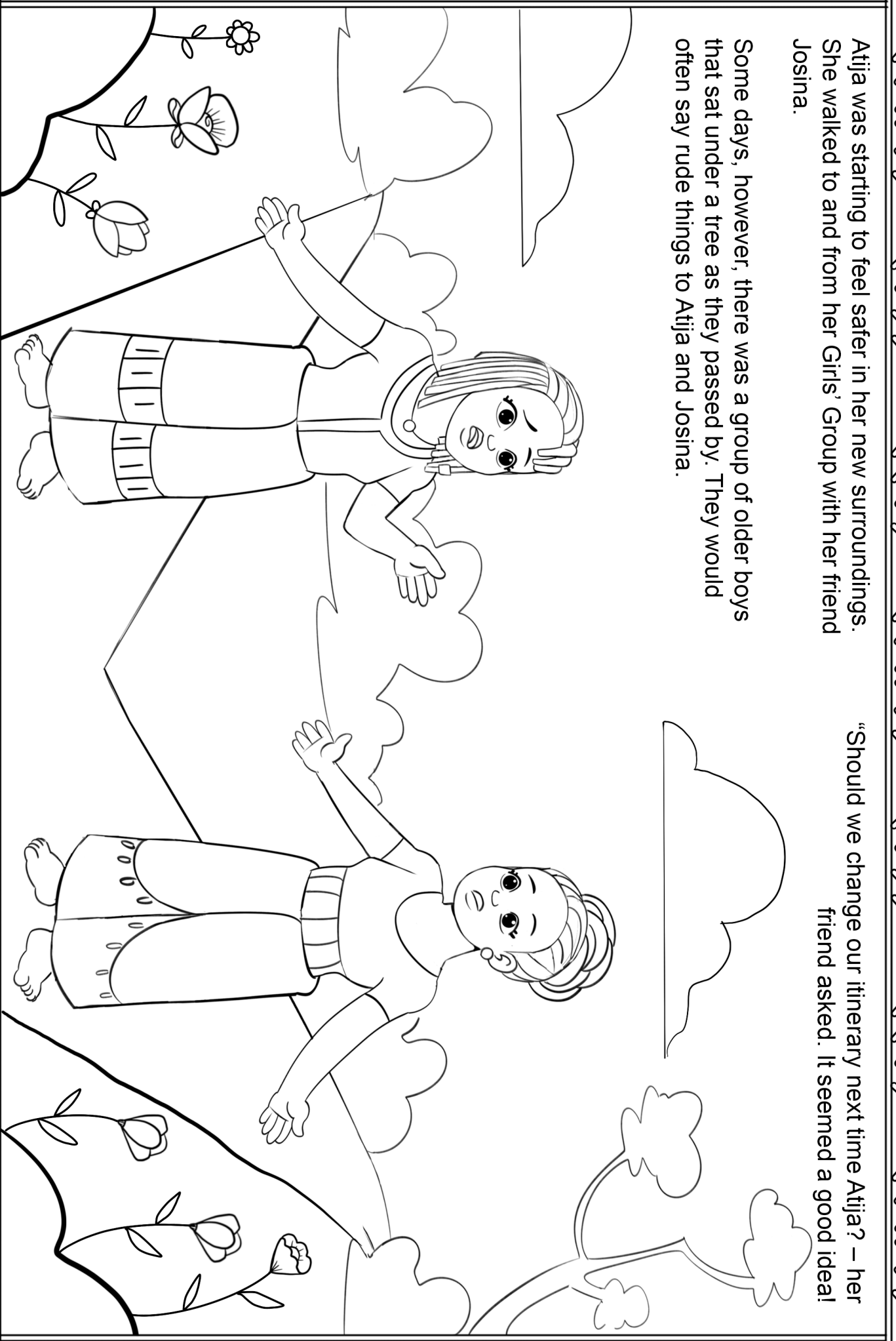




Atija was starting to feel safer in her new surroundings. She walked to and from her Girls' Group with her friend Josina.

Some days, however, there was a group of older boys that sat under a tree as they passed by. They would often say rude things to Atija and Josina.

"Should we change our itinerary next time Atija? – her friend asked. It seemed a good idea!





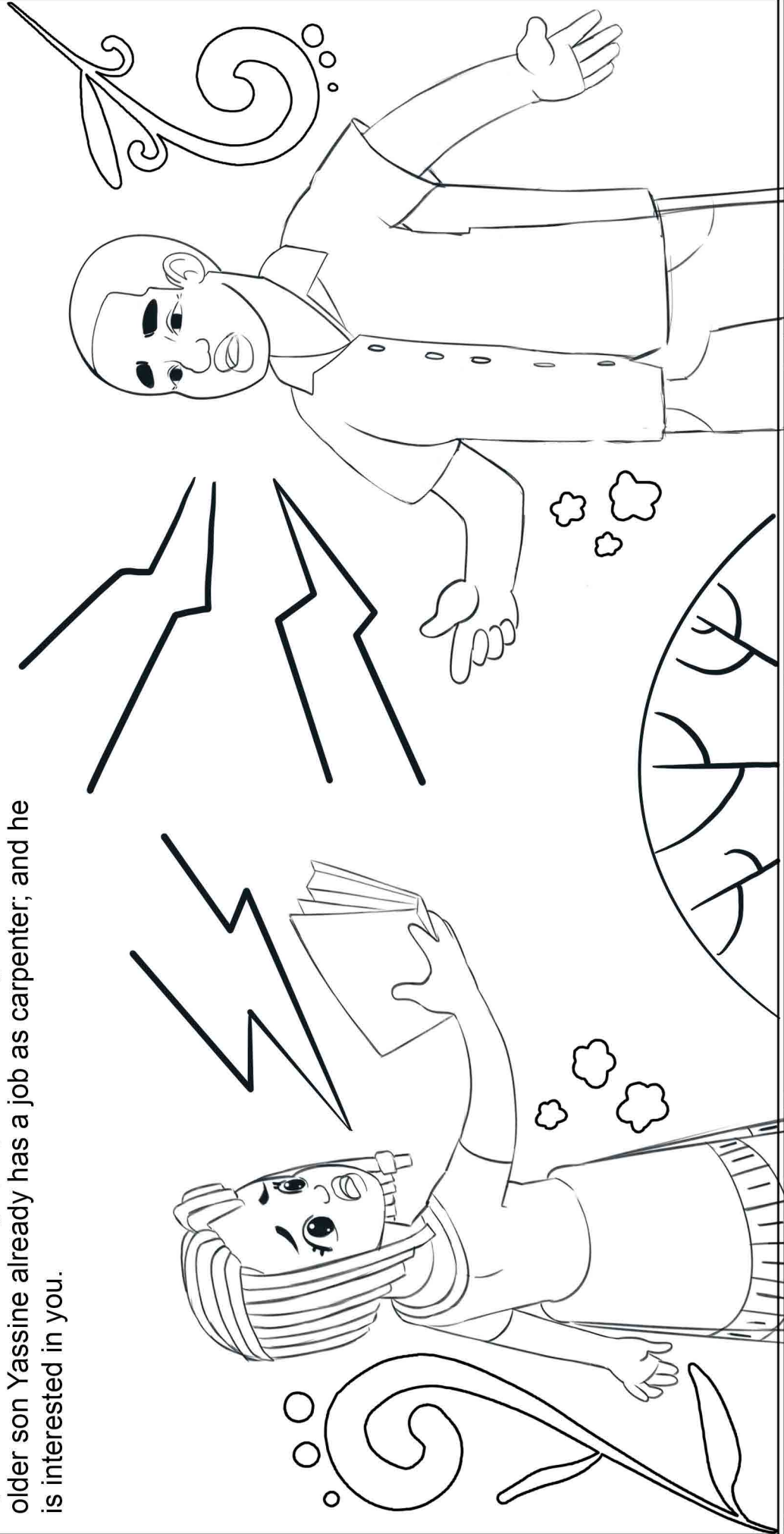
Atija came home from school one day and her father asked to speak with her.

“Atija, you are fifteen now, it is time for us to think about your future.

I just received a marriage proposal from a good man. His older son Yassine already has a job as carpenter; and he is interested in you.

I don't want to pressure you Atija. I will let you decide if you want to meet him” – he said.

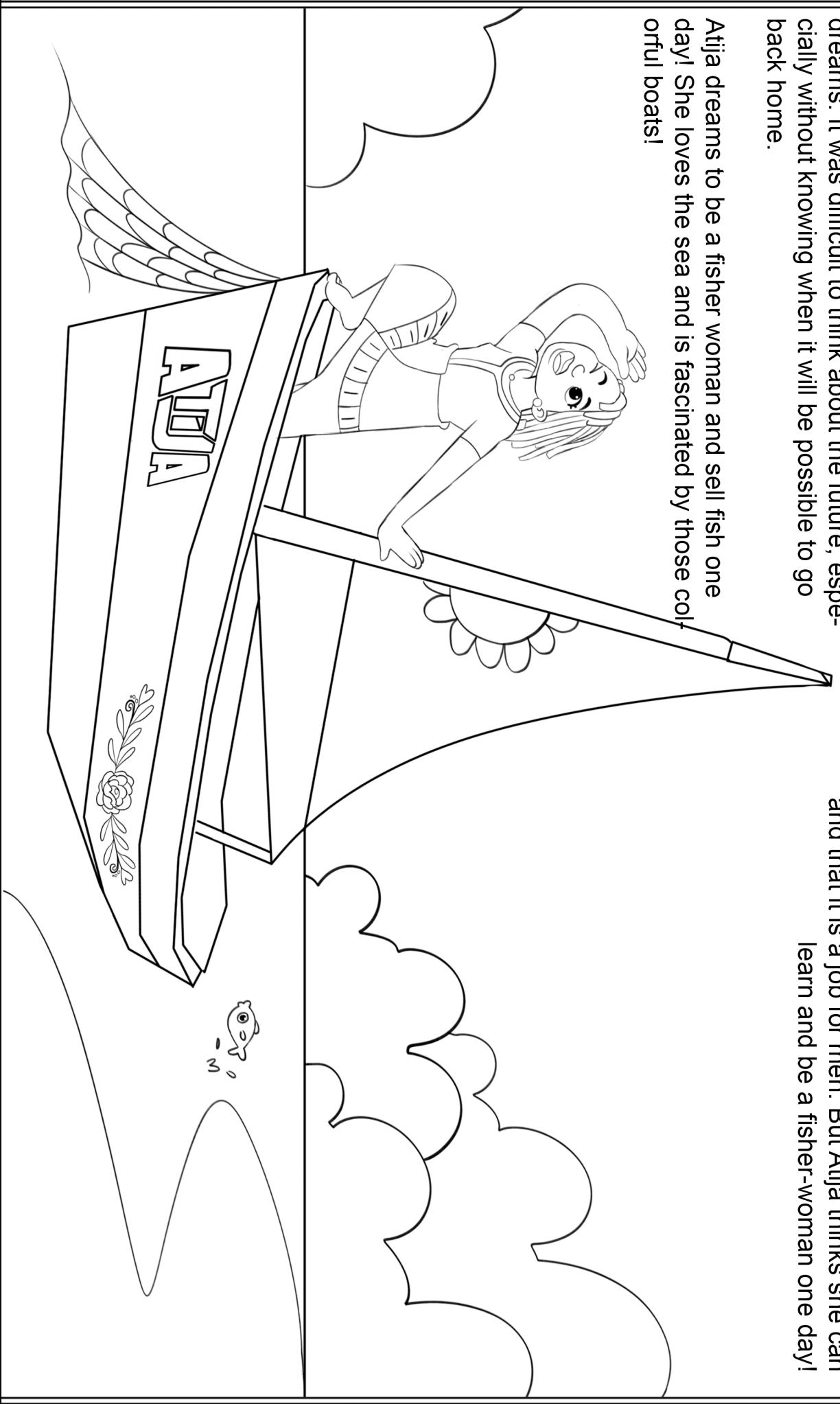
Atija was shaking for the surprise, but managed to say: “Dad I know you love me and want to protect me, but I want to continue my studies, I am not ready for marriage”.



Atija was inspired by her facilitator and the other girls in the Girls' Group! They all shared ideas and future dreams. It was difficult to think about the future, especially without knowing when it will be possible to go back home.

Atija dreams to be a fisher woman and sell fish one day! She loves the sea and is fascinated by those colorful boats!

She knows she would need some money to buy one. Many people told her that fishing can be dangerous, and that it is a job for men. But Atija thinks she can learn and be a fisher-woman one day!

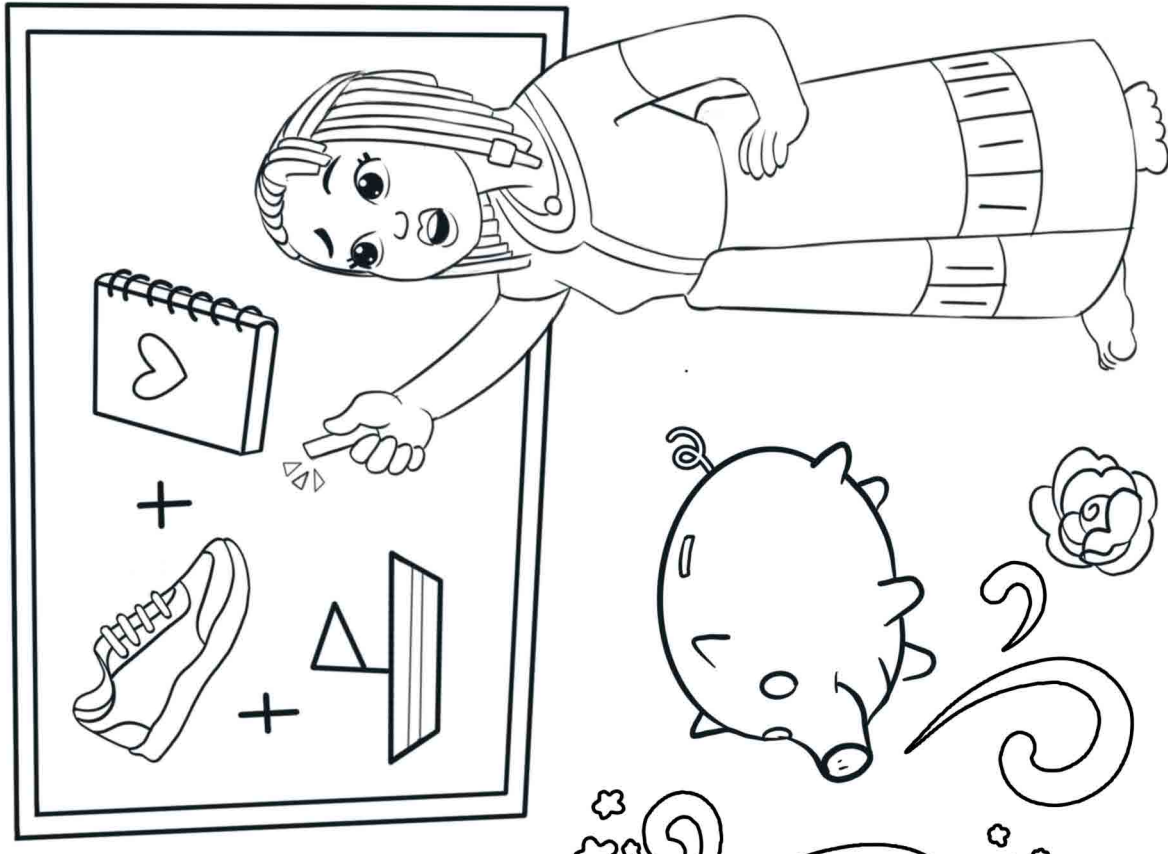




“The cost of living is all the money that we need for our current expenses. Did you know that mum?”  
Atija is very glad to share what she just learnt in the Girls’ Group. “Do you know how much these shoes cost? ...And what about that notebook? ...I thought that soap only costs 20 MZN but instead it costs 36 MZN! And how to calculate the price of the food we eat everyday?”

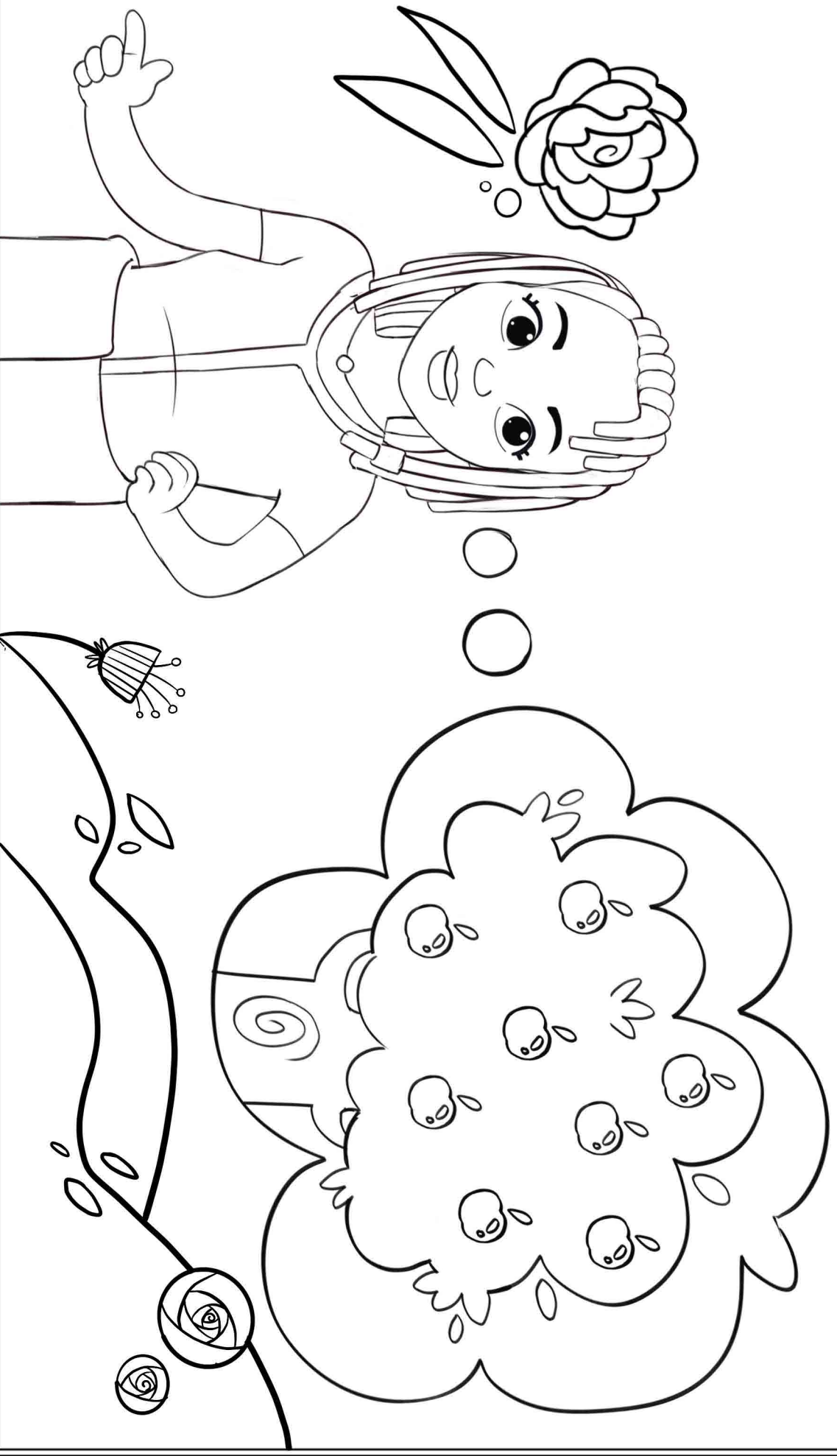


Suddenly Atija thinks of the boat she would like to purchase one day... “It should be very expensive indeed!”



Atija is feeling hopeful after attending the session on savings. She is really excited that there is a way to realize her dream of being a fisher woman!

She had never thought she could generate an income and then save some money! She will need to do that if she has to buy a boat.



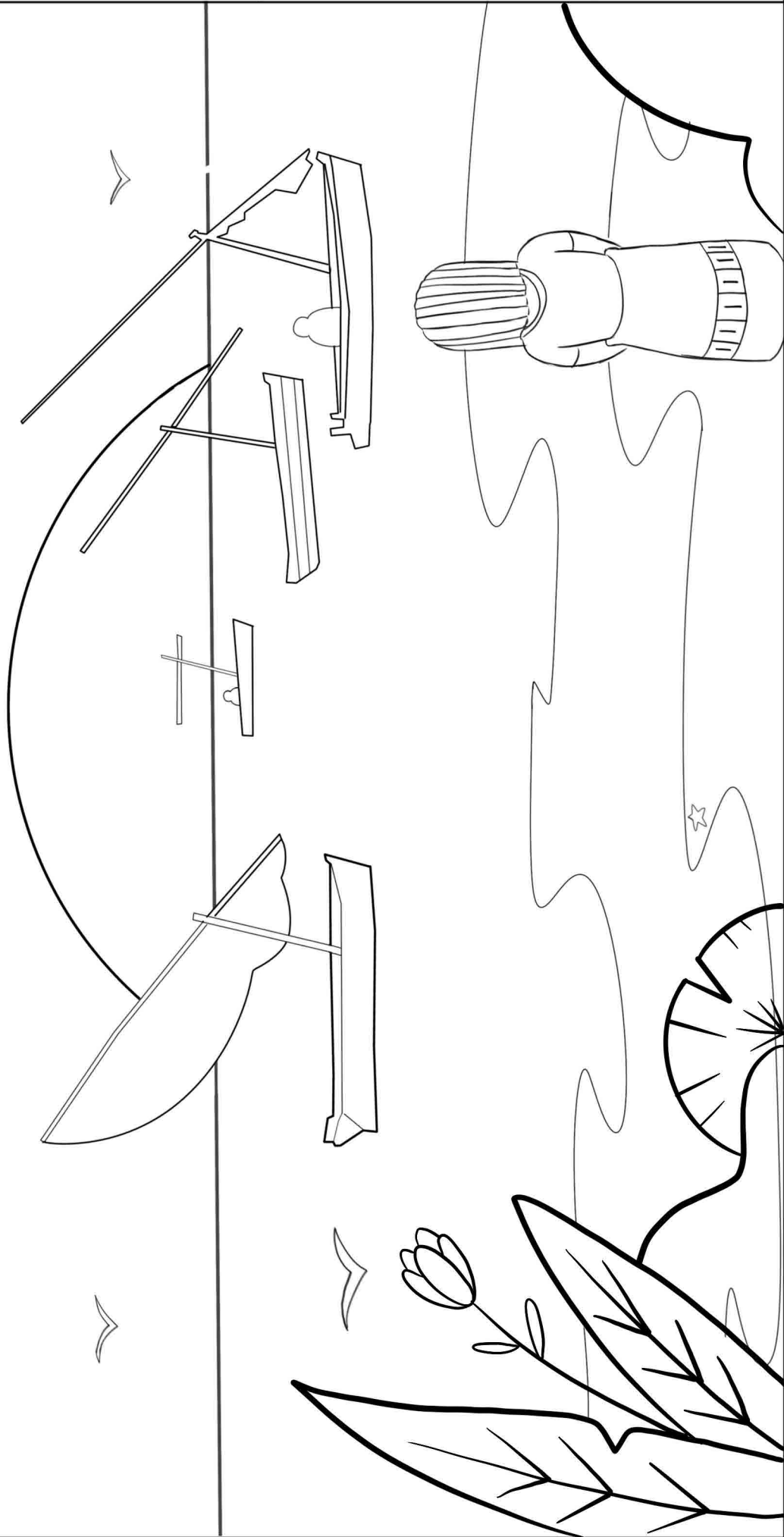


Along the enchanted way of the horizon, Atija follows some boats that approach the red light of the sunset and prepare for a long night of fishing.

“I will be an entrepreneur one day. I will have workers and I will sell a lot of fish!”.

Suddenly Atija recalls the time of her childhood when she went to the river to fish, with her brothers and sisters. That was a wonderful time!

Then her mind wanders again between market plans, prices and savings...

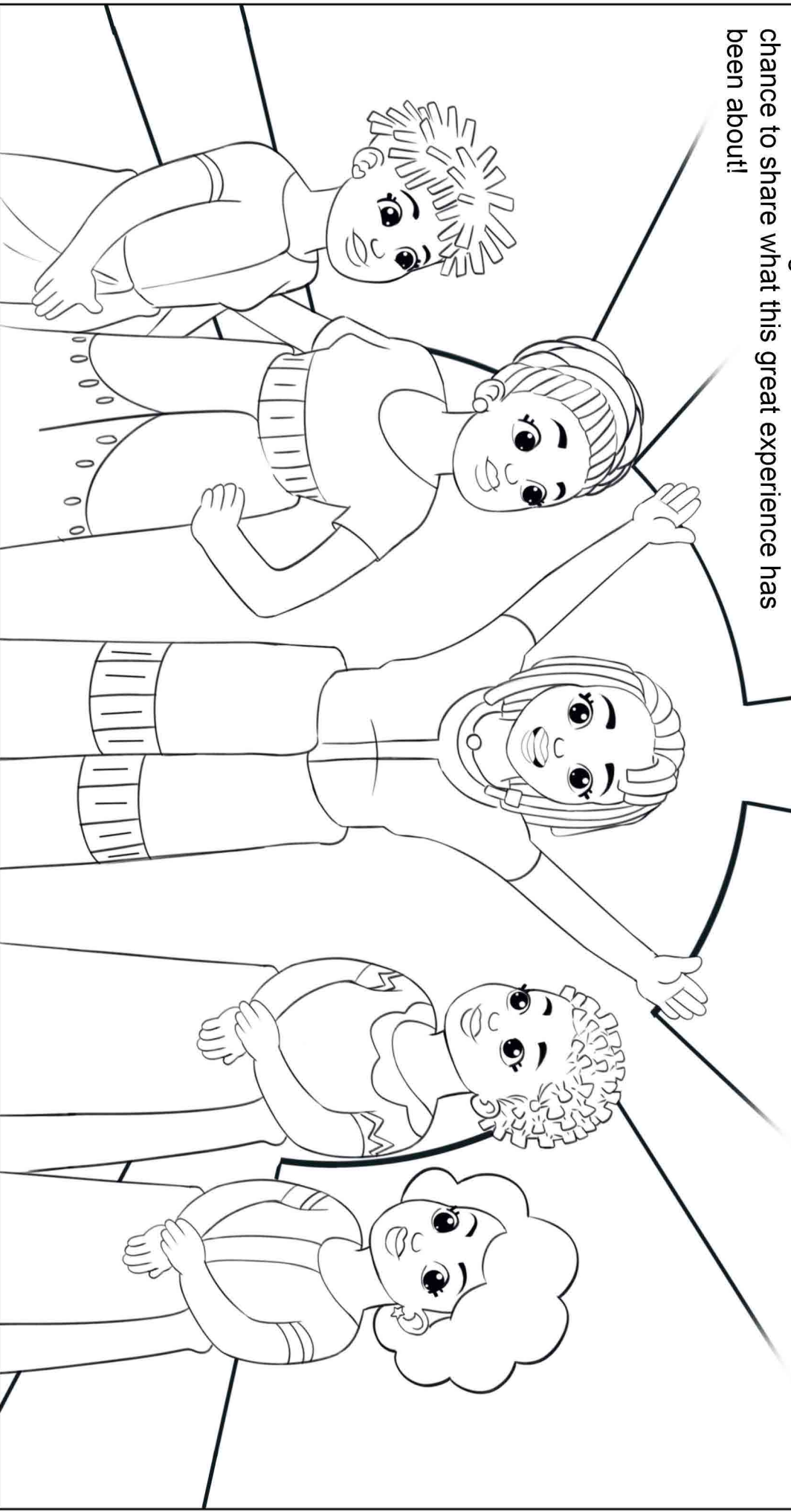


Atija is a bit melancholic today. The Girls' Group is soon coming to an end.

Before they finish, Atija and the other girls have decided to do an event, to celebrate everything they have learned during the session. This is their chance to share what this great experience has been about!

Atija looks at her friends who get engaged in the preparation. She feels empowered and safe. She is not alone anymore. The friendship she has built will

last long!











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