

2023

MMA MENTORS GUIDEBOOK



A guide to help married adolescent girls learn skill for Life, Family, and Health (Nigeria)



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1.0 INTRODUCTION

In the north, many adolescent girls dream of finishing secondary school, getting married, having a family, and then continuing their education. However, there are economic, social, and contextual factors that often stand in the way of achieving these dreams.

The Matasa Matan Arewa program is a composite program that was designed based on research to create and inform and empower a generation of married adolescent girls and build an enabled environment that supports girls to access sexual and reproductive health services. The program consists of three (3) components.

- i. The Mentorship program for married adolescent girls
- ii. The male Interpersonal Communication session with Husbands
- iii. Trained youth friendly providers in the health facilities

The mentorship program is a **safe space** where married adolescent girls are recruited to come learn about contraception embedded and aligned with existing values for familial care. The mentees learn skills for **Life, Family and Health** (LFH Skills) from a friendly trained mentor. They can 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. The program will target married girls in the community aged 15 – 19 years.

CLASS MAKE UP:

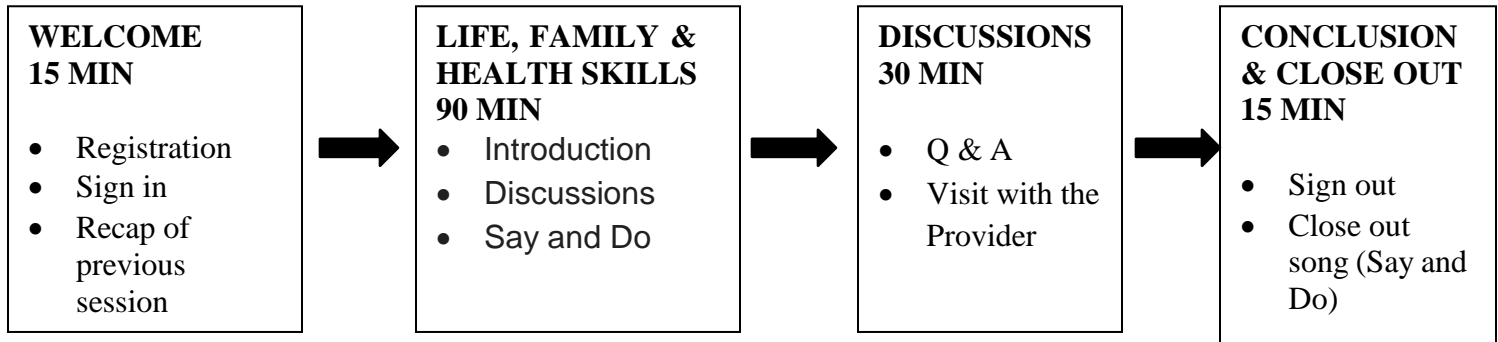
Each Class/ group will consist of a minimum of 8 and maximum of 12 married girls - mentees. The criteria for recruiting mentees include:

- Must be married
- Must not be younger than 15 and not older than 19
- Maximum of 3 pregnant girls

The mentor will hold four (4) sessions with the girls that make up a class and graduate them after the fourth session.

2.0 CLASS FLOW: 2Hours 30 Minutes

Each session will run for 2 hours and 30 minutes. Every time the mentor sits with the girls, the class flow below will guide the mentor for proper time management.



DISCUSSION TOPICS

Each group of girls will have four (4) mentorship sessions within the space of two (2) weeks. This means that each mentee will have 4 touchpoints before graduation. Each time a mentor sits with the mentees, specific topics will be discussed. The topics to be discussed per session is as shown below:

WEEK ONE

SESSION 1: Module 1: (1st Sitting)

- Improving Family Nutrition
- Personal Hygiene
- Sexually Transmitted Infection and Reproductive Tract Infection (STI and RTI)

SESSION 2: Module 2 and Module 3 (2nd sitting)

- Child Spacing
 - *Definition*
 - *Benefits*
 - *Types of Child Spacing Methods*
 - *When, where and how to access service*
- Decision Making & Negotiation Skills

WEEK TWO

SESSION 3: Module 4 (3rd Sitting)

- Managing Relationships
- Conflict Resolution
- Effective Communication

SESSION 4: Module 5 (4th Sitting)

- Saving Money
- Managing and Making Money
- Vocational Skill and Graduation

GENERAL INSTRUCTIONS FOR 'SAY AND DO'

Say and Do – Using the Rapid Imitation Method

1. Mentor says the words ('Say') while demonstrating an action ('Do').
2. Mentor asks participants/ mentees to imitate her two times.
 - Mentees imitate facilitator 2 times.
3. Mentees demonstrates:
 - Mentor notes a participant who is doing well and asks her to move one step into the circle to demonstrate the words and action.
 - Mentor asks participants to imitate the participant demonstrator 2 times.
 - Participant leads everyone 2 times.
4. Volunteers demonstrate each action:
 - Mentor asks for volunteers to demonstrate the other actions.
 - Volunteer moves one step into the circle and demonstrates an action and says the words.
 - Volunteer leads everyone 2 times.
 - Continue until all the actions and words have been demonstrated and copied by participants.
5. Mentor leads all the participants to demonstrate all the actions together.
 - Participants imitate her 2 times.

6. Continue practicing the actions until all the actions and words have been learned.

Mentor's Note:

Mentors need to ensure that all participants are following the process correctly. The 2x repetition is the minimum. Repeat as many times as necessary to ensure that most participants are imitating very well.

Instructions for Facilitating Mentorship Sessions:

1. Have the participants sit in a circle or U – shape. Do not encourage regular classroom sitting
2. Questions in each module are meant to initiate discussions in the class. Do not ask questions and provide answers at the same time
3. Facilitate – do not teach and do not read to the participants
4. Stick to the time schedule as indicated above
5. Mentor should encourage each participant to see the MMA provider at the facility every time mentorship session holds
6. During the questions and answer session, participants can go into see the provider one at a time.

Tips for Effective Story-Telling

- Speak slowly, clearly, and explain well.
- Make eye contact with the participants in the group.
- Use your body to help you explain key points: use your arms, and move around the room.
- Make sure that you dramatize - change your voice – faster in places and slower in other places; use a happy voice, a sad voice.
- Think about the name in the story as a character, think about how you want her to come across
 - Is she a dreamer?
 - Is she a jovial and confident woman?
 - Is she quiet and thoughtful?

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3.0 IMPROVING FAMILY NUTRITION, PERSONAL HYGIENE AND REPRODUCTIVE HEALTH

3.1 IMPROVING FAMILY NUTRITION

These foods are common in the community -----.

These foods are not so common and come from outside -----.

There are differences in what different groups in the family eat. Some examples are -----.

Different Foods Have Different Jobs

Presentation

- From our discussions in the groups and in the plenary presentation we have identified the foods that are commonly found in our community. We will now work in groups to name them under the following groups:

Food stuffs used for our main meals
Ingredients used for our soups other foods.

Presentation

We Can Group Our Foods into The Following Main Categories Based On Their Work In Our Bodies.

Protective foods:

These helps protect our body from illnesses and help us to fight diseases. They are the colored foods (red, yellow, green). They are used in our soups and they can be also eaten on their own as snacks

Body building foods:

These are for growth of different parts of the body.

Energy foods:

These provide energy for work and play. They are usually our mainmeals.

Protective foods	Body building foods	Energy foods
Tomatoes	Beans	Cassava
Green leaves	Groundnuts	Maize
Carrots	Eggs	Millet
Cucumber	Meat	Spaghetti
Orange	Fish	Potatoes
Mango	Chicken	Yam
Okra	Milk	Rice
Banana	Guinea fowl	Bread
Dates		Semovita
Pawpaw		Gari
Pumpkins		Wheat
Onions		Guinea corn
Water melon		
Guava		
Garden eggs		

Adult family members need to eat foods from the three categories every day to:

- Provide them with energy.
- Protect them from illnesses and diseases.
- Help them remain well and healthy.
- Pregnant women and breastfeeding mothers need to eat foods from the three categories every day to:
- Pregnant women and breastfeeding mothers 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)
- Be able to fight diseases.
- Be strong and healthy.

The best diet is the one that has all three types of food.

What the Experts Say

The most balanced diets contain a mixture of protective foods, energy foods and body building foods.

Throughout the day families should try to consume lots of vegetables and fruits, some energy foods (tuwo, cassava, rice and fura) and some body building foods (meat/fish/eggs/beans)

The best diets include as many different protective foods as possible in meals throughout the day.

Try to include at least 10 different vegetables/ fruits every day. This could be any of the following: mango; banana; onion; tomato; cassava leaves; maize; pepper; okra; kuka; yakuwa; zogale; alaiho; plantain; lalo; water leaf; spinach; tafasa; shuwaka;¹

Say and Do the Importance of Eating Well

Presentation

In this session we will learn about the three categories of foods and their role in keeping us healthy.²

SAY AND DO: THE IMPORTANCE OF EATING WELL

Instructions: You will encourage participants to say the three different categories of food while doing the action.

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

Women need to eat well to:

Have enough energy to do their domestic work, run their businesses and look after their families
 Remain well and with fewer infections and other illnesses Women who eat well are likely to give birth to healthy babies

Pregnant women need to:

Have energy foods, protective foods and body building foods every day so they can remain well and give birth to healthy babies
 To eat extra portions of food every day so that they can remain well

Children need to eat well to:
Be strong and able to fight diseases. To be able to grow well
Babies should be given breast milk only for six months without any otherfoods or drinks so that :
They will be able to fight diseases. They will grow well. They will not be troubled by infections and other illnesses
Men/fathers and uncles need to eat well to:
Have enough energy to do their work and businesses. To remain well and with fewer infections and other illnesses
Old people in the family need to eat well to:
Maintain their energy and remain well To share their experience wisdom with the rest of the family
Every member of the family needs to eat well because:
We all need energy. We need the foods that will help protect us from illnesses and diseases
We have the foods in our community they are: The foods we need for body building are -----name the five most commonbody building foods. The foods we need to protect us, our pregnant women and our children fromdiseases are-----name the five most common protective foods. The foods we need for energy are-----name the five most commonenergy foods. We should use-----in our soups We should eat - -----fruits as snacks. Our body building foods We have them. We grow them (name the body building foods that are grown)

Our cattle give us plenty.
 Our local chickens are supply us with plenty.
 We should eat them.
 Our pregnant women need them.

Eggs from our local chickens are also body building.
 Let us eat them.
 Our pregnant women should eat them because pregnant woman carrygrowing lives.
 Our breastfeeding women also should eat plenty of body building foods so that they can have plenty of breast milk – the best food for our smallchildren to grow strong and healthy.

(Repeat for energy foods and protective foods)
 Body building, protective and energy foods. We have them all and weshould eat them every day.

Women need to eat well to:
Have enough energy to do their domestic work, run their businesses andlook after their families. Remain well and with fewer infections and other illnesses Women who eat well are likely to give birth to healthy babies
Pregnant women need to:
Have energy foods, protective foods, and body building foods every day sothey can remain well and give birth to healthy babies. To eat extra portions of food every day so that they can remain well
Children need to eat well to:
Be strong and able to fight diseases. To be able to grow well
Babies should be given breast milk only for six months without any otherfoods or drinks so that:
They will be able to fight diseases. They will grow well. They will not be troubled by infections and other illnesses

Men/fathers and uncles need to eat well to:

Have enough energy to do their work and businesses.
To remain well and with fewer infections and other illnesses

Old people in the family need to eat well to:

Maintain their energy and remain well.
To share their experience wisdom with the rest of the family.

3.2 PERSONAL HYGIENE

Activity 1: Some Parts of Our Bodies Need More Personal Care

Presentation

In this session, we will be discussing common reproductive health problems and personal hygiene so that we can be confident to talk about and manage problems if they occur.

Group Discussion

First, we will discuss the parts of our bodies that need more personal care. We will split into groups of four persons and discuss some questions.

Each group will choose one person to present the responses of their group back to everyone.

Which parts of our bodies need more personal care?

Possible Responses

Private parts
The parts of the woman's body where babies are made.
The parts of the woman's body that carry the baby during pregnancy.
The breasts
The whole body

What are some of the reasons why those parts need more personal care?

Possible Responses

- They are inside the woman's body and therefore not easy to tell if there is a problem.
- It is easy to get infections.
- For the well-being and happiness of a woman
- They are needed to make babies and carry pregnancy.
- A woman needs to be healthy to be able to have healthy children.

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.

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.

Presentation

We will now use ‘Say and Do’ to learn to identify the parts of our bodies that need more personal care. These are the parts of our bodies that are needed for making and carrying babies.

Note for Facilitator

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	
Say	Do
<p>“We need to take personal care of our reproductive parts so that we can remain well and happy.”</p> <p style="text-align: center; margin-top: 20px;">Repeat x 3</p>	<ul style="list-style-type: none"> ✓ Stretch out both hands and position them by the side of your breast. ✓ Slowly swing your arms in a slightly folded and the opened position around your breasts ✓ Repeat the above step. ✓ 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.

Personal Cleanliness Actions	
Actions	Why
<p>Bathe with soap and water at least once a day</p>	<ul style="list-style-type: none"> ✓ Bathing with ordinary water without soap is not good enough. Soap helps to get rid of many of the germs causing skin diseases. ✓ When you look and feel clean you have more self-confidence to visit public places including the health facilities.

Wear clean clothes	<ul style="list-style-type: none"> ✓ When you appear and feel clean you have more self-confidence to visit public places including the health facilities. ✓ Your friends and family are likely to compliment you if you take care of your clothing. This will make you feel confident.
Wash mouth daily with chewing stick or toothbrush and toothpaste	<ul style="list-style-type: none"> ✓ Keeps away mouth odour. ✓ Helps fight germs causing tooth decay.
Wash hair at least twice a month	<ul style="list-style-type: none"> ✓ Helps prevent hair lice. ✓ Keeps the hair looking clean and attractive.
Shave pubic and armpit hair	<ul style="list-style-type: none"> ✓ Helps prevent body odour ✓ Helps you feel clean and fresh and makes you more confident
Change underwear daily	<ul style="list-style-type: none"> ✓ Keeps the private parts clean and free from germs. ✓ Keeps the body smelling fresh.
During periods, change pads or menstrual cloths at least three times daily	<ul style="list-style-type: none"> ✓ This keeps germs away. ✓ This will prevent odours and infections. Helps avoid spillages of blood.
During pregnancy get ready for clean delivery	<ul style="list-style-type: none"> ✓ Vital for helping the mother and baby to be free from infections.
Change pads or cloths at least three times daily in the period immediately after delivery	<ul style="list-style-type: none"> ✓ Germs like to hide in blood. This will help to prevent odours.
During breastfeeding wear clean braziers	<ul style="list-style-type: none"> ✓ To keep away germs causing breast infections. ✓ To protect your newborn from infections.
Wash your hands before breastfeeding	<ul style="list-style-type: none"> ✓ To protect your newborn from infections.
Wash your hands before touching/serving food	<ul style="list-style-type: none"> ✓ To protect yourself and your family members from germs.
Wash hands after	<ul style="list-style-type: none"> ✓ Germs hide in stools. ✓ This will protect you and your family from sickness.

touching stool	
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Summary

We have identified the parts of our bodies that need more personal care.

These are the private parts of our bodies and also those needed for making babies and carrying babies.

We have also discussed some of the steps a woman should take to protect her reproductive parts.

We will discuss some of the actions like cleanliness during a woman's monthly period later in the session.

3.3 TAKING CARE OF OUR REPRODUCTIVE HEALTH

- 3.3.1 Which parts of our bodies need more personal care?
- 3.3.2 What are some of the reasons why those parts need more personal care?
- 3.3.3 What are some of the consequences of failing to give more personal care to those parts of our bodies?
- 3.3.4 What should women do to take personal care of their reproductive parts?

Reproductive Health Problems and Reasons for the Problems	
Problems	Reasons for the Problems
Suffered long-term disability. She leaks urine or faeces (VVF or RVF)	<ul style="list-style-type: none"> ✓ Long labour which often occurs when the baby cannot pass through the birth canal because it is too big, the woman's body is too small, or the baby does not come out head first ✓ Delay in decision making at home ✓ Harmful traditional practices like <i>Yankan gishiri</i> ✓ The problem often occurs amongst women who become pregnant at a young age; lack of antenatal care; home delivery; and a delay in reaching the facility for delivery.
Was unable to have a	<ul style="list-style-type: none"> ✓ Her reproductive organs do not function properly – she was

child/ other children (infertility)	born with this problem. <ul style="list-style-type: none"> ✓ Her husband is infertile. ✓ Did not visit the hospital for the doctors to check and put treat the problem ✓ She had an unsafe abortion. ✓ She had a miscarriage and failed to go to hospital for care, ✓ She had an infection in her reproductive organs, which was not diagnosed or treated. ✓ Lack of cleanliness in her private parts during her monthly periods (unwashed cloths; private parts not washed and kept clean during menstrual periods) ✓ Germs entered the birth canal when she delivered, and she gotan infection
Had HIV/AIDS	<ul style="list-style-type: none"> ✓ Husband was infected with HIV/AIDs and passed it on to the woman. ✓ Wife or husband had unprotected sex outside matrimonial home. ✓ Contact with infected blood – including unsterilized instruments or had blood transfusion with unscreened blood. Also, sharing needles when injecting drugs or reusing needles for body piercing/tattoos. ✓ Having multiple partners and having sex without a condom.
Had sexually transmitted diseases	<ul style="list-style-type: none"> ✓ Husband or wife had unprotected sex outside matrimonial home.
Had constant infections in reproductive tract	<ul style="list-style-type: none"> ✓ Lack of cleanliness in her private parts during her monthly periods (unwashed cloths; private parts not washed and kept clean during menstrual periods). ✓ Germs entered the birth canal when she delivered, and she gotan infection. ✓ Germs entered her when she had marital relations with her infected husband
Had pain or discomforton intercourse	<ul style="list-style-type: none"> ✓ Having sex for the first time. ✓ May have had an infection. ✓ Sexual activity may have been too vigorous. ✓ May not have been ready for intercourse. ✓ Suffered an injury because of harmful traditional practicesor untreated complications at childbirth

SAY AND DO: THE COMMON SIGNS OF STIS AND RTIS

Note: Teach the Say and Do using the Rapid Imitation Method. The facilitator demonstrates once and participants imitate twice

Say

Do

Sores or rashes in the private parts, around the breasts, and around the thighs

Say : “Sores” Say
:“Rashes”
Say: “Sores or rashes around the private areas and around the thighs.

Demonstrating areas of the breast and private parts

- ✓ Move both hands in a slow circular motion around the area of breasts.
- ✓ Lower your hands slowly towards your private parts also with hands pointing downwards in a “V shape.”
- ✓ Then move both hands around your hips

Pain in the stomach or when passing urine

Say: “Pain”
Say “pain in the stomach” doing the actions to show pain in the stomach.
Say “pain when passing urine” doing the actions to show pain when passing urine

Demonstrating pain in the stomach and when passing urine

- ✓ Wiggle your face as if in pain.
- ✓ Hold both hands flat around your lower abdomen, press hands against your lower abdomen bending to one side also wiggling your face to show pain.
- ✓ Slightly squat with your legs spread slightly apart as if you are about to pass urine also wiggling your face to show pain

Coloured, bad smelling or itchy discharge from the private parts (vagina)

Say: “colored discharge from the private parts”
Say: “bad smelling discharge from the private parts”
Say: “itchy discharge from the private parts.”
Say “colored or bad smelling discharge from the private parts” doing the relevant actions

Demonstrating coloured or bad smelling discharge from the private parts

- ✓ While standing with your legs slightly spread apart, lower your left hand towards your private parts and pretend to scoop out vaginal discharge.
- ✓ Open out your hand, slide your thumb over your four fingers to show that you are rubbing/checking the texture of the discharge.
- ✓ While paying keen attention to the action you are performing, put up a surprised look on your face and crinkle your face to show bad smelling discharge.
- ✓ Rub your thighs slightly together as if you are itching also showing discomfort

Bleeding In-between Periods and After Intercourse	
<p>Say: "Bleeding, bleeding in between periods and after intercourse"</p> <p>Say "bleeding, bleeding in between periods and after intercourse" doing the action to show bleeding from the vagina</p>	<p><i>Demonstrating bleeding from the vagina</i></p> <ul style="list-style-type: none">✓ Slightly squeeze together both thighs✓ Place both hands, palms together and fingers pointing downwards in between your closed thighs.✓ Push hands downwards to remind us that blood flows away from the vagina.✓ Bring your palms together and open them out and then out again to show in between periods

4.0 CHILD SPACING

4.1 What is Child Spacing?

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.

3.2 What are the issues in Child Spacing?

- Too many births
- Births at a young age
- Births at old age
- Frequent births
- Giving births while in poor health condition

Myths and misconceptions, culture, and religion

Note for Mentor

- The purpose of this discussion is to allow the participants to freely bring forward the mistaken beliefs and consider the modern ways to Child Spacing.
- Listen to responses, then give information in the manual.

Activities

1. What are the myths and misconceptions surrounding Child Spacing?

Whole Group Discussion: Let us bring out the mistaken beliefs within the community on Child Spacing and discuss them.

2. How do we think religion and culture affect decisions on Child Spacing?

Possible Responses:

Religions frowns against Child Spacing
Religions encourage 2 years of breast feeding, which is a method of family planning.

Spacing of childbirth bring poverty.
The father needs children to inherit him It is a taboo.
Families are shy to discuss child spacing.
The husbands feel that discussing child spacing will drop their ego.

Presentation

Religion does not frown against child spacing.

- Religions encourage breast feeding, which is a method of family planning. Breast feeding prevents pregnancy for the first 6 months.
- Child spacing helps you to save.
- Father needs healthy and educated children to inherit him.
- It is not a taboo as religion encourage two years spacing of childbirth.
- Discussing child spacing encourages good and healthy communication between husband and wife.

We have heard that when talking about Child Spacing, we must consider:

- Timing of pregnancy
- Age of the mother
- Frequency of births
- Health of mother and child
- Understand the myths and misconception surrounding Child Spacing, especially those arising from culture and religion.
- Those who are responsible for Child Spacing, particularly husbands and wives

3.3 Who are the family members likely to talk about Child Spacing?

- ✓ Wives and mothers
- ✓ Husbands and fathers
- ✓ Aunties and uncles
- ✓ Brothers and sisters
- ✓ In-laws
- ✓ Friends

In what ways do they get involved?

Wives, husbands, aunties, uncles, brothers, sisters, and in-laws live in the same compound. These groups of people see the weaknesses in the woman going through frequent births. They notice the deteriorating health of the mother and the children.

Who Is Responsible for Child Spacing? Class

Discussion

The Husband and Wife

Benefits of Child Spacing

- ✓ The family understands each other more.
- ✓ The mother is healthier.
- ✓ Husband and wife make decision together.
- ✓ The husband and wife have more time for their businesses.
- ✓ The family and the community will progress.
- ✓ The money will be sufficient for the family.
- ✓ Poverty rate will reduce.
- ✓ There will be less pressure on the community.

What are the Modern Types of Child Spacing?

- ✓ Condom (female and male)
- ✓ Diaphragm
- ✓ Injectables
- ✓ Oral Pills
- ✓ Implant
- ✓ IUCDs
- ✓ Emergency Contraception (Postinor 2)
- ✓ Sterilization

Natural Types of Child Spacing

- ✓ Withdrawal
- ✓ Lactational Amenorrhea Method (LAM)
- ✓ Calendar
- ✓ Cycle Beads

- ✓ Abstinence
- ✓ Basal Body Temperature

When Does the Family Access Child Spacing?

- ✓ Visit the health facility for Child Spacing when couple decides it is time.
- ✓ Agreement is basically between wife and husband.
- ✓ When wife is not strong and healthy
- ✓ When children are not strong and healthy
- ✓ When husband wants to plan for family

How does the family (Couple) access Child Spacing?

- ✓ After family agrees
- ✓ Visit the health facility.
- ✓ Referral to **CHILD SPACING** section

Summary\Presentation

- ✓ There are the traditional types which are being practiced in almost all our communities. Such types are: **guru, laya kambu, rubutu, concoction, padlock.**
- ✓ We have learnt that these types are in existence and are being practiced in rural places.
- ✓ We have heard that the modern types of Child Spacing are divided into 2.

Barrier types, hormonal types and non-hormonal

- ✓ The barrier types are condoms.
- ✓ The hormonal types are injectables, oral pills, implants, and emergency contraceptives pills.
- ✓ Non-hormonal type is IUCD
- ✓ We have heard that there is the **natural type** of child spacing which are withdrawal, abstinence, calendar, Cycle Beads, lactational amenorrhea and basal body temperature methods.

Note for Mentor

1. Call for questions and discussions. mentor should have prepared enough or invite the provider to give more information to participants.
2. Time must be given for whole group discussion.

5.0 DECISION MAKING AND NEGOTIATION

5.1 Decision-making

Whether looking after your health or making decisions about a business, 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. There are tools that can help you to do this.

In this session we will look at the skills of decision-making. After the session, you will need to practise your new skills in real life situations.

We will look at Rakiya's decision and at what she did to resolve it.

Rakiya's Decision

Rakiya had a difficult decision to make. She had been invited to attend the local Islamiyah 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 Islamiya 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, so Rakiya thought through 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.

The five steps to effective decision-making are therefore:

1. Describe – the situation or issue on ground
2. Identify – the possible choices that could be made
3. Think – about possible outcomes or consequences of the decision (Positive and Negative)
4. Choose - the option that seems most appropriate based on knowledge, values, morals, religious upbringing, and present and future goals
5. Review - the decision and how you feel about it, making sure that you have carefully considered all the alternatives and feel comfortable with the choice that made

Summary

Let us remind ourselves of the five steps to effective decision-making. Can we have a group of five volunteers, one each to remind us of one of the five steps to effective decision-making?

Can we have another group of five volunteers to repeat the step above

There are many demands on young women today and pressure comes from different directions (husband, mother-in-law, parents, and children). Being able to express your own needs and negotiate agreements are essential skills.

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.

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.

Whole Group Discussion

Now let think about some of the decisions that you as young women might have to make. The decision can be about anything – children, a family situation, a friend, work etc. Choose a decision where the consequences really matter, instead of something that will not make much difference.

Let us hear from you some examples of decisions that need to be made by young women.

5.2 Negotiation Skills

There are many demands on young women today and pressure comes from different directions (husband, mother-in-law, parents, children etc.). Adolescents being able to express their own needs and negotiate agreements are essential skills. There are tools that young women can use to help them do this.

Seven Steps to Effective Negotiation

- a. **Be clear** about what you want to say. Sort out exactly what you want to say in your mind first.
- b. **Be respectful** of the other person and their views. This is important for everyone, but especially if you are talking to someone your senior.
- c. **Listen** to what the other person has to say.
- d. **Appreciate** their view or position (summarize if you can).
- e. **Say** what you want to say as clearly as you can. Do not be diverted or fearful of the other persons.
- f. **Explain** how the other person might benefit from the agreement.
- g. **Confirm** the agreement.

Summary

- Negotiation is based on these five points but also requires that you think about how the other person will gain from the agreement.
- For example, if you were negotiating for someone to care for your children while you went to the health facility you might provide them with some extra food for their whole family.
- If you are negotiating with your husband to go to Islamiya school, you can tell him that what you learn will help your business and that will be good for the family.
- At the end of negotiation, you should also confirm what has been agreed.

Activity: Practice Negotiating

6.0 MANAGING RELATIONSHIPS, CONFLICT RESOLUTION AND EFFECTIVE COMMUNICATION

6.1 Managing Relationships

Good relationships are based on love, mutual respect and willingness to work at the relationship. In a good relationship, both people are honest with each other. Both people feel safe in the relationship and do not worry that the other person will betray their trust. Neither person tries to control the other or to pressure him or her into doing things. Neither person exploits or takes advantage of the other in any way. The key qualities

of a healthy relationship are:

Respect: to honour the other person, to hold them in high regard or esteem, and to treat them as if they are worthwhile even if they are different from you.

Responsibility: others can depend and rely on you, that you do as you said you would, and you are able to distinguish right from wrong. For example, you take responsibility for taking care of your own health and well-being and that of your partner and your family.

Understanding: being knowledgeable about another person, to try to understand his or her position or feelings, or to listen and support someone. It means having empathy - trying to 'put yourself in someone else's shoes', to understand what life looks like from their point of view.

Cooperation: putting effort into the relationship, and not taking the other person for granted. It involves willingness to work with someone to be in a relationship and sustain it.

Caring: being concerned and interested in another person's feelings and needs, and to want what is best for that person. It means feeling love or a liking for a person and wanting to protect that person.

However, in real life, many relationships are far from healthy.

To develop healthy relationship participants first have to understand themselves and develop their self-esteem.

This is important for relationships, effective communication, managing conflict and developing empathy.

What are the qualities of bad relationships?

Possible Responses

- Disrespect
- Lack of understanding
- Lack of caring
- Irresponsibility
- Shouting
- Hitting / Fighting
- Beating
- Lack of trust
- Selfishness

6.2 CONFLICT RESOLUTION

Conflict, including disagreements, disputes, arguments and quarrels, is natural and happens in almost every relationship.

Young women may face conflicts with their husbands, friends, parents, mother-in-law or other family members.

It is normal for people to disagree, but it is important to resolve these disagreements in a constructive and healthy way.

Conflict can also be associated with imbalances of power, particularly when one person, who has for a long time had power over another, feels that they are being challenged by the other person. Young women developing their self-esteem, knowledge and understanding of their rights may find themselves in conflict with their husband, parents, in-laws or other family members who may be used to, or expect to have power over them.

Conflict can be a sign of a need for change; it may be an opportunity for growth, or an opportunity for new understanding and improved communication. If managed appropriately, conflict can provide an opportunity to improve a relationship.

What are the main causes of conflict?

Possible Responses

- a. Misunderstandings
- b. Lack of willingness to see the other person's point of view
- c. Emotions getting in the way
- d. Established attitudes, habits or beliefs
- e. Needing to be proved right
- f. Differences in knowledge and understanding
- g. Imbalance of power
- h. Both not really listening to each other
- i. Fear
- j. Injustice and unfairness
- k. Deviation from the truth

What are some of the things that could be done to resolve these conflicts?

Possible Responses

- a. Understanding the other person better
- b. Exploring the reasons for the other person's position
- c. More discussion about the issue, without aggression
- d. Bringing in someone to mediate
- e. Working together to solve the problem.
- f. Greater respect for each other
- g. Greater control of emotions
- h. One should be honest and truthful.
- i. Transparency

6.3 Effective communication

This session is about communication. We will talk about how to communicate with different types of people and how to listen to others communicating well is a skill that takes time and practice to develop.

Why is communication important in our lives?

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.

Class Exercise

6.3.1 Read out the story and ask participants to listen very well.

6.3.2 After the story, ask three different girls to volunteer and narrate the story on their own

Amina's Story

Amina like many adolescent girls in the north, have hopes of finishing secondary school, getting married, having a family, and then continuing her education. She dreams of becoming a nurse to help the sick, though due to the economic condition of the family, she is not so certain of the reality of her dream.

At age 14, her parents decided to get her married because they had seen girls get pregnant outside marriage, which crippled their life and brought shame to the parents. However, several girls undergo abortion to protect their family's reputation and complete school. For fear of any of these happening to Amina, and to avoid the shame, they married her off. Amina knows many girls like her in the community whose parents got them married and had to drop out of school to have children. But she wants to further her education. Amina feels her mother is the most trusted person to talk to about sexual issues, but her mother like many other mothers does not feel comfortable nor free to talk to her about sex or sexuality due to culture and religion. Even when she tried, she was very shy about sex education and did not teach in detail nor communicate the right thing to her, which left her with so many unanswered questions, which she would have loved to get answers to. Amina has been worried about continuing her education, and though she loved and liked taking care of her family, she kept on thinking of making her dream a reality. Being married, she needs to rely on the decision makers in her life, who may or may not support her due to religious barriers or lack of knowledge.

She however decided to discuss with her husband, who agreed to send her back to school, but they needed to find a way of preventing pregnancy while she was in school. She had heard that she could use contraceptives, but friends discouraged her saying it could lead to infertility and if people found out, they may think she is promiscuous and she could not talk with her mother about it

This didn't stop Amina and her husband, and they both agreed to get more information from a hospital in the community, where they were told about various modern methods of contraception. She also learnt about her sexual and reproductive health. With the approval of her husband, she chose a method to protect her from pregnancy until she was done from school.

Today Amina has three children and is on training to be a Community Health Extension Worker. She feels she has made her parents, Husband, and herself very proud and she is happy and have the

class listen to them.

Let the group listen to each girl retell the story.

Ask the group- what they noticed about the story from the three different girls?

Possible answers:

The stories were different.

Some mentioned lots of details – names, times etc – others did not.

Some were shorter than others. Some of the details had changed.

Why do you think the stories were different?

- The storytellers noticed different things.
- 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.

Summary:

- The most important thing is to understand the other person; we need to “stand in their shoes”.
- You should try to be at the level of the person you are communicating with.

What would help us understand another person’s situation better?

Presentation

- 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. We are going to practice this.

7.0 MAKING MONEY AND SAVING MONEY

Introduction

- As young married girls we need to handle money. In this and the next session, we will learn how to be careful and clever with our money, and to think about the future.
- Today we will talk about why it is important to save, how to make a savings plan, and the different ways to save money.
- Let us start.

5.1 Topic of discussion: Saving Money

1. Welcome to this discussion, as young marriage women we are supposed to discuss how to make and save money. In this session or next one, we will concentrate on how to make and save money for the future.
2. Today we are going to discuss the importance of savings, how to plan our money and different ways of saving.

Game: Me and Money

- We will play a game.
- Stand up if what I say applies to you:
 - I have my own money
 - I like spending money
 - I don't know how much I spent last week.
 - I don't have enough money.
 - I wish I had more money.
 - Money causes problems in my family
 - I think saving is important.
 - I think saving is difficult.
 - I have no saving.

Group Discussion

Why do you think savings are important?

- 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

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 no-where safe to keep money

Summary

Savings are important for many reasons (say what some of these are). Saving can be difficult, however, because there are many pressures on families. However, despite this, it is usually possible to save a small amount. What you need is a dream and a plan!

Game: Why Do We Save?

Game

- Now we are going to talk about why people save. First, I am going to say something.
- Young women my age save money to
- Now the person that I tap on the shoulder will repeat the first part of the sentence, and then complete it: "Young women my age save money to....."

- For example: “Young women my age save money so that they can..... run a business making snacks”.
- The person who has just spoken will now tap someone else on the shoulder and they will complete the sentence: “Young women my age save money so that they can.....
- We will carry on until the group has run out of new ideas.

Summary

There are many reasons why young women save.

- Some young women in this group save money so that they can buy food, clothing, medicine. These are things that are needed now.
- Others save money in case their family has an emergency.
- Others save because they wish to purchase something or invest in something in future. We will talk about these three reasons to save later.

Hafsat’s Dream

Hafsat’s Dream

Hafsat had a dream.

The dream was that her children would be healthy and successful.

Hafsat reflected on her own life. Although she had been brought up in a happy and supportive family, there had been hardships along the way. Lack of money meant that she hadn’t been able to complete her education. Hafsat thought about the female health providers in the local health facility, she often wondered what it would be like to do such an important job – to help others and to save lives. She smiled as she thought about these women. They were really making a difference!

How she wished that she could be amongst them: seeing patients, administering treatments, cheering patients up with a kind word or a nice big smile. But, if it wasn't to be, no matter. She would do everything she could to help her own children find a fulfilling job. She had three daughters. Perhaps one of them could train as a nurse, or a midwife? What a nice thought!

Hafsat started to think about what she would need to do to support her children so that they could be successful.

- The children would need to be strong. She and her husband would have to ensure that the children ate well and felt secure and supported by their family. She would need money to buy good food and feed her children well, so that they did well at school. There were many **day to day expenses** that she would need to plan for.

- She and her husband would need to be ready when **emergencies** and other hardships happened. She reflected on what had happened in her own childhood when drought had affected the community and many people had died; she remembered what had happened to her cousin's family when the father had had an accident and had been unable to farm for a couple of years. The family had gone without food for a long time; she remembered what had happened to her neighbour when his goats and chickens had been stolen. That family had nothing to sell to make money. Emergencies and hardships like this happen at any time, so it's best to be prepared.

- She and her husband would need to **save for the future**. If her children were to complete their education and go on to train as nurses or midwives, they would need money for school fees and uniforms; money for training fees. There would be many expenses. Better to start saving now so that the money could grow over the years.

Hafsat smiled again. Yes, this was her dream. It was a big dream, but she was determined to make it a reality. She would save, and save hard, so that her daughters could help save lives.

DO AND SAY USING THE FINGER TIP METHOD: WHY WE SAVE	
Say	Do
Save once Save twice Save three times Save for now Save for emergencies Save for the future	<p>Tell participants to hold their right hand up. Tell them to hold their smallest finger and their thumb down leaving the three fingers in the middle.</p> <p>Count out the three middle fingers while saying: “save, once, save twice, save three times”.</p> <p>Hold the first finger and say “save for now”. Hold the second finger and say “save for emergencies” Hold the third finger and say “save for the future”</p> <p>Repeat the whole process until everyone in the group learns the fingertip method for why we save.</p>

7.1 MAKING AND MANAGING MONEY

In this session, we want to learn

- some ideas about how they can make money
- how to be aware of the need to control spending
- how to be better able to talk about money and manage conflicts about money

Presentation:

If we are to save, we will need to give careful thought to what we spend on day-to-day items. It is important to think about the following:

- What items are essential to have and what are just nice to have?
- Is it worth saving money rather than spending on a non-essential item so that you can reach your savings goals and fulfil your dreams?
- The more money you have in a week, the more you should be able to save.

When Starting a new Business

- Decide what type of business you want to run.
 - decide when the business will start.
 - What is your motivation to start the business?
 - How will the business work and who will be involved?
 - how will the business grow over the years?
 - The money to be made from business like this.
 - Think about the problems that could be encountered along the way.
 - what will you refer as the main success?
 - think about the plans for the future of the business.

7.2 Vocational Skills and Graduation

- The graduation will be marked by a vocational Skill which will be taught to girls who have gone through the mentorship sessions on the day the fourth session holds.
- Invite the Vocational Skills teacher to teach the girls a short-term skill e.g Henna design, Vaseline, liquid soap, etc
- Maximum of 24 and Minimum of 16 girls will be in each vocational skills class.
- These are to be graduated by a mentor after 2 weeks. This implies that a mentor will mentor and have maximum of 48 girls and minimum of 32 girls in a month learn a vocational skill and graduate.



Thank You.