

Skills Class Facilitation Guide



**Curriculum
Adapted by:**



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Introduction

About Binti Shupavu

Binti Shupavu is an Adolescent Sexual Reproductive Health program working alongside girls, their communities and governments to support girls to access SRH services they want, and need. Binti Shupavu places the girl's story and needs first, engaging influencers in her community to create an enabling environment for her to use her voice to choose the life, and family, that she wants and celebrates her talents and achievements.

The program includes a safe space where adolescent girls are recruited to learn about contraception through content embedded and aligned with existing manuals and guidelines. The adolescents get an opportunity to learn economic empowerment skills of their choice from a community expert. They are able to discuss, ask questions, talk about issues and immediately get linked up with a youth friendly provider in the health facility so as to access quality sexual reproductive health information and services. This program has been merged with BRAC's Empowerment and Livelihoods for Adolescents (ELA) curriculum, which aims to build social and economic empowerment amongst adolescent girls.

The guide that follows has been created specifically for Binti Shupavu in partnership with Adolescents 360° and BRAC. The content was identified during stakeholder consultations.

Group Make Up

Each group will consist of a minimum of 15 and a maximum of 25 . The criteria for recruiting mentees include:

- Both Married and Unmarried
- Should not be younger than 15 and not older than 19
- Mixture of in- and out-of-school adolescent girls

The facilitator will facilitate six (6) sessions, plus an additional add on session for in school participants. Each session will last approximately 1.5 hours, but may be extended for up to 2 hours if needed for completion of content. Skilling sessions and a participant-led community fair will follow the sessions. .

A Note to the Facilitator on the Guide

The curriculum has an arc (or a building process) that layers knowledge and concepts as participants are ready for them. This assists participants to better integrate what they are learning into their own lives.

The facilitator manual may be slightly different to other training manuals as it is designed to capture workshop processes. This means that it anticipates some of the important ideas that will emerge from the group at a particular moment, and makes the linkages to the next concept, providing a more seamless facilitator process. Pieces of information are layered and

linked, forming connecting pieces of a puzzle. For this reason, the manual includes a suggested script for the facilitator that gives an idea of how an exercise should be introduced or concluded. However, it is expected that you, as facilitator, will deliver the gist of this in your own words using this content to guide you. You are not expected to memorize content under “Say.”

The manual is designed to capture a nuanced and quite sophisticated process that can be delivered successfully by a facilitator with relatively minimal training. We know that simply giving people new information doesn’t necessarily change their behavior. The approach presented here is used because it enables participants to better integrate new information into their lives and, most importantly, they are more likely to do things differently. The impact of this approach is therefore greater than many typical training interventions.

Curriculum Approach

The approach to learning is focused on learning through reflection and doing. People tell their experiences, reflect on what new insights they have gained and how they might do things differently, or not, in the future. In addition, the **Person-Centered** approach is fundamental to this work – all exercises stem from the experiences of participants and include questions like “What does this mean for me?” and “What, if anything, will I do differently now that I know this?” This includes **learning conversations** that are continuously engaged in as participants share and reflect on learning and new insight in pairs and in groups.

Outcomes Addressed

- Agency / Empowerment – Goal-setting
 - Girls have identified their goals with regards to SRH and economic empowerment
 - Girls have mapped out the steps they need to take to achieve their goals.
 - Girls have identified what/need they want to learn in order to reach their goals.
 - Know how to plan and mobilize for a community event
- Self-efficacy
 - Confidence in discussing their goals (SRH / economic / etc.) with their key influencers.
- SRH - Girls have access to contraceptive information and services and a supportive system to adopt preferred methods of contraception based on informed choice.
- Economic Empowerment: knowledge of specific skills being taught through the program
 - Financial literacy: Saving money, investing money in a business, budgeting
 - Vocational Skills: Skills needed to perform a particular job with opportunities for apprenticeship and linkages and may include skills such as basket making, hair dressing, mat making, etc

Skills Needed to Facilitate Successfully

One of the key ingredients to the success and quality of implementation of the Binti Shupavu curriculum, is the ability of the facilitators to deliver the sessions to the participants. It is therefore helpful to clearly identify the skills needed to successfully facilitate, but more than that, it helps to clarify the roles and qualities of a facilitator so that we can be clear on what is expected of the role. Below, we will expand on all of these as well as taking a detailed look at the micro and macro skills that will enable strong facilitation.

Roles of a facilitator:

A facilitator is a person who guides another, less experienced person by:

- Building trust
- Modeling positive behaviors
- Listening
- Encouraging
- Being reliable
- Being warm
- Training and facilitating (not teaching)

Qualities of a facilitator:

- Dependable
- Engaged
- Authentic
- Tuned into the needs of others

Using facilitation as a facilitator:

A facilitator's job is to support a group to do their best thinking. They create an environment where others are encouraged to:

- Participate
- Understand another's point of view
- Share responsibility
- Look for elegant solutions to problems

MICRO SKILLS

Small practical skills for content delivery and group safety and trust.

Speaking

Whether speaking to one person or speaking to a group of people we need to make sure that we have the right volume, a warm tone and a clear way of speaking.

Listening

Listening is one of the most important skills for a facilitator. Facilitators need to be able to listen actively by

- Making and maintaining eye contact
- Listening with their whole bodies
- Displaying positive body language
- Observing the body language of the others
- Listening for facts and feelings
- Respecting and valuing the stories of others

Questioning

There are two types of questions, open and closed questions:

- **Closed questions** are for gathering facts and specific information and will give you one answer
- Examples of closed questions:
 - How old are you?
 - Are you happy?
 - Was it bad or good?
 - What is the name of your village?
- **Open questions** are for getting many answers and to get deeper personal information.
- Examples of open questions:
 - What was your favorite age?
 - How are you feeling?
 - How was the experience for you?
 - What is life like, in your village?

Summarizing

In each session there will be a lot of information and discussion, so it is important for us to summarize and present some of the main points of the session and the discussion for the group.

Affirming

One of the best things we can do for another person is to be a mirror for the best parts of them. When we affirm someone, we are telling them something that we like about them, something that we appreciate about them or telling them some of their best qualities. It has to be honest and it has to be specific. When we tell people about the best parts of themselves, they start to grow in confidence and poise.

MACRO SKILLS

Big-picture process and group management skills.

Being

Simply being yourself in front of the group and allowing others to be themselves.

Noticing

- Noticing everything that is happening in the group and the session
- Collecting facts and statistics
- Example: Mardea spoke 6 times, Petrina spoke 3 times, Hawa went out for 5 minutes, Mwanaenzi's phone rang twice, Maryama looks tired

Making meaning

After being and noticing, we need to make meaning out of the data we have collected. This is our best guess at what the facts mean, what is behind them?

Examples of what I might ask myself:

- Why has Halima spoken six times and Adhiambo has only spoken 3 times?
- Where did Hawa go for 5 minutes? Is she feeling upset, could she be sick, or did she just step out to go to the washroom?
- Perhaps somebody is having an emergency and is urgently trying to contact Nyangi?
- I wonder if Maryama is tired or maybe she isn't feeling well, I wonder if everything is ok at home?

It is important that we recognize that we can make our best guess, but we will only truly know the answers to the questions above if we ask the people themselves.

Intervening

This final step is where we decide whether or not we need to do something about what we have noticed and what we want to do about it.

Examples:

- Christine might be speaking more than Faith because today we are talking about something Faith is really interested in. If this is the case, I don't think there is anything I need to do.
- If Lilian is feeling upset or if she is sick, then I would want to make sure that she is ok and see what she needs. If she simply went to the washroom, there is nothing I need to do.
- Nashipae's phone hasn't stopped ringing so I might just give her an opportunity to answer it so that she can find out if there is an emergency or not. If there is an emergency, she might need my support, or she might need to leave for the day.

If Nashipae is tired for one day, I don't need to do anything, but if she is tired every day then I might want to ask her how she is doing and if there is anything that has happened recently that she is struggling with.

Wireframe and Session Structure

A full wireframe (curriculum overview) will be reviewed by staff for facilitators during orientation.

Each session is designed to a particular template that follows the subsequent outline:

Session Breakdown

1. Preparation

- a. Of self
- b. Of content and procedure
- c. Of materials

2. Opening and check-in

3. Session content and process

4. Closure and check-out

1. Preparation

The preparation phase takes place before the session begins and is a process the facilitator should undertake as a matter of habit. Preparation ideally happens at the 3 levels: the level of self, of content and procedure, and of materials. Preparation of self entails mentally and emotionally preparing for the session and ensuring that you are able to bring your best self to each session. Content and procedure can be prepared by carefully reading the session, making sure that one understands the content and is able to hold the different process steps of each activity. Preparation of materials simply entails identifying the appropriate materials for the session (which can be found in the introductory table of each session) and ensuring that they are present before the start of the session.

2. Opening and check-in

Each session begins with an opening and check-in. The opening consists of a welcome and will often be used to introduce the topic of the session and/or connect it to the previous session. The check-in is designed to build process-familiarity and to connect consistently with the participants before the main part of the session begins. This helps to ground the group before diving into content and is an effective way of monitoring the group's energy and mood. The more information a facilitator has, the better they will be able to respond to the needs of the group and manage their energy and mood.

3. Session content and process

This section forms the bulk of each session and will usually consist of 2 to 5 activities. These activities will work towards meeting the objectives of the session and will consist of a variety of pedagogical methods and approaches. The majority of these are experiential and will draw on the knowledge of the participants, ensuring contextual accuracy and simultaneously acknowledging the innate knowledge and experience of the participants. Activities could include discussions, games, brainstorming, narrative practice, drawing and art activities, role plays, scenarios, Liberty High stories and more.

4. Closure and check-out

At the end of each session, there is a closure and check-out. The closure will bring together concepts covered during the session and the check-out will bring the session to a considered close.

How to Use the Guide: Cues & Icons

Cues

We have tried in this manual to keep instructions to a minimum. To keep things simple, in each session there are several words that we repeat and that should prompt certain responses.

Say: This cue represents what the facilitator should say out loud to the girls. Mostly it is in *italics to show direct speech - the actual words you could use*. Usually the facilitators are introducing a new topic or activity, explaining something or talking about their own experience in a short, concise way. Often facilitators introduce a new exercise by sharing their own experience. This helps the girls to know what to do and how genuine your story is and how deep you are prepared to go will set an example for the girls. Remember not to make your own story too long, as the girls need time to share their own.

Ask: This is a cue for the questions facilitators will ask the girls. After asking a question, always give time for a number of girls to answer (but everyone does not have to answer every question!). Sometimes questions are used to get the girls thinking and talking about their own experiences or how they feel. With some of the questions, answers are there to guide you. Only share these when the girls have finished sharing their ideas.

Invite: This prompt is for the girls to share their own thoughts, ideas and input from individual or group work.

Do: This is a cue for the action the facilitator will take. Follow the instructions as they will give you a step-by-step guide of how to do things. Sometimes these are shown as step 1, step 2 etc. or they are a series of bullet points.

Discuss: Using open-ended questions (mostly provided), facilitators should encourage participants to share their ideas and thoughts on the issues raised. Everyone should feel welcome to participate, even if their ideas are different from the rest of the group. The facilitator does not need to correct people. If someone says something that is very conservative, or different, rather open up the discussion with another question like “What do the rest of you feel about this?”. Only if there are incorrect facts or dangerously incorrect facts should the facilitator provide the correct facts. For instance, if someone says, “if you use contraception you will never be able to conceive a baby”, facilitators would clarify the right answer. Some girls may be very conservative, or not have much knowledge at the start, but as they learn new concepts, hear others opinions and have different experiences, you will notice a shift in attitudes.

Affirm: This cues the facilitator to acknowledge and congratulate girls' participation and their contribution to discussions. This is something you will do regularly as a way to build the group's confidence to share openly and genuinely.

Note: This is a special note to the facilitator only about a particular session or activity. It may be extra information or a caution about something sensitive, or a difficult procedural instruction for the activity. It usually appears at the beginning or the end of a session or activity.

Group Work: Girls will work in smaller groups to do some activities. This encourages the girls to work with each other and help one another. But putting the girls in smaller groups you are teaching the skills of working well in a team. Also, girls who are shy and struggle to contribute in the bigger group, often are happy to share in a small group. There is not enough time in the big group for everyone to contribute to every discussion. Small groups provide this opportunity and can be more efficient.

Pair Work: This is when just two girls share something with each other. It is particularly useful for very personal sharing but also just to get a topic started with a group. It is essential for those girls who are uncomfortable contributing in the bigger groups. Girls should sit facing each other when they are engaged in pair work.

Circle: While girls always sit in a circle for a session, this circle instruction encourages the group to get onto their feet and form a circle for a particular activity - either in the space or outside the space if you are in a room or building.

Check In: This is a very important ritual to open the day. Mostly it encourages participants to leave behind their anxieties and thoughts about what has happened before the session so that they can be fully present. Girls may want to introduce some rituals of their own like a prayer or a song before they start. This is fine if the group is in full agreement. Often there is a question about what they tried out from the session before. This links concepts and ideas and encourages the group to share their learning experiences.

Check Out: This signifies closure at the end of a session. It can be used to sum up the main points and to check how the group members are feeling. A common ending is to ask the group to share one word about how they are feeling, without having to justify it. However, if it seems that everyone is feeling "confused" or "angry" or any other emotion that concerns you, it may be worth checking in with them the next time you see them. You might say, "I felt a bit concerned at the end of the last session when so many of you said you felt confused. I wonder what you were feeling confused about?" Be sure that the group is not just automatically giving a feeling word without really thinking about it. Being able to name a feeling accurately is a very important emotional intelligence tool to have, so practicing it is critical. If you feel the group is just copying others or using the same word each week, take time to prompt them to genuinely think about what feeling they have right at that moment. At any given time, most of us feel quite a few different things, and you are asking them to share only one of these.

Icons

Each session has a series of icons that act as a visual map for the facilitator. Every time you see one of these icons you will know what to do!



The clock icon will tell you how much time the session or activity will take



These clasped hands in the shape of a heart will tell you that it's time to check in or check out



Growing in my heart - this icon will show up for experiential activities



Growing in my mind - this icon will show up for thinking and information activities



Growing in my life - this icon will show up for activities that help us to relate the activities to our lives outside of the sessions



Try it out – this icon will show up for ‘homework’ when the girls will be asked to try something out or experiment outside of the sessions



Express yourself - write or draw in your journal

Stationery and Materials

The following are suggested materials for use in session activities throughout the curriculum. Facilitators should coordinate with staff on materials being supplied and should plan ahead for material needs to ensure activities are not stopped due to lack of materials. Locally available materials can also be substituted, as needed.

For the Facilitator:

- Facilitator guide
- Pen
- Journal/notebook or Participant workbook
- Monitoring materials (e.g. attendance lists)

For the AGYW:

- **Optional:** Journals (plain fairly thick A5 exercise books that can be decorated) or Participant workbooks and pens/pencils

For Presentation:

- Flipchart and flipchart paper
- Markers in at least 4 different colors
- Prestik/blue tack/sticky tack OR masking tape
- A ream of A4 paper
- See other items by session that can be resourced using widely available materials

General Set Up - Guidelines for Sessions:

Space set-up:

- Set up the space or room well in advance and be ready to welcome each participant as they arrive.
- Prepare the space with chairs or benches in a circle. Or if sitting on mats, ask participants to position themselves in a circle.



- There should be no tables in front of the participants. Ensure AGYW are in a circle.

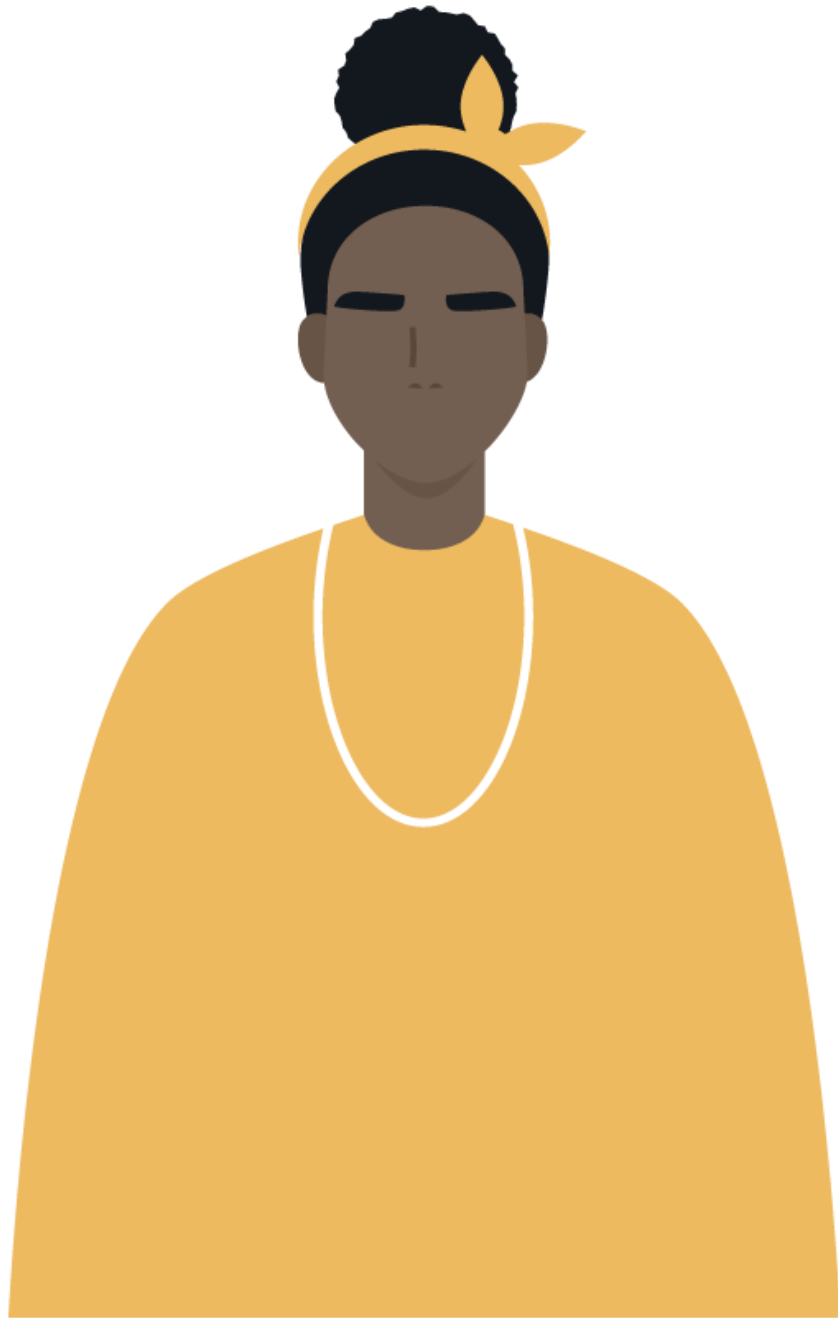
COVID-19 safety measures to observe:

We are living in times where the health of those around us is fragile. We want to be careful not to bring the lives of people under risk by not taking safety precautions when meeting with participants. Always do the following things before meeting participants:

- Make sure you have a hand sanitizer before you start your in-person visits.
- Make sure you have and are wearing a mask with you at all times, properly covering your mouth and nose.
- When you arrive, keep a safe distance from the participant. Avoid hand greetings.
- Do not touch any surfaces to avoid spreading anything you might have come into contact with.
- Make sure you sanitize your hands before and after leaving.

The lives of the people are important, and we want to show them that we care about their wellbeing.

After everyone has settled down on their chairs, start by thanking the participants for coming to the session and begin the check in.



Curriculum Sessions

Session 1: What's the Group All About and Building Trust



1.5 hours

OBJECTIVES

In this session we want to:

- Learn what the Binti Shupavu program is about and get to know each other
- Build group cohesion through activities that define trust and confidentiality
- Allow AGYW to experience how groups work and how conflict can be normal

SKILLS

We will practice the following skills:

- Building Trust
- Forming a Community
- Public speaking

ACTIVITY	TIME	MATERIALS
Check In	20 minutes	None
Discussion: What is Binti Shupavu	25 minutes	None
Activity: Building Trust	25 minutes	Piece of cloth, such as a bandana for half the group or paper and pen
Binti Shupavu Fest Introduction	15 minutes	
Check Out	5 minutes	None

Preparation: Read through the session at least one day before facilitating and make sure you understand the process of each activity and that you have the materials needed.

Collect the materials needed:

- Piece of cloth, such as a bandana for half the group or paper and pen
- Existing group norms, guidelines

On the flipchart, write a list of adjectives that could describe what a girl is like. Here are some examples. You can also use images if members of your group are illiterate. (An example is here: <https://7esl.com/list-of-adjectives/>)

Examples: awesome, brave, cute, clever, darling, delicious, easy, fabulous, great, happy, interesting, joyful, keen, lovely, motherly, noteworthy, optimistic, playful, quick, restful, robust, sleek, small, terrific, trendy, true, understanding, valiant (brave), wonderful, youthful, zany (crazy in a fun way)



1. Check In (20 minutes)

Say: *Good morning/afternoon everyone. I would like to welcome you to the start-up of the Binti Shupavu program.*

We have been planning and preparing for you to be here for a long time and it is wonderful that we can now begin. Please feel relaxed and welcome in this space. This is your space and your time.

Introduce yourself to the group. Share why you decided to become a facilitator for the program.

Invite AGYW to form a circle while standing (or sitting if any members are unable to stand.) **Note to the Facilitator:** You may have to go to another spot for this activity if the space is too small.

Ask: Standing in a circle, invite everyone to step into the circle and say their first name (what they would like to be called in the group) loudly and clearly and to show in two seconds their favorite dance move! When each girl steps into the circle the rest of the participants should clap, stamp their feet, ululate, whistle, copy the move and say “Welcome (name of participant)!”

Once everyone has been in the middle (including facilitators) affirm the group for their lovely names and their dance moves.



2. Discussion: What is a Binti Shupavu? (25 minutes)

Step 1:

When AGYW return to their seats, give each AGYW an A4 page.

Show AGYW how to fold the page in three and ask them to write their names clearly with a marker on the front (first name only). Demonstrate this with your name.

If AGYW are not able to write, they can ask a neighbor, or the two facilitators will come around and help them. Explain that not every participant has had the opportunity of going to school and learning to write and those who can write need to help those who can't.

Say: *These labels will be used for a few days so that everyone can learn each other's names.*



Step 2:

Ask: *What do you know about the Binti Shupavu program so far?*
Take a few ideas from the girls.

Say: *In this time together, we will be sharing our experiences, supporting one another, learning some new things, playing games, trying out new ideas and growing together.*

We will be discovering

- *More about ourselves and how we can strengthen our relationships with others;*
- *Sexual and reproductive health, including contraception*
- *Decision-making and negotiation;*
- *How to better manage our money and plan and save; and*
- *Ways of being ready to earn income and live in the world*

We are going to meet _____.

Note to facilitator: Give the details of **when** and **how often** and **where** you will be meeting. Or if this has not been decided, discuss how often the meetings will take place with the AGYW.

Step 3:

Ask: *Why did you decide to join the group?*
Listen to some responses.

Ask: *What do you hope to learn or accomplish as part of the group?*
Listen to some responses.

Say: *It's great that we have all come together! For the rest of this session, we will discuss how to work together and achieve our goals.*

Ask the girls to state their expectations and list them on a flipchart, and pin them in front of the class.

Also set group norms to guide the future meetings and ask one of the girls to write on a flip chart and pin on the walls (these norms will be used as reference in the next classes).



3. Activity: Trust (25 minutes)

Say: *A big part of being in a group is being able to trust each other. What does trust mean to you?*

Take responses and thank the AGYW for their responses.

Say: *Now we are going to play a game that can help us explore trust a bit more.*

Step 1:

Pair Work: Divide the participants into pairs.

Step 2:

Say: *We are going to do something called a trust walk. One of you is going to close your eyes, and the other is going to guide you around the space.*

Note: Some AGYW may not feel comfortable closing their eyes or cloth may not be available. An alternative is to ask AGYW to look down at the ground.

If there are members of the team who are unable to walk or move around easily, this can also be done by drawing:

Drawing: Ask AGYW to be in pairs back to back. Only one member of the pair should be able to see the flip chart. Give the other member a pen and paper. On a flip chart, draw something (simple!).

Ask the member who can see the drawing to give instructions to their partner to make the same drawing that is on the flip chart, without saying any clues. They can only use lines, shapes, directions, length, etc. For example, if a smiley face is drawn on the flip chart, they can tell their partner, 'draw a circle' then 'put a curve like a banana near the bottom of the circle' Once done, the partners have to compare the drawing to the original flip chart.

Step 3:

Give the participants a moment to decide who will have their eyes closed and who will lead. Ask the girls who will be leading to stand behind their partner and put both of their hands on their partner's shoulders.



Step 4:

Invite the participants to close their eyes and the leaders to guide their partner gently and safely around the space/room/outside area, making sure not to bump into anybody. Give them a few minutes to do this.

Note: You may do this activity outdoors and give them a set destination and place obstacles in the way if it is a wide open space with no obstacles.

Step 5:

After a few minutes have passed and the participants seem to be more comfortable with the activity or have reached their destination points, tell the leaders to stop and tell the participants they can open their eyes and then swap roles and do it again. Everyone can take their seats.

Ask:

- *What did it feel like to have your eyes closed and be led around the space/room/outside area?*
- *Was it difficult to keep your eyes closed? Why?*
- *What made you trust or not trust this person?*
- *What was it like to try and lead someone around the space/room/outside area with their eyes closed?*
- *Why did we do this exercise when we are talking about trust?*

Say: *Sometimes it is difficult to trust because of things that have happened to us in the past. What are some of the things that happened that made it hard for you to trust?*

Remind the AGYW about the norms and guidelines that they set previously and the importance of confidentiality. Ask a few of the members to share their understanding of confidentiality and why it is important to the building and maintaining of trust.

Say: *'Confidentiality' is a big word. What does it mean?*

To keep something confidential means that everything we say in this space stays between us.

Ask:

- Why is confidentiality important?
- How is it connected to trust?

Say: *There are also levels of confidentiality. We don't want to share things that we hear as a group, but that is not our only responsibility. We are also responsible for keeping everything that is shared in smaller groups or in pairs a secret.*

In order for us to feel comfortable around each other, we need to know that anything we say in here will not be gossiped about outside of this space.

Say: *Groups form in many different ways. We have come together as part of a MMA group and have lots of potential opportunities ahead of us.*

Explain that this group may eventually have a “storming” phase, which is when individuals start to get irritated with one another, strong personalities emerge, the “newness” and first excitement of the group wears off.

Say: *It will be important for the group to notice when this happens and figure a way of sorting out the conflict. Ask the group what principles they would like to put in place for resolving conflict. If it feels appropriate, write these down or add them to existing guidelines.*

Finish off by saying that the facilitators are there to help them resolve any conflicts that may arise as well.

Note to the facilitator: Here are some notes that may be helpful to add to your discussion on groups.

WHY GROUPS WORK

Developing supportive relationships

Being in a group where we talk about our lives and aim to grow together can be a wonderful way of building our personal support group and making friends who are on the same path as we are.

Learning from others

On our own, each of us knows a lot of things. Together, we can learn from each other and help each other to find solutions and to think through problems.

Building a community

It is exciting to be around people who are on the same journey – we have so much that we share, and I know that there is now a whole group of people who are thinking and growing like I am!

Knowing I am not alone

Sometimes there are bad things that happen to us that are really difficult to talk about. Knowing that other girls have also gone through these bad things reminds me that I am not alone, there are people who know what I am going through.

Learning new things

A group is a safe space to practice new skills and explore the new things we are learning. We can even get support and advice from the other members of the group and support others to practice their skills.



4. Binti Shupavu Fest Orientation (15 minutes)

Say: *Now that we know more about each other and the program, let's discuss the fair that we will be holding within your community. We call this a Binti Shupavu Fest.*

We want this fair to be a chance to celebrate adolescent girls within your community. This type of event could have many different types of activities depending on what you think would be best to showcase your own skills and learning.

The objective of this fair is to share what you are learning in this program, including how contraception helps you achieve your dreams, and how you will be pursuing your economic goals.

You might include skits, have tables where adolescent girls sell their goods and invite business owners and guests who can support adolescent girls.

Let's brainstorm some ideas! This is just the first chance to think through ideas, and there will be other opportunities to set some goals for the community fair in the subsequent sessions.

Ask: Participants should break into groups of 5.

Ask them to think about what types of activities / presentations within the community fair might best show to their community the strengths of adolescent girls. Ask them to think about who they think would be important to invite to the community fair – for example, community leaders, etc. – who could encourage other community members to attend.

After 7-10 minutes, invite each group to share their ideas. Write down the ideas on a flip chart.

Say: *Thank you for these ideas – it is exciting to see the kind of unique ideas that you have come up with that we could showcase at the community fair! We’ll discuss this more in future meetings.*

Facilitator Note: After the session, be sure to synthesize the ideas that the participants have presented and be prepared to help them more concretely plan how to bring these ideas to completion in the next session. Try to group some of the ideas into different themes so that girls can begin to vote on which ideas to take forward in the next session. Write down the different groupings of ideas on a flip chart for the next session.



5. Check Out (10 minutes)

Say: *In this group we will become friends and sisters and an important part of that is being able to trust each other. Trust does not happen quickly; it can take time. Confidentiality is one way of building trust with another person.*

We also have to work as a team. We will not always agree, so working through conflict with trust and respect is important. We also need to be present at meetings, this is how we will learn and grow together.

*Now one by one I would like you to step into the circle and make a promise to your sisters by saying **“I promise to keep my sisters’ stories safe and be stronger together.”***

As each girl makes her promise we will all clap and ululate and cheer.

After the circle is complete,

Say: *Thank you all for making that promise to each other.
I’d like to ask you each to share a sentence about what you most liked about the day.*

Confirm the next meeting time and date.

Collect the name labels to use again in the next session.

Session 2: Budgeting and Saving



1.75 hours

OBJECTIVES

In this session we want to:

- Understand what a budget is
- See an example of a budget
- Understand how to save money on our own
- Learn how to open a bank account or use mobile money

SKILLS

We will practice/develop the following skills:

- Financial literacy
- Budgeting
- Planning
- Perseverance

ACTIVITY	TIME	MATERIALS
Check - in	10 minutes	
Discussion: What is a budget?	10 minutes	Flipchart/paper
Story: Atieno's budget	20 minutes	Character posters
Activity: Budgeting with what I have	30 minutes	Bottle caps, flipchart
Activity: Saving on my own	15 minutes	Bottle caps, flipchart
Check - out	15 minutes	

Preparation: Read through the session at least one day prior to facilitating and make sure you understand the process of each activity and that you have the materials needed.

Prepare the following items:

A collection of soda bottle covers, beads, or seeds that will reflect or represent money, Different colors of seeds, bottle cover types or beads will be needed to reflect different currency denominations, but select 2-3 maximum. For example, Sprite=100 KES, Fanta=500 KES and Coca Cola=1000 KES.

Bring enough caps to add up to a typical monthly budget and typical monthly expenses.

You may also ask AGYW to help in bringing these materials to the session.

Practice before the session how to use the materials to show or reflect **Income** and **costs** or expenditures as any savings.

Note to the facilitator: This session contains a budget which needs to reflect the currency of where you live as well as what things might cost. Program managers may be asked for their input to ensure that amounts are realistic.

If you can, print out or draw the pictures of Atieno and Bishara to show the participants while reading the story. You can also print out or write down the expenses and income on a flip chart if AGYW have literacy levels that support using the flip charts.

Note to the facilitator: This session contains a budget which needs to reflect the currency of where you live as well as what things might cost. Program managers will be asked for their input to ensure that amounts are realistic. Make sure to check this with them.

In preparation for this session, you should establish which local

- Bank is accessible and may offer banking opportunities for first time bank account holders. Visit the bank and find out what products are suitable that do not have high charges and where small amounts of cash can be stored and withdrawn.
- Savings and Credit Cooperative Organization (SACCO) if there is one locally.
- Which of the mobile phone service providers offer mobile money options.

Optional Addition:

The following video has the information needed to open a bank account. This video can be viewed by mentors and summarized or shown to AGYW if data and a device are available. A downloaded version of this video is also available from staff. <https://youtu.be/uGs6CSlkc8Q>.

When the video is done, lead a discussion with the girls to find out where the nearest bank is, and which bank might be best for young women wanting to open an account.

Ask:

- *Which banks are closest to us that you know of?*
- *Which bank have you heard is best and cheapest?*
- *What type of bank account might you open?*

Say: *Many people find it difficult to open a bank account and there are a few other options. Savings and Credit Cooperative Organizations (SACCO's) offer opportunities to save and borrow money. You would need to fill out an application form and provide basic documents. You then make a small payment to the SACCO to become a member of the co-op. To get a loan, you would need to be a member for some time, but in the meanwhile you are saving by putting regular, small amounts of money into the SACCO.*

Mobile money is growing in popularity (mention a local provider in your country). You would need a smartphone for this. Mobile phone providers offer a secure electronic account linked to your phone number. Mostly you can: (The facilitator can contextualize the examples mentioned below,)

- *Receive and store money*
- *Send money to someone else who uses the same or different phone provider*
- *Withdraw cash at the cell phone provider's mobile money agent*
- *Top up your airtime.*
- *Pay bills*
- *Buy insurance*

- Pay salaries, buy airline tickets, school fees and other goods and services.



1. Check - in (10 minutes)

Step 1

Welcome the AGYW back to Binti Shupavu.

Say: *Today we begin a new discussion topic! This topic is all about money and how to manage our finances. In this session, we are going to look at managing our money using some basic skills.*

Ask:

- How important is money in your community?
- How much do you know about managing money?
- What are you interested in learning about how to manage money?
- Why do you think it is important for us to know how to manage our money?
Knowing how to manage our money gives us the opportunity to start moving towards financial freedom and choice.

Invite several of the girls to share their responses.

Affirm the girls for their responses.



2. Discussion: What is a budget? (10 minutes)

Ask: I would like to hear from anyone, what do you think a budget is? There is no wrong answer because we are sharing what we think.

Say: *A budget is a plan we make for our money. It has two main parts: part one where we figure out how much money we need and part two, where we figure out how much money we have.*

Show the participants the pre collected materials that represent money (bottle covers, beads, seeds, etc):

A Budget is a plan showing our:



Income (the money I have or earn)

minus



Costs (the money I need or spend)

Explain to the participants that you will learn about Atieno’s budget experience together before everyone makes a budget for themselves.



3. Atieno’s Budget (20 minutes)



Step 1

Read the following story: (The facilitator could consider using a market scenario and examples considered relatable to the participants)

Atieno was curious about how her friend Bishara usually was not feeling stressful about money. Bishara seemed to have enough money for food and sometimes to buy new clothes. Bishara seems really good at managing money, so Atieno went to her home one day.

Bishara was happy to help Atieno. Bishara explained to Atieno that she used a budget. It was something she learned in a program.

As the friends talked, Bishara shared that she calculated the money she needs each month by thinking about her expenses and what she earns.

Atieno started to think about her expenses like:

market expenses for the family meals: cooking oil, vegetables, ugali, rice, fish

Atieno wrote it all down and added the amounts for each of the items she purchases each week.

Atieno’s expenses per week:

Cooking Oil:	Kes 250
Vegetables:	Kes 500
Ugali:	Kes 250 (2 kg)
Rice:	Kes 250 (1 kg)
Fish:	Kes 2000
Total Per week:	3,250

Over four weeks, the total expense for the month is: **Kes 13,000**

Once she had her total amount of expenses, Atieno calculated how much money she is getting each month. (The money we earn through doing work or offering services is called an income.)

Atieno thought about what she does to earn an income such as selling vegetables, mending clothes and selling clothes . The total amount she earned usually was 15,000 KES.

Atieno's income:

Mending clothes:	Kes 6500
Selling clothes:	Kes 8500
Total income:	Kes 15,000

Atieno could now see everything she earned in a month (15000 KES) and her expenses (13000 KES).

To calculate your budget, all you have to do is take your income and minus your expenses. So, for Atieno when she minuses her expenses (13,000) from her income (15,000), she has 2,000 KES left over at the end of each month.

Atieno realized through this activity that she could now think about what she wanted to spend. She thought about how she had been spending all her money each month.

Bishara recommended that her friend start to think about savings, even if it is 100 KES.

Atieno thought that was a really good idea and the friends decided to think more about savings next week.

Atieno felt much better and was so grateful to have Bishara as a friend.



4. Activity: Budgeting with what I have (30 minutes)

Say: Now, we will practice budgeting. Some of you may have income so you can create your own budget. For others, you may not have income yet so this is practicing for how you may budget once you have income.

Show the participants the items you prepared and what amount of currency each item represents, such as Sprite is 100 KES, Coca Cola is 500 KES and Fanta is 1000 KES.



Ask for a volunteer to share a typical expense they have and how much it costs. Then ask them to put the bottle covers for that cost on one side of a table or floor to represent expenses. Ask for 1-2 more volunteers until you have a realistic amount of spending for a month.

Then do the same process for income making a separate pile with the appropriate materials until you have a realistic income for the month.

Next show participants that if they have income of a certain amount and then spend it, that is gone. So if you have one red bottle cover in expenses and one red bottle cover in income, those red covers can be removed from each pile to represent income that was spent.

Work with the team to remove the right amount of income and expenses materials until you have a few materials remaining in one pile or the other.

Say: *Some of you may have money left over when you compare your costs with your income. Some of us don't have enough income to cover all our costs.*

Ask: *What do you do when you can't cover all of your expenses? What do you do when you have money left over?*

Say: *One thing we can do with any extra money is to save it. Even saving 100 KES per month, like Atieno, will build up over time. It's ok to start small! We will talk more about saving in the next session.*



2. Activity: Saving on my own (15 minutes)

Step 1

Say: *In the last scenario, Bishara advised Atieno to save money.*

When we save money, it means we are not spending everything we have. If we keep aside money more than once, or regularly, it means we are saving it. We can save money as cash that we keep in a safe place or in a bank account.

Ask: Why can it be helpful to save money?

To prepare for an emergency, to save for things we want that are expensive, to plan for special occasions, to handle an illness, etc.

- I can assist my family
- I can buy things for my baby
- I can loan money to family and friends
- I can save for my child's education
- I can buy things for myself
- I can assist others

Thank the participants for their responses.

Step 2

Ask: Saving money is not always easy. Why is saving difficult?

- My money is not enough
- We are very poor
- My family always ask for loan
- I prefer to spend now
- I have nowhere safe to keep money

Say: *Something that can make it easier to save money is to have a savings goal! This means there is something you want to buy in the future that you cannot afford right now, but if you save up enough money, you will be able to afford it in the future.*

Ask: What are some of the things you would like to buy but cannot afford right now?
Thank the AGYW for their responses.

Step 3

Say: *Now we are going to try making a saving plan.*

- Invite each of the girls to write down their saving goal – this could be a saving goal or something that they want to buy.
- Invite each girl to write down how much her goal costs.
- Each girl should then write down how much money she realistically thinks she can save each month, if any.

NOTE: Many of the participants will not have any money to put away. It is important to support these participants and make sure that they refer back to the previous session where we discussed budgeting. If they are not able to start saving now, they can plan to save in the future. There are several sessions in this module that should help the participants to start earning money if that is possible and appropriate for them.

- The cost of their savings goal divided by the amount they will put away each month will show the girls how many months they will need to save to afford their saving goal.

For example,

Saving goal:	School fees contribution
School fees contribution:	2,500 KES
Monthly savings:	500 KES

2,500 KES divided by 500 KES per month equals 5 months.

Say: *Savings are very useful for buying particular things that are more expensive than we can afford in a month. They are also very important to have as emergency money if someone in the family is sick or loses a job etc.*



4. Check Out (15 minutes)

Invite each participant to share one important thing they learned in this session.

Say: *Remember in our last session when we began to discuss the Binti Shupavu Fest?*

Show the flip chart summarizing ideas from the previous session.

Say: *For your homework from this session we would like you to think between now and the next session about:*

1. Which idea do you think will best showcase your learning and skills at the community fair?
2. What other things might you be able to do with your skills to help the community fair to be a success? (for example, could you invite other girls to participate, could you assist the Binti Shupavu mobilizer in putting up posters for the community fair?)

Say: *You can think about your ideas individually or as a group. We will discuss your ideas at the beginning of the next session.*

Confirm next meeting date and time.

Session 3: Personal Health and Hygiene



1.75 hours

OBJECTIVES

In this session we want to:

- Continue Binti Shupavu Fest preparation
- Introduce adolescence and the bodily changes faced in this time period
- Learn about our bodies and how they work
- Learn hygiene for ourselves and for children

SKILLS

We will practice the following skills:

- Knowing our bodies
- Practicing safe hygienic practices

ACTIVITY	TIME	MATERIALS
Check In	25 minutes	Flip chart, sticky notes, Markers, pens, Binti Shupavu Fest ideas list from Session #1
Introduction to Biology	25 minutes	Posters - Print
Introduction to Menstruation and Pregnancy	25 minutes	Posters - Print
Hygiene	25 minutes	Posters - Print
Check Out	5 minutes	None

Preparation: Read through the session and make sure you understand the process of each activity and that you have the materials needed.

For Fest planning, review the sample on p. 33 and the template on p. 34 as resources for Fest planning and be prepared to share and discuss with participants.

Print all posters referred to in this session.



1. Check In and welcome (25 minutes)

Welcome each participant as they enter the session.

Say: *Remember we had homework last session? I asked you to think about ideas for the community fair and skills you have to support the fair. Let's start off today with some planning.*

Facilitator Note: Make sure that you have passed out some sticky notes or stickers before the session starts for each participant to use in the voting exercise.

Repost the flip chart with ideas on it from the first session.

Ask: *As you were thinking about your ideas more after last session, were there any other ideas that you thought about which are not covered on this list?*

Give participants the opportunity to say what additional ideas they may have that are not on the list.

Say: *Now we are going to vote to come up with a favorite idea. You each have sticky notes. I'm going to ask you to take two sticky notes and come up to the board and put the sticky note next to the two ideas which are your favorite ideas. Remember, vote which ones you like the best and don't feel pressured to pick the ones which your peers are voting for!*

Facilitator Note: Remember that some of the participants may not be literate and therefore may not be able to read the notes on the flipchart. So as not to make participants who are not literate uncomfortable, make sure that you have indicated either with a small drawing or other way each idea so that participants know without having to be able to read.

After the participants are done voting, say thank you for voting and announce which idea has gotten the most votes.

Say: *Ok, now we are going to work as a group. We want to start mapping out steps for how we could bring these ideas to completion. We want to think about the following questions:*

1. *What preparation do you need to do?*
2. *What kind of resources do you need?*

Make a table on a flip chart. On one side, participants should start to list what kind of preparation they would need in order to bring these ideas to completion. On the second side participants should list what kind of resources and support they need.

Example:

Idea: Selling AGYW products at a fair		
Activity	Preparation	Resources
Find a location	<ul style="list-style-type: none"> - Select a location - Confirm the location - Confirm a date for the fair when the location is available 	<ul style="list-style-type: none"> - Air time - Support from Binti Shupavu staff
Get Materials	<ul style="list-style-type: none"> - Tables - decide where to get tables (for free?) 	<ul style="list-style-type: none"> - Air time - Support from Binti Shupavu staff
Confirming AGYW to bring their products	<ul style="list-style-type: none"> - Decide how many tables we should have - Decide what kind products can be sold - Decide what support we can provide to sellers (for example, transport) - Create fliers to tell AGYW what the event is about - Invite AGYW to the event - Confirm AGYW for the event 	<ul style="list-style-type: none"> - Air time - Location - Tables - Transport - Fliers
Confirm the speakers		<ul style="list-style-type: none"> - Transport fees - Microphone - Speakers
Confirm the entertainment		<ul style="list-style-type: none"> - Transport fees - Microphone - Speakers

Binti Shupavu Fest Planning

Decisions	Questions	Answers	Who is Responsible?
Decide on a date	When will the fair take place? On what day and at what time?		
Decide on a venue	Where would you like to hold the ceremony? Is this a free venue or will it cost extra? Is there a budget to cover this extra cost?		
Program of Activities	What will be the first activity? What happens next? What will be the closing activity?		
Decide on a speaker	Do you want to invite a speaker? If yes, who would you like to invite to speak? What would you like them to talk about? How long would you like them to talk for?		
Decide on your audience	Do you want families and friends present at the community fair? If yes, organize somewhere for them to sit		
Decide on entertainment	Will there be performances at the community fair? If yes, what type of performances and how many? When in the fair will this happen?		
Decide on catering	Do you want to have food or drinks at the fair? If yes, who could provide it and how much would it cost? What type of food or drinks do you want?		
Decide on a master of ceremonies	Identify someone who can lead the overall ceremony and make sure that everyone is following the program		
Decide on a meaningful ending	Is there a special ritual you would like to hold at the end of the ceremony? If yes, what is it? A song, a prayer, a poem?		

Say: *Remember, you are not alone, and we are here to help you with all the preparation. We want to make sure that you have a voice in what kind of things are shown at the event – you are important! We will take these ideas and continue to build them out in the next sessions.*

Tell participants that for the next session, you want them to begin to think about how they could each contribute themselves toward the steps they have identified. For example, could they plan out the script for the skit, could they make a poster, etc.



2. Introduction to Biology and Puberty - (25 minutes)

Say: *Today, we are going to begin talking about our bodies. We'll discuss how our bodies work, how we take care of them and understand how pregnancy works.*

Invite them to share the following:

- Why is it important for an adolescent girl like yourself to be healthy?

Say: *You are all in a period of your life called adolescence. Adolescents are between 10-19 years old.*

It's when you start to transition from being a child to being an adult. And there are lots of changes! This time in our lives includes puberty.

During puberty, your body changes physically, and you also have behavior changes, changes in the way you think and changes in your emotions. Also, young women begin menstruation which means you are able to get pregnant.

First we will discuss parts of our bodies and how they change during this time.

We are going to look at some posters of our bodies' reproductive systems - both for males and females.

Introduce the parts of the female body using the poster below. (Source: Ministry of Health, DRMH; Understanding Adolescence: A Guide for Adolescents 2021 Edition. Nairobi, Kenya.)

Anatomy of the Female Reproductive System

Uterus

This is an internal organ where a fertilized egg grows and develops into a foetus. It is also called the womb.

Fallopian Tube

These are the thin tubes that connect the ovaries to the uterus. Once an egg is released it travels down the fallopian tubes to the uterus. Fertilization usually happens in the fallopian tubes.

Ovary

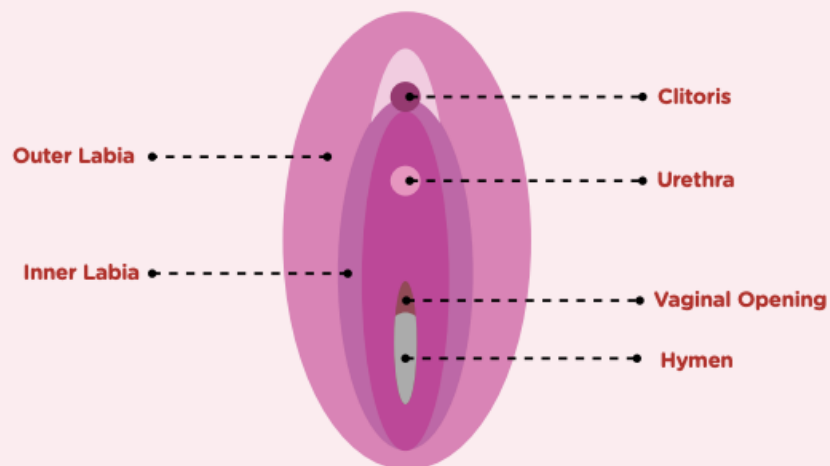
Where the ova or eggs are produced

Cervix

This is the lower part of the uterus, which extends into the upper part of the vagina.

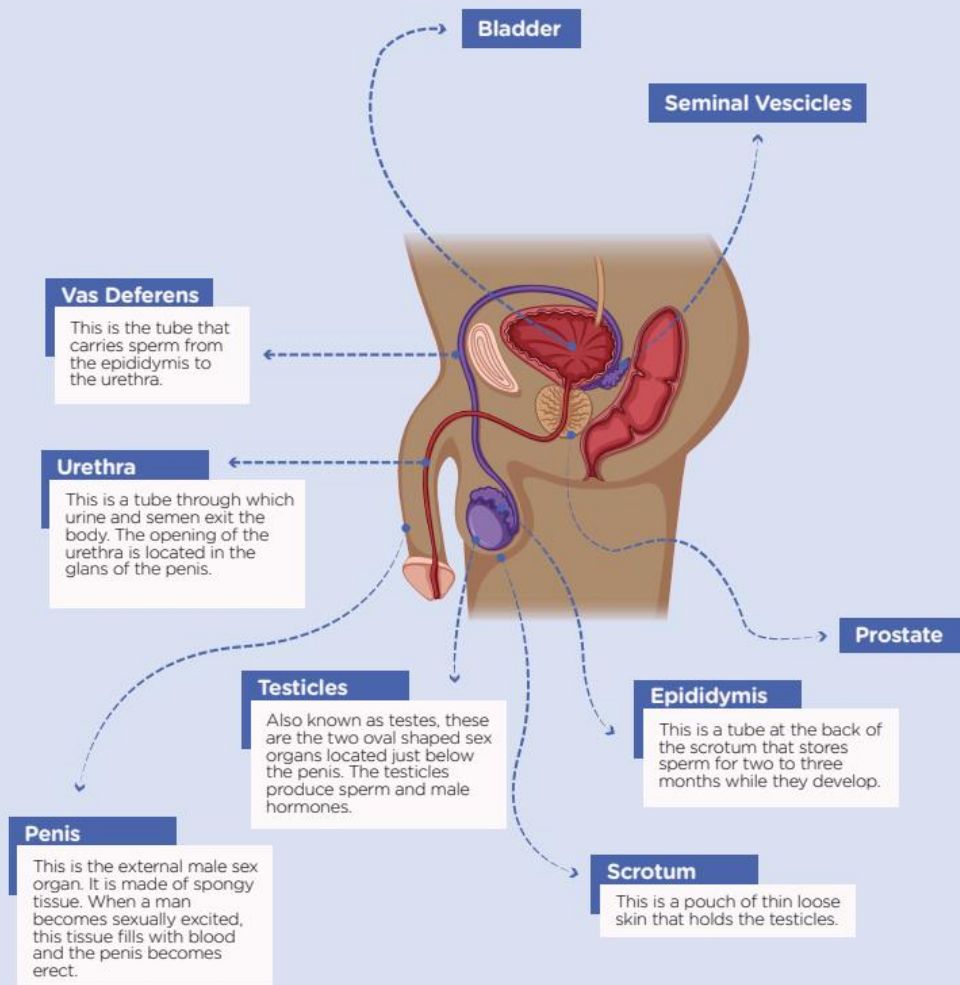
Vagina

This is the opening that connects the uterus to the outside of the body. The walls of the vagina are made of muscles which can expand to allow a penis to be inserted or a foetus to be delivered.






Introduce the parts of the male body using the poster below. (Source: Ministry of Health, DRMH; Understanding Adolescence: A Guide for Adolescents 2021 Edition. Nairobi, Kenya.)

Anatomy of the Male Reproductive System




Discuss changes during puberty using the poster below. (Source: Ministry of Health, DRMH; Understanding Adolescence: A Guide for Adolescents 2021 Edition. Nairobi, Kenya.)

Summary of adolescent physical development/puberty

 <h3 style="text-align: center; background-color: #ADD8E6; border-radius: 15px; padding: 5px;">Boys</h3> <ul style="list-style-type: none"> • Voice changes • Shoulders broaden • Facial hair • Sperm production and Ejaculation • Wet dreams and erection occurs frequently • Muscular and skeletal growth • Perspiration increases and body odour may appear 	 <h3 style="text-align: center; background-color: #F08080; border-radius: 15px; padding: 5px;">Girls</h3> <ul style="list-style-type: none"> • Breast enlargement • Hip enlargement • Monthly period/ menstruation • Perspiration increases and body odour may appear 	 <h3 style="text-align: center; background-color: #9370DB; border-radius: 15px; padding: 5px;">Boys & Girls</h3> <ul style="list-style-type: none"> • Development of pubic and armpit hair • Growth of body height and weight gain (adolescent growth spurt) • Genital organs enlargement • Pimples (acne) may develop on the face • Body shape takes on a characteristic adult pattern
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Common Problems During Puberty For Girls

- Delayed menstruation
- Vaginal discharge
- Abdominal cramps
- Pain in the breasts
- Acne
- Increase in weight/ weight gain
- Delayed or early onset of puberty




When to seek medical opinion

- Delayed puberty
- Abnormal vaginal discharge such as foul smell, itching and discomfort
- Severe cramps that affects normal activities
- Heavy menstrual bleeding
- When the menstrual period does not occur by 18 years

Common Problems During Puberty For Boys

- Undescended testicles
- Delayed puberty
- Severe acne
- Enlarged breasts also called gynecomastia



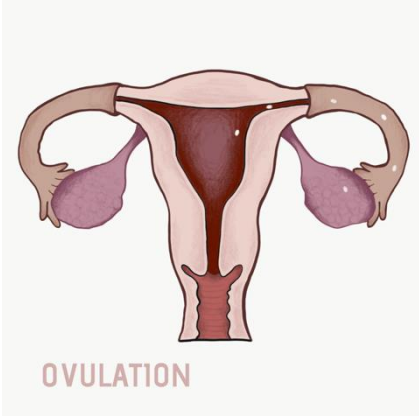
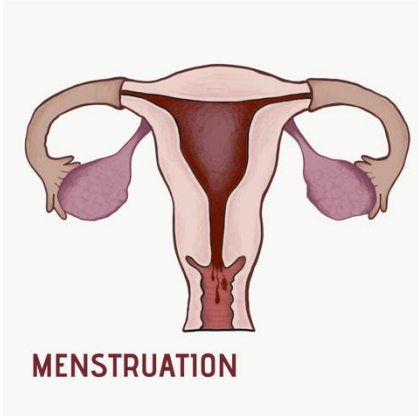
When to seek a doctor's opinion

- Pain and swelling of the glans penis and prepuce
- Delayed puberty beyond 18 years
- Enlarged breasts also called gynecomastia
- Abnormal penile discharge such as foul smell, itching and discomfort
- Pain when passing urine



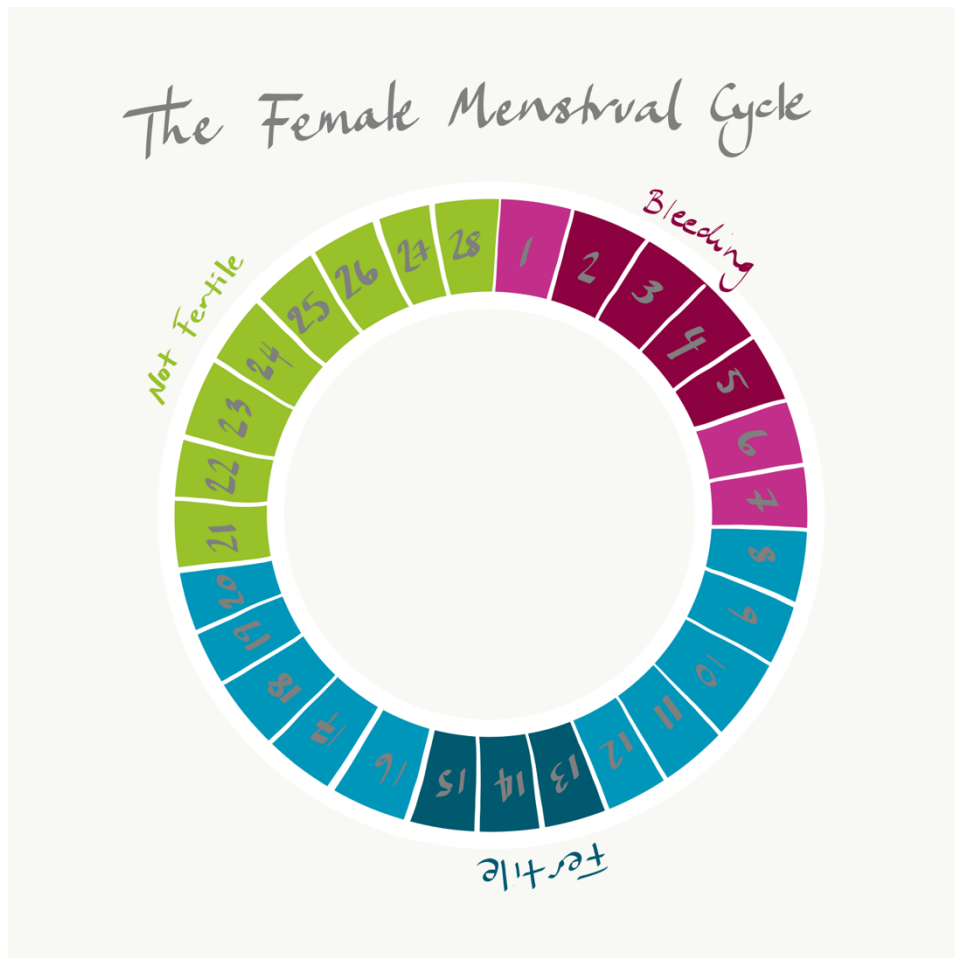
3. Introduction to Menstruation and Pregnancy - (25 minutes)

Say: *Everything to do with our menstruation, happens in a female's reproductive system. Menstruation is our body's way of preparing for a baby. This happens in 4 steps.*

<p>Step 1</p>	<p>Ovulation</p> 	<p><i>This is when our ovary releases an egg. The egg moves along the fallopian tube. Most women do not feel this but some of us might feel pain on one side when an egg is released.</i></p>
<p>Step 2</p>	<p>Uterus prepares</p>	<p><i>During this time, the lining in the uterus becomes thicker as it prepares for the egg to arrive.</i> <i>If you have sex and a man's sperm gets to your egg, the egg will stay in your uterus and a baby will start to grow.</i></p>
<p>Step 3</p>	<p>Menstruation</p> 	<p><i>If your egg does not meet a man's sperm, the egg will still arrive in your uterus, but it will not stay there and there will not be a baby.</i> <i>When your uterus feels that there is no baby, it starts to release the thick lining.</i> <i>The lining flows through the cervix to the vagina and comes out of the opening to our vagina. What comes out is a mixture of lining, blood and a watery thing called mucus.</i> <i>This can be very painful for some women.</i></p>
<p>Step 4</p>	<p>A short break</p>	<p><i>After we menstruate, our body rests for a few days before the whole process starts again.</i></p>

Say: These 4 steps happen in what we call a 'cycle'. A cycle is something that follows the same steps over and over, just like our menstruation. Most cycles take 28 days from start to finish, but some might be longer while others might be shorter.

Hold up the following picture:



Say: Here we have a picture of an average cycle.

- The pink phase is the bleeding. This can last between 3 and 6 days.
- The dark blue phase is ovulation. We are fertile for several days before and after the egg is released. During the blue phase, we can become pregnant if we have unprotected sex.
- In the green phase, our body is taking a break and it is much less likely that we will become pregnant. It is important to know that the only way to really prevent pregnancy is by practicing safe sex and family planning. We will explore this in the next session.



4. Personal and Menstrual Hygiene (25 minutes)

Say: *As our bodies are going through changes, hygiene, or taking care of bodies, is really important!*

Step 1: *There are some basics for personal hygiene. Discuss the hygiene poster below with the group: (Source: Ministry of Health, DRMH; Understanding Adolescence: A Guide for Adolescents 2021 Edition. Nairobi, Kenya.)*

2 Personal Hygiene and Sanitation

Adolescence causes several changes in the body. Sweat glands are more active during this stage, which causes more sweating. Additionally, new hair grows in different places especially in the pubic region and armpits. The skin and scalp may also suddenly get oily very easily. Sometimes the adolescent may seem to sweat for no reason and may notice odors where there was none before. It is important to understand that all these changes are normal. They are caused due to the hormonal changes in the body.

To help deal with these changes, adolescents must maintain cleanliness and proper sanitation. This is done by:



Regular hand washing or sanitizing



Regular bathing



brushing teeth



Keeping short nails



Proper grooming



Changing inner wear, socks and bedding



washing and ironing of clothes

Step 2

Discuss the menstrual hygiene posters with the group: (Source: Ministry of Health, DRMH; *Understanding Adolescence: A Guide for Adolescents 2021 Edition*. Nairobi, Kenya.

MENSTRUAL HYGIENE



HOW TO MANAGE YOUR FIRST MONTHLY PERIOD

- Don't be afraid. It can be scary to see or feel the blood on your underwear, but it is normal and natural
- Talk to other girls and women or any other person you trust in your community
- If you are at school, tell the matron, a teacher or a fellow student
- Feel proud! Your body is developing into that of a young woman.
- Change sanitary materials every few hours or when it is soaked with blood

- Unwrap the pad from its package
- Stick the pad in your underwear using the sticky strip on the back. (Some reusable pads are held in place with snaps or the elastic in your underwear)
- Change your pad every few hours, or when it's soaked with blood
- Wrap used pads in the wrapper or toilet paper and throw them in the designated trash.
- Place a cloth, pad, cotton on your underwear

HOW TO USE A PAD DURING MONTHLY PERIOD



i Important Information
NEVER insert any foreign objects inside your vagina





HOW TO DISPOSE OF THE CLOTH, PAD OR COTTON

- If you are re-using a cloth, put it into a paper bag until you can wash it with water and soap and then dry it in the sunshine
- If you are using a pad, or cotton, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the designated bin so it can be burned later
- If there is no other option, drop it straight in a pit latrine.

- Every day (morning and evening if possible) bathe with soap and water
- Keep unused cloths and pads clean (wrapped in tissue or paper bag) for further use
- Pat the vagina dry with a cloth, and put a fresh cloth, pad or cotton on your underwear
- Always wipe from front to back after a long call
- Wash opening of the vagina with water only (do not use soap).

HOW TO KEEP YOURSELF CLEAN DURING YOUR MONTHLY PERIOD



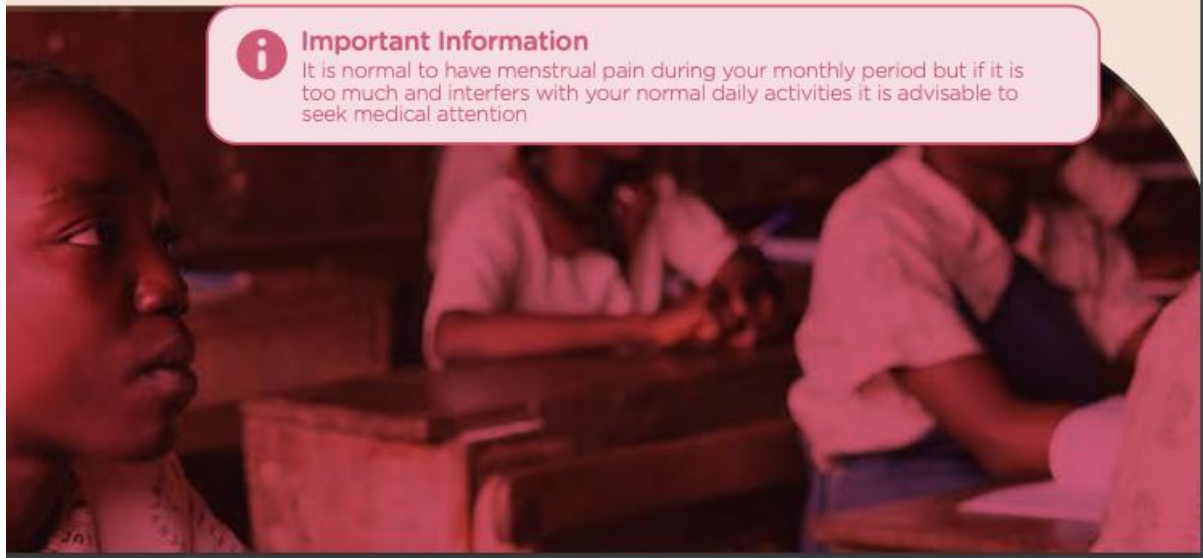
HOW TO MANAGE THE STOMACH PAIN FROM YOUR MONTHLY PERIOD

- Use hot water bottle on your lower stomach area. Ensure the water is not too hot to burn you. This can relieve the pain.
- Try to do some exercises and keep your body active
- On the most painful days, take painkiller medicines every four to six hours as advised by the doctor.
- Regular check-up is important to monitor your blood levels



Important Information

It is normal to have menstrual pain during your monthly period but if it is too much and interferes with your normal daily activities it is advisable to seek medical attention



Step 3:

If there is time, discuss the following question and answers:

Question 1: What are some of the consequences of failing to give more personal care to those parts of our bodies?

Possible Responses:

- A woman may not be confident about herself A woman will be unwell and unhealthy
- A woman might suffer from long-term discomfort or disability and consequently may be neglected by her spouse
- A woman might not be able to discuss the problems she is facing with family or friends and as a result she will be unhappy
- A woman may not be able to have children
- Problems with our reproductive parts can result in the death of a baby during childbirth or within the first 40 days of birth

Question 2: What should women do to take personal care of their reproductive parts?

Possible Responses:

- Maintain cleanliness during her monthly periods
- Discuss family and reproductive health issues with her husband
- Go to the health facility if there is a problem
- Maintain a healthy lifestyle during pregnancy Learn how to recognize common infections
- Learn what to do to protect herself from diseases that can affect her private parts and her general health
- Take action to protect herself from diseases that can affect her private parts

Do: After each question and discussion, recap participants' contributions and make any corrections using the possible responses.



5. Check Out (5 minutes)

Say: *To close today, let's all stand in a circle. State one thing you plan to do differently after today's session.*

Use the rapid imitation method to teach the "Say and Do," repeating the words and actions until all participants have learnt them.

SAY AND DO: OUR REPRODUCTIVE PARTS NEED MORE PERSONAL CARE

<i>Say</i>	<i>Do</i>
<p>“We need to take personal care of our reproductive parts so that we can remain well and happy”</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> ● Stretch out both hands and position them by the side of your breasts ● Slowly swing your arms in a slightly folded and the opened position around your breasts ● Slowly lower your hands down to the area just beneath your lower abdomen with your palms and fingers facing downwards towards your private parts (hands forming a “V shape”) ● Slowly swing both hands around your hips and in a circular motion ● Bring your two hands together and place them on the right side of your chest showing happiness.

Confirm the next meeting time and date.

Session 4: Sexual and Reproductive Health and Rights (SRHR)



1.5 hours

OBJECTIVES

In this session we want to:

- Know our SRHR
- Understand how to exercise SRHR, including using modern methods of contraception
- Understand nutrition and how it impacts our families, including during motherhood and infant and child nourishment
- Know the benefits of child spacing

SKILLS

We will practice the following skills:

- Exercising SRH knowledge and rights
- Planning for nutritious meals

ACTIVITY	TIME	MATERIALS
Check In and Binti Shupavu Fest Planning	25 minutes	Flip chart from Session #3, markers, flip chart
Our Reproductive Health and Child Spacing	30 minutes	Poster on reproductive health, locations for services; Expert to facilitate
Mother and Child Care	30 minutes	Flip chart of foods, ante and postnatal care resources, complementary feeding on flip chart or printed, Expert to facilitate
Check Out	5 minutes	None

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Note that this session contains technical information on pregnancy and pregnancy prevention. An expert from the community should facilitate this session after the Check In. Discuss with staff plans for inviting nurses or health professionals to deliver the content in this session.

If an AGYW asks a question in this session that you cannot answer, contact a staff person after the meeting to get an answer. There will be time for these in the following session.



1. Check In and Binti Shupavu Fest Planning (25 minutes)

Welcome each participant as they enter the session.

Say: *Though today's session is mainly focused on health topics, we want to make sure we are continuing to think about our plans for the community fair.*

Present out the flip charts which the groups developed in the last session showing the steps and resources needed to plan for the community fair idea.

Say: *We asked last session for you to think about ways you can contribute to the fair. Today we'll make note of those and next steps for planning.*

Add a column to the flip chart from last session: one for A360 Roles and one for AGYW Roles.

Facilitator Note: Though we want participants to be involved in planning and execution, the main planning role will be A360s. Make sure that when participants are expressing what they can do to support the fair that you are encouraging them to make realistic plans and goals for what they can contribute.

Invite each participant to say what they have been thinking about in terms of their contribution.

Thank each participant for their ideas. As they share ideas, note where AGYW and A360 will contribute to next steps so AGYW are clear what they should do.

Discuss with participants a timeline for their roles so they are clear how they will proceed with their contribution.

Ask: *Are there any other ideas which you think aren't presented here that you think are important for us to consider in the community fair?*

Is there anything else you would like to see happen at the community fair?

Give participants a chance to voice their ideas.

Say: *Great job on planning today. Now let's move into our discussion on health.*



2. Our Reproductive Health and Child Spacing - (30 minutes)

Say: *Last week we discussed our bodies and hygiene.*

Invite participants to share one thing they remember from the previous session.

Say: *Today we are going to talk about reproductive health - - the way our bodies make and carry babies and how to delay or prevent pregnancy, including child spacing. Let's discuss what we've learned about reproductive health as AGYW.*

Ask: How important is it for a woman in our community to have children?

Discuss the responses as a group

What messages do you receive from your families about having children?

Discuss the responses as a group

Facilitator Note: In this session it is very important to go slowly and make sure that there is plenty of time to get to questions and address misconceptions about contraception.

Ask: *Does anyone know what child spacing is?*

Say: *Child Spacing is an intervention to help women and families delay or space their pregnancies; to achieve healthier outcomes for women, children and infants within the context of free and internal choice taking into account family intentions.*

Ask: *What kind of things have you heard about birth spacing from your families, friends, or others around you?*

Possible responses or additions:

- Child spacing helps you save money because you have more time to save in between having children.
- Child spacing is not taboo in religion because religion encourages two years of child spacing.
- Child spacing is very important for the health of the mother and the child.
- Using methods to space children does not affect your future ability to have more children.
- Discussing child spacing encourages good and healthy communication between a husband and a wife.

Facilitator Note: the purpose of this discussion is to allow participants to freely bring forward any potential myths and misconceptions that they have heard. Listen to the responses and make sure to give them accurate information in response.

Ask: *What kind of methods of birth spacing do you know about?*

List responses on the flip chart.

Say: *Some methods of birth spacing are natural types of birth spacing. These include withdrawal or breastfeeding or using a calendar or cycle beads. These methods can be effective, but modern methods such as those above are generally more effective at preventing pregnancy.*

So let's review the types of modern contraception. (Use poster below to discuss types of contraception.)

During the overview of contraception, give information on how girls can access birth spacing services and where they should go if they want those services.

MEDICAL METHODS

Method	Description	Strengths	Weaknesses
Intrauterine device IUD	Small plastic device fitted into a woman's uterus. It irritates the lining of the womb so that a fertilized egg cannot grow	Most effective One time procedure Sex able to be spontaneous	Requires healthcare provider to insert Does NOT prevent against STIs/HIV Requires removal to become pregnant
Contraceptive implant	Small match stick device inserted under the skin that releases hormones over the years	Most effective One time procedure Sex able to be spontaneous	Requires healthcare provider to insert Does NOT prevent against STIs/HIV Requires removal to be pregnant
Oral contraceptive Pills	Pills that contain hormones. Taken daily to prevent eggs from growing	Very effective when taken daily Sex able to be spontaneous Can reduce menstrual pain and bleeding	Must remember to take each day Does NOT prevent against STI and HIV May have side effects
Injectable contraceptives	Injections of hormones that protect against pregnancy for several months	Very effective Does not require daily use Sex able to be spontaneous	Requires repeat injections Does not prevent against STI and HIV May have side effects
Male condom	A thin latex tube that is rolled over an erect penis before it enters the vagina	Very effective if used correctly Provides protection against STIs and HIV	Must use for every sex act Requires partner cooperation
Female condom	A plastic pouch inserted into the vagina before sex	Effective Provides protection against STIs and HIV	Must use for every sex act Requires partner cooperation
Diaphragm	Soft rubber dome stretched over a flexible ring. It is inserted into the vagina and placed over the cervix before sex	Effective if used correctly with spermicides Has no hormonal side effects	Must use for every sex act Requires visit to healthcare provider Does NOT protect against STIs or HIV

Facilitator Note: For reference, below is a visual showing the different modern contraceptive methods and their different benefits, characteristics, and possible side effects.

Method	Key											
	Great for	Good for	Not good for	Sterilization	Im plant	Hormonal IUD	IUD	Injectables	Pills	Condoms	CycleBeads	ECP
Effective at preventing pregnancy	Great for	Great for	Great for	Great for	Good for	Good for	Good for	Good for	Good for	Good for	Good for	Good for
Quick return to fertility	Not good for	Great for	Great for	Great for	Good for	Good for	Good for	Good for	Good for	Good for	Good for	Good for
Privacy	Great for	Good for	Great for	Great for	Good for	Good for	Good for	Good for	Good for	Not good for	Not good for	Great for
HIV/STI prevention	Not good for	Not good for	Not good for	Not good for	Not good for	Not good for	Not good for	Not good for	Not good for	Great for	Not good for	Not good for
Few side effects	Great for	Good for	Great for	Great for	Not good for	Good for	Good for	Good for	Good for	Great for	Great for	Good for
Lighter periods	Not good for	Good for	Great for	Not good for	Good for	Good for	Good for	Good for	Good for	Not good for	Not good for	Not good for
Predictable periods	Great for	Not good for	Not good for	Great for	Not good for	Good for	Good for	Good for	Good for	Great for	Great for	Good for
Low frequency of use	Great for	Great for	Great for	Great for	Good for	Not good for	Not good for	Not good for	Not good for	Not good for	Not good for	Good for
Easy to stop use	Not good for	Good for	Good for	Good for	Good for	Good for	Good for	Good for	Great for	Great for	Great for	Great for
Self-administration	Not good for	Not good for	Not good for	Not good for	Great for	Great for	Great for	Great for	Good for	Good for	Good for	Great for

Ask: *Who are the family members that you might talk to about birth spacing?*

Discuss the responses as a group

Ask: *How do they get involved in your decision about whether to space births?*

Discuss the responses as a group including whether they think that their other family members should be involved in their decisions on whether to use birth spacing approaches. Why or why not?

Facilitator Note: This topic may be sensitive – make sure to try to emphasize a rights-based approach, supporting girls to understand that it is their right to decide whether or not to use contraception.

Ask: *How might you initiate discussions about contraceptive use with those in your life who influence your decisions?*

Give participants the opportunity to voice how they could start discussions.

Say: *We know from our sessions on the first day that contraceptive use may be a very important tool for you to use to achieve your goals. Do you think that you could start a conversation with your influencers about your goals for your life and how using contraception to prevent an unintended pregnancy would help you to achieve your goals? Do you think your influencers would be supportive?*

Facilitator Note: Linking contraception back to girls' goals and aspirations in this session is key. Make sure that girls also know that using their goals and aspirations as an entry point to discussing contraception with their influencers may be strategic and effective.



3. Mother and Child Care - (30 minutes)

Say: *When you do decide that you want to become pregnant again - for the first time or after the first time - it is important to know what to do before and after you deliver (or give birth).*

Caring for yourself and your child is very important. You are encouraged to:

- *Practice healthy hygiene, including hygiene when cooking food*
- *Attend clinic before getting pregnant to screen for risks, health promotion and education, interventions to address identified risks, counseling*
- *Eat healthy*
- *Sleep under a net in malaria endemic regions*

Step 1

Ask: *To start, let's talk about nutrition. Who can tell us what nutrition means?*
Nutrition is about eating the food necessary for health and growth.

Say: *Let us begin by exploring different types of food we eat. We'll discuss how they are nutritious (or not) and how combining certain foods can help with nutrition.*

Note: Some families may eat foods that others do not due to religious or other beliefs. This can be discussed and notes made for food that may be common for some and taboo for others.

Ask: *What foods are common in your communities?*

Discuss responses

Say: *From our discussion we know which foods are commonly found in our communities. Foods can be put in different categories depending on how they work in our bodies.*

People should eat a variety of foods from all the food groups to get all the nutrients the body needs

The main food groups include:

1. *Starchy foods such as cereals, roots and tubers (carbohydrates for energy)*
2. *Fruits and vegetables (vitamins and minerals for protection)*
3. *Legumes and pulses, nuts and seeds (proteins for bodybuilding)*
4. *Meat, fish and animal protein (proteins for bodybuilding)*
5. *Milk and milk products (proteins for bodybuilding)*
6. *Fats and Oils (for extra energy)*

7. Sugar and sweets (for extra energy)

Show the following flip chart and ask each AGYW to show their favorite food on the chart:

Food Group	Food Examples
Starchy foods (cereals, roots and tubers)	<p>Cereals: Maize, rice, sorghum, millet, wheat, oats, pearl millet, ugali, porridge, chapati, mandazi, bread, pasta and breakfast cereals.</p> <p>Roots and tubers: Irish potato, white sweet potato, cassava, yams, arrowroot, green banana, plantain</p>
Fruits and vegetables (vitamin A rich, dark green leafy, other vegetables, vitamin A fruits, other fruits)	<p>Vitamin A rich: Carrots, pumpkin and butternut; orange- fleshed sweet potato, red sweet bell pepper</p> <p>Dark green leafy: Spinach, kales (<i>sukuma wiki</i>), cow peas leaves (<i>kunde</i>), bean leaves, black African nightshade (<i>managu</i>), amaranthus (<i>Terere</i>), stinging nettle (<i>thabai/oilo</i>), sweet potato leaves (<i>matembele</i>), non- poisonous cassava leaves (kisamvu), spider weed <i>saget/dek/ akeyo/sagaa</i>), pumpkin leaves (<i>Susa</i>), arrowroot leaves (<i>matekyo</i>)</p> <p>Other vegetables: Green pepper, onions, cauliflower, cabbages, cucumbers, eggplant, courgettes, French beans, okra, leeks, broccoli, celery</p> <p>Vitamin A rich fruits: Mango, papaya</p> <p>Other fruits: Guava, avocado, pineapples, green plums, green grapes, apples, gooseberries (<i>nathi</i>), oranges*, lemons, limes, tamarind, loquats, zambarao (<i>jamna</i>), ripe bananas, custard apples, peaches, thorn melon, melons, pomegranates (<i>kungu manga</i>), wild fruit</p>
Legumes and pulses, nuts and seeds	<p>Legumes and pulses: Bambara nuts (<i>njugu mawe/ bande</i>), beans, peas cowpeas, pigeon peas (<i>mbaazi</i>), soya beans, dolicos beans (<i>njahi</i>), green grams, lentils</p> <p>Nuts and seeds: Pumpkin, amaranth, sunflower, sesame (simsim), groundnuts, macadamia, cashew nuts</p>
Meat, fish and animal protein (organ meat, flesh meat, eggs, fish and seafood)	<p>Organ meat: Liver, kidney, heart, other organ meats or blood-based food,</p> <p>Flesh meat: goat meat, game meat, pork, beef, mutton, rabbit, donkey, chicken, guinea fowl, turkey, geese, ducks, quail, wild birds, doves, edible insects</p> <p>Eggs</p> <p>Fish and seafood: tilapia, Nile perch, among others</p>
Milk and milk products	Milk from goats, camels, cows and sheep, fermented milk, <i>mursik</i> , <i>amarurano</i> , yogurt, cheese and other products
Oils and Fats	Vegetable oil, Cooking oil/fats, Ghee, cod liver oils/fish oils, butter, margarine, palm oil

Sugar and Sweets	Table sugar, jaggary, sugar cane, honey, sugar-based cold drinks, other flavored drinks and concentrates; sugary foods like candies, cakes, chocolate etc. fruit juice
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Say: *The best diet is the one that has all three types of food. Adolescents, pregnant women and our children we care for, need to eat foods from all three of these categories each day to:*

- *Provide us with energy*
- *Protect us from illnesses and diseases*
- *Help us remain well and healthy*
- *Pregnant women and breastfeeding mothers need to eat foods from the three categories every day and need to eat extra portion of food (additional food) everyday*
- *Children need to eat daily foods from all three categories so that they can grow well (body and mind) and be healthy and strong (including able to fight diseases)*

Facilitator Note: You can add any of the following additional talking points to this discussion:

- Eat a variety of foods
- Eat 3 meals and 2 snacks everyday
- Moderate intake of oily, salty, sugary and unhealthy foods (processed, street food, junk food, fast foods)
- Get your weight and height measured every 3 months.
- Avoid habits that can lead to poor nutrition and poor health, for example, alcohol, drugs and substance abuse.
- Drink at least 1.5 – 2 litres of boiled or treated water daily.
- Engage in a form of physical activity regularly.
- Grow your food to enrich and diversify your diet
- Eat foods rich in micronutrients like fruits, vegetables and animal foods.
- Maintain good personal hygiene and sanitation, for example, during menstruation

Next, do the following Say and Do Activity with the participants: You will encourage participants to say the three different categories of food while doing the action.

SAY AND DO: THE IMPORTANCE OF EATING WELL	
Say	Do
“Protective foods” Repeat x 3	Swing your hands around your abdomen and your back to show protection
“Body building foods” Repeat x 3	Place your right hand over your left hand and quickly repeat with your left hand over your right hand and then with your left

	hand again over your right hand to show the building of body layers.
“Energy foods” Repeat x 3	Make your hands into a fist hold them up and shake them to show strength.

Step 2

Say: *Antenatal care is something very important to your health in addition to nutrition. Antenatal care - means care while you are pregnant. It’s something you should start as soon as you realize that you are pregnant. Remember to:*

- *Get iron and folic acid from the health facility*
- *Make eight visits to the clinic from the 12th week of pregnant up to delivery for your antenatal care*

Postnatal care is the care given to mother and baby after birth in order to help them stay healthy. Postnatal care lasts for up to 6 weeks after you deliver your baby.

If CHV is the facilitator, they should give a description of all the different components of the care that girls should expect to receive after birth. This includes:

- *Postnatal visits three times – once within a day after birth, after 3 days, and after seven days. Remind girls that this should happen no matter where they deliver.*
- *Mothers should go to the health facility for more care at 2 weeks, 4-6 weeks, and 6 months after giving birth.*
- *At postnatal care girls can receive screening for cervical cancer or receive a method of birth spacing if they desire.*

Ask: *Why are antenatal care and postnatal care important?*

Discuss responses and where participants can access care, any important information on what is provided at no cost for pregnant women and mothers

Step 3

Say: *We also want to talk about feeding your child once you have given birth. Let’s discuss breastfeeding.*

Breastfeeding is very important for the health of your babies. Starting breastfeeding early (within one hour of your baby being born) is important. Exclusively breastfeeding is also important. This means giving your baby only breast milk and no other food or drink, not even water, when the baby wants for the first 6 months. The only exception is if you receive medicine from a health worker to give to your baby.

If you have any challenges with breastfeeding, visit a health provider to discuss.

After your baby is about six months old, you can start giving them other foods and water in addition to breast milk.

After you start doing this, your baby will slowly become used to eating family meals. You should introduce one food at a time to your baby.

After about 2 years old your baby becomes used to family foods and you can stop breastfeeding if you would like, though breastmilk is still healthy for your baby as long as you wish to breastfeed.

Share the feeding schedule below on a flip chart or discuss it with the group

Age	Complementary feeds
6 month – 1 year	Breast feed + 3 meals per day
1 year – 2 years	Breast feed + 3 main meals + 2 snacks* per day
2 years – 5 years	3 main meals + 2 snacks* + 2 cup of milk* per day

*Snacks include locally available fruits and cereals

*Cup of milk 250ml

Ask: *Why is immunization?*

Protecting someone against diseases through vaccinations

Why is immunization important for children?

Discuss responses

Say: *Remember that getting your child immunized is also critical for their health.*

Share the immunization schedule or discuss it with the group.

Age	Injection 1	Injection 2
At birth (<48 h)	HBV ^a	
6–9 wk	DTaP-HBV-IPV/Hib	Pneumo
3 mo	DTaP-HBV-IPV/Hib	Pneumo
4 mo	DTaP-HBV-IPV/Hib	Pneumo
11 mo	DTaP-HBV-IPV/Hib	Pneumo
14 mo	MMR	MenC
4 y	DTaP-IPV	
9 y	DT-IPV	MMR
12 y	HPV ^b	

^aOnly for children of whom the mother tested positive for HBsAg;^b Only for

Source: Kaaijk, Patricia & Kleijne, Deborah & Knol, Mirjam & Harmsen, Irene & Ophorst, Olga & Rots, Nynke. (2014). Parents' attitude toward multiple vaccinations at a single visit with alternative delivery methods. *Human vaccines & immunotherapeutics*.

Say: As part of the regular health check up process for vaccines and development, Vitamin A is an important supplement. Vitamin A is important for a healthy immune system and for growth and development of children. A child needs to be given Vitamin A from 6 months of age, twice per year until they reach age 5. Vitamin A also helps the body use iron and for good eyesight.

Children also need to undergo deworming. This is to be done for all children above 1 year at 6 month intervals up to 5 years. Deworm twice a year to maintain appetite, enhance nutrient assimilation and food efficiency in the body.



5. Check Out (5 minutes)

Say: *Today, we have learned a lot of information. It's important that we use this information in our lives now that we know it.*

Ask for each AGYW to do a “Try It Out” assignment. After this session, you would like them to have a discussion with a trusted female adult or their spouse/intimate partner about how they have seen child spacing help someone in their community and why it is important.

Invite each participant to share one question they still have after today's session.

Note to facilitator: Document the questions and be prepared to answer them in upcoming sessions by finding answers to the questions in partnership with staff and/or a trusted health professional. This is important in order to provide sufficient clarity to any arising concerns or questions.

Confirm the next meeting time and date. Remind participants to bring their Learning Goal cards to the next session if they are not kept by the facilitator.

Session 5: Goal Setting



1.5 hours

OBJECTIVES

In this session we want to:

- Set a Golden Goal
- Make a plan for reaching our Golden Goal
- Identify resources in our community

SKILLS

We will practice the following skills:

- Visualize the future
- Analyze opportunities that match our interests
- Planning

ACTIVITY	TIME	MATERIALS
Check in	10 minutes	
Binti Shupavu Fest Planning	15 minutes	Planning materials
The Roles we Play	15 minutes	Flip chart, markers, pens
Stepping Towards our Goals	45 minutes	Paper, Pens, Markers, Flipchart or print out of planning tool Flipchart or print out of a completed planning tool Learning Goal Cards
Check – out	5 minutes	

Preparation: Read through the session and make sure you understand the process of each activity and that you have the materials needed.

Read the visualization at least once before the session. Remind AGYW to bring their Learning Goal cards.

Review the goal setting planning tool included in the Goal Setting exercise and recreate it on a flip chart or print it out.

Write down your **own** Goal and work journey and be prepared to share it. Or interview a community member and share their journey.

Work with the staff to identify resources to support career pathways such as training groups, NGO programs, financial resources, government schemes, etc. to support entrepreneurship.



1. Check - in (15 minutes)

Welcome the group back and remind them of the “Try It Out” question at the end of the last session.

Discuss if they were able to speak to women in their community about child spacing.



2. Binti Shupavu Fest Planning (15 minutes)

Discuss Binti Shupavu Fest updates including:

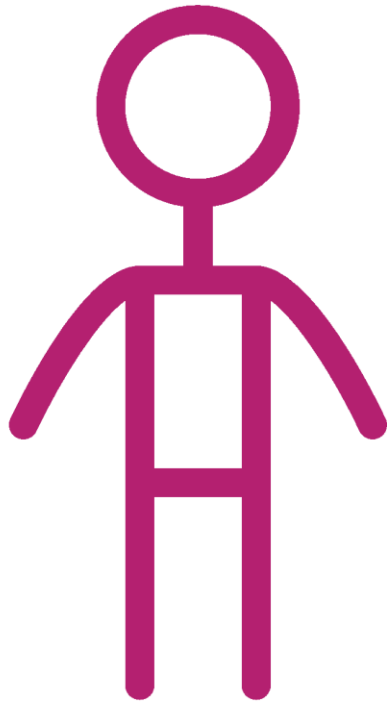
- Additional planning activities needed such as follow up on activity planning template
- Visualizing the end goal
- Review any changes that have happened
- Confirm time, date, venue
- Confirm roles and responsibilities



3. The Roles we Play - (15 minutes)

Step 1:

Post a blank flip chart in the space where everyone can see it. Draw a figure such as the one below.



Ask: *What are roles that **Binti Shupavu** play in your community? Or are expected to play?*

Write down these roles on the flip chart, adding pictures where possible for those who are not literate. The Binti on the flip chart can look like the figure below.

Note to the Facilitators: Examples of some of the roles that women play are things like being expected to be a mother, a cook, the one who cares for others and takes care of the home. If the girls do not understand what a role is, you can give them one or two of the examples above.

Roles:

Mother

Wife

Cook

Clean

Take care of the home

Care for everyone



Step 2:

Invite the group to spend around 5-8 minutes discussing the way women are expected to behave.

List these on the right side of the Binti drawn on the flip chart paper.

Roles:

Mother

Wife

Cook

Clean

Take care of the home

Care for everyone

Behaviour:

Be gentle

Be quiet

Be caring

Don't complain

Be feminine

Sit with your legs closed



Step 3:

When all the group has finished providing their answers,

Ask: *How do you feel when you think about the roles you we are meant to play as women and how are you expected to behave?*

Do you feel these community roles and expectations can support you or slow you down while trying to achieve your various goals?

Invite some of the participants to share their thoughts.

Say: *Being a girl is something very special, but it also comes with a lot of roles and expectations messages. These roles and expectations messages can make it hard for us to be free and to do what we want.*

Some of you may want to be a politician, a police officer or be the breadwinner and do sports. We are often told that because we are women, we cannot do these things.

It is important for you to know that even though it might be difficult, we can do every workthing that a man can do, and more! Our roles and societal expectations should not limit us to what is possible.



4. Life Map Planning (45 minutes)

Note to facilitator: The below story is an example. This is for inspiration and example purposes only. Each participant should develop their own pathway based on their own goals and interests.

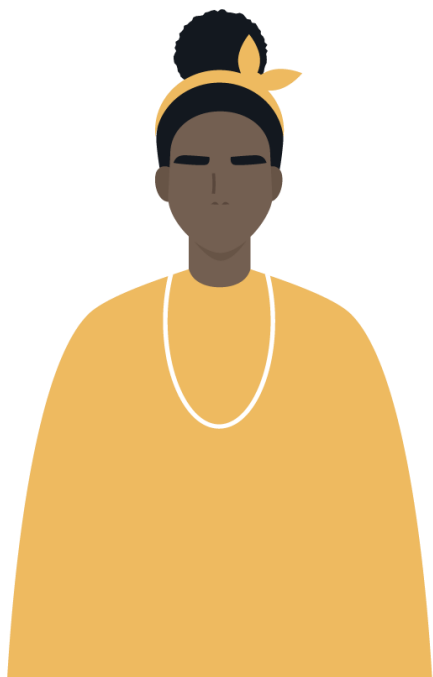
Say: *Now, we are going to be thinking more about the future.*

We are going to think about the steps to take to achieve our hopes and dreams for ourselves. We are also going to start figuring out what some of the steps might be towards those hopes and dreams. We need to be ambitious for ourselves, but we also need to be practical.

Sometimes it is really hard to figure out what career we might want to have in the future. Don't worry about that. We are going to go step-by-step towards getting a better understanding of this.

Step 1

Say: *First, let's hear a story about Hawa which can help show how we think about a goal and how we plan to achieve it. We'll also see what may prevent Hawa from achieving her goals.*



Hawa has a dream to open her own pre-primary school one day. This is her goal.

She has to take steps to achieve her goal. Her steps might be:

- *To complete secondary school*
- *To ask her aunt if she could come and stay in the city with her to study at the teacher's college*
- *To find financial support. She could apply for a government loan for teachers or she could ask her father to help her. She could ask her aunt to loan some money from her. She may need a job to earn some money at the same time she studies and on her holidays.*
- *She would have to study hard and complete her course.*
- *Then she would need some teaching experience to learn from others.*
- *During that time she would save money to start a school.*
- *She hopes to return to the village where there are no really good pre-primary schools for children. She may need to seek funding at that time.*

Ask: What are some of the possible challenges for Hawa?

If girls need prompting, some possible answers might include:

- *Her stepmother not supporting the move to the city or the financing her father might give her*
- *Her aunt not being able to have her to stay*
- *Not doing well enough in school to get into the teacher's college*

Step 2

Explain to participants they will be doing a visualization that will take them into the future to think about their goal. Just like how Hawa had a goal. They should listen to the questions and allow their imaginations to build a picture of the future in their heads.

They should find a comfortable and private space for this exercise. When they are ready, ask them to close their eyes, or if they prefer, just to drop their gaze to the floor.

Read the following visualization to the group:

Close your eyes or look down and become aware of your breathing. Take 3 deep long breaths in, to the count of 5...1...2...3...4...5. Hold your breath for 2 seconds 1...2.... And breath out to 3: 1...2...3... (repeat the breathing exercise 3 times)

Become aware of your feet and toes and the many places they take you as you live your life and do your work. Relax the muscles in your ankles... your calves and your thighs. Keep breathing and feel the air coming into your body in refreshing and healing waves.



Become aware of tension in your bum, your back and your shoulders. Gently move them around and relax. Now focus on your head and your eyes and your ears. So much happens in your head...release some of that busyness and any negative thoughts that might be hanging around there.

Now, think about where you are on your journey towards the future. Look back at the road behind you and see what has been achieved so far. What kind of a person are you busy growing into? What kind of gifts and talents and strengths do you have to offer in this world?

You stand now at a particular place on your journey looking forward towards the future. This course is about throwing your net wide as you can to see what career possibilities you might have.

Now, look at the road ahead towards that future. Are there rocks or stones, rivers to cross, rough roads to navigate. Is the pathway smooth or slippery, muddy or tarred? Are there obstacles to be overcome? What are these?

Who is on that journey with you? Are they walking alongside you or apart and separate? Do you come together and separate and come together again or are you close together throughout?

(Pause)

Now become aware of the noises around our space. Become aware of the heaviness and the presence of your own body sitting in the chair. Focus on your breath as it enters and leaves your body.

When you are ready, open your eyes or look up and gently stand up. Move your body around and STRETCH each limb.

Together let us take 3 DEEP BREATHS.

Step 3

Say: *While the picture of 5 years from now is clear in your head, turn the vision into a big and exciting GOLDEN goal that inspires you.*

Examples of some goals could be:

- In 5 years, I would like to have my own agri-business farming cassava.
- In 5 years, I see myself as a mother with a small side business doing hair and nails.
- In 5 years, I will be a Community Health Worker
- In 5 years, I want to be a woman with my own business

Invite the group to look at the drawing you have done on the flipchart. Explain that the sun on the right side represents our GOLDEN GOAL for the future.

Step 4

Distribute paper and pens to each participant.

Note: Ask them to recreate a drawing similar to the one below or print the goal setting document for each AGYW.

Say: *Let's look at the handout. First you are going to write your Golden Goal for the future.*

Invite each participant to **write or draw** their 5 year GOLDEN GOAL in the box on the right.

Note: This should be simple - a couple of pictures or a few words. Please encourage drawings for anyone that does not feel comfortable writing and emphasize drawings are just fine for this activity.



GOAL SETTING

PARTICIPANT ACTIVITY

ME TODAY

MY GOAL

Three steps to
achieve my goals

Barriers that might
stand in my way

Possible solutions
to barriers

Say: *In these sessions, we've been learning about some important life skills.*

Ask: What have we learned so far in our sessions?

Acknowledge responses and make sure to highlight building trust in the group, budgeting, savings, personal hygiene and health, sexual and reproductive health rights. Remind participants that all of these life skills are important to consider as part of their future planning.

Say: *These life skills can help us achieve our goals. For example, an unplanned pregnancy due to not using contraception, can add barriers to achieving our goal and may require us to change our goal or the steps we need to take to achieve our goal.*

Next we are going to think about the steps needed to achieve our goal. Remember that earlier we spoke about the steps Hawa needed to achieve her goal. Those were some examples of the things we need to do or achieve in order to reach our ultimate destination, or Golden Goal.

It may include learning new skills. You have seen the learning goals cards before.

Note: Revisit the learning goals cards or show the sample below for AGYW to review.

Ask the participants to look at the list of learning goal examples presented in their goal card.

Ask participants to spend 5-10 minutes thinking about what they might need to learn to achieve their own goals. They should mark these learning goals on their goal card.

Say: *Now you are going to look at the box that says "Three Steps to Achieve My Goal."*

Look at your Golden Goal and think about what you need to do in order to reach your goal.

Walk around the space and support participants in completing this.





Facilitator Note: Make sure that you capture all the learning goals participants identify so that these can be incorporated into the remaining sessions where feasible. After this first session, make sure that you are orienting the TVET representative and/or a community based entrepreneur who will attend the final session so they know the learning topics that participants are most interested in.

Step 6:

Say: Notice in the goal setting worksheet, there are also barriers and solutions to add. These are the challenges and obstacles we will experience on our way towards our goal. Some of the barriers for Hawa might be:

- Her stepmother not supporting the move to the city or the financing her father might give her
- Her aunt not being able to have her to stay
- Not doing well enough in school to get into the university or training program

Next, let's look at what your barriers might be – the challenges you will encounter that will make it difficult to achieve your dreams.

- What will you have to do to get there? What will you have to STOP doing to reach that goal? There may be some sacrifices you have to make along the way.
- What challenges will you have to face?
- What resources will you draw on to help you achieve your goal, even when things get tough? (These are your solutions. Remember the life skills we have learned!)

Give participants 10 minutes to look again at their goal and steps and consider the barriers they need to watch out for and have a plan for. Walk around the space and support participants in completing this.

Say: Take your planning tool home with you. If you did not finish it today, complete this and bring it back to the next session. Remember that you can use drawings. You do not have to use words if you do not feel comfortable writing.



5. Check Out (5 minutes)

Say: We have started our planning journey today! Our life map is an important tool for us to have as we think about what we want and how to get it. All of our life maps will include challenges. But the skills we are learning will help us to keep pursuing our maps.

Invite participants to stand in a circle. Ask each participant to share something she learned today.

Let participants know there will be a guest from a TVET institution or community based entrepreneur at the next session. They should prepare questions to ask during the session.

Session 6: Decision Making and Talking to Others



2 hours

OBJECTIVES

In this session we want to:

- Surface the idea of good decision making and being aware of feelings and thoughts.
- Consider consequences when making decisions
- Recognize when others are trying to influence our decision making
- Understand the importance of listening and speaking confidently

SKILLS

We will practice the following skills:

- Brainstorming possible solutions
- Decision making
- Listening

ACTIVITY	TIME	MATERIALS
Check In	10 minutes	
Decision Making	20 minutes	Flip chart of 5 steps
Talking to Others Negotiation Skills	40 minutes	Flip chart of communication preparation
TVET Guest	30 minutes	
Check Out	20 minutes	None

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed. Prepare the two flip charts including visuals for those with low literacy.

Decision Making Flip Chart:

- DESCRIBE – the situation or the problem
- IDENTIFY – the possible choices that I could make
- THINK – about the possible outcomes or consequences of my decision.
- CHOOSE – the option that seems the most appropriate based on my knowledge, values, and goals.
- REVIEW – carefully think about how you feel about the decision, making sure that you have considered all options and feel good about your choice.

Negotiation Flip Chart:

- *Be clear about what you want. It is easier to think about what you are going to say in your mind first before you say it out loud.*
- *Be respectful of the other person and their views. This is important for everyone, but especially if you are talking to someone your senior.*
- *Listen to what the other person has to say.*

- *Appreciate their view or position (summarize if you can).*
- *Say what you want to say as clearly as you can. Do not be diverted or fearful of the other persons*
- *Explain how the other person might benefit from the agreement.*
- *Confirm the agreement.*

Confirm the TVET or community guest and prepare questions for the guest to encourage conversation.



1. Check In and welcome (10 minutes)

Each participant should share her goal for herself in her Life Map and how she feels about this goal.

Ululate or snap fingers for each participant after they share.



2. Decision Making - (35 minutes)

Say: *Today we are going to talk about decision making. This is related to our previous discussions. Our reproductive lives, for example, include lots of decision making and possibly negotiation with our husbands or intimate partners.*

We all make decisions every day, deciding between one or more options. We will need to make more and more decisions as we go through life and some of these decisions will affect us for the rest of our lives.

Ask: What's a decision you had to make recently?
Invite participants to share. Ask follow up questions as is appropriate such as what was difficult or easy about the decision, who was involved, what they considered during decision making, etc.

Say: *There are many demands on young women today and pressure comes from different directions (husband, mother-in-law, parents, and children). Being able to make the important decisions in life is essential. It is also important that you have the confidence to stay true to the decisions you make with appropriate guidance.*

Read the example story below.

Rakiya's Decision

Rakiya had a difficult decision to make. She had been invited to attend the local Community school. She was very interested in learning, and was excited about meeting other women in the community. However, she had so much work to do at home: looking after children, cooking, making food to sell in the market. How would she find the time to go to school?

Rakiya had three options: stay at home and continue with her housework and other activities; find time to attend school; or try to learn from one of the other women in the compound who was attending community school, her sister-in-law.

She went to see her friend so that she could talk through the problem. Her friend listened carefully. Rakiya explained that if she stayed at home, her husband would notice that she was managing the housework and the children very well, which would be nice. She would also have time to manage her business. If she went to school, she would have an opportunity

to learn more about the world and to socialize with other women. She was very tempted. She considered carefully: education would give her more skills to manage her home life and her business better, and so would be a good investment. If she stayed at home, this would be the easy option, and she would not be pushed for time. However, she would not grow and develop as a person. If she tried to learn from her sister-in-law, it would save time, but finding the time to sit with her – and being able to concentrate when there was so much noise in the house – would make this difficult.

School was only a few hours every week, so being away from the compound would not be a problem. Rakiya's friend reminded her that the other women in the compound could look after her small children for this short time. Her husband would be supportive, she was sure.

Rakiya thought about her decision for some time and looked at it from every angle. After a while, she concluded that she would like to go to school. She went to look for her husband so that she could discuss the issue with him. She felt very excited and felt certain that she'd made the right decision.

Invite the participants to get into groups of 3 and discuss the following questions:

Ask:

- *What kinds of things did Rakiya consider when she was making her decision?*
- *Do you think she made the right decision?*
- *What would you have done if you were Rakiya?*

Invite AGYW to come back together as a group.

Say: *There are a few steps to effective decision-making.*

- *DESCRIBE – the situation or the problem*
- *IDENTIFY – the possible choices that I could make*
- *THINK – about the possible outcomes or consequences of my decision.*
- *CHOOSE – the option that seems the most appropriate based on my knowledge, values, and goals.*
- *REVIEW – carefully think about how you feel about the decision, making sure that you have considered all options and feel good about your choice.*

Let's remind ourselves of the five steps. Can we have five volunteers to say each step aloud to the group?

One of the most important parts of decision-making is looking ahead to see what might happen if you do something (what the consequences might be). The better you are at doing this, the better you will be at making decisions that are good for you.



3. Negotiation Skills - (40 minutes)

Ask: *Why is communication important in our lives?*

Write participant responses on a flip chart. You can prompt participants with the below answers:

- To talk more confidently.
- To be able to discuss things with my husband.
- To be better able to discuss issues with my mother-in-law.
- To explain things to my children.
- To understand others better.
- To help others to understand me and my feelings.

An important part of communication is listening.

Ask the participants to form a circle to play a game.

Say: We will play a short game, I'll whisper a few words to my neighbor and they will whisper the same words to the next person next to them.

This will continue until the last person hears the message.

The last person will say the whole phrase that they heard.

What you will whisper: We use contraceptives because we need to achieve our goals for a better future

Once the circle is complete, ask the last participant to tell the group what they heard.

Then ask the first participant to say the original statement.

Ask: *What did you notice about the statement's from start to finish?*

Possible answers might include:

- The statement was different.
- Some words added or left
- Some of the details had changed

Ask: *Why do you think the final statement was different from the original?*

Possible answers might include:

- The information was distorted along the way
- People understood differently
- Different interpretations
- What they noticed depended on what was important to them.
- What they noticed depended on things that were closest to their own experience.
- They were not listening properly.

Say: *The most important thing in communication is to try to understand the other person that you are communicating with.*

Listening to other people makes them feel important, helps us connect with this person, and to establish a good relationship with them. When this relationship is established, people are much more likely to listen to what we have to say.

Listening with full attention to what someone has to say is not as easy as it seems; it is a skill that needs to be practiced.

Step 1

Say: *Just like it is important to listen, it is also important to be able to share our ideas and thoughts with others in a confident manner.*

There are some things which may be more uncomfortable to communicate about. This includes things like our sexual and reproductive health.

But as we grow older and are in relationships, this is a topic that we need to communicate about. And we may need to negotiate about it with our partners such as the use of contraception methods. There are tools that young women can use to help them do this.

Step 2

Say: *There are multiple steps in effective negotiation.*

- 1. Be clear about what you want. It is easier to think about what you are going to say in your mind first before you say it out loud.*
- 2. Be respectful of the other person and their views. This is important for everyone, but especially if you are talking to someone your senior.*
- 3. Listen to what the other person has to say.*
- 4. Appreciate their view or position (summarize if you can).*
- 5. Say what you want to say as clearly as you can. Do not be diverted or fearful of the other persons*
- 6. Explain how the other person might benefit from the agreement.*
- 7. Confirm the agreement.*

Say: *Let's look at an example.*

Note to Facilitator: *This can be adapted for local context, as needed.*

Lilian has one child. Her husband is very interested in having a second child soon. But Lilian wants to wait. She wants to start her small business and she already has very little time.

When she tries to talk to her husband about this, he insists they need a second child. Lilian is getting nowhere. She talks to her friend Wanjiku who is using contraception. Wanjiku describes how she and her husband negotiated the use of contraception as a way of waiting for a second child. She says:

“I let my husband know about my goals for the future to start the conversation. I was **clear** about what I wanted and shared this in a respectful way. When he started to respond, I didn't interrupt him. I **listened** as he shared what he also wanted and why he wanted a

second baby. I told him I was very proud of how he is a good father to our child and wants to grow our family.”

“After we discussed for a while, I shared how **I wanted to use contraception to plan for a second child** once I have some time to recover from the birth of our first child. I also explained that **I wanted to take a training in tailoring** and this would be difficult to do with two children. I told him that our **family could benefit** from my training - we could start to save more money.”

“We didn’t agree right away. He said he would think about what I had to say. After a few days, we discussed it again. We decided that I would get training this year and try to start a small tailoring business. **We agreed that we’ll try for another child when our baby is 2 years old.** It was a hard journey, but I am glad we agreed on a plan.”

Ask:

- *Was Wanjiku’s negotiation easy or difficult? Why?*
- *How did Wanjiku use the steps for negotiation?*
- *Do you think Lilian will be successful in discussing with her husband? What might be difficult?*

Invite the participants to form pairs and think about a situation they may need to negotiate. Ask one person to be the negotiator (the person who wants to negotiate something) and the other person to be the person they are negotiating with such as a husband, partner, teacher, parent, etc.

Give participants 10 minutes to practice negotiating for what they need / want with their partner.

Ask: *What are the things which felt comfortable for you to talk about? What things felt uncomfortable? Why did those things feel uncomfortable?*

Talk through with participants what they could do to gain additional comfort in communicating about these topics.



4. Guest: TVET or Vocational Skills Expert from Community Closing (30 minutes)

Say: *Throughout these sessions we have been talking about what you need to learn in order to achieve the goals that you set out for yourselves. Though we have learned some skills in these sessions, there are many more opportunities that are available to you to gain additional skills.*

We have invited an expert here from _____ [put in here name of TVET institute or community] who is going to talk with us for a few minutes about the different trainings or opportunities that are available for you within the community.

Invite the TVET representative or vocational skill expert from the community to share more learning opportunities at their institution or ways to pursue learning opportunities in the community.

After the guest has shared their information, open it up to the participants to ask questions.

Facilitator Note: Some participants may not feel comfortable asking questions in the larger group. Ahead of time, prepare the TVET representative to stay around after the close of the session for 15-30 minutes so that participants can ask the representative questions. Remember to have oriented the representative ahead of time.

After the questions have all been answered, thank the guest for joining.



5. Closing (20 minutes)

Congratulate the participants for going through all five sessions! Have all participants stand up and give each other a round of applause.

Ask the participants to each name one thing they would like to practice at home from the different skills and knowledge that they gained from the classes.

Discuss the Binti Shupavu Fest update and expectations for the event with AGYW.

Thank the participants for their active participation and remind them that they can always come to the health facility if they have follow-up questions, particularly about the health and nutrition topics.

Optional Session: Why School is Important for Adolescent Girls



1.5 hours

OBJECTIVES

In this session we want to:

- Say why education is important for adolescent girls
- Identify what situations enable and disable us from going to school
- Identify what enabling situations each adolescent girl has to go to school

SKILLS

We will practice the following skills:

- Listening
- Discussing
- Drawing/writing
- Reasoning

ACTIVITY	TIME	MATERIALS
Check - in	10 minutes	A rope/belt/tie/scarf
Activity 1: What do we like about school?	15 minutes	
Activity 2: Liberty High Story	15 minutes	
Activity 3: Rocks and crocodiles	40 minutes	21 A4 situation cards Markers
Check - out	10 minutes	

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Facilitators should discuss with program staff ahead of this session about any support and resources that might be available to girls who wish to return to school in their communities – finance, help with school uniforms etc.

Prepare the following signs for the game. Each of these should be written on a piece of A4 paper. The items in this list are used as barriers and supporters in reaching their pathways.

1. Having kind and supportive teachers.
2. Boys in school who bully girls.
3. Going to school on an empty stomach.
4. Having male teachers who make sexual advances
5. Being respectful to everyone
6. Being in a sexual relationship
7. Use of contraception

8. Being the one responsible for earning money for everyone in the family
9. Getting married as a teenager
10. Walking long distances on foot to get to school
11. Being self-confident
12. Studying at every opportunity to pass your exams
13. Attending school when you are menstruating
14. Becoming pregnant while at school
15. Parents providing for your basic needs
16. Attending school close to your house
17. Asking questions or being active in class
18. Teachers sending you on errands during class
19. Lack of toilet facilities at school
20. Having attentive and concerned parents making sure you are in school each day
21. Having friends who support you to make good decisions
22. Drinking alcohol or using drugs



1. Check - in (10 minutes)

Start with a game or dance that energizes the participants.



2. Activity: What do we like about school? (15 minutes)

Say: *Today we are going to talk about why school is so important. Some of us are in school, some are finished and some never had the opportunity to go to school – and that is okay. No one is a better or a worse person because they have or haven't been to school. School really is the right of every child, but in some countries, where people can't afford education and countries aren't able to offer free education to all children, many children, particularly girls, are not able to go to school.*

Ask the participants to say one thing they always loved about school. (This may include making friends, learning new things, learning to read, doing art, sports, social life etc.)

Then, ask the participants to say one thing that is hard about school. (These could be particular subjects, tests, exams, school rules, punishment from teachers, etc.)

Ask: *Why is it important to go to school if we can?*

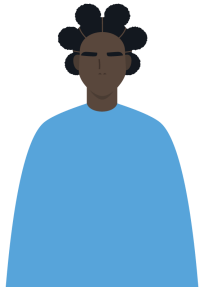
It is important because it is hard to learn what school can teach us on our own, it can give us a better future, the world opens up a bit more, we learn new things, we can get better jobs, our future is more secure, and we can achieve our dreams.

Ask: *What are some of the things that stop girls going to school?*

There are many – attitudes towards girls (not as important to educate as boys), girl's biology – menstruation, early marriage, early pregnancies, no money, school is too far from home, girls are needed at home to look after younger children, the death of parents, war, conflict



3. Activity: Liberty High Story (15 minutes)



Read the following story to the participants:

Jennifer told her mother about her pregnancy and she eventually confided in Hawa. She was so ashamed and told Hawa she would have to leave school as soon as she showed, and since she was quite a few months pregnant, she thought she should leave immediately before anyone noticed and made comments. Hawa was very sorry and gave Jennifer a tight hug. She was less sure that Jennifer should leave school. She said, “Jennifer, don’t you remember what our life skills teacher said?

She said that early pregnancy takes girls out of the school system and that this is harmful for girls. It is very challenging for them to get good jobs that bring in a decent income. They lose their dreams, and you have big dreams. I know the school is quite strict about pregnancy, but why don’t you go and talk to her?” Jennifer was reluctant to go on her own so Hawa agreed to go with her.

The next week Hawa asked the life skills teacher if she and Jennifer could meet with her at break time. The teacher showed great compassion and had some good advice to give the girls. She said she would inform the principal and that Jennifer should continue to come to school as late as she possibly could. She reassured Jennifer that although she was probably five months pregnant, no one could have guessed. She suggested she then take six months off for the birth of the baby and in January she should return to school and repeat the grade. She asked Jennifer if she had someone to take care of the baby when she returned to school, and Jennifer said she thought her older sister would do this for her.

The teacher said, “Jennifer, listen to me. Right now, you think this is the worst and most humiliating thing that could happen to you. But in time, you will realize that there are many other wonderful things that are also going to happen in your life. For yourself, and your baby, you MUST return to school when the baby can be weaned. You are a smart and talented girl, and you can go places. But it is hard to go places without an education. Be strong. You can do this.”

For the first time Jennifer could see a possible light on the horizon and she went home and slept well that night for the first time.

Ask: *Why was this a very reassuring conversation for Jennifer?
What choices did Jennifer make and what consequences did she have?
Why is staying in school challenging for adolescent girls?*



4. Activity: Rocks and Crocodiles (40 minutes)

You need some space in the clubhouse for this or take the group outside if there is more space there.

Step 1:

Ask the AGYW to stand on one side of the space. Hand out the “factors influencing education” signs you prepared before the club meeting. Depending on how many participants you have in your club, you may need to make extra signs or give some participants two signs.



Explain: *Imagine there is a stream that runs through the middle of our clubhouse. Where we are now, on this side of the space, is where you are right now, in your life and your schooling. On the other side of the space is graduation from school. To get from here to the other side of the space, all the way to graduation, you must cross this stream.*



However, you need to be careful as there are crocodiles in the stream!



There are also some rocks in the stream that can help you get safely across.

Each of the signs you are holding is something that holds you back from attending school (a crocodile) or something that will help you stay in school (a rock). Let's talk about each of these together one-by-one and decide whether it is a crocodile or a rock.

Step 2

Invite each participant to step forward and present her sign and read it aloud.

Ask the participants to decide whether this is a crocodile (barrier) or a rock (helps them reach their goal).

Ask the participants to write or draw a crocodile or rock in the corner of the picture.

Discuss why this aspect is a crocodile or a rock. Keep the discussion short as there are many signs to get through.

Step 3:

- Once your discussion about the card is over, ask the participant to move to the middle of the “stream” holding up her card.
- Invite the next AGYW to step forward and continue until all the signs have been presented and discussed.
- Now ask the participants who were not holding a sign, or you as the mentor, will make your way across the stream to the other side by going from “rock” to “rock”. Read out each rock sign as you use the rock to get across. Be sure to avoid the crocodiles!

Say: *Look, we have all made it to the other side. Now we are ready to chase our dreams!*



4. Check Out (10 minutes)



Say: *Let us finish this session by hearing from you about one rock you have in your life that might take you further with your education.*