



Life, Family, Health, and Economic Strengthening



Curriculum
Adapted by:



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Introduction

The following curriculum is a tool developed to support married adolescent girls in northern Nigeria, through mentorship groups that encourage girls to articulate both financial and life goals, develop their communication and decision-making skills and gain vocational skills that help them pursue their life goals and generate additional income. 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”.

Life skills programmes for adolescents have been proven to build knowledge and skills, and to promote empowerment and resilience. Through the LFH 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. However, some of the material contained in the curriculum may be most suitable for one audience as opposed to the other. Topics or activities that are more appropriate for one audience and not another will be specified throughout the curriculum.

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

The Matasa Matan Arewa (MMA) program is a composite program that was designed based on research to create and informed and empowered generation of married adolescent girls and young women (AGYW) ages 15-19, and build an enabled environment that supports to access sexual and reproductive health services. The program consists of four (4) components:

- i. Mentorship program for married adolescent girls
- ii. Interpersonal communication, including with husbands
- iii. Trained youth friendly providers in the health facilities
- iv. Economic empowerment to support contraception uptake

The mentorship program includes a safe space where married adolescent girls are recruited to learn about contraception through content embedded and aligned with existing values for familial care. The AGYW learn skills for Life, Family and Health (LFH) from a community mentor trained in adolescent development. They are able to discuss, ask questions, talk about

issues and immediately get linked up with a youth friendly provider in the health facility so as to access quality sexual reproductive health information and services. This program has been merged with BRAC's Empowerment and Livelihoods for Adolescents (ELA) curriculum, which aims to build social and economic empowerment amongst adolescent girls.

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

Group Make Up

Each group will consist of a minimum of 8 and maximum of 12 married AGYW for the primary package or up to 20 per cohort for the secondary package. The criteria for recruiting mentees include:

- Must be married
- Must be below 20 years
- Mixture of in- and out-of-school adolescent girls

The mentor will facilitate 4 sessions in the primary package. The EE Local implementing partner will facilitate the 8 sessions in the secondary package. Each session will last 2-2.5 hours. Additionally, a small group coaching session, health facility visits, vocational training and a graduation and marketplace event will be included.

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 using this content to guide you. You are not expected to memorize content under "Say."

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

Curriculum Approach

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

- Aisha might be speaking more than Habibah because today we are talking about something Aisha is really interested in. If this is the case, I don't think there is anything I need to do.
- If Hauwa 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.
- Zahrah'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 Zahrah is tired for one day, I don't need to do anything, but if she is tired every day then I might want to ask her how she is doing and if there is anything that has happened recently that she is struggling with.

Wireframe and Session Structure

A full wireframe (curriculum overview) will be reviewed by staff for 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, “if you use contraception you will never be able to conceive a baby”, mentors would clarify the right answer. Some girls may be very conservative, or not have much knowledge at the start, but as they learn new concepts, hear others opinions and have different experiences, you will notice a shift in attitudes.

Affirm: This cues the 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.

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



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

For the Facilitator:

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

For the AGYW:

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

For Presentation:

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

General Set Up - Guidelines for Sessions:

Space set-up:

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



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

COVID-19 safety measures to observe:

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

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

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

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



Curriculum Sessions: Primary

Session 1: Building Trust, Personal Hygiene & Nutrition



OBJECTIVES

In this session we want to:

- Learn what the MMA program is about and get to know each other
- Build group cohesion through activities that define trust and confidentiality
- Learn the basics of hygiene
- Understand nutrition and how it impacts our health

SKILLS

We will practice the following skills:

- Building trust
- Forming a community
- Public speaking
- Practicing hygiene
- Building a healthy meal

ACTIVITY	TIME	MATERIALS
Check In	15 minutes	None
Discussion: What is the MMA program all about?	20 minutes	None
Activity: Building Trust	20 minutes	Piece of cloth, such as a bandana for half the group or paper and pen
Introduction to Hygiene	40 minutes	
Introduction to Personal Health and Nutrition	20 minutes	Health food list printed or Participant Workbooks
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

On the flipchart, write a list of adjectives that could describe what a girl is like. Here are some examples. You can also use images if members of your group are illiterate. (An example is here: <https://7esl.com/list-of-adjectives/>). Examples: awesome, brave, cute, clever, delicious, easy, fabulous, great, happy, interesting, joyful, keen, lovely, motherly, noteworthy, optimistic, playful, quick, restful, robust, sleek, small, terrific, trendy, true, understanding, valiant (brave), wonderful, youthful, zany (crazy in a fun way)



1. Check In (15 minutes)

Say: *Good morning/afternoon everyone. I would like to welcome you to the start-up of the MMA 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 mentor 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 is the MMA program all about? (20 minutes)

Step 1:

Ask: *What do you know about the MMA 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 mentor: 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.

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 mentor: Give the details of attendance expectations.

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

Listen to responses about this expectation.

Note to mentor: 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.

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.*

Distribute the Participant Workbook. Ask each participant to write their names in the workbooks. Tell participants they will use this throughout the sessions.



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 chart, they can tell their partner, 'draw a circle' then 'put a curve like a banana near the bottom of the circle' Once done, the partners have to compare the drawing to the original flip chart.

Step 3:

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



Step 4:

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

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

Step 5:

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

Ask:

- *What did it feel like to have your eyes closed and be led around the 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 mentor: 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/ unpleasant experiences 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

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

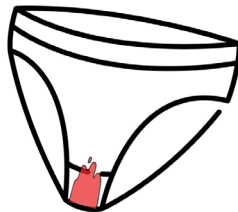
- Maintain a healthy lifestyle during pregnancy and Learn how to recognize common infections
- Learn what to do to protect herself from diseases that can affect her genital area and her general health
- Take action to protect herself from diseases that can affect her genital area

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



5. Discussion: Introduction to Menstrual Hygiene (20 minutes)

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.

Step 3

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*
- 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*
- Drink lots of fluid*

Step 4

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.
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6. Nutrition - (20 minutes)

Say: *Hygiene is one way to care for yourself. Another way is eating healthy.*

Step 1

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

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

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

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

Discuss responses

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

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

The main food groups include:

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

6. *Fats and Oils (for extra energy)*
7. *Sugar and sweets (for extra energy)*

Do: Ask AGYW to turn to their food chart in their Participant Workbook.

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

Sugar and Sweets	Table sugar, sugar cane, honey, sugar-based cold drinks, other flavored drinks and concentrates; sugary foods like candies, cakes, chocolate etc. fruit juice
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- Say:** *The best diet is the one that has all three types of food. Adolescents, pregnant women and our children we care for, need to eat foods from all three of these categories each day to:*
- *Provide us with energy*
 - *Protect us from illnesses and diseases*
 - *Help us remain well and healthy*
 - *Pregnant women and breastfeeding mothers need to eat foods from the three categories every day and need to eat extra portion of food (additional food) everyday*
 - *Children need to eat daily foods from all three categories so that they can grow well (body and mind) and be healthy and strong (including able to fight diseases)*

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

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

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

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

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



7. 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: Sexual and Reproductive Health and Rights



2.5 hours

OBJECTIVES

In this session we want to:

- Learn about our bodies and how they work
- Understand how pregnancy occurs
- Understand how use of contraception impacts your overall life planning
- Understand reproductive health rights

SKILLS

We will practice the following skills:

- Feel more comfortable when discussing reproductive anatomy
- Exercising our reproductive rights

ACTIVITY	TIME	MATERIALS
Check In	1 minutes	None
Biology: Male and Female Puberty	30 minutes	Poster of person, male and female biology posters, female biology labels
Menstruation Pregnancy and Contraception	45 minutes	Internal and External posters for menstruation, menstrual cycle poster, ovulation and pregnancy posters
SRH Rights and Goal Setting	30 minutes	
Check Out	5 minutes	None

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

Note that this session has technical information around biology and reproductive health. There is more information on the next page for background on these topics.

If you are uncertain about any of the content, please reach out to staff for support.

Make sure you are able to print the male and female biology posters well before the session.

Note to mentor:

Basic Information on Biological Reproductive Organs

Female Reproductive Organs

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.

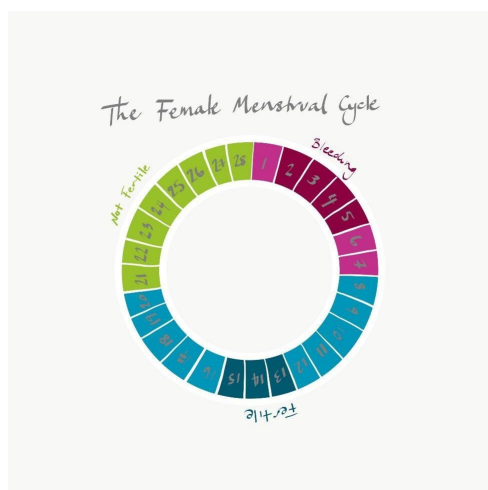
- The uterus is approximately the shape and size of a pear and sits in an upside-down position within the pelvis.
- Ovaries
 - The ovaries are the most important organs of the female reproductive system because of their role in producing both the female sex hormones that control reproduction and the 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>

Have the menstrual cycle drawing (used in the sessions on menstruation) ready to refer to:



1. Check In and welcome (10 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. We will discuss our biology, puberty, sexual and reproductive health and our rights.*

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



2. Biology - (30 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

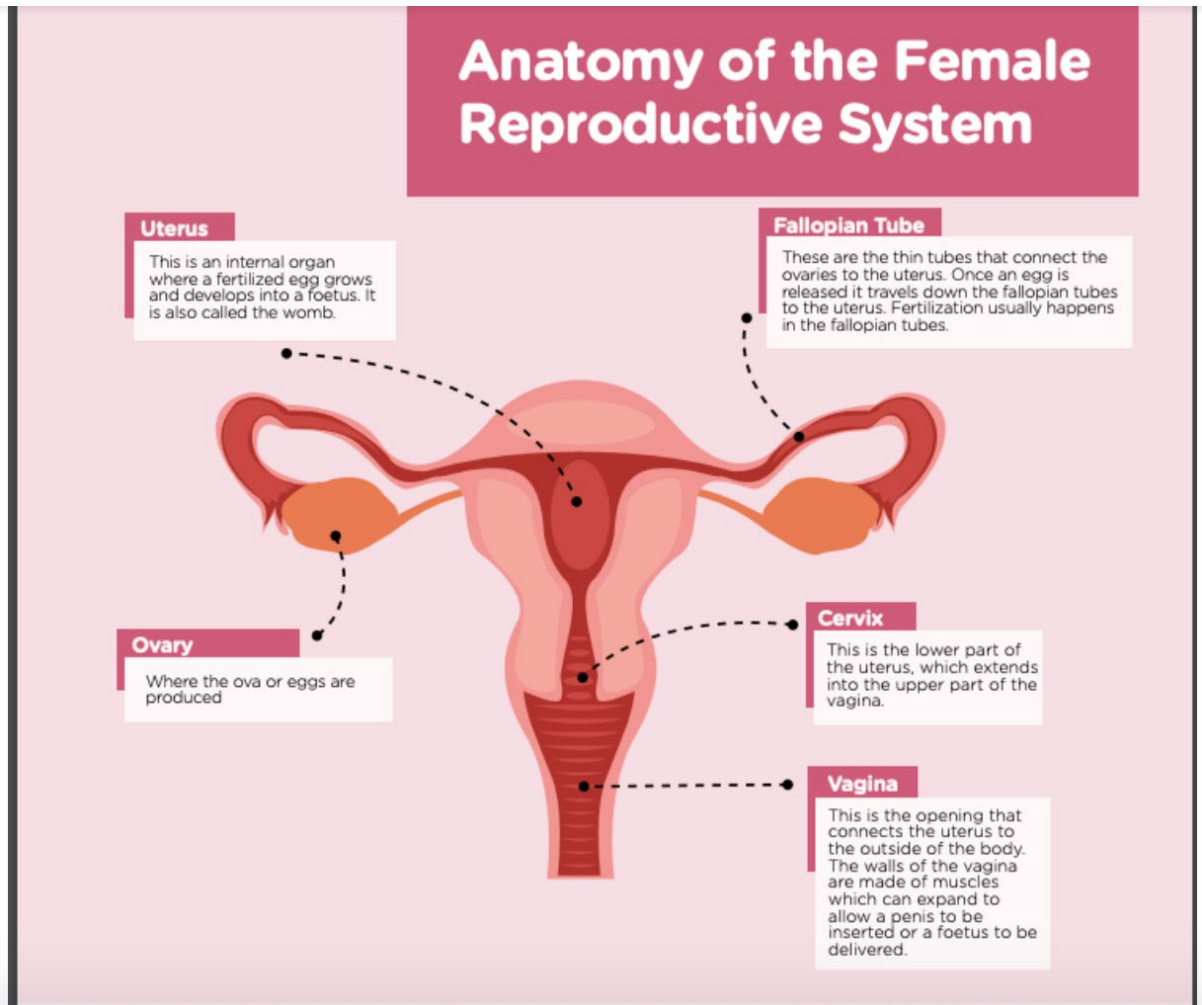
Vagina

Uterus

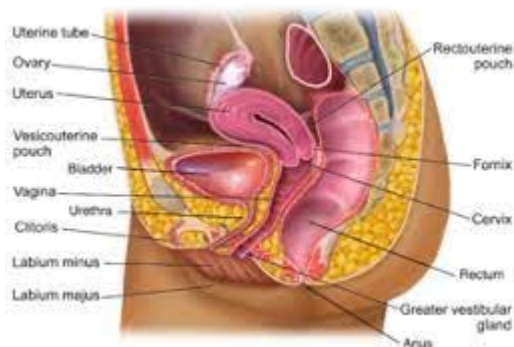
Step 2

Do: Ask participants to open their Participant Workbooks to Female Anatomy.

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.



(Source: Ministry of Health, DRMH; *Understanding Adolescence: A Guide for Adolescents 2021 Edition*. Nairobi, Kenya.)



Source

Step 2

Ask: Are there any questions you would like to ask?

Answer any questions you can. If you don't know an answer, let the participants know you will follow up.

Step 3

Say: *Now that we have spent some time learning about female biology, let us take a look at male biology.*

Ask: *What body parts do men have that we do not have?*

Make sure answers include:

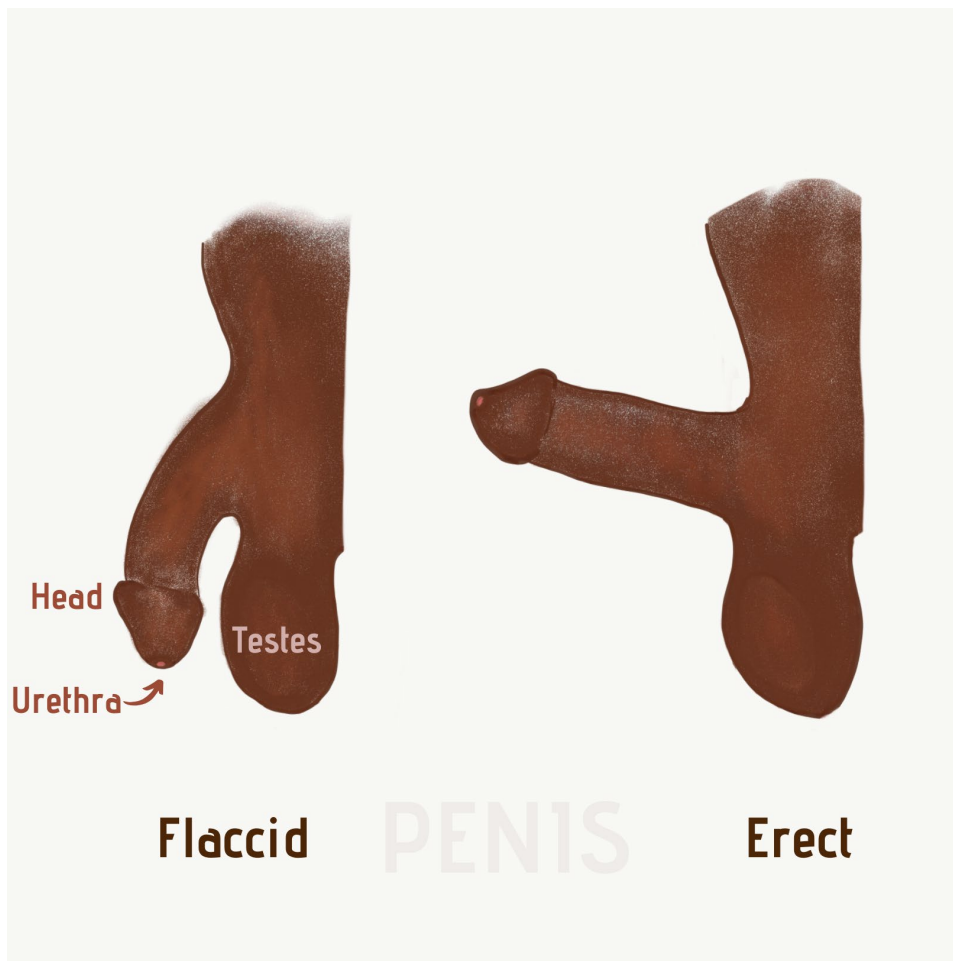
Penis

Testicles

Step 4

Show the girls the poster of the penises, if appropriate. **Note to facilitator:** If showing the poster is **not** culturally appropriate for the setting you are working in, you can discuss the male anatomy verbally in an appropriate way.

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.

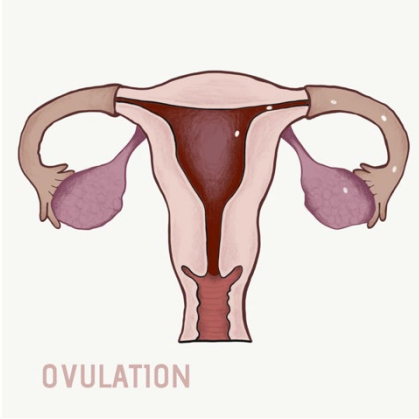
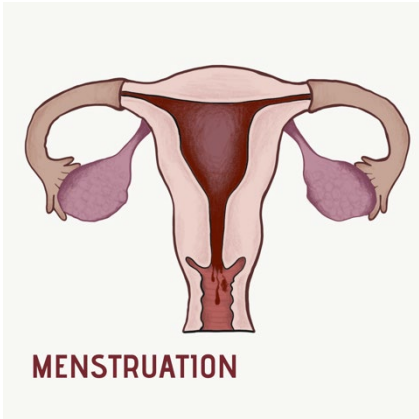
The small pink hole at the end of the head of the penis, is where men urinate from. It is also where sperm comes out when they have sex.

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.



3. Presentation: Menstruation (20 minutes)

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

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

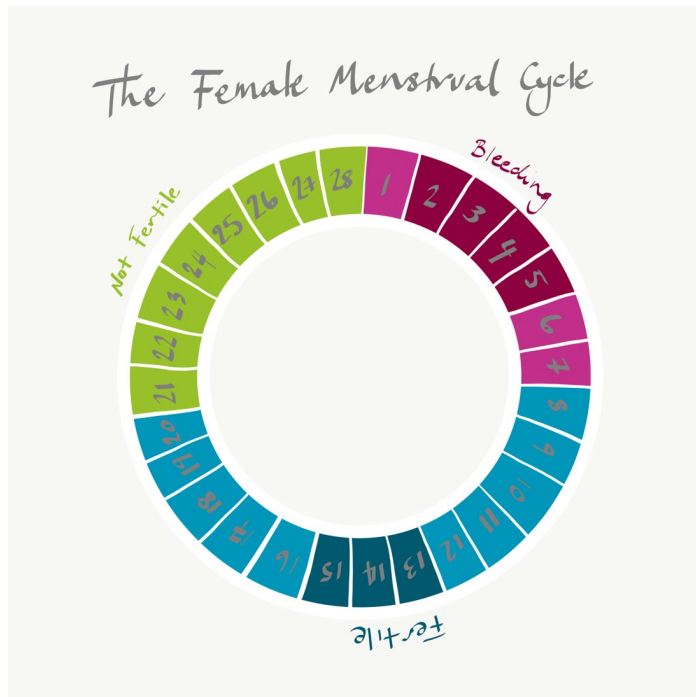
Step 2

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.*

Do: Ask participants to find the following picture 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.*

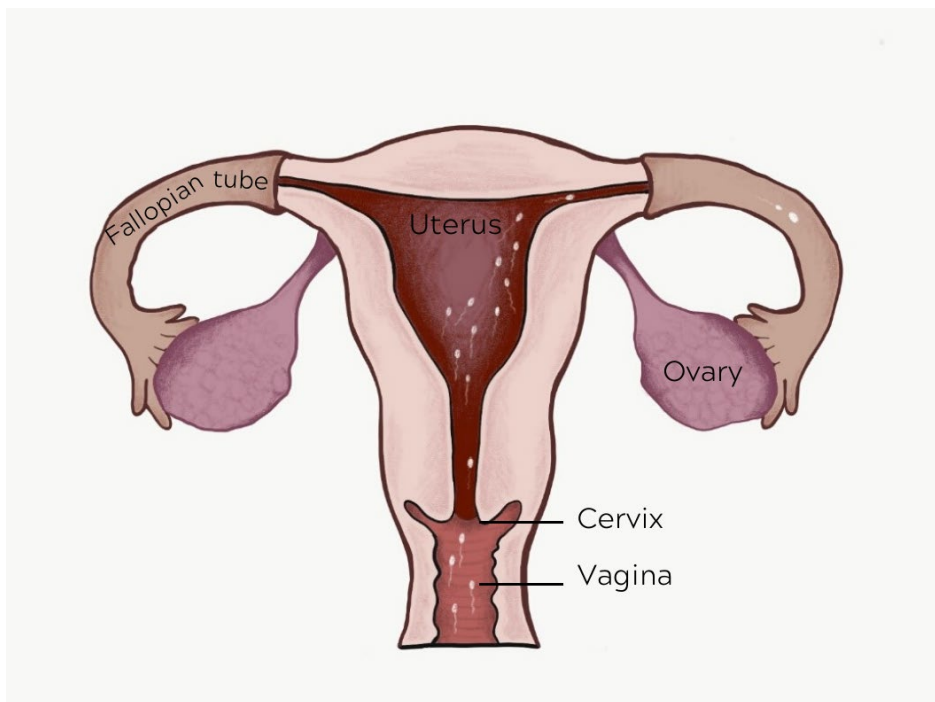


4. Activity: How does pregnancy happen? (25 minutes)

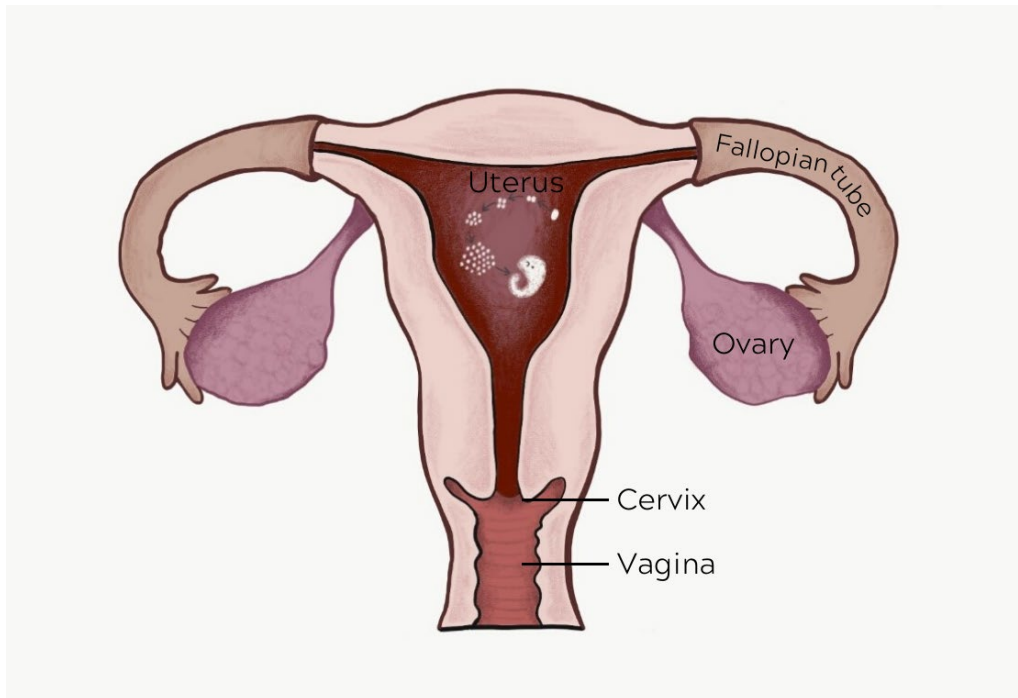
Using the diagram that is printed, and asking questions as you go along, explain to the participants how pregnancy happens.

Say: *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.



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.



5. Activity: What do I want? (30 minutes)

Say: *Today we have learned a lot about our bodies and how they work!*

We want to now think about how we understand our rights around our bodies. Our decisions around reproduction - or having a baby - can impact our lives.

If pregnancies are not properly spaced, there can be negative consequences for mothers and for babies. The recommended spacing between children is 24 months.

And negative consequences if we don't practice child spacing can include:

- *Miscarriage (the loss of a pregnancy because the fetus is not developing normally)*
- *Death of a newborn*
- *Death of a mother*
- *Babies born too premature (too early)*
- *Stillborn babies (dead when they are born)*

Low birth weight in babies

- Other health problems for mothers like maternal anemia, which affect the baby's development.

- Also, pregnancy and birth and breast-feeding have an impact on women's bodies. Women can feel tired and stressed and even depressed after the birth of a baby. It is useful to give women's bodies time to recover between births.

Your reproductive rights are being able to make decisions about your body's reproductive system, especially around pregnancy.

The decisions you make around reproductive rights will impact your future.

Ask: Can you share some child spacing methods - or ways to prevent pregnancy - are?

Let the participants share all the methods they know. Discuss these with the AGYW as they share what they know. Add additional methods they don't know about and also give a brief explanation of the various child spacing methods.

Possible Responses:

- Condom (female and male)
- Diaphragm
- Injectables
- Oral Pills
- Inplant
- IUCDs
- Emergency Contraception (postinor 2)
- Withdrawal
- Lactational Amenorrhea
- Calendar
- Cycle Beads
- Abstinence
- Base Metabolic Rate

Do: Ask participants to find the Child Spacing picture in their Participant Workbook.



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.

Say: *Using condoms and abstinence are a way to prevent pregnancy. But they can also prevent sexually transmitted infections. Sexually transmitted infections, are also known as STIs.*

The World Health Organization defines STIs as infections that “are spread predominantly by sexual contact, including vaginal, anal and oral sex. Some STIs can also be transmitted from mother-to-child during pregnancy, childbirth and breastfeeding. A person can have an STI without showing symptoms of disease.

Common symptoms of STIs include vaginal discharge, urethral discharge or burning in men, genital ulcers and abdominal pain.”

[Source](#)

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

Say	Do
<i>Sores or rashes in the private parts, around the breasts, and around the thighs</i>	
Say : “Sores” Say :“Rashes” Say: “Sores or rashes around the breast, around the private areas and around the buttocks	<ul style="list-style-type: none"> ● Demonstrating areas of the breast and private parts ● Move both hands in a slow circular motion around the area of breasts ● Lower your hands slowly towards your private parts also with hands pointing downwards in a “V shape” ● Then move both hands around your hips
<i>Pain in the stomach or when passing urine</i>	
Say: “Pain” Say “pain in the stomach” doing the actions to show pain in the stomach Say “pain when passing urine” doing the actions to show pain when passing urine	<ul style="list-style-type: none"> ● Demonstrating pain in the stomach and when passing urine ● Wriggle your face as if in pain ● Hold both hands flat around your lower abdomen, press hands against your lower abdomen bending to one side also wriggling your face to show pain ● Slightly squat with your legs spread slightly apart as if you are about to pass urine also wriggling your face to show pain
<i>Coloured, bad smelling or itchy discharge from the private parts (vagina)</i>	
Say: “colored discharge from the private parts” Say: “bad smelling discharge from the private parts” Say: “itchy discharge from the private	<ul style="list-style-type: none"> ● Demonstrating coloured or bad smelling discharge from the private parts ● While standing with your legs slightly spread apart, lower your left

<p>parts.” Say “colored or bad smelling discharge from the private parts” doing the relevant actions</p>	<p>hand towards your private parts and pretend to scoop out vaginal discharge</p> <ul style="list-style-type: none"> ● Open out your hand, slide your thumb over your four fingers to show that you are rubbing/checking the texture of the discharge ● While paying keen attention to the action you are performing, put up a surprised look on your face and also crinkle your face to show bad smelling discharge ● Rub your thighs slightly together as if you are itching also showing discomfort
<p><i>Bleeding In-between Periods and After Intercourse</i></p>	
<p>Say: “Bleeding, bleeding in between periods and after intercourse” Say “ bleeding, bleeding in between periods and after intercourse” doing the action to show bleeding from the vagina</p>	<ul style="list-style-type: none"> ● Demonstrating bleeding from the vagina ● Slightly squeeze together both thighs ● Place both hands, palms together and fingers pointing downwards in between your closed thighs ● Push hands downwards to remind us that blood flows away from the vagina ● Bring your palms together and open them out and then out again to show in between periods

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

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.

Step 1

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

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

Read the following visualization to the group:

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

Become aware of your feet and toes and the many places they take you as you live your life and do your work. Relax the muscles in your ankles... your calves and your thighs. Keep breathing and feel the air coming into your body in refreshing and healing waves. Become aware of tension in your bum, your back and your shoulders. Gently move them around and relax. Now focus on your head and your eyes and your ears. So much happens in your head...release some of that busyness and any negative thoughts that might be hanging around there.

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

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

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

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

(Pause)

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

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

Together let us take 3 DEEP BREATHS.

Step 3

Say: *While the picture of 5 years from now is clear in your head, turn the vision into a big and exciting 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 2

Do: Distribute Life Map to each participant.

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

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!

Matasa Matan Arewa

Step 3: Assign Homework

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 should write or draw the steps you need to take to achieve their goal. These might include training, registering a business, discussing with your partner/husband/family, etc. You should also draw some barriers that you will encounter. These may include 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 (5 minutes)

Say: *Today we have discussed sexual and reproductive health rights. We identified the parts of our bodies related to reproductive health and decisions to consider around pregnancy.*

We'll look at our Life Maps again in the next session. Thank you for working on those today.

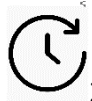
To close today, let's all stand in a circle. State one thing you want to learn more about after today's session.

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. Ask participants to bring their Life Map to the next session.

Session 3: Decision Making and Negotiation Skills



2 hours

OBJECTIVES

In this session we want to:

- Begin discussing 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	
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 needed.

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 Rakiya'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 share one thing they remember from the previous sessions. Affirm AGYW as they share.

If any questions were asked in the last session on reproductive health that could not be answered due to time or information, review those and provide the answers.

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



2. Decision Making - (45 minutes)

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

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

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 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 (husband, mother-in-law, parents, and children). And whether looking after your health such as child spacing 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 Rakiya's story about a tough decision and what she did to resolve it.

Read the following story aloud:

Note to Facilitator: If most of the adolescent girls in your group will not be returning to school, the story below can be adapted for business. Instead of the three options below, you can use the following options:

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

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

Rakiya had three options:

1. stay at home and continue with her housework and other activities
2. find time to attend school/Islamiyya
3. try to learn from one of the other women in the compound who was attending Islamiya school, such as her sister-in-law.

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

Rakiya had identified some options and thought about what might happen in each option. She explained to her that if she stayed at home, her husband would notice that she was managing the housework and the children very well, which would be nice. She would also have time to manage her business. If she 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 school, she would have an opportunity to learn more about the world and to socialize with other women. She was very tempted. She considered carefully: education would give her more skills to manage her home life and her business better, and so would be a good investment.

If she tried to learn from her sister-in-law, it would save time, but finding the time to sit with her – and being able to concentrate when there was so much noise in the house – would make this difficult.

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

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

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 husband so that she could discuss the issue with him.

Ask:

- What happened in Rakiya’s story?
- What decision did Rakiya have to make?
- What options did she have?
- What decision did she make? Why?

Step 3

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

Do: Ask participants to open their Participant Workbook to Decision Making so they can following along with the five steps.

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

1. *Describe – the situation or issue on ground
(Make an action of looking around by putting your hand over your eyes.)*



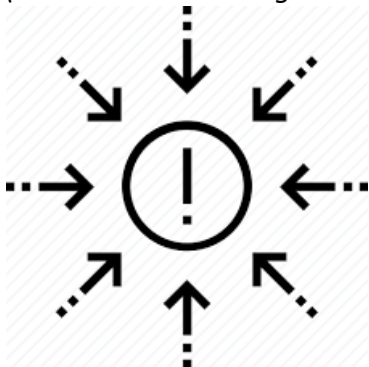
[Source](#)

Ask: When does Rakiya 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
(Point to several things in the room to signify identify.)*



Ask: What choices does Rakiya 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:*

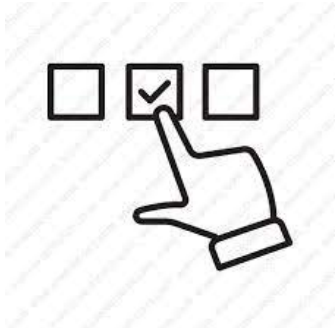
3. *Think – about possible outcomes or consequences of the decision (Positive and Negative)
(Tap your hand to your head or put your finger at your mouth to indicate thinking.)*



Ask: How do we know Rakiya 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
(Make a large tick mark with your finger to indicate choosing.)*



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
(Use your hands to show reading through a checklist to review.)*



Ask: What option did Rakiya 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 Rakiya’s story, she made a decision. The next step was to discuss with her husband.*

Ask: Do you think Rakiya’s 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. Rakiya’s discussion with her husband is about coming to an agreement so it is a negotiation.

Note to mentor: During this discussion, some adolescents may express that violence or violent arguments may occur during the discussion with a husband. It is recommended to have local GBV 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 children while you went to the health facility you might provide them with some extra food for their whole family.*

If you are negotiating with your husband to go to Islamiya school, you can tell him that what you learn will help your business and that will be good for the family. At the end of negotiation, you should also confirm what has been agreed.

Step 3

Say: *Rakiya went to find her husband to discuss her decision about school. She saw that he was speaking with his friends so she decided to find a time when he was alone.*

About an hour later, Rakiya found her husband in his shop and it was quiet. She told her husband she had something exciting to share with him.

Confidently, she told him about the invitation to the Islamiya school. She explained that she was very proud of this moment.

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

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

She then asked her husband what he thought. As he described that he was proud of her, but worried about her going to school and the time it would take, Rakiya listened. She had also thought about these concerns and appreciated that her husband was now thinking about them too.

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

Rakiya's husband was very proud of her and agreed with her decision. They made an agreement and decided to start making Rakiya's school dreams come true.

Ask: What were the important things that Rakiya 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 family planning, business or even raising a child.*

It's important to practice sharing confidently the options and the thinking you have done during a negotiation. While Rakiya and her husband 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: Relationships and Effective Communication



2 hours

OBJECTIVES

In this session we want to:

- Look at the ingredients for a healthy marriage
- Write my own recipe for a healthy marriage
- Confirm Life Maps with learning from sessions
- Communication Skills

SKILLS

We will practice the following skills:

- Interpersonal relatedness
- Emotional intelligence
- Planning

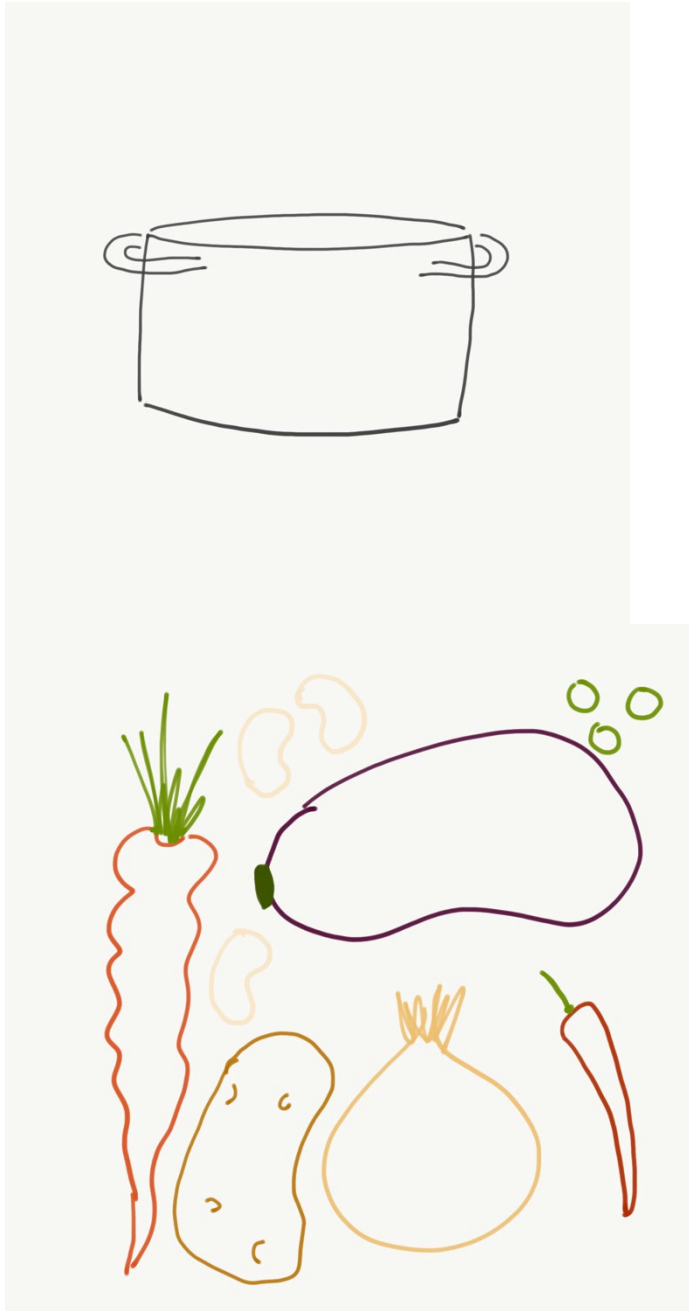
ACTIVITY	TIME	MATERIALS
Check In	10 minutes	None
Healthy Relationships	30 minutes	Flip chart of pot, vegetables with words, tape
Communication	60 minutes	
Check Out	20 minutes	Graduation Information

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

Prepare a picture of an empty pot and cut out individual vegetable shapes. (see next page)

Prepare a statement for broken telephone check in.

If you are only completing the primary package, this will be the last session. Discuss graduation options with staff and prepare to share those in the closing of this session.



On each vegetable write one of the following words. Add images of each word for those with low literacy. For example, a smiley face for happiness.

- **Trust**
- **Happiness**
- **Respect**
- **Equality**
- **Love**
- **Shared goals**
- **Shared decisions**
- **Fun**
- **Romance**

- **Support**
- **Joy**
- **Parenting together**
- **Communication**
- **Love life**



1. Check In and welcome (10 minutes)

Welcome each participant as they enter the room.

Say: *In the last session, we discussed decision making and negotiation.*

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

Say: *Today we are going to learn some skills which we can use in all our relationships with parents and families, husbands and other people beyond the family.*



Say: *Let's start by forming a big circle. We are going to play a listening game together. This is called "broken telephone". I am going to start by whispering one sentence into the ear of the girl next to me. She should whisper the same message to the girl next to her and all the way around the room. The last girl will tell us what the message is.*

Note to Mentor: The mentor should start with a simple message like: "I can't wait to get to the MMA program because it is so much fun". The message will most likely change and become very different as people pass it on. Do a few rounds of this activity, giving one or two participants the chance to start off with a new message.

Then ask the girls why the messages changed so much as they moved around the circle. This could have been because

- Some people couldn't hear very well.
- Some girls didn't speak clearly or loudly enough.

Explain that speaking so that others can hear us and listening so that we can hear others are two quite challenging skills. This is just one skill that's important in managing healthy relationships.



2. Healthy Relationships - (30 minutes)

Step 1

Say: *We have relationships with many different people in our lives.*

Ask: Who are some of the people you have relationships with?

Possible Responses:

- Husband
- Mother
- Father

- In-laws
- Aunt/uncle
- Children
- Friends
- Neighbors

Ask: What makes a good or healthy relationship?

Say: *Good relationships are based on love, mutual respect and willingness to work at the relationship. In a good relationship, both people are honest with each other. Both people feel safe in the relationship and do not worry that the other person will betray their trust. Neither person tries to control the other or to pressure him or her into doing things. Neither person exploits or takes advantage of the other in any way. This is important no matter who or what type of relationship we are talking about.*

The key qualities of a healthy relationship are:

- **Respect:** *to honor the other person, to hold them in high regard or esteem, and to treat them as if they are worthwhile even if they are different from you.*
- **Responsibility:** *others can depend and rely on you, that you do as you said you would, and you are able to distinguish right from wrong. For example, you take responsibility for taking care of your own health and well-being and that of your partner and your family.*
- **Understanding:** *being knowledgeable about another person, to try to understand his or her position or feelings, or to listen and support someone. It means having empathy - trying to 'put yourself in someone else's shoes', in order to understand what life looks like from their point of view.*
- **Cooperation:** *putting effort into the relationship, and not taking the other person for granted. It involves willingness to work with someone to be in a relationship and sustain it.*
- **Caring:** *being concerned and interested in another person's feelings and needs, and to want what is best for that person. It means feeling love or a liking for a person and wanting to protect that person.*

Say: *However, in real life, many relationships are challenging.*

Ask: What are qualities of an unhealthy relationship?

Possible Responses:

- Disrespect
- Lack of understanding
- Lack of caring
- Irresponsibility
- Shouting

- Hitting / Fighting
- Beating
- Lack of trust
- Selfishness

Step 2

Say: *In order to develop healthy relationships participants first have to understand themselves and develop their self-esteem. This is important for relationships, effective communication, managing conflict and developing empathy. Let's discuss marriage, for example.*

Divide the participants into pairs.

Step 3:

When in pairs, invite them to interview one another. Suggested questions include:

- What is it like to be married?
- What is the role of a wife?
- What is the role of a husband?

Step 4:

Ask each pair to share one interesting piece of information that they found to the bigger group.

Step 5:

Say: *Traditionally, in a marriage men are expected to be the protectors and providers and women are meant to have children and take care of the home. In modern times, men and women are finding that it can benefit everyone if we can be flexible in these roles. Some of the most successful households exist when there is equality, trust, communication and the husband and wife share responsibilities.*

Now that we have discussed the roles of husbands and of wives, I would like us to look at the ingredients for a happy marriage.

Do: Ask participants to turn to the Healthy Relationship page of the Participant Workbook.



Say: When we make a soup, we always try to get the best ingredients, and each family has

their own secret recipe! A good recipe and healthy ingredients mean that we will have a delicious and healthy soup.

This pot represents marriage, and these vegetables are the ingredients. Together, we are going to make a recipe for the best marriage!

Some parts of marriage are more important than others. For example, trust might be considered more important than being able to laugh together. Put the really important things in the pot first. You can add the others later to add more flavor to the soup.

Step 6:

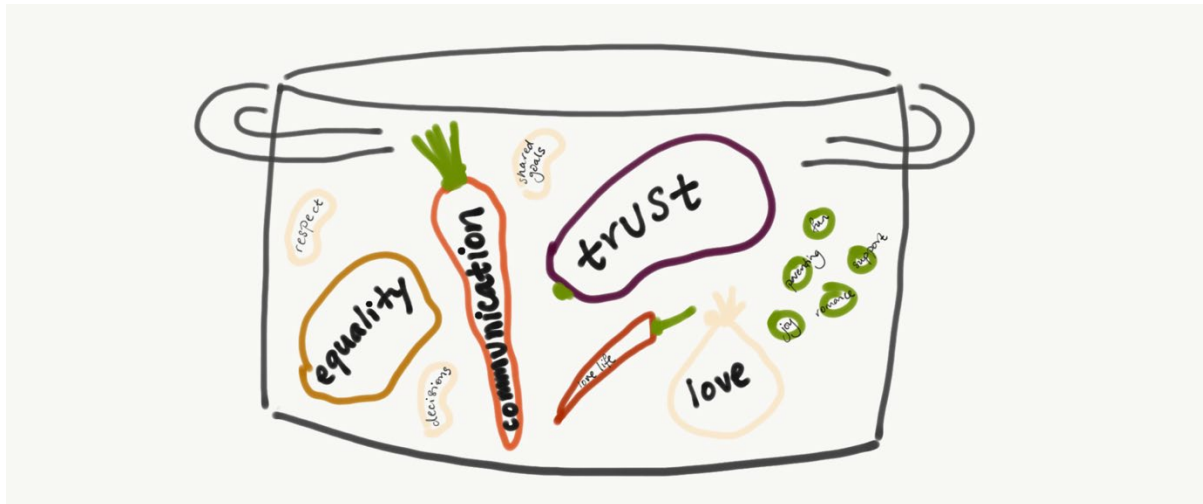
Using the list of ingredients, decide with the girls which are the most important and which are less important. Ask them to write or draw the vegetables in the pot in their Participant Workbooks to complete the recipe for a healthy marriage. Remind AGYW to think back on some of the items discussed during previous meetings such as good communication, conflict resolution, and shared decisions.

Ingredients:

- **Trust**
- **Happiness**
- **Respect**
- **Equality**
- **Love**
- **Shared goals**
- **Shared decisions**
- **Fun**
- **Romance**

- Support
- Joy
- Parenting together
- Communication
- Love life

At the end, it should look something like this:



Step 7:

Ask:

- How do you feel when you see these ingredients for a healthy marriage together?
- What ingredients are the most important for you/your marriage? Why?
- Take a look at your Life Map, how does a healthy marriage or healthy relationships impact your goal?

Lead a celebration of the healthy ingredients by shouting SOUP SOUP SUPER! SOUP SOUP SUPER!



3. Communication - (60 minutes)

Say: *One part of relationship management found in our soup was communication. Communication is important in all our relationships.*

Communicating well is a skill that takes time and practice to develop. And it will help us in all our relationships, in pursuing leadership opportunities and in our income generating activities.

Let's talk about how to communicate with different types of people and how to listen to others.

Ask: Why is communication important in our lives?
Possible Responses:

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

Step 1

Say: *At the start of today, we practiced listening. This is a really important skill for communication. Listening to other people makes them feel important, helps us connect with this person, and to establish a good relationship with them. When this relationship is established, people are much more likely to listen to what we have to say.*

We've also learned about negotiation and how to speak clearly and confidently are important skills.

So let's practice speaking confidently and our learning, by thinking about how we speak to those who may be elders or in positions of authority or power.

Ask: *What is different about talking to elders or those who may have power? Possible answers could include: Elders expect to be treated with respect, in African cultures we must be respectful of our elders and should not ask them questions, adults often have more power than us, adults do not listen to us, it is not our place to speak to them*

Say: *Because of all these things, talking to elders or people in power can be difficult. But it is also very important for us to be able to talk to people.*

Ask: *Why do you think it is important for us to be able to talk to those who may have power or be elders?*
Discuss answers from participants.

Say: *When we talk to an elder or person in power, these things are important.*

Firstly, we must be prepared. We must know what we want to say, and we can even plan exactly how we want to say it. Think about some of the things that might happen as a result of this talk.

Second, it is important for us to choose the right time. When a person is stressed or busy, it is not likely that they will listen to us. We would have a better chance of talking to them when they are relaxed and have some time for us.

Third, we must remain calm.

Lastly, we need to listen and be ready to think about what they say.

So let's repeat the steps:

- *Prepare*
- *Choose the right time*
- *Be calm*
- *Listen*

Repeat the steps a few times and have the participants repeat them back.

Step 2: Read the following story



Hauwa has been fighting for a long time to stay in school and she is proud and excited because she has passed her school year. But yesterday, the school sent out a list of the books she will need for the new school year and she feels hopeless; she can't afford them. Hauwa's father told her that he has sent the money for her books to her stepmother, but her stepmother has not said anything about it. Hauwa knows she needs to speak to her stepmother about the money for her books, but she knows it will not be easy. Today, Hauwa is feeling brave. She has decided to try and talk to her stepmother.

We need to help Hauwa make a plan to talk to her stepmother.

Step 3:

Divide the girls into three groups.

Give each group a task. They have 10 minutes to discuss.

***Group 1:** Plan what Hauwa could say to her stepmother. Make sure it is calm and will get the best possible response.*

Example: Hauwa could start by asking her stepmother how her day is and perhaps asking her how she is feeling. Then, Hauwa could speak about wanting to get a job in the future to bring in more money to the family. She can talk about how she is close to finishing school

and will be able to get that job soon, but she needs school books for the year. She can mention that her father asked her to check with her stepmother.

Group 2: *Plan a good time for her to speak to her stepmother.*

Example: Hauwa should maybe wait until the children are in bed and her stepmother has some time for herself. The evening is good because the work of the day is done and there will not be so many distractions.

Group 3: *Plan how Hauwa can stay calm while she talks to her stepmother.*

Example: Hauwa should take three deep breaths when she talks to her stepmother so that she can be calm when she speaks to her. Hauwa can check to see what emotions she is feeling before she speaks to her stepmother – if she is feeling nervous or angry, she should notice that and try to contain her feelings and stay calm.

Step 4:

Invite each group to give feedback and explain their answers. They have 5 minutes to give feedback.

Share the examples with the groups after they have given their feedback.

Step 5:

Say: *Sometimes when we disagree with someone who we have a relationship with – any kind of relationship – it causes conflict. Conflict, including disagreements, disputes, arguments and quarrels, is natural and happens in almost every relationship. Young women may face conflicts with their husbands, friends, parents, mother-in-law or other family members.*

Ask: What are the main causes of conflict?

Possible Responses:

- Misunderstandings
- Lack of willingness to see the other person's point of view
- Emotions getting in the way
- Established attitudes, habits or beliefs
- Needing to be proved right
- Differences in knowledge and understanding
- Imbalance of power
- Both not really listening to each other
- Fear
- Injustice and unfairness
- Deviation from the truth

Say: *Conflict can be caused by many different reasons. For example, it can be associated with imbalances of power, particularly when one person, who has for a long time had power over another, feels that they are being challenged by the other person. Young women developing their self-esteem, knowledge and understanding of their rights*

may find themselves in conflict with their husband, parents, in-laws or other family members who may be used to, or expect to have power over them.

Put AGYW in pairs. Ask them to speak with a partner about a conflict they need to address. They can discuss how to do this and support each other in planning.

Ask a few AGYW to share some of the steps they will take.

Ask: After discussing conflicts in your own lives hearing what our peers will do to resolve conflicts, what are some things that you learned could be done to resolve a conflict?

Possible Responses:

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

Say: *Conflict can be a sign of a need for change; it may be an opportunity for growth, or an opportunity for new understanding and improved communication.*

That is the end of our session on communication. You have learned a lot about how to prepare important conversations, practice listening and work through conflict. You will need to start putting these skills into action today! You can practice these every day and you will continue to get better at them.



4. Check Out (20 minutes)

If only completing the **primary** package:

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

In so many ways, this club has become a sisterhood for all of us. Sisterhood is a bond between women, and it is about knowing that there will always be someone around who you can talk to or share your stories with, no matter what. It is about sharing dreams and achieving goals together. It inspires us to do more and do better, together. In a sisterhood, everyone feels connected to each other, and the group values the specialness of each person as a gift. With unity, the group can accomplish more than any one person can do on their own.

Discuss with the group:

- *How can we keep this sisterhood alive?*
- *What are some of the things we can do for each other?*
- *What are some of the things we can do together?*

Thank the AGYW for their participation and remind them of graduation.

If continuing to the **secondary** package:

Say: *The last few sessions have been focused on building up our understanding of who we are, how we can manage relationships, decisions we make and how to be stronger as a group.*

After today, we'll begin a new module. One that is focused on economic empowerment. These sessions will include setting goals, exploring our strengths and talents and making plans for earning income.

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?

Say: *One way to learn more about what we want to do is to talk to other women who have a business. Before next session, find a business woman you can talk to for 15-20 minutes. Ask her about her experience starting a business and her successes and challenges. We'll discuss what you learned in the next session.*

Confirm the next meeting time and date.



Curriculum Sessions: Secondary

Session 1: Connecting with Myself



1.5-2 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:

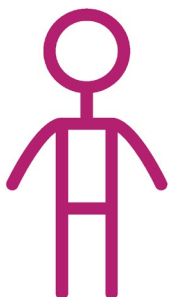
- Self reflections
- Recognizing strengths
- Self confidence
- Brainstorming
- Creative thinking

ACTIVITY	TIME	MATERIALS
Check - in	20 minutes	
Connecting with my Talents and Strengths	30 minutes	Flipchart, markers, tape, list of strengths and talents
Roles We Play	30 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, ti UI meline, 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 MMA 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 Mentor: 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 marriage 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 Mentor: 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 Mentor: 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.

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.

(Optional: Ask AGYW to write or draw their top 5 talents or strengths in a notebook or workbook.)

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. Activity – The roles we play (30 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 girl while you were growing up?*

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

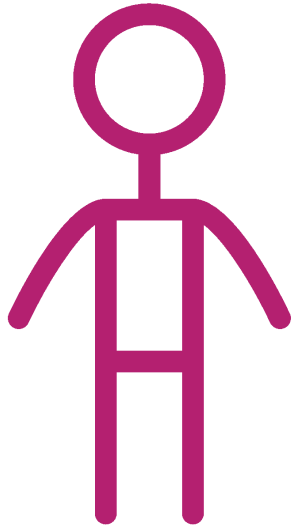
After 5 minutes, invite the AGYW to share some of their answers in the big group.

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.*

Do: Divide the girls into groups of 5 or 6.

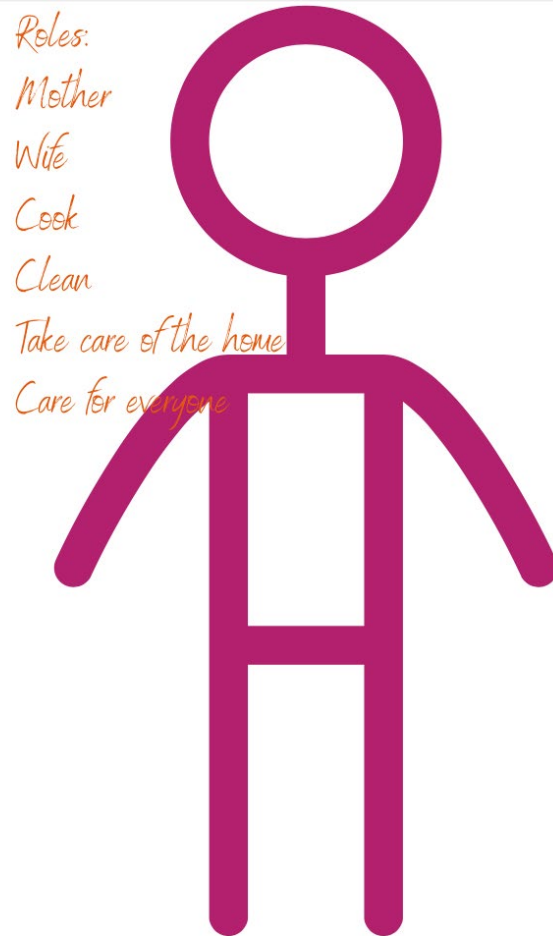
Ask participants to turn to the Role We Play page in the Participant Handbook..



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 mentor: 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. Also, they can draw. Writing words is **not** required.



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:

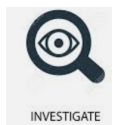
- *How do you feel when you think about the roles we are meant to play as women and how we are expected to behave?*

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 (or make) 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 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
- Active Listening
- Public speaking

ACTIVITY	TIME	MATERIALS
Check – in	10 minutes	
Creativity in Business	60 minutes	Markers and Flip charts
Entrepreneur Visit	45 minutes	Two chairs at the front List of questions
Check – out	5-10 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 (60 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 Mentor: 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	<ul style="list-style-type: none">You often need capital (money) to start a business

<ul style="list-style-type: none"> ● Personal satisfaction ● 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 liquid soap and selling it at home where there are other girls living close to you selling them, you would have to make the BEST liquid soap or sell them with a secret fragrance that makes it smell good. You can also make it very colorful and foamy.*



Source: <https://www.premiumtimesng.com/news/top-news/483719-traders-defy-government-order-return-to-kaduna-kawo-weekly-market.html>

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 Aisa, from Mozambique. While the clothes she wears are different from what we wear, think about how this applies to our community as I'm reading. And we'll discuss at the end how this applies to our context.

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. (This would be like following celebrities on Zeeworld and Arewa24 in our communities.) 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

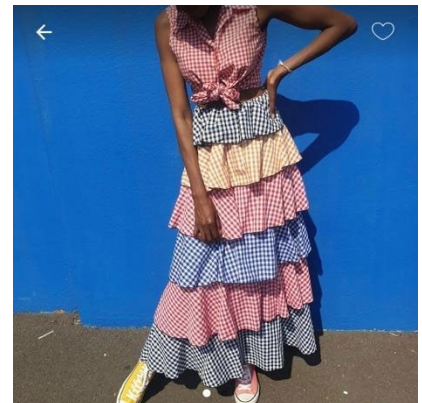
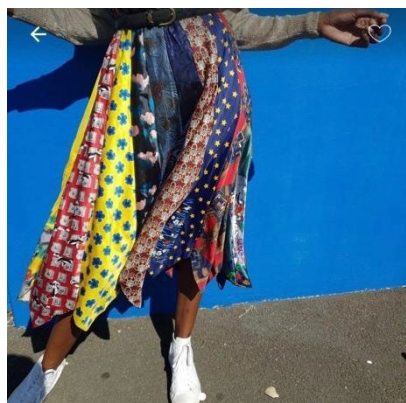
mended them. She hung them on hangers and took photos and sent them on WhatsApp to her friendship group.

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!

While we might not wear these same type of clothes in our community, we could think about how to take clothes that we wear such as our prints from this region and make them unique! We could add sequins for example, additional embroidery or other items to make them stand out.

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.
- How could this be applied in our community for what we wear?
- What products do you see around that could be enhanced? What kind of market items could you update or change?

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 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?
- 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 (5-10 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 (in the workbook) 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

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	60 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.

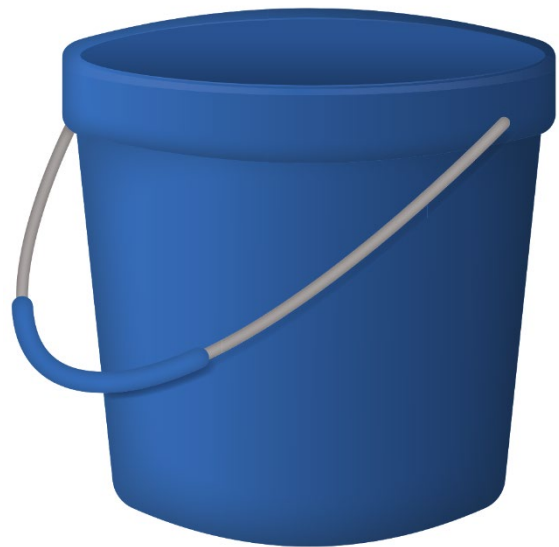
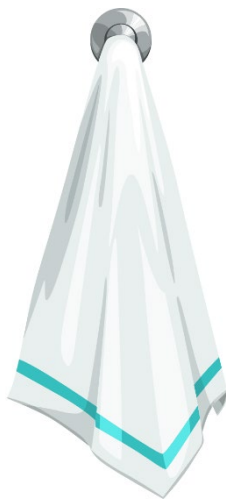
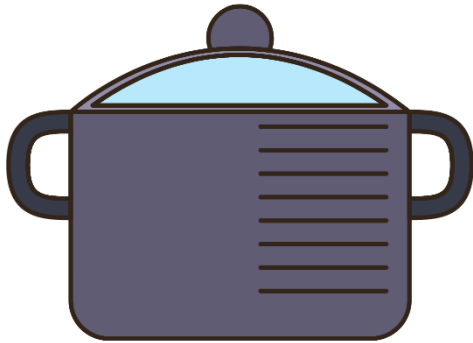
Work with the staff to identify resources to support career pathways such as training groups, NGO programs, financial resources, government schemes, etc. to support entrepreneurship

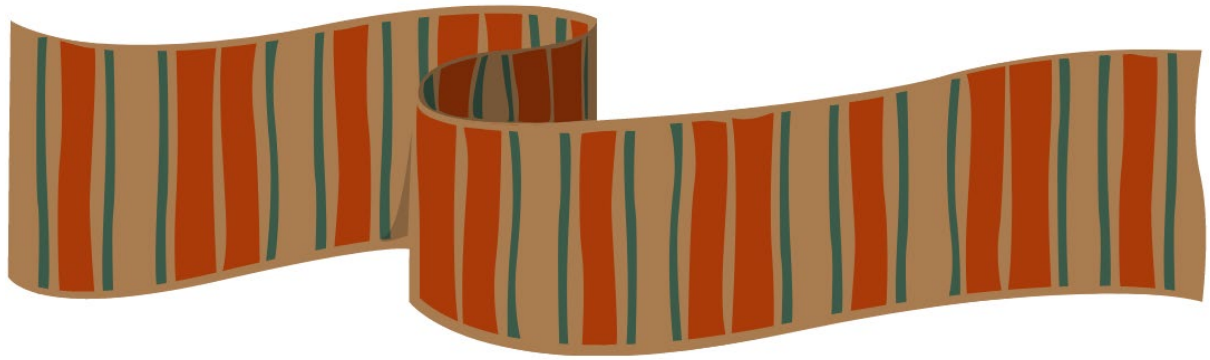
For the Same Item, Many Uses activity you will need the following household items:

- 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 Hauwa (show her picture to the group). She has a dream to open her own Tailoring shop one day. This is her GOAL.

Having a clear picture, like Hauwa, 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 Hauwa. Her stepping stones might be like this:

- To complete Tailoring shop
- To ask her husband if she could go learn in Dinki Place designers that is 20 minutes walk from home.
- To find financial support. She could apply for a government loan for Small and medium scale enterprise or she could ask her husband to help her. She could ask her parents to loan some money from her. She may need to join a savings group to save as she learns and also as an apprentice during her free period.
- She would have to learn hard and perfect her tailoring skills to be able to stand on her own.
- Then she would need some sewing experience on her own
- During that time she would save money to start her tailoring shop .
- She hopes to set up a tailoring shop in her village where there are no really good tailoring shops. 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 Hauwa is:

- To complete apprenticeship as a tailor within 9 months .
- To ask her husband if she could leave the house to learn tailoring for 9 months

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 Hauwa’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 view their original Life Maps in their Participant 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. Or if they would like to revise, new Life Maps can be completed in the Participant Workbook.

Note to Facilitator: A second blank Life Map is included in the Participant Workbook so participants can start a new one if they would like.

Give participants 20-30 minutes to complete their Life Maps in the workbook. 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 (60 minutes)

Say: *Notice in Hauwa's story, 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 Hauwa might be:

- *Her husband not supporting her to learn tailoring outside the home which about 20 min walk or supporting her financially*
- *They children has nobody to care for them while she is at the tailoring shop*
- *Not doing well enough in the tailoring shop to get into a College*

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 Mentor: 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?

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: Zainabu's budget	20 minutes	
Activity: Budgeting with what I have	30 minutes	Bottle caps, flipchart
Activity: Saving on my own and Saving with others	45 minutes	Bottle caps, flipchart
Check - out	5 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 coca- cola caps “kanta”, beads, or seeds that will reflect or represent money, Different colors of seeds, bottle caps, types or beads will be needed to reflect different currency denominations, but select 2-3 maximum. For example, Sprite=N70, Fanta = N50 and Coca Cola = N100.

Bring enough caps to add up to a typical monthly budget and typical monthly expenses.s 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 mentor: 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 MMA

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.*

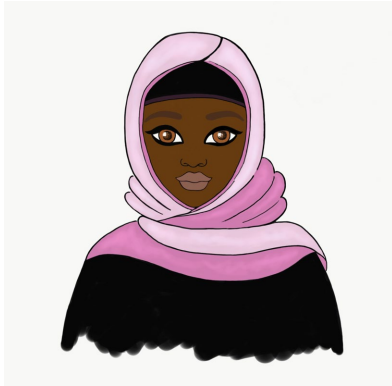
Show the participants the pre collected materials that represent money (bottle covers, beads, seeds, etc):

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



3. Aisha's Budget (20 minutes)



Step 1

Read the following story:

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

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

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

Aisha started to think about her expenses like:

household expenses: helping her husband to pay for food, buying food for the house such as coffee, cooking oil, vegetables, buying mobile credit, soap and lotion for the baby, and sometimes material to make clothes

Aisha 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 N3000 .

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

Aisha thought about what she does to earn an income such as selling Awara and bean cake and some money her husband provided to her. The total amount she earned usually was N5000.

Aisha could now see everything she earned in a month (N5000) and her expenses (N3000).

To calculate your budget, all you have to do is take your income and minus your expenses. So, for Aisha when she minuses her expenses (3000) from her income (5000), she has N2000 left over at the end of each month.

Aisha 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.

Fatima recommended that her friend start to think about savings, even if it is N1000.

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

Aisha felt much better and was so grateful to have Hamidah as a friend.



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

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

Show the participants the items you prepared and what amount of currency each item represents, such as Sprite is N70, Coca Cola is N50 and Fanta is N100.



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 N1000 per month, like Aisha, 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 (30 minutes)

Step 1

Say: *In the last scenario, Fatima advised Aisha to save money.*

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

Ask: Why can it be helpful to save money?

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

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

Thank the participants for their responses.

Step 2

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

- My money is not enough
- We are very poor
- My family always ask for loan

- I prefer to spend now
- I have nowhere safe to keep money

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

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

Step 3

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

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:	Purchase a new set of settee
Cost of school calculator:	N12,000.00
Monthly savings:	N1000.00

N12,000.00 divided by N1000.00 per month equals 12 months.

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



3. Presentation: Saving with others (15 minutes)

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//VillsLA/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 (5 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

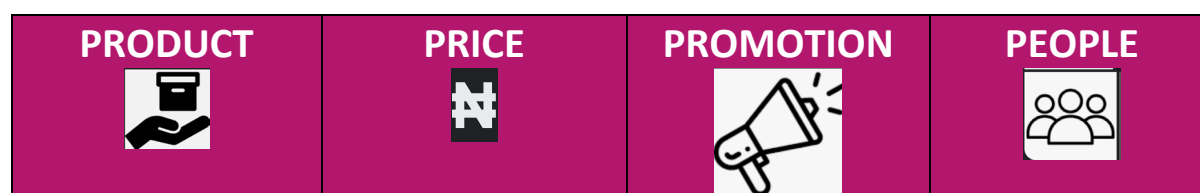
We will practice the following skills:

- Marketing
- Planning
- Collaborating

ACTIVITY	TIME	MATERIALS
Check - in	5 minutes	
Business Ideas	10 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	10 minutes	Information about skills program
Check - out	10 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 MMA.

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 (10 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 share a business idea they have been thinking about.

Note to mentor: By now most AGYW should have a business idea. If many members do not have one or at least one member does not, you can revisit the activities in Session 2 or assign business ideas for the exercise.



2. The 4 Ps (60 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.*

During the process of starting a business, we will have to speak to others. This will be needed for promotion. But also for registration, networking, getting advice, selling to customers, accessing finance and marketing.

Let's start by learning about how Hauwa is doing with her business and how she is asking for help.

Read the following story:

Hauwa 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.

Hauwa told her father about the problem. Hauwa's father told her that her aunt has some extra space in her shop in town. Hauwa knows she needs to speak to her aunt about the space for selling goods, but she knows it will not be easy. Today, Hauwa is feeling brave. She has decided to try and talk to her aunt.

We need to help Hauwa 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 mentor: 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 Hauwa 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 Hauwa 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 Hauwa could say to her aunt. Make sure it is calm and will get the best possible response.*

Example: Hauwa could start by asking her aunt how her day is and perhaps asking her how she is feeling. Then, Hauwa 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: Hauwa 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 Hauwa can stay calm while she talks to her aunt.*

Example: Hauwa should take three deep breaths when she talks to her aunt so that she can be calm when she speaks to her. Hauwa 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 mentor: 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. Engage your group as much as possible in thinking about what each of these mean:

- **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 two 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 mentor 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 mentor 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 mentor: 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 mentor: 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 (10 minutes)

Note to mentor: 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 (10 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 MMA program will be finishing with its official meetings, the sisterhood between all of you, its Alumni (those who have graduated from the MMA 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?

Confirm small group coaching sessions and when these will take place. Confirm the intention of these and expected attendance.

Session 6: 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.

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?
- 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.