



Life, Love, & Health (LL&H) Facilitator Guide

Curriculum
Adapted by:



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Introduction

This is a basic life skill tool developed to support adolescent girls in Nigeria, through the development of a set of skills that that can help them build confidence, agency to make informed decisions including SRH decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life.

In this context, our definition of life skills is adopted from the *technical note on life skills programmes for empowering adolescent girls: notes for practitioners on what works* and is defined as “a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help lead a healthy and productive life”.

Through the LLH courses, adolescents will be equipped with facts about their bodies, hygiene, and rights; provide an entry point for tailoring knowledge on other sexual and reproductive health topics; and grow their skills in self-management, negotiation, decision-making, and resilience. The courses are designed for adolescent girls from 15 to 19 years of age.

The 9ja Girls program aims to improve the lives of hundreds of thousands of adolescent girls and young women (AGYW) across Nigeria. The goal of 9ja Girls is create safe spaces where AGYW aged 15 -19 can gain vocational skills; learn about love, relationships (dating), and health; and access sexual and reproductive health services.

The 9ja Girls program consists of four primary parts:

- 1) 9ja Girls Centers** - 9ja Girls centers are girls-only safe spaces where girls take vocational skills classes, learn about sexual and reproductive health, have private counseling with providers, receive health services.
- 2) 9ja Girls Skills Classes** - 9ja Girls offers adolescent girls a variety of classes to learn skills for life, love, & health. These classes teach vocational skills for life as well as discuss topics related to love, relationships (dating), and health.
- 3) 9ja Girls Providers** - All 9ja Girls centers are staffed by a trained and experienced cohort of healthcare providers and Counselors committed to providing girl centered, non-judgmental healthcare.
- 4) 9ja Girls Online** - 9ja Girls offers online resources, specifically a Facebook private messaging system, to help educate girls about Sexual and Reproductive Health and refer them to the 9ja Girls centers.

9ja Girls is founded based on the key learnings that for adolescent girls to achieve their dreams and succeed in life, they need safe spaces where they can learn skills for life, love, & health. Specifically:

- **Skills for Life** - We believe in equipping girls to build their own future through learning vocational skills. By gaining skills, girls are able to become financially independent and provide for themselves and their families.
- **Skills for Love** - We believe in empowering girls to make their own choices about love, relationships, dating and sex. By teaching girls the concepts of communication, mutual respect and consent, we help girls understand how to engage in healthy relationships.
- **Skills for Health** - We believe that every girl has the right to make informed choices about her own body and sexual and reproductive health, including deciding when she is ready to have children. By teaching girls about sexual and reproductive health, providing non-judgmental, unbiased counseling, and offering services on how to prevent unplanned pregnancy, we help girls understand how to protect themselves and make decisions that are right for their own bodies and lives.

Objectives of the 9ja Girls curriculum are to:

- Provide a safe space for girls to learn vocational skills, ask questions and find answers related to relationships, love, sex, pregnancy, contraception and more.
- Connect girls to youth-friendly services and healthcare providers.
- Give adolescent girls the choice and the ability to access contraception in a safe environment.
- Continue building a database of information, to be shared on Facebook, that adolescent girls want most related to love, relationships and health.

The guide that follows has been created specifically for 9ja Girls in partnership with Adolescents 360° and BRAC using BRAC's Empowerment and Livelihoods for Adolescent's Curriculum and the SFH Love, Life & Health curriculum. The content was identified during stakeholder consultations.

Group Make Up

Each group will consist of a minimum of 8 and maximum of 20 unmarried AGYW. The criteria for recruiting girls include:

- Must be unmarried
- Must be below age 20
- Mixture of in- and out-of-school adolescent girls

The young provider will facilitate the four (4) sessions for the primary package while The Economic Empowerment Local Implementing Partner (LIP) will facilitate the seven (7)

sessions. Each session will last approximately 2.5 hours. Additionally 1:1 coaching sessions, health facility visits and vocational training will be included.

Your Role as a 9ja Girls Provider and Counselor

As a 9ja Girls provider or counselor, you play a crucial role for the girls who participate in the Program as an invaluable health resource. Your primary job is to be a guide to girls as they learn, ask questions and receive SRH services, which you will provide in a way that makes sense to them. You will respond to their questions with judgment-free answers and ensure contraceptive service provision is easy, safe and stigma-free.

Many of these girls feel they do not have anyone in their lives whom they can trust. You have the opportunity to become that trusted confidant for these girls—creating support for them at a critical moment in their lives. Becoming a trusted health resource for girls and providing safe, non-judgmental services through the 9ja Girls Program, you have the potential to positively change their lives forever.

9ja Girls Health Provider Responsibilities

1. Facilitate Life, Love, & Health classes
2. Answer girls' questions about love and health
3. Educate girls about pregnancy prevention and contraceptive methods
4. Support One-on-One health counseling sessions with girls on general SRH information. Lead 1:1 health counseling sessions with girls on general and in-depth SRH information
5. Answer girls' questions about health
6. Help girls develop a personal Life Maps
7. Provide temporary contraceptive methods to girls, which includes IUD, implants, injections, pills, condoms, and emergency contraception
8. Follow up with girls after counseling sessions and service provision
9. Provide ongoing care to girls who receive a contraceptive method
10. Lead discussion sessions with Mums mobilized from the community twice in a month

The 9ja Girls Agreements

We believe in the power of 9ja Girls to improve the lives of hundreds of thousands of adolescent girls in Nigeria.

As a 9ja Girls Team member (Mobilizers, Providers & Counselors), I commit to practice the following agreements when interacting with any girl participating in the 9ja Girls program:

- **Always be there or Girls** (When it comes to their sexual and reproductive health, always be there for them)
- **No judgment** (They tell me what's on their mind and in their heart, and I will listen and respond without bias or judgment)

- **Just between us** (This is a safe space – I can be trusted to keep anything they share here private and confidential)
- **Real Talk** (I will always tell it like it is and be honest with the girls, and encourage them to do the same with me)
- **It's all about the girls, with them and for them** (I will always strive to put the girls, their choices, and what matters most to them, at the center of everything I do)
- **Feel free** (Any girl 15-19 years old is welcome – no matter her background, education, religion or tribe)

These agreements form the foundation of our 9ja Girls Program and ensure all team members are aligned in our commitment to providing the highest quality services to adolescent girls.

If you agree to commit to the 9ja Girls Agreements and join the program, please sign your name below.

I, _____, join the 9ja Girls team as:

- Mobilizer
- Provider
- Counselor

and hereby agree to the 9ja Girls Agreements.

(Signature/Date)

A Note to the Mentor 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. You are not expected to memorize this or to read the scripted parts of the manual aloud to the group.

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. This particular approach 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
 - Goal setting – Girls are able to identify goals aligned with economic empowerment - savings, employment, starting a business and goals related to SRH
 - Girls have identified their goals with regards to economic empowerment
 - Girls have mapped out the steps they need to take to achieve their goals.
 - Girls have identified what/skill they need / want to learn in order to reach their goals.
- Self-efficacy
 - Confidence in discussing their goals (SRH / economic / etc.) with their key influencers.
 - Married girls have confidence in discussing goals with their key influencers (husbands, etc).
- Social capital –
 - Girls have knowledge of how to form savings groups.
 - If girls desire to form a savings group, they take actions to do so.
- SRH
 - Correct knowledge of Methods
 - Introduction of methods
 - How they work
 - Myths and misconceptions addressed
 - Adoption of Methods
 - Uptake based on informed choice
 - How to/increased access
 - Provider counseling for choice
 - Continued Use of Methods
 - Based on individual preferences and need
- Economic Empowerment: knowledge of specific skills being taught through the program
 - Financial literacy: Saving money, investing money in a business, budgeting
 - Know how to open an account
 - Begin to budget
 - Business Start up Skills for those pursuing entrepreneurship:
 - Identify how they would like to access capital to start their business
 - Registering a business
 - Market Understanding: How to select a product, how to sell/market/brand a product
 - Soft Skills: Public speaking

Skills Needed to Facilitate Successfully

One of the key ingredients to the success and quality of implementation of the ELA curriculum, is the ability of the mentors (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 mentor:

A mentor 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 mentor:

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

Using facilitation as a mentor:

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 mentor. Mentors 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 Julian spoken six times and Lineo 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 Mwanaenzi?
- 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:

- Juliana might be speaking more than Lineo because today we are talking about something Tuli is really interested in. If this is the case, I don't think there is anything I need to do.
- If Hawa 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.
- Maryama'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 Maryama 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.

Using Life, Love & Health (LL&H) principles when answering questions

LL&H principles are **SMART**.

- **Safe.** As discussed above, our aim is to set up a physically and emotionally safe space for girls. Make sure to always convey the key messages about safety, over and over again throughout the session.
 - Key to safety is the principle of **doing no harm**. This means that you will always act in the best interests of the participant (rather than yourself or anyone else).
- **Motivating.** As the facilitator, you have the power to motivate and inspire these girls, simply with your tone of voice and encouragement. If you simply read from a script, without emotion, the girls will be bored and they will likely leave as soon as they can get out the door! But if you bring lots of energy and positivity to the session, and show the girls how much you believe in the information that you are giving them, they will be more likely to feel inspired to make healthy choices for their bodies and their lives. To be motivational is not very hard. You can motivate these girls simply by:
 - Using humor, smiling and laughing (but only when it is appropriate)
 - Bringing a lot of energy to the group – feel free to inject music, singing, dancing, cheering
 - Continually remind participants that just by showing up and taking part in this discussion, they are making positive decisions about their lives.
- **Appreciative/Affirming.** Remember that asking these questions – even just writing them down on a piece of paper – is often not easy for anyone, especially a young person! Always affirm the questioner (even if she is anonymous). This means that you should always begin your answers with a positive statement such as:
 - “That is a great question!”
 - “Thank you for that question.”
 - “Thank you for sharing your experience/thoughts with us”And remind participants constantly that there are NO stupid questions.
- **Respectful.** 9ja Girls is about respect. Respecting oneself, respecting others and respecting a person’s autonomy and their right to make decisions, hold views and take actions based on their values and beliefs. It also means treating everyone equally and not discriminating against anyone. We set a tone of respect right away in the LL&H sessions, but it is also important that you as a facilitator convey respect for the participants consistently throughout the session. This means that you respect their questions, opinions and values even if those opinions and values differ from your own. You also foster a culture of respect in the group, ensuring that everyone feels that their voices can be heard and they will never be judged for what they say or think.
- **Truthful.** 9ja Girls is about providing accurate and up-to-date information to girls about health, sex, pregnancy, relationships, puberty and contraception. Many of these questions have answers containing hard facts – facts that come directly from the evidence-base and that are agreed upon by the top health institutions in Nigeria and the world. These answers, particularly those about how contraception works, need to stick to the facts! Those facts are provided for you in the answers in the Q&A

list so there is no need for you to change them. It is also not your responsibility to inject your opinion into those answers.

Being truthful also means being honest when you do not know the answer to a question.

- Rather than make up an answer or provide an answer that you are unsure about, it is better to tell the participants that you are going to ask an expert and send the answer to them (within 48 hours) using a private Facebook message.
- In order to find the answer, you will report the question to the content team. The team will find the answer from a trusted source, or create an answer that is vetted by everyone, which will then be sent back to you to send to the participant.

Code of Conduct

Maintain clear boundaries

- Facilitators should never incite or encourage pornography (e.g. sending photos) sex, flirting or a relationship with the participants.
- Facilitators should never have a personal relationship with a participant. The relationship is strictly that of facilitator and participant, within the LL&H setting. This means
 - Facilitators should not drive a participant home or be alone with a participant outside the LL&H setting

Keep the team informed

Make sure to inform the team of what you are doing, changes in planning, and obstacles or barriers. Set up a check-in for every skills class and in case of emergency with the State Program Manager (SPM), even if just for 5 minutes, to report on what happened during the day's conversations.

Maintain privacy and confidentiality

This means:

- Do not share any personable, identifiable information about the participants (e.g. names, place they were referred from) with anyone outside of the project team.
 - The ONLY time that we will have to share a name is if a participant tells us that she poses harm to herself or to someone else.

Stay professional

You represent the 9ja girls community. Remember that you are an example of this community and should conduct yourselves as such at all times. Always act responsibly and politely when working. Your job is to be a role model for 9ja girls!

- Always come to the sessions on time and prepared.
- Dress decently.
- Use the appropriate language in each geographical setting (use slang and abbreviations sparingly). Good spelling, grammar and punctuation are signs of professionalism. Remember that participants will not be familiar with all of the acronyms that we use in public health. So make sure to explain everything fully and keep your answers simple.
- Use your best judgment and common sense. If your intuition tells you that you could be doing something unprofessional, DON'T DO IT!

Do not make promises that we cannot keep

As a facilitator talking about very personal things with these girls, you are likely to feel a lot of empathy and want to help. Remember, however, that we must act within the limits of this program and it will do more harm than good if you make promises to the girls that you cannot keep.

Wireframe and Session Structure

A full wireframe (curriculum overview) will be reviewed by staff for mentors/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 mentor should say out loud to the girls. Mostly it is in *italics to show direct speech - the actual words you could use*. Usually the mentors are introducing a new topic or activity, explaining something or talking about their own experience in a short, concise way. Often mentors 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 mentors 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 mentor 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), mentors 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 mentor 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 mentor provide the correct facts. For instance, if someone says, “You should not share cups and knives and forks with someone who is HIV+ or you will also become HIV+”, mentors would clarify the right answer. If a girl says, “I think it is right that girls should do all the work in the house and in the kitchen”, open up the conversation to

the group. Most likely someone will disagree with them and that is what real conversation/discussion is about. Some girls may be very conservative, or not have much knowledge at the start of the program, but as they learn new concepts, hear others opinions and have different experiences, you will notice a shift in attitudes.

Affirm: This cues the mentor 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 mentor 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 clubhouse room or outside the room.

Visualization: This is a guided creative process using our imagination to picture a time in the past or the future, or a particular outcome. It is commonly used by athletes and others who are interested in improving their performance. The process starts with relaxation of the body and involves the use of the five senses (sight, taste, sound, touch and smell) which make it more evocative. The mentor reads the visualization and then participants discuss what they saw and felt. This is NOT hypnosis or meditation. Some participants find this a very powerful experience, others struggle to relax and engage with it. Over time, with regular practice, everyone will improve their capacity to use it in helpful ways.

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 club



Black girl magic – this icon shows that we are about to have a Black Girl Magic activity where we celebrate everything that makes us magical



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 Club



Express yourself - write or draw in your journal

Stationery and Materials

The following are suggested materials for use in club activities throughout the curriculum. Mentors should coordinate with DREAMS 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:

- Facilitators Guide
- Pen and journal/notebook (optional depending on literacy levels)
- Monitoring materials (e.g. attendance lists)

For the AGYW:

- Sheets of paper and pens for participants to write questions or journals (plain fairly thick A5 exercise books that can be decorated)
- 9ja Girls Participant Workbook (one for each participant)

For Presentation:

- Flipchart and flipchart paper
- Markers in at least 4 different colors
- Prestik/blue tack/sticky tack OR masking tape
- A block of coloured post-it notes
- A selection of coloured card
- a ream of A4 paper
- Question box
- Facilitators Daily Tool (Q & A Guide, Key Messages)

Space set-up:

- Set the room up well in advance and be ready to welcome each participant as they arrive.
- Prepare the room with chairs in a circle.
- There should be no tables in front of the participants.

General Set Up - Guidelines for Sessions



Ensure AGYW are in a circle.

Safe space

A safe space is one in which girls feel physically and emotionally safe to listen, discuss, and ask questions. This means:

- Holding the session in designated 9ja Girls Space that is private; where the conversation cannot be heard by outsiders.
- Assuring girls that as a facilitator, you will not use their names or descriptions when discussing (in writing or orally) the conversations that you had. Remind the girls that you will be collecting the questions that they asked in order to populate our Q&A database, but that you will never use their names or any other information about them in relation to those questions.
- Explaining that the only time you will ever need to discuss individual girls outside the group is if a girl says that she is thinking about harming herself or somebody else. In those cases, you will work with the girl to figure out who within her support network you can talk to in order to get the help she needs.
- Discussing, as a group, a set of “ground rules” for the discussion, which includes:
 - Asking each member of the group to commit to confidentiality – meaning they will not use names or any identifying information when talking about what happened during this group session with people outside the group.
 - Refrain from using mobile phones – texting, calling, or social media – during the session. If they need to take a call or text, please step outside the group to do it and then rejoin.
 - Respecting everyone’s values and opinions, even if they are different from your own.

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: Building Trust + Introduction to Hygiene and Our Bodies



OBJECTIVES

In this session we want to:

- Learn what the 9ja program is about and get to know each other
- Commit to the 9ja Agreements and 9ja Girls Mantra
- Build group cohesion through activities that define trust and confidentiality
- Learn the basics of hygiene
- Learn about male and female bodies

SKILLS

We will practice the following skills:

- Building trust
- Forming a community.
- Commitment to 9ja Girls
- Public speaking
- Practicing hygiene
- Identifying anatomy

ACTIVITY	TIME	MATERIALS
Check In	15 minutes	None
Discussion: What the 9ja program is all about	25 minutes	Participant Workbooks 9ja Girls Tracker 9ja Girls Mantra and 9ja Agreements
Activity: Building Trust	20 minutes	Piece of cloth, such as a bandana for half the group or paper and pen
Introduction to Personal Hygiene	20 minutes	
Introduction to Anatomy	35 minutes	Internal and External Female Anatomy posters, blank Internal and External Female Anatomy posters with names Male Anatomy poster Anatomy labels Tape
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

Print out or write the female biology labels.

Outside/External:

Clitoris

A sensitive ball of nerves that sits near the top of the vagina.

Clitoral Hood

The piece of skin that covers and protects the clitoris.

Labia

The pieces of skin that protect the vagina.

Urethra

The small hole below the clitoris that we urinate/pee from.

Anus

The hole that we defecate/poo from.

Vagina

*A hole in our bodies that connects our uterus to the outside world.
This is a hole a man can put his penis when we have sex.*

Inside/Internal:

Cervix

The muscle that sits between the uterus and the vagina. This is where the sperm can enter the uterus and where babies come out of when we give birth.

Uterus

The place inside our bodies where babies can grow.

Ovaries

The two ovals at the end of our fallopian tubes where our eggs are formed.

Fallopian Tubes

Tubes that connect the ovaries to the uterus

Note to young provider:

Basic Information on Biological Reproductive Organs

Female Reproductive Organs:

External/Visible

- Clitoris
 - The clitoris is a small bit of erectile tissue in the vulva of the female reproductive system. It contains thousands of nerve endings that make it an extremely sensitive organ. Touching of the nerve endings in the clitoris produces sensations of sexual pleasure. The clitoris does not contain the urethra and plays no role in urination.
 - It is round in shape and usually just a centimeter or two in length, although its size may vary greatly in individuals. The stimulation of the clitoral nerve endings is responsible for the majority of sexual pleasure and sensation in the female body.
- Clitoral Hood
 - The hood of the clitoris is a small fold of skin that covers and protects the clitoris from the outside
- Labia
 - Labia Minora

- The labia minora are a pair of thin folds that form part of the external female genitals. They function as protective structures that surround the clitoris, urethra and vagina.
 - The labia minora show a considerable amount of difference in length, width, shape, and pigmentation between individuals.
 - The labia minora are covered with hairless skin and are very thin.
 - Labia Majora
 - The labia majora are a pair of thick rounded folds of skin that are part of the external female genitals. Their function is to cover and protect the inner, more delicate and sensitive structures of the vulva, such as the labia minora, clitoris, urethra, and vagina. The word “labia” comes from the Latin word for lips, which corresponds to the function of the labia majora surrounding the vaginal orifice like lips surround the mouth.
 - The labia majora are located in the pubic region on the surface of the body. Thick tissue supports the labia majora and provides cushioning and flexibility to the pubic region.
- Urethra
 - The urethra is a tube that transports urine from the urinary bladder out of the body. In females the urethra is about 4 cm long. Its opening is located above the vaginal opening below the clitoris.
- Anus
 - The anus, or anal canal, is the space that feces pass through during defecation.

Internal and External

- Vagina
 - The vagina is an elastic, muscular tube connecting the cervix of the uterus to the outside of the body. The vagina can stretch during sexual intercourse and childbirth.
 - Watery secretions produced by the vaginal cells lubricate the vagina and have an acidic pH to prevent the growth of bacteria and yeast.
 - During sexual intercourse, the vagina functions as the space for the penis and carries sperm to the uterus and fallopian tubes. During childbirth, the vagina acts as the birth canal to move the fetus from the uterus and out of the mother’s body. Once again, the vagina’s elasticity allows it to greatly increase its diameter to accommodate the fetus. Finally, the vagina provides a passageway for menstrual flow from the uterus to exit the body during menstruation.

Internal

- Cervix
 - The cervix is the narrow connection between the larger body of the uterus above the vagina below. The cervix plays vital roles in the control of movement into and out of the uterus, protection of the fetus during pregnancy, and the delivery of the fetus during childbirth

- The cervix of the uterus acts as the gatekeeper of the uterus by controlling when substances can pass into and out of the uterus. To assist in this role, the lining of the cervix produces thick mucus that fills the cervical canal and forms a mucus plug blocking the flow of material between the uterus and the vagina. Around the time of ovulation, the cervical mucus becomes much thinner, allowing the passage of sperm into the uterus for fertilization. During pregnancy the cervix and its mucus plug protect the developing fetus by sealing the uterus from possible contamination by external bacteria.
- The process of childbirth requires the cervix to open to around ten centimeters in order to accommodate the head of the baby as it passes into the birth canal. To achieve this feat, the cervix begins to dilate several days prior to the formal start of labor.
- Uterus
 - The uterus, also commonly known as the womb, is a hollow muscular organ of the female reproductive system that is responsible for the development of the embryo and fetus during pregnancy. The uterus can expand during pregnancy from around the size of a closed fist to become large enough to hold a full-term baby. It is also an incredibly strong organ, able to contract forcefully to move a full-term baby out of the body during childbirth.
 - The uterus is approximately the shape and size of a pear and sits in an upside-down position within the pelvis.
- Ovaries
 - The ovaries are the most important organs of the female reproductive system because of their role in producing both the female sex hormones that control reproduction and the female eggs that are fertilized to form embryos.
 - Each ovary is about the shape and size of a small nut. The ovaries are located on opposite sides of the uterus in the pelvis. The open ends of the fallopian tubes rest just beyond the surface of the ovaries to transport ova, or egg cells, to the uterus.
- Fallopian Tubes
 - The fallopian tubes are a pair of long narrow tubes connecting the ovaries to the uterus. Ova (egg cells) are carried to the uterus through the fallopian tubes following ovulation. The ova may also be fertilized while in the fallopian tubes if sperm is present following sexual intercourse.

Male Biology

- Penis
 - The penis is the male external sex organ. The penis contains the opening of the urethra, which is used for urination and to deliver semen into the vagina of a female sexual partner. Erectile tissue inside the penis allows the penis to increase in size and become erect during sexual stimulation. A penis' erection helps to deliver semen deeper into the female reproductive tract during sexual intercourse.
 - The penis functions as both a reproductive organ and an excretory organ. As a reproductive organ, the penis becomes erect during sexual intercourse in

order to deliver semen more effectively into the vagina. Semen travels through the urethra to the tip of the penis where it is ejaculated out of the body.

- Testes
 - The testes are a pair of organs that are central to the function of the male reproductive system. The testes are responsible for the production of sperm cells and the male sex hormone testosterone. The testes produce as many as 12 trillion sperm in a male's lifetime, about 400 million of which are released in a single ejaculation.

Source: <https://www.innerbody.com>



1. Check In (15 minutes)

Say: *Good morning/afternoon everyone. I would like to welcome you to the start-up of the 9ja Girls 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 room and your time.

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

Invite AGYW to form a circle while standing (or sitting if any members are unable to stand.)

Ask: Standing in a circle, invite everyone to share their name and something interesting about themselves.



2. Discussion: What 9ja Is All About (25 minutes)

Step 1:

Ask: *What do you know about the 9ja program so far?*
Take a few ideas from the girls.

Say: *Our group is going to be a safe space only for us, for adolescent girls in this group. We are going to meet _____.*

Note to young provider: 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.

Distribute the Participant Workbook. Ask each participant to write their names in the workbooks. Review the program tracker with the participants so they understand their journey and can follow along as you discuss the content that will be covered.

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*

Step 2:

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.

Step 3:

Say: *For our group, attendance is an important way to support each other. We learn from each other when we attend sessions and get access to more information that can help us. For this group, we'll be meeting twice per week for 2 weeks to start. This content will cover a variety of topics including communication skills, learning about our bodies and learning about ourselves.*

We expect you to attend _____ sessions during these two weeks.

Note to young provider: Give the details of attendance expectations.

Ask: *Are there any concerns about this expectation?*

Listen to responses about this expectation.

Note to young provider: Only introduce the economic empowerment statement below if it is relevant for the group.

Say: *If you complete this first two weeks of the program, you will then have the opportunity to participate in a longer set of sessions about economic empowerment, or how to start earning money to support yourself.*

In this part of the program, you may have an option to complete courses on skills that prepare you for work and on technical skills that you learn from an apprenticeship or a trainer.

Say: We have a set of agreements that we want to review as a group.

Do: Review the 9ja Girls agreements.

Note: Show participants the agreements in the Participant Workbook if literacy levels are high enough to read the agreements.

9ja Girls Agreements



Always there for you.

When it comes to your sexual and reproductive health, we are here for you.

No judgment.

Tell us what's on your mind and in your heart, and we will listen and respond without bias or judgment.

Just between us.

This is a safe space—you can trust us to keep anything you share here private and confidential.

Real Talk.

We will always tell it like it is and be honest with you, if you do the same with us.

It's all about you, with you and for you.

We will always strive to put you, your choices, and what matters most to you, at the center of everything we do.

Feel free.

If you are a 15-19 year old girl, you are welcome—no matter your background, education, religion or tribe.

A wa nibe fun yin nigbagbogbo

Nigbati a ba nsoro ibalopo ati ibisi ilera, a wa nibi fun yin /a o je aladuroti fun yin.

Kosi idanilejo

E so fun wa ohun ti o jeyo lokan ati okan aya yin, a o si fetisile, a o si fesi laisi ireje aniani tabi idanilejo.

Oro Asiri larin awa ati eyin

Ibiyi je ibi abo fun yin—e le gbokanle wa pe ohun kohun ti e ba bawa so nibiyi, je ohun ti eniken ko le mosi, tabi gbosi. O je nkan asiri larin awa ati eyin.

Otito oro

Nigba gbogbo la o ma so otito, a o si ma se ododo peluyin, ti e ba se bakanna pelu wa.

Owa nipayin, pelu yin ati funyin

A o ma tiraka lati ri wipe a fi eyin, ohun ti o wun yin, tabi ti e fe, ati ohun gbogbo ti o se koko siyin julo, si ogangan ohun gbogbo ti a ba nse.

Eturaka / Efi okan bale

Ti e ba je odomobinrin odun marundinlogun si mokañlelogun, akiyin wipe eku abo—konifise pelu ipile, iwe kika, esin tabi eya.

Ask: Do you have any questions about the agreements?

Say: *Now I want to introduce the 9ja Girls Mantra. A mantra is like a poem that we repeat frequently to connect us to our goals as a group and remind us why we are here.*

The 9ja Girls Mantra is:

My life is mine to make.

My heart may break, but I won't fake.

My body is mine, no one can take.

I'm a 9ja Girl. I'm awake.

Do: Read the mantra 3-4 times.

Note: Show participants the mantra in the Participant Workbook if literacy levels are high enough to read the mantra.

Then, say each line and ask the participants to repeat. After doing this 1-2 times, ask the participants to say it as a group.

Ask: *Are there any questions about how the program works?*

Listen to some responses and answer questions

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.*



3. Activity: Trust (20 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 room.*

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 chat, 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 room?*
- *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 room 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 room 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 room.

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 mentors are there to help them resolve any conflicts that may arise as well.

Note to the young provider : 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. Discussion: Introduction to Personal Hygiene (20 minutes)

Say: *Today, we are going to begin talking about our bodies. We'll discuss how we take care of our bodies.*

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:

- *you may notice new changes such as:*
 - *you may sweat more*
 - *you might notice more oil on places such as your face or scalp*
 - *your body shape may start to change*
 - *you may get hair in places you didn't have it before such as your armpits, legs and genital area*
 - *for adolescent boys, their voice changes*
- *Also, young women begin menstruation which means you are able to get pregnant.*

It's really important during this time to practice these hygiene habits:

- *Wash your hands regularly*
- *Bathe regularly*
- *Wash clothes very well, including underwears, hijabs and socks*
- *Brush your teeth*
- *Properly groom your nails and hair*

Step 1

Invite participants to stand and join you in a circle.

Invite them to share the following:

- Why is it important for an adolescent girl like yourself to be healthy?
- What is one way or advice you know of for practicing good hygiene?

Say: *Now we will discuss parts of our bodies that need more personal care. We will split into groups of four people.*

I will ask a question for you to discuss in small groups. You will have 3 minutes to discuss each question and then choose one person to share your responses and discussion back to everyone.

Break participants into groups of 4.

Ask each of the following questions one by one. After you ask the question, allow the groups to discuss their answers in small groups. After 3-5 minutes, invite participants to share some ideas back with the large group. Use the "Possible Responses" below to help guide the discussion.

Question 1: Which parts of our bodies need more personal care?

Possible Responses:

- Private parts (vagina, breasts)
- The parts of the woman's body where babies are made and that carry babies (uterus, ovaries, vagina)

Question 2: What are some of the reasons why those parts need more personal care?

Possible Responses:

- 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

Question 3: 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 4: 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 and Learn how to recognize common infections
- Learn what to do to protect herself from diseases that can affect her genital area and her general health
- Take action to protect herself from diseases that can affect her genital area

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

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>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.



5. Introduction to Anatomy - (35 minutes)

Say: *In order to understand more about how we make decisions about our reproductive health, or how we make babies, it’s important to understand our bodies.*

Every one of us has a beautiful body. Using this poster I’ve created, we will name all the parts of our bodies. We will start all the way here at the top.

Step 1

Invite the participants to shout out as many body parts as they can think of.

Say: *That was very well done! Now that we have looked at some of the things all bodies have, let us think about some of the things that make our bodies female.*

Invite participants to share the body parts that are normally found on women.

Make sure they include:

Breasts

Vagina

Uterus

Step 2

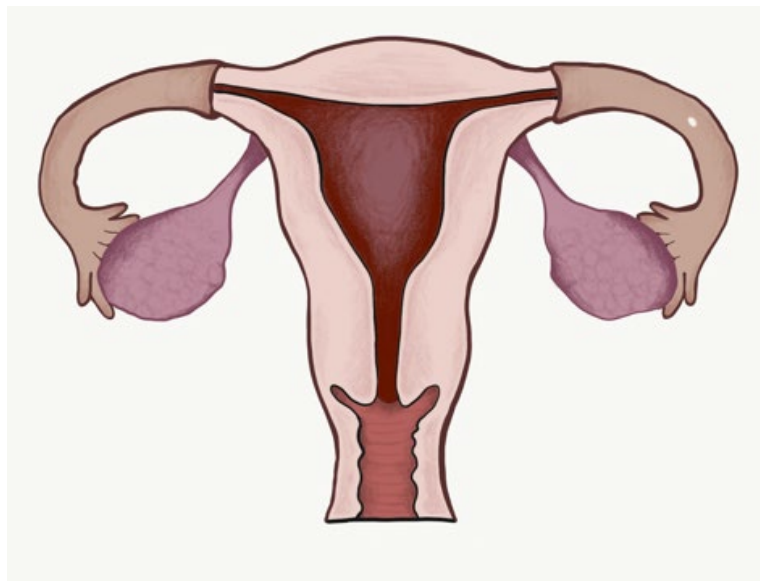
Hold up a copy of the poster showing the OUTSIDE/external female biology.



Say: Here, we can see some of the parts of our body that make us women. In this poster, we can see the parts that we have on the *OUTSIDE* of our bodies. These are parts that we can easily see and touch.

Step 3

Hold up a copy of the poster showing the *INSIDE*/internal female biology.



Say: Here we can see other parts of our body that make us female. In this poster, we can see the parts that we have on the *INSIDE* of our bodies. These are parts that we cannot easily see or touch.

Step 4

Explain that the girls will be given some cards with different labels and explanations and that they should try and match it with the pictures on the poster.

Read each word and description card to the girls.

Outside/External:

Clitoris

A sensitive ball of nerves that sits near the top of the vagina.

Clitoral Hood

The piece of skin that covers and protects the clitoris.

Labia

The pieces of skin that protect the vagina.

Urethra

The small hole below the clitoris that we urinate/pee from.

Anus

The hole that we defecate/poo from.

Vagina

*A hole in our bodies that connects our uterus to the outside world.
This is a hole a man can put his penis when we have sex.*

Inside/Internal:

Cervix

The muscle that sits between the uterus and the vagina. This is where the sperm can enter the uterus and where babies come out of when we give birth.

Uterus

The place inside our bodies where babies can grow.

Ovaries

The two ovals at the end of our fallopian tubes where our eggs are formed.

Fallopian Tubes

Tubes that connect the ovaries to the uterus

Step 5

Divide the girls into 5 groups and hand out two cards to each group.

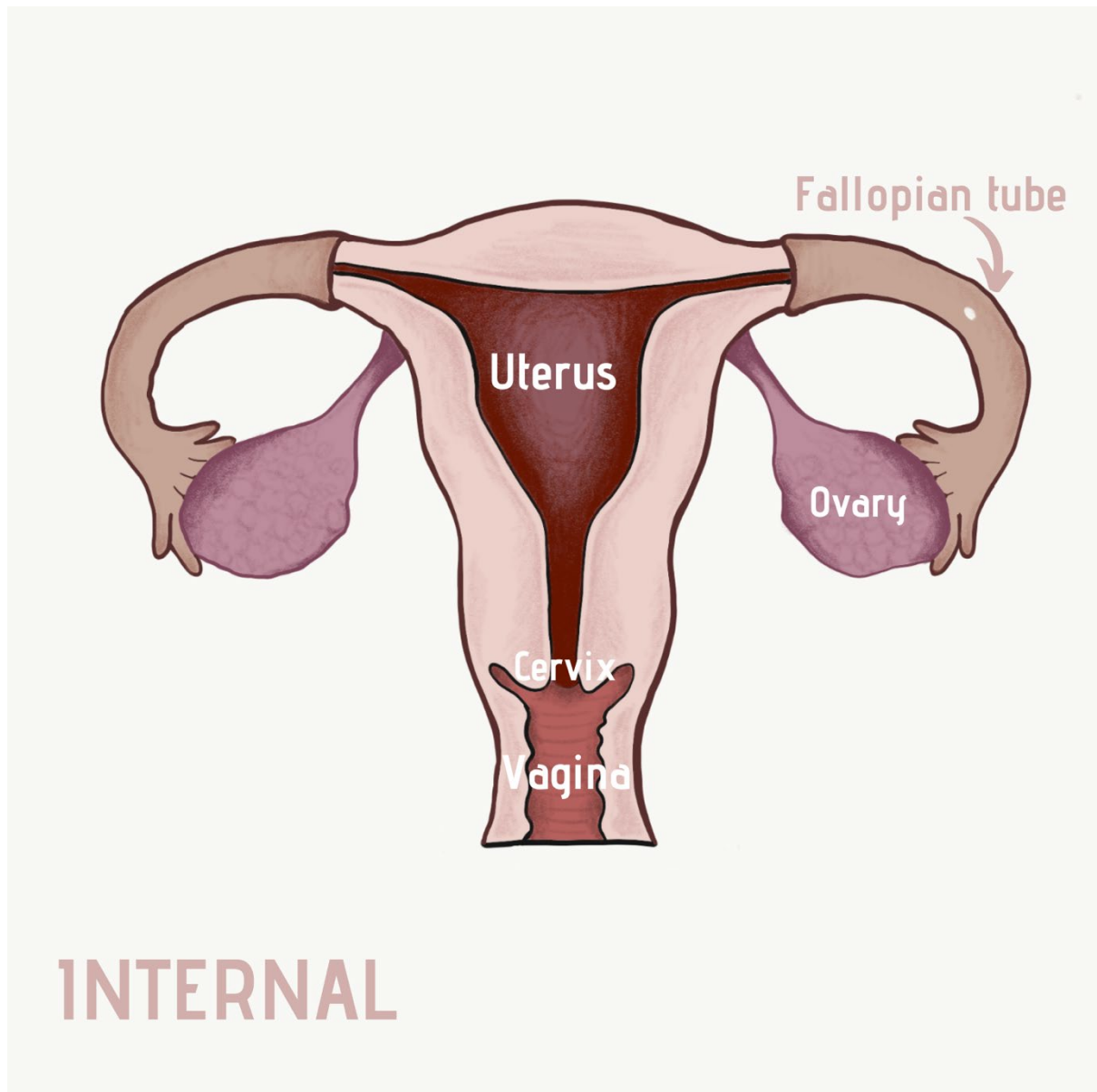
Step 6

Invite the girls to spend 10 minutes thinking about where their label belongs.

When the 10 minutes is up, invite the girls to stick their labels in the correct places.

If there are any labels in the incorrect places, move them to the correct place in a kind and helpful way. Do not shame the girls for any labels that are placed incorrectly.

Note to young provider: The completed version of the poster below is also included in the Participant Workbook. Ask participants to turn to their workbooks to review the correct version with you.



Step 6

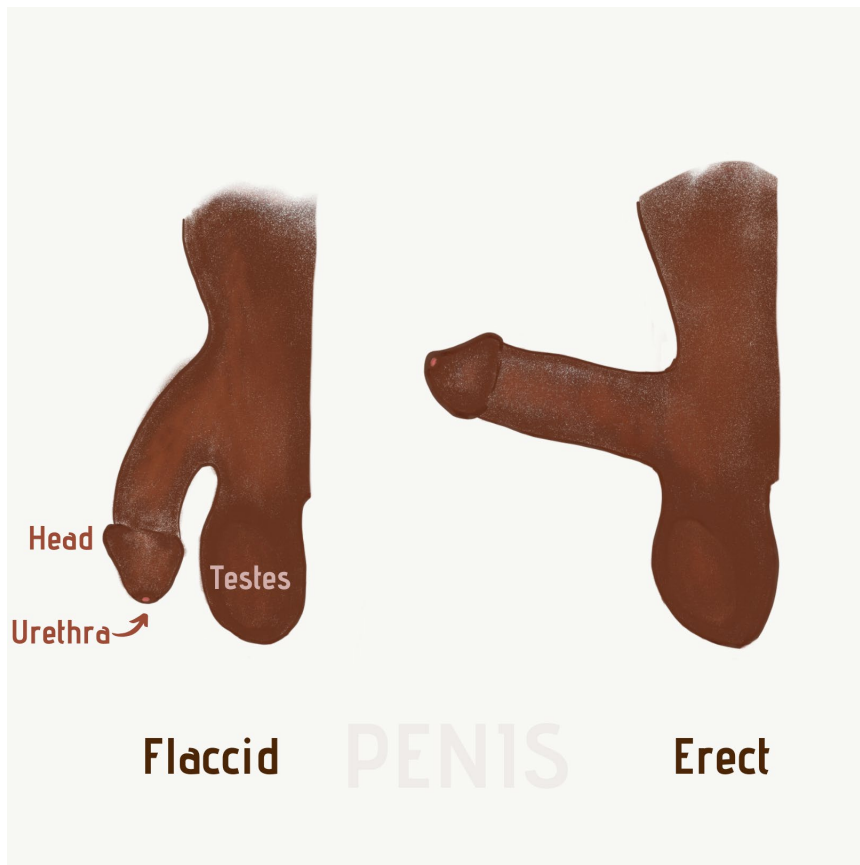
Explain each label and allow the girls to ask any questions they might have.

Hold up a copy of the poster showing the OUTSIDE/external female biology.



Step 7

Show the participants the poster of the penises.



Point to the labels and explain the following:

Say: *Men use their penises for urination and for sexual pleasure. On the left, is a penis that is relaxed, also known as 'flaccid'. On the right, is a penis that is stiff, also known as 'erect'.*

The part at the tip is called the 'head' of the penis and it is normally a bit wider than the rest of the penis.

Sometimes, the head of the penis is covered in skin. In some cultures, they cut that piece of skin off to keep boys safe from infection.

The small pink hole at the end of the head of the penis, is where men urinate from. It is also where sperm comes out when they have sex.

The bag or sack hanging under the penis, is known as the balls, or the 'testes' and this is where sperm are made. When a man has sex, the sperm travel from the testes all the way up the penis and then out through the head of the penis.



6. 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.

Session 2: Relationships, Menstruation and Pregnancy



2 hours

OBJECTIVES

In this session we want to:

- Discuss relationships
- Discuss the process of menstruation and understand how this works in our bodies each month
- Understand how pregnancy occurs

SKILLS

We will practice the following skills:

- Feel more comfortable when discussing reproductive anatomy
- Understand menstruation
- Understanding of fertility works in our bodies

ACTIVITY	TIME	MATERIALS
Check In	15 minutes	9ja Girls Mantra 9ja Girls Agreements
Introduction to Relationships	45 minutes	Small pieces of paper or sticky notes, box/bag/hat, pens
Menstruation	25 minutes	Menstruation Posters
Pregnancy	25 minutes	Pregnancy Posters
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.

During the discussion on relationships and pregnancy, questions may come up that you are unable to answer. If you are not able to answer or not sure about an answer, let the participants know you will find an answer and bring a response to the next meeting.



1. Check In and welcome (15 minutes)

Welcome each participant as they enter the room.

Say: *In our last meeting, we discussed how we'll work together and how to keep ourselves healthy. Today, we will learn more about our bodies and how we think about relationships with others.*

Invite each girl to share one thing she is interested in learning about in this session.

Recite the 9ja Girls Mantra and review 9ja Girls Agreements.



2. Relationships - (45 minutes)

Discuss that there are many types of relationships: with friends, with family, or boyfriends. Relationships can provide a source of support for you as you go through life. They can also create challenges.

Say: *9ja Girls choose relationships that help them achieve their goals. It's important to know what makes you feel happy and valued in a relationship. Taking care of ourselves also involves having healthy relationships.*

First, in a healthy relationship, both people respect one another. That means that one person doesn't have more power or makes their partner do something that they don't want to do. This includes having sex. When you love someone, those feelings can often lead to something more physical, like kissing, touching, or having sex. Everyone has the right to say when they want to have sex. This is called consent.

People get different types of things from different relationships. This may be love, money, or gifts. The important thing is that you are in control of your decisions and actions, and that nobody forces you to do something that you don't feel comfortable or ready to do.

When you "consent" to doing something—especially having sex—it means that you are in control of your decisions and actions, and are only doing what you want to do.

Second, an important part of a relationship is that it is more than just having

sex. Relationships are hard work and require good communication between the two partners. Good communication is very hard work—it requires both being able to voice what you are thinking and feeling and to hear what your partner is thinking and feeling. Sometimes this also means compromising and figuring out a solution that works for both of you.

Third, love doesn't always last. Feelings can change. It's very normal to love someone, and then maybe your feelings change and you don't enjoy spending time with them anymore, or they don't enjoy spending time with you. What's most important is to listen to your heart, and communicate your feelings. If you're no longer interested in being with someone, you should tell them, so that you don't hurt their feelings down the road. Sometimes, love can hurt. You may love someone who doesn't love you back, or vice versa. But remember that while your heart may bend, it can never truly break. People are very resilient—even if you feel sad about someone you love, with time, your heart will mend and you will love again.

It is never ok for someone to make you have sex when you don't want to. If you or someone you know has been forced to have sex against your will, one of the 9ja providers can help you get the help you need.

Ask: Think of a friend or family member you have a healthy relationship with. What are three qualities that you like in a friend or family member?
Why are these qualities important to you?

Say: *Relationships are not all the same. In your lifetime, you will have many different kinds of relationships.*

Ask: What are the various relationships that adolescents have?
Discuss responses.

Highlight that friendship is a form of relationship between two or more persons with shared experiences, dreams and challenges in life
Relationships can provide a source of support beyond what family or peer groups can

offer. Adolescents may spend time with just one friend or a small group of friends. These friends can be quite important. Relationships could be platonic, romantic, official, or familial (Family). The most important thing is to be clear on what type of relationship you want to have.

When do you think it's okay to have a relationship with a boy?
Discuss responses.

Add: As you move through puberty and adolescence, you many begin to consider having boyfriends. Having a boyfriend can involve going places or spending time with the person in order to get to know him better or having feelings for each other and wanting to be more than just friends. This can be fun and exciting, but it can also create problems. For instance, young people may want to date before their parents think they are old enough or they may not feel ready to date but their parents or peers push them into it. Sometimes group activities are more comfortable and safer than individual or private dates.

Say: *A 9ja Girl needs skills for love. But how do you make sense of all of the feelings that come with loving or dating someone? Love and dating can be wonderful and exciting, but it can also be painful or confusing. What's most important is that you feel you can make your own choices about relationships, dating, and sex.*

In other sessions, we'll teach you about the concepts of communication, mutual respect, and consent, to help you have healthy relationships. Love allows mutual respect and encouragement for personal development and not based on sex

Courtship does not mean having sex. It is knowing each other and sharing experiences There may have been some changes in your relationships and you may have a crush on someone or may be dating someone. If you are not doing these things—that is completely normal, but it is likely that you know someone who is dating or has a crush so you can always share this information with them.

Love is when two people have strong positive feelings for each other and want to spend time together. At this point in your life, love can look like a lot of different things. You may feel a lot of love for someone and they may not even know it. Or you may be in a relationship with someone who loves you a lot and you don't know if you really love them. Or it could be the other way around—you are dating someone who you love and you don't know how they feel. In the best case, two people in a relationship love each other equally. There is no right time to fall in love. Only you can know if something you are feeling is right or good, but there are some things that are important to know about being in a healthy romantic relationship.

Ask:

- What do you do when you like a boy? How do you let a boy know you like him?
- How do you know if a guy loves you?
- How do you feel when you love somebody?
- If you have had a boyfriend, what do you like to do when you're together with a boyfriend?
- How do you show somebody you love them?
- How do you differentiate between true love and Infatuation/crush?

Do: Ask girls to write down any questions they have about love, relationships (dating), sex, and Pregnancy prevention methods and put them in the box.

Take questions out one by one and answer as you have time.

Note to young provider: If you do not have time to answer all the questions or do not have responses for all the questions, review them after the meeting and start the next session with answering any remaining questions.



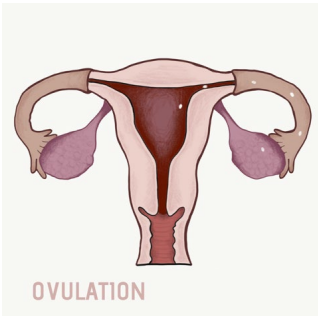
3. Presentation: Menstruation (25 minutes)

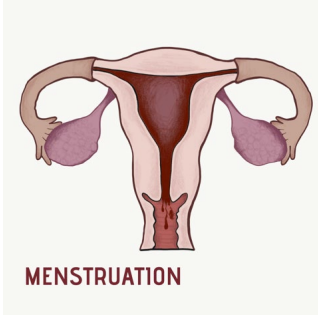
Step 1

Hold up the poster of the internal female biology.

Say: *We just learned about our internal biology. Everything to do with our menstruation, happens here, in our reproductive system. Menstruation is our body's way of preparing for a baby. This happens in 4 steps.*

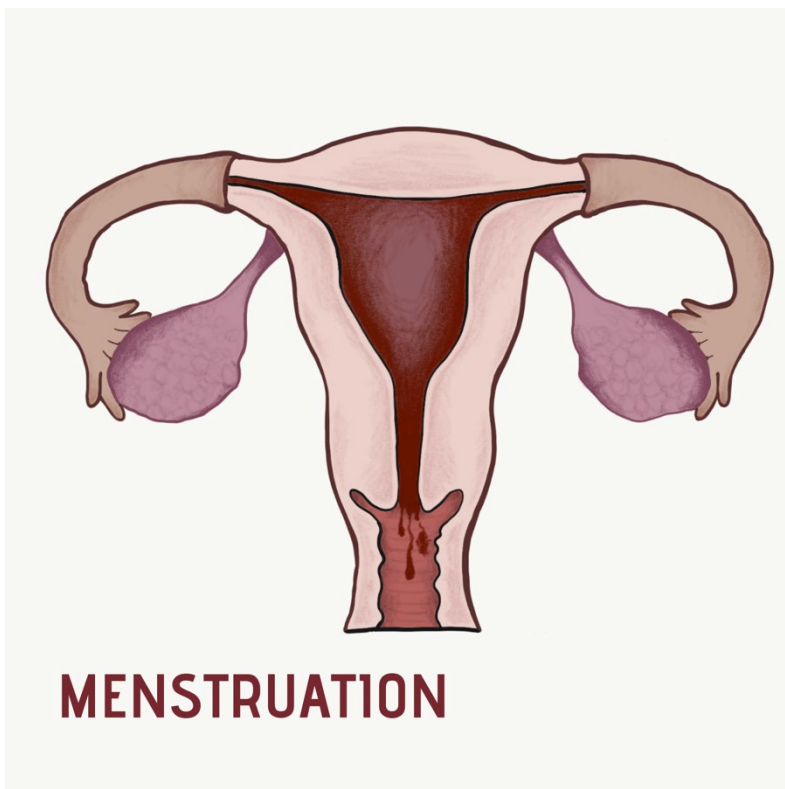
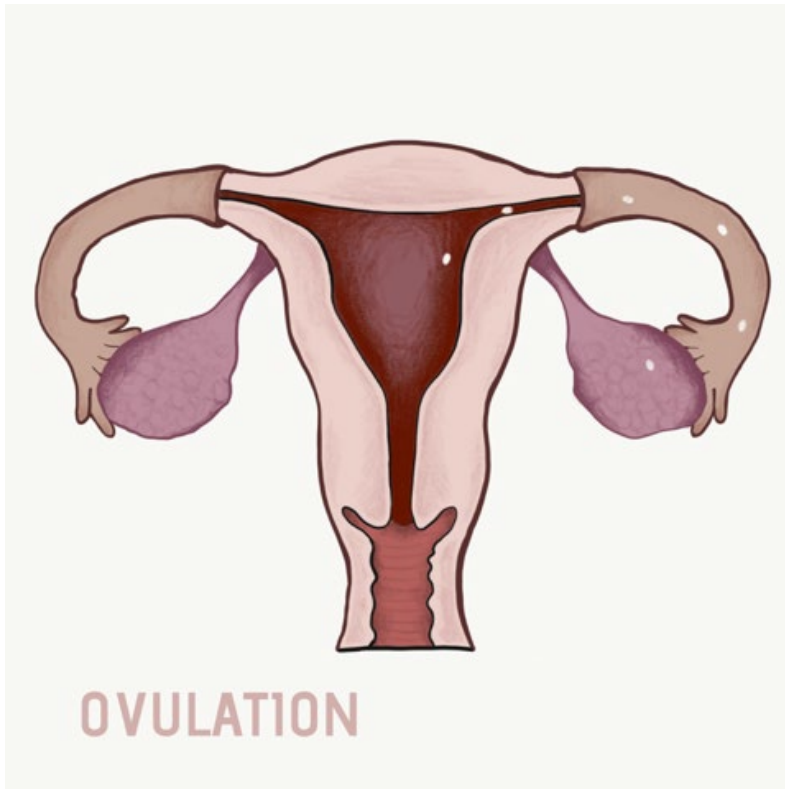
Ask: What do you already know about menstruation?
 Take responses from the group
 Building on the responses from the group, go through the 4 steps as outlined below.

<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. 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. When your uterus feels that there is no baby, it starts to release the thick lining. 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. 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>

Step 2

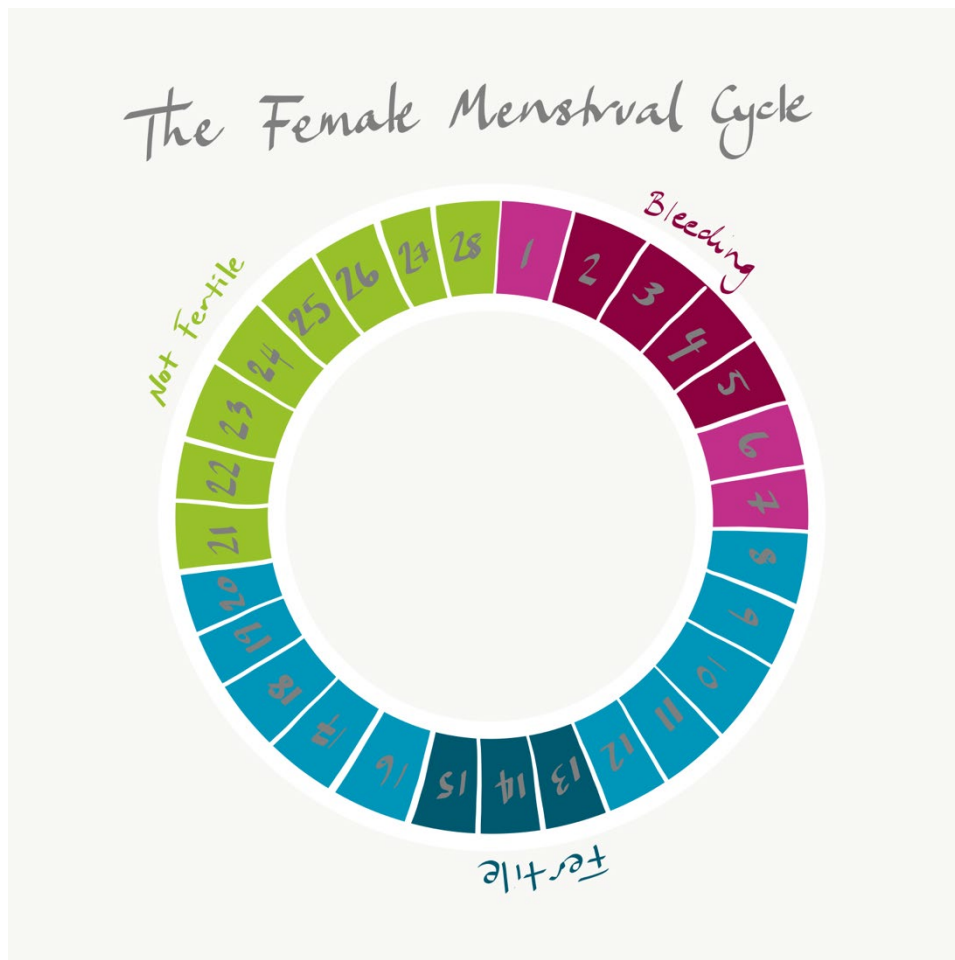
Share the following pictures to demonstrate ovulation and menstruation:



Step 3

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 or ask participants to view the cycle in their Participant Workbook.



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 Module.

Step 4

Ask:

- *What are some of the things you may experience before your period starts each month?*

Affirm the girls for their responses.

Say: *There can be many things we experience before our period starts each month. We are going to talk about two of them.*

The first thing that might happen is cramps. This is when we feel pain in our stomach as the lining of the uterus starts to release. You can feel the pain in your stomach, your lower back and sometimes even in your hips or legs. Some women don't feel any pain at all but for other women it can be a horrible experience each month with terrible pain.

The pain normally lasts between 1 and 3 days.

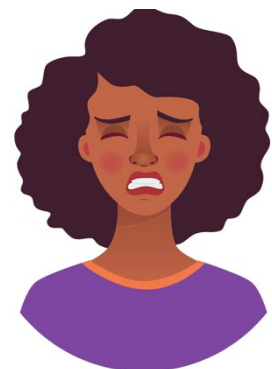
If your pain is very extreme and it lasts longer than 4 days, it would be good to go to a clinic to see if there are any problems.

We can manage the pain by taking painkillers, drinking warm drinks like tea or hot water, and using heat on the sore areas.



The second thing that might happen is you might start feeling very emotional. This is a normal response to the hormones that are flooding your system, but it can be very difficult to deal with.

A good way to cope with this is to track our cycles so we know when our menstruation is coming up and we can recognize where the emotion comes from.



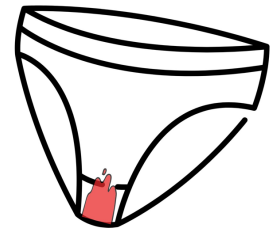
Step 5

Ask:

- *How do you know when your monthly menstruation has started?*

Affirm the girls for their responses.

Say: *We know our menstruation has started when we see blood coming out of our vagina. There might be blood in our underwear, or we might see it when we go to the bathroom.*



Most women bleed for 3 to 6 days. If you bleed for longer than 7 days, it would be good to visit a clinic.

Our blood will look different at different times in our cycle, but also at different times in our lives.

Step 5

Divide the girls into 2 groups. Invite one group to brainstorm all the things you can use to soak up the blood during your menstruation. Invite the other group to brainstorm how we can take care of our bodies and hygiene during this time. Ask each group to include any traditional remedies or approaches they know about.



After 10 minutes, invite each group to share their answers. While the groups are sharing, write up the answers on a paper or flipchart if you have one.

Group 1

How to soak up blood during menstruation:

Pads

Tampons

Rags (washed and clean)

Menstrual cups

Tissues

Group 2

How to care for our bodies during menstruation:

Wash every day

Change pads/tampons regularly

Eat healthy food

Lots of sleep

Avoid things like sugar, coffee and junk food



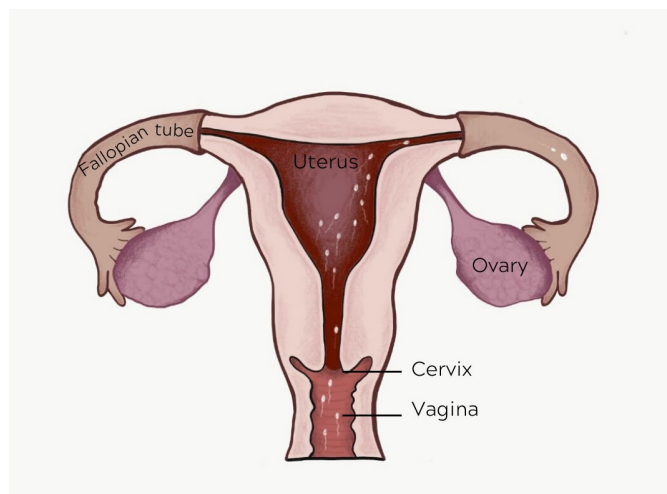
4. Activity: How does pregnancy happen? (25 minutes)

Using the diagram that is printed, and asking questions as you go along, explain to the participants how pregnancy happens.

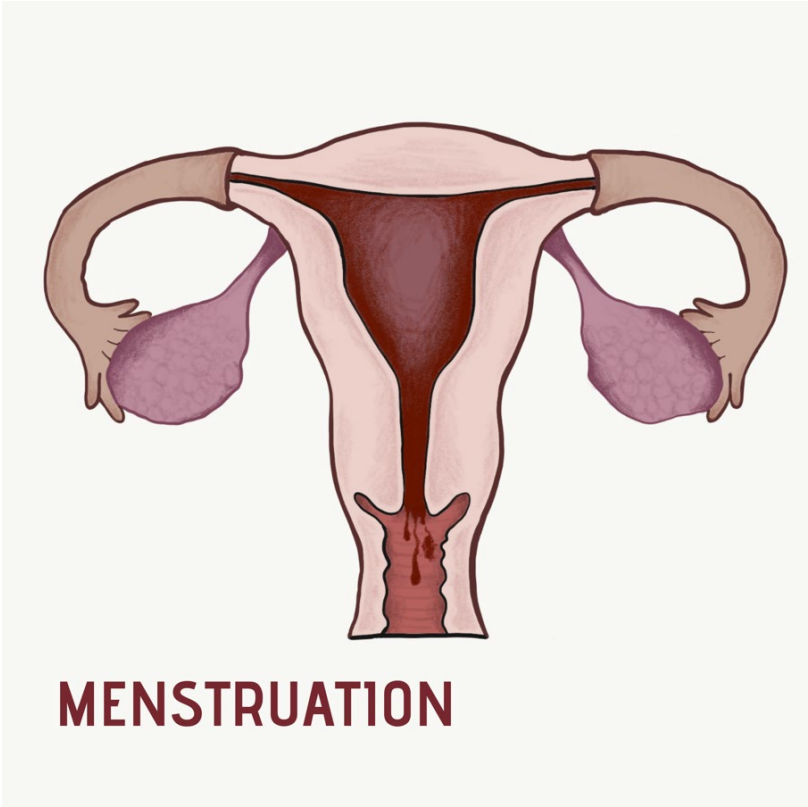
Say: *In our last session we learned about our bodies. And we just discussed menstruation. One of the amazing things about our bodies is that those of us who are born female are born with thousands of eggs in our ovaries. Once a girl goes through puberty and starts to menstruate, one of these eggs matures in her ovary each month and travels down the fallopian tubes. As soon as she starts menstruating (and a few weeks before that when she is fertile) it is possible for a girl to fall pregnant.*

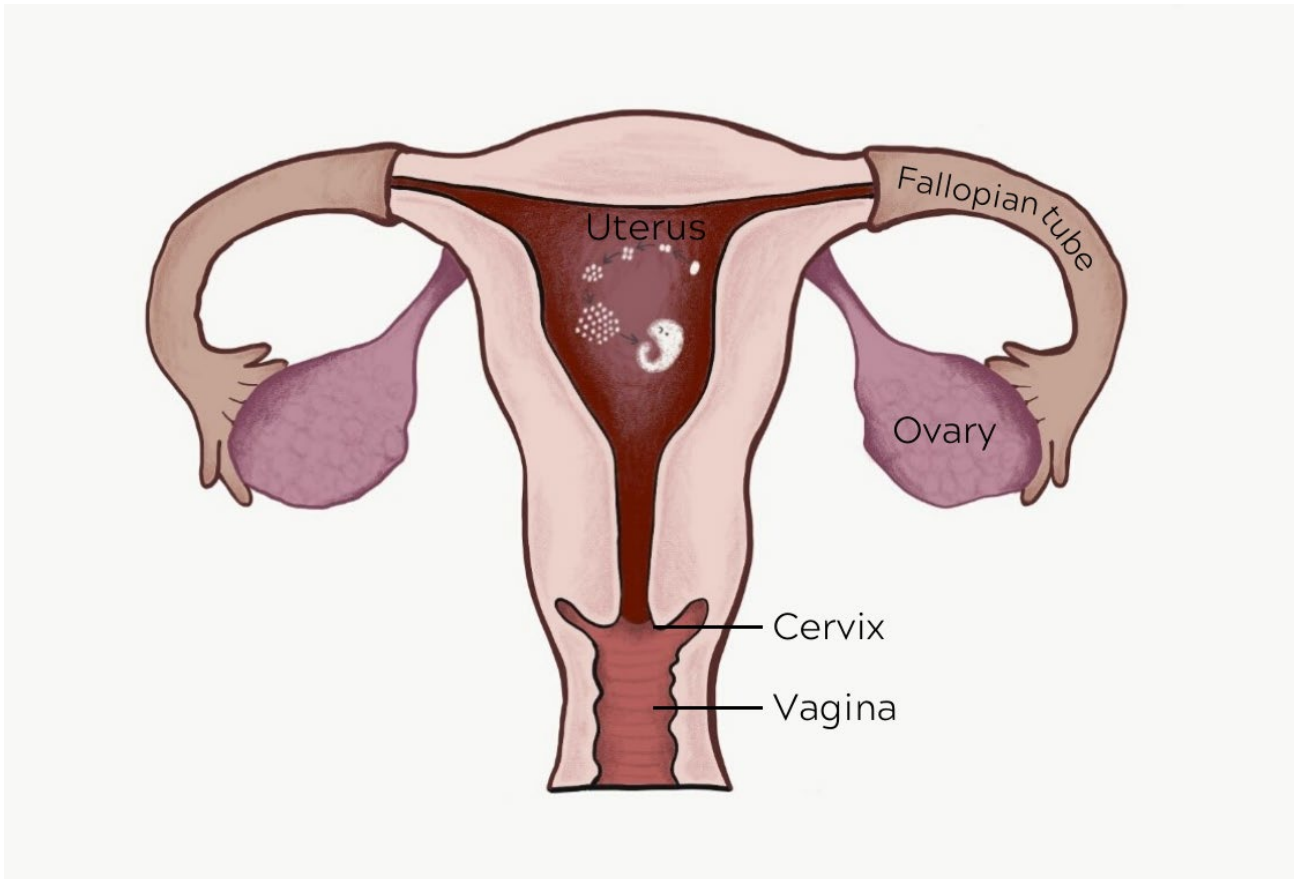
When a couple have sex and the male ejaculates semen very near or inside the vagina, his sperm swims up the vagina, through the cervix to meet the egg in the fallopian tubes. One or two sperm enter the egg. Now there is a possibility of pregnancy.

Show them drawing 1:



The fertilized egg then moves down the fallopian tubes and eventually implants itself in the lining of the uterus. This can take 5 or 6 days. There the cells divide, and it starts to slowly develop into an embryo. Show them drawing 2:





Sperm can live for 5 – 6 days in the uterus/fallopian tubes, and if an egg is released on any day during that time, a person can fall pregnant.

Discussion:

Ask: *How long does it take for a baby to develop?*

It takes 9 months – three trimesters – for a baby to grow in the uterus. Sometimes the time is shorter if there is a problem and a baby is born earlier – we call these babies premature.

Show the group the “menstrual cycle” diagram again.

Ask: *When is a woman most likely to be fertile?*

A woman is fertile when the egg is released from her ovary. This takes place about 12 – 14 days before her next period in a 28-day cycle. It can be different for different women and happen on a different day from one cycle to another. You will remember this from the menstrual “wheel” which we looked at in the menstruation sessions.

Say: *Let’s imagine for a minute what would happen if you were to find out that you were pregnant right now.*

Ask:

- *How would you feel?*
- *How would your life change?*

Ask the girls to discuss this in their pairs. Give them 5 or 6 minutes for this.

Plenary Discussion

Ask a few pairs to share: *What impact would pregnancy have on your life right now?*

Thank participants for their responses.

Say: *At our next session we are going to discuss avoiding unplanned pregnancies and how our decisions around pregnancy and sex impact the goals we have for our lives.*



5. Check Out (5 minutes)

Say: *To close today, let's all stand in a circle. State one thing you want to learn more about after today's session.*

Invite each girl to share.

Remind participants that if they have any questions about their reproductive health or have any concerns, it is important for them to see a health provider.

Confirm the next meeting time and date.

Session 3: Methods Talk, The Truth of SRH and Life Maps



2 hours

OBJECTIVES

In this session we want to:

- Understand methods of contraception
- Learn where we can access contraception
- Plan for our lives, including how contraception is included in our plans
- Ask questions about any SRH questions we have

SKILLS

We will practice the following skills:

- Public speaking
- Planning
- Understand impact of our decisions

ACTIVITY	TIME	MATERIALS
Check In	10 minutes	9ja Girl Mantra 9ja Girls Agreements
Methods Talk	30 minutes	Methods Box, Contraception poster
Truth of SRH	30 minutes	Q and A box, Pens, Paper
Life Maps	40 minutes	Participant Workbooks
Check Out	10 minutes	

Preparation:

Review the Methods Talk content and prepare the Methods Box. Print the contraception poster or use the Participant Workbook to show this to participants.

Review the Truth about SRH content below and be prepared to answer questions from participants. If you are uncertain about any of the content, please reach out to staff for support.

Review the Life Map activity and create your own Life Map.

Truth about SRH FAQs

Contraception Q&A

Q: How do you keep from getting pregnant?

A: This is such a great question! By abstaining from sexual intercourse until you are ready or by using a method of contraception you can keep from getting pregnant. If you are having

sex or plan to, using a method of contraception is the best way to prevent pregnancy.

Would

you like to hear more about how to prevent pregnancy?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: Can you use one condom for two days or for more than one time having sex?

A: I am so glad you asked this question! Condoms are a great way to prevent pregnancy, STIs, and HIV, but can only be used ONCE - meaning for one time having sex. Once you have used the condom, it needs to be thrown away. Next time you have sex, you need to use

a new condom. If you want to really make sure you don't get pregnant, you can even use a condom and another contraceptive method at the same time! Is that something you would like to learn more about?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: If you use a condom to prevent HIV, can you still get pregnant?

A: It is great that you're thinking about using condoms to prevent HIV and pregnancy! When used correctly and consistently, condoms are the best way to prevent HIV and other STIs, and they can prevent pregnancy. If you want to really make sure you don't get pregnant, you

can even use a condom and another contraceptive method at the same time!

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: Are condoms 100% effective and secure?

A: It's great you are thinking about using condoms! Condoms are great to use as they protect

you from HIV and STIs and prevent pregnancy as well, but only if they are used correctly and consistently. Unfortunately, people are not perfect and sometimes people do not use condoms correctly, so they may not be 100% effective. If you want to really make sure you don't get pregnant or get HIV or STIs, it may be best to use a condom correctly and another contraceptive method at the same time! Is that something you would like to learn more about?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: Some people say that condoms are not good. Is this true?

A: It's great you are thinking about using condoms! Condoms are great for preventing pregnancy, STIs, and HIV. Some people think that using condoms makes sex feel less

exciting, while others do not think that. Even with that thought, many people believe that safe sex is good sex. If you want to practice safe sex by using something that works as contraception and preventing HIV and STIs, condoms are a great choice!

Q: How do you use Male condoms? (NOTE: This answer can be broken up into multiple messages as it includes the steps of how to use a condom)

A: It is wonderful that you want to know how to use condoms! They are a great way to prevent HIV, STIs, and pregnancy.

1. You want to check the expiration date on the condom, when they are expired they break more easily.
2. Rub the pack gently to ensure the lubricant is well spread and then tear open from the rough edge. (Do not use your teeth, fingernails or any sharp object to open the pack as it may damage the condom)
3. Make sure the condom is ready to roll on the right way: the rim should be on the outside so it looks like a little hat, and it will unroll easily.
4. Hold the tip of the condom between your thumb and index fingers firmly and roll the condom over the erect penis with your fingers from the other hand. (Do not rub the lubrication away from the condom)
5. Make sure you roll it all the way to the base of the penis. Then you are all ready to go!
6. Make sure you take it off carefully after sex so none of the ejaculate spills. If you want to really make sure you don't get pregnant, you can even use a condom and another contraceptive method at the same time!

Q: How do you use Female Condoms? (NOTE: This answer can be broken up into multiple messages as it includes the steps of how to use a condom)

A: It is wonderful that you want to know how to use condoms! They are a great way to prevent HIV, STIs, and pregnancy.

1. You want to check the expiration date on the condom, when they are expired they break more easily.
2. Rub the pack gently to ensure the lubricant is well spread and then tear open from the rough edge. (Do not use your teeth, fingernails or any sharp object to open the pack as it may damage the condom)
3. Make sure the inner ring or sponge is in place inside the female condom, the outer ring should be wide open.
4. Hold the inner ring right in the middle so it looks like an 8 between your thumb and index fingers firmly and
5. Either you squat, lie back with your legs apart, or stand and raise one leg supported by a stool or chair, then slide the condom into your vagina. Use the index finger to push it in. Due to the lubrication it slides into the vagina easily and sits at the base covering the Cervix. (Do not rub the lubrication away from the condom)
6. Make sure the outer ring covers the vulva. Then you are all ready to go!
7. Make sure you take it out carefully after sex so none of the ejaculate spills. If you

want to really make sure you don't get pregnant, you can even use a condom and another contraceptive method at the same time!

Q: Does the pill stop or prevent STIs?

A: Great question! Unfortunately, the pill does not protect you from STIs, but it is a great way to prevent pregnancy! If you're interested in preventing pregnancy and STIs, a great way to do that is to use both a method of contraception (like the pill) and a condom when you have sex. Do you want to learn more about ways to prevent pregnancy?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: How can I prevent pregnancy if I don't like using condoms?

A: Great question! Using a method of contraception is the best way to keep from getting pregnant.

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: Are contraception and abortion the same?

A: This is a really great question. The short answer is: NO, contraception and abortion are not the same. Contraceptive methods are very safe and effective for preventing pregnancy, and none of them will cause an abortion if the woman is already pregnant. Contraceptive methods do not work once she is pregnant.

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: Does it cost money to get contraception?

A: This is a great question. It may cost some money directly or indirectly, depending on the source where you want to get it from. In Primary Health Care centers or public health facilities, you are not expected to pay for contraception services, while in the Pharmacy, Patent Medicine Shop or Private Health Clinic you may have to pay for the contraception and the services.

Q: What do I do if he asks for sex and I do not want to have sex? (Or other general questions about how to say 'no')

A: That's a tough situation, but remember – your body is yours, no one can take. In a relationship, you always have the right to choose when and if you have sex. What's important are open and honest communication with your partner and protecting yourself –

both your emotions and your body. What would it mean for you to protect yourself?

→ Further information to provide as necessary

◆ If you have already started having sex or are thinking about having sex in the near future, it is important for you to decide if you want to use contraception and what type of contraception is best for you. Would you like to learn more about that?

● → Provide Contraceptive Key Messages

◆ Many people find it hard to say no to sex, even if they do not want to have sex. You might find yourself thinking things like ‘If I say no to sex, he won’t like me’. It is better if you change that thought to, “If he likes and respects me, he will understand that I am not ready to have sex. If he can’t understand that, I would rather be with someone who does.”

◆ It’s important to make up your own mind about whether you want to have sex right now, or whether you want to wait until you feel more ready. If you’re not sure what you want, tell him you need time to think about it. If you want to say no, do it in the first

sentence. Then explain why. This makes it clear straight away and won't leave him (i.e. your partner) feeling confused.

◆ But remember, you don’t have to apologize. It’s okay to negotiate – for example, ‘not now, but tomorrow’. You shouldn’t worry about disappointing him or hurting his feelings by saying no. It’s more hurtful to someone if you say yes but you mean no.

◆ If you’ve said yes, but later you change your mind, that is okay too. Just tell him that you have changed your mind. Even if you have sex once or twice, and then decide that you do not want to have sex anymore, you can stop. What is most important is that you communicate this to him.

Q: What do I do if a guy or my boyfriend gets angry, tells me he doesn’t love me, or is mean when I say no to having sex with him?

A: That’s a tough situation, but remember – your body is yours, no one can take. The most important thing to remember is that you are your own person and have the right to make your own decisions. In a healthy relationship, both people feel good about the relationship most of the time. You deserve to feel safe in your relationship. What would feeling safe look like for you?

→ Further information to provide as necessary

◆ If your partner hurts you physically, emotionally, or sexually, remember: nothing you said or did justifies their behavior. Everyone gets mad sometimes, but talking things through is the way to deal with problems — not hurting you or putting you down.

◆ What you have described in your question are all forms of intimate partner violence. Intimate partner violence (IPV) is form of violence against a partner, whether it’s sexual, physical or emotional, is considered IPV. Controlling behavior, for example always wanting to know where you are and who you are with, or keeping you from friends and family, is also part of it.

◆ If you’re not ready to leave the relationship yet, make sure you’re protecting yourself sexually. If you’re worried about your relationship, you might also be worried about getting pregnant. Therefore, you might want to think about using contraception to prevent pregnancy.

◆ If you feel like you need to talk to someone more or get help related to this, here are some organizations that can help you

Q: What is rape?

A: Being raped means having your vagina, anus or mouth penetrated with a penis or another object, when you have not given your consent. Giving consent means that you have agreed to what is happening. If someone threatens or hurts you to make you say 'yes' to sex, it's not consent! It is also rape if someone takes advantage of you while you are asleep, unconscious or on drugs or alcohol. Rape can even happen by a boyfriend or husband and this is still not ok. Neither person in a relationship has the right to demand sex or ignore a 'no'. Every individual has the right to decide if, when and with whom to have sex.

If you have been raped, the best thing is to go to a clinic where you can access post-exposure prophylaxis (PEP). These are drugs that can help you prevent HIV just in case you were exposed to HIV. You can also get emergency contraception, if you are not already using a method of contraception, in order to prevent pregnancy. It is important that you go to a clinic to get these things within 3 days of the rape. The sooner the better! Even if you do go to a clinic, you never have to report what happened to you or talk to the police if you do not want to. That is your decision and your decision only.

If you are worried that you might find yourself in a situation where someone will force you to have sex, it is important to make sure that you can prevent unintended pregnancy. One option is to take emergency contraception after having sex. However, if you think this might be difficult, you may want to consider starting contraception now, just in case.

Q: What do I do if I've been raped?

A: I'm really glad you're reaching out with this question. This can be a tough thing to talk about. There are some organizations that can help you with this. Here is their contact information: Lagos State Domestic and Sexual Violence Department _____. Do you think you would be interested in calling them?

→ Further information/questions to provide as necessary:

- ◆ What might help you call them?
- ◆ What are some barriers you might face in going to meet with these people?

Relationships Q&As

Q: When is it ok to start dating?

A: There is no right or wrong answer to this great question. It's ok to start dating whenever you feel ready to do so. There's no need to rush into dating if you're not ready, but if you are

ready, it's ok to start! If you're ready to start dating, and maybe having sex, keep yourself safe. Contraception is a great way to do that as it prevents unintended pregnancy! Is that something you would like to learn more about?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: What do I do if I see my boyfriend with another girl, think he is being unfaithful, or do not trust him?

A: Even though it's an important question, there's no perfect answer. Don't blame yourself. Think about whether you want to stay in the relationship or not. Think about how you can communicate your concerns and feelings to your boyfriend in an open and honest way. If you're not ready to break up, make sure that you're protected when you have sex by using condoms and another form of contraception. Is that something you would like to learn more about?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)
- ◆ Finding out that your partner's been cheating on you can be a hard experience. It can seriously damage the trust between the two of you and could even lead to a break-up. You might spend days, weeks or months wondering what you did wrong and why this happened.
- ◆ If you know your partner well and have had a close, long-term relationship, you can often tell when something's not right. You might notice that they've begun spending a lot more time at work, they have less time for you and your family, start taking calls in private, and seem less committed to doing things with you. Maybe they're paying attention to their looks, and they appear confused and detached. When you ask them if anything's wrong, they shrug off your question.
- ◆ Take some time to calm down and think about your relationship. Whether you want to stay with your partner depends on a number of things. Is your partner willing to go on? If they are, what will it take for them to regain your trust? Will your trust in them ever be restored? How can you start rebuilding your relationship? The answers may not be simple, but give these questions some thought and it might help you decide on the right path to take.

Q: What do I do if my boyfriend and I get into an argument? Will the relationship last?

A: Arguments are often unavoidable in intimate relationships. Simply having an argument doesn't mean that the relationship will not last. When you argue, always treat the other person the way you would like to be treated yourself, listen and respect the other person; talk openly with the other person about what bothers you; discuss whether there are changes that both of you can make in order to keep the relationship strong; make up afterwards.

→ Further information to provide

◆ How many couples have you met that have never argued? Chances are – none! Fights can get ugly if you raise your voices, swear at each other, or get physical such as hitting. To avoid these situations, always treat the other person the way you would like to be treated yourself. If you and your partner are fighting over the same issue again and again, it's a sign that you.

◆ Here are some things not to do in a fight: physically hit or harm them, call them names, threaten them, avoid an important discussion or issue, and go to sleep angry. These are signs that the relationship is unhealthy and may have larger problems than what you are arguing over. It's never ok for your partner to physically or emotionally harm you.

Q: What do I do if the guy I like likes lots of girls?

A: Great question. It's important to think about what you want, why you like him, and if you think he would truly be a good match for you. Think about what you really want and what is good for you. Will you have a hard time trusting him? Will he be able to give you what you need in the relationship?

→ Further information to provide

◆ If you are thinking about being in a relationship with someone who might be having sex with other people, think about starting a method of contraception in order to protect yourself from unintended pregnancy, STIs, and HIV.

◆ Provide contraception key messages

◆ Provide methods information (starting with the most effective)

Q: What do I do if a guy likes me or asks me out?

A: Only you can really answer that question! Your life is yours to make. Think about whether you like him back. If you do, maybe you want to go out with him. If you do not, can say no to the date. No one can force you to go out with them. Only you can decide to do that.

→ Further information to provide

◆ If you start going out with someone and decide you want to have sex, make sure you are protected by starting a method of contraception.

◆ Provide contraception key messages

◆ Provide methods information (starting with the most effective)

Q: What do I do if the guy I like already has a girlfriend?

A: Great question! It can be really hard when we like someone who is unavailable, but getting in the middle of a relationship can also cause a lot of drama. Think about what you want to do and what is best for you. If you do not want to get caught in drama, maybe it is best to stay out of it and not pursue the relationship. If you feel very strongly, find a way to communicate that to him without hurting his current girlfriend.

→ Further information to provide

◆ If you are thinking about being with someone who might be having sex with other people, think about starting a method of contraception in order to protect yourself from

unintended pregnancy.

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: What do I do if my boyfriend is acting like he is not interested in me anymore?

A: It can feel really bad when someone you care about does not seem to care about you as much anymore. The best thing to do in a situation like this is to communicate openly and honestly. Maybe you can talk to your boyfriend about why he feels this way or if there is something going on with him. Express your concerns and feelings in a calm and clear way. Make sure you say what you need to say and how you are feeling about his actions.

Q: How can I remain just friends with my friends who are boys?

A: This is such a great question! It's wonderful to have friends who are both boys and girls, but sometimes when we have friends of the opposite gender, someone starts to have romantic feelings. If you're worried about this with one of your friends, be clear with them. Talk to them about the fact that you just want to be their friend. Be kind when you tell them. They might be hurt, but remember that you are still their friend!

Q: What do I do if a guy likes me and wants to kiss me, but I don't like him back?

A: That's a tough situation, but remember – your body is yours, no one can take. In a relationship, you always have the right to choose when and if you kiss or do anything else with another person. What's important is to have open and honest communication with that person, and protecting yourself – both your emotions and your body. What would it mean for you to protect yourself?

→ Further information to provide as necessary

◆ Many people find it hard to say no even when they'd like to. You might find yourself thinking irrational thoughts, like 'If I say no they won't like me'. The answer is to change them into rational thoughts: 'If I say no I won't lose my boyfriend/girlfriend. If they respect me, they'll still like me.' First, make up your own mind whether you want something or not. If you're not sure, say you need time to think about it. If you want to say no, do it in the first sentence. Then go on to explain why. This makes it clear straight away and won't leave your partner feeling confused. Explain why you don't want to do something. But remember, you don't have to apologize. It's okay to negotiate – for example, 'not now, but tomorrow'. You shouldn't worry about disappointing the other person or hurting their feelings by saying no. It's more hurtful to someone if you say yes but you mean no. If you've said yes, you can always change your mind. Just say so.

Q: What do I do if I lose my virginity to my boyfriend and then he breaks up with me?

A: Your heart may break, but you won't fake. Your pain is normal. Anger, sadness, disappointment, and hurt are common emotions to experience after a breakup. If he breaks up with you, it is not your fault. When there is a break up, you might want to occupy your

mind with something else, like learning new skills, being creative or other activities you like. Some things you can do are expressing emotions through crying, writing, singing, or talking to someone like a counselor. Remember that it happens - having sex with someone and not staying together forever. What's important is that we actively stay safe from unintended pregnancy and use contraception.

→ Further information to provide if necessary:

◆ If you're interested in learning some new skills or creative activities, you can come to a 9ja Girls center to learn about things like hair braiding, bead making, and makeup. Is that something you would be interested in?

◆ It also can be easy to fall into bad habits after a breakup, like alcohol, smoking, partying, drugs, random sex, bad food... These are all methods people turn to try and comfort themselves. But in the long run, they might not make you feel better.

Q: Can a relationship last without sex?

A: We are sometimes made to believe a good relationship or marriage means passionate sex all the time. That's not always the reality of most relationships though. You can still have a loving, caring relationship without sex. Remember that your body is yours and you get to decide what to do with it. If you are not ready to have sex or do not want to, make sure you communicate that to your boyfriend. If you are ready to have sex, make sure you protect yourself from unintended pregnancy, STI, and HIV by using contraception.

→ Further information to provide if necessary:

◆ Not having sex doesn't mean there is no intimacy in a relationship anymore. A couple can still cuddle, kiss, hold hands, and sleep next to each other. Not having sex doesn't mean you

have stopped caring for and/or loving each other.

Q: Is it OK to have more than one boyfriend

A: There's no right or wrong answer to this question. Some people may have more than one boyfriend for one reason or the other, depending on the circumstances they find themselves

in.

The number of partners can differ greatly from person to person though. Think about what you want and what is right for you and make sure you are happy and safe with who you decide to be with. If you have more than one person/boyfriend, consider being safe from unintended pregnancies, STIs, including HIV. What would it mean for you to protect yourself?

→ Further information to provide if necessary:

◆ In other words, you're not alone — many people have sex with multiple partners, and this will not exclude them from the opportunity to have a fulfilling marriage.

◆ Remember anytime you have sex, especially if you have multiple partners, you could be at risk for unintended pregnancy, STIs, and HIV. Take some time to think about protecting yourself and then make sure you are safe by starting a method of contraception and getting tested regularly for STIs and HIV.

Q: How do you manage long distance relationships?

A: Long distance relationships may not be the easiest to maintain, but it is possible to do it. A key aspect of any relationship is communication, especially long distance relationships. Encourage honest communication and keep the lines open. Also make sure you check-in with yourself regularly and ask how you feel about the relationship and if the distance is still working for you. It is important to stay faithful to each other in a long distance relationship and it's important to communicate with your partner about if this is possible or not. If you or

your partner have sex with someone else you should think about protecting yourself from unintended pregnancy, STIs, and HIV by using contraception.

→ Further information to provide if necessary:

◆ If one of you feels the other is drifting away, do both of you feel like it's okay to bring it up? The ability to be honest with each other about where you are may be a critical part of maintaining the relationship.

Q: What do I do if I want to break up with my boyfriend?

A: Breaking up can be a tough thing to do, but it is important to know what is best for you. If you feel as if the relationship is not working and you do not want to be with your boyfriend anymore, it is ok to break up with them. Think about the reasons you want to break up and talk in person to your boyfriend about them. Be honest with him and remember to not say hurtful things. Even though you are the one calling it off, it's ok to be sad. Remember, your heart may break, but you won't fake.

Q: How do I manage a breakup

A: Your heart may break, but you won't fake. Anger, sadness, disappointment, and hurt are common emotions to experience after a breakup. If he breaks up with you, it is not your fault. When there is a break up, you might want to occupy your mind with something else, like learning new skills, being creative or other activities you like. Some things you can do are expressing emotions through crying, writing, singing, or talking to someone like a counselor. Remember that breakups end – it's sad, but with time you will move forward.

→ Further information to provide if necessary:

◆ If you're interested in learning some new skills or creative activities, you can come to a 9ja Girls center to learn about things like hair braiding, bead making, and makeup. Is that something you would be interested in?

◆ It also can be easy to fall into bad habits after a breakup, like alcohol, smoking, partying, drugs, random sex, bad food... These are all methods people turn to try and comfort themselves. But in the long run, they might not make you feel better.

Q: Is it ok to be jealous?

A: Pretty much anybody will feel jealous at some point, and a bit of jealousy is perfectly normal. There may always be some insecurity when it comes to your partner's feeling

towards you or other people. It gets difficult though when your jealousy starts interfering with your relationship and you don't trust your partner anymore. Being overly jealous could ruin your relationship in the end. Something that can help prevent this is making sure that you talk to your partner openly and honestly about how you are feeling. The basis of a relationship is trust and while a little jealousy is ok, you need to trust that your partner wants to be with you and you only.

Q: Is it ok to have a boyfriend while you are menstruating?

A: I am guessing that you are asking about whether it is ok to have sex while you are menstruating, but either way, it is definitely ok to have a boyfriend and to have sex with them while you are menstruating. Menstrual blood is not harmful or dirty in anyway and will

not cause anything bad to happen when you have sex. It is important to remember that even if you are on your period when you have sex, there is still a small chance that you can get pregnant if you are not using contraception. Would you like to hear more about how you can use contraception to protect yourself?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: How do you handle online dating?

A: This is a great question! Lots of people are meeting online and it's important to make sure you are doing so in a safe and fun way. Here are some tips:

- Be honest about what you are looking for in another person and take things slow – don't rush into meeting someone that you're not sure about.
- Be cautious about sharing personal information. Avoid sharing your home or work address or other very personal information.
- Make sure to post recent photos of yourself that you are comfortable with – if you wouldn't wear a very revealing outfit on a first day, maybe avoid wearing one in the photos you post.
- When you meet someone, make sure you meet in a public place and tell a friend or family member where you are going.

→ Further information to provide

◆ If you think you might have sex with someone you met online, make sure that you're protecting yourself from unintended pregnancy by using contraception and from HIV/STIs by using condoms. Would you like to learn more about how to do this?

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Love Q&A

Q: For general questions about love - for example, "What is love?" "How do I know if I'm in love?"

A: No one but you can define the feelings that you have, be it love or something else. The capacity to love is something that all human beings, regardless of age, can experience and express. There are a lot of different kinds of love—romantic, parental, platonic (meaning the love you have for a friend). Mostly, love is feeling emotionally attached to another person and having that feeling returned. Romantic love usually includes physical attraction as well.

→ Further information to provide if necessary:

- ◆ There's no doubt that teens and young women can feel that they're in love. It's definitely possible to feel attracted to and affectionate toward another person, even at a young age.
- ◆ You want to be close to and share things with that person. You want to understand him or her and have that person understand you. You want to care for him or her and have that person care for you. Romantic love usually comes with a strong physical or sexual attraction. You want to hold, touch and sometimes become sexual with that person.
- ◆ Sometimes love happens without sex. Sometimes we have sex with people we love. If you choose to become sexual with someone, think about protecting yourself from unintended pregnancy, STIs, and HIV by using a method of contraception.

Q: How do I show someone that I love them?

A: This differs from person to person. Love comes along with mutual respect, sincerity, honesty, trust and kindness. You can show someone you love them by showing them that you are all of those things. Another good way to show them is to simply tell them. Love also means that you can communicate openly with that person.

Q: How do I know if a guy loves me?

A: This is a great question and there is not one right answer. Love comes along with mutual respect, sincerity, honesty, trust and kindness. If you feel these in your relationship, you may love each other. Another good way to know is to talk about it with your boyfriend.

Q: What is infatuation or lust?

A: Infatuation and lust are often confused for love. The main difference is that when you feel infatuation or lust, you often feel very strong and intense attraction towards the person and usually the attraction fades with time or suddenly. Often infatuation and lust are more of a physical attraction. They are totally normal feelings, but it's good to recognize them as different from love. Sometimes infatuation and lust lead to sex. If they do, make sure you're protecting yourself by using contraception! Would you like to learn more about how to do that?

→ Further information to provide

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: What does it mean to have a crush on someone

A: A crush is a feeling of really enjoying another person's company a lot. A crush is sort of like "pre-love." You may feel a sexual attraction but also there is usually a feeling of connection beyond the sexual realm. Unlike true romantic love, though, the feelings of a crush are not always reciprocated. You might feel like you like someone a lot, emotionally and sexually, but they might not feel the same way back. The best way to know is to talk to them about it!

Puberty and Menstruation Q&A

Q: General questions about periods/menstrual cycles and how they work:

A: Generally, a menstrual cycle is about 28 days long, which means that most girls and women get their periods every month. When the egg that is released each month during ovulation (about 2 weeks before your period) is not fertilized by sperm, you do not become pregnant and you get your period. Remember, every girl and woman is different and once you're sexually mature you can get pregnant any month! For girls and young women, periods are often not regular - meaning the menstrual cycle length keeps changing – it could be 21 days, then 30 days, thus can be hard to track, so if you're having sex, contraception is the best way to prevent unplanned pregnancy.

→ Further information to provide if necessary:

◆ When you reach puberty, your ovaries start producing estrogen and progesterone.

These hormones make the lining of your womb get thicker once a month and ready for pregnancy. Meanwhile, there are hormones also signaling your ovaries to produce, and release an unfertilized egg. In most women, this happens once every 28 days or so. If No fertilization takes place with sperm (no pregnancy) = getting your period.

◆ In general, if you don't have sexual intercourse around the time of your ovulation (when your ovaries release an egg about 2 weeks before you get your period), it's unlikely that any sperm reaches and fertilizes your egg. So the womb lining, which became thicker to prepare for pregnancy, is shed as menstrual blood. And you get your period! This is called menstruation.

◆ The menstrual Cycle includes Menstruation/ Period and Ovulation. For girls and young women, menstrual Cycle may not be regular - meaning that the number of days between one period and another may change. For example, one month your cycle may be 26 days, the next month your cycle may be 30 days.

◆ And you can still get pregnant if you have sex on your period! Since sperm can live in the vaginal opening for up to five days after sex, if you have unprotected sex during your period and you ovulate soon after your period, the sperm can fertilize the egg. And you can get pregnant.

Q: Is it a problem if you haven't started menstruation by age 15?

A: Great question! It's not a problem. Menstruation can start anytime between the ages of 9 and 16. At first, your periods may not come regularly, meaning they don't come exactly every month. Don't worry – this is normal. It can take up to two years for a woman's period

to become regular and for some it never becomes regular. Remember, every woman is different and once you're sexually mature you can get pregnant any month, therefore it's important to use contraception if you're having sex!

→ Further information to provide if necessary:

◆ Remember that every woman's menstrual cycle is different. To figure out how your own cycle works, jot down the first and last days of your period on a calendar for a few months. If menstruation hasn't started at age 16, there could be many reasons why it is delayed. It could be because of diet, stress, exercise, or pregnancy. The best thing to do is contact your nearest health care professional to make sure everything is okay.

◆ You can even get pregnant if you've never had a period. Since a girl or woman releases an egg, or ovulates, 12–16 days before her period starts, it's possible for you to get pregnant the first time you ovulate, before you've had your first period.

◆ If you're also considering having sex, even if you haven't gotten your period yet, consider talking to someone about contraceptive methods such as an IUCD (participants above 18 years), implant, injection, or pill.

Q: I feel so complicated when I am menstruating. I feel drawn to boys and I have pain at the same time. Is this ok?

A: You may not feel so good when you get your period, or right before your period. Many get stomach aches, headaches, and get in a bad mood. Sometimes you may feel tired, grumpy, or sad right before your period. You also might feel sexual feelings during your period or anytime. This is all pretty common. If you have pain, try putting a hot water bottle on your stomach and take a painkiller. If you feel tired, grumpy, angry or sad, try to exercise or take a walk and make sure you are getting enough sleep. If your stomach pain or cramps during your period is extremely bad, it's important to talk to your medical provider. Something like the oral contraceptive pill could help lessen cramps if they are very extreme - and it prevents unintended pregnancy!

→ Further information to provide if necessary:

◆ Having sex does not help reduce menstrual pain, cramps or discomfort. The only sure way is to use the oral contraceptive pills or painkillers

Q: What do I do if people get mad at me for complaining about menstruation pain?

A: I'm sorry that people are not nice to you when you have menstrual pain. That must be very frustrating. Remember that it's normal to have pain during menstruation. If you have pain, try putting a hot water bottle on your stomach and take a painkiller. If your stomach pain or cramps during your period is extremely bad, it's important to talk to your medical provider. Something like the oral contraceptive pill could help lessen cramps if they are very extreme - and it prevents unintended pregnancy!

Q: How do you calculate a menstrual cycle calendar? (NOTE: it is hard to answer this question with a short answer)

A: When a girl enters menarche (starts menstruating for the first time), most girls do not have a regular menstrual cycle. Meaning that one month you might wait 27 days for your

next period, the next month you wait 30 days, for example. If you simply want to know when you'll get your periods, track when you get them on a calendar for a few months and you will have a better idea how long your cycle is. You're least likely to get pregnant when you're not ovulating, which happens about 14 days before your period. The tricky thing is that you don't know this happened until after, so it's not a very effective method of pregnancy prevention, especially as an adolescent. Because your menstrual cycle may not be regular yet, it is safest to use another method of contraception.

→ Further information to provide if necessary:

◆ The Standard Days Method (SDM) is a fertility awareness-based method that helps women keep track of the days of their menstrual cycle and see which days they are likely to get pregnant. The Standard Days Method (SDM) relies on a fixed "window" of fertility that makes it easy for women to know when they are likely to become pregnant. To avoid pregnancy, a woman with cycles between 26 and 32 days long should not have unprotected intercourse on cycle days 8 through 19 (Ovulation usually takes place around day 14. There are a few ways that girls and women can track their cycle to figure out how to use this method. While using Cycle beads can make this method easier, figuring out this method can get pretty complicated for young women whose periods are not regular, so the best way to figure out how to use this is to talk to a medical professional. Talking to a medical professional about different methods of contraception can help you choose the one that's right for you!

◆ If you are trying to prevent pregnancy, it is best to use a method such as the oral pill, injectables, IUCD (for participants above 18 years), or implant. These are the most effective ways of preventing unintended pregnancy.

Sex Q&A

Q: What is sex?

A: This is a really great and important question. While some people think of sex as only vaginal sex (when a penis penetrates a vagina), sex is much more than that. Sex includes vaginal, anal, and oral sex, so basically when penetration happens vaginally or anally, or when oral sex is performed or received. Some even think that touching someone's genitals with your hands is sex. It's important to remember that while it can be fun and is a normal part of life, sex can also be risky and lead to STIs, HIV, and pregnancy. It's important to protect yourself when you have sex. What does protecting yourself mean to you?

→ Further information to provide if necessary:

◆ If you are thinking about having sex, it is also time to think about starting a method of contraception in order to protect yourself from unintended pregnancy.

◆ Provide contraception key messages

◆ Provide methods information (starting with the most effective)

Q: If you have sex and use a condom, are you still a virgin?

A: Many people think losing your virginity happens when you have vaginal sex (when a

penis penetrates a vagina), but losing your virginity could also mean that you have had anal or oral sex. What is important is that you used a condom and that you continue to always practice safe sex. Condoms are great because when they are used correctly and consistently, they prevent both pregnancy and STIs. You can continue to do this by using a condom or another form of contraception.

→ Further information to provide if necessary:

- ◆ If you are thinking about having sex, it is also time to think about starting a method of contraception in order to protect yourself from unintended pregnancy.
- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: When/at what age is ok to have sex?

A: There isn't a specific age at which it's ok to have sex. What's important is that you feel ready to have sex and that you feel safe and comfortable with the person you are having sex with. There is only one person who can decide if you're ready to have sex for the first time: you. Listen to your own feelings and don't let yourself be talked into anything you do not want to do. It's also important that you make sure you're using protection against STIs, HIV, and pregnancy by using a method of contraception. Is that something you would like to learn more about?

→ Further information to provide if necessary:

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: If you have had sex before, can you later decide that you don't want to any more?

A: Absolutely! Having sex in the past doesn't mean you always have to say yes to having sex. It doesn't matter if you've never had sex, done it 10 times or 100 times; you still get to decide each and every time whether you want to have sex. If you do decide to have sex, though, remember that safe sex is good sex. Using a contraceptive method such as the IUCD (participants above 18 yrs), implant, injection, pill or condom can prevent pregnancy. Is this something you would want to learn more about?

→ Further information to provide if necessary:

- ◆ Many people find it hard to say no even when they'd like to, but it's always ok to say no. You might find yourself thinking irrational thoughts, like 'If I say no they won't like me'. The answer is to change them into rational thoughts: 'If I say no I won't lose my boyfriend/girlfriend. If they respect me, they'll still like me.' First, make up your own mind whether you want something or not. If you're not sure, say you need time to think about it.

If you want to say no, do it in the first sentence. Then go on to explain why. This makes it clear straight away and won't leave your partner feeling confused. Explain why you don't want to do something. But remember, you don't have to apologize. It's okay to negotiate – for example, 'not now, but tomorrow'. You shouldn't worry about disappointing the other person or hurting their feelings by saying no. It's more hurtful to someone if you say yes but you mean no. If you've said yes, you can always change your mind. Just say so. It's ok to be hesitant and afraid.

- Provide contraception key messages
- Provide methods information (starting with the most effective)

Q: How do you protect yourself when you have sex?

A: (Message 1) It's wonderful you're thinking about this! There are many ways you can protect yourself during sex from STIs, HIV, and unintended pregnancy. Not having sex at all is one way to protect yourself, but if you cannot or do not want to abstain you can see a health provider to talk on any of the contraceptive method below:

(Message 2) The IUCD (for Participants above 18 yrs) is placed in the uterus, through the vagina, by a health provider. Once in place, you don't have to do anything else for it to work. Neither you, nor your partner should feel the IUCD once it is inside your body. The IUCD is one of the most effective methods for preventing pregnancy. The IUCD will continue to work for up to 10 years, but you can have it removed by a provider anytime for any reason. Once removed, you can immediately become pregnant. There might be some changes to your period after putting it in including spotting, irregular periods, or heavier periods. You might also have some cramping right after it is inserted, but this should go away in a few days. The IUCD does not protect you from STIs and HIV.

(Message 3) The implant is a tiny, thin rod that a health provider places under the skin in your arm. Once it is placed, you do not have to do anything else for it to work. You can't see it, but you or someone else might be able to feel it when you touch your arm. The implant is one of the most effective methods for preventing pregnancy. The implant works for up to 3

5 years, depending on the type, but you can have the implant removed at any time for any reason by a provider. Once it is removed by a provider, it's possible to get pregnant immediately or within 6 months. Your period might become irregular for up to a year, but then it often becomes lighter and might stop. There might be other side effects like headaches, breast pain, or weight gain, but these are not as common. Side effects often get better within a few months as your body gets used to the implant. The implant will not protect you from STIs or HIV.

→ Further information to provide if necessary:

- ◆ Provide other method descriptions
- ◆ Ask about whether they are concerned about STIs/HIV as well and discuss condoms
- ◆ Provide contraceptive key messages
- ◆ The IUCD and the Implant are the lowest maintenance: once you place them, you might have a follow-up visit with your medical provider, but otherwise, you're all set! For the injection and pills, you take them regularly until you're ready to stop. There are a lot of different pros and cons to each of these methods. Talking with a medical provider is the best

way to find the right method for you and your body.

Q: What do I do if a guy doesn't want to use a condom?

A: It's great you want to use a condom to protect yourself. Using a condom is the best way to prevent HIV and STIs. Remember that it's always ok to say no to sex if your partner is doing something you don't like, such as refusing to use a condom. If what you're most worried about is pregnancy, you can protect yourself by using another contraceptive method.

Would you like to hear about those methods?

→ Further information to provide if necessary:

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: When is it safest to have sex, before or after your period?

A: This is a really good question. I am assuming you are asking about when during your menstrual cycle you are least likely to get pregnant. If you are trying to prevent pregnancy, it

is best to use a contraceptive method like the pill, injection, IUCD (for participants above 18 yrs), implant, or male or female condoms. These are the most effective ways of preventing pregnancy. At your age and through the teen years, most girls do not have a regular menstruation cycle. Meaning that one month you might wait 27 days for your next period the

next month you wait 30 days, for example. Therefore, it is safest to use a method of contraception.

→ Further information to provide if necessary:

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)
- ◆ There are certain times during your menstrual cycle during which you are more or less likely to get pregnant, but it can be complicated to figure out and is much less effective than the other pregnancy prevention methods. The Standard Days Method (SDM) is a fertility awareness-based method that helps women keep track of the days of their menstrual cycle and see which days they are likely to get pregnant. The Standard Days Method (SDM) relies on a fixed “window” of fertility that makes it easy for women to know when they are likely to become pregnant. To avoid pregnancy, a woman with cycles between 26 and 32 days long should not have unprotected intercourse on cycle days 8 through 19. There are a few ways that girls and women can track their cycle to figure out how to use this method. Figuring out this method can get pretty complicated, so the best way to figure out how to do this is to talk to a medical professional. Talking to a medical professional about different methods of contraception can help you choose the one that’s right for you!

Q: Is it ok to bleed after you have sex for the first time?

A: It is definitely ok to bleed a little after you have sex for the first time, but this doesn’t happen to every girl. If a girl’s hymen, a thin piece of skin inside the vagina, tears during her first time having sex, she might bleed. For some girls, the hymen can break during exercise, stretching, or falling, long before they have sex. For others, the hymen breaks during sex. Either way is totally normal! When having sex for the first time, what’s important to remember is that you are safe and protected from STIs, HIV, and pregnancy by using a contraceptive method such as the IUCD, implant, injection, pill or condom can prevent pregnancy. Is this something you would want to learn more about?

- Further information to provide if necessary:
- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: What happens if a girl swallows a guy's ejaculate?

A: If you are 100% sure that your partner is free of STIs and does not have HIV, there's nothing wrong about swallowing ejaculate. Ejaculate itself won't harm you or make you sick. But, if you're unsure of your partner's STI or HIV status, or you know they have one, you're at risk for contracting what they have if you swallow their ejaculate. The best way to keep yourself safe from STIs and HIV is to use a condom each time you have sex, including oral sex, and to get tested regularly.

- Further information to provide if necessary:
- ◆ Ejaculate, or semen, is where STIs and HIV live, so swallowing the semen of someone who is infected puts you at risk for becoming infected as well.

Q: How do you know if your boyfriend is good in bed/at sex?

A: There is not really a right or wrong answer for this. The better thing to ask is whether you enjoy having sex with them. If you have fun, and it feels good, there is probably a good sexual connection between the two of you, which means that they are probably good! Lots of

people also think that safe sex is good sex! You can have safe sex by using a method of contraception. Is this something you'd like to learn more about?

- Further information to provide if necessary:
- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: How do I stay a virgin if I am not ready to have sex?

A: Great question! It is definitely important to wait until you are really ready to have sex. Your body is yours, no one can take. You always have the right to choose when and if you have sex with someone. Many people find it hard to say no even when they'd like to. If someone is asking you to have sex and you want to say no, do early on in a conversation. You can explain to them why, if you want to, but you do not need to apologize. If you do decide to have sex, make sure you protect yourself by using contraception. Is that something

you would like to learn more about?

- Further information to provide if necessary:
- ◆ It's okay to negotiate – for example, 'not now, but tomorrow'. You shouldn't worry about disappointing the other person or hurting their feelings by saying no. It's more hurtful to someone if you say yes but you mean no. If you've said yes, you can always change your mind. Just say so.
- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Pregnancy Q&A

Q: For questions about how pregnancy happens:

A: You can get pregnant if you have vaginal sex without using a method of contraception like an IUCD, implant, injection, pill, or condom. While you will not get pregnant every time you have sex, you are at risk of becoming pregnant each time. During ovulation, which happens 12-16 days before a woman's period, a woman releases an egg. When a man and woman have unprotected sex, a man's semen can fertilize the egg by joining together with it inside of the woman, and that's how a woman becomes pregnant. Semen can live inside a woman for about five days, so if a woman ovulates after unprotected sex, she can still become pregnant. If you do not want to become pregnant, it's best to use a method of contraception. Is this something you would like to learn more about?

→ Further information to provide if necessary:

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: How can I have sex without getting pregnant?

A: (Message 1) Great question! There are multiple pregnancy prevention methods that you can use. Here are five methods that prevent girls from pregnancy safely:

(Message 2 - provide methods information one method at a time. After providing two, ask if she has questions and if she would like to hear about more)

(Messages 3) The IUCD (for Participants above 18 yrs) and the Implant are the lowest maintenance: once you place them, you might have a follow-up visit with your medical provider, but otherwise, you're all set! For the injection and pills, you take them regularly until you're ready to stop. There are a lot of different pros and cons to each of these methods.

Talking with a medical provider is the best way to find the right method for you and your body.

Q: Can you get pregnant if you haven't started menstruating yet?

A: Remember, every woman is different and once you're sexually mature you can get pregnant any month! You can even get pregnant if you've never had a period. Since a girl or woman releases an egg, or ovulates, 12–16 days before her period starts, it's possible for you to get pregnant the first time you ovulate, before you've had your first period. If you're also

considering having sex, even if you haven't gotten your period yet, consider talking to a medical provider about contraceptive methods such as an IUCD, implant, injection, or pill. Would you like to hear more about these?

→ Further information to provide if necessary:

- ◆ Provide contraception key messages
- ◆ Provide methods information (starting with the most effective)

Q: If a girl gets pregnant and her boyfriend does not accept it, what should she do?

A: This is a good question. Finding out you are pregnant if you do not want to be can be a hard thing and it can be even harder if her boyfriend is not supportive. Just like girls, guys have different reactions when hearing the news initially - shocked, happy, confused, stressed, excited. It will be important to figure out what you want and to communicate that to your boyfriend. It will also be important to listen to him and what he wants. Open and honest communication may be the best way to figure this out as there's no right or wrong way to deal with this.

STIs Q&A

Q: What is a sexually transmitted disease?

A: Sexually transmitted diseases or infections (STIs) are infections that are passed from one person to another during vaginal, anal, and oral sex. STIs live in semen and in vaginal fluid. They include chlamydia, gonorrhea, syphilis, and herpes, along with some others. Some of them are common, others are not. Some people who have them don't have any symptoms, so you do not know if your partner has one unless they tell you. If you do have symptoms, they could include abnormal vaginal discharge (more than usual or bad smelling), genital sores, genital itching, pain when urinating or during sex, lower abdominal pain, and fever. They can be very dangerous and can cause bodily harm. The best way to protect yourself and your partner from STIs and HIV is to use a condom every time you have sex. It's also important to get tested for STIs regularly. Many can be easily treated. What's also great about condoms is that they prevent pregnancy too!

Q: Does the pill stop or prevent STIs?

A: See the same question in the Contraception section

Q: How can we protect ourselves from STIs?

A: I'm so glad that you are thinking about this very important question. The best way to protect yourself and your partner from STIs and HIV is to use a condom every time you have sex. What's also great about condoms is that they prevent pregnancy too! Even if you're using another method of contraception, if you are having sex without a condom, it is important that you get tested regularly for STIs and HIV. Many can be easily treated!



1. Check In and welcome (10 minutes)

Welcome each participant as they enter the room.

Say: *Today we are going to follow up on our conversation from the last session. Now that we know how pregnancy and menstruation work, we are going to discuss how we avoid unplanned pregnancies.*

Ask: What is one thing you remember from last session?

Recite the 9ja Girls Mantra and review 9ja Girls Agreements.



2. Presentation: Methods Talk (30 minutes)

Say: *In our last session, we learned about how pregnancy happens.*

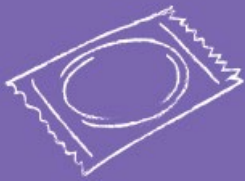
Ask: Does anyone know ways to protect yourself from unplanned pregnancy?
Take responses from the group

Say: *Lots of girls have ways that they think prevent pregnancy—like drinking sprite with lime after sex, or jumping up and down after sex—but none of these methods actually work.*

There are five modern methods to protect yourself from pregnancy. Some of these are used in advance of having sex, which means you need to plan ahead.

Do: Use the methods box to show girls the methods & introduce them to the following:

Note to young provider: The graphic below shows contraceptive methods. This is also included in the Participant Workbook. Encourage participants to follow along as you show them the methods.



Condoms

No matter what other method you choose, you should use a condom every time you have sex. The other methods do a great job protecting you against pregnancy, but you also need a condom to protect yourself against HIV and STIs.



Pills

A pill that you take every single day at the same time. It is 92% effective in preventing pregnancy. You can stop taking the pill anytime if you'd like to get pregnant.



Injectable

A shot or injection that a provider gives you every 1, 2, or 3 months. It is 97% effective in preventing unplanned pregnancy. You can stop using it anytime if you'd like to get pregnant.



IUCD (18+)

A small t-shaped device inserted by a doctor into the uterus. It can last for up to 10 years and is 99% effective in preventing pregnancy. Whenever you want to get pregnant, you simply have the doctor take it out.



Implant

One or two small plastic tube(s) that a provider inserts under the skin of your arm. It can last for up to five years and is 99% effective in preventing pregnancy. Whenever you want to get pregnant, you simply have the doctor take it out.

1. **Condoms:** Male condoms are put over the man's erect penis and female condoms go inside a woman's vagina. Only one condom should be used at a time and each condom cannot be used more than once. You can use a condom at the same time as any other contraceptive method for extra protection. Condoms are effective, but they need to be used correctly and consistently every time you have sex in order to work most effectively. They are not as effective at preventing pregnancy as other

methods (implant, injection, pills). Each condom can be used for sex once. If you are not using another method, you can get pregnant anytime you have sex without using a condom.

2. Oral Contraceptive Pills: The oral contraceptive pill is a pill that you take every day at the same time to prevent pregnancy. People may know that you are taking it if they see the pill package. The pill is effective, but you need to remember to take it every single day at the same time each day, otherwise it does not work as well to prevent pregnancy. Each pill lasts for one day, so the pills need to be taken each day at the same time. It is 92% effective in preventing pregnancy.

3. Injectable It is a shot given in your arm or buttocks every one, two or three months by a healthcare provider – it depends on the type you want. The injectable is completely invisible and nobody can tell that you're using it. The injectable is very effective at preventing pregnancy as long as you remember to get it every one, two or three months if you want it to continue working, and you can do so for as long as you want. You will be able to get pregnant after stopping this method. It is 97% effective in preventing pregnancy.

4. Implant The implant is a tiny, thin rod that a health provider places under the skin in your arm. Once it is placed, you do not have to do anything else for it to work. You can't see it, but you or someone else might be able to feel it when you touch your arm. The implant is one of the most effective methods for preventing pregnancy. It is 99% effective in preventing pregnancy and lasts for up to five years.

5. Emergency Contraceptive This is a method that you can use immediately after having sex if you forget to use a protection in advance. You could take as soon as possible within 72 hrs – 120 hrs at the most, after having sex without other protection. The earlier you take it the more effective it is. This is a good method to use in case you forget to take your regular method on time (e.g. pills, injectable), a condom breaks, or you have unprotected sex unexpectedly or against your will. No one will know you took it unless they find the package. Emergency contraception is effective at preventing pregnancy only after you have had unprotected sex. It is a pill that you can get from a healthcare provider such as the one here at 9ja girls.

Ask: What questions do you have about the methods?

Answer questions as they are asked

Say: *There are a lot of different advantages and disadvantages to each of these methods.*

Contraception protects your fertility. When you use contraception, you get to decide if and when to become pregnant, which leads to healthier pregnancies. Often when pregnancies are unintended, the health of the mother and child can be hurt. This can lead to high risk of unsafe abortions, which can affect the girl's chances of healthy future pregnancies. Contraception can be used by all girls and women. This

includes all female that are not married, have never had sex (but might soon), and have never had children.

All modern methods of contraception that we provide here are temporary and completely reversible. Once you stop using any of these methods, your chances of getting pregnant are the same as they were before you started using contraception. When you stop some methods, you can either get pregnant right away.

Contraception is totally safe. Contraceptives may have some mild side effects which are totally normal including some bleeding changes during your period and other mild changes in your body. These side effects often go away in a few months, but if they are more than mild or bother you a lot, you can easily switch to another method with the help of a provider. Use of Contraception is smart and responsible. Using a modern contraceptive does not mean you are promiscuous; it shows you are taking responsibility for your life, body and health. There are many options available, so you can choose the one that fits you best. The best way to find the right method for you is to talk to a health provider. A provider can answer questions you have about the different methods, and give you information on the methods, then help you choose the one that is best for you. Most of the time, you can get a method on the same day you talk to a provider.



3. Truth about SRH (30 minutes)

Say: *We have learned a lot about our bodies and how they work! We want to now take the time to answer any questions that you have about love, relationships (dating), sex, pregnancy or prevention methods. I will answer as many questions as I can and if we don't have answers today, I'll follow up in the next session or we can schedule an appointment for you with a health provider.*

Do: Provide pens and paper for girls to write their questions and put them in the box, if you have one.

Note to young provider: Participants can also ask questions orally if literacy levels are low. If they do not feel comfortable asking in a large group, you can meet privately with each participant, ask them what questions they have and make a list. Once you have talked to each participant, begin answering the questions on the list in a random order.

Do: Answer questions using the FAQ reference provided in the preparation section.

Say: *Thank you for asking all those great questions. If you have more questions, please let me know. We are here to support you.*



4. Activity: What do I want? (40 minutes)

Step 1

Say: *We want to now think about how we understand our rights around our bodies. Our decisions around sex and reproduction impact our lives.*

As soon as an adolescent girl begins ovulating and /or menstruating, you are able to get pregnant. Pregnancy can be a very beautiful and special experience, especially when the girl is ready and has planned it. Unplanned Pregnancy can be a barrier to achieving your dreams for the future.

Unplanned Pregnancy also increase risk to the girls' health and future pregnancies, thus it is important to protect girls from unplanned pregnancy in order to protect her fertility until you are ready to become pregnant.

So let's take a look at goal setting for our future and think about what we want to achieve and how our reproductive rights play a role in this.

Invite each participant to find a partner that they can speak to for the next session.

Say: *With your partner, answer the following question:*

- What have you achieved so far?

Give participants 5 minutes to discuss with each other.

Say: *With your partner, answer the following question:*

- What gifts and talents do you have to offer the world?

Give participants 5 minutes to discuss with each other.

Say: *Imagine now that you are looking at your future. You can see yourself having accomplished your dream or goal.*

With your partner, answer the following question:

- What does it look like in the future when you have accomplished your goal? What are you doing? What does your life look like?

Give participants 5-10 minutes to discuss with each other.

Say: *As you have imagined yourself accomplishing your goal, now think about what it took*

for you to reach there? What kind of trainings did you have to take? What support did you need? Who helped you along the way? What did you do for yourself to make it happen?

With your partner, answer the following question:

- How did you get to your future goal? What steps did you take?

Give participants 5-10 minutes to discuss with each other.

Say: *As you have imagined yourself accomplishing your goal, now think about what challenges you had to overcome to reach there? What kind of obstacles did you face? Who wanted to stop you from reaching your goal?*

With your partner, answer the following question:

- What kind of challenges might you face in reaching your goal?

Step 2

Say: *While the picture of 5 years from now is clear in your head, turn the vision into a big and exciting 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
- In 5 years, I want to have graduated secondary school and run small 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 GOAL for the future.

Step 3

Ask participants to find the first Life Map located in their Participant Workbook.

Note to Facilitator: There are two Life Maps included in the Participant Workbook. The second one will be used in the secondary package. Participants should use the first one for this exercise.

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

Note: The goal 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 fine for this activity. Writing is not required.

My Life Map

**ME
TODAY**

My Age: _____

①

Three steps to
achieve my goals

②

Barriers that might
stand in my way

③

Possible solutions
to barriers

MY GOAL!

**9JA
GIRLS**

Note: It may be helpful to provide an example of the Life Map filled out by you, the mentor. This can be a good example for the participants to learn from as they work on their own map.

Say: *As a next step, each of you should take your Life Map home. You should finish writing or drawing anything else you want to add to your map. These might include: training, registering a business, discussing contraception with your partner/husband/family, etc.*

You make sure you also include any additional barriers such as: unplanned pregnancies, not getting permission from a spouse or family to pursue your goal, lack of funding for training, etc.

Finally, write or draw some possible solutions to your barriers. These can include use of contraception, negotiating with their family or partner/spouse, finding a sponsor for training, finding a free training program through an NGO, asking for an apprenticeship with a local shop owner, etc.

Bring your map to the next session.



5. Check Out (10 minutes)

Say: *To close today, let's all stand in a circle. Please think about the process of Life Maps we just did. What is something that inspired you or excited you as you were thinking about your goals and aspirations (hope for achieving something)?*

Invite each girl to share one thing they are excited about in their Life Maps.

Remind participants that if they have any questions about their reproductive health or have any concerns, it is important for them to see a health provider.

Confirm the next meeting time and date.

Session 4: Decision Making and Negotiation Skills



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
- Learn skills for negotiating tough decisions

SKILLS

We will practice the following skills:

- Public speaking
- Negotiation
- Making decisions
- Weighing the pros and cons of a decision

ACTIVITY	TIME	MATERIALS
Check In	20 minutes	
STIs and HIV	30 minutes	Demonstration materials
Decision Making	60 minutes	Optional: Steps written on a flip chart
Negotiation Skills	25 minutes	None
Check Out	15 minutes	None

Preparation: Read through the session and make sure you understand the process of each activity and that you have the materials. Gather answers to any questions asked in the last session that need follow up and be prepared to share information with the participants.

Read through Omolara 's story a few times to be sure you understand the story. Review important steps in 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



1. Check In and welcome (20 minutes)

Welcome each participant as they enter the room.

Invite participants to get in pairs and discuss their Life Maps. Ask a few participants to share out with the larger group. Affirm AGYW as they share.

Introduce the one to one provider sessions and schedule these with participants.

Recite the 9ja Girls Mantra and 9ja Girls Agreements.



2. Activity: STIs and HIV (30 minutes)

Say: *In one of our last sessions, we discussed how contraception can be used to prevent pregnancy.*

Certain types of contraception are also important for preventing Sexually Transmitted

Infections (STIs) or infections that are passed from one person to another during unprotected sex. If you become sexually active, it is important to get tested and treated by a trained health care provider.

Human Immunodeficiency Virus (HIV) is the virus that causes AIDS and can also be transmitted through sex. It can also be acquired through other means as well, such as unscreened blood transfusion, use of unsterilized sharp objects and from infected mothers to their babies.

Abstinence is the surest way to protect yourself from HIV infection and STIs. You can also use condoms. You must use a condom every time you have sex. Male and female condoms are available at all 9ja Girls centers, as well as at chemists, pharmacies, and your local healthcare center. Condoms are the only method that protects you against HIV and STIs.

- Ask:**
- What STIs have you heard about or know?
 - How does a person know when he or she has an STI?
 - How would you protect yourself from STIs?

Say: *STIs are not Toilet Infections. It is important to get tested and treated by a trained health care provider if the adolescent complains of any discomfort as it can be treated. To protect yourself from STIs including HIV, you must use a condom every time you have sex.*

Male and female condoms are available at all 9ja Girls centers, as well as at chemists, pharmacies, and your local healthcare center. Condoms are the only method that protects you against HIV and STIs.

Most STIs can be treated so it is important to get tested regularly if you are having sex without a condom. The best way to protect yourself and your partner from STIs and HIV is to use a condom every time you have sex.

Say: *Let's discuss some important questions and answers we have learned about contraception in the last two sessions.*

Note to young provider: *Use the list below to answer questions that have not yet been answered in sessions or that have come up in this activity. You can choose the most relevant questions for your group.*

Contraception Q&A

Q: How do you keep from getting pregnant?

A: This is such a great question! By abstaining from sexual intercourse until you are ready or by using a method of contraception you can keep from getting pregnant. If you are having sex or plan to, using a method of contraception is the best way to prevent pregnancy.

Q: Can you use one condom for two days or for more than one time having sex?

A: I am so glad you asked this question! Condoms are a great way to prevent pregnancy, STIs, and HIV, but can only be used ONCE - meaning for one time having sex. Once you have used the condom, it needs to be thrown away. Next time you have sex, you need to use a new condom.

Q: If you use a condom to prevent HIV, can you still get pregnant?

A: It is great that you're thinking about using condoms to prevent HIV and pregnancy! When used correctly and consistently, condoms are the best way to prevent HIV and other STIs, and they can prevent pregnancy. If you want to really make sure you don't get pregnant, you can even use a condom and another contraceptive method at the same time!

Q: Are condoms 100% effective and secure?

A: It's great you are thinking about using condoms! Condoms are great to use as they protect you from HIV and STIs and prevent pregnancy as well, but only if they are used correctly and consistently. Unfortunately, people are not perfect and sometimes people do not use condoms correctly, so they may not be 100% effective. If you want to really make sure you don't get pregnant or get HIV or STIs, it may be best to use a condom correctly and another contraceptive method at the same time! Is that something you would like to learn more about?

Q: Some people say that condoms are not good. Is this true?

A: It's great you are thinking about using condoms! Condoms are great for preventing pregnancy, STIs, and HIV. Some people think that using condoms makes sex feel less exciting, while other do not think that. Even with that thought, many people believe that safe sex is good sex. If you want to practice safe sex by using something that works as contraception and prevents HIV and STIs, condoms are a great choice!



2. Decision Making - (45 minutes)

Say: *Today we are going to talk about decision making and negotiation. Our reproductive and sexual lives, 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.

Now let's 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, choosing a career path, relationships, starting a business etc. Try to choose a decision where the consequences really matter, instead of something that will not make much difference.

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 (parents, partners, parents). And 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. Let us begin by reading Omolara 's story about a tough decision and what she did to resolve it.

Read the following story aloud:

Omolara had a difficult decision to make. She had been invited to attend a local training for entrepreneurship. She was very interested in learning, and was excited about meeting other girls in the community. However, she had so much work to do at school and at home: looking after her siblings, cooking, homework. How would she find the time to go to a training?

Omolara had three options:

1. stay at home and continue with her housework and other activities
2. find time to attend the training
3. try to learn from one of the women in the community who was running a business

Omolara went to see her friend so that she could talk through the problem by **describing her situation**. Her friend listened carefully.

Omolara had identified some options and thought about what might happen in each option. She explained to her that if she stayed at home, her mother would notice that she was managing the housework and her school work very well, which would be nice.. 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 went to the training, she would have an opportunity to learn more about the world and to socialize with other young women. She was very tempted. She considered carefully: training would give her more skills to start a business, and so would be a good investment.

If she tried to learn from another woman in the community, 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 market – would make this difficult.

Training was only a few hours every week for 6 weeks, so being away from the house would not be a problem. Omolara's friend reminded her that the other young women in the neighborhood could look after her siblings for this short time. Her mother would be supportive, she was sure.

Omolara thought about her decision for some time and looked at it from every angle. **After a while, she chose the option of going to the training.**

She reviewed her thoughts from the decision making process and she felt very excited and felt certain that she'd made the right decision.

She went to look for her mother so that she could discuss the issue with her.

Ask:

- What happened in the Omolara story?

- What decision did Omolara have to make?
- What options did she have?
- What decision did she make? Why?

Step 3

Say: When I was sharing Omolara story, I highlighted 5 important steps to take in decision making.

Note to young provider: Ask participants to open their notebooks and follow along with the 5 steps you will be describing.

There are five steps that can help you make effective decisions. The first step is:

1. *Describe – the situation or issue on ground*

Ask: When does Omolara describe the situation?

Take answers from participants and highlight the correct answer - when she goes to speak to her friend

Say: *The next step is*

2. *Identify – the possible choices that could be made*

Ask: What choices does Omolara identify?

Take answers from participants and highlight the correct answer from the discussion she has with her friend about the three choices and their consequences

Say: *The next steps is:*

3. *Think – about possible outcomes or consequences of the decision (Positive and Negative)*

Ask: How do we know Omolara thought about the consequences of her decisions?

Take answers from participants and highlight the details shared in each of the options she provided to her friend

Say: *The next steps are:*

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*

Ask: What option did Omolara choose?

How did she feel about it after reviewing?

Take answers from participants and highlight Rakiya's decision to return to school and that she felt confident in this decision.

Step 5:

Divide participants into groups of 2 and ask them to look at their Life Map and identify a problem or a decision they need to make to achieve their goal.

Say: *You are going to practice Steps 1, 2 and 3. You'll describe the situation, identify possible choices and think about consequences.*

You'll want to listen when someone else is sharing. And you can offer any other possible solutions to your partner.

Also, remember our discussion about trust? You should not be judgmental about the situation or the solution their partner has decided to try out. Or start sharing it outside this room.

Start the discussions and give 15-20 minutes for these depending on available time.

Step 5:

Bring the group back together.

Ask: How do you feel about your decision related to your Life Map now?
How confident do you feel about trying to make a decision about the solution you wish to use?

Say: *Now you are ready to implement step 4 and 5 in the process! If possible, try out your solution in the next few weeks.*

**3. Negotiation Skill - (25 minutes)****Step 1**

Say: *Just like it is important to be able to make wise decisions, it is also important to be able to explore your own needs and negotiate agreements. This is an essential skill.*

Negotiation is when you have a discussion and want to come to an agreement with the other person.

Step 2

Say: *In Omolara's story, she made a decision. The next step was to discuss with her mother.*

Ask: Do you think the Omolara discussion is a negotiation? Why or why not?
Take responses from participants. Highlight that in most relationships, you will need to negotiate decisions all the time. These can be big and small decisions. Omolara

discussion with her mother is about coming to an agreement so it is a negotiation.

Note to facilitator: During this discussion, some adolescents may express that violence or violent arguments may occur during the discussion with a mother. It is recommended to have local violence against children resources available during this discussion and to highlight that violence during a negotiation is not part of a healthy relationship.

Say: *Negotiation 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 siblings while you went to the training, you might provide them with some of the materials from your training so they could learn too.*

If you are negotiating with your mother about training, you can tell her that what you learn will help you start a business and that will be good for the family. At the end of negotiation, you should also confirm what has been agreed.

Step 3

Say: *Omolara went to find her mother to discuss her decision about training. She saw that she was speaking with her friends so she decided to find a time when she was alone.*

About an hour later, Omolara found her mother in her shop and it was quiet. She told her mother she had something exciting to share with her .

Confidently, she told her about the invitation to the training. She explained that she was very proud of this moment.

Her mother looked a bit concerned. But Omolara decided to continue the conversation. She shared how she had thought about the situation and what she wanted.

Omolara was clear and respectful. Important things to practice in a negotiation.

She then asked her mother what she thought. As she described that she was proud of her, but worried about the time it would take, Omolara listened. She had also thought about these concerns and appreciated that her mother was now thinking about them too.

After listening, Omolara thanked her mother for her ideas. She then confidently shared that she wanted to go to the training and why. She highlighted the ways she thought school could benefit their family.

Omolara's mother was very proud of her and agreed with her decision. They made an agreement and decided to start making Omolara training dreams come true.

Ask: What were the important things that Omolara did during her negotiation?

Take responses and highlight:

- Being clear, being confident
- Listening
- Appreciating others views
- Sharing what you want
- Coming to an agreement

Say: *When you are making decisions that involve others, negotiating will be part of the process. This may include decisions in preventing unplanned pregnancy, business or even having sex with your boyfriend.*

It's important to practice sharing confidently the options and the thinking you have done during a negotiation. While Omolara and her mother easily came to a decision on her school attendance, negotiations are not always easy. You may have to have several discussions or involve the support of your community if you and the other person can't make a decision.

We'll discuss this a bit more in our next session.

Ask:

- Who can share an example of a time when you have had to negotiate or argue for something?
- How did you do it?
- What happened?

Take responses and highlight the key steps in negotiation again.



4. Check Out (10 minutes)

Step 1:

Say that you are bringing the session to a close.

Invite each AGYW to share one thing that they learned today.

Note: If you are only completing the primary package, note that the next session will be the last session. Discuss graduation plans and ensure AGYW can attend.

Confirm the next meeting time and date. Ask participants to bring their Life Map to the next session.

Session 4



4. Check Out (10 minutes)

If only completing the **primary** package:

Say: *Although this 9ja Girls program will be finishing with its official meetings, in a couple of sessions, the sisterhood between all of you, its Alumni (those who have graduated from the 9ja program) is NOT coming to an end.*

As you continue to the **secondary** package, you will begin working with our Local Implementing Partner, named _____.

Local Implementing Partner to lead discussion.

Discuss with the group:

- What do you want to accomplish in the upcoming sessions?
- What kind of skills might you want to learn?
- What fears do you have around earning income?
- What skills from our first 5 sessions might you need to use to be successful in earning income?



Curriculum Sessions: Secondary

Session 1: Connecting with Myself



2.5 hours

OBJECTIVES

In this session we want to:

- Identify our talents
- Identify our strengths and learn how others view our strengths
- Identify what energizes us and what types of work do not energize us
- Recognize how this impacts our vocational experience

SKILLS

We will practice the following skills:

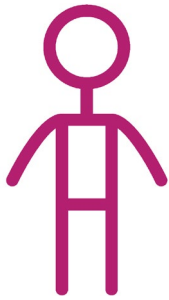
- Self reflections
- Recognizing strengths
- Self confidence
- Brainstorming
- Creative thinking

ACTIVITY	TIME	MATERIALS
Check - in	20 minutes	
Connecting with my Talents and Strengths	30 minutes	Flipchart, markers, tape, list of strengths and talents
Energizers	20 minutes	
Roles We Play	50 minutes	flip chart, outline of person
Investigate	5 minutes	
Check - out	10-25 minutes	

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

Make a list of talents and strengths (included below in the activity).

Prepare 5 outlines of a person. You can do this on normal paper or flipchart paper.



Discuss with staff how to present information on the vocational sessions and apprenticeships opportunities at the end of this session. Content should include the types of opportunities, selection criteria, timeline, any costs or support offered, etc.



1. Check - in (20 minutes)

Welcome each participant as they enter the room.

Say: *Congratulations on starting the next step in the 9ja Girls program! We're going to spend the next few weeks together planning for your economic future.*

The sessions we'll do together will build on your Life Map from the previous sessions.

Note to the Facilitator : Include information here on the meeting timeline and frequency for the secondary package and attendance expectations. If anyone is new to the group, complete introductions. You may also want to revisit any guidelines or group norms that were established in the primary package.

Say: *In our previous sessions, we have explored how to communicate, decision making, the recipe for a healthy relationship and reproductive health. In these sessions, we are going to talk about what we, as young women, can do to participate in income generating activities that empower ourselves and our families.*

You will be learning more about yourself, and what opportunities are available. You will also be learning some skills to help to grow into being more entrepreneurial.

So let's get started! Today, we will get to know ourselves better and understand how This relates to the paths we might take and personal lives.

Invite participants to stand and join you in a circle and then begin the activity. Invite them to

share the following:

- Something they love to do

Note to the Facilitator: Encourage the girls to clap and cheer after they announce what they love to do. Some participants may feel shy and that is ok, however, try your best to get everyone to participate.



2. Connecting with my Talents and Strengths (30 minutes)

Say: *Before we look at some of the different pathways we might take, let us spend a moment talking about what it means to earn money.*

Ask: Does anyone know what it means to earn an income?
Discuss responses.

Say: *Earning income or participating in income generating activities is the journey we take to make money and contribute to the growth of ourselves and our families. One important thing we need to know about ourselves before we think about how we will earn income are the talents and strengths we have that could make us successful.*

Step 1

Say: *Our talents are our natural ability or skill. Strengths are something that we find easy to do or qualities that come easily to us. We are going to start by brainstorming as many talents and strengths we can think of that we and others might have. These might range from being good with numbers to being a good leader to being kind or hard working!*

Invite the participants to brainstorm as many talents and strengths they can think of. Write 15-20 of these up on the flip chart using words and/or visuals.

Note to Facilitator: If you have a group of participants who have low literacy levels, you may just read a list of 10-15 words a few times to encourage participants to think about a few skills as examples.

They can include any of those listed below and more! Encourage participants to be as creative as possible.

- *public speaking*
- *maths*
- *reading*
- *science*
- *languages*
- *making friends*
- *listening*
- *caring for others*
- *growing things*
- *teaching*
- *learning*
- *art*
- *dance*
- *music*
- *sports/athletic*
- *imagination*
- *understanding others*
- *leading others*
- *organizing*
- *planning*
- *writing*
- *thinking ahead*
- *kind*
- *clever*
- *generous*
- *strong*
- *trustworthy*
- *creative*
- *patient*
- *disciplined*
- *hard working*
- *respectful*
- *understanding*
- *determined*
- *dedicated*
- *enthusiastic*
- *honest*
- *wise*
- *optimistic*
- *funny*
- *brave*

Step 2

Break the participants into groups of 2-3.

Invite each group to identify the talents and strengths that are on the list that *they* each have. Each participant should discuss these with their partners and write or draw them in their Participant Workbook as they are discussing.

After 5-7 minutes, ask each AGYW to choose their top 2-3 strengths and discuss with their partner.

They will have 5-7 minutes for this activity.

Each participant should discuss these with their partners and write or draw them in their Participant Workbook as they are discussing.

Say: *Understanding our talents and strengths is a great step in thinking about our careers and how we will be able to contribute to our households.*

Ask:

- What was it like to think about your talents and strengths in this way?
- Did it help you think about what skills you might have for income generation?



3. Energizers (20 minutes)

Step 1

Say: *An important part of identifying a suitable way to earn income is identifying our strengths and talents **and** things that energize us.*

Energizers are things that bring you excitement and make you feel motivated. This may be something you have been praised for that made you feel good, or something that didn't feel much like work because it was interesting or challenging in a good way. You might want to think about the activities that you find fun, the things that make you happy or the work you can do for hours without getting bored!

Step 2

Put participants in pairs.

Ask them to spend 10 minutes sharing things they do that make them happy or energize them. (You may want to share an example to get them started.)

Step 3

When the 10 minutes is done, ask each participant to share one thing that energizes them.

Clap and cheer as each participant shares this!



3. Activity – The roles we play (50 minutes)

Say: *Now we are going to talk about some of the things we have been told about what it means to be a girl and what it means to be a boy. These messages impact what we will think about for our income generation activities.*

We'll spend a few minutes today discussing what kind of messages we have received and how we might think about options for our future that are related to our talents and strengths.

Step 2:

Invite the participants to find a talking partner.

Ask: *What are some of the messages you have been given about being a boy or being a girl while you were growing up?*

Give the partners 5 minutes to discuss this question with their talking partner.

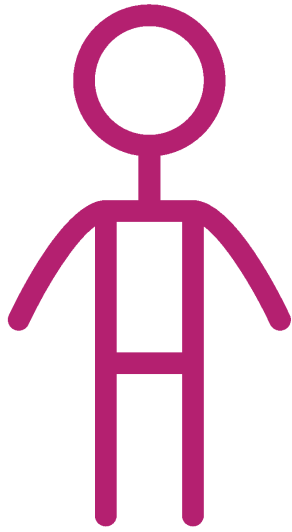
After 5 minutes, invite the AGYW to share some of their answers in the big group.

Step 3:

Say: *From the time we are very young, our families and our society are telling us how we should behave, what we should like and the jobs we should be doing or businesses we should be running. Those things are different for boys and for girls and these messages can place a lot of pressure and expectations on both men and women.*

Divide the participants into groups of 5 or 6.

Ask the participants to find the outline of a person in their Participant Workbook.



Step 4:

Invite each group to spend 10 minutes discussing the roles women are expected to play. Explain that they should list these on the left side of the paper.

Note to the Facilitator: 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 5:

Invite each group to spend 10 minutes discussing the way women are expected to behave. Explain that they should list these on the right side of the 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 6:

Invite each group to present their answers to everyone. Each group has 5 minutes to do this.

When all the groups have finished presenting their answers, ask:

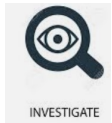
- *How do you feel when you think about the roles we are meant to play as women and how we are expected to behave?*

Do: Invite some of the AGYW to share their thoughts. Thank the participants for their responses.

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

Some of us maybe 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.

As we think about what kinds of businesses we want to start or jobs we want to pursue to earn income, it is important to think about options that may be available to you outside the normal roles. Some roles may be prohibited due to religious rules or cultural norms. These rules may have to be considered as you think about your pathways. We'll discuss this more in an upcoming session.



INVESTIGATE

4. Investigate! (5 minutes)

Ask participants to spend time learning more about what it takes to start that kind of business, including the skills they need, capital, support from family members, etc and to bring that information to the next meeting. They can speak to a business owner, observe a business, discuss with their husband/partner or research online.



5. Check Out (10-25 minutes)

Use this opportunity to discuss the upcoming Vocational Sessions and Apprenticeships opportunities. The expectations, timing, opportunities, selection, criteria, etc. can all be discussed here.

Remind participants that an entrepreneur will be visiting in the next session! It's an opportunity to ask questions. Each AGYW should come with at least one question to ask that may help them in starting their own business or learning more about growing a business.

Confirm the next meeting time and date.

Session 2: Creativity in Business and Entrepreneur Visit



2.5 hours

OBJECTIVES

In this session we want to:

- Identify opportunities for business in our community
- Brainstorm business ideas
- Begin generating our own business ideas
- Learn some practical lessons about finance and starting a business from an entrepreneur.

SKILLS

We will practice the following skills:

- Creative thinking
- Problem Solving
- Listening
- Public speaking

ACTIVITY	TIME	MATERIALS
Check – in	10 minutes	
Creativity in Business	75 minutes	Markers and Flip charts
Entrepreneur Visit	45-55 minutes	Two chairs at the front List of questions
Check – out	10-20 minutes	

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

In this session, the mentor needs to identify a successful businesswoman in the community and invite them in to speak to the group about their experiences of starting up their business and managing their finances.

You might say to them that you will interview them in front of the group, and you could share these questions in advance so that they can prepare themselves for the meeting (for example you could send them a screenshot of these questions):

- Could you tell us about your business?
- What dreams did you have for yourself when you were growing up?
- How did you come up with your first business idea?
- Was there any funding to help you along the way?
- How did you secure funding when you needed it?

- Did you have any opportunity to study further? If so, what did you study?
- Who mentored or supported you along the way, and how did they do this?
- What obstacles did you face because you were a woman in business? How did you cope with that?
- How have you balanced your responsibilities at home and in your business?
- How do you manage your own finances?
- What ideas do you have for us right now about managing our personal finances?
- What are some of the most important big financial lessons you have learnt that you would like to share with us today?
- How has having money helped you as a woman?
- For young women with big dreams like us, what are the first steps we need to take to start a business?
- What advice do you have for those of us who would like to be employed in a business like yours?
- Do you mentor others? Do you think mentoring is important?
- Any last thoughts you would like to share with the group?

There is a good opportunity when you have a visiting speaker to involve some of the AGYW in introductions and thank yous at the beginning and end of the session. In the session before this, ask who might like to volunteer for these two jobs, and prepare them for the experience.

The girl who is doing the introduction should give some information about:

- Who they are
- Where they are from
- What businesses they have
- Why you specifically chose to invite them

The girl who is thanking the speaker should refer to things that the speaker has said that they are impressed with in the discussion and thank them for coming.

Sometimes outside speakers are not reliable. Try to choose someone you think will come on the right day at the right time. If they do not arrive, use these short videos below to show to the girls. Then continue with the discussion in Activity 3.

Ice Cream in Tanzania <https://www.youtube.com/watch?v=zukZhDU7vmA>

Cosmetics in Dar <https://www.youtube.com/watch?v=QcdA3c3k48M>

Multiple businesses in Sierra Leone https://www.youtube.com/watch?v=hvwSDNNGn_Q

Women struggling in a male world – multiple African countries

<https://www.voanews.com/economy-business/africa-women-entrepreneurs-struggle-connect-thrive>

If there is time before the meeting starts, you may engage participants in:

- Selecting a member to introduce the entrepreneur
- Brainstorming questions to ask of the visitor
- Selecting a member to say the thank you for the entrepreneur

These are great opportunities for participants to practice public speaking and build confidence.



1. Check - in (10 minutes)

Step 1

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

Say: *Today we are going to be thinking more about the future. Last time we met we talked about the strengths, talents, interests and gifts we have.*

This time we are going to think about opportunities for business in our communities.

We’ll also have a visitor today. A local entrepreneur will speak to us about their experiences.

Ask: Who was able to complete the Investigate activity at the end of last session?
What did you learn from the activity?
Take a few responses.



2. Creativity in Business (75 minutes)

Step 1

Ask: What does it mean to “start your own business”?
It means you would be fully responsible for starting up a (small) organization that sells goods or services to make a profit.

We also hear people talking about an “entrepreneur.” What is an entrepreneur?
An entrepreneur is someone who creates a new business and is prepared to take the risk that goes with that and will enjoy most of the rewards when it is successful.

Say: *You may also have heard the term “social entrepreneur”. This describes someone who starts an organization that aims to solve problems in the world. This could be an NGO, or it could be a for profit business that does good at the same time.*

Let us start this session by thinking about the advantages and disadvantages of starting a business. Let’s brainstorm these together.

Note to Facilitator: Create a flipchart of words and visuals for their responses or discuss verbally only if there are low literacy levels.

Advantages	Disadvantages
<ul style="list-style-type: none"> You can be your own boss – independence Personal satisfaction 	<ul style="list-style-type: none"> You often need capital (money) to start a business

<ul style="list-style-type: none"> ● Flexi hours if you are a mother ● You can build your business slowly as you have more time and savings ● If your business is very successful you can make a lot of money ● Opportunity ● Prestige – people look up to you as a businessperson 	<ul style="list-style-type: none"> ● You are very dependent on what is happening in the environment - uncertainty ● Financial risk ● You don't get a regular and predictable salary every month ● Suppliers can let you down ● You might end up being responsible for others ● Can be very stressful ● Time commitment for women can be challenging with all their other responsibilities for caring for children, parents, the elderly
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Say: *Not all personalities are well suited to having their own business. You need to be able to handle the stress of risk – in fact, many businesspeople thrive on the excitement of this.*

But sometimes it is really hard to find a job so starting your own business is the only way you can earn a living. It is often best to start small and grow as the demand for your product or service increases.

Step 2

Group Work

- Divide the participants into groups of 5. They will be “business partners” for today's session.
- Their first exercise is to brainstorm as many ideas as they can for all the small businesses that already exist in the community. Give 10 minutes for this.
- After 10 minutes, ask the groups to share out.
- Then, write up feedback from the groups on a flipchart using visuals and words.
- Start with one group and ask the other groups to only add ideas that have not been shared yet.

Ask:

If you choose to start a business that is very common in your community, there can be lots of challenges. What are these?

Competition would be great, some business owners might try to exclude you from operating, it would be hard to develop a loyal customer base if you are a new business that does the same thing as other businesses.

What would you need to do to ensure your business succeeds?

You would have to make it different in some way – better quality of goods, cheaper prices, better service, an additional advantage.

Say: *If you were making cassava chips and selling at a market where there are other people selling them, you would have to make the BEST cassava chips available or the CHEAPEST chips, or deliver them to people's homes as an added advantage or sell them with a secret sauce or spice that is absolutely delicious!*

Too many times we see a row of small shops or stalls at the market that all sell the SAME thing and it is hard to be profitable like that.



Step 3

Group Work

- Each group should decide on one common local business and think about how they could improve the product or the service so that people will want to buy it. Give 10 minutes for this.
- After 10 minutes, ask the groups to share out.
- Then, write up feedback from the groups on a flipchart using visuals and words.
- Start with one group and ask the other groups to only add ideas that have not been shared yet.
- Invite each small group to feed back their ideas to the bigger group.
- Thank them for sharing their ideas.

Step 4

Say: *I am going to share a couple of new business ideas with you from various countries in Africa in this session. We hope these will inspire you to come up with some ideas of your own.*

Read the following story to the group about Bisi, from Mozambique:

High Fashion from Second-Hand Clothing Bales

Aisa always had an eye for fashion. She followed fashion and celebrities on TV and whenever she could access social media, she was looking up what the latest trends were. She couldn't afford to buy the clothes she wanted to own, and her mother encouraged her to buy from the ladies who sold big barrels of secondhand clothes at the market. At first, she hated hunting through piles of dirty, smelly clothes, but soon she started to recognize some good quality clothes with impressive labels. Those ladies were selling hidden treasure!



<https://za.pinterest.com/pin/421297740111810730/>

She took the clothes and shoes home, washed, and ironed them, scrubbed at stains, replaced missing buttons, stitched up loose hems and polished leather shoes. She had done it for years, and EVERYONE at school wanted to know where she bought her clothes. Friends asked her to accompany them to the market or to look out for something special for them. She did this willingly, but then realized that this had a business possibility for her when they started to offer to pay her for her help. She approached her uncle for a loan of \$100 and over a month she bought girls and boys clothes in different sizes and washed and

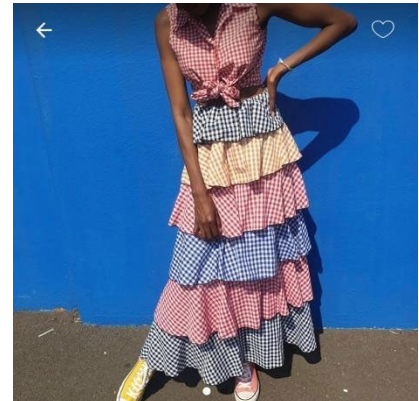
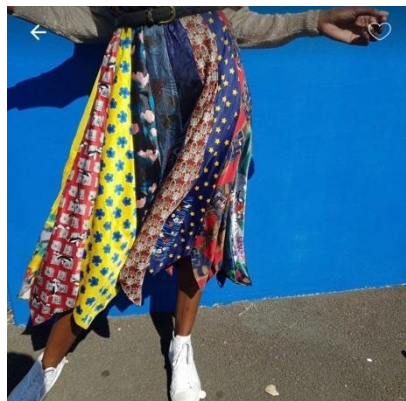
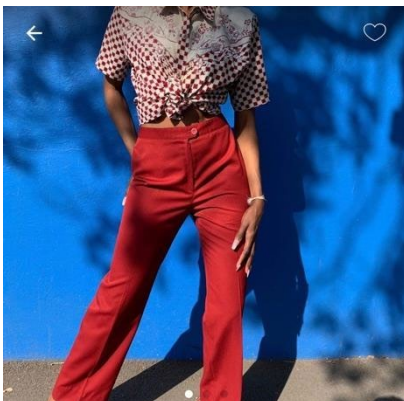
mended them. She hung them on hangers and took photos and sent them on WhatsApp to her friendship group.

The clothes were very popular, and she was able to charge double what she paid for them at the market, especially if they had a designer label. She realized she had some clothes that she no longer wanted and sold those as well.

She noticed that there was a growing trend online for people around the world to buy and sell second hand clothing as a cool way of repurposing or recycling used things, and she



noticed how well some of the websites were styling their clothes. Two of her friends helped by modeling for her while she took photos of the clothes. She released these photos at the end of the month, when she knew people had been paid, and the demand was more than she could cope with. Boys were fighting over a pair of Levi Jeans and some Puma sneakers! The girls were begging her to keep a Gucci t-shirt or a cute cotton dress so that they could pay her over a couple of months.



By the end of the third month she had made enough money to pay back her uncle and buy the next batch of clothing. Her interest in, and her talent for selecting high-end fashion, had turned her into a businesswoman.

She is now aiming to buy a good quality phone that can take great photos, enable her to manage her money and have an online account for advertising her clothes. And most importantly, she loves every minute of her new work!

Ask:

- What inspired you about this story?

Aisa's business grew from something she knew and loved. It was a personal passion until she saw an opportunity, and she grabbed it. She was able to find someone who believed in the idea enough to loan her some money.

- How did Aisa improve her business?

She learnt from what others were doing on the internet and she styled her clothes and took better pictures of them.

- How much profit did she make?

She made 50% profit, but she had some costs of good washing powder, new buttons and shoelaces, leather polish etc so when you subtract the costs, she made about 40% profit. This is a very good profit margin for a start-up business.

Say: *Here is another story of a woman who farms in Tanzania.*

Modern Farming Techniques Yield Higher Profits

Carolina Chelele won a prize for being selected by Oxfam as a Female Food Hero. Her prize included US\$100 000, 7 acres of land, and farming and fishing tools.

She said she had always been growing things, but it was only when her neighbor attended an agri-business training and shared some of the new agricultural approaches she had learnt, that her business took off. She says, *"We are lucky to have good neighbors and I will always be grateful to my neighbor. I used to throw my seeds around, while she would carefully plant them. She showed me new planting techniques and gave me seeds. What happened was that I got a bigger profit than I had before. I was overjoyed because before I used to farm on a big plot without much profit"*.

Carolina believes that many people are not aware of farming techniques that can help them yield more so they farm with old basic techniques. *"With training, many women will be able to increase their income with new strategies. As women, our position has shifted greatly, we are less under a man's feet. We can stand on our own and grow. The only challenge is that there are people who still hold onto the same mentality."* Carolina was eventually able to attend an agricultural training herself. She believes women should form groups to support and help each other in life and in business and she spends time training women in her

community in better farming techniques. She is able to more than feed her family of 4 and is looking forward to growing her business with her prize money.



<https://www.oxfam.org/en/carolina-tanzanian-female-food-hero-when-women-fight-nothing-can-stop-them>

Ask:

- Carolina was always a farmer, but when did her business become profitable?
Introducing modern farming techniques learnt from her neighbor and then eventually learnt through study herself.
- What is her advice for women business owners?
To work together to help each other.
- What inspires you about Carolina's story?
Carolina's openness to learning new things. Exciting to hear about her prizes too and how this will help take her agri-business to another level.

Group Work

- Ask the AGYW to return to their groups and to now come up with a business idea that is new for their community.
- Ask the groups to prepare to share information on:
 - What goods (things) or services will you be selling?
 - How can you start this business with just a little money saved?
 - What costs will you have?

- How much will you sell your goods or services for?
- Where will you sell them?
- How will you let people know you are in business?
- Give them 15 minutes to discuss.
- After 15 minutes, ask the groups to share out.
- Start with one group and invite each small group to feed back their ideas to the bigger group.
- The audience should be encouraged to ask questions about the business if they feel the group hasn't thought of some of the details.
- Thank them for sharing their ideas

Say: *This brainstorming session helped us think about opportunities that may be available to us for income generation. If any of the ideas today align with your strengths, talents and what energizes you, keep these in mind. We'll discuss this more as we add to our Life Map in an upcoming session.*

An important aspect of following our pathways is continuing to learn. One of the ways we learn is by talking to others. Today we have a special visitor to learn from!



3. Activity: Interview with local businesswoman (45-60 minutes)

Step 1

Welcome your visitor to the group.

Set two chairs up at the front of the room for you, the interviewer and the businesswoman. These chairs should be slightly angled towards each other, not facing each other directly, or the group. It should be as though you are having a conversation with your visitor in front of the group. Invite your visitor to the front of the room.



Thank them for agreeing to come and talk to the group about their business.

Step 2

Ask the questions to the businesswoman.

Example Interview Questions:

- Could you tell us about your business?
- What dreams did you have for yourself when you were growing up?
- How did you come up with your first business idea?
- Was there any funding to help you along the way?
- How did you secure funding when you needed it?

- Did you have any opportunity to study further? If so, what did you study?
- Who mentored or supported you along the way, and how did they do this?
- What obstacles did you face because you were a woman in business? How did you cope with that?
- How have you balanced your responsibilities at home and in your business?
- How do you manage your own finances?
- What ideas do you have for us right now about managing our personal finances?
- What are some of the most important big financial lessons you have learnt that you would like to share with us today?
- How has having money helped you as a woman?
- For young women with big dreams like us, what are the first steps we need to take to start a business?
- What advice do you have for those of us who would like to be employed in a business like yours?
- Do you mentor others? Do you think mentoring is important?
- How do you think mentoring will impact/help your business?
- Any last thoughts you would like to share with the group?

Step 3

As time allows, invite the participants to ask questions of their own. Once there are no more questions to ask, invite the girl who you have arranged to thank the speaker to come up and do that. You can usher them out at this point – they do not need to stay for the check out.



4. Check – out (10-20 minutes)

Debrief the discussion.

Ask:

- What most interested you about what our speaker had to say today?
- What do you think are some of the challenges for women in business in our community?
- What is the most important thing you heard today about managing money that you will take away and apply in your own life?
- What changes or updates do you want to make to your stepping stones or crocodiles after hearing the speaker?

Confirm the next meeting time and date.

Ask participants to bring their Life Map to the next meeting. If they do not have it, they can recreate their map and bring a new version.

Session 3: My Own Pathway and Overcoming Obstacles



2 hours 15 minutes

OBJECTIVES

In this session we want to:

- Add to our Life Map
- Make a plan for reaching our economic goals
- Identify resources in our community
- Practice creative skills for overcoming obstacles

SKILLS

We will practice the following skills:

- Visualize the future
- Problem Solving
- Goal Setting
- Planning
- Overcoming challenges

ACTIVITY	TIME	MATERIALS
Check – in	10 minutes	
Stepping Towards our Goals	40 minutes	New Life Map print outs, pens
Overcoming Obstacles	75 minutes	Household items (see below) or pictures of them Life Maps
Check – out	10 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. Review the Life Map activity from the Primary Package.

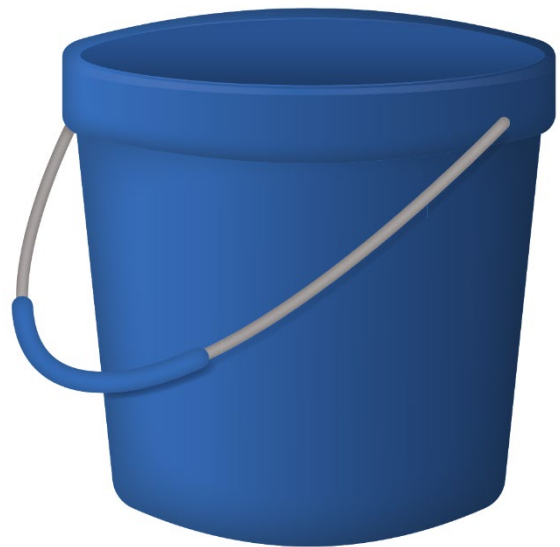
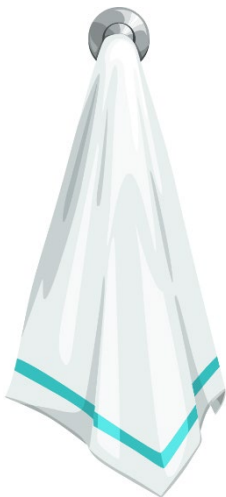
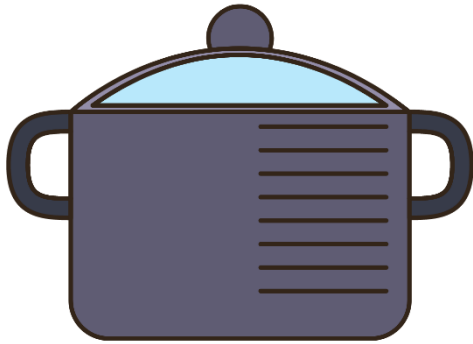
Work with the staff to identify resources to support career pathways such as training groups, NGO programs, financial resources, government schemes, etc. to support entrepreneurship

For the Same Item, Many Uses activity you will need the following household items:

- a cooking pot

- a coffee mug
- a toothbrush
- a scarf or piece of cloth
- a bucket
- a dishtowel

If you are unable to bring these in, you can refer to pictures of these items below





1. Check - in (10 minutes)

Welcome the group back.

Say: Last session we started to identify some potential business ideas. Today we'll revisit our Life Maps to see if we want to add anything.

We will also talk about obstacles or barriers. These can keep us from achieving our goals.

Do a fun energizer activity or have a participant lead one.



2. Life Map Revisited (40 minutes)

Step 1

Remind participants that in the Primary Package they completed a visualization to create their Life Maps. Today they will be looking at those again to see if they have some new ideas for income generation to add to the Life Map.

Step 2:

Say: Let's meet Lola (show her picture to the group). She has a dream to open her own pre-primary school one day. This is her GOAL.

Having a clear picture, like Lola, is just the first step towards voicing your dream and your goal.

There is much more required of us if we hope to achieve our GOLDEN GOAL. We need to create small goals, or stepping stones along the way to support us in reaching our destination.

Say: Let's think of Lola. Her stepping stones might be like this:

- *To complete secondary school*
- *To ask her aunt if she could come and stay in the city with her to study at the College of Education*
- *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 during 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.*



Step 5:

Say: *Now look at your GOAL. What steps do you need to reach your destination?*

To make sure we can achieve our goals successfully, our stepping stones should be:

- *specific*
- *clear*
- *measurable (you should know when you will reach them)*
- *and if possible have a timeline*

An example of this for Lola is:

- *To complete secondary school with a diploma within 2 years.*
- *To ask her aunt if she could come and stay in the city for no cost for six months while Lola studies at the College of Education*

they will be doing a visualization that will take them into the future. They should listen to the questions and allow their imaginations to build a picture of the future in their heads.

Step 3

Say: *Maybe something in Lola’s story inspired you. Or maybe our discussions on your talents and strengths brought you a new business idea. Or maybe you had a really great idea during the business brainstorming session.*

So now we are going to revisit our Life Maps to see if they need updating.

Goals and plans may change a few times! It’s okay to update them as you learn something new or have new ideas.

It is important to have dreams when you are young. There is a quote that says, "If you don't know where you are going, you may never get there!" However, a business pathway is seldom a straight line – there are forks in the road, rivers to cross and changes in direction. Often where we end up is different to what we imagined!

Step 4

Ask participants to get their Life Maps in the Participate Workbooks.

Ask them to review the Life Map and think about how they can add their income generation ideas to the Life Map. For example:

- Do they want to update their Goal?
- Do they want to add some ways to accomplish the goal?
- Do they have some new barriers in mind that may impact their goal?
- Do they see a way that earning income could support their existing goal?

Invite participants to begin adding steps by **writing or drawing** on their Life Map in their Participant Workbook. Or if they would like to revise, new Life Maps can be completed.

Note to Facilitator: There are two Life Maps included in the Participant Workbook. The second one can be used if participants would like to recreate their Life Maps.

Give participants 20-30 minutes to complete their Life Maps. Walk around the room and support participants on making their plans and identifying challenges.

Share resources and opportunities with participants that may support them reaching their goals such as existing training opportunities, access to start up capital, literacy and numeracy classes.

3. Overcoming Obstacles (75 minutes)

Say: *Notice in Lola's story drawing, there are barriers. These are the challenges and obstacles we will experience on our way towards our goal. You have probably identified some of these in your Life Maps already.*

Some of the barriers for Lola 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*

Getting the skills or education we need can be a real challenge. It is important to know that we can continue to learn and to study our whole lives.

Another challenge, for adolescent girls in particular, can be the cultural norms about women and work, as well as the ideas about what jobs are suitable for boys and for

girls. These may require you to slowly work at the attitudes of parents, partners and husbands. You will need patience and you will have to persevere and never give up!

In the next exercises we practice coming up with possible solutions to some of these challenges we will face.

Step 1

Ask the AGYW to get into groups of 4 or 5. Lay out all the basic everyday items (or pictures) you have brought in the middle of the circle.

Invite each group to choose one of these things. (If you are unable to bring these, use the cut outs of the pictures provided)

Say: *In the circle in front of us are some everyday things that all of us have in our homes. We are going to see how many different ways we can use these items.*

We are going to do this by practicing brainstorming. Brainstorming is actually a particular approach to solving problems on its own. It is a way of thinking of as many solutions as possible.

Step 2

Ask each group to brainstorm as many ideas as they can think of for how they could use the they chose. Give 15 minutes to do this.

After 15 minutes, ask the groups to prepare to report back their ideas by miming. Miming (or a charade) is when you act out something, without speaking.

The group will mime for other groups all their uses they thought of for their item. Give 15 minutes to plan this.

Note to facilitator: You may show participants how to mime if they are not familiar with this.

Step 3

Give each group a couple of minutes to perform their mimes. While they are doing this, the other participants should be figuring out what the different uses are! Make this a fun exercise.

Step 4

Ask: *If you have a problem, how do you try to find solutions for that problem?*

Think about it, pray about it, ask advice, just do something.

Say: *Sometimes we think we have come to a dead end in our journey, but there are four steps to creative problem solving:*

1. Define the problem (saying what the problem is, clearly)
2. Generating possible solutions (brainstorming)
3. Evaluate and select a possible solution (list advantages and disadvantages)
4. Implement solution

Perhaps there should be a 5th step in this process which is, if the solution you choose doesn't work, start the process all over again! Also, you can look back at all the solutions you thought of before and choose another one to try out.

Do these steps sound familiar? You may remember learning a similar approach to decision making. Solving a problem and decision making have many similarities.

Ask: Does anyone have any questions or clarifications about these four steps?

Say: Next we are going to do an activity where we practice using these steps.

Step 5

Divide participants into groups of 3-5

Show the participants a picture of Jennifer.

Say: *Let me introduce you to Jennifer. She is a young woman who is near completing secondary school. She dreams for starting a small business to support her in saving money to attend technical training. Her mothers thinks she should focus on graduating and worry about her training courses later. Can you help her?*

Invite the girls to work in small groups to use the first two steps to find possible solutions to Jennifer's problem:

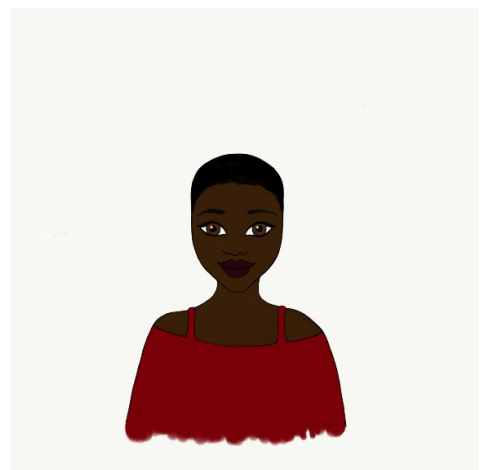
1. *Define the problem (saying what the problem is, clearly)*
2. *Generating possible solutions (brainstorming)*

Allow the participants 10 minutes to discuss Jennifer's situation. While this is happening, wander around the room to see if anyone needs help.

Step 3

Invite groups to briefly share their responses to each of the first two steps. Lead a discussion with the group:

1. Define the problem
Jennifer wants to start a business but her mother thinks she should focus on school
2. Generate possible solutions



- Start talking with your mother about her attitudes now, so that when you are ready to look for a job, she is more open to this. Say that more income will give you more freedom and opportunities for everyone.
- Point out other role models in the community – young women who manage to work and still ensure their schools
- Having a small business is an option for a student, because that gives you flexibility to manage your school work.

Step 6

Say: *Step 3 is “Evaluate and select a possible solution.” To do this, we want to think about the advantages and disadvantages of one of our possible solutions. Let’s do this together by thinking about the advantages and disadvantages of opening a small business that gives Jennifer flexibility to manage the children.*

Invite the participants to share their ideas. Here are some ideas to include if they don’t think of them:

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ● Can contribute to her future ● Can still complete her school work ● Can open and close as necessary 	<ul style="list-style-type: none"> ● Her mother may still not approve ● It will be hard to find capital ● It will be challenging to run a business and complete school ● Bookkeeping is going to be challenging since she didn’t take accounting classes in school

Say: *The last step, #4, is evaluating and selecting a possible solution. After you look at the advantages and disadvantages of each possible solution, you will want to pick the one that is most suitable.*

Ask: How could you use these four steps to solve a problem in your own life?

Step 5

Say: *It is reassuring to know that while not all problems are equal (some are harder to solve than others) there are very few problems in the world that don’t have a solution. When we are in a problem though, it is sometimes hard to see clearly what the problem is, and what possible solutions are available to us. We have to stop and think for a while.*

Pair Work

Put participants in pairs. Make sure they each have their Life Map.

Ask participants to spend 3-5 minutes sharing their goal, any updates they made and any obstacles or steps to their goal they have identified.

After 10-15 minutes,

Ask: Who would like to share some of the obstacles that you identified last week?
What other obstacles might a young woman like yourself find as she tries to reach her GOAL?

Below are some ideas that should be included if participants don't suggest them.

- Not having education (schooling) can be a major stumbling block. Sometimes lack of money can be the reason for this.
- Getting support from a husband/No support from family
- Even if we have gone to secondary school, we might discover very late that we don't have the right subjects for a course we want to do (for example you would need Maths, Biology and Science for Medicine or Art for a graphics course)
- Training institutions might not be affordable, or accessible (close to where we live)
- There may not be a lot of business opportunities or jobs available in your community
- Sometimes gender norms stop AGYW going into a particular career that people think is only for boys/men
- Sometimes cultural norms stop AGYW from working
- Challenges in the environment – the economy being poor, pandemics, natural disasters, war can mean there are few jobs and it is challenging to start businesses
- Early pregnancy and early marriage
- Being a mother in a child rearing phase
- Religious rules
- It can be very difficult to get capital (money) to start your own business
- Having a great idea for a new business, but having no business skills



4. Check – out (10 minutes)

Say: *Our journeys of starting businesses, growing businesses, supporting our families and trying to reach our goals, will include challenges. Today's session shows us that we can go through a process to think about overcoming these challenges.*

We can also ask for help! Those around us can help us come up with solutions.

Ask: What is one thing you want to remember from today?

Confirm the next meeting time and date.

Session 4: Budgeting and Saving



2-2.5 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: Chioma's budget	20 minutes	
Activity: Budgeting with what I have	45 minutes	Bottle caps, flipchart
Activity: Saving on my own and with others	40 minutes	Bottle caps, flipchart
Check - out	10 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 Fanta = #200 and Coca Cola = #500.

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.

Also, there is a discussion on savings groups. The mentor/facilitator should be prepared to discuss how the implementation of savings groups will work for those who are interested in starting up the groups.



1. Check - in (10 minutes)

Step 1

Welcome the AGYW back to 9ja Girls.

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)

Step 1

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.*

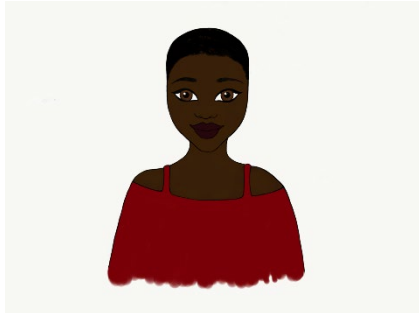
Show the participants the pre collected materials that represent money (bottle covers, beads, seeds, etc):

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 Chioma's budget experience together before everyone makes a budget for themselves.



3. Chioma's Budget (20 minutes)



Step 1

Read the following story:

Chioma was curious about how her friend Blessing usually was not feeling stressful about money. Blessing seemed to have enough money for food and sometimes to buy new clothes. She knows that Blessing is really good at managing money, so she went to her home one day.

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

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

Chioma started to think about her expenses like:

Money for savings, buying mobile credit, soap and body lotion, school materials, food

Chioma wrote it all down and added the amounts for each of the items she purchases each month. The total amount she wanted to spend in a month was #12,000 .

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

Chioma thought about what gets for income. The total amount she earned usually was #13,000.

Chioma could now see everything she earned in a month (#13,000) and her expenses (#12,000).

To calculate your budget, all you have to do is take your income and minus your expenses. So, for Chioma when she minuses her expenses (#13,000) from her income (#12,000), she has #1000 left over at the end of each month.

Chioma 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.

Blessing recommended that her friend start to think about savings, even if it is #500.

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

Chioma felt much better and was so grateful to have Blessing as a friend.



4. Activity: Budgeting with what I have (45 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, Coca Cola is #500 and Fanta is #200.



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 #500 per month, like Chioma, will build up over time. It's ok to start small! We will talk more about saving in the next session.*

Do: Ask participants to find the Budgeting and My Budget pages in their Participant Workbook. If time allows and participants have numeracy skills, ask them to complete their budget individually. If time does not allow, ask them to do this as homework.



2. Activity: Saving on my own (40 minutes)

Step 1

Say: *In the last scenario, Blessing advised Chioma 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 start up capital for my business
- I can loan money to family and friends
- I can save and support my education
- I can buy things for myself
- I can develop and investment plan for my future

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.*

Do: Ask participants to find the My Budget page in their Participant Workbook. If time allows and participants have numeracy skills, ask them to write their saving goal information individually as you go through the exercise..

- 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 girls will not have any money to put away. It is important to support these girls 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 girls 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 in order to reach their saving goal.

For example,

Saving goal: Final School Examination Fee

Cost of Examination I Registration Form: Naira 12,000.00

Monthly savings: Naira 1000.00

Naira 12,000.00 divided by Naira 1000.00 per month equals 12 months.

Say: *Savings are very useful for buying / paying for 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.*

Say: Another way we can save money is in a group. Community savings groups have existed across Africa for a long time. They have often been created as a response to not having access to banks because lack of access in rural areas, racial discrimination or even discrimination due to gender. The Village Savings and Loans Association (VSLA) is common. This is a voluntary group of people who get together to enable saving money and offering loans at a local level. The members of the group make up their constitution (the rules guiding the group) to hold all members of the group and their agreed processes accountable. Tontines in West Africa are also ways of doing group savings.

(Mentor note: Remember to change the amounts and currency in the example below to be appropriate for your country and/or location.)

The group can then use this money in many different ways:

1. Each month, one member can receive the saved amount of N120000.00. It would be a different member each month. The group would have to decide the order of who receives the Adashe/ in each month at the start.
2. The Adashe/VSLA/tontine can save the N12000.00 each month and then at the end of the year, split the total savings equally between the 12 members. So TN12000.00 each month over 12 months is N120,000.00! Divided between the 12 group members, that is.



Say: Saving with others can have many benefits;

- it can help you stick to your savings goal,
- it can help you save more than you could on your own and
- it can help you to afford important things in a shorter time.

Ask: What do you think the disadvantages might be of this kind of saving?

The biggest risk with this is that someone, or a group within the bigger group, are not

trustworthy. It is important to join with people you know are proven to be trustworthy AND that there are agreements in place and safe ways of storing money.

Say: You have formed a group here in MMA who you have built trust with. Perhaps you can think about forming a savings group with people you have met or others in the community.

Invite each girl to spend 5 minutes thinking about 12 people that she would trust in a savings group or a group that already exists that she would like to join.

Do: Ask participants to find the Savings Groups page in their Participant Workbook. Ask them to write their down notes they want to remember about joining a savings group.

Say: *If you are interested in being a part of a savings group, please discuss directly with the mentor/facilitator of your group.*



5. Check Out (10 minutes)

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

Ask: Why do you think we discussed managing money in this program? How does it relate to your income generation plans?

Ideas can include that managing money is an important business skills, saving money may be needed to achieve their goal (e.g. saving money to attend a training or buy business materials). Managing money is also needed in a household. After you earn money, you must also manage it.

Confirm next meeting date and time.

Discuss any prep for vocational skills and/or apprenticeships.

Ask each participant to bring their latest business idea to the next meeting. They don't need to write anything down, but to have the idea in mind.

Session 5: Business Planning and Group Businesses



2.5 hours

OBJECTIVES

In this session we want to:

- Learn about business planning
- Understand the 4Ps and how they impact business planning
- Discuss the pros and cons of a group business

SKILLS

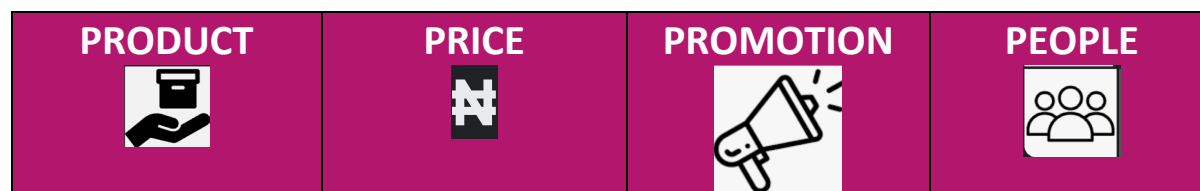
We will practice the following skills:

- Marketing
- Planning
- Collaborating

ACTIVITY	TIME	MATERIALS
Check - in	5 minutes	
Business Ideas	15 minutes	
Four Ps - Pricing, Promotion, People and Product	60 minutes	Four Ps written on a flip chart, paper or notebooks, pens
Group Businesses	25 minutes	
Skills Program Launch	20 minutes	Information about skills program
Check - out	25 minutes	

Preparation: Create the following flip charts. Include visuals if there is low literacy in the group.

Prepare cards with the “4 P’s”: **(Note: Include the visuals for groups with lower levels of literacy.)**



This session includes preparation for launching the Skills Program. Ensure you have the right information to provide participants regarding their pathways and participation in skills.



1. Check - in (5 minutes)

Welcome everyone back to 9jaGirls.

Explain that today will be the last training session as a group. Discuss the coaching session that will occur after this session and its purpose.

Say: *Today we'll be exploring some business skills and talking about the option of group businesses.*

We'll also close out today with a discussion on next steps in the program.

Let's get started!



2. Business Ideas (15 minutes)

Say: *Entrepreneurship or self employment can be challenging and rewarding. Today, we'll talk about how to begin the next steps in your business planning and some important skills you need.*

Let's revisit what it means to be an entrepreneur:

Ask:

- *What does it mean to "start your own business"?*
It means you would be fully responsible for starting up a (small) organization that sells goods or services to make a profit.
- *We also hear people talking about an "entrepreneur". What is an entrepreneur?*
An entrepreneur is someone who creates a new business and is prepared to take the risk that goes with that and will enjoy most of the rewards when it is successful.

Say: *Earlier in the sessions, we also discussed business ideas. Do you remember coming up with business ideas?*

Today we are going to choose an idea to work on individually.

Before we get started, everyone should think of at least one business idea that we have discussed before or an idea that you have had for a long time.

Ask each AGYW to write down a business idea they have been thinking about in their Participant Workbook. Ask a few AGYW to share their ideas.

Note to mentor: By now most AGYW should have a business idea. If many members

do not have one yet, you can revisit the activities in Session 2.



4. The 4 Ps (45 minutes)

Say: *Keeping your business idea in mind, we are going to look at how a business increases sales. This is through marketing or promoting your products or services.*

Let's start by learning about how Lola is doing with her business and how she is asking for help.



2. Asking for Help (45 minutes)

Say: *During the process of starting a business, we will have to speak to others. This will be needed for registration, networking, getting advice, selling to customers, accessing finance and marketing.*

Read the following story:

Lola has been fighting for a long time to start a business and she is proud and excited because she has finally saved enough money to buy her first set of goods to sell. But yesterday, she found out the place where she planned to sell her goods is not available any longer.

Lola told her father about the problem. Lola's father told her that her aunt has some extra space in her shop in town. Lola knows she needs to speak to her aunt about the space for selling goods, but she knows it will not be easy. Today, Lola is feeling brave. She has decided to try and talk to her aunt.

We need to help Lola make a plan to talk to her aunt.

Step 1:

Divide the participants into three groups.

Give each group a task. They have 10 minutes to discuss.

(Note to facilitator : This can be done verbally if there is low literacy. You will assign groups and then slowly read the task assignment to each group. These can also be printed or written on paper if one person in each group is able to read.)

Group 1: *Prepare what Lola could say to her aunt. Make sure it is calm and will get the best possible response.*

Group 2: *Choose a good time for her to speak to her aunt.*

Group 3: *Plan how Lola can stay calm while she talks to her aunt.*

Invite each group to give feedback and explain their answers. They have 5 minutes to share the feedback with the group.

Use these examples below to address additional points if they are not mentioned by the groups:

Group 1: *Prepare what Lola could say to her aunt. Make sure it is calm and will get the best possible response.*

Example: Lola could start by asking her aunt how her day is and perhaps asking her how she is feeling. Then, Lola could speak about wanting to sell goods to bring in more money to the family. She can talk about how she has finally saved money and will be able to start selling soon, but she needs space. She can mention that her father asked her to check with her aunt.

Group 2: *Choose a good time for her to speak to her aunt.*

Example: Lola should maybe wait until her aunt is not busy at the shop. The afternoon is good because there will not be so many customers.

Group 3: *Plan how Lola can stay calm while she talks to her aunt.*

Example: Lola should take three deep breaths when she talks to her aunt so that she can be calm when she speaks to her. Lola can check to see what emotions she is feeling before she speaks to her aunt – if she is feeling nervous or not confident, she should notice that and try to feel confident and stay calm.

Say: *Keep in mind who you want to speak to as we continue through our journey, it will be important to speak to those adults or peers.*

Now let's start planning!

Step 2

Note to facilitator: There are traditionally 5-7 Ps of marketing. This has been simplified for the context.

Use the colored cards to do a presentation on what the 4 P's of marketing are or ask the participants to turn to the Business Ideas page in their Participant Workbook.

Do: Describe each of the Ps and then ask the questions that follow.

- **PRODUCT** - *considering whether all aspects of your product or service is what is wanted and needed in the marketplace.*

Ask: How can you see if your product is needed in the marketplace?

Discuss responses.

Share that it is important to do **market research** before starting a business. Market research can include:

- Finding out what people want/need by asking them, observing markets
- Knowing what similar products are available and what the pricing is like on these
- Who might buy your product
- How they would like to receive it
- How best to give them information about its availability.

- **PRICES** – *examining whether the price you plan to charge is appropriate for the realities of the market. This may include considering what others are charging for a similar product. Also, can you make a profit?*



Ask: How do you think business owners decide on a price?

Discuss answers.

Make sure to include, they consider the costs of the product and then how to make

a

profit after the costs are considered; they consider how other businesses in the market price the product.

- **PROMOTION** – *knowing how your potential customers would like to hear about the product. This is about ways of selling. These could include fliers, WhatsApp messages, posters, radio or newspaper adverts, direct approaches, open markets etc. It could include introductory special offers (buy-one-get-one-free and 50% off the first 10 orders etc).*



Ask: What are successful ways businesses promote their products in your community?

Discuss responses.

Include social media, phones, signs, word of mouth, and other ways that businesses around the community promote their goods and services.

- **PEOPLE** – *the customer is at the heart of every business. Knowing the needs and wants of your customers and building good customer relationships is a priority. Also remember that the quality of the people your customers interact with will keep them coming back. People trust people. It is important to choose the right people to help you in your business and to train them in how to interact with customers. They will ensure quality AND reputation and ultimately the success of your business!*



Ask: What are examples of good customer care?

Why is good customer service important to your business?

Discuss responses.

Highlight that good customer service is important as repeat customers can help build your business. And happy customers can tell others about your business.

Say: *Let's repeat the 4 Ps: Product, Pricing, People and Promotion.*

Say the 4Ps as a group 2-3 times to support remembering the Ps.

Step 3: Individual Work

Say: *You are now going to have 20 minutes to:*

- *Use your notebook to draw or write ideas about the 4Ps for your business idea.*
- *For People - What do your customers want from your business?*
- *For Product - Show what you will sell or what service(s) you will provide.*
- *For Promotion - What are the ways you can promote your business?*
- *For Price - How will you decide the price? If you already know what this is, share the information in your workbook.*

As you work on your plan, also think about anyone you need to speak to in order to support your planning. Any adults that you might need to ask for help, for example.

The facilitator should time the activity and give reminders about how much time they have left.

Step 4: Pair Work

Say: *You are now going to share your information with someone else in the room to get feedback. Learning from others is a very important component of entrepreneurship. This is a chance to practice that with the people in this room that we trust.*

Remember our confidentiality agreement we had on Day 1? This is an important time to remember that. The ideas being shared today are important ideas to your partner. If they ask you to keep anything confidential, be sure to do so.

Ask the AGYW to get in pairs or you can pair up similar types of business ideas in the room.

Say: *Now, choose one person to share first.
Take 10 minutes to share your 4Ps with your partner and get feedback.*

After 10 minutes, switch the partner who is sharing.

The facilitator should time the activity and give reminders about how much time they have left.

Step 5: Presentations (Optional)

Say: *If you are going to start your own business or build the business you have, it's hard work! You will have to think creatively and on your feet every day. When things don't go well, you will need to persevere and never give up.*

Communication skills such as negotiating and decision making, what we learned in the first sessions of this program will also be used.

Public speaking will be a key skill to use for your business as you will interact with customers and suppliers and want to promote your business.

Ask if 2-3 volunteers can present their business ideas to the group to practice public speaking. You can also ask everyone to present to practice this skill.

Celebrate all the great ideas!!

Say: *As a next step, we'll be doing small group coaching sessions to further discuss your businesses and next steps. Great job getting started today.*



4. Activity: What can we do together in business? (25 minutes)

Place the AGYW in pairs.

Ask each pair to sit opposite each other, holding hands and with the soles of their feet touching each other.

They should now try to stand up together while continuing to hold hands.

Ask: Was that easy or difficult to do?
What did you do to get this right?
Did anyone lead the other person and decide what to do?

Say: *In this activity we had a partner. Someone to work with. Sometimes working on our own is the best way. And sometimes having others to work with can be an advantage. This is true in personal life and also in business. A group business can be a good way to get started with income generation.*

Ask: Do you know of a group in your community that runs a business together?
What do you know about it?

Note to facilitator : Consider having an example of this to share if this is not common in the community or is something participants are unlikely to know about.

Say: *Starting a business can feel very risky! There are financial risks. You might fear failure. You might even lack some skills that you need.*

One way to address this is to consider working with others in a business. A few ways you can do this:

- Join or start a Village Savings and Loan Association (we talked about saving with others a few sessions ago) so you can save together to start a business
- Form a group to run a business - this should be a formal group with a partnership agreement
- Find existing associations or cooperatives and learn how to join them

Note to facilitator: Consider having an example of an association or cooperative that exists in the community or is something participants are unlikely to know about.

Ask: What could be a benefit about running a business with others?
 What might be challenging?
 Discuss responses.
 Highlight the following:

Benefit	Challenge
Having someone else to work with	Must consult with someone else on decisions
Different skills and knowledge	Splitting the profits
Less financial risk	There may be disagreements
Can consult with someone on decisions	If your partner, spouse or family members is a partner, this may cause challenges in the family if there is a disagreement
Sharing the work	

Ask: How might running a business with a group support your current business ideas we discussed earlier in this session?

Say: *There are advantages and disadvantages of being a part of a group business.*

Remember that you should have a formal agreement before starting a business. you'll want to agree on key things about how to make decisions, what happens if you don't agree, roles and responsibilities and how you split the profits.

This is the conclusion of our discussion on business planning today. We're going to complete the session with two more activities.



4. Presentation: Skills Building Preparation (25 minutes)

Note to facilitator : Prepare information in partnership with staff about what to share with participants to prepare them for the next phase of the project.



6. Check - out (25 minutes)

Say: *We have continued building our sisterhood in this part of the program. As you start your income generation journeys, this will be more important to keep alive*

Although this 9ja Girls program will be finishing with its official meetings, the sisterhood between all of you, its Alumni (those who have graduated from the 9ja Girls program) is NOT coming to an end.

Let's celebrate the work we have done together.

Ask the participants to stand in a circle. Invite each participant to share:

- What is one thing you have learned that you never want to forget?

Still standing in a circle, ask the participants to look at the person to their right. They will prepare to share something they have learned from that person during the sessions.

Invite someone to start and continue around the circle until everyone has shared.

Confirm small group coaching sessions and when these will take place. Confirm the intention of these and expected attendance.

Session 6a: Business Start Up: Small Group Coaching



75 minutes per group of 3 to 7 participants

Before the session, each participant should be reminded of their appointment, and to bring their Goal planning tool and business planning of the 4Ps.

Note to the Facilitator:

In this discussion, each participant is given the opportunity to share and discuss what they have learnt about themselves and the world of work in the economic empowerment module. Use the questions below to help you guide the discussion.

Avoid giving advice. At no stage should you tell people what job they should do or take over the role of investigating all that they need to know about study or jobs. Share what you know and help them to think about how they might gain the information they need. For many of them, just being able to talk about this with someone who is kind and interested and asks good questions will help them towards a better focus.

You want to help them be realistic about the obstacles they face as an individual, but also inspire them towards holding onto their dreams. Everyone has a right to decent and fulfilling work, and each one of them should be encouraged to seek out what that is for themselves. This may not always be in the form of a job, but through business opportunities. For those that are not risk-takers, they need to start small with businesses.

Introduction to session (10 minutes)

Welcome the participants and thank them for coming. Say that this time is for them to reflect on what they have been thinking and learning about income generation planning and goal setting.

They should feel comfortable to talk about anything they wish and to ask any questions.

Explain that you may not have all the answers for all their questions, but that together you will figure out a way to find the answers to what they need to know.

Say: *We have spent the last few sessions thinking about the steps we need to take to earn income:*

- *Brainstorming business ideas*
- *Our goal and how to get there*
- *Budgeting and savings to reach our goal*
- *How to overcome obstacles*

Today we are going to think about taking next steps to start a business and have some open discussions.

Discussion Session (30 minutes)

Note to the Facilitator: Select questions below that are relevant to the group.

- How have your ideas about work and a career changed during the sessions so far?
- What has been most interesting for you?
- Is there anything important you feel you want to learn now to reach your Goal?
- What is the next step you need to take to achieve your Goal?
- How is the apprenticeship or vocational training included in your steps for your Goal?
- What will you personally do next to accomplish your Golden Goal?
 - Do you have any questions about how to do this? What support do you need?
 - What do you need to investigate further after this meeting?

Business Start Up (30 minutes)

Note to the Facilitator: Prepare the following information in partnership with staff to ensure content is correct and up to date.

Say: *Now that you are preparing for Skills Building or to launch your business, there are few key next steps:*

- a. *Review you business plan*
In our last session, we discussed a brief plan for your business using the 4Ps. As you learn more this plan will change. You should revisit this plan and begin your steps for starting the business. One of these steps might be the Skills Building so you can learn more!
- b. *Identify capital to start their business*
Accessing capital from financial institutions can be challenging. But you may have savings, family members or assets you can start using right away. Or you may choose to join or start a VSLA. It's important to get started using what you have.
- c. *Register the business*
Your business may need to be formally registered with the Corporate Affairs Commission or a local entity. Find out from other entrepreneurs in the community how they are registered. And consider formal registration as this will support your business as it grows.

If you want to know more about registering your business, contact: [Add local](#)

resources here.

Note to the Facilitator: Select questions below that are relevant to the group.

- What questions do you have about getting started?
- What support do you need from your local community?
- What resources are available to you in the community?
- Do you have a business mentor? If not, let's brainstorm ideas to get one!
- What are you most worried about in starting your business?
- What are you most excited about?

Closing (5 minutes)

Thank them for coming.

Encourage them to keep striving towards their goal, and to never give up. Invite them to talk to you if they are needing more information.

Session 6b: Job Acquisition: Small Group Coaching



75 minutes per group of 3 to 7 participants

Introduction to session (20 minutes)

Say: *Many jobs in the community are advertised informally through people's networks, so it is important to keep our ears wide open for these opportunities, but in bigger organizations, we may be required to go through a formal application process (write up these steps on the flipchart as you talk about them).*

- *We might have to apply through an employment agency or the Human Resources department of a big organization. Human Resources deals with employment and the wellbeing of all the employees in a company.*



- *Send in our Curriculum Vitae (CV) - this is a document we make that tells them all our personal information, qualifications, and experience. From this they decide who they want to interview.*
- *On our CV we would have to provide one or two references – people they can contact who would recommend us.*
- *Then we would be invited to an interview.*
- *If they are interested in employing us they may invite us to start with a probationary period of 3 – 6 months. We would receive a salary in this time.*
- *If they like the way we work then, they would confirm our appointment and offer us a permanent or temporary contract.*
- *We would be offered a “package” – this would include a salary, but they might also offer other “benefits” like medical aid, pension contributions (money we save for our old age) etc.*
- *It is important to note that you may have some “deductions” from a salary. This could include tax deductions (the money every employed person needs to pay the government for the costs of running the country) or for contribution to a government unemployment scheme. If someone offers you a salary, it is important to see the whole package and understand the deductions before you can be sure that the amount you receive will meet your needs. If you ask, the Human Resources person should help you work all this out.*

Put all the terminology cards on a flip chart or put them on pieces of paper and put them at the center of the room.

Invite participants to pick one up they know.

Ask each person to explain what the word means or refers to.

Note to the Facilitator: All these terms are described in the notes above.

Networking	Internship Learnership	Human Resources Department	References	Interview	Tax	Contract
Volunteering	Employment Agency	Curriculum Vitae (CV)	Salary Deductions	Salary Package	Salary Benefits	Probation

Writing a CV session (30 minutes)

Say: *One useful skill you will benefit from is knowing how to write up a CV for yourself that you might take to a job interview or share with a friend to pass on to the Human Resources division of a big company.*

These are best if they are short, sharp and to the point. They are a summary of who you are, what education and experience you have, the details of people who could give you a reference, and how to contact you.

It is useful to think about what it is about you that is special, unique and would add value to the organization so that you stand out from everyone else who is applying for a job. You can weave this into the description of yourself at the start of your CV.

- Read the short description Michael from Liberty High wrote about himself for the start of his CV:



Soon to graduate from high school, Michael is a talented sportsman who has had to work hard to develop his skills, persevere through a recent injury and develop mental stamina to compete at the provincial level. He is physically strong. With sound Maths results, Michael can be relied on to work with cash. His role as treasurer of his football club has given him experience of managing money and a bank account and has shown his reliability and integrity.

- Distribute the CV Template using the the Participant Workbook. Go through the template, explaining what to write in each section. Ask everyone to spend 15 minutes working on their CV.

- Ask them to exchange their CV with a partner to check it for them. They should look

THE ONE-PAGE CURRICULUM VITAE

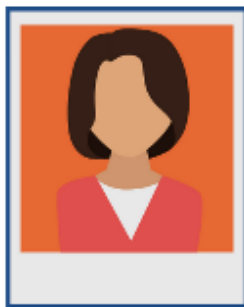
Curriculum Vitae (CV) = a brief description of a person's education, qualifications & previous work to accompany a job application

NAME: _____

CONTACT DETAILS:

 _____

 _____



SKILLS SUMMARY _____

EDUCATION

DATE: _____ /COURSE _____

WORK EXPERIENCE

DATE: _____ /WORK _____

REFEREES Names & Contact Details

at whether all the information is there and that language is correct.

Say: *It is often a good idea to have your CV checked by someone who is really good at language. It is best not to hand over a CV full of spelling and grammar mistakes! Now you have a template that you can use to type up your own CV.*

Ask: *Where could you type up your CV? Where could you have access to a computer, someone who would help you with the layout and where you could print a few copies? Or to have an electronic copy that you can use to submit online?*

Say: *It is important to remember to continually update your CV as you gain more experience or your details change.*

Interview practice (30 minutes)

Say: *Interviews can be scary, but if we are well prepared we should have nothing to worry about.*

Being prepared includes knowing:

- *About the business who is considering hiring her*
- *About the job itself – what would be required*
- *Also to think about what they would be needing in an employee – is it being good with people, being a team player, accuracy with cash etc and talking to what they need and she would be able to explain how she could meet their needs.*

You might feel very anxious on the day of the interview and as you are waiting to go in. Use 3 deep breaths to calm yourself.

Another way of being prepared would be to think about what questions are likely to be asked in an interview and planning your answers. There are a number of very commonly asked interview questions which we are going to look at today.

Put each of the question cards up on the flipchart. Ask the group what it is that the panel wishes to find out in each question. This table has some answers to guide you.

Question	What do they want to know?
Tell me a bit about yourself.	This is an opening question designed to put you at ease. Share interesting and RELEVANT information about yourself. People want to employ staff who have interesting skills and hobbies, but mostly they want to hear about your work experience.
What are your strengths?	Give them a full picture of all the things you are good at.

What are your weaknesses?	Don't share a long list of weaknesses! Share one or two minor issues to show that you are self-aware and honest
Tell us why we should hire you?	An opportunity to share what special advantages and skills you might have compared with the other candidates.
Where do you see yourself in 5 years' time?	Employers are interested in how ambitious you are. They want to know that you have dreams for the future, but don't want to lose you too soon.
Why do you want this job?	Here you can flatter the panel by explaining why you like their business and what you hope to gain by working with them.
How much do you want to be paid?	Do not be afraid to value yourself and do not be afraid that they will not give you the job if you ask for an amount. You know yourself, your worth and what you want - always have an asking salary at the back of your mind.

Practicing in Pairs

Divide participants into pairs and give them 5 minutes each to be the interviewer and the person who is interviewed. The interviewer should ask all 7 questions.

In plenary,

Ask: *How was the experience of being interviewed?*

Say: *Make sure you know where you have to go for your interview, how you are going to get there and how long it will take. The last thing you want is to lose your way or be late!*

Say: *Once we have been offered a job, we need to focus on how to keep a job!*

Ask: *What are some of the most basic and important things we need to do to ensure our employer wants to keep us on their staff?*

Brainstorm ideas for this with the group and capture these on the flipchart. Here are some ideas to include:

- Always be on time – for work to start, also after breaks and lunch



- Be open to learning new things.
- Integrity (being honest) is important, particularly if you make a mistake.
- Be honest if you can't do anything that is expected of you and ask for help.
- Talk to bosses, co-workers and clients/customers with respect at all times
- Be a team player. Work well with others, be supportive, resolve conflict quickly, don't talk about others behind their back
- Be positive.
- Make sure you get your responsibilities taken care of each day and then be ready to help any co-workers with their work
- Try to never be seen sitting doing nothing. If your work is done, look for other things you can do to help.
- If you want to progress in the organization, look for learning opportunities and leadership responsibilities.
- Be innovative, always think outside the box, always think of new ways to get things done in a better or faster way.

Follow Up Small Group Coaching – (After Skills Building)



60 minutes per group of 3 to 7 participants

Before the session, each participant should be reminded of their appointment.

Note to the Facilitator:

In this discussion, each participant is given the opportunity to share and discuss what they have learnt in the sessions. This can serve as a monitoring tool as well to see what progress has been made by participants.

Introduction to session (10 minutes)

Welcome the participants and thank them for coming.

Say: *It's great to see everyone again! Today is an open conversation to check in on how you have been doing related to your Goal.*

Explain that they should feel comfortable to talk about anything they wish and to ask any questions.

Say: *Let's get a quick update from everyone.*

Ask each participant to share 1-2 pieces of news they have since the last time everyone met.

Discussion Session (45 minutes)

Note to the Facilitator: Select questions below that are relevant to the group. Discuss as a group and discuss how they can support one another in any challenges.

- What skills have you learned in the last few months?
- What skills are you using from the sessions? Or from skills building?
- What do you still need to know more about?
- What is the progress of your Goal?
- What are you struggling with?
- What support have you received?
- What groups or resources in the community have you used?
- How has the saving group progressed?
 - What challenges have you encountered?
 - What kind of support do you need?
 - How have you supported each other beyond the contributions?
 - What are your plans?

- What support do you need now?
- What is the next step you need to take to achieve your Goal?
- How has the apprenticeship or vocational training support your steps for your Goal?
- What will you personally do next to accomplish your Golden Goal?
 - Do you have any questions about how to do this? What support do you need?
 - What do you need to investigate further after this meeting?

Closing (5 minutes)

Thank them for coming. Remind them they can keep meeting as a group to have discussions like this amongst themselves.

Encourage them to keep striving towards their goal, and to never give up. Invite them to talk to you if they are needing more information.