



YOUTHPower ACTION AGYW MENTORING PROGRAM TOOLKIT

This publication was made possible by the support of the American People through the support of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under task order contract number AID- OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation. The contents of this report are the sole responsibility of FHI 360 and do not necessarily reflect the views of USAID or the United States Government.



YOUTHPOWER ACTION

AGYW MENTORING PROGRAM TOOLKIT

Contract No.: AID-OAA-TO-15-00003

July 2018

Disclaimer

The viewpoints expressed in this toolkit are those of the authors and do not necessarily represent the official position of the U.S. Agency for International Development, the U.S. President's Emergency Plan for AIDS Relief, or the United States Government.

This publication was made possible by the support of the American People through the support of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under task order contract number AID- OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation. It was prepared by Kate Plourde, Elise Healy, and Nicole Ippoliti; edited by Stevie Daniels; and copy edited by Kaaren Christopherson.

Recommended format for citation:

Plourde, K., Healy E., Ippoliti I. (2018). YouthPower Action AGYW Mentoring Program Toolkit. Washington, DC: USAID's YouthPower Implementation, YouthPower Action

ACKNOWLEDGMENTS

Several professionals generously contributed their time and expertise to the development of this toolkit. We thank the following people for providing technical review and/or input.

Karen Austrian, Population Council
Elizabeth Berard, Office of HIV/AIDS, Bureau for Global Health, USAID
Kristin Brady, FHI 360
Joy Cunningham, FHI 360
Leila Dal Santo, FHI 360
Dennis Kibwola, FHI 360
Suzanne Leclerc-Madlala, Office of HIV/AIDS, Bureau for Global Health, USAID
Annaliese Limb, Office of HIV/AIDS, Bureau for Global Health, USAID

Phoebe Mutonyi, The AIDS Support Organisation (TASO)
David Myhre, FHI 360
Geeta Nanda, FHI 360
Michael Ochwo, The AIDS Support Organisation (TASO)
Hilda Mary Tadia, Mentoring and Empowerment Programme for Young Women (MEMPROW)
Rachel Whitmore, FHI 360
Jariseta Rambeloson Zo, FHI 360

Portions of this toolkit have been adapted and reprinted from previous publications including:

- Cunningham, J., Plourde, K., Futrell, E., Dayton, R., Doggett, E., Scholl, E. Youth Sexual and Reproductive Health. 2014. USAID Global Health Learning Center.
- LINKAGES. Violence prevention and response training curriculum for health care workers and other direct service providers. 2017. FHI 360: Durham, NC.
- Save the Children. Impumelelo Financial Education Training Curriculum and Mentor's Guide. 2016. Save the Children Federation, Inc: Fairfield, CT.
- FHI 360. Positive Connections: Leading Information and Support Groups for Adolescents Living with HIV. 2013. FHI 360: Durham, NC.
- FHI 360, International Planned Parenthood Federation/Western Hemisphere Region, and Population Services International. 2008. Training Guide for HIV Counseling and Testing for Youth: A Manual for Providers. FHI 360: Durham, NC.
- Haberland N, Rogow D, Aguilar O, Braeken D, Clyde J, Earle C, Kohn D, Madunagu B, Osakue G, Whitaker C. It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education. 2009. Population Council: New York, NY.
- Institute for Reproductive Health, Georgetown University. My changing body: puberty and fertility awareness for young people. 2nd ed. 2011. IRH: Washington, DC.
- International Federation of Red Cross and Red Crescent Societies (IFRC). Menstrual Hygiene Management in Emergencies IEC material Eastern Africa. ND.
- Menstrual Hygiene Day. TOOLKIT: Menstrual Hygiene Management. 2016. WASH United: Berlin Germany.
- Population Council. Dream Big! Shillings for Our Future—Financial Education Curriculum. 2015. Population Council: New York, NY.
- Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). Population Council: 2013. New York, NY.
- Population Council. Financial Education Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.
- Population Council. Building Assets Toolkit. 2015. Population Council: New York, NY.
- USAID. Girls' Mentoring Resource Guide. 2008. USAID: Washington, DC.
- Others as indicated and listed in the reference section of the document

INTRODUCTION

Adolescent girls and young women (AGYW) are disproportionately affected by HIV and other negative sexual and reproductive health (SRH) outcomes: over 80 percent of new HIV infections among adolescents occur among AGYW ages 15–19 in eastern and southern Africa¹. This population's vulnerability to these negative SRH outcomes does not arise from physiological factors alone, but rather, is greatly influenced by larger socioeconomic factors including economic vulnerability and girls' experience of social isolation². AGYW who are living in poverty, for example, are more likely to try to support themselves by entering into intergenerational relationships or by selling or trading sex.^{3,4} Harmful gender norms also contribute to social isolation, particularly among economically vulnerable AGYW who may be forced to drop out of school to assist with domestic duties in the home or to supplement their family income, or who are forced into early marriage⁵. These life changes diminish social networks—networks that are associated with decreased risks of early sexual initiation, nonconsensual sex, HIV infection, and unplanned pregnancies³.

Efforts to alleviate these constraints are underway; for example, many countries are beginning to tighten laws related to early marriage and gender-based violence. Since 2011, six countries have increased the legal age of marriage to 18, and many others have removed parental consent exceptions for marriage before the legal age.⁵ However, efforts to address these structural drivers must be simultaneously accompanied by those that work to empower AGYW, including strategies that influence AGYW's future reproductive health and educational, financial, and social outcomes⁶. One approach to empower AGYW is to build their protective assets.^{1,6,7} Protective assets are broadly defined as the “skills, resources, and social and economic capital” AGYW need to reach their full potential^{7,8}. The protective assets that are associated with improved reproductive health include strong social networks, self-esteem, self-efficacy, and economic empowerment^{1,9,10}.

Over the past two decades, mentoring has been increasingly used as an intervention strategy for encouraging positive youth development¹². Mentoring is an approach that seeks to promote good outcomes for young people by engaging youth along with their families and communities to foster constructive relationships and build the protective assets they need to succeed.¹³ Group-based mentoring programs have demonstrated promise in building AGYW's protective assets and in potentially improving their reproductive health outcomes; they have also demonstrated a positive impact on reproductive health knowledge and behavior, academic achievement, financial behavior, and social networks, as well as reductions in the experience of violence¹³.

It is within this context that YouthPower Action developed the mentoring program for AGYW. The YouthPower Action mentoring program is a multi-component intervention including group-based mentoring; curricula-based programming covering sexual and reproductive health, financial capabilities, soft skills, and gender content; activities designed to improve participants' social connectedness; optional onsite STI, HIV, and pregnancy testing along with STI treatment; group-based savings; and links to sexual and reproductive health (SRH) services, including contraceptive and gender-based violence services. YouthPower Action introduced this program in both Uganda and Burundi in 2017 and is continuing to expand.

ABOUT THE TOOLKIT

This toolkit was developed to support the implementation of the YouthPower Action AGYW Mentoring Program. It is a compilation of tools developed by multiple organizations; portions have been adapted and reprinted from existing curricula. The materials presented in this toolkit are intended to be adapted as appropriate to the local environment, cultural context and specific needs of AGYW.

The toolkit includes four parts:

Part I: Trainer Handbook, is designed to support the training of mentors and to provide mentors with the skills they need to foster a safe and supportive environment, and to support AGYW to achieve their full potential. The training should be facilitated by program staff with experience in implementing community programs and technical expertise in gender, sexual and reproductive health, and financial literacy.

Part II: Mentor Handbook, provides a framework for trained adult female mentors to lead groups of AGYW. It includes 26 sessions designed to be implemented over the course of two-two and half hour meetings. Each session includes step-by-step instructions for mentors; a warm-up activity; a mix of exercises and small and large group discussions designed to improve knowledge and social connectedness; and a closing activity. The handbook also includes participant handouts, activity cards, case study and other instructional documents to support sessions activities.

Part III: Participant Handbook, includes worksheets and handouts for participants in the YouthPower Action AGYW mentoring activity. Materials in the packet follow the order of the lessons in the mentor handbook. Each participant should receive their own handbook.

Part IV: Program Management Handbook, is a collection of resources for program managers to support the implementation of the YouthPower Action AGYW Mentoring program. It includes criteria for selecting mentors, a sample mentor agreement, program tracking tools, guidance for linking to services, and guidance for supportive supervision.

SOURCES:

1. Fleischman J, Peck K. Addressing HIV risk in adolescent girls and young women. Washington (DC): Center for Strategic and International Studies (CSIS); 2015.
2. Erulkar A. Building the assets to thrive: addressing the HIV-related vulnerabilities of adolescent girls in Ethiopia. 2014. Population Council: New York, NY.
3. Ashburn K, Warner A, Friedman S. Can economic empowerment reduce vulnerability of girls and young women to HIV? 2010. International Center for Research on Women (ICRW): Washington, DC. Available from: <http://www.icrw.org/publications/can-economic-empowerment-reduce-vulnerability-of-girls-and-young-women-to-hiv/>.
4. Pettifor AE, et al. Keep them in school: the importance of education as a protective factor against HIV infection among young South African women. *Int J Epidemiol*. 2008;27(6):1266-73.
5. Girls Not Brides. It takes a movement: reflecting on five years of progress towards ending child marriage. 2016. Girls Not Brides: London, UK.
6. Plourde KF, Fischer S, Cunningham J, et al. Improving the paradigm of approaches to adolescent sexual and reproductive health. *Repro Health*. 2016;13(1):72. doi: 10.1186/s12978-016-0191-3.
7. Evans AE, Sanderson M, Griffin SF, et al. An exploration of the relationship between youth assets and engagement in risky sexual behaviors. *J Adolesc Health*. 2004;35(5): 424.e21-30.
8. Davey, C. Girl safety toolkit: a resource for practitioners. London: Global Child Protection Services on behalf of Girl Hub; 2014 [cited 2016 April]. Available from: http://gcps.consulting/Girl_Safety_Toolkit.pdf.
9. Bruce, J. Investing in the poorest girls in the poorest communities early enough to make a difference. *Glob Public Health*. 2015;10(2):225-7.
10. Hallman K, Roca E. Reducing the social exclusion of girls. Promoting healthy, safe, and productive transitions to adulthood, brief no. 27. 2007. Population Council: New York, NY.
11. Youth Power. Promoting positive youth development. 2016. United States Agency for International Development (USAID): Washington, DC.
12. Sipe, C. Mentoring programs for adolescents: a research summary. *J Adolesc Health*. 2002;31(6):251-60
13. Plourde KF, Ippoliti NB, Nanda G, McCarragher DR. Mentoring Interventions and the Impact of Protective Assets on the Reproductive Health of Adolescent Girls and Young Women. *J Adolesc Health*. 2017 Aug;61(2):131-139.



YOUTHPOWER ACTION

AGYW MENTORING PROGRAM TOOLKIT

PART I: TRAINING HANDBOOK

This publication was made possible by the support of the American People through the support of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation.

Disclaimer

The viewpoints expressed in this toolkit are those of the authors and do not necessarily represent the official position of the U.S. Agency for International Development, the U.S. President's Emergency Plan for AIDS Relief, or the United States Government.

TABLE OF CONTENTS

OVERVIEW OF TRAINER HANDBOOK	6
What is the Purpose of this Training Handbook?	6
How is the Training Structured?	6
TRAINING SESSIONS.....	8
SESSION 1: SETTING THE STAGE	8
<i>Session 1.1: Welcome and Introductions.....</i>	8
<i>Session 1.2: Review Agenda and Participant Materials.....</i>	9
<i>Session 1.3: Group Norms'</i>	9
SESSION 2: INTRODUCTION TO MENTORING INTERVENTION	11
<i>Session 2.1: Introduction to Mentoring Program.....</i>	11
<i>Session 2.2: Orientation: Independent Reading Activity.....</i>	15
<i>Session 2.3: Group Work: Orientation Activity.....</i>	16
<i>Session 2.4: Group Facilitation</i>	16
SESSION 3: OVERVIEW OF TECHNICAL CONTENT	20
<i>Session 3.1: Assets Exercise</i>	20
<i>Session 3.2: Soft Skills.....</i>	21
<i>Session 3.3: Financial Literacy.....</i>	25
<i>Session 3.4: AGYW's Sexual and Reproductive Health.....</i>	28
<i>Session 3.5: Guest Speaker on Contraceptive Methods and Pregnancy Prevention</i>	34
SESSION 4: WORKING WITH THE COMMUNITY.....	35
<i>Session 4.1: Creating a Safe Space.....</i>	35
<i>Session 4.2: Community Mapping.....</i>	37
<i>Session 4.3: Working with the Community.....</i>	38
SESSION 5: VIOLENCE AND REPORTING	42
<i>Session 5.1: Violence Reporting and Referral Overview</i>	42
<i>Session 5.2: What is Confidentiality?</i>	46
<i>Session 5.3: Role-Plays: Practicing Active Listening.....</i>	48
SESSION 6: WHAT IT MEANS TO BE A MENTOR.....	50
<i>Session 6.1: Values Clarification</i>	50
<i>Session 6.2 What is a Mentor? Understanding your Role</i>	52

<i>Session 6.3: Mentoring Skills</i>	57
SESSION 7: PUTTING IT INTO PRACTICE.....	60
<i>Session 7.1: Preparing for Mock Sessions</i>	60
<i>Session 7.2: Practice Session Implementation</i>	62
<i>Session 7.3: Optional Additional Mock Sessions</i>	63
SESSION 8: RECAP AND CLOSING	64
<i>Session 8.1: Next Steps</i>	64
<i>Session 8.2: Closing</i>	66
ANNEXES	67
Annex 1: Training Agenda.....	67
Annex 2: Orientation Activity.....	72
Annex 3: Asset Cards ⁵	74
Annex 4: Age Signs ⁵	99
Annex 5: Savings Plan Worksheet, Example:.....	103
Annex 6: Savings Plan, Do it Yourself:	104
Annex 7: Community Support Worksheet	105
Annex 8: Establish Community Entry Plan Worksheet	107
Annex 9: Identifying the most appropriate meeting time.....	108
Annex 10: Identifying the Most Appropriate Meeting Space.....	109
Annex 11: Referral Network Template.....	110
Annex 12: Case Studies in Sexual Choice and Sexual Coercion	113
Annex 13: Violence Incident Reporting and Referral Form.....	114
Annex 14: Six Steps for Violence Response	117
Annex 15: Role-Play Scenarios Active Listening.....	121
Annex 16: “Agree,” “Disagree,” “Unsure” Signs.....	122
Annex 17: Mentor Scenarios.....	125
Annex 18: Mentor Role Worksheet.....	126
Annex 19: Example Program Progress Tracking Form.....	127
SOURCES.....	129
Supplemental Training Materials	131

ACRONYMS

AGYW	Adolescents girls and young women
DHS	Demographic and Health Surveys
ECP	Emergency contraceptive pills
HIV	Human immunodeficiency virus
HTC	HIV testing and counselling
PPT	PowerPoint
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
SRH	Sexual and reproductive health
STI	Sexually transmitted infection
UNAIDS	The Joint United Nations Programme on HIV/AIDS
UNFPA	United Nations Population Fund
USAID	U.S. Agency for International Development
WHO	World Health Organization

OVERVIEW OF TRAINER HANDBOOK

WHAT IS THE PURPOSE OF THIS TRAINING HANDBOOK?

The Trainer Handbook provides steps by step instructions for leading a mentor training. It covers the key elements of the Mentor Handbook and is designed to provide mentors with the skills they need to foster a safe and supportive environment, and to support adolescent girls and young women (AGYW) to achieve their full potential. The training should be facilitated by program staff with experience in implementing community programs and technical expertise in gender, sexual and reproductive health, and financial literacy.

HOW IS THE TRAINING STRUCTURED?¹

This training has eight sessions. Each session includes a mix of presentations, activities, exercises, and small- and large-group discussions. Each session includes step-by-step instructions for trainers, including key points to emphasize throughout the training. There are a number of participant handouts for activities, which are referenced throughout the curriculum and annexed to this document. Also annexed to this document is a sample agenda. PowerPoint slides (PPT) and training certificates can be found in the Supplemental Training Materials section of the document.

SESSION ONE: SETTING THE STAGE (1 HOUR AND 30 MINUTES)

This session sets the stage for the rest of the training, including making introductions, reviewing the agenda and training materials, and establishing group norms.

SESSION TWO: PROGRAM INTRODUCTION (5 HOURS)

This session provides participants with an overview of the mentoring intervention; the Mentor Handbook, its purpose, format, and intended use; and an overview of the skills needed to lead group sessions.

SESSION THREE: OVERVIEW OF TECHNICAL CONTENT (5 HOURS AND 30 MINUTES)

This session provides mentors with an overview of the technical content areas that are covered in the AGYW mentoring sessions and their importance for this population.

SESSION FOUR: WORKING WITH THE COMMUNITY (3 HOURS AND 30 MINUTES)

This session provides a brief overview of the importance of working with the community, including how community members can influence the lives of AGYW; strategies for communicating with community members about the program; and tips for linking participants with community-based services, including mental health, clinical, and legal services.

SESSION FIVE: VIOLENCE REPORTING AND REFERRAL OVERVIEW (2 HOURS AND 15 MINUTES)

This session provides a brief overview of violence and how it affects AGYW, as well as the skills to provide a compassionate, confidential, and supportive first-line response.

SESSION SIX: WHAT IT MEANS TO BE A MENTOR (4 HOURS)

This session provides participants with an overview of the skills needed to mentor, includes opportunities to practice these skills, and seeks to create a greater understanding of the needs of AGYW.

SESSION SEVEN: PUTTING IT INTO PRACTICE (10 HOURS 45 MINUTES)

The purpose of this session is to provide participants with the opportunity to put into practice the skills that they have just learned from the training, to provide each other with feedback on facilitation of the various mentoring sessions, and to familiarize participants with the content in the Mentor Handbook.

SESSION EIGHT: RECAP AND CLOSING (2 HOURS)

This session focuses on planning for next steps, reviewing key learning points and any outstanding questions that participants may have, as well as recognizing the training participants.

TRAINING SESSIONS

SESSION 1: SETTING THE STAGE

Time: 1 hour and 30 minutes

Introduction:

This session sets the stage for the rest of the training, including making introductions, reviewing the agenda and training materials, establishing group norms, and providing brief background information about the mentoring intervention.

This session includes the following:

- Session 1.1 Welcome and Introductions
- Session 1.2 Review Agenda and Participant Materials
- Session 1.3 Group Norms and Confidentiality

SESSION 1.1: WELCOME AND INTRODUCTIONS

Time: 30 minutes

Preparation/Materials:

- PowerPoint (PPT) presentation

Step 1: Post PPT slide titled “Session Content.”

Step 2: Welcome participants

- Welcome everyone.
- Introduce yourself and fellow trainers.

Step 3: Announcements and logistics

- Thank staff who handled logistics and helped set up for the training.
- Tell participants where the restrooms are and pass around the sign-in sheet.

Step 4: Participant introductions

- **Say:** Let's get to know each other a little bit.
- Ask everyone to introduce themselves by sharing their name and one activity they participate in that brings them joy.
- Ask for a few volunteers to share why they became involved in the program as mentors.
- Thank everyone for coming to the training.

SESSION 1.2: REVIEW AGENDA AND PARTICIPANT MATERIALS¹

Time: 30 minutes

Preparation/Materials:

- Printed agendas (Annex 1)
-

Step 1: Introduction

- **Say the following:**
 - We have a lot to cover during this training.
 - This is an interactive training, and we will be doing a lot of activities, including small-group exercises, large-group discussions, and other activities that involve participants talking and interacting with each other.
 - Although we may use some PPT slides to complement our discussions, much of our work and learning will be through interaction and discussion.
 - My/our role as facilitator(s) is to provide information, facilitate activities that allow everyone to learn new information, and create a positive learning environment in which everyone feels supported and energized.
- **If the trainer is not speaking in the first language of training participants, explain:**
 - Ideally, trainers would be speaking in the language of the training participants.
 - But as you know, we often work in situations that are not always ideal.
 - So, I hope we can all commit to being patient with each other and with a slower pace of conversation to allow for the interpreter to translate for us.
 - If something needs to be repeated or clarified, speak up and don't hesitate to ask.

Step 2: Review agenda/training topics.

Step 3: Refer to participant training packets.

- Ask participants to refer to the handouts in the training packets and explain that we will refer to these handouts throughout the training.

SESSION 1.3: GROUP NORMS¹

Time: 30 minutes

Preparation/Materials:

- Board and chalk or flip chart and markers
 - Prepare flip chart titled, "Group Norms"
 - Prepare flip chart titled, "Parking Area"
-

Step 1: Refer to the "Group Norms" flip chart.

- **Say the following:**
 - Setting some ground rules or group norms at the beginning of a training is always a good idea to make sure we're all on the same page, to maintain common values throughout the training, and to ensure a positive learning environment.

**Facilitator's Note: If "valuing/respecting different opinions" is not listed as a group norm, request to add it.*

- As a group, let's come up with some group norms that we think are important for us.
- **Ask:** What are some good ground rules for this training?
- Write ground rules on flip chart.
- Make sure that some version of the following ground rules are included:
 - We will value differences (of opinion and experience).
 - We will keep everything shared in this training **confidential**.
 - We will arrive on time to show respect to other people in the group.
 - We will seek to practice active listening.
 - We will switch off mobile phones and laptops during sessions.

Step 2: If confidentiality is mentioned as a ground rule, draw a circle around it; if not, write "Confidentiality" in large letters on the flip chart.

- **Explain to the group:**
 - It's important that participants feel comfortable to share their thoughts.
 - Some may decide to share personal experiences.
 - A commitment to confidentiality within the training group will help everyone feel more comfortable sharing their thoughts.
 - We will keep these ground rules posted so they are easily visible, and we can refer to them if needed throughout the training.

Step 3: Refer to the flip chart titled, "Parking Area."

- **Say to the group:**
 - Sometimes participants bring up important points during training that don't relate to the current topic.
 - We use the "Parking Area" to write down good ideas/questions that don't directly relate to the current discussion, but that we want to make sure we come back to later.

SESSION 2: INTRODUCTION TO MENTORING INTERVENTION

Time: 5 hours

Introduction:

This session provides participants with an overview of the mentoring program for AGYW; the Mentor Handbook, and its purpose, format, and intended use; and an overview of the skills needed for group facilitation.

This session includes the following:

- Session 2.1 Program Introduction
- Session 2.2 Orientation: Independent Reading
- Session 2.3 Orientation Activity
- Session 2.4 Group Facilitation

SESSION 2.1: INTRODUCTION TO MENTORING PROGRAM

Time: 30 minutes

Preparation/Materials:

- PPT

**Facilitator's Note: If you are implementing the mentoring approach as part of a larger program, time should be reserved here to provide an overview of that program and a description of how the mentoring activities fit within it.*

Step 1: Post PPT slide "Background." Say to the group:

- Adolescent girls and young women (AGYW) are disproportionately affected by HIV and other negative sexual and reproductive health (SRH) outcomes: over 80 percent of new HIV infections among adolescents occur among AGYW ages 15–19 in eastern and southern Africa.
- Many factors contribute to AGYW's vulnerability, including social isolation, harmful gender norms, poverty, and dropping out of school.
- Programs to empower AGYW can improve their future reproductive health and educational, financial, and social outcomes.

Step 4: Post PPT slide “Why Mentoring?” Say:

- One approach to empower AGYW is to build their protective assets. Protective assets are broadly defined as the “skills, resources, and social and economic capital” AGYW need to reach their full potential.²
- The protective assets that are associated with improved reproductive health include strong social networks, self-esteem, self-efficacy, and economic empowerment.
- Self-esteem is how people feel about themselves. People with high self-esteem have good feelings about themselves; they know they are worthy of love and respect. People with low self-esteem have poor feelings about themselves; they do not expect love and respect from others because they feel unworthy of it.³
- Self-efficacy is the confidence one has in their ability to do something, and economic empowerment refers to efforts to enable people to be economically self-sufficient.
- Mentoring is growing as an intervention strategy for encouraging positive youth development.
- Group-based mentoring programs have demonstrated promise in building AGYW's protective assets and in potentially improving their reproductive health outcomes. They have also demonstrated a positive impact on reproductive health knowledge and behavior, academic achievement, financial behavior, and social networks, as well as reductions in the experience of violence.
- It is within this context that YouthPower Action developed this intervention.

Step 5: Post PPT slide “Mentoring Intervention Package.” Say:

- The mentoring intervention package includes group-based mentoring; curriculum-based programming covering sexual and reproductive health, financial literacy, soft skills such as communication and conflict negotiation, and gender content; activities designed to improve participants' social connectedness, including a community project; optional onsite sexually transmitted infection (STI) testing and treatment; group-based savings; and links to services related to SRH, including HIV testing and counseling (HTC) and gender-based violence.

Step 6: Post PPT slide “Intervention Package contd.” Say:

- The mentoring intervention is designed to be implemented over a 6-month period.
- Mentors will work in teams of two to four depending on group size.
- The intervention itself consists of activities that are designed to be conducted with the full group while others are designed for implementation in small groups. Various methods to divide participants into groups are included as an annex to the Mentor Handbook.

Step 7 Post PPT slide “Mentor and Participant Handbooks.” Say:

- Each of you should have received a copy of the Mentor Handbook. Has everyone received a copy? If not, please raise your hand.
- Distribute copies of the handbook to anyone who has not yet received one.

- **Say:** The Mentor Handbook provides a framework for trained female mentors to lead groups of AGYW. The content in the handbook was compiled from existing curricula on sexual and reproductive health, financial literacy, and soft skills. When necessary, content was adapted by a team of experts for implementation with at-risk adolescent girls and young women ages 10–25. All content was selected and compiled from evidence-based curricula and meets standards for curriculum-based education set forth by international organizations.
- **Explain:** The handbook consists of the following parts:
 - *About the Guide* describes how the handbook is to be used and how it is organized.
 - *Group Sessions* outlines 26 sessions to be used in mentor-led groups for AGYW. Each session is designed to be implemented over the course of one 2.5-hour meeting. Each session includes step-by-step instructions for facilitators, a warm-up activity, a mix of exercises, small- and large-group discussions designed to improve knowledge in a particular content area, and a closing activity. Before each session it is important to check and see whether any preparation is needed.
 - *Annexes* contains mentee handouts, activity cards, case studies, and other instructional documents.
 - *References* includes a list of all the sources and resources noted in the guide.
- **Say:** Each mentee will receive their own handbook. The participant handbook contains key messages from each session, individual activities, handouts to reinforce important information, and space for journaling.

Step 8: Post PPT Slide “How Sessions are Structured.” Say:

- Each session will begin with a brief welcome and introduction; followed by small group meetings where mentees will have the opportunity to review concepts introduced the previous week, as well as to share challenges they are facing, stress they are experiencing, exciting news, and/ or accomplishments.
- These small group meetings are called “sisterhood circles” and are an important part of the intervention—this is a time when mentees can build their friendships with each other and their relationship with their mentor.
- Small group discussions will be followed by a warm-up activity.
- After the warm-up there is a series of activities designed to improve mentees' knowledge and skills in the topic areas just presented in a fun, engaging way.
- There is time reserved for group based savings after the concept is introduced to participants on day 7.
- Each session includes a short closing and a journal prompt. Mentees can respond to the journal prompt in their individual handbooks. During closing, you can answer any remaining questions participants may have and reinforce key messages. Journals are a place for mentees to both respond to journal prompts provided to the group, as well as to express themselves through writing or drawing at any time they wish. Encourage mentees to use their journal as a regular method of reflection and expression.






Step 9: Post PPT slide “Group Sessions.” Say:

- The intervention consists of 26 sessions. During Session 1 mentees will get to know each other, establish their sisterhood circles, and establish ground rules.
- Sessions 2–4 are designed to build mentees' soft skills. Topics covered during these sessions include verbal and nonverbal communication; self-esteem and decision making; and managing stress, anger, and conflict.
- We will talk more about soft skills and their importance for AGYW later in the training.
- On the ninth session, a community project will be introduced. Mentees will work together to tackle an issue of importance to them in their community. They might do this by raising awareness through a street performance or by distributing flyers, or they may decide to engage in some other volunteer work such as river clean-up or helping an elderly neighbor.

Step 10: Post PPT slide “Group Sessions contd.” Say:

- Sessions 5–15 cover topics related to financial literacy, including financial decision making, money management and savings, and safe ways to earn money.
- Sessions 16–25 will focus on sexual and reproductive health topics including sexual and reproductive health communication; menstruation, and menstrual hygiene management; pregnancy and pregnancy prevention; HIV and STIs; gender and sexual and reproductive rights; and violence and healthy relationships.
- We will talk more about financial literacy and SRH later in the training.
- The last day, session 26, is designed to promote mentee reflection on the content covered over the course of the intervention.
- They will be presented with certificates and recognized for their participation.
- Mentees should invite family and friends to the last session.

Step 11: Post PPT slide “Easy Reference Key.” Say:

- Throughout the handbook you will see various symbols that indicate activity actions.
- These symbols are shown on this slide. In the handbook wherever you see the four interlocking circles () symbol you will know to ask participants to join their sisterhood circles, each led by one mentor, for the remainder of the activity.
- The pronged circle () symbol represents where mentors should ask participants to return to one large group.
- Every time you see the circle with multiple arrows () symbol, mentors will divide participants into groups or pairs.
- The large question mark () symbol indicates group discussion questions.
- Finally, the large exclamation point () symbol is used to show that there is a note for the mentor.

SESSION 2.2: ORIENTATION: INDEPENDENT READING ACTIVITY

Time: 1 hour

Preparation/Materials:

- Copies of *Mentor Handbook*
-

Step 1: Post PPT slide “Let’s Get Familiar with the Handbook!” Explain the activity:

- The Mentor Handbook provides step-by-step instructions for leading the sessions.
- The Mentor Handbook was developed based on evidence about the types of information AGYW need.
- The methods of delivering the information are based on evidence about effective methods for teaching. The activities are designed not only to improve adolescent girls and young women’s knowledge but also to build their skills and friendships.
- It is very important that mentors are very familiar with the guide and that the activities are delivered exactly as outlined.
- There is time set aside during the training for us to practice and we will cover much of the material; however, there is not enough time for us to go through every session in detail.
- Mentors should read through the guide multiple times to be sure they understand it well.
- We are going to allow time for each of you to read through it once now. Please sit quietly and read to yourselves. We will allow time for questions at the end of this activity.

Step 2: Allow: participants 1 hour to complete the activity and reserve about 15 minutes for questions. Encourage participants to finish reading and to re-read the document on their own time.

SESSION 2.3: GROUP WORK: ORIENTATION ACTIVITY

Time: 2 hours

Preparation/Materials:

- Orientation Activity handout (Annex 2)
 - Copies of *Mentor Handbook*
-

Step 1: Post PPT slide “Orientation Activity.” Distribute Orientation Activity worksheet and say:

- This worksheet is intended to see how well you know the Mentor Handbook.
- You will work in pairs and have 2 hours to complete the worksheet.

Step 2: Allow participants 2 hours to complete activity.

SESSION 2.4: GROUP FACILITATION

Time: 1 hour

Preparation/Materials:

- PPT
-

Step 1: Post PPT slide “Establishing Group Agreements.” Say to the group:

- Just like we did at the beginning of this training, one of the first things you and your group should do is to create and agree upon some ground rules.
- Try to ensure that the ground rules include some form of those listed here.

Step 2: Post PPT slide “Goals as a Facilitator.” Say:

- As a mentor, you will play many different roles—however, the primary goals of a group facilitator are to:
 - Provide factual, evidence-based information
 - Offer emotional support to adolescents
 - Help your group support each other in ways that only peers can

Step 3: Lead a large-group discussion.

- Ask participants to think about a time when they attended a training or workshop. Then ask them to think about the person who facilitated that training or workshop.

- **Ask:** What made that particular facilitator a successful facilitator? What were their challenges? What could they have done differently?

Step 4: Post PPT slide “A Good Facilitator.”³ Say:

- A good facilitator:
 - Understands that the participants have information and skills to share, and that facilitators are not the only experts in the room
 - Encourages participants to learn from each other, and guides this process rather than providing direct instruction and lecture-style learning
 - Believes we learn by doing, experiencing, practicing, and feeling, rather than by memorizing, repeating, and recording information
 - Is organized but flexible in changing methods based on participant needs
 - Is enthusiastic about the topic and participants
 - Keeps promises to the group (to let participants speak, take a break, and so on)
 - Is patient and a good listener
 - Is prepared to handle difficult situations, including strong emotions that may arise during discussions

Step 5: Post PPT slide “Participatory Teaching Methods.”⁴ Explain:

- This intervention uses active participatory teaching methods, which have many benefits over traditional lecturing. They:
 - Improve critical thinking skills
 - Increase the likelihood of participants remembering and sharing new information
 - Increase motivation
 - Improve interpersonal skills
- Examples of participatory methods include:
 - Brainstorming: During a brainstorming session, participants simply suggest whatever answers occur to them, and all thoughts are recorded on newsprint or a chalkboard. At this point, no one should judge or place value on any answers provided. This is a time to explore ideas and a great way to open a topic for discussion. The activity encourages participants to expand their thinking about an idea and consider a topic from different angles and perspectives.
 - Group discussion: Group discussion brings out responses from participants on a particular topic and provides opportunities for the facilitator to increase participants' knowledge or correct misinformation. The effectiveness of group discussion often depends on a facilitator's ability to use open-ended questions, which are questions asked by the facilitator that need more than a simple “yes” or “no” answer. These questions help to bring out feelings or thoughts about a topic or an activity.
 - Role-play: Role-play provides participants with an opportunity to experience a real-life situation, without having to take real-life risks. It is important that facilitators encourage participants to role-play realistic situations, and not ideal situations.
 - Icebreakers: Icebreakers are quick, simple activities that help participants relax, become more comfortable, and (re)connect with each other while

energizing them to focus and participate. Each session opens with a quick icebreaker. In addition to opening each session with an icebreaker, they can serve as an energizer; use one in the middle of a session to wake participants up if energy levels in the group seem low.

- Group work: This curriculum is full of activities that require organizing participants into pairs or small groups, which encourages teamwork and participatory and interactive learning.
- Seating arrangements: We strongly recommend that participants sit in a circle, rather than in rows. This arrangement allows for eye contact among participants and the facilitators, creates a more relaxed atmosphere, encourages participation, and helps develop a sense of belonging.

Step 6: Post PPT slide “Managing Group Sessions.” Say:

- Mentors must be vigilant about covering all the material in the Mentor Handbook, while ensuring that the entire group participates and that a wide range of perspectives has been solicited and expressed.
- When facilitating a session, be sure to invite a wide range of commentary by asking participants for experiences, thoughts, and definitions.
- Use silence to your advantage. Give mentees a chance to think about the discussion questions and issues, and do not be afraid to wait until someone speaks.

Step 7: Post PPT slide “Managing Group Sessions contd.” Say:

- Try to encourage participation from all group members.
- Techniques for encouraging full participation include referring back to a mentee's previous comments if the current conversation relates to it. For example, you might say, “What you are describing sounds very similar to (or different from) what Beverly was talking about earlier. What do you think about this, Beverly?” You might also direct specific discussion questions to a particular mentee. After she responds, ask whether others agree or disagree. Also, encourage mentees to discuss issues with each other rather than only address the mentor. Finally, remain in charge. Do not allow a pattern to develop in which everyone orients toward one particular mentee and her comments.
- The role of group facilitator requires you to be fully engaged in the discussion, yet refrain from participating too much in it.

Step 8: Post PPT slide “Common Challenges.”

- **Explain:** Encouraging participation is critical to ensuring that each group member benefits from the intervention; but it can be challenging.
- **Instruct** participants to turn to the person next to them and break off into pairs.
- **Explain:** This is a list of common challenges that can be faced in group settings. You should spend the next few minutes discussing possible strategies for managing such challenges.
- **Allow** participants 10 minutes to discuss the challenges in pairs; after 10 minutes instruct participants to return to plenary and ask for a few volunteers to share their thoughts.

Step 9: Post PPT slide “Steps to Prepare for Sessions.” Explain:

- The best way to ensure success as a mentor is to be well prepared.
- Mentors should agree on a time to meet and prepare for their sessions before their group meeting.
- Mentors should re-read each session, including the background information, before they meet with their group and both mentors should discuss the instructions and whether they have both understood them the same way.
- When meeting to prepare for the upcoming session, mentors should review the materials list and prepare any materials needed. All the materials needed for each session are listed in the Mentor Handbook.
- Mentors should decide how they will divide up the responsibilities for the upcoming session and who will lead which activities.
- If mentors have any questions they should call their point of contact at the implementing organization.

SESSION 3: OVERVIEW OF TECHNICAL CONTENT

Time: 5 hours and 30 minutes

Introduction:

This session is designed to provide mentors with an overview of the technical content areas that are covered in the AGYW mentoring sessions and their importance for this population.

This session includes the following:

- Session 3.1 Assets Exercise
- Session 3.2 Soft Skills
- Session 3.3 Financial Literacy
- Session 3.4 AGYWs' Sexual and Reproductive Health
- Session 3.5 Guest Speaker on Contraceptive Methods and Pregnancy Prevention

SESSION 3.1: ASSETS EXERCISE⁵

Time: 1 hour

Preparation/Materials:

- Deck of "asset cards" (Annex 3)
- Tape "age signs" (Annex 4) to a wall or other flat surface.
- Tape

Step 1: Tape the age signs (Annex 4) to a wall or other flat surface.

- **Say:** This activity is designed to help us think through AGYW's needs at each stage of adolescence. The factors that contribute to meeting girls' needs, such as improved knowledge, increased access, and so on; are often referred to as assets.
- Divide participants into groups and distribute five asset cards to each group.
- **Say:** These cards each have an individual asset listed on them. In a few moments, I will ask you to work together as a group to decide the latest age or stage in which a girl should have a particular asset. If you are unable to decide under which specific age an asset should be placed, focus the discussion on which stage of adolescence you think the asset should be made available to girls. Once you have decided, tape each card under the appropriate age. You have 30 minutes for this exercise.
- After 30 minutes have passed, allow participants to tape any remaining cards on the wall.

Step 2: Lead a large-group discussion.

- After everyone has placed their asset cards, look at the results and ask participants whether there is any disagreement about where particular assets are placed. Allow 20 minutes for discussion.

SESSION 3.2: SOFT SKILLS

Time: 1 hour

Preparation/Materials:

- Blank pieces of paper
 - PPT
-

Step 1: Post PPT slide entitled “Understanding Soft Skills;” Say to the group:

- Now we will dive into the technical content of the mentoring sessions. As stated during the introduction in Day 1 of this training, the technical content in this intervention is composed of three topics: soft skills, sexual and reproductive health, and financial literacy. Today we will briefly familiarize you with some of the key themes from each technical area.
- After we have finished, you will use the rest of the time to practice the skills you learned by working in small groups to deliver a session from the Mentor Handbook to the entire group. Do not worry about which session you will deliver; I will assign them to you. This process will allow you to practice your facilitation skills, give and get feedback on facilitation, and familiarize yourselves with the content in the Mentor Handbook.
- It's very important that you pay attention during the review of the technical content, and I encourage you to ask as many questions as you need. Now, let's get started with reviewing the soft skills content.

Step 2: Post PPT slide “What are Soft Skills?” and say:⁶

- You may have heard soft skills referred to as “life skills,” “social and emotional skills,” or “cognitive skills” but what these really all refer to are the broad set of skills, behaviors, and personal qualities that enable people to effectively navigate their environment, relate well with others, perform well, and achieve their goals.
- So, what does this really mean? Let's narrow down this broad definition by reviewing some concrete examples (*read the examples⁶ provided on slide and the accompanying definitions*):
 - Positive self-concept:
 - An awareness of your strengths and potential
 - Self-control:

- An ability to control impulses, emotions, and behaviors and to direct and focus attention
- Higher order thinking skills:
 - Problem solving, critical thinking, and decision making
- Social skills
 - Getting along with others
- Communication
 - One's ability to effectively express and understand knowledge and ideas. Different forms of communication include listening and verbal, nonverbal, and written communication.
- Empathy
 - The ability to understand and feel what someone else is feeling
- Goal orientation
 - Motivation and ability to take action toward desired goals

Step 3: Post PPT slide “Why are Soft Skills Important?” Explain:⁶

- Evidence has demonstrated that a focus on soft skills increases the odds of success for young people, particularly within the areas of workforce development, violence prevention, and sexual and reproductive health.
- It's likely that from a girls' perspective, earning money, sexual and reproductive health, and violence are not separate, but are interrelated in their lives, with one area of behavior often affecting the others.
- When girls are able to successfully negotiate their transition to adulthood by avoiding violence and negative SRH outcomes, and are able to find and sustain safe and appropriate work, they aren't the only ones who benefit. Their families and communities do as well.
- During the mentoring program, we will speak in depth about these larger domains of financial literacy, violence prevention, and sexual and reproductive health, but we begin the program with a focus on soft skills because we want girls to have the critical thinking, communication skills, and positive self-worth that are necessary to seize opportunities and navigate life's challenges.

Step 4: Post PPT slide “House–Tree–Dog?”⁷

- Divide participants into pairs. For tips on how to divide participants into pairs refer

****Facilitator's Note: Before you begin this activity, make sure each participant has a piece of paper and a pencil.***

to Annex 2. Give each pair one marker and one piece of paper.

- **Explain:** This exercise is called “house–tree–dog.” The instructions are as follows:
 - The exercise is to be done without talking.
 - Each pair sits facing one another, with the paper between them.

- Both people hold the marker together and jointly draw a house, a tree, and a dog.
- When all participants have finished, they should present their drawing to the group and describe their experiences creating it.
- To help generate the conversation, **ask** the following questions:
 - What happened?
 - What did you encounter while drawing together?
 - Was it difficult? Why?
 - Did one person take control?
 - How did this make the other person feel?
- Write down key words described by each pair and further the discussion if needed.
- **Explain:** Communication is so much a part of our daily lives that we take it for granted. It is not as easy as we might think to be a good communicator; it is a skill that requires practice.

Step 5: Post PPT slide “Effective Communication.” Say:⁷

- Now we are going to work through an activity that focuses on effective communication, which will help us to avoid misunderstandings and improve relationships.
- **Ask:** What are ways we can communicate effectively?
- As the participants share their responses, write them down on the chart. If needed, you can prompt discussion with these examples: make eye contact, give positive nonverbal cues (such as a smile, nod, or pat on the back), ask for clarification, and so forth.
- **Ask:** When you are trying to communicate, how does it feel to:
 - Be interrupted or not be heard?
 - Be criticized, called a name, or labeled?
 - Be judged or made to feel guilty?
 - Sense that the other person is trying to control the conversation?
 - Receive negative nonverbal messages, such as being frowned at?
- **Explain:** One way to communicate effectively is by using a four-part message.
 - Part 1. “I feel...” The emotion that she is experiencing, such as, “I feel scared and anxious.”
 - Part 2. “When you...” What the other person did that caused her to feel the emotion, such as, “I feel scared and anxious when you drive quickly.”
 - “Because...” Why the action caused her to feel the emotion, such as, “I feel scared and anxious when you drive quickly, because I know bad accidents can happen.”
 - “And I would like/want/need...” What she would like to have happen in order to feel better, e.g. “I feel scared and anxious when you drive quickly, because I know bad accidents can happen. And I would like for you to please try to drive more slowly in the future.”

Step 6: Post PPT slide “Role-play Scenario.”

- **Explain:** We will now role-play the following scenario to depict effective communication. Use the tips we just discussed. Make sure to demonstrate good listening and respectful communication!
- **Read:** the following scenario

“Every day, Grace and Esther's mother asks them to walk to the water pump, collect water, and then boil it for the evening. Esther always walks to the pump and brings back the water while Grace always prepares it for the evening. Everyday around the same time that the water needs boiling, the oldest daughter, Esther (age 16) meets her friends at the big tree, where they usually talk. Grace would also like to meet her friends at the tree but she is much younger than Esther (she is age 9) and cannot walk to the pump alone because the route is steep and dangerous and she will not be able to carry the water. The girls need to negotiate the situation so that Grace is not always left alone and unable to visit with friends.”⁷

- **Ask** for two volunteers to present the scenario; one volunteer should play the role of Esther, the other, the role of Grace. Ask the volunteers to negotiate an alternative arrangement for completing the chores using the four-part message just described.
- Once the role play is complete; **ask** the following questions to generate a group discussion.
 - Which feelings and emotions were communicated during the role-plays?
 - Were they expressed verbally or nonverbally?
 - How did communicating the emotions and feelings affect the outcome of the situation?

Step 7: Conclude by saying:

- Now that we've had a chance to explore the importance of soft skills, I hope you all feel that you better understand some of the ways in which we can build girls' capacity in these areas.
- We have a few moments to take any final questions you have about this section before we move onto the next session.

SESSION 3.3: FINANCIAL LITERACY

Time: 1 hour

Preparation/Materials:

- Chalkboard or flip chart
 - Copies of Savings Plan Sample Worksheet (Annex 5)
 - Copies of Savings Plan Worksheet—Do-it-Yourself (Annex 6)
 - A note pad
 - PPT
-

Step 1: Post PPT slide entitled “Financial Literacy for Adolescent Girls;” say:

- Now that we've had a chance to discuss why soft skills are important for the development of adolescent girls, we will move on to discussing the importance of financial literacy for adolescent girls.

Step 2: Post PPT slide “What is Financial Literacy?” Say:⁷

- Let's start by discussing what “financial literacy” really means.
- At a basic level, financial literacy focuses on responsibly managing money.
- It promotes regular saving, wise spending, and ways to make the most of our resources.
- Financial literacy provides guidance on how to:
 - Pursue safe and appropriate income-generating opportunities
 - Save responsibly
 - Pay for daily expenses
 - Plan for the short-term and long-term future
- It allows us to minimize risks, and build financial support for the future.

Step 3: Post PPT slide “Group Discussion.”

- **Say:** Now that we've explained what financial literacy is, can I have some volunteers name some reasons why financial literacy is especially important for adolescent girls?
- When people are finished, thank them for their participation and for their great ideas.

Step 4: Post PPT slide “Why is Financial Literacy Important for Adolescent Girls?” and say:⁷

- We've heard from some of you why financial literacy is important for girls. This graphic builds on what you've all shared and shows how financial literacy can affect girls' lives.
- As we all know, by the end of adolescence, girls need to be prepared to take responsibility for meeting their daily needs, dealing with life events (births, marriage), coping with emergencies, dealing with unexpected events (risk

management), and entering into safe and appropriate income-generating activities or the formal workforce.

- Financial education prepares girls for their financial future and helps girls:
 - Understand the principles around good money management
 - Develop awareness of personal financial issues and choices
 - Develop knowledge, skills, attitudes, and behaviors to manage daily expenses
 - Prepare for life events
 - Set financial goals and develop strategies to achieve them
- Financial education not only increases girls' ability to manage money, but also increases their confidence and readiness for the future. Access to and control over savings can help to protect girls against the many risks associated with adolescence by providing resources to draw upon in times of need.

Step 5: Post PPT slide “Overview of Financial Literacy Topics.” Say:

- To prepare girls for their financial future, we will cover these topics and build the skills listed here on the slide through this intervention.
- Though we won't have time to go over all this content during the training, we'll spend the rest of this session reviewing two to three key topics and activities to familiarize ourselves with the financial literacy portion of the mentoring program.

** Facilitator's Note: If you have copies, give out copies of the Savings Plan Worksheets (both the one labeled “sample” and “do it yourself,” Annexes 5 and 6) to each participant now. If you do not have copies, refer to the Savings Plan Worksheet posted on each slide.*

Step 6: Post PPT slide “Savings Plan Worksheet-Sample.”^{8,9}

- **Say:** To start off, we're going to review how to make a savings plan. Through this activity, we'll learn how to calculate the time and money needed to achieve a savings goal. When you teach this session to the girls, you'll start off by asking them to tell you some of their small and large savings goals, and then use those goals to make a savings plan.
- Let's start by breaking into small groups. I'm going to distribute a card (Annex 5) for each group to work on, which offers some tips to help us solve how many weeks it would take a girl to reach her savings goal.
- Talk through the example for short-term and long-term savings goals with the group, and make sure they understand that in order to find out how many weeks it will take to reach your savings goal, they need to divide the total amount of money they need by the amount they can save each week.
- Emphasize that the greater the expense (or savings goal) the longer it may take to save toward that goal.

Step 7: Post PPT slide “Savings Plan Worksheet—Do-It-Yourself.”^{8,9}

- **Say:** We have just talked through a savings plan for someone like us who wants to buy a new necklace, and a new computer. Now, pick a short-term and long-term savings goal with your group using the worksheet entitled Savings Plan Worksheet—Do-It-Yourself. Make sure that your goals balance something you need versus something you want.
 - Decide how much money you will need for your savings goal in total.
 - Agree on how much money you could save each week.
 - Using that number, decide for how many weeks you will need to save in order to reach your savings goal.
- Encourage participants to use the calculator on their phones if they have them. Allow about 5 minutes for participants to discuss in their groups or pairs. While the participants are talking, circulate to make sure that everyone understands the task.
- When participants have had about 5 minutes to create their savings plans, ask a few groups to describe their savings goal and their savings plan to reach that goal. Ask the others for comments. Use the following questions to prompt comments if necessary:
 - How did they decide on the items that they are saving for?
 - Do they think their savings goal reflects healthy financial choices? Why or why not?
 - Is their price realistic?
 - Is the amount they plan to save each week realistic?
 - What would happen if they could save more, or less money, each week? [Save more—they would reach their goal in fewer weeks; save less—it would take more weeks to reach their goal.]
 - What could you do if you needed to reach your savings goal faster? [Save more each week; change the goal to be less costly.]
 - What should they do if they decide to save money every day, instead of every week? [Do the same calculations, but then it will give them the number of days it will take to reach their goal instead of weeks.]
- When everyone has finished, ask whether there are any questions about the activity, or anything they would do differently. If there are suggestions on how to improve the activity, write them down in your notes.

Step 8: Conclude by saying:

- Now that we've had a chance to explore some of these financial literacy topics, I hope you all feel that you better understand some of the ways in which we will teach girls to make wise decisions about earning, spending, and saving money—all as a way to help them to achieve their dreams.
- We have a few moments to take any final questions you have about this section before we move onto the next session.

SESSION 3.4: AGYW'S SEXUAL AND REPRODUCTIVE HEALTH

Time: 1 hour and 15 minutes

Preparation/Materials:

- PPT slides
 - Index cards
 - Chalkboard or flip chart
 - Pens, pencils, crayons, or markers for drawing/writing
-

Step 1: Post PPT slide titled “AGYW's SRH.” Say to the group:^{10,11,12,13,14}

- Worldwide, AGYW remain persistently and disproportionately affected by negative health and social outcomes.
- HIV/AIDS is the leading cause of death for girls between the ages of 15 and 19 globally and maternal mortality is the second. In eastern and southern Africa, 80 percent of new HIV infections among 15- to 19-year-olds are among girls.
- Sixteen million AGYW between the ages of 15 and 19 and approximately 1 million under age 15 give birth every year; in some countries, such as Central African Republic, 49 percent of females ages 15–19 have begun childbearing. The social impacts of pregnancy on adolescent girls can be devastating: girls who become pregnant often face discrimination within their communities, drop out of school, and are sometimes forced into early marriage. Girls who become pregnant are more likely to have a lower income and have more children at shorter intervals throughout their lifetime. In contrast, young women who avoid unintended pregnancy are more likely to stay in school, participate in the workforce, and have healthier, better-educated children. Not only does pregnancy during adolescence have negative social impacts, it poses significant risks to the health and lives of young women. Pregnancy in adolescence is life-threatening for many. Pregnancy during adolescence increases the risk of anemia, postpartum hemorrhage, prolonged obstructed labor, obstetric fistula, malnutrition, and mental health disorders, including depression.
- Every year, 15 million girls under the age of 18 are married. Child brides are denied the right to determine whom or when they marry. Furthermore, married girls are often forced to leave school at a young age as a result of early marriage and are at greater risk for sexual violence. The tradition of early marriage is sometimes associated with other forms of violence such as spousal rape and dowry- or honor-related violence. Each year, approximately 5,000 women and girls die because of dowry-related murders. An estimated 5,000 adolescent girls and women are killed annually by family members in the name of honor.
- It is estimated that as many as 76 percent of women experience physical or sexual violence perpetrated by an intimate partner over the course of their

lifetime—approximately 50 percent of all sexual assaults occur against girls age 15 or younger. Every year 3 million girls are at risk of female genital cutting in Africa. In disaster situations, women and girls are more likely to experience all types of violence, including sexual violence. Girls are at risk of sexual violence while staying in relief shelters, on the way to the shelters, and when collecting water or firewood while staying in a shelter.

** Facilitator's Note: This slide can be updated with country-specific data. The Demographic and Health Survey (DHS) Program collects and disseminates nationally representative health data on sexual and reproductive health, gender, malaria, and nutrition. Information can be found at dhsprogram.com.*

Step 2: Lead a large-group discussion. Ask:¹⁴

- How would you define vulnerability? (In this context, vulnerability means susceptibility to HIV, other STIs, or unintended pregnancy; vulnerability is influenced by underlying social factors such as cultural practices, laws, and socioeconomic status. It is not to be confused with individual behaviors, which put people directly at risk for HIV, STIs, or unwanted pregnancy.)
- What makes some groups of AGYW more or less vulnerable? (Factors such as poverty, gender, age, lack of education, lack of access to health care, and belonging to a specific ethnic group can make people more or less vulnerable.)

Step 3: Post PPT slide “What Makes AGYW Vulnerable?” Say:¹⁵

- Young women who are most vulnerable to poor SRH outcomes include those who are:
 - Married or at risk of marriage and under the age of 18
 - Living in rural communities
 - Not in school or not living with their parents
 - Very young (ages 10–14), not in school, or not living with their parents
- Gender inequality is especially important during adolescence because this is a time when many young women become marginalized in their communities. They may be forced to drop out of school, are often expected to do more work in the home, or are forced into marriage. They often experience less freedom of movement and are socially isolated. They are more vulnerable to gender-based violence, unprotected sex—often forced, coerced, or transactional—and the associated unplanned pregnancies and infections (STI and HIV) that can result.

Step 4: Lead a large-group discussion. Ask:

- How do you define “risk”? (Risk is influenced by specific behaviors.)
- What puts AGYW at risk of negative sexual and reproductive health outcomes?
- How can risk taking lead to positive outcomes among AGYW? (**Explain:** Risk taking can be good and is a normal part of adolescent development.)

Step 5: Post PPT slide “Biological Risk Factors.”¹⁵ Explain:

- AGYW are at a greater risk of negative sexual and reproductive health outcomes than their male counterparts because of both biological and social factors. Individual behaviors also put adolescent girls and young women at risk.
- Biological risk factors include:
 - Puberty: Adolescents who reach puberty at a younger age are more likely to initiate early, premarital sex. Early puberty is also a strong predictor of early childbearing, both within and outside marriage.
 - Microtears: Because female adolescents' genital tracts may not be fully developed and are more prone to microtears, young women are more susceptible to HIV infection from vaginal intercourse than older women and men are.
 - Pregnancy-related complications: Pregnancy is dangerous for young adolescents who are not fully physically developed. Adolescents who give birth are more prone to fistula; childbirth-related complications are a leading cause of death among girls ages 15–19. An obstetric fistula is a hole between the vagina and rectum or bladder that is caused by prolonged obstructed labor, leaving a woman unable to control the release of urine or feces or both.
 - Female genital cutting: Some 3 million girls each year, mainly in Africa, undergo female genital cutting (FGC) during childhood or early adolescence. The negative health effects of FGC, such as severe bleeding, infection, and complications during birth, are often exacerbated as girls become sexually active and begin to bear children.

Step 6: Post PPT slide “Individual Risk Factors.”¹⁵ Explain:

- Individual risk factors can contribute to negative sexual and reproductive health outcomes among AGYW:
 - Early sexual initiation is associated with risky sexual behavior, pregnancy, and HIV infection. Early initiation is often nonconsensual or coerced.
 - Abuse and violence: Sexual violence and sexual abuse of children increase the risk of HIV and STIs as well as early pregnancy. Research suggests that the majority of child sexual abuse is perpetrated by someone the child knows. Other forms of gender-based violence, including physical and verbal intimate partner violence, also put young people at risk for poor reproductive health outcomes. For example, studies have shown that young women who had been abused by a partner or were in a highly inequitable relationship have an increased risk of HIV.
 - Harmful alcohol use is on the rise among young people. Alcohol use and alcohol dependence contribute to risky sexual behavior, including early initiation of sexual activity, multiple sexual partners, inconsistent condom use, and transactional sex.
 - Although there is evidence that young people are increasingly using condoms in response to the HIV epidemic, rates of regular and consistent contraceptive and condom use remain low. Discontinuation of contraceptives and inconsistent condom use is a problem among all

sexually active youth because they are often involved in shorter relationships. Young married teens represent the largest percentage of sexually active young people and have the lowest rates of contraceptive and condom use. This is largely due to social and cultural norms that place a high value on a young woman's fertility.

- Many young people report having multiple and concurrent partnerships. Gender norms play a critical role in sexual relationships. Dominant and inequitable gender roles often perpetuate or even facilitate the practice of multiple partnerships, especially concurrent partnerships. For instance, men are sometimes perceived to be more masculine if they have multiple partners, whereas women might not have enough economic independence or relationship power to decline partners or to discourage their partners from having other partners, or may not even be aware that their partners have multiple sexual relationships.
- Many young women partner with or marry older men. Married adolescents know less about HIV, are less able to negotiate condom use, and are much more likely to use no method of protection from HIV than are their unmarried peers. In addition, married adolescents are often expected to demonstrate their fertility and, therefore, may become pregnant before they are ready and have children close in age before their bodies are able to recover.
- Adolescent girls ages 15–19 are more likely than women 25 and older to engage in transactional sex with older men. Transactional sex refers to the exchange of money, favors, or gifts for sexual relations. Young people who sell sex are at much higher risk of acquiring HIV, as are their partners. Drug use, disease, violence, discrimination, and debt are also associated with sex work, all of which further threaten the well-being of young people who sell sex.

Step 7: Post PPT slide “Gender Norms and Risk.”¹⁵ Explain:

- Risk factors are often exacerbated by beliefs about gender, gender roles, and gender norms. During adolescence, many young people feel more pressure to adopt traditional gender roles guided by cultural and social gender norms.
- Gender roles can have harmful effects on young people's sexual and reproductive health. For example:
 - Views on who is responsible for the use of contraception and condoms can affect young people's ability to effectively communicate, negotiate, and make joint decisions about sexuality, contraception, pregnancy, the prevention and treatment of STIs and HIV, and other issues.
 - Acceptance of harmful practices, such as FGC and early marriage, can negatively affect young people's health.
 - Early marriage can lead to early pregnancy among young women, increasing their risk of pregnancy-related health complications.
 - Norms about young women's sexuality can limit their access to and use of contraception. For example, gender norms that stigmatize young women who have sex before marriage may decrease their likelihood of seeking contraception.

- Norms about young people and sex can engender stigma against adolescents who seek reproductive health services and affect interactions between youth and health care providers.

Step 8: Post PPT slide “Sexual Debut.”¹⁵ Explain:

- Worldwide, most women initiate sex before the age of 20 and marry 12–18 months after their first intercourse. Men tend to experience a longer delay between sexual initiation and marriage and, therefore, often have more sexual partners.
- Too often, young people's first sexual experience is nonconsensual. Ten percent of girls who have had sex before the age of 15 report it was nonconsensual. Nonconsensual sex is also more likely to be unprotected sex. Nonconsensual sex takes many forms, including forced sex, marital rape, transactional sex, and cross-generational sex.
- In addition, young people, and especially girls, may be in situations where they agree to have sex even though they do not want to, due to coercive behavior of a partner, unspoken social expectations, economic pressures, or fear of violence. Such experiences can also be considered sexual violence. Nonconsensual sex often goes unreported. Perpetrators can be strangers, peers, intimate partners, family members, and authority figures such as teachers.
- Some evidence shows that nonconsensual sex increases young people's HIV risk.

Step 9: Post PPT slide “Early Marriage.”¹⁵ Explain:

- Married adolescents have sex more often, use condoms and contraception less often than their unmarried peers, and are often unable to refuse sex.
- Ask participants whether they feel that married adolescents can refuse sex, or whether they should be able to. Explain that even if married, young women still have the right to refuse sexual intercourse.
- All of these factors increase their risk of HIV infection, STIs, and early and high-risk pregnancy.
- Early marriage also increases girls' exposure to sexual coercion, physical violence, and marital rape.
- Because adolescent girls' bodies are not fully developed, early marriage puts them at high risk of pregnancy complications such as obstructed labor and fistula, among others.

Step 10: Post PPT slide “Cross-generational Sex.”¹⁵ Explain:

- Multiple studies have found that cross-generational sex is associated with unsafe sexual behavior, including low condom use.
- As mentioned earlier, females are biologically more susceptible to HIV infection. Adolescent girls are especially vulnerable because they are not fully developed, the vaginal wall is thinner, and microtears can occur. Older men are normally more sexually experienced than younger men; thus, the likelihood of HIV infection among men increases with age. As a result, when adolescent girls have sex with older men, the girls face an even greater risk of HIV infection,
- Furthermore, the age and power disparity within these relationships may decrease a young woman's ability to negotiate safe sex, increasing not only her risk of HIV, but also her risk of contracting other STIs or having an unintended

pregnancy. The increased risk of HIV infection associated with cross-generational sex is also experienced by females who are married to older men. Sometimes, cross-generational relationships occur between young men and older women.

- Some, but not all, cross-generational sexual relationships are transactional in nature. Gender norms that make it difficult for young women to gain employment, combined with poverty and family pressure for girls to contribute to the family income—sometimes even explicitly through sexual relationships— increase the likelihood of cross-generational relationships. Transactional sexual relationships can also occur among young men and women in the same age cohort.
- Cross-generational sexual relationships, even when transactional, are distinct from commercial sex and require unique programmatic approaches. Also, the vulnerability of young women involved in cross-generational relationships varies. Regardless of their nature, these relationships inherently place young women at an increased risk of HIV infection.

Step 11: Post PPT slide “Why Prevent Unintended Pregnancy?”¹⁴ Say:

- As discussed earlier in this session, pregnancy in adolescence can be extremely dangerous and can even lead to death.
- Along with protecting the young women's health, delaying childbearing can give young women and young men the opportunity to pursue their education and job opportunities without the pressure of providing for a family.
- Just as adults do, young people have the right to be well informed about their choices and to have access to the services that support their choices about their sexual and reproductive health.
- Providing youth with information about the facts of early childbearing and how to prevent unintended pregnancy through abstinence and contraception empowers them to make their own informed decisions. There is no evidence that providing sexual and reproductive health information to adolescents leads to sexual activity—in fact sexual and reproductive health outcomes are better among adolescents and youth who receive comprehensive sexuality education.

SESSION 3.5: GUEST SPEAKER ON CONTRACEPTIVE METHODS AND PREGNANCY PREVENTION³

Time: 1 hour 30 minutes

Preparation/Materials:

- Guest speakers from a local clinic to discuss contraceptive methods that are available locally

Step 1: Ask the guest speaker from the clinic to share information about different contraceptive methods.

- Encourage questions from the group. Ask the participants to write questions on paper or ask the guest speakers directly.

Step 2: Summarize and close.

SESSION 4: WORKING WITH THE COMMUNITY

Time: 5 hours and 30 minutes

Introduction:

This session provides a brief overview of the importance of working with the community. The session discusses how community members can influence the lives of AGYW, explains strategies for communicating with community members about the program, and provides tips for linking mentees with community-based services, including mental health, clinical, and legal services.

This session includes the following:

- Session 4.1 Creating a Safe Space
- Session 4.2 Community Mapping
- Session 4.3 Working with the Community

SESSION 4.1: CREATING A SAFE SPACE

Time: 1 hour

Preparation/Materials:

- PPT
- Chalkboard or flip chart
- Pens, pencils, crayons, or markers

Step 1: Post PPT slide entitled “AGYW and the Environment⁷.” Say:

- The environment in which adolescent girls live plays a key role in their ability to thrive.
- Girls who live in disempowering environments may not have access to the same resources and services as men or boys. Even when services are available, they may be beyond girls' reach due to structural or cultural barriers or household dynamics that restrict their access to such services and support.
- AGYW are often socially isolated. They may spend the majority of their time working in their homes and have limited social networks—yet research shows that AGYW with strong social networks are less likely to experience harassment and violence.
- Furthermore, all places within a community are not always safe for AGYW.

Step 2: Post PPT slide “What is Safety?”¹⁶

- Ask the group to define safety. Allow a few minutes for discussion.
- **Explain:** Often when we think of safety we immediately think of physical safety—or freedom from physical harm, including sexual violence; but safety also

includes emotional and mental safety. Harassment is a form of emotional harm. A place where AGYW are at risk of experiencing physical, sexual, emotional, and or mental harm is unsafe.

Step 3: Post PPT slide “What is a Safe Space?”¹⁶

- Ask the group to define a safe space. Ask for examples. Allow a few minutes for discussion.
- **Explain:** A safe space is a physical location where one is free from the risk of physical, sexual, emotional, and or mental harm; however, beyond physical safety, a safe space should encourage personal growth. A safe space for AGYW should provide the opportunity to build friendships and offer access to mentors, information, and resources.
- It is our role to provide a safe space for AGYW.

Step 4: Lead a large-group activity: Safety in the Community¹⁶

- Post a blank piece of flip chart paper on the wall and draw a table like the one below:

Place	Never Safe	Always Safe	Sometimes Safe
Market			
Home			
School			
Clinic			
Youth Center			
Church/ Mosque			
Bus stop/taxi stand			
Taxi			
Bank			
Salon			
Football field			

- Lead a group discussion. Ask participants to consider how safe each location is for AGYW in their community.
- Ask participants how having a better understanding of AGYW safety can help them to be better mentors.

SESSION 4.2: COMMUNITY MAPPING

Time: 1 hour

Preparation/Materials:

- PPT
 - Chalkboard or flip chart
 - Pens, pencils, crayons, or markers
-

Step 1: Post PPT slide “Community Mapping.”¹⁶

- Divide participants into groups of three to four.
- Distribute one piece of flip chart paper and an assortment of colored markers to each group.
- **Explain:** Draw a small map of the place where we are meeting today. Draw five to six examples of things around this location, such as buildings, paths, trees, other landmarks, and the like. The map should show key items/objects and their relative location to each other.
- Ask a few participants to list some of the most common places for people to gather in their community.
- Now ask a few participants to describe a few places in their community where they spend a lot of time and why.
- Ask them to draw a map not only of the place where they are, but also of their larger community. Instruct participants to include the location of their home.
- **Explain:** The map does not have to be perfect; it just needs to give a general idea of the main places in the community and where they are in relation to each other.
- Give the participants approximately 30 minutes to work on their maps in their small groups.
- **Ask:** Are there any other main places you realize that you have forgotten?

EXAMPLE LIST OF LOCATIONS¹⁶:

- Food markets
- Places of worship
- School
- Community center
- Library
- City/village streets at night
- Cafés or tea shops
- Sports fields/basketball courts
- Bars
- Train station/bus station/airport
- City hall/municipal buildings
- Laundry area (laundromat, river)

Step 2: Discuss briefly with your group whether each location on the map is visited primarily by men and boys, by women and girls, or by both equally.

- Consider whether the locations are welcoming and safe. **Ask** participants to pick one color of pencil or marker for male-friendly locations, another color for female-friendly locations, and a third color for gender-neutral locations that are welcoming and safe for both males and females.
- Instruct participants to label each location on the map, using the color that indicates the “gendered” nature of that space.
- Explain that participants should assign stars for each safe space for girls. Participants can assign each space with up to four stars (one star being the least safe, two to three being moderately safe, four stars being very safe).

Step 3: Discuss what the map indicates about mobility, safety, and access to public space in the community for girls and boys.

- **Explain:** As a mentor, it is important to be aware of the safety needs of your mentees. You will conduct this same activity with your mentee groups. If the group agrees that the location itself is safe, but the surrounding areas that are on the way to the session’s location are unsafe, it will be important for you to work with the participants to create solutions to ensure that they travel to and from the group safely (for example, have the participants travel in pairs or groups, have the participants suggest a meeting time and location that might be safer from their perspective).

SESSION 4.3: WORKING WITH THE COMMUNITY

Time: 2 hours

Preparation/Materials:

- PPT
- Chalkboard or flip chart
- Pens, pencils, crayons, or markers
- Copies of Community Support Worksheet (Annex 7)
- Copies of Establish a Community Entry Plan Worksheet (Annex 8)
- Copies of Identifying the Most Appropriate Meeting Time Worksheet (Annex 9)
- Copies of Identifying the Most Appropriate Meeting Space Worksheet (Annex 10)
- Copies of the Referral Network Template (Annex 11)

Step 1: Post PPT slide entitled “Working with Parents.”⁷ Say:

- As mentors, your role is as important within the program as a formal facilitator and confidante as it is outside of the program, by helping them navigate their relationships with their parents, teachers, service providers, and other community members.

- Let's begin by reviewing how mentors will need to work with girls' parents and/or caregivers.
- Parents should not have to be alone in teaching their children about sexual and reproductive health and life skills. If teachers, community members, religious leaders, and parents can work together, then young people are more likely to emerge as well-rounded, healthy individuals.
- Parents often have concerns when reproduction is taught to their children and they may not feel comfortable or equipped to deal with these issues themselves. This might make it challenging to engage parents. To improve the program's success, mentors should do the following when working with parents:
 - Keep them (parents) informed about the nature of the sessions and their objectives, discussion content, and the benefits girls will gain from attending.
 - Get their opinions on how to improve the program.
 - Discuss any concerns and fears they might have regarding reproductive health, HIV, and AIDS.
- Ensure that parents have high levels of participation in activities related to their adolescent girls. Some ideas for accomplishing this include assigning the girls activities that require them to talk to their parents (such as interviewing their parents or family members on their adolescence experiences), and suggesting that parents check the girls' homework.
- **Ask:** What are other ways we can engage parents in the mentoring program?

Step 2: Post PPT slide entitled "Identifying Gatekeepers."⁷

- **Say:**
 - Now that we've discussed some ways to engage parents and other caregivers in the mentoring program, we'll turn to the other "gatekeepers," or people who exert a certain amount of control over girls' lives. Let's review what roles they play in girls' lives.
 - You will not be responsible for reaching out to these gatekeepers per se, but it is useful to be aware of others who might be influential in girls' lives.
- Refer participants to the table on the slide and begin with the examples provided. Once you are finished outlining the benefits and challenges that each gatekeeper brings, ask whether there are any others that should be added to the list.

Step 3: Post PPT slide "Building Community Support."¹⁴ Explain:

- As discussed previously community members can be important allies for program implementation; however, if not informed of program activities community members may become wary and in some cases challenge program implementation.
- Building community awareness and support is a critical first step for program implementation.
- This must occur prior to group meetings.
- This slide outlines key steps for building community support:
 1. Know the community: Identify key groups and stakeholders; inform them and involve them in implementing empowerment programs for AGYW.

2. Involve AGYW: AGYW can speak powerfully and effectively about their need and desire for these services and help you gain support from their parents, guardians, friends, peers, and other community members.
3. Develop advocacy messages: It is important to develop tailored messages for various community stakeholders. Messages should consider reasons for support or possible opposition.
4. Establish a Community Entry Plan: Once you have identified key stakeholders, where and how to reach them, how to involve AGYW, and what you will say to them, you are ready to establish a community entry plan!

Step 4: Distribute Community Support Worksheet.^{14,16}

- Divide participants into groups of three to five people. Ideally, participants should be grouped with others from their organization. If they are from different organizations, explain that they will each fill out their worksheet for their own organization. Tell them they will have about 30 minutes to complete their worksheets.
- Reconvene the entire group. Ask participants to share what they learned from completing the worksheet and to discuss any obstacles or challenges that they might encounter in gaining community support. To prompt discussion, **ask** the following questions:
 - What will be the easiest part of the process of building community support?
 - Who are your key stakeholders?
 - Who among them is an advocate?
 - Who might oppose the program?
 - What will be the most difficult part of the process? How might you overcome it?

Step 5: Post PPT slide “Identify Safe Meeting Time and Space.”¹⁶ Explain:

- As we discussed earlier in the training, not all community spaces are accessible to AGYW, even when they should be. Sometimes community spaces can even be dangerous to AGYW. Sometimes a space can be safe and welcoming, but the area surrounding it or the route to it is not.
- Identifying a safe space and an appropriate time for mentoring sessions is an important component for program success.

Step 6: Distribute Most Appropriate Meeting Time and Most Appropriate Meeting Space Worksheets (Annexes 9 and 10).¹⁶

- Ask participants to remain in their small groups. Allow participants approximately 30 minutes to complete their worksheets.
- Ask participants to share what they learned from completing the worksheet and to discuss any obstacles or challenges that they might encounter in identifying an appropriate time and space to host meetings.

Step 7: Post PPT slide entitled “Developing a Referral Network.”³

- **Say:**
 - Another important aspect of working with the community is identifying what resources exist and when and how you can help AGYW access these services and resources.
 - Remember, there may be times where concerns regarding girls' health, experience with violence, or other issues may arise. You are not expected to have all the answers or be able to assist in these capacities. The best thing you can do is to refer girls to an existing service within the community that will respond to their needs.
 - In order to do so, it's important to understand the types of services that are available and to establish a strong referral network.
- Ask participants to form groups of five with people who all work in the same region/area.
- Once the groups have formed, give each group a copy of the Referral Network Template.
- Ask participants to begin to populate the Referral Network Worksheet, and to think through the types of information they would need to complete the worksheets. Participants may not have all of the information they need to complete the worksheet during the training; encourage participants to reach out to the organization implementing the mentoring program and other community leaders for any missing information.
- When participants are finished, ask each group whether there were any categories for which they could not identify referral clinics or organizations. It's possible that other groups were able to identify those, but if not, make a note to yourself to look into whether those services actually do exist. If not, look into whether there are suitable alternatives and make sure to notify the mentors during monitoring visits.
- Ask the participants to consider AGYW access to each organization. Is it easy for AGYW to receive services from each organization? Is it safe?

SESSION 5: VIOLENCE AND REPORTING

Time: 2 hours and 45 minutes

Introduction: This session provides a brief overview of violence and how it affects AGYW, as well as the skills to provide a compassionate, confidential, and supportive first-line response.

This session includes the following:

- Session 5.1 Violence Reporting and Referral Overview
- Session 5.2 What Is Confidentiality?
- Session 5.3 Role-plays: Practicing Active Listening

SESSION 5.1: VIOLENCE REPORTING AND REFERRAL OVERVIEW ^{1,2}

Time: 1 hour

Preparation/Materials:

- PPT
- Case Studies on Sexual Choice and Sexual Coercion (Annex 12)
- Violence Incident Reporting and Referral Form (Annex 13)
- Resource Person, such as a counselor or someone with experience with survivors of violence
- Active referral plan in place
- Rope or string

** Facilitator's Note: Before beginning the session on violence it is important to acknowledge that this is a difficult topic to discuss and may be more difficult for anyone who has experienced violence themselves. Ask participants to be mindful that others in the room may have experienced violence in the past and to treat each other with empathy. Introduce the counselor and let participants know that they will be available throughout and after the session. Finally let participants know that if they are uncomfortable at any time they are free to leave for a break.*

The counselor should follow-up with any participant who leaves during this session and a plan for equipping that participant with the information and skills covered during this session should be discussed with the program manager.

Step 1: Where on the line? The continuum between sexual choice and coercion.¹⁷

- Write the phrases “completely forced, not desired” and “fully voluntary, desired” on two separate pieces of paper.
- Hang the two pieces of paper on two sides of the room, or on the far ends of the same wall. Attach a string horizontally across the room between the two signs. (If string/paper is not available use two objects to mark the ends of the line. Tell the group that one object demonstrates “completely forced, not desired” and the other “fully voluntary, desired.”)



(completely forced, not desired)

(fully voluntary, desired)

Step 2: Say to the group:

- There is a continuum between sex that is forced and completely undesired, and sex that is fully voluntary and desired.
 - **Ask:** What do we call sex that is forced?
 - After they respond, add the word “rape” to the “completely forced, not desired” sign.
 - **Ask:** If a person agrees to have sex, does that always mean that he or she actually wants to have sex?
 - After they respond, **ask:** When sex is voluntary but not really wanted, would that be at one end of the string or somewhere in between the two ends?

Step 3: Divide participants into four groups.

- **Say:**
 - I am going to read a series of scenarios (Annex 12). After each one I will allow you a few minutes to talk it over within your group and decide where on the string you think the case study falls.
 - When I say so, choose a representative from your group to stand on the line where you have decided the story falls: on either side or somewhere in between.
- Encourage participants to discuss any differences of opinion. Allow time for participants to discuss their views after each case study even if it means there will not be enough time to complete all the case studies.
- Repeat this process for each case study.
- Reserve 10 minutes at the end to discuss the following questions:
 - Forcing someone to have unwanted sex is a violation of that person's human rights. By a show of hands, who believes that forced sex is common among young people? Who thinks it's rare?
 - We discussed that a person who does not want to have sex and is not forced into it may still “voluntarily” engage in sex. Who believes this is a fairly common experience among young people? Who thinks it's rare?
 - Are girls and boys equally likely to have sex in a situation that is not forced but also not desired? Do you think girls and boys usually share equal power in sexual relationships? What about adult men and women?

** Facilitator's Note: Emphasize that even if a situation does not fall at the extreme "forced" end of the spectrum it may, nonetheless, be unacceptable.*

Step 4: Instruct participants to come back together. Post PPT slide "Violence and AGYW." Say:

- AGYW are at a high risk of violence, including sexual violence.
- Violence and HIV risk are linked in several ways. For example, young people can become infected with HIV through an act of sexual violence perpetrated by someone who is living with HIV.
- Violence in a person's past can cause emotional trauma that may lead to them to engage in high-risk behaviors. This trauma may also lower a young person's self-esteem and perceived self-efficacy.

Step 5: Post PPT slide "What Is Violence?" and say:¹

- Violent acts can be perpetrated by oneself (such as suicide), other individuals (such as rape), or at the systems level (such as war).
- Individual violence can include emotional, sexual, physical, and gender-based-violence.
- Emotional violence may include humiliation; controlling what the victim can and cannot do; deliberately doing something to make the victim feel ashamed, such as name calling; isolating the victim from friends and family; or denying the victim access to money or other basic needs.
- Sexual violence is when someone forces another person to engage in any sexual act (such as intercourse, touching, kissing) against his or her will. Engaging in a sex act with someone who is unable to decline (because of illness, disability, or the influence of alcohol or other drugs, or due to intimidation or pressure); and unwanted sexual contact or sexual harassment (such as lewd comments or gestures) are all examples of sexual violence.
- Physical violence involves causing, or attempting to cause, physical harm; examples include scratching, choking, shaking, hitting, kicking, burning, or using a weapon.
- Economic violence can include controlling, limiting, or denying access to financial resources.
- Gender-based violence is any form of violence that is directed at an individual based on biological sex, gender identity (such as, transgender), or behaviors that are not in line with social expectations of what it means to be a man or woman, boy or girl.

Step 6: Post PPT slide "Facilitating Sessions on Violence."¹ Say:

- When you facilitate sessions that cover the topic of violence, it's important to remember that violence between individuals is a sensitive and complicated subject and that what people say during this or any session should not be shared outside of the group.
- You'll want to remind participants that they are there to help and not judge one another.

- Find a co-facilitator, such as a professional counselor, who can be available to the participants after the session is over if needed.

Step 7: Post PPT slide “Fundamental Principles of Response.”¹ Say:

- At any time during the program, mentees might disclose experiences of violence and it is critical that you know how to respond.
- The principles on this slide draw from global standards, guidance, and recommendations from WHO, PEPFAR, USAID, UNFPA, UNAIDS, and UN Women.

Step 8: Post PPT slide “Reporting.” Distribute copies of Violence Incident Reporting and Referral Form (Annex 13).^{1,19,20,}

- **Explain:** This incident reporting form provides guidance on the steps that a mentor should follow. Once an incident is reported to a mentor that mentor must immediately report the incident to their program point of contact at their implementing partner. The program contact is responsible for collecting the incident report form. If the incident has just occurred the mentor should contact emergency services, if there is a need to do so and the mentee has consented to, and/or accompany the mentee to the nearest hospital or drop-in center—if the mentee consents to going.
- Review the content on the incident form with participants.

** Facilitator’s Note: It is important that all programs establish clear procedures for the reporting of observed, suspected, or received allegations of child abuse, exploitation, or neglect. Your individual program plan should be described at this time and contact information for the gender-based violence or child protection lead should be provided. If your organization has a child protection policy it should be shared during this session. If more information about child protection is needed, FHI 360’s Child Protection Toolkit¹⁸ is a good resource.*

SESSION 5.2: WHAT IS CONFIDENTIALITY?¹

Time: 30 minutes

Preparation/Materials:

- PPT

Step 1: Lead a large-group exercise.¹

- **Say:** Maintaining confidentiality is especially important for anything that is disclosed during a group session, including violence. So, we want to spend a few minutes discussing this.
- Ask participants to give their handbag (or wallet or cell phone) to the person sitting to their left. (Tell participants: "It's all right—your item will be okay!")
- Tell participants to hold the item they were given on their laps.
- **Ask:** How does it feel to have your handbag (or personal item) in the control of someone else? (Possible observation: "Some of you seem more interested in what the person next to you is doing with your personal item than the item you have in your own lap.")
- **Ask:** How would you feel if I asked your neighbor to open (or look inside) your bag (or personal item)? (Possible observation: For most participants, this would make them feel uncomfortable.)
- Ask participants to return the items to their neighbor.
- Possible observation: "I noticed that while your items were with someone else, everyone was alert, sitting up very straight, and your attention was on your own item more than anything else. After your items were returned to them, there were many smiles, you were more relaxed, and your level of alertness dropped."
- **Ask:** So, what does this have to do with confidentiality? (rhetorical)
- **Say:** Things that are personal to us, even when they are very ordinary, generate very strong feelings, and we are very careful about who can see them and who can "hold" them. We have strong feelings when they seem to be out of our control.
- For clients who have experienced violence and abuse, especially for AGYW, these personal experiences can also be humiliating, demeaning, and upsetting.
- So, the feelings about who knows and what they do with that information are even more intense.
- We keep information confidential to keep mentees safe and to ensure that participants have control over what happens to their information, who has it, and where it goes.

Step 2: Lead a large-group exercise: ensure privacy, confidentiality, informed consent.¹

- **Ask:** What does it really mean to keep something confidential? (Elicit responses and then post PPT slide "What Is Confidentiality?")
- **Ask:** What do we mean by "information related to a participant?" Solicit responses from large group.

- **Explain:** It means any identifying information, such as the mentee's name, date of birth, age, address, family information; the name of the perpetrator; location of the incident; and any other information that might identify the participant, the family of the mentee, the perpetrator, and the family of the perpetrator.
- **Ask:** When we talk about the mentee's information only with "others who need to know" in order to provide assistance, as requested and agreed to by the mentee, what do we mean by "others who need to know"? Solicit responses from large group.
- **Explain:** Those who might need to know about the incident, the mentee, and/or the perpetrator include the program manager or gender-based violence or child protection lead and others who might assist the mentee, such as a police officer, a legal adviser, a doctor, a health worker, and so forth.
- Even within your own organization or clinic, it is not okay to share mentee information with other staff and providers, unless they are directly involved in the mentee's care and the mentee knows and gives consent for this information to be shared.

Step 3: Lead a small-group exercise.¹

- Ask participants to break into pairs and discuss the kinds of things that can happen if confidentiality is broken.
- Ask them to identify a volunteer in their group to record their responses.
- Give participants 5 or so minutes to discuss.
- Lead a large-group discussion about the consequences of breaking confidentiality.
- Ask the groups to share their ideas.
- **Explain:**
 - Breaking confidentiality could lead to serious consequences for the mentee, including being physically hurt or even killed, particularly if adequate protection is not in place.
 - A mentee may end up feeling re-traumatized or being socially stigmatized.
 - It may discourage other mentees from coming forward.
 - It can also ruin the reputation of the staff person who broke confidentiality, because others will think they are unethical.
- Thank participants for their contributions to the discussion.

SESSION 5.3: ROLE-PLAYS: PRACTICING ACTIVE LISTENING¹

Time: 45 minutes

Preparation/Materials:

- Board and chalk or flip chart and markers
 - Copies of Six-Step Violence Response handout (Annex 14)
 - Copies of Active Listening Role-plays (Annex 15)
-

Introduction

- **Explain:**
 - As mentors, our goal is to develop trust with mentees, create a safe and comfortable space for them, and let them know that we are there to support them.
 - If we take the time to establish this relationship from the beginning, it may allow a mentee to open-up to us and let us know if they experience violence.
 - How we communicate with mentees is key in developing rapport and trust.

Step 1: Post PPT slide “Six Step Violence Response.” Refer participants to Six-Step Violence Response handout (Annex 14).¹

- **Ask:** What are some things we should avoid saying to mentees who disclose experiences of violence? (Elicit responses and record on flip chart.)
- **Explain that they should not:**
 - Blame the mentee
 - By saying things like “You put yourself at risk.”
 - Say anything that judges what the mentee has done or will do such as
 - “You should feel lucky that you weren’t more injured.”
 - “You shouldn’t feel this way.”
 - Question the mentee’s story (doubting the mentee) or interrogate the her, by saying something like:
 - “What I don’t understand is why he would have attacked you?”
 - Say anything that minimizes how the mentee feels, such as
 - “Everyone has bad days. You’ll get over it.”
 - Lecture, command, or advise by using statements like
 - “What you need to do is....”
 - “You have to stop thinking about what happened.”
 - “You need to come up with a plan to keep this from happening again.”
 - Ever recommend that they change their profession, sexual orientation, or gender identity to avoid violence with responses such as
 - “If you stopped working at a bar, you would be safer.”

Step 2: Post PPT slide “Supportive Statements.”^{1,21} Say:

- When mentees disclose violence or trauma, it's important to practice active listening and to deliver supportive statements that convey:
 - That you appreciate them sharing their experiences with you.
 - That you believe them.
 - That what happened wasn't their fault.
 - That their experience has happened to other people and they are not alone.
 - That their feelings are normal.
 - That they have the right to live without threats, violence, and abuse.
 - That it's safe for them to talk to you about their experience.

Step 3: Lead small-group practice: role-plays.¹ Post PPT slide “Role-play: Active Listening and Supportive Messages.” Say:

- Let's spend a few minutes practicing active listening skills in small groups.
- Break participants into four groups. Distribute the Active Listening Role-plays.
- **Explain:** Person A will play the role of a mentee (create your own scenario).
- This person will tell Person B (mentor) about what happened and share their feelings.
- Person B (mentor) will practice delivering supportive statements.
- Remaining groups members will observe.
- Observers will take notes and then after Person A and Person B have spent about 5 or 10 minutes role-playing, they will stop and allow the observers to share feedback about what went well and areas that might need improvement.
- Debrief: What went well? What was challenging?
- Ask a pair to do a role-play in front of the large group. Provide feedback.
- Thank the volunteers for their participation and the other participants for their contributions to the discussion.
- Acknowledge that violence is a difficult topic to discuss and ensure that the support staff attending this session is available to respond to any concerns.

SESSION 6: WHAT IT MEANS TO BE A MENTOR

Time: 3 hours and 30 minutes

Introduction:

This session provides participants with an overview of the skills needed to be a good mentor, includes opportunities to practice these skills, and seeks to create a greater understanding of the needs of AGYW.

This session includes the following:

- Session 6.1 Values Clarification
- Session 6.2 What is a Mentor: Understanding Your Role
- Session 6.3 Mentoring Skills

SESSION 6.1: VALUES CLARIFICATION²¹

Time: 1 hour

Preparation/Materials:

- PPT
- “Agree,” “Disagree,” and “Unsure,” signs (Annex 16)

Step 1: Write “Agree,” “Disagree,” and “Unsure,” in large letters on three pieces of paper. Hang the papers in three corners of the room.

Step 2: Provide instruction. Explain:²¹

- I will read several statements aloud to the group. Each statement is either for or against a position on an issue.
- When I read the statement, decide whether you agree with it, disagree, or are unsure.
- When I say to do so, find the sign on the wall that matches how you feel about the statement. For example, if you agree with the statement, stand beneath the sign that says Agree.
- It is okay to stand between two signs if your position is somewhere in between.
- There are no wrong answers, only **opinions** based on your values.
- Everyone is entitled to her own opinions.
- Do not try to influence other people's opinions or positions.

Step 3: Post PPT slide “Values Statements.”²¹

- **Read** the first statement and ask participants to move to the sign that expresses their position.

VALUES STATEMENTS

- In today's world, a boy child is more valued than a girl child.
- Waiting to have sexual intercourse until you are an adult is a good idea.
- People who have multiple sexual partners at the same time are irresponsible.
- A sex worker is a victim.
- In certain circumstances, women provoke violent behavior.
- Men should control household finances.

Step 4: Lead a large-group discussion.

- Begin with the smallest group and ask them to explain why they chose to stand there. Go on to the next most popular position. At each point, ask volunteers to explain why they chose to stand there.

Step 5: Repeat

- Repeat steps 3 and 4 until all values statements have been read.

Step 6: Close

- Ask participants to consider how their values might influence them as mentors.
- Invite discussion on this subject.

SESSION 6.2 WHAT IS A MENTOR? UNDERSTANDING YOUR ROLE

Time: 1 hour and 30 minutes

Preparation/Materials:

- PPT
 - Mentor Scenarios (Annex 17)
 - Mentor Role Handout (Annex 18)
-

Step 1: Post PPT slide “What is a Mentor?”²²

- Break participants into small groups. Allow participants 15 minutes to discuss the questions on the slide:
 - How do you define “mentoring”?
 - How do you define “mentor”?
 - Who can be a mentor?
- Once 15 minutes have passed ask the group to come back together. Request a few volunteers to share their responses.
- **Say:** For some people, a mentor is someone in a position of power who teaches others how to excel in school, a job, or career. To others, a mentor is someone who provides advice and acts as a role model. Another group may think that a mentor is someone who helps people solve their problems. A mentor can be some or all those things. A mentor may be a village elder, a religious leader, a friend or family member, or a schoolteacher. A mentor may be employed or unemployed, literate or unschooled. For example, a girl can have several mentors, each with different experiences or skills. A teacher may mentor the girl in her school work, and the girl’s aunt may be her role model for leadership.

Step 2: Post PPT slide “Why Become a Mentor?”²² Distribute blank paper to participants.

- **Say:** It is important to understand why you want to become a mentor and what you hope to get out of a mentoring relationship. Usually, someone wants to be a mentor to help others—to share his or her expertise, experience, guidance, and advice.
- Distribute loose leaf paper. Ask participants to write the numbers 1–5 on a piece of paper. They may want to keep this paper for future reference and inspiration when they are mentoring girls. Read questions on the PPT slide aloud and ask the participants to write their responses next to each number.
- Some possible answers you may use to guide your discussion are in parentheses after each question.
- Allow participants 5 to 10 minutes to write their responses.
- Ask for a few volunteers to share their answers with the group. Some possible answers you may use to guide your discussion are in parentheses after each question below.

- **Why is mentoring important?** (Possible answers: Mentors act as role models, motivate girls, provide advice to help girls succeed, serve as tutors or support girls academically, help girls understand puberty and adolescence, and so on)
- **Why do you want to be a mentor? What are your mentoring goals?** (Possible answers: To help girls to succeed, use my skills to help others, to mentor girls the way I was mentored while I was growing up, and so on)
- **What skills and experiences do you have that make you a good mentor?** (Possible answers: I like to motivate others, believe in the importance of girls' education and achievement, work well with children, I am a role model in my community, have experience organizing activities such as career fairs, and/or am skilled in a subject such as biology, language, and so on)
- **What would you like to learn about mentoring?**
- **What personal or other rewards do you expect from being a mentor?** (Possible answers: Help a girl to pass final exams or into the next grade, help girls to overcome obstacles, learn more about myself, gain skills in working with children, learn how to give advice and help others, etc.)
- **Explain:** One benefit of being a mentor is that it gives you an opportunity to share your expertise and experience with youth. It also helps you understand young people so you are better able to meet their needs. Most importantly, many mentors often find much personal satisfaction in helping another person succeed.

Step 3: Post PPT slide “What does it mean to empower someone?”²²

- **Explain:** Girls are often not encouraged to achieve in school or to pursue their dreams. In many cultures, girls learn from an early age that their needs and wants are second to those of their parents, brothers, and husbands. Instead of hearing positive messages, they are often discouraged against setting high goals.
- Explain that mentors play an important role in encouraging girls to have goals and helping them achieve them.
- Read the following example: A girl tells her aunt she wants to attend university. Her aunt tells her that she is being silly—no girl in the family has ever gone to university. Besides, the aunt says, there's no way the family could ever afford it. She tells her niece that a woman will never use her education anyway because she will spend most of her time taking care of her husband and children.
- **Ask:** How could the aunt have responded differently? Possible responses:
 - Instead of telling her niece that going to university had never been done and what would never be done by a girl in the family, she could have encouraged her niece to study hard and get good grades so she could maybe earn a scholarship.
 - She could have told her niece that she would talk to the girl's parents about the importance of her education.
 - She could have explained that a girl can use her education in many ways, and will even help her in marriage and family life.

- **Say:** By acknowledging the importance of the girl's dream, the aunt would help give her niece the self-confidence to achieve it. She would have validated, or reaffirmed, the girl's goal of attending university.
- Acknowledging and validating a mentee's goals and dreams is a first step in helping to empower girls to accomplish their goals. When mentors empower their mentees, they instill self-confidence and self-esteem in them.

Step 4: Lead a large-group discussion.²² Ask mentors to think of a person in their life who empowered or instilled self-confidence in them.

- **Ask** the mentors the following questions:
 - Who was that person?
 - What was the person's motivating message?
 - What effect did it have on you?

Step 5: Lead a large-group discussion: What Does It Take to Be a Good Mentor?²²

- Ask the group to think about what a mentor does. Call on the mentors to share items and to explain their answers.
- Make a list of the mentoring tasks on a chalkboard or flip chart. During the discussion, refer to the following list of roles, characteristics, and qualities commonly associated with mentors:
 - Act as role models
 - Help girls cope with changes at school, at home, or with their personal or physical development
 - Serve as liaisons between mentees, teachers, parents, or caregivers
 - Assist girls in dealing with problems (academic, with friends, with family, and so on).
 - Promote girls' confidence and self-esteem
 - Provide resources for girls
 - Provide advice in making decisions
 - Organize activities for girls, such as a career day or an HIV/AIDS discussion
 - Expose girls to new ideas, places, or people
 - Advocate for girls' rights; encourage the girls, their parents, and community members to promote girls' rights
- Next, ask participants why mentors do those things. Record responses on a chalkboard or flip chart. Possible answers may include items from the list above, as well as the following:
 - Provide girls with information and guidance that allows them to make good decisions
 - Enable and empower them to accomplish their goals and dreams
 - Foster friendships between girls and women
- Finally, **ask:** What characteristics mentors do need to accomplish the tasks we have just listed? (For example, how could a good mentor help a girl cope with changes at school? How does a good mentor serve as a role model? What qualities or characteristics would they add to this list? What mentor characteristics or skills are most important to people in your group?). Possible responses may include:
 - Listens to mentee's concerns and doesn't do all the talking
 - Asks questions (without making the mentee uncomfortable)

- Doesn't judge (but provides constructive feedback or advice)
- Doesn't pick favorite mentees
- Respects the mentee's confidentiality; does not repeat what is said in mentoring sessions
- Encourages the mentee in her schoolwork and goals
- Empowers mentee to make good decisions and supports her
- Helps mentee find solutions to her problems, but doesn't tell her the answers
- Respects the mentee's decisions
- Helps develop the mentee's strengths and skills
- Refers the mentee to other people or resources when necessary, such as health or social workers
- Acts as a positive role model
- Respects the mentee's ethnic and religious background
- Shows interest in the mentee's life, activities, and thoughts
- Arrives on time for all mentoring activities
- Talks on a level that the mentee can understand
- Shares experiences with mentee (when appropriate)
- Advocates for the mentee at school, at home, and in the community

Step 6: Break participants into four small groups.

- Distribute one scenario to each group (found in Annex 17).²²
- Instruct each group to read the scenario and discuss the actions that a mentor should take.
- Allow the groups 20–30 minutes come up with a proposed solution to the scenario.
- Ask for a representative from each group to read the scenario and the proposed solution. The table below includes discussion points for each scenario.

Scenario 1: A possible upcoming marriage threatens to take a girl from school.	Many mentors may be hesitant to get involved in a family issue such as marriage. Mentors should try to talk to their mentees' parents about the benefits of education and delayed marriage. If necessary, a mentor may want to ask another mentor, or a religious or community leader, for support.
Scenario 2: A mentee approaches a mentor about HIV testing.	If a mentee asks the mentor about HIV testing, the mentor could refer her to a testing center in the area, if one is available. If it is not possible to be tested in the area, the mentor should find the location for the nearest health clinic. The mentor may be able to assist the girl in arranging transportation. Most importantly, the mentor should realize that the girl has reached out for help and the mentor's intervention could have life-changing results for the girl. The mentor should not judge the girl negatively and should always remember to keep information confidential.
Scenario 3: A mentee's family can	Providing financial assistance to mentees is not encouraged.

<p>no longer feed themselves and she has asked her mentor for money.</p>	<p>Mentors should think carefully about the consequences (both positive and negative) of giving money and whether providing financial support will be expected to continue. There may be an expectation that the mentor will continue to give money, jealousy from other girls who need financial support as well, and a devaluation of the relationship's mentoring aspect. Instead mentors should connect the mentee to any organizations in the area that may be able to aid the family.</p>
<p>Scenario 4: Mentor suspects a girl is having sex.</p>	<p>Sometimes, a mentor may not agree with a girl's beliefs or actions, especially with regards to sex. Even though mentors play an extremely important role in acting as role models and providing guidance, they should not allow their personal beliefs to affect the support they give to their mentees. If a girl trusts you enough to talk about a relationship or sexual matters, you should recognize how highly she views your advice. Talk to her about the risks of having sex, such as pregnancy and HIV infection. Tell her the importance of being emotionally mature enough for sex. Think about the consequences if the mentor does not talk to the girl about sex. For example, a mentee might decide to have sex without a condom and contract an STI. Remind the girl that she has her entire life ahead of her and that even one sexual encounter can negatively impact her life.</p>

Step 7: Distribute Mentor Role Worksheet.¹⁷

- **Say:** Mentors can't do everything but they can play an important role to build girls' capacity, protect their safety, and build their assets. Sometimes it can be challenging to set boundaries as a mentor and to determine what is a mentor's responsibility.
- **Explain:** The purpose of the worksheet is to encourage you to think further about what a mentor's role is.
- Break participants into pairs and allow them approximately 15–30 minutes to complete the worksheet.
- Once all participants have completed the worksheet, ask a few volunteers to share their reactions.

SESSION 6.3: MENTORING SKILLS

Time: 1 hour

Preparation/Materials:

- PPT
-

Step 1: Post PPT slide “Relationship Building Skills.”²² Say:

- To be in a successful mentoring relationship you must have capacity for good listening, feedback, and problem-solving skills. You must also be able to establish trust with your mentees.

Step 2: Post PPT slide “Listening Skills.”²² Say:

- Providing support and feedback are among some of a mentor’s most valuable skills, and these skills can be practiced and learned.
- Ask participants to break into pairs to discuss the following questions:
 - What makes someone a good listener?
 - Would you describe yourself as a good listener? Why or why not?
- Ask for a few volunteers to share their responses.

Step 3: Role-play²³

- Ask for two volunteers to come to the front of the room. Explain that one participant will act as the mentor, the other as the mentee.
- Read the scenario on the PPT slide. “Your mentee is 13 years old. You have been meeting for two months. She is always polite but is also always very quiet. Today when you meet, she is even quieter than usual and she seems uninterested in doing anything. Suddenly, she blurts out: “I can’t stand it anymore. My teachers are mean to me. My mother ignores me. My brother is bullying me. I’m going to run away from home.”
- Ask that the two volunteers act the scenario out by demonstrating poor listening skills.
- Once the pair has finished, ask for two new volunteers to repeat the role-play but this time to demonstrate good listening skills.

Step 4: Lead a group discussion.

- **Ask:** What makes someone a good listener? Record responses on a chalkboard or flip chart.

Step 5: Post PPT slide “Listening Skills contd.”³ Say:

- Communication skills are essential for creating a safe and supportive environment and ensuring that mentees share information honestly and respectfully.
- Nonverbal communication skills can include eye contact, smiling, nodding your head, and eliminating physical barriers between you and mentees.

- When speaking, vary pitch and tone, speak clearly, use language that is easily understood by mentees, and encourage questions and discussion.
- Practice “active listening”; paraphrase what someone has said to show that you understand them.
- In a group setting, you mostly want to ask open-ended questions to encourage discussion: for example, “What do you know about pregnancy prevention?” rather than “Do you know how to prevent pregnancy?”
- Be careful not to ask questions that sound judgmental.
- Respecting confidentiality is critical to establishing and maintaining trust with your mentee. Confidentiality means that the mentor does not share private information about the mentee with others unless the mentee's health or well-being is at risk.

Step 6: Post PPT slide “What is empathy?”^{3,22} Say:

- Empathy means understanding the feelings another person is experiencing.
- If you show sincere empathy, mentees are more likely to share their feelings and talk openly.
- It is important to know that being a good mentor does not mean you have to do whatever your mentee asks. You do not have to give her money or do anything that you are not comfortable doing. On the other hand, you are not a mentee's parent and must respect other relationships in the girl's life. Mentors are not supposed to tell a girl what to do. Rather, they are supposed to help a girl navigate the relationships in her life and make good decisions.

Step 7: Post PPT slide “Understanding How AGYW's Needs May Affect Program Implementation.”³ Explain:

- Adolescence is characterized by a period of tremendous change and growth—physically, emotionally, and socially.
- Adolescents are not a homogeneous group. Adolescents of the same age can differ in their physical, psychological, or social development.
- There are many developmental differences between a young 10-year-old adolescent and a 19-year-old.
- These differences affect adolescents' mentoring needs and their capacity to care for themselves. It's important to be aware of these differences and understand how they may impact program implementation.

Step 8: Lead a large-group discussion.³

- **Explain:** This slide demonstrates some examples. Let's take a few minutes to discuss the implications of each of the considerations listed here for mentoring AGYW. Ask participants to give examples for each category listed on the slide.

***Facilitator Note: possible examples of how AGYW's needs may affect program implementation include:**

- **Age:** Some youth might need parental consent for treatment; laws vary. Age is not necessarily associated with sexual knowledge or experience, so it's important not to make assumptions.
- **Stage of maturity/development:** Less mature adolescents need simple, concrete examples; older ones can probably handle more complex information and instructions.
- **Marital status:** If any married adolescents are in your group, they might need different information than their single peers, such as couples counseling, pregnancy prevention as a couple, rights of a married woman to NOT have sex, and/or negotiate condom use.
- **Home situation:** mentees may be in an orphanage, boarding school, living as head of household, living with parents/guardians, on the street, and so forth. All of these situations affect their access to information, support, and services.
- **Religion/spirituality:** Some people might find comfort in their religious/spiritual beliefs but others might feel guilty and/or rely on unproven herbal medicine and other practices to solve serious medical issues. It's important to recognize both the positive and negative roles that faith and religion can play and help participants to explore how they can seek help from supportive faith groups and religious leaders, if they wish.

Step 9: Post PPT slide "Trust Comes First."²²

- Break participants into four small groups. Instruct them to think about their own experiences in relationships with adults when they were young and to reflect on a relationship that worked well and one that did not work well.
- Ask participants to discuss the three questions on the slide in their small groups.
- Allow participants 15 minutes to discuss.

SESSION 7: PUTTING IT INTO PRACTICE

Time: 3 days

Introduction:

The purpose of this session is to provide participants with the opportunity to put into practice the skills that they have just learned from the training, to provide each other with feedback on facilitation of the various *mentoring* sessions, and to familiarize participants with the content in the Mentor Handbook.

This session includes the following:

- Session 7.1 Preparing for Mock Sessions
- Session 7.2 Practice Session Implementation
- Session 7.3 Mock Sessions

SESSION 7.1: PREPARING FOR MOCK SESSIONS

Time: 3 hours

Preparation/Materials:

- PPT
- *Mentor Handbook*

Step 1: Post PPT slide “Preparation for Practice Session: Plenary.” Explain:

- We are going to spend most of our remaining time together practicing using the Mentor Handbook and putting the skills we have learned into practice.
- Later, you will break into small groups and present practice sessions in front of the other participants.
- Everyone will have time to prepare and we will learn from each other.
- Before doing so let's review one session together so that we can prepare for our practice sessions well.

Step 2: Instruct participants to open their Handbook to Session 1.

- Ask for a volunteer to read the objectives. Ask participants if they are well understood.
- Ask for a volunteer to read materials. Ask participants what they would do if they were planning to implement this session with a group of mentees tomorrow. Prompt participants to think about how they will gather the materials they need.
- Ask for a volunteer to read the welcome and introduction. Ask participants whether there is anything that they need to do to prepare for the welcome and introduction. Ask participants what they will do when facilitating the section.

- Continue requesting volunteers to read the instructions in small sections, pausing after each step and asking participants to repeat their interpretation of the step in their own words.
- Continue this way until the group has gone through the entire session.
- Discuss the importance of reading each section slowly, of ensuring that the steps are well understood, and of preparing in advance for each session.

Step 3: Post PPT slide “Groups.” Explain:

- Participants will be split into groups to prepare and deliver mock sessions from the guide.
- Break participants into seven groups of two to four people. Assign each group a session from the Mentor Handbook as follows:
 - Group A: Day 3— Self-Esteem and Decision Making
 - Group B: Day 5—Dream Big!
 - Group C: Day 8—Exploring Options for Earning Money
 - Group D: Day 13—Your Own Money vs. Someone Else’s Money
 - Group E: Day 16—Menstrual Hygiene
 - Group F: Day 17—Pregnancy and Pregnancy Prevention
 - Group G: Day 20—Defining Gender

Step 4: Post PPT slide “Recommended Steps for Preparation.”

- Direct participants to the slide that provides recommended steps for preparing to lead a session. Leave the slide posted and instruct groups to begin preparing for their practice sessions.

Step 5: Allow participants to work together for 2 hours to prepare their sessions.

SESSION 7.2: PRACTICE SESSION IMPLEMENTATION

Time: 11 hours

Preparation/Materials:

- *Mentor Handbook*
-

Introduction

- This session can be implemented in a variety of ways depending on the needs of the trainees and the amount of time available.

Step 1: Demonstrate practice sessions.

- Each group will need a minimum of 1 hour and 30 minutes to implement their mock session (Annex 1) and to allow time for feedback from the facilitator and others in the group.
- Teams should present their session to the entire plenary as a role-play.
- Instruct training participants to follow the mock session implementation in their guide book so that they can provide feedback to their peers.

Step 2: Provide feedback.

- After each group has delivered its practice session, provide a few reactions. Provide participants with information about what they did well, identify aspects of their performance that need improvement, and offer realistic suggestions for helping them improve.
- Ask training participants to provide the groups with feedback as well.

SESSION 7.3: OPTIONAL ADDITIONAL MOCK SESSIONS

Time: 2 hours

Preparation/Materials:

- Identify youth volunteers to participate in mock sessions; approximately 28 young female volunteers are needed.
-

Introduction

- This session can be implemented in a variety of ways depending on the needs of the trainees and the amount of time available.
- Participants will have the opportunity to re-enact the session they presented to the larger group with youth participants.
- Ahead of this session, recruit approximately 28 young female volunteers to act as participants—when divided among the seven practice teams (A–G) approximately four youth will participate in each mock session.

Step 2: Implement mock sessions.

- Each group will conduct its mock session at the same time.
- Trainers should circulate among the groups as they are implementing their mock sessions.
- Allow participants 2 hours to implement their mock sessions.

Step 3: Provide feedback.

- Once 2 hours have passed ask youth participants to provide feedback.
- Once all youth volunteers have had the opportunity to speak ask a few participants to provide their reactions.

SESSION 8: RECAP AND CLOSING

Time: 2 hours

Introduction: This session focuses on reviewing key learning points and any outstanding questions that participants may have.

Preparation/Materials:

- Example Session Tracker (Annex 19)
- Certificates

This session includes the following:

- Session 8.1 Next Steps
- Session 8.2 Closing

SESSION 8.1: NEXT STEPS

Time: 1 hour

Preparation/Materials:

- PPT
- Example Session Tracker (Annex 19)

Step 1: Post PPT slide “Next Steps.” Explain:

- After this training, you will be assigned a community group.
- Your community group will consist of 15–25 young women.
- You will work with one to three co-mentor(s) to lead the group (depending on the size of the group); each of you will be responsible for identifying a safe time and place to meet with your groups.
- Prior to facilitating any sessions mentors must complete community entry.
- Meetings will occur every week for 26 weeks.
- Mentors must complete the tracking tools on a weekly basis.

**Facilitator’s Note: Consider adding slides here that describe next steps and specific timelines for your program.*

Step 2: Post PPT slide “Preparation for Sessions.” Explain:

- This slide was presented earlier in the training; it outlines the key steps that mentors should take to prepare for each session.
- Mentors should agree on a time to meet and prepare for their sessions before their group meeting.
- Mentors should re-read each session, including the background information, before they meet with their group and both mentors should discuss the instructions and whether they have both understood them the same way.
- When meeting to prepare for the upcoming session, mentors should review the materials list and prepare any materials needed. All the materials needed for each session are listed in the Mentor Handbook.
- Mentors should decide how they will divide up the responsibilities for the upcoming session and who will lead which activities.
- If mentors have any questions they should call their point of contact at the implementing organization.

Step 3: Post PPT slide “Tracking Tools.”³ Explain:

- We all hope that our programs are making a difference in the lives of AGYW. Sometimes we might get a sense that the program is working. For example, we might hear positive comments or see that participants enjoyed an activity. But the only way to ensure successful program implementation is to actively track program activities.

Step 4: Distribute Example Session Tracker. Explain:

- Mentors need to complete these tools a weekly basis.
- Walk participants through the tools and how they should be completed; allow time for questions.

Step 5: Post PPT slide “Questions,” and lead a large-group discussion.

- Thank the participants for their contributions and hard work. Congratulate them on participating in this workshop. Explain that we will spend a few minutes debriefing from the training.
- **Ask:**
 - How do you feel about what you learned in this training?
 - What are some key take-aways from this training that you will apply when implementing this program?
 - Are there any remaining questions?

SESSION 8.2: CLOSING

Time: 1 hour

Preparation/Materials:

- PPT
 - Participant Certificates
-

Post PPT slide “Thank You.”

- Thank everyone for attending the training and distribute participant certificates (supplemental training material).

ANNEXES

ANNEX 1: TRAINING AGENDA

DAY ONE	
SESSION 1: Setting the Stage	
Welcome and Introductions	09:00–09:30
Review Agenda and Participant Materials	09:30–10:00
Group Norms	10:00–10:30
TEA BREAK	10:30–11:00
SESSION 2: Program Introduction	
Introduction to Program	11:00–11:30
Orientation: Independent Reading	11:30–12:30
LUNCH	12:30–13:30
Group Work: Orientation Activity	13:30–15:30
TEA BREAK (Working Break)	15:00
Group Facilitation	15:30–16:30
Daily Wrap Up	16:30–17:00

DAY TWO

SESSION 3: Introduction to Technical Content

Welcome and Re-cap	09:00–09:15
Assets Building Exercise	09:15–10:15
TEA BREAK	10:15–10:45
Soft Skills	10:45–11:45
Financial Literacy	11:45–12:45
LUNCH	12:45–13:45
Sexual and Reproductive Health	13:45–15:00
TEA BREAK	15:00–15:30
Guest Speaker on Contraceptive Methods and Pregnancy Prevention	15:30–16:30
Daily Wrap-up	16:30–16:45

DAY THREE

SESSION 4: Working with the Community

Welcome and Re-cap	09:00–09:15
--------------------	-------------

Creating a Safe Space	09:15–10:15
-----------------------	-------------

TEA BREAK	10:15–10:45
------------------	-------------

Community Mapping	10:45–12:00
-------------------	-------------

Working with the Community	12:00–13:00
----------------------------	-------------

LUNCH	13:00–14:00
--------------	-------------

SESSION 5: Violence Reporting and Referral Overview

Violence Reporting and Referral Overview	14:00–14:30
--	-------------

What is Confidentiality?	14:30–15:00
--------------------------	-------------

TEA BREAK	03:00–03:30
------------------	-------------

Role-Plays: Practicing Active Listening	15:30–16:30
---	-------------

Daily Wrap-up	16:30–16:45
---------------	-------------

DAY FOUR	
SESSION 6: What it Means to be a Mentor	
Welcome and Re-cap	09:00–09:15
What is a Mentor? Understanding your Role	09:15–11:45
TEA BREAK	10:30–11:00
Values Clarification	11:45–12:30
LUNCH	12:30–13:30
Mentoring Skills	13:30–14:30
TEA BREAK	14:30–15:00
SESSION 7: Putting it Into Practice	
Preparation for Practice Sessions: Plenary	15:00–16:00
Daily Wrap Up	16:00–16:30

DAY FIVE	
SESSION 7: Putting It into Practice Contd.	
Welcome and Re-Cap	09:00–09:15
Preparation for Practice Sessions: Small Group Work	09:15–12:00
TEA BREAK	10:00–10:30
LUNCH	12:00–01:00
Practice Session Group A	13:00–14:30
TEA BREAK	14:30–15:00
Practice Session Group B	15:00–16:30
Daily Wrap-up	16:30–16:45

DAY SIX

SESSION 7: Putting It into Practice Contd.

Welcome and Re-Cap	09:00–09:15
Practice Session Group C	09:15–10:45
TEA BREAK	10:45–11:15
Practice Session Group D	11:15–12:45
LUNCH	12:45–13:45
Practice Session Group E	13:45–15:15
Practice Session Group F	15:15–16:45
Daily Wrap-up	16:45–17:00

DAY SEVEN

Welcome and Re-cap	09:00–09:15
--------------------	-------------

SESSION 7: Putting It into Practice Contd.

Practice Session Group G	09:15–10:45
--------------------------	-------------

TEA BREAK	10:45–11:15
------------------	-------------

SESSION 8: Next Steps, Re-Cap, and Closing

Next Steps	11:15–12:30
------------	-------------

Closing	12:30–13:30
---------	-------------

LUNCH	13:30–14:30
--------------	-------------

ANNEX 2: ORIENTATION ACTIVITY



Orientation Activity: Adolescent Girls and Young Women's (AGYW) Mentor's Guide

Introduction

1. Identify all the parts that make up the Mentor Handbook.

Group Sessions

2. What session does the "Mapping Your Community" activity take place on?
3. What is the topic for Day 2?
4. Identify at least five feelings/actions that participants are supposed to act out in the activity "Nonverbal Communication."
5. What do psychologists say about expressing anger on Day 4, Activity 2?
6. What is the title of Day 8?
7. What project is introduced on Day 9?
8. Name the sound that participants must eventually make in the warm up on Day 11.
9. What are some sources of money that may put AGYW at risk of unsafe sexual behavior explained in the activity "What is Risky Income?"
10. List five of the eight steps for saving outlined in Activity 1 on Day 13.
11. What is Activity 1 on Day 15?
12. Refer to Activity 2 on Day 17: What are participants taught to make?
13. Refer to Day 18, Activity 1: What are two ways that HIV is transmitted?

14. What is the name of Activity 3 on Day 19?
15. What is the name of the warm-up on Day 20?
16. Where can one refer to for guidance on violence reporting and response, mentioned in the “Note to Mentor” on Day 22?
17. What materials do you need for Activity I “Love Troubles” on Day 25?
18. What do participants receive on the final day of the mentoring intervention?

Annexes and References

19. What does Annex I explain?
20. Identify three tips to help manage stress outlined in Annex 4.
21. Which annex includes “Talking about Sex and Sexual Health Skits”?

ANNEX 3: ASSET CARDS⁵

Know the location
of community
rescue places

Know the location
of the nearest
emergency health
services and at least
two conditions that
require emergency
attention

Have savings that
can be accessed in
case of a personal
emergency or a
household shortfall

Have a place to
meet friends safely
and privately at
least once a week

Have a plan to visit the nearest bank or other financial service facility, with friends or a parent

Know where the nearest police station is and the kind of help the police can provide

Know the signs of diarrhea in a child and how to treat it

Know where to get an HIV test

Have the skills to
create a budget
and know how
to track income
and spending

Know to ask for
a female
authority if she is
uncomfortable
with a male

Have at least
three female
nonfamily friends

Have the
personal
documentation
needed to access
financial services

**Have the
personal
documentation
needed to
access health
services**

**Have a slightly
older female
mentor to turn
to for advice
when faced with
challenges**

**Know how to
play traditional
games**

**Have a
productive skill
that earns
money**

Be able to use
decision making
skills to
differentiate safe
and unsafe earning
options

Know the specifics
of menstruation
and how to safely
and cleanly manage
it

Know when to
wash hands and
how to do it
properly in daily life
and in the context
of infectious
disease outbreaks

Be aware of daily
and seasonal
demands on her
time and know
how to budget her
time

Know about female genital cutting (how and when it is done, how to help someone threatened by it, and that it is illegal)

Use negotiation, specific knowledge of risk scenarios, and problem-solving skills to avoid harmful traditions (like FGC) common in her community

Have someone to borrow money from in an emergency

Know the teachers' code of behavior (including not asking students for special favors or inviting them to their homes)

Identify
someone to go
to for help in
case of abuse at
school and
know where to
report abuse

Know where to
go to get basic
medicines and
have the money
necessary to
purchase them

Have a safe
place to spend
the night away
from home, if
needed

Know the signs
of danger during
pregnancy and
labor, and where
to go for help

Know the name
of the district in
which she lives

Have the ability
to tell her parents
that what they
want her to do is
illegal

Know the
seasonal risks and
stresses on her
family's
livelihood/income

Have short-term
financial goals and
a plan to meet
them

Have long-term financial goals and a plan to meet them

Have considered carefully what skills she would need to engage in earning activities that she enjoys

Know the minimum number of school years to which she's entitled

Have the negotiation and problem-solving skills to assert her preference for staying in school

Understand the biological basics of sexuality and reproduction

Be able to describe something unique or special about herself and identify a skill that she can teach others

Know how to distinguish between a required expense and one that can be postponed

Know the advantages and disadvantages of two or three savings options

Know how HIV is transmitted, how to prevent it, where to be tested, and that there are treatment options

Know the legal age of work and basic approved conditions

Know the signs and dangers of drug and alcohol dependence, and where to seek help for herself or someone else

Have a place with sufficient light to read for three hours per week

Know the legal
voting age, where
to register, and
where to vote

Know what the
community
council does,
when it meets,
and some of the
official leaders

Know whom to
ask/where to ask
for help if she or
someone she
knows is a victim
of violence

Know that
violence isn't just
stranger
violence—it
often occurs in
families

Know basic self-defense and ways to attract help

Know what abuse is and the difference between a "good touch" and a "bad touch"

Know when she is hungry and have the courage to tell someone safe that she feels hungry

Know how to obtain/raise a few key foods she needs to eat

Know that
adolescent girls
need more food
than younger
girls (specifically
more protein)

Be able to read
a sentence in
her native
language

Know how to
describe/express
a problem to
someone in
authority, such
as a local official

Have a
government ID
(such as one
that would be
necessary for
voting)

Know about government programs and/or entitlements for which she/her family may be eligible and how to get them

Know that child marriage is associated with poor health, poverty, and divorce (and that divorce carries social and economic risks)

Be able to assertively and respectfully navigate safe and healthy choices with regard to marriage

Know the location of a community center, the activities offered there, and how to participate

Know the
location and
hours of girl-only
spaces

Know what to
say and what not
to say to
someone who
has been a victim
of a violent
crime

Know her own
body parts and
the body parts of
the opposite sex

Know the time
of day/week
when she is likely
to face more
risks at home, at
school, on the
street

Know when and where it is safe enough to go out alone (or when groups are safer)

Know her right to determine and communicate the number of children she wants and the timing of births

Know about sex trafficking and other forms of forced sex (e.g., persuasion, blackmail), and where to get help

Know the helpline number to register any violence or to get help

Know not to
accept any
food or drinks
from strangers

Know that
polygamy is
illegal

Know that she
has the same
rights as her
brother

Have a plan to
keep up her
skills (reading
and numeracy)
during school
holidays

Know how to
identify a safe
water source
(or if in doubt
to get help
testing it)

Know how
malaria is
contracted and
how to install
and maintain a
bed net

Feel that she is
as intelligent as
other people

Have a ration
card

Know safe
times/routes to
water sources
and places to
gather firewood,
including during
emergencies

Know someone
who can help
with translation
(to major official
languages), as
needed

Have a safety plan
and be able to
name three safety
risks faced while
going about daily
life

Know the names
of trained people
in the community
who can be relied
upon to protect
girls (the
guardians)

Stand up for
herself and her
friends when
insulted

Know how STIs,
including HIV, can
be prevented and
their
consequences
(including
infertility)

Know where to
obtain condoms
and
contraceptives
and where to
obtain advice and
instructions

Know local
health promoters
and community-
based health
activities

Be able to
present an
argument to a
group of peers
and elders

Obtain parental
approval to work
and access safe
opportunities

Regularly
practice reading
and numeracy
skills with the
media available
and in daily-life
situations

Know how to
read diagrams or
maps

Know how to
write a simple
letter requesting
something

Know how to
write and send
text messages
and use mobile
media to secure
safety and access
to resources

Know how to fill
out forms

Know basic math
(fractions,
decimals, and
percentages) and
how to calculate
simple costs

Listen to the radio
and watch television
to get information

Be able to express
feelings and notify a
friend or trusted
adult of a problem
at school or at
home

Use effective
communication and
listening skills (listen
with empathy and
patience; speak
assertively not
aggressively)

Have the ability to
de-escalate a
conflict situation
experienced among
friends and
classmates

Manage anger when
in stressful
situations

Feel like she can say
"no" to her friends
if they are
pressuring her to
do something she
doesn't think is right

Know the
symptoms of
infectious diseases,
how to isolate an
individual, and
where to seek help

Know that many
diseases are sexually
transmissible (from
both symptomatic
and asymptomatic
individuals) and
some remain so
even after recovery)

AGE 6

AGE 8

AGE 10

AGE 12



AGE 14

AGE 16



AGE 18

AGE 20

ANNEX 5: SAVINGS PLAN WORKSHEET, EXAMPLE:⁹

Savings Goal	 Total (Cost of Item)	 Amount you can save each week	Number of weeks you need to reach your goal
Short-term			
New necklace	UGX 25	UGX 5	UGX 5 weeks
Long-term			
Attending a computer course	UGX 1000	UGX 20	50 weeks (or almost one year)
<p>Tip: to find out how many weeks it will take to reach your savings goal, divide the total amount of money you need by the amount you can save each week.</p> <p>Amount to save ÷ Amount you can save each week = Number of weeks it will take</p>			

ANNEX 6: SAVINGS PLAN, DO IT YOURSELF:⁹

Savings Goal	 Total (Cost of Item)	 Amount you can save each week	Number of weeks you need to reach your goal
Short-term			
Long-term			

ANNEX 7: COMMUNITY SUPPORT WORKSHEET^{14*}

Know the Community

1. What other organizations offer programs for AGYW?

2. What other organizations offer SRH services? Are these services available to youth? Are services and providers youth friendly?

3. Is there a group of individuals who will or do strongly support programs to empower AGYW? Will they actively support your program and speak in favor of it?

4. Is there a group of individuals who will or do strongly oppose it? How can you work to overcome this opposition?

5. What other community or parent groups do you think you should talk with in order to gain support? What is the best avenue: Provider presentation? Youth presentation? Small meeting with key stakeholders?

Involve AGYW

1. How will you involve AGYW in the community engagement process?

2. What role should AGYW have? Should AGYW talk to community members and youth groups to gain support?

Develop Advocacy Messages

1. What types of messages would be most persuasive to the general community in garnering support for the AGYW's mentoring?

2. Practice wording one or two short advocacy messages:

3. Would your advocacy messages change if you were to target just youth? Policy-makers? Parents? Community or religious leaders? Briefly discuss with your group.

* Adapted and reprinted from: *Training Guide for HIV Counseling and Testing for Youth: A Manual for Providers*. Durham NC: FHI 360 2008.







ANNEX 8: ESTABLISH COMMUNITY ENTRY PLAN WORKSHEET^{14*}

Now that you have identified key stakeholders, where to reach them, how to involve AGYW, and what you will say to them, you are ready to establish a community entry plan. Work with your group to establish the steps you will take to introduce the AGYW mentoring program in your community.

Task	Person Responsible	Resources Needed	Date to be Completed by
1.			
2.			
3.			
4.			







* Adapted from: *Training Guide for HIV Counseling and Testing for Youth: A Manual for Providers*. Durham NC: FHI 360 2008. And *Guide to Implementing TAP (Teens for AIDS Prevention): A Peer Education Program to Prevent HIV and STI*. Washington, DC: Advocates for Youth, 2002.

ANNEX 9: IDENTIFYING THE MOST APPROPRIATE MEETING TIME^{5*}

TIMING OF MEETINGS Consider seasonal or yearly patterns alongside typical daily routines. Is there a time of year that is particularly risky for AGYW? Or when workload is particularly high?	APPROPRIATENESS How appropriate are the following meeting times? <div>  Very appropriate </div> <div>  Somewhat appropriate </div> <div>  Not appropriate at all </div>			COMMENTS
				
Morning				
Afternoon				
Evening				
Market Day				
Holiday				
Rest Day				
Religious observation day				
During school hours				
Before a festival				
After a festival				

*Adapted and reprinted from Population Council. 2016. *Building Girls' Protective Assets: A collection of tools for program design*. New York: Population Council.

ANNEX 10: IDENTIFYING THE MOST APPROPRIATE MEETING SPACE^{5*}

APPROPRIATE SPACE In many communities, there are locations that AGYW cannot access (even if they need to), or that may be unsafe for them. Some community facilities are appropriate for AGYW program activities and others are not.	APPROPRIATENESS How accessible are the following spaces for group meetings? <div style="display: flex; flex-direction: column; align-items: center; margin-top: 10px;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Very accessible</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Somewhat accessible</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Not at all accessible</div> </div> </div>			COMMENTS
				
School classroom				
Community center				
Neighborhood home				
Health center meeting room				
Mentor's home				
Church or religious center				
Other _____ _____ _____				

*Adapted and reprinted from Population Council. 2016. *Building Girls' Protective Assets: A collection of tools for program design*. New York: Population Council.

ANNEX 11: REFERRAL NETWORK TEMPLATE³

Organizations or clinics that provide HIV-related services

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide contraceptive services

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that provide STI treatment or screenings

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide care for victims of sexual violence

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide psychological or mental health counseling

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that work with adolescents

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that can provide information and training related to jobs skills, livelihood, or education

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that can work with victims of bullying or school violence

Name of Organization	Address	Telephone	Contact Name	Email address

ANNEX 12: CASE STUDIES IN SEXUAL CHOICE AND SEXUAL COERCION

COLLINS and **AMMA**: Collins wants to have sex but his wife Amma does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Collins.

REMA and **CARL**: Rema, age 22, has been going out with Carl for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Rema feels unsure but she thinks that she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn't, although Carl has never threatened to do so. The next time they are intimate, they have sex.

HENRY and **JUDITH**: Henry and Judith have been kissing passionately. When Henry starts to undress Judith, she tries to stop him and says, "No." Henry thinks she wants more but that she is worried about admitting it. So, he keeps trying. After trying to push Henry away and saying "no" for five minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

EDITH and **JAMES**: The last time Edith refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

ALICE and **BENARD**: Alice's boyfriend Bernard is really pressuring her to have sex. She knows that she doesn't really want to do it, but she came with Bernard alone to this secluded place. Thinking it is inevitable, she just lets Bernard do what he wants without saying anything.

SAMMUEL and **BARBARA**: Samuel and Barbara are classmates at university. They have been dating for a few months and are very attracted to each other. They are not deeply in love but they agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse.

IRENE and **SOLOMON**: Irene comes from a poor family. She works in a shop for Solomon, and her salary is her family's main income. One-day Solomon starts touching her and after the shop closes, he pulls her into the storeroom in the back and lifts her dress. Irene is confused and frightened about losing her job. She starts to resist but when Solomon says, "What? You don't like working here?" she gives in.

PETER and **LAURA**: Peter often buys Laura gifts and other things she needs. Tonight, they went out for dinner, and he paid. Even though Laura doesn't feel ready to have sex, she feels that she owes it to Peter. She doesn't refuse him.

ANNEX 13: VIOLENCE INCIDENT REPORTING AND REFERRAL FORM

19,20

Confidential

If any mentee reports an incident of violence take the following steps:

- I. Use Active Listening skills. Remind participants of your role as a mandatory reporter.
- II. Deliver supportive messages. Say the following:
 - a. Thank you for sharing this with me. I'm sorry this happened to you.
 - b. Many people experience violence and abuse and even though they may be blamed for what happened, it is never their fault.
 - c. Everyone has the right to live free from violence.
 - d. I am here to support you and explain your options.
- III. Ask about safety and explore safety strategies.
- IV. Explore next steps.
- V. Provide information and make referrals to appropriate resources. Ask the mentee if she would like to be referred to services. If she would like to be referred for services, connect her to the appropriate service (that is, medical, counseling, law enforcement).

FUNDEMENTAL PRINCIPLES OF VIOLENCE RESPONSE

- Do no harm.
- Promote the full protection of AGYW's human rights.
- Respect the AGYW's right to self-determination.
- Ensure privacy, confidentiality, and informed consent.

If they would not like to be referred for services say:

"Sometimes it's helpful to think about what support systems we have in place to help us when we have difficult times. I am also here to support you now and in the future. Is it okay if I follow-up with you tomorrow or some other time soon to see how you're doing? How can I get in touch with you?" Share your contact information and contract information of the mentoring program manager.

Immediately contact program manager. Complete incident form and deliver to:

[names and phone numbers of contact people at implementing organization]

REPORT DETAILS:

Time: _____

Date: _____

REPORTER'S DETAILS:

Name: _____

Contact information: _____

Relationship to minor: _____

MINOR'S DETAILS:

Name: _____

Age: _____

Contact: _____

Notes on household structure: _____

Any disability: _____

Has the minor given consent to the completion of this form? (check one) ____ Yes
____ No

INCIDENT DETAILS:

Time: _____

Date: _____

Place: _____

Physical and emotional state of minor (describe any bruises, cuts, lacerations, behavior, mood) _____

Witnesses' names and contact information (if applicable): _____

Brief description of incident(s): _____

ALLEGED PERPETRATOR'S DETAILS:

Name: _____

Address (if known): _____

Age: _____

Sex: _____

Have the police been contacted by the mentee or anyone else? _____

If yes, what happened? _____

If no, does the mentee want police assistance, and if not, why not? _____

SIGNATURES:

[Name of mentee]

[Date]

[Name of mentor]

[Date]

** This form was adapted and reprinted from Medrano T., Tabben-Toussaint A. Manual 1: Child Protection Basics, FHI 360 Child Protection Toolkit. Research Triangle Park, NC: FHI 360; 2012. 2.Dixon, Kimberly S. (2016). FHI 360's Linkages Across the Continuum of HIV Services for Key Populations (LINKAGES) Project's Gender-Based Violence (GBV) Screening and Response Training Curriculum for LINKAGES Direct Service Providers. Durham, NC: FHI 360 and World Health Organization. (2014). LINKAGES Job Aid for Identifying and Responding to Violence (SHORT FORM FOR PEER EDUCATORS). Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. Geneva: World Health Organization.*

ANNEX 14: SIX STEPS FOR VIOLENCE RESPONSE^{1*}

I. Use Active Listening Skills
II. Deliver Supportive Statements
III. Ask about Safety and Explore Safety Strategies
IV. Explore Next Steps with Mentee
V. Provide Information and Make Referrals to Available Resources
VI. Follow up with Mentee

I. Use Active Listening Skills

1. **Attentive Listening:** The most important thing to do is be a good listener. Much of being a good listener is demonstrated through body language, being comfortable with silence, and not rushing the person.
 - o Lean forward
 - o Maintain good eye contact
 - o Nod your head to let the person know you hear them
 - o Be comfortable with silence and pauses

There are also things we can **say** that show we are being good listeners.

2. **Reflecting:** Use statements that reflect what the person is saying to you. This lets the person know you're listening. It also gives her an opportunity to clarify how they feel:
 - o So, it sounds like...
 - o What I hear you saying...
 - o I get the sense that...
 - o You appear to be feeling...

Avoid statements such as:

- o "I know" or "I understand"
 - o Labeling an experience: "You were raped."
3. **Validating:** Use statements that let the person know that what she is feeling or experiencing is okay or normal.
 - o "It makes sense that you feel that way."
 - o "It's understandable that you feel that way after what happened."
 - o "Many people feel this way after experiencing this."
 4. **Inquiring/Clarifying:** Use open-ended questions/statements to clarify information or obtain more information.
 - o "What would you like to share?"
 - o "Tell me a little about how you've been feeling."
 - o "I'm not sure if I fully understand what you mean. Could you tell me a little more?"

II. Deliver Supportive Statements

1. Deliver supportive statements that convey:

- That you appreciate her sharing her experiences with you.
- That you believe her.
- That what happened wasn't her fault.
- That her experience has happened to other people and she is not alone.
- That her feelings are normal.
- That she has the right to live without threats, violence, and abuse.
- That it's safe for her to talk to you about her experience.
- That you will support her and the choices she makes.

2. DO NOT

- Blame the client
 - By saying things like "You put yourself at risk."
- Say anything that judges what the client has done or will do such as
 - "You should feel lucky that you weren't more injured."
 - "You shouldn't feel this way."
- Question the client's story (doubting the client) or interrogate the client
 - An example of this is, "What I don't understand is why he would have attacked you?"
- Say anything that minimizes how the client feels such as
 - "Everyone has bad days. You'll get over it."
- Lecture, command, or advise by using statements like
 - "What you need to do is...."
 - "You have to stop thinking about what happened."
 - "You need to come up with a plan to avoid this happening again."
- Ever recommend that they change their profession, sexual orientation, or gender identity to avoid violence with responses such as
 - "If you stopped being so open about who you are; you would be safer."

Supportive Statements ¹

Feeling	Some ways to respond
Hopelessness	<ul style="list-style-type: none">• <i>"Many people manage to improve their situation. Over time, most people feel hopeful again."</i>
Despair	<ul style="list-style-type: none">• Focus on the person's strengths and how they have been able to handle a past dangerous or difficult situation. For example:• <i>"You showed a lot of courage by..."</i>• <i>"By the way you handled that situation, you showed determination and strength."</i>• <i>"With all the obstacles, you have right now, it's impressive that you've been able to stay strong."</i>
Powerlessness	<ul style="list-style-type: none">• <i>"You have some choices and options today in how to proceed."</i>

Flashbacks	<ul style="list-style-type: none"> • <i>"These are common and often become less frequent or disappear over time."</i>
Denial	<ul style="list-style-type: none"> • <i>"I'm taking what you have told me seriously. I will be here if you need help in the future."</i>
Guilt/self-blame	<ul style="list-style-type: none"> • <i>"You are not to blame for what happened to you. You are not responsible for the abuser's behavior."</i>
Shame	<ul style="list-style-type: none"> • <i>"There is no loss of honor in what happened. You are a valuable person."</i>
Fear	<ul style="list-style-type: none"> • <i>Emphasize, "You are in a safe place now. We can talk about how to keep you safe."</i>
Numbness	<ul style="list-style-type: none"> • <i>"This is a common reaction to difficult events. You will feel again. For most people, this changes over time."</i>
Mood swings	<ul style="list-style-type: none"> • <i>"Mood swings are common and should ease with the healing process."</i>
Anger at abuser	<ul style="list-style-type: none"> • <i>"It makes sense that you are angry at this person after what they did to you."</i>
Anxiety	<ul style="list-style-type: none"> • <i>"This is common, but we can discuss ways to help you feel less anxious."</i>
Helplessness	<ul style="list-style-type: none"> • <i>"I am here to support you."</i>

III. Ask about Safety and Explore Safety Strategies

1. Your questions can help assess current safety and identify opportunities to increase safety. *Do you have concerns about your safety?* If the mentee does not feel safe, ask:
 - Is there anywhere that you feel safe?
 - Is there someone that you feel safe with?
 - Are there others in your community that you can talk to about how to stay safe?
 - What strategies have you used in the past to stay safe?

IV. Explore Next Steps

1. **Help the person identify and use their existing strengths:** Use your questions to help mentees recognize their strengths and existing coping mechanisms:
 - "What has helped you cope with difficult situations in the past?"
 - "What kinds of activities help you when you're feeling anxious or tense?"
 - "How could what has worked in the past be helpful now?"
2. **Help the person explore existing support networks:** Use your questions to help mentees recognize their existing support networks: *(Even if the mentee does not*

wish to share her experience with others, spending time with people they trust and enjoy is important.)

- “When you’re not feeling well, who do you like to be with?”
- “Who has helped you in the past? Could they be helpful now?”
- “Are there people you trust that you could talk to about this?”

V. Provide Information and Make Referrals to Available Resources

- Provide printed information about rights and available services; provide caution about taking printed materials home if they live with an abuser.
- Some mentees have needs that are beyond what can be provided during first-line response.
- Talk to the mentee about her options.
- Know specific information about referral points:
 - Name of focal point at referral sites
 - Hours of operation
 - Services available at the referral site
- Offer to go with the person (or send someone with the person) to referral site.
- Do not pressure anyone to seek additional services.
- Track referrals to ensure completion, satisfaction.

VI. Follow-up

It is important to follow up with mentees who previously disclosed an experience of violence. This is an opportunity for you to identify any barriers for the mentee in accessing any referrals that were made and assist the mentee in following through with referrals.

** Adapted and reprinted from Dixon, Kimberly S. (2016). FHI 360’s Linkages Across the Continuum of HIV Services for Key Populations (LINKAGES) Project’s Gender-Based Violence (GBV) Screening and Response Training Curriculum for LINKAGES Direct Service Providers. Durham, NC: FHI 360.*

ANNEX 15: ROLE-PLAY SCENARIOS ACTIVE LISTENING

Scenario 1: A mentee tells you that she was raped on her way home from school. She does not want to go home and tell her parents because she is afraid that they will get angry with her.

Scenario 2: A mentee lives with her boyfriend. She tells you that last night he became very angry with her last night and was throwing and breaking things.

Scenario 3: A mentee's uncle has been sexually abusing her for the past five years. Her father died when she is young and she lives with her mother and two sisters; her uncle helps her mother financially sometimes. She is afraid to tell her mother because the uncle may stop supporting her family.

Scenario 4: A mentee's husband is abusive to her physically and emotionally. She has a 6-month-old baby. Her husband threatened to kill her if she ever tried to leave; but she is afraid for her baby's safety.

ANNEX 16: “AGREE,” “DISAGREE,” “UNSURE” SIGNS

AGREE

DISAGREE

UNSURE

ANNEX 17: MENTOR SCENARIOS







Scenario 1: A possible upcoming marriage threatens to take a girl from school.

Scenario 2: A mentee approaches a mentor about HIV testing.

Scenario 3: A mentee's family can no longer feed themselves and she has asked her mentor for money.

Scenario 4: Mentor suspects a girl is having sex.

ANNEX 18: MENTOR ROLE WORKSHEET^{16*}

<p>MENTOR ROLE</p> <p>Mentors can't do everything but they can play an important role to build girls' capacity, protect their safety, and build their assets.</p>	<p>APPROPRIATENESS</p> <p>How appropriate are the following roles for a mentor?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p>Very appropriate</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <p>Somewhat appropriate</p> </div> <div style="display: flex; align-items: center;">  <p>Not appropriate at all</p> </div> </div>			<p>COMMENTS</p>
				
Providing girls with personal goals				
Providing health advice				
Providing referrals				
Delivering program content				
Meeting girls one on one after group sessions				
Meeting a girl at her home during a crisis				
Meeting with parents				
Accompanying girls to access services				

**Adapted and reprinted from Population Council. Girl-centered program design: a toolkit to develop, strengthen and expand adolescent girls' programs. New York: Population Council.*

ANNEX 19: EXAMPLE PROGRAM PROGRESS TRACKING FORM

MENTOR SESSION TRACKING SHEET												
Group Name <u>Young Women Empowerment Group</u>				Name of Supervisor <u>Barbara</u>				District <u>Laroo</u>				
SESSION												
	First session code 1			Second session code 2			Third session code 3			Fourth session code 4		
	Location: <u>community center, Laroo</u>			Location: <u>community center, Laroo</u>			Location: <u>community center, Laroo</u>			Location: <u>community center, Laroo</u>		
	Date <u>25.07.18</u>			Date <u>01.08.18</u>			Date <u>08.08.18</u>			Date <u>15.08.18</u>		
FIRST MENTOR												
First Mentor's Name <u>Lois</u>	Status	Reason for Absence_1		Status	Reason for Absence_1		Status	Reason for Absence_1		Status	Reason for Absence_1	
	Present <input checked="" type="checkbox"/>			Present <input checked="" type="checkbox"/>			Present <input type="checkbox"/>	<u>Son was sick</u>		Present <input checked="" type="checkbox"/>		
	Absent <input type="checkbox"/>			Absent <input type="checkbox"/>			Absent <input checked="" type="checkbox"/>			Absent <input type="checkbox"/>		
SECOND MENTOR												
Second Mentor's Name <u>Alice</u>	Status	Reason for Absence_2		Status	Reason for Absence_2		Status	Reason for Absence_2		Status	Reason for Absence_2	
	Present <input checked="" type="checkbox"/>			Present <input checked="" type="checkbox"/>			Present <input checked="" type="checkbox"/>			Present <input checked="" type="checkbox"/>		
	Absent <input type="checkbox"/>			Absent <input type="checkbox"/>			Absent <input type="checkbox"/>			Absent <input type="checkbox"/>		
INFORMATION ON THE SESSION												
Recommendations implemented				Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Comprehension of the participants	Good <input checked="" type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>			Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input checked="" type="checkbox"/>			Good <input checked="" type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>			Good <input checked="" type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		
Supervisor's recommendations	<u>Prepare day before session</u>			<u>Implement sisterhood circles</u>			<u>Encourage more group discussion</u>			<u>Explain journal prompt</u>		
Ease of leading the session	Easy <input checked="" type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>			Easy <input type="checkbox"/> Average <input checked="" type="checkbox"/> Difficult <input type="checkbox"/>			Easy <input checked="" type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>			Easy <input checked="" type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		
Mentee enjoyment of session	A lot <input type="checkbox"/> Average <input checked="" type="checkbox"/> Little <input type="checkbox"/>			A lot <input type="checkbox"/> Average <input checked="" type="checkbox"/> Little <input type="checkbox"/>			A lot <input checked="" type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>			A lot <input checked="" type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		
Mentors' notes												
ATTENDANCE												
AGYW Name	Status Present X Absent _	Reason for Absence	Recommendation	Status Present X Absent _	Reason for Absence	Recommendation	Status Present X Absent _	Reason for Absence	Recommendation	Status Present X Absent _	Reason for Absence	Recommendation
1. <u>Jocelyn</u>	X			X				<u>Sick</u>	<u>N/A</u>	X		
2. <u>Lilly</u>	X			X			X			X		
3. <u>Irene</u>	X			X			X			X		

4. Brenda	X			X			X				Chores	Start earlier
5. Judith	X			X			X			X		
6. Rebecca	X				Sick	N/A	X			X		
7. Stella	X			X			X			X		
8. Grace	X			X			X			X		
9. Jennifer	X			X			X			X		
10. Sarah	X			X			X			X		
11. Nancy	X			X				Sick	N/A	X		
12. Sunday	X			X			X			X		
13. Beatrice	X				Chores	Start earlier	X			X		
14. Miriam	X				Tired	Bed earlier	X			X		
15. Patience	X			X			X			X		
16. Jackie	X			X			X			X		
17. Mary	X			X			X			X		
18. Joyce	X			X			X			X		
19. Margaret	X			X			X				Chores	Start earlier
20. Vicky	X			X			X			X		
21. Lucy	X			X			X				Market	Go earlier
22. Eunice	X			X			X				Chores	Start earlier
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												

SOURCES

This training curriculum is modeled after and draws content and activities directly from *LINKAGES. Violence prevention and response training curriculum for health care workers and other direct service providers. 2017. FHI 360: Durham, NC.* It also includes content and activities from other resources as listed below.

1. Adapted and/or reprinted from LINKAGES. Violence prevention and response training curriculum for health care workers and other direct service providers. 2017. FHI 360: Durham, NC.
2. Plourde KF, Ippoliti NB, Nanda G, McCarragher DR. Mentoring Interventions and the Impact of Protective Assets on the Reproductive Health of Adolescent Girls and Young Women. *Journal of Adolescent Health.* 2017 Aug;61(2):131-139.
3. Adapted and/or reprinted from FHI 360. Positive Connections: Leading Information and Support Groups for Adolescents Living with HIV. 2013. Durham, NC: FHI 360.
4. Adapted and/or reprinted from Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.
5. Adapted and/or reprinted from Population Council. Building Assets Toolkit. 2015. Population Council: New York, NY. Retrieved from: <http://www.popcouncil.org/research/building-assets-toolkit-developing-positive-benchmarks-for-adolescent-girls>
6. Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., and Malkin, M. Key Soft Skills for Cross-Sectoral Youth Outcomes. 2016. Washington, DC: USAID's YouthPower: Implementation, YouthPower Action.
7. Adapted and/or reprinted from Morcos, C. and J. Sebstad. Financial Education for Adolescent Girls. 2011. Nike Foundation: Beaverton, OR.
8. Adapted and/or reprinted from Population Council. Financial Education Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.
9. Adapted and/or reprinted from FHI 360 and Save the Children. Impumelelo Financial Education Toolkit. 2016. Save the Children: Fairfield, CT.
10. WHO. Health for the World's Adolescents A second chance in the second decade. 2017. WHO: Geneva, Switzerland.
11. Guttmacher Institute. Adolescent Women's Need for and Use of Sexual and Reproductive Health Services in Developing Countries. Fact Sheet. Guttmacher Institute: Washington, DC. Available at: <https://www.guttmacher.org/sites/default/files/pdfs/pubs/FB-Adolescent-SRHS-Need-Developing-Countries.pdf>
12. Girls Not Brides. About Child Marriage. 2017. Retrieved from: <https://www.girlsnotbrides.org/about-child-marriage/>
13. UN Women. Fast facts: statistics on violence against women and girls. 2012. Retrieved from: <http://www.endvawnow.org/en/articles/299-fast-facts-statistics-on-violence-against-women-and-girls.html>
14. Adapted and/or reprinted from FHI 360, International Planned Parenthood Federation/Western Hemisphere Region, and Population Services International. Training Guide for HIV Counseling and Testing for Youth: A Manual for Providers. 2008.FHI 360: Durham, NC.
15. Adapted and/or reprinted from Cunningham, J., Plourde, K., Futrell, E., Dayton, R., Doggett, E., Scholl, E. Youth Sexual and Reproductive Health. 2014. USAID Global Health Learning Center. Available at: <https://www.globalhealthlearning.org/course/youth-sexual-and-reproductive-health>

16. Adapted and/or reprinted from Population Council. Girl-centered program design: a toolkit to develop, strengthen and expand adolescent girls' programs. 2010. Population Council: New York, NY.
17. Adapted and/or reprinted from Haberland, N., Rogow, D., Aguilar, O., Braeken, D., Clyde, J., Earle, C., Kohn, D., Madunagu, B., Osakue, G., Whitaker, C. It's all one curriculum: guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. 2009. Population Council: New York, NY.
18. Adapted and/or reprinted from Medrano, T., Tabben-Toussaint, A. Manual Child Protection Basics, FHI 360 Child Protection Toolkit. 2012. Durham, NC: FHI 360. Retrieved from: <https://www.fhi360.org/resource/child-protection-toolkit>
19. Adapted and/or reprinted from World Health Organization. LINKAGES Job Aid for Identifying and Responding to Violence (SHORT FORM FOR PEER EDUCATORS). Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. 2014. World Health Organization: Geneva.
20. World Health Organization. Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. 2014. World Health Organization: Geneva.
21. Adapted and reprinted from Inter-Agency Gender Working Group. Vote with Your Feet. Retrieved from: <http://www.igwg.org/training/SettingTheStage/VoteWithYourFeet.aspx>
22. Adapted and/or reprinted from USAID. Girls' Mentoring Resource Guide. 2008. USAID: Washington, DC.
23. Adapted and/or reprinted from Australian Youth Mentoring Network. NRGize Workshop—Kickstart and Strengthen your Mentoring Program. Module 8 Training Mentors and Building Relationships. ND. Australian Youth Mentoring Network. Queenscliff, NSW.

SUPPLEMENTAL TRAINING MATERIALS

Certificate of Training

has successfully completed the mentors' training
for the YouthPower Action AGYW mentoring
program

YOUTHPOWER ACTION AGYW MENTOR PROGRA TRAINING



USAID
FROM THE AMERICAN PEOPLE



PEPFAR

U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

SESSION 1

Setting the Stage



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Session Content

- Welcome and Introductions
- Review Agenda and Participant Materials
- Group Norms and Parking Lot



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

SESSION 2

Introduction to Mentoring Program



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Background

- AGYW are disproportionately affected by HIV and other negative SRH outcomes
- Over 80% of new HIV infections among adolescents occur among AGYW ages 15-19
- Many factors contribute to AGYW's vulnerability
- However programs to empower AGYW can reduce their risk



Why Mentoring?

- Mentoring can build AGYW's protective assets
- Group-based mentoring programs have demonstrated a positive impact on AGYW's:
 - reproductive health knowledge and behavior, academic achievement, financial behavior and social networks
 - as well as reductions in the experience of violence



Mentoring Intervention Package

- Group-based mentoring
- Curricula- based programming covering sexual and reproductive health, financial literacy, soft -skills, and gender content
- Activities designed to improve participants' social connectedness including a community project
- Group-based savings
- Onsite provision of, and links to sexual and reproductive health services



Intervention Package (contd.)

- Designed for implementation by two-four mentors
- Six month intervention
- Mix of large group and small group activities



Mentor and Participant Handbooks

Mentor handbook:

- Provides a framework for leading groups of AGYW.
- Consists of :
 - About the Guide
 - Group Sessions
 - Annexes
 - References
- Includes information about advance preparation

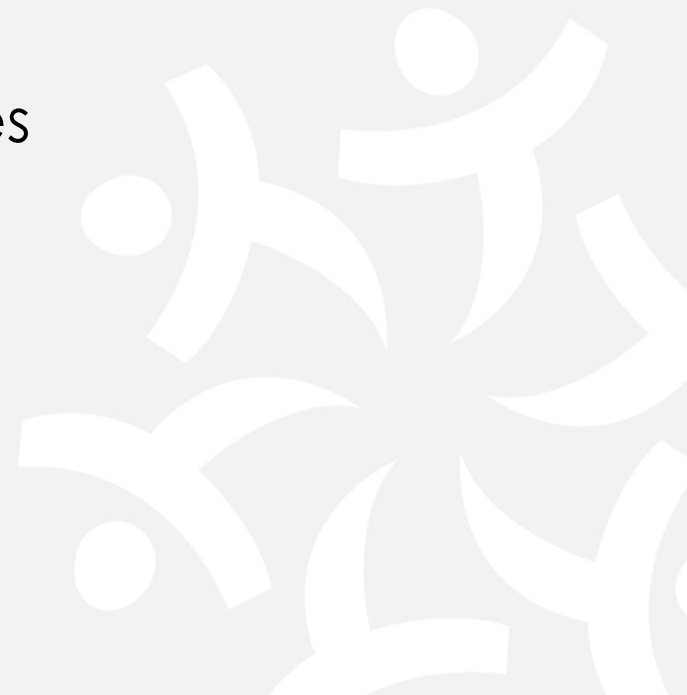
Mentee Handbook:

- Provides key points
- Space for written or drawn response to journal prompt
- Worksheets and handouts



How Sessions are Structured

- Welcome and introduction
- Small group discussions—sisterhood circles
- Warm-up
- Learning activities
- Savings group
- Closing and journal prompt



Group Sessions






- Day 1: Welcome and introduction
 - Get participants comfortable with each other
 - Establish “Sisterhood circles”
 - Establish base-rules
- Days 2-4: Soft skills
 - Communication
 - Self-esteem and decision making
 - Understanding and managing stress, anger, and conflict
- Introduction of community project on day 9



Group Sessions (contd.)

- Days 5-15: Financial education
 - Establishing savings goals
 - Reasons why saving is important, creating a savings plan, and identifying the difference between needs and wants
 - Establishing a savings group/group savings
 - Exploring options for earning money
 - Risky income
 - Budgeting and dealing with setbacks in savings
 - Borrowing money
 - Having conversations and resolving conflicts about money
- Days 16-25: SRH
 - Menstrual hygiene
 - Pregnancy and pregnancy prevention
 - Learning about HIV
 - Myths and facts about HIV and STIs
 - Defining gender
 - Violence
 - Consent and coercion
 - Sexual and reproductive rights
 - SRH negotiation
 - Troubles in relationships
- Day 26 Closing
 - Reflection
 - Participant recognition

Easy Reference Key

- Throughout the guide there are various symbols that represent different activity actions:
 - The  symbol means mentors should divide participants into sisterhood circles
 - The  symbol means that mentors should have participants return to one group
 - The  symbol means that mentors will have to divide participants into groups or pairs
 - The  symbol indicates group discussion questions
 - The  symbol signifies a note to the mentor

Let's Get Familiar with the Mentor Handbook!



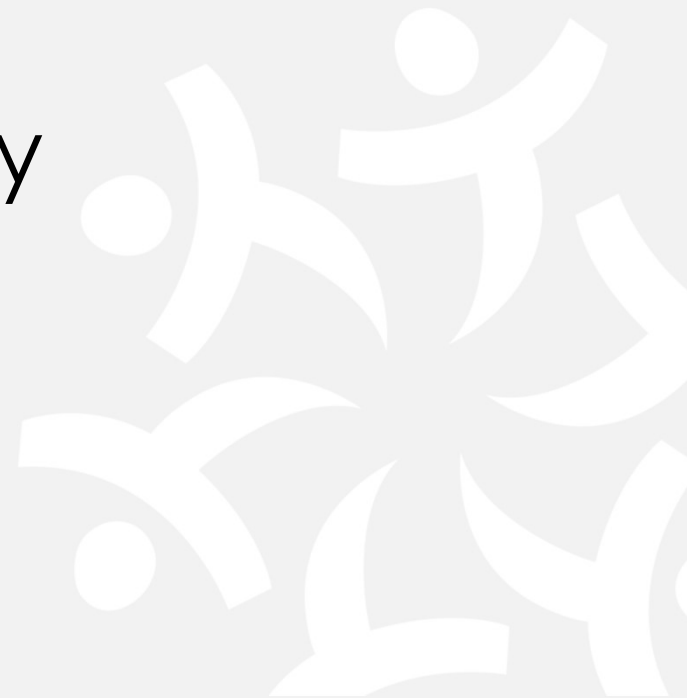
USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Orientation Activity



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Group Facilitation



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Establishing Group Agreements

- Respect for ourselves
- Respect for each other
- Respect for facility
- Respect for the group
- Respect for health and safety



Goals as a Facilitator

- Provide factual, evidenced-based information
- Offer emotional support to adolescents
- Help your group support each other in ways that only peers can



A Good Facilitator

- Sees the participants as experts
- Encourages participants to learn from each other
- Believes we learn by doing
- Is organized, but flexible
- Is enthusiastic about the topic and participants
- Keeps promises to the group
- Is patient and a good listener
- Is prepared to handle difficult situations



Participatory Teaching Methods

- Many benefits to utilizing active participatory teaching methods
- These methods include:
 - Brainstorming
 - Group discussion
 - Role-Play
 - Icebreakers
 - Group work
- Seating arrangements



Managing Group Sessions

- Cover the material in the Mentor Handbook
 - You are responsible for covering all of the material in the Mentor Handbook
- Facilitate group discussion
 - Invite a wide range of commentary by asking participants for experiences, thoughts, and definitions
 - Use silence to your advantage. Give participants a chance to think about the discussion questions and issues



Managing Group Sessions (contd.)

- Encourage maximum participation
 - Refer back to a recent participant's previous comment if the current conversation relates to it
 - Direct discussion questions to a particular participant
 - Encourage participants to discuss issues with each other rather than only address the mentor
 - Remain in charge



Common Challenges Exercise

- Silence and/or the silent participant
- Everyone talking at once and/or the dominating participant
- Group discussion focused but moving too slowly
- Group discussion unfocused and participants are getting off topic
- Participant is acting out
- Emotional/sensitive participant

Steps to Prepare for Sessions

- Set a time to meet with co-mentor weekly prior to group session
- Re-read each session
- Agree on the instructions
- Review material list and prepare necessary materials
- Divide responsibilities
- Call point of contact with any questions



SESSION 3

Technical Content



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Understanding Soft Skills



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

WHAT ARE SOFT SKILLS?

- Positive self-concept
- Self-control
- Higher order thinking skills
- Social skills
- Communication
- Empathy
- Goal orientation

Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., and Malkin, M. (2016). Key Soft Skills for Cross-Sectoral Youth Outcomes. Washington, DC: USAID's YouthPower: Implementation, YouthPower Action.



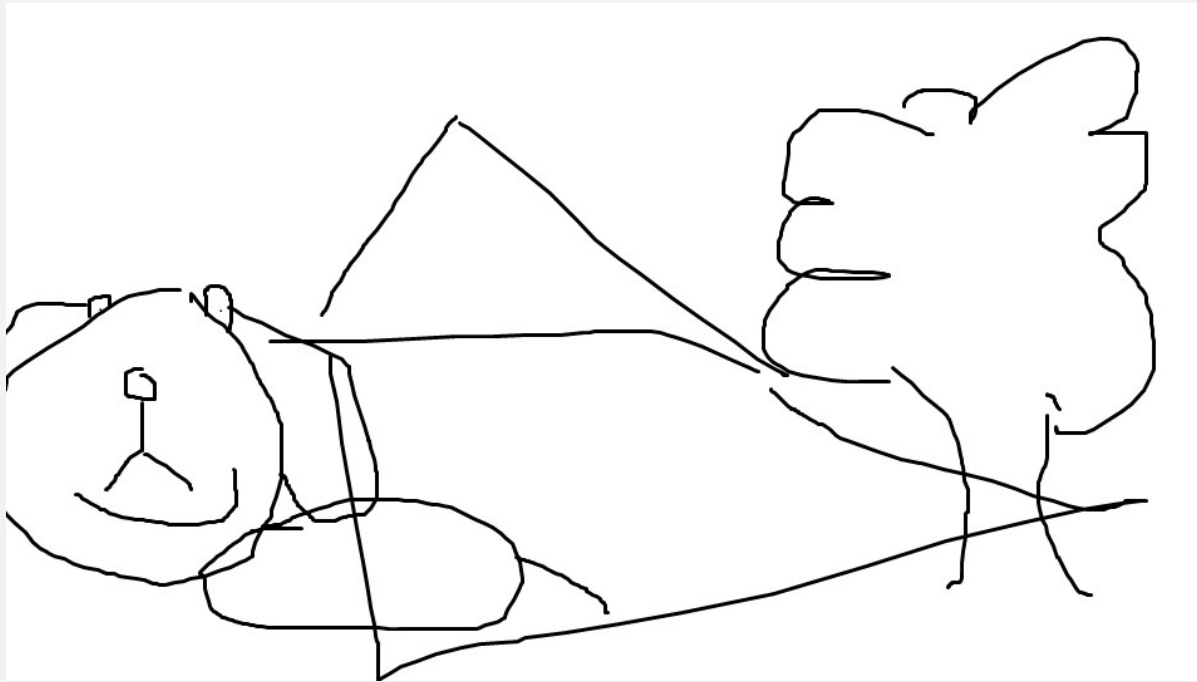
Why Are Soft Skills Important?



Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., and Malkin, M. (2016). Key Soft Skills for Cross-Sectoral Youth Outcomes. Washington, DC: USAID's YouthPower: Implementation, YouthPower Action.



House Tree Dog



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Effective Communication

Group discussion: What are ways we can communicate effectively?



Role-play Scenario

Every day, Grace and Esther's mother asks them to walk to the water pump, collect water, and then boil it for the evening. Esther always walks to the pump and brings back the water while Grace always prepares it for the evening. Everyday around the same time that the water needs boiling, the oldest daughter, Esther (age 16) meets her friends at the big tree, where they usually talk. Grace would also like to meet her friends at the tree but she is much younger than Esther (she is age 9) and cannot walk to the pump alone because the route is steep and dangerous and she will not be able to carry the water. The girls need to negotiate the situation so that Grace is not always left alone and unable to visit with friends

Adapted and reprinted from Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.



Financial Literacy for Adolescent Girls



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

What Is Financial Literacy?

- Financial literacy is the skills and knowledge that allows an individual to make informed and effective decisions regarding their finances
- Key concepts of financial literacy include:
 - Goal setting
 - Budgeting
 - Expenditures
 - Savings
 - Short-term and long-term financial planning

Adapted and reprinted from Morcos, C. and J. Sebstad (2011), Financial Education for Adolescent Girls. Nike Foundation.



Group Discussion:

Why is financial literacy important for adolescent girls?



Why Is Financial Literacy Important For Adolescent Girls?

Financial education
+ financial
Experiences

Improved financial
knowledge, skills,
attitudes

Change in financial
behaviors and
practices

Reduced
vulnerabilities;
Improved financial
capabilities + well
being

Adapted and reprinted from Morcos, C. and J. Sebstad (2011), Financial Education for Adolescent Girls. Nike Foundation.






Overview of Financial Literacy Topics

- Money management
- Making a savings plan
- Making a budget
- Exploring options for earning money
- Knowing the difference between needs and wants
- Identifying risky income
- Financial decision making
- Talking about money
- Resolving conflicts about money






Savings Plan Worksheet-Sample

 Savings Goal	 Total (Cost of Item)	Amount you can save each week	 Number of weeks you need to reach your goal
Short-term New necklace			
Long-term Attending a computer course			
<p>Tip: To find out how many weeks it will take to reach your savings goal; divide the total amount of money you need by the amount you can save each week</p> <p>Amount to save ÷</p> <p>Amount you can save each week = Number of weeks it will take</p>			

Adapted and reprinted from Population Council. Financial Education Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.

Savings Plan Worksheet- Do It Yourself!

 Savings Goal	 Total (Cost of Item)	Amount you can save each week	 Number of weeks you need to reach your goal
Short-term			
Long-term			

Adapted and reprinted from Population Council. Financial Education Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.

AGYW's Sexual and Reproductive Health



AGYW's SRH

- HIV/AIDS is the leading cause of death for girls between the ages of 15-19 globally and maternal mortality is the second
- 16 million AGYW between the ages of 15-19 and approximately 1 million under age 15 give birth every year
- Every year, 15 million girls under the age of 18 are married
- 3 million girls are at risk of female genital cutting in Africa annually
- 76% of women experience physical or sexual violence perpetrated by an intimate partner over the course of their lifetime
- Approximately 50% of all sexual assaults occur against girls age 15 or younger



What Makes AGYW Vulnerable to HIV, Unintended Pregnancies, and STIs?

- Married or at risk of marriage and under the age of 18
- Living in rural communities
- Not in school
- Not living with their parents
- Very young (ages 10 to 14) not in school and/ or not living with their parents



Biological Risk Factors

- Puberty
- Microtears
- Pregnancy-related complications
- Female genital cutting



Individual Risk Factors

- Early sexual initiation
- Abuse and violence
- Alcohol use
- Low rates of contraceptive and condom use
- Multiple and concurrent partnerships
- Cross-generational sex
- Transactional sex



Gender Norms and Risk

- Norms about contraceptive decision making
- Harmful practices including early marriage and FGC
- Norms about sexuality



Sexual Debut

- Most women initiate sex before the age of 20
- Too often, young people's first sexual experience is nonconsensual
- 10% percent of girls who have had sex before the age of 15 report it was nonconsensual
- Non-consensual sex is associated with increased risk of HIV



Early Marriage

- Married adolescents:
 - Have sex more often
 - Use condoms and contraception less often than their unmarried peers
 - Are often unable to refuse sex
 - Are at an increased risk of HIV infection, STIs, early and high risk pregnancy, exposure to sexual coercion, physical violence, and marital rape

Cross-generational Sex

- Associated with unsafe sexual behavior, including low condom use and increases risk of HIV infection
- 11% of sexually active females between the ages of 15 and 17 have recently had sex with men at least 10 years older
- Some cross-generational relationships are transactional

Cross-generational sexual relationships, even when transactional, are distinct from commercial sex



Why Prevent Unintended Pregnancy?

- Pregnancy in adolescence dangerous to young women's health
- Young people have the right to be information and access to services
- There is no evidence that providing sexual and reproductive health information to adolescents leads sexual activity
- SRH outcomes are better among adolescents and youth who receive comprehensive sexuality education



Guest Speaker on Contraceptive Methods and Pregnancy Prevention



SESSION 4

Working with the Community



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

AGYW and the Environment

- The environment in which adolescent girls live plays a key role in their ability to thrive
- AGYW do not always have the same access to resources
- AGYW are not always safe
- Our role is to create a safe space for AGYW



Group discussion: What is safety?



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

What is a Safe Space?

- Physical location free from risk of physical and emotional/mental harm
- A place where AGYW can build social networks—establish friendships and access mentors
- A place where AGYW can access information and resources



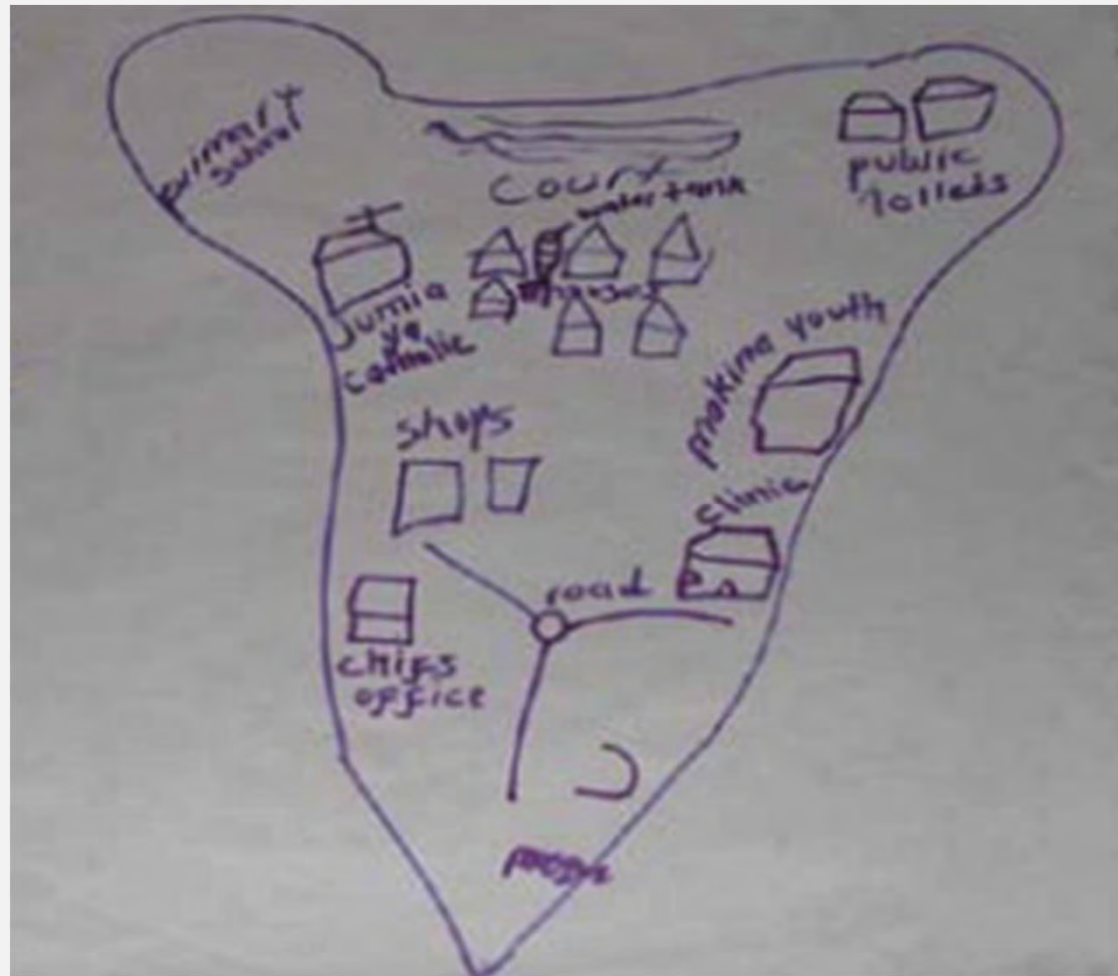
Safety in the Community

Place	Never Safe	Always Safe	Sometimes Safe
Market			
Home			
School			
Clinic			
Youth Center			
Church/ Mosque			
Bus stop/ taxi stand			
Taxi			
Bank			
Salon			
Football field			

Adapted and reprinted from Population Council. Girl-centered program design: a toolkit to develop, strengthen and expand adolescent girls' programs. New York: Population Council; 2010.



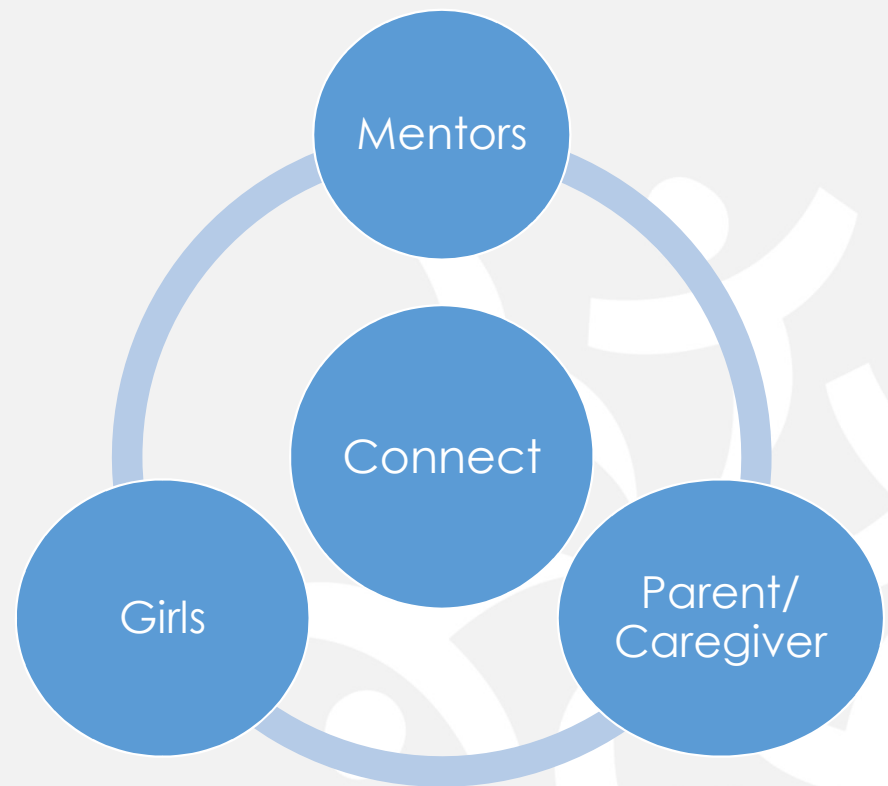
Community Mapping



Working With Parents And Caregivers

TIPS:

- Keep parents informed on the nature of the mentoring sessions
- Share the benefits of having the girls participate regularly during the program
- Get their opinions on how to improve the program
- Discuss any concerns and fears they might have regarding SRH



Adapted and reprinted from Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.



Identifying Gatekeepers

Gatekeepers	Benefits they bring to girls' development	Challenges they may pose to girls' development
Husbands/Boyfriends		
Religious Leaders		
Teachers		
Service Providers		
Others?		

Adapted and reprinted from Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.



Developing A Referral Network

- Break into groups of five
- Try to identify someone who works in an area geographically close to you
- Using the Referral Chart begin to identify the available services that you can refer support group participants to

Adapted and reprinted from FHI 360. Positive Connections: Leading Information and Support Groups for Adolescents Living with HIV. 2013.



SESSION 5

Violence and Reporting



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Violence and AGYW

- AGYW at a high risk of all forms of violence
- Violence and HIV risk are linked
- Violence in a person's past can cause emotional trauma

Your role as an influential and trusted adult is to help participants identify violence and recognize their right to live without it



What is Violence?

- Emotional
- Sexual
- Physical
- Economic
- Gender-based



Facilitating Sessions on Violence

- Remember that violence between individuals is a sensitive topic
- What is said during this, or any other session, should not be shared outside of the group
- Identify a co-facilitator who has experience working with violence survivors, and particularly survivors of sexual abuse

Fundamental Principles of Response

- Do no harm
- Promote the full protection of AGYW's human rights
- Use a client-centered approach to program design & implementation
- Respect the AGYW's right to self-determination
- Ensure privacy, confidentiality, and informed consent



Reporting

- Follow six step response process
- Contact emergency services/ accompany mentee to drop-in center, if appropriate and mentee consents
- Immediately contact program manager
- Complete incident reporting form



What is Confidentiality?

Confidentiality = Keeping all information related to a participant secret *and* sharing it only with others who need to know in order to provide assistance, as requested and agreed to by the participant.



Group discussion: What can happen if confidentiality is breached?



USAID
FROM THE AMERICAN PEOPLE



PEPFAR

U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Six Step Response Process

1. Use active listening skills
2. Deliver supportive messages
3. Ask about safety and explore safety strategies
4. Explore next steps
5. Provide information and make referrals to available resources
6. Follow-up



Supportive Statements

- I believe you
- It's not your fault
- I'm sorry that happened to you
- You can ask me anything you want
- Other people have also gone through this
- You are not alone
- You are brave to talk me about it



Role Play: Active Listening and Supportive Messages

- Break into four small groups
 - Person A: Acts as adolescent
 - Person B: Uses active listening and supportive statements
 - Remaining group members: Act as observers, provide feedback



SESSION 6

What it Means to be a Mentor



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Values Statements

- In today's world, a boy child is more valued than a girl child.
- Waiting to have sexual intercourse until you are an adult is a good idea.
- People who have multiple sexual partners at the same time are irresponsible.
- A sex worker is a victim.
- In certain circumstances, women provoke violent behavior.
- Men should control household finances.



What is a Mentor?

- How do you define mentoring?
- How do you define “mentor”?
- Who can be a mentor?



Why Become a Mentor?

- Why is mentoring important?
- Why do you want to be a mentor? What are your mentoring goals?
- What skills and experiences do you have that make you a good mentor?
- What would you like to learn about mentoring?
- What personal or other rewards do you expect from being a mentor?



What Does it Mean to Empower Someone?

Empower: To enable another person to accomplish something

Self-confidence: Feeling confident in oneself or competent in one's abilities

Self-esteem: A confidence and satisfaction with oneself, self-respect

Validate: To recognize or affirm the worthiness or legitimacy of something or someone



Role Play Scenario



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

A Mentor's Role: Worksheet



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Relationship Building Skills

- Good listening
- Positive feedback
- Problem-solving
- Trust



Listening Skills

- What makes someone a good listener?
- Would you describe yourself as a good listener? Why or why not?

“Your mentee is 13 years old. You have been meeting for two months. She is always polite but is also always very quiet. Today when you meet, she is even quieter than usual and she seems uninterested in doing anything. Suddenly, she blurts out: “I can’t stand it anymore. My teachers are picking on me. My mother ignores me. My brother’s beating up on me. I’m going to run away from home.”

Adapted and reprinted from Australian Youth Mentoring Network. NRGize Workshop—Kickstart and Strengthen your Mentoring Program. Module 8 Training Mentors and Building Relationships. ND. Australian Youth Mentoring Network. Queenscliff, NSW.



Listening Skills Contd.

- Use effective nonverbal communication
- Use effective verbal communication
- Practice listening skills
- Ask good questions
- Respect confidentiality
- Show empathy



What is Empathy?

Understanding the feelings another person is experiencing



Understanding How AGYW's Needs May Affect Program Implementation

- Age
- Stage of development/maturity
- Marital status
- Home situation
- Religiosity/spirituality



Trust Comes First

Consider a strong relationship that you had with an adult as an adolescent:

- How long did it take for that relationship to form?*
- How long, did it take you to trust and feel attached to the adult?*
- What makes a relationship with an adult successful and what does not, why?*



SESSION 7

Putting It into Practice



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Preparation for Practice Session: Plenary



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Group Assignments

- Group A: Day 3— Self-Esteem and Decision Making
- Group B: Day 5—Dream Big!
- Group C: Day 8—Exploring Options for Earning Money
- Group D: Day 13—Your Own Money vs. Someone Else's Money
- Group E: Day 16—Menstrual Hygiene
- Group F: Day 17—Pregnancy and Pregnancy Prevention
- Group G: Day 20—Defining Gender



Recommended Steps for Preparation

- Read the sessions—twice
- Gather materials
- Prepare flipcharts, handouts and activities
- Write session notes
- Practice leading the session
- Make any necessary adjustments to the session
- Practice the session again
- Write additional notes
- Prepare materials for easy set up
- Practice again if helpful
- Review notes and session before facilitating session

SESSION 8

Recap and Closing



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Next Steps

1. Recruitment of AGYW
2. Mentor group assignment
3. Build community support: establish A community entry plan (prior to facilitating any sessions)
4. Identify a safe meeting time and space
5. Facilitate weekly sessions
6. On-going M&E
7. On-going supportive supervision



Steps to Prepare for Sessions

- Set a time to meet with co-mentor weekly prior to group session
- Re-read each session
- Agree on the instructions
- Review material list and prepare necessary materials
- Divide responsibilities
- Call point of contact with any questions



Monitoring and Evaluation

MENTOR SESSION TRACKING SHEET												
Group Name <u>Young Women Empowerment Group</u>			Name of Supervisor <u>Barbara</u>			District <u>Laroo</u>						
SESSION												
	First session code 1		Second session code 2		Third session code 3		Fourth session code 4					
	Location: <u>community center, Laroo</u>		Location: <u>community center, Laroo</u>		Location: <u>community center, Laroo</u>		Location: <u>community center, Laroo</u>					
	Date <u>25.07.18</u>		Date <u>01.08.18</u>		Date <u>08.08.18</u>		Date <u>15.08.18</u>					
FIRST MENTOR												
First Mentor's Name <u>Lois</u>	Status	Reason for Absence_1		Status	Reason for Absence_1		Status	Reason for Absence_1		Status	Reason for Absence_1	
	Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>			Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>			Present <input type="checkbox"/> Absent <input checked="" type="checkbox"/>	<u>Son was sick</u>		Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>		
SECOND MENTOR												
Second Mentor's Name <u>Alice</u>	Status	Reason for Absence_2		Status	Reason for Absence_2		Status	Reason for Absence_2		Status	Reason for Absence_2	
	Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>			Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>			Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>			Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>		
INFORMATION ON THE SESSION												
Recommendations implemented			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>					
Comprehension of the participants	Good <input checked="" type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input checked="" type="checkbox"/>		Good <input checked="" type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input checked="" type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>					
Supervisor's recommendations	<u>Prepare day before session</u>		<u>Implement sisterhood circles</u>		<u>Encourage more group discussion</u>		<u>Explain journal prompt</u>					
Ease of leading the session	Easy <input checked="" type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input type="checkbox"/> Average <input checked="" type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input checked="" type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input checked="" type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>					
Mentee enjoyment of session	A lot <input type="checkbox"/> Average <input checked="" type="checkbox"/> Little <input type="checkbox"/>		A lot <input type="checkbox"/> Average <input checked="" type="checkbox"/> Little <input type="checkbox"/>		A lot <input checked="" type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		A lot <input checked="" type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>					
Mentors' notes												
ATTENDANCE												
AGYW Name	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation
	Present <input type="checkbox"/> Absent <input type="checkbox"/>			Present <input type="checkbox"/> Absent <input type="checkbox"/>			Present <input type="checkbox"/> Absent <input type="checkbox"/>			Present <input type="checkbox"/> Absent <input type="checkbox"/>		



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Monitoring and Evaluation (cont'd)

										Absent __		
1. Jocelyn	X			X			X			X		
2. Lilly	X			X			X			X		
3. Irene	X			X			X			X		
4. Brenda	X			X			X			X		
5. Judith	X			X			X			X		
6. Rebecca	X				Sick	Follow-up, refer to clinic if needed	X			X		
7. Stella	X			X			X			X		
8. Grace	X			X			X			X		
9. Jennifer	X			X			X			X		
10. Sarah	X			X			X			X		
11. Nancy	X			X			X			X		
12. Sunday	X			X			X			X		
13. Beatrice	X				Chores	Explore time management strategies	X			X	Chores	Continue to explore time management strategies. Consider conversation with care taker
14. Miriam	X				Tired	Discuss, understand barriers to sleep, explore time and stress management strategies.	X			X		
15. Patience	X			X			X			X		
16. Jackie	X			X			X			X		
17. Mary	X			X			X			X		
18. Joyce	X			X			X			X		



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

Monitoring and Evaluation (cont'd)

19. Margaret	X			X			X			X	Sick	Follow-up, refer to clinic if needed
20. Vicky	X			X			X			X		
21. Lucy	X			X			X			X		
22. Eunice	X			X			X			X		
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												

Session Codes

1-Introduction	8-Exploring Options for Earning Money	15-Our Journey to Good Money Management	22-Consent and Coercion
2-Communication	9-Girls' Money and the Risky Income Cycle	16-Menstrual Hygiene	23-Sexual and Reproductive Rights
3-Self-Esteem and Decision Making	10-Think about the Future—Money in and Money Out & Save Regularly	17-Pregnancy and Pregnancy Prevention	24-SRH Negotiation
4-Managing Stress, Anger, and Conflict	11-Savings Day	18-Learning about HIV	25-Love Troubles
5-Dream Big!	12-Budgeting and Dealing with Setbacks in Saving	19-Myths and Facts about HIV and STIs	26-Reflecting on What We Have Learned
6-Why Save, Make a Savings Plan, and Identify Needs and Wants	13-Your Own Money versus Someone Else's Money	20-Defining Gender	
7-Establishing a Savings Group	14-The Dos and Don'ts of Talking about Money and Resolving Conflicts about Money	21-Violence	

Note: Reasons and recommendations should be collected prior to conducting each subsequent session, ie: those formulated during Session 1 should be completed prior to conducting Session 2.

QUESTIONS?



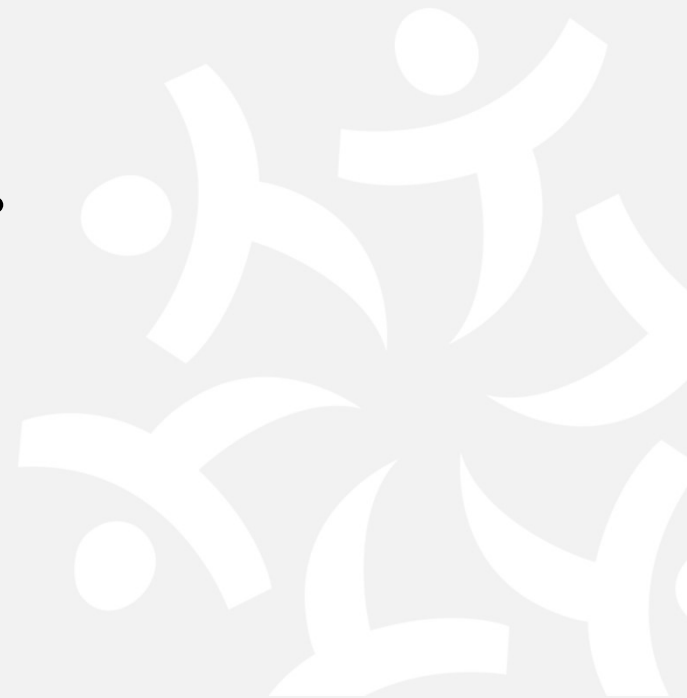
USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER

THANK YOU!



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER



USAID
FROM THE AMERICAN PEOPLE



YOUTHPOWER
ACTION

YOUTHPOWER ACTION

AGYW MENTORING PROGRAM TOOLKIT

PART II: MENTOR HANDBOOK

This publication was made possible by the support of the American People through the support of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation.

Disclaimer

The viewpoints expressed in this toolkit are those of the authors and do not necessarily represent the official position of the U.S. Agency for International Development, the U.S. President's Emergency Plan for AIDS Relief, or the United States Government.

TABLE OF CONTENTS

ABOUT THE HANDBOOK	11
Day 1: Introduction.....	14
<i>Welcome and Introduction</i>	14
<i>Warm-Up: That's Me!</i>	14
<i>Activity 1: Establish Group Agreements</i>	14
<i>Activity 2: At a Glance</i>	15
<i>Activity 3: Mapping Your Community</i>	16
<i>Closing</i>	17
Day 2: Communication.....	18
<i>Welcome and Introduction</i>	18
<i>Warm-Up: Familiar and Unique</i>	18
<i>Activity 1: Nonverbal Communication</i>	19
<i>Activity 2: House-Tree-Dog</i>	19
<i>Activity 3: Tips for Effective Communication</i>	20
<i>Closing</i>	21
Day 3: Self-Esteem and Decision Making.....	22
<i>Welcome and Introduction</i>	22
<i>Warm-Up: The Great Wind Blows</i>	23
<i>Activity 1: Who Am I?</i>	23
<i>Activity 2: What is Self-esteem? Where Does it Come From?</i>	23
<i>Activity 3: Small Group Work</i>	24
<i>Activity 4: Did I Make a Decision Today?</i>	24
<i>Activity 5: Decisions and Consequences</i>	25
<i>Closing</i>	26
Day 4: Managing Stress, Anger, and Conflict.....	28
<i>Welcome and Introduction</i>	28
<i>Warm-Up: Two Truths and a Dream</i>	28
<i>Activity 1: Managing Stress</i>	29
<i>Activity 2: Dealing With Anger</i>	30
<i>Activity 3: Anger and Stress Role-Play</i>	30
<i>Closing</i>	31
Day 5: Dream Big!.....	33

<i>Welcome and Introduction</i>	33
<i>Warm-Up: Putting Girls in Charge</i>	34
<i>Activity 1: Imagining and Achieving our Dreams</i>	34
<i>Activity 2: Lois’s Story</i>	35
<i>Activity 3: The SWOT Diagram</i>	36
<i>Closing</i>	37
Day 6: Why Save, Make a Savings Plan, and Identify Needs and Wants	38
<i>Welcome and Introduction</i>	38
<i>Warm-Up: Group Statues</i>	39
<i>Activity 1: The Eight Steps for Savings</i>	39
<i>Activity 2: Many Reasons to Save. What are Your Priorities?</i>	40
<i>Activity 3: Identify Needs and Wants</i>	40
<i>Activity 4: What is a Goal?</i>	41
<i>Activity 5: What are Your Savings Goals?</i>	43
<i>Closing</i>	43
Day 7: Establishing a Savings Group	44
<i>Welcome and Introduction</i>	44
<i>Warm-Up: Space On My Right</i>	45
<i>Activity 1: Make a Savings Plan</i>	45
<i>Activity 2: Review Savings Plans</i>	47
<i>Activity 3: Establishing a Savings Group</i>	47
<i>Activity 4: Savings Groups Process</i>	50
<i>Closing</i>	50
Day 8: Exploring Options for Earning Money	51
<i>Welcome and Introduction</i>	51
<i>Warm-Up: The Chicken Game</i>	51
<i>Activity 1: Listen to the Story of Ruth and Miriam</i>	52
<i>Activity 2: Identify Current Ways That Girls Earn Money</i>	52
<i>Activity 3: Explore Ways to Improve Existing Income-Generating Activities</i>	53
<i>Activity 4: Considering New Ways to Earn Money</i>	54
<i>Savings Group Practice</i>	54
<i>Closing</i>	55
Day 9: Girls’ Money and the Risky Income Cycle	57
<i>Welcome and Introduction</i>	57
<i>Warm-Up: Goal Sharing</i>	58

<i>Activity 1: Girls' Money In and Out</i>	58
<i>Activity 2: What is Risky Income?</i>	59
<i>Activity 3: Creating Community Change</i>	60
<i>Savings Group Practice</i>	60
<i>Closing</i>	61
Day 10: Think about the Future—Money in and Money Out & Save Regularly	62
<i>Welcome and Introduction</i>	62
<i>Warm-Up: Ha ha!</i>	63
<i>Activity 1: Patience's Story</i>	64
<i>Activity 2: Talk About Planning Ahead</i>	65
<i>Activity 3: True or False</i>	66
<i>Activity 4: Two Cousins Save: A Story</i>	67
<i>Activity 5: The Advantages and Disadvantages of Saving in a Bank</i>	68
<i>Activity 6: The Advantages and Disadvantages of Saving at Home</i>	69
<i>Voting on Savings Group</i>	70
<i>Closing</i>	70
Day 11: Savings Day	71
<i>Welcome and Introduction</i>	71
<i>Warm-Up: Grumble, Grumble</i>	72
<i>Activity 1: Finalizing a Savings Group Committee</i>	72
<i>Activity 2: Establishing a Constitution</i>	73
<i>Activity 3: First Savings Group Session</i>	74
<i>Closing</i>	75
Day 12: Budgeting and Dealing with Setbacks in Saving	76
<i>Welcome and Introduction</i>	76
<i>Warm-Up: Who is the Leader?</i>	77
<i>Activity 1: Making Spending Decisions</i>	77
<i>Activity 2: Introduce the Budget</i>	78
<i>Activity 3: Explore Challenges and Possible Setbacks in Saving</i>	79
<i>Activity 4: The "Fallback Plan": Dealing with Setbacks in Saving</i>	80
<i>Social and Save</i>	81
<i>Closing</i>	82
Day 13: Your Own Money versus Someone Else's Money	83
<i>Welcome and Introduction</i>	83
<i>Warm-Up: Treasure Yourself</i>	84

<i>Activity 1: Distinguish Between Borrowed Money and Your Own Money</i>	84
<i>Activity 2: Understanding the Responsibilities of Borrowing</i>	85
<i>Activity 3: Understanding the Importance of Gaining Control Over Your Own Money</i>	86
<i>Social and Save</i>	87
<i>Closing</i>	88
Day 14: The DOs and DON'Ts of Talking about Money and Resolving Conflicts about Money	89
<i>Welcome and Introduction</i>	89
<i>Warm-Up: People to People</i>	90
<i>Activity 1: Possible Outcomes When We Talk About Money</i>	90
<i>Activity 2: Play a Communication Game</i>	92
<i>Activity 3: Identify the DOs and DON'Ts of Good Communication Skills</i>	93
<i>Activity 4: Examine a Conversation Between a Mother and a Daughter</i>	94
<i>Social and Save</i>	95
<i>Closing</i>	95
Day 15: Our Journey to Good Money Management	96
<i>Welcome and Introduction</i>	96
<i>Warm-Up: Self-Esteem Building— “A Pat On the Back”</i>	97
<i>Activity 1: Dream Big—Reflecting Back</i>	97
<i>Activity 2: Re-visit Key Topics from Financial Education</i>	98
<i>Social and Save</i>	99
<i>Closing</i>	99
Day 16: Menstrual Hygiene	101
<i>Welcome and Introduction</i>	101
<i>Warm-Up: Clumps</i>	102
<i>Activity 1: Good Hygiene and Managing Menstruation</i>	102
<i>Activity 2: The Process of Menstruation</i>	104
<i>Social and Save</i>	105
<i>Closing</i>	105
Day 17: Pregnancy and Pregnancy Prevention	107
<i>Welcome and Introduction</i>	107
<i>Warm-Up: Accentuate the Positive</i>	108
<i>Activity 1: How Does a Woman Get Pregnant? Large Group Discussion</i>	108
<i>Activity 2: Make Your Own Chain</i>	10109
<i>Activity 3: Contraceptive Knowledge Game</i>	110
<i>Social and Save</i>	111

<i>Closing</i>	112
Day 18: Learning about HIV	113
<i>Welcome and Introduction</i>	113
<i>Warm-Up: Look</i>	114
<i>Activity 1: Group Discussion—Defining HIV and AIDS, Understanding STIs and Understanding Modes of Transmission</i>	114
<i>Activity 2: Solutions to Empower People to Use Condoms</i>	115
<i>Activity 3: How to Use a Condom</i>	116
<i>Social and Save</i>	117
<i>Closing</i>	118
Day 19: Myths and Facts about HIV and STIs.....	119
<i>Welcome and Introduction</i>	119
<i>Warm-Up: Anxiety Relief Procedure</i>	120
<i>Activity 1: HIV and AIDS Overview</i>	120
<i>Activity 2: Define Voluntary Counseling and Testing</i>	120
<i>Activity 3: Myth or Fact</i>	121
<i>Activity 4: The Facts</i>	122
<i>Social and Save</i>	122
<i>Closing</i>	123
Day 20: Defining Gender	124
<i>Welcome and Introduction</i>	124
<i>Warm-Up: What It's Like to Be a Girl</i>	125
<i>Activity 1: Act Like a Boy/Act Like a Girl Role-Play</i>	125
<i>Activity 2: Male and Female Word Webs</i>	126
<i>Social and Save</i>	128
<i>Closing</i>	128
Day 21: Violence.....	129
<i>Welcome and Introduction</i>	129
<i>Warm-Up: Gossip</i>	130
<i>Activity 1: From Violence to Respect in Intimate Relationships</i>	130
<i>Social and Save</i>	131
<i>Closing</i>	132
Day 22: Consent and Coercion.....	133
<i>Welcome and Introduction</i>	133
<i>Warm-Up: Time to Share</i>	134

<i>Activity 1: Why We Do It (or Don't)—Forced Choice Exercise About Sexual Decision Making</i>	134
<i>Activity 2: Where on the Line? The Continuum Between Sexual Choice and Coercion</i>	135
<i>Social and Save</i>	136
<i>Closing</i>	136
Day 23: Sexual and Reproductive Rights	137
<i>Welcome and Introduction</i>	137
<i>Warm-Up: Go-Rounds</i>	137
<i>Activity 1: Case Studies Concerning Sexual and Reproductive Rights</i>	138
<i>Social and Save</i>	139
<i>Closing</i>	139
Day 24: SRH Negotiation	140
<i>Welcome and Introduction</i>	140
<i>Warm-Up: Tiny Teach</i>	140
<i>Activity 1: Talking about Sex and Sexual Health</i>	141
<i>Activity 2: Starting a Conversation about Sex and Safety</i>	142
<i>Social and Save</i>	143
<i>Closing</i>	144
Day 25: Love Troubles	145
<i>Welcome and Introduction</i>	145
<i>Warm-Up: Strengths Feedback</i>	146
<i>Activity 1: Love Troubles</i>	146
<i>Social and Save</i>	147
<i>Closing</i>	147
Day 26: Reflecting on What We Have Learned	148
<i>Welcome and Introduction</i>	148
<i>Warm-Up: Reflecting On What We Have Learned</i>	149
<i>Activity 1: PayOuts</i>	149
<i>**Optional Activities Part 1: Car and Driver</i>	150
<i>**Optional Activities Part 2: Good Leader, Bad Leader</i>	151
<i>Activity 2: Recognizing Mentees</i>	152
<i>Closing</i>	152
ANNEXES	153
Annex 1	153
Annex 2	155
Annex 3	156

Annex 4	157
Annex 5	159
Annex 6	160
Annex 7	161
Annex 8	162
Annex 9	163
Annex 10	167
Annex 11	168
Annex 12	170
Annex 13	170
Annex 14	171
Annex 15	175
Annex 16	177
Annex 17	180
Annex 18	181
Annex 19	182
Annex 20	183
Annex 21	184
Annex 22	185
Annex 23	186
Annex 24	187
Annex 25	191
Annex 26	195
Annex 27	201
Annex 28	203
Annex 29	204
Annex 30	206
Annex 31	209
Annex 32	210
Annex 33	211
Annex 34	213
Annex 35	214
Annex 36	215
Annex 37	216
Annex 38	218

Annex 39	220
Annex 40	222
Annex 41	223
Annex 42	224
Annex 43	225
SOURCES	226

ABOUT THE HANDBOOK

The YouthPower Action Mentor Handbook provides a framework for trained adult female mentors to lead groups of adolescent girls and young women (AGYW). The group-based mentoring approach combines curriculum-based programming covering sexual and reproductive health (SRH), financial literacy, soft-skills, and gender content; activities designed to improve mentees' social connectedness; optional onsite STI, HIV, and pregnancy testing along with STI treatment; group-based savings; and links to sexual and reproductive health (SRH) services, including contraceptive and gender-based violence services.






The content in this guide was compiled from existing SRH, financial capabilities, and soft skills curricula. When necessary, content was adapted by a team of experts for implementation with at-risk AGYW ages 10–25. All content was selected and compiled from evidence-based curricula; all SRH curricula meet the UNESCO International Technical Guidance on Sexuality Education,¹ and the financial capabilities curriculum meets standards set forth by the Organization for Economic Co-operation and Development (OECD) outlined in Financial Education for Adolescent Girls.² These curricula include:

- Haberland N, Rogow D, Aguilar O, Braeken D, Clyde J, Earle C, Kohn D, Madunagu B, Osakue G, Whitaker C. *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education*. New York: Population Council; 2009.³
- Save the Children. *Impumelelo Financial Education Training Curriculum and Mentor's Guide*. Fairfield (CT): Save the Children Federation, Inc. 2016.⁴
- Population Council. *Dream Big! Shillings for Our Future—Financial Education Curriculum*. New York: Population Council; 2015.⁵
- Population Council. *Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP)*. New York: Population Council; 2013.⁶
- Others as indicated and listed in the reference section of this document.

The guide consists of the following:

- **Group Sessions:** Twenty-six sessions to be used in mentor-led groups of AGYW. Each session is designed to be implemented over the course of one two-hour meeting. Each session includes step-by-step instructions for mentors; small group discussion; a warm-up activity; a mix of exercises and small and large group discussions designed to improve knowledge; and a closing activity.
- **Annexes:** mentee handouts, activity cards, case studies, and other instructional documents to support sessions activities. Annexes are referenced throughout the guide.
- **References:** a list of all the sources and resources noted in this guide.

Throughout the guide you will see various symbols that indicate activity actions. These symbols are shown in the table below. In the guide wherever you see the four interlocking circles symbol you will know to ask mentees to join their sisterhood circles, each led by one mentor. When a pronged circle symbol is present, mentors should ask mentees to return to one large group. Every time you see the circle with multiple arrows symbol, mentors should divide mentees into groups or pairs. The large question mark symbol indicates large group discussion. Finally, the large exclamation point symbol is used to show that there is a note for the mentor.

Symbol	Action
	Sisterhood circles
	Return to large group
	Divide mentees into small groups or pairs
	Lead large group discussion
	Note to mentor

Day 1: Introduction

Objectives:

- Establish group norms and ground rules.
- Allow mentees to get to know each other.
- Allow mentees to reflect on their mobility, safety, and access to community spaces as well as discuss safe routes and transportation to and from group meetings.

Materials: board and chalk or flip chart and markers; tape; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Program Progress Tracking form.

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 15 minutes

1. Welcome mentees to the group meeting and introduce yourself.
2. Explain to mentees that over the next 6 months you will be working together to grow connections with each other, build confidence, and increase knowledge about and skills in sexual and reproductive health (SRH) and money management.
3. Ask mentees to introduce themselves by providing their names.
4. Record attendance.
5. Tell mentees that they are now going to do a brief activity to get to know each other better.

WARM-UP: THAT'S ME!

Materials: none

Time: 20 minutes

1. This game allows mentees to find similarities with others.
2. Explain to mentees that in a moment you will say a series of statements. When they hear something that they identify with, they should stand up and shout, "That's me!"
3. Begin providing statements. These could include:
 - I live with both of my parents.
 - I have many siblings.
 - I like to cook.
 - I like to dance.

ACTIVITY 1: ESTABLISH GROUP AGREEMENTS ^{7*}

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 30 minutes

1. One of the first things you and your group should do is to create and agree upon some ground rules to keep the meetings productive and respectful. Allow the mentees to come up with their own list of agreements or rules while you record them

on a chalkboard or flip chart. The list should be posted for the duration of the group sessions. Make sure the rules include some form of the following:

- Respect for ourselves (modeling good behavior, good hygiene)
- Respect for each other (maintaining confidentiality and supporting each other; no stealing, no gossiping, no vulgar language, no taking advantage of younger members; listening to others when they are talking; being considerate of each other's feelings; sharing equally with others—including food)
- Respect for our surroundings (cleaning facilities after use, not littering)
- Respect for the group (good participation and contribution during sessions; coming on-time; listening to mentors; no fighting, arguing, or shouting with others)
- Respect for health and safety (do not bring or use any drugs or alcohol, do not bring or use any weapons, no dangerous activities)



2. Divide mentees into two to four groups (depending on the number of mentors) and assign each group one mentor. For tips on how to divide mentees into groups refer to annex 1.
3. Explain to mentees that these four groups will be referred to as their sisterhood circles.
4. Tell mentees that for the remainder of the mentoring sessions they will be asked to break up into their sisterhood circles at the beginning of every mentoring session, and potentially for other activities within a session too. Explain that in other activities within sessions there will be opportunities to group with other girls and mentors too.
5. Say: "If you have any concerns about your sisterhood circle assignment, come speak with one of the mentors at the close of this session. For the next two activities, you will have the opportunity to work with your new sisterhood circle."

ACTIVITY 2: AT A GLANCE ^{8*}

Materials: none

Time: 25 minutes



1. Instruct mentees to break into their sisterhood circles each led by one mentor. Each mentor should conduct the rest of this activity within their groups.
2. With mentees seated in a circle, tell them that they have a few seconds to observe the young woman on their right and introduce her based on that observation only. Explain that we often form conclusions about people based on their physical appearance, and this exercise will test how accurate these conclusions can be.
3. When introducing a mentee, they must give her first name, age, number of brothers and sisters, and one hobby or interest.
4. The mentee who was introduced will then correct any inaccuracies in the introduction. Then she will introduce the young woman on her right. After all mentees have been introduced, lead a short discussion on the lessons they gained from the exercise.

ACTIVITY 3: MAPPING YOUR COMMUNITY^{9*}

Materials: flip chart and markers

Time: 45 minutes



1. Ask mentees to remain in their sisterhood circles, each led by one mentor. Each mentor should conduct the rest of this activity within their groups.
2. Distribute one piece of flip chart paper and an assortment of colored markers to each group. Explain: Draw a small map of the place where we are meeting today. Draw five to six examples of things at this location, such as buildings, paths, trees, other landmarks, and so forth. The map should show key items/objects and their relative location to each other.
3. Ask a few mentees to list some of the most common places for people to gather in their community.
4. Now ask a few mentees to describe a few places in their community where they spend a lot of time and why.
5. Ask them to draw a map not only of the place where they are, but also of their larger community. Instruct mentees to include the location of their home.
6. Explain: The map does not have to be perfect; it just needs to give a general idea of the main places in the community and where they are in relation to each other.
7. Give the mentees approximately 30 minutes to work on their maps in their small groups. Ask: Are there any other main places you realize that you have forgotten?

EXAMPLE LIST OF LOCATIONS

- Food markets
 - Places of worship
 - School
 - Community center
 - Library
 - City/village streets at night
 - Cafés or tea shops
 - Sports fields/basketball courts
 - Bars
 - Train station/bus station/airport
 - City hall/municipal buildings
 - Laundry area (laundromat, river)
8. Discuss briefly with your group whether each location on the map is visited primarily by men and boys, by women and girls, or by both equally.
 9. Consider whether the locations are welcoming and safe. Ask girls to pick one color of pencil or marker for male-friendly locations, another color for female-friendly locations, and a third color for gender-neutral locations that are welcoming and safe for both males and females.
 10. Label each location on the map, using the color that indicates the “gendered” nature of that space.
 11. Explain that mentees should assign stars for each safe space for girls. Girls can assign each space with up to four stars (one star being the least safe, two to three being moderately safe, four stars being very safe).

12. Ask: "How long does it take to walk to the safest places from your homes?" [This may vary depending on the locations where mentees live.]
13. When you are finished, discuss what your map indicates about mobility, safety, and access to public space in the community for girls and boys.
14. Ask: "How do you feel about the safety of the place we are meeting today?" If mentees agree that the location of today's meeting is safe, ask the group to agree to continue to meet in this location for future sessions. If the location itself is safe, but the surrounding areas that are on the way to the session's location are unsafe, ask the mentees what solutions they might have to ensure that they travel to and from the group safely (such as, have the mentees travel in pairs or groups, have the mentees suggest a meeting time and location that might be safer from their perspective).

CLOSING

Materials: Program Progress Tracking form; mentee handbooks; pens, pencils, crayons, or markers for each mentee.

Time: 15 minutes



1. Bring all mentees back together in one group.
2. Distribute the participant handbooks to each of the mentees in the group.
3. Explain that an aspect of this mentoring group will be at-home journaling exercises. Their handbook is a place for them to both respond to journal prompts provided in this group, as well as to express themselves through writing or drawing at any time they wish. Encourage mentees to use their handbook as a regular method of reflection and expression.
4. Say: "At the end of most sessions we will assign a journal prompt for you to respond to before the next mentoring session. You can respond to this prompt in writing, by drawing, or a combination of the two. At the beginning of the following session we will give you time to discuss the journal prompt in your sisterhood circles."
5. Instruct mentees to write, draw, brainstorm, or reflect about what they hope to learn or accomplish over the course of this mentoring group.
6. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
7. Complete Program Progress Tracking form.

Day 2: Communication

Objectives:

- Enable mentees to define and demonstrate effective nonverbal communication.
- Describe effective communication skills.
- Identify good listening skills.

Materials: board and chalk or flip chart and markers; large sheets of paper (flip chart paper); pens, pencils, crayons, or markers for drawing/writing; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Tips for Effective Communication (annex 2); Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask girls to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on what they hope to learn or accomplish during this mentoring group.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Communication.
7. Say: "Today we will practice nonverbal communication and communication about sensitive topics. We will also learn tips for effective communication."

WARM-UP: FAMILIAR AND UNIQUE

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 30 minutes



1. Divide mentees into six groups. For tips on how to divide mentees into groups refer to annex 1.
2. Instruct each group to find out what similarities the members share as well as a single unique trait for everyone in the group.
3. After the groups have identified this information, one person must present her findings to everyone else.

ACTIVITY 1: NONVERBAL COMMUNICATION^{6*}

Materials: none

Time: 20 minutes



1. Bring all mentees back together in one group.
2. Ask: "What are some different ways to communicate (for example, smiling, talking, laughing, waving, talking with hands, writing, singing)?"
3. Explain that much of communication is nonverbal. Nonverbal communication is used to express a variety of emotions. For example, someone can communicate agreement by nodding.
4. Ask mentees to return to their six groups from "Familiar and Unique." Assign each group two to three feelings/actions from the following list and ask them to practice silently, acting them out without letting the other groups see:
 - Anger
 - Worry/stress
 - Shyness
 - Regret
 - Rejection
 - Happiness
 - Excitement
 - Satisfaction
 - Disappointment
 - Fear
 - Stop
 - Exhaustion/tiredness
 - Be quiet
5. Instruct each group to act out their feelings/actions for the larger group, without speaking. Ask the other mentees to guess what they are feeling.
6. After each group has acted out their emotions, facilitate a discussion about nonverbal communication using the following questions:
 - What are other gestures or expressions that we commonly use (such as, nodding, folding arms, crossing legs, standing with legs wide, smiling, rolling eyes)?
 - Why do people use nonverbal communication instead of expressing themselves verbally (it comes naturally, to show they are listening, to react without interrupting, and so on)?
 - Is it possible not to use nonverbal communication? (No, or at least it is very hard!)
 - Can non-verbal communication contradict verbal communication (such as, a person visibly upset but says she is "fine")?


ACTIVITY 2: HOUSE-TREE-DOG^{6*}

Materials: markers for each pair

Time: 25 minutes



1. Divide mentees into pairs. For tips on how to divide mentees into pairs refer to annex 1. Instruct participants to complete this activity in the blank space provided on page 7 of their participant handbook.
2. Explain that this exercise is called "house-tree-dog." The instructions are as follows:
 - The exercise is to be done without talking.
 - Each pair sits facing one another, with the paper between them.
 - Both people hold the marker together and jointly draw a house, a tree, and a dog.




3. When all mentees have finished, they should present their drawing to the group and describe their experiences creating it.
-  4. Help generate the conversation by asking the following questions:
 - What happened?
 - What did you encounter while drawing together?
 - Was it difficult? Why?
 - Did one person take control?
 - How did this make the other person feel?
5. Write down key words described by each pair and discuss further if needed.
6. Explain that communication is so much a part of our daily lives that we take it for granted. It is not as easy as we might think to be a good communicator; it is a skill that requires practice.

ACTIVITY 3: TIPS FOR EFFECTIVE COMMUNICATION^{6*}

Materials: Tips for effective communication (annex 2)

Time: 35 minutes



1. Bring all mentees back together in one group.
2. Explain that “effective communication” refers to communication that avoids misunderstandings and improves relationships.
-  3. Ask the mentees: “What do you think makes communication effective?” Fill in any areas not mentioned from the tips for effective communication in annex 2. Tell mentees that they have a copy of “Tips for Effective Communication” in their handbook on page 10.
-  4. Ask: “When you are trying to communicate, how does it feel to:
 - Be interrupted or not be heard?
 - Be criticized, called a name, or labeled?
 - Be judged or made to feel guilty?
 - Sense that the other person is trying to control the conversation?
 - Receive negative nonverbal messages, such as being frowned at?”
-  5. Ask:
 - “Are there differences between how boys and girls communicate their feelings? Can you give some examples?”
 - “Do you feel that boys have an easier time expressing themselves to adults? Why might that be the case?”
 - “Are there certain things that people in your community feel are not appropriate for girls to discuss? Are those same topics equally inappropriate for boys to discuss? Why?”
6. Explain that there are certain strong communication tips. When trying to effectively communicate, say:
 - “I feel...” the emotion that she is experiencing; such as, “I feel scared and anxious.”
 - “When you...” what the other person did that caused her to feel the emotion; such as, “I feel scared and anxious, when you drive quickly,”
 - “Because...” why the action caused her to feel the emotion, such as, “because I know bad accidents can happen when people drive too quickly.”

- “And I would like/want/need...” what she would like to have happen to feel better; such as, “and I would like for you to please try to drive more slowly in the future.”

7. Explain: Now you will break into groups of five and role-play the following scenario to depict effective communication. Use the tips we just discussed in your role-plays. Make sure to demonstrate good listening and respectful communication!



8. Read the following role-play scenario. Instruct mentees to return to the same six groups from “Familiar and Unique.” Allow mentees time to plan and practice role-plays before asking them to present for the group.

Role-play scenario:

“Every day, Grace and Esther’s mother asks them to walk to the water pump, collect water, and then boil it for the evening. Esther always walks to the pump and brings back the water while Grace always prepares it for the evening. Everyday around the same time that the water needs boiling, the oldest daughter, Esther (age 16) meets her friends at the big tree, where they usually talk. Grace would also like to meet her friends at the tree but she is much younger than Esther (she is age 9) and cannot walk to the pump alone because the route is steep and dangerous and she will not be able to carry the water. The girls need to negotiate the situation so that Grace is not always left alone and unable to visit with friends.” ⁶



9. Ask mentees the following questions to generate a group discussion.
- Which feelings and emotions were communicated during the role-plays?
 - Were they expressed verbally or nonverbally?
 - How did communicating the emotions and feelings affect the outcome of the situation?

CLOSING ^{6*}

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Ask mentees to summarize what they have learned. Fill in any key points they miss.
3. Tell mentees to watch how nonverbal communication is used as they interact and communicate with family and friends over the next week. They should be prepared to share one example of nonverbal communication and how it affected the outcome of a situation.
4. Instruct mentees to write, draw, brainstorm, or reflect in their handbooks about everyday activities and common situations in their lives, and how good communication might be important for them.
5. Ask for final questions or comments. Tell mentees that healthy communication can lead to a healthy relationship! Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
6. Complete Program Progress Tracking form.

Day 3: Self-Esteem and Decision Making

Objectives:

- Define the term “self-esteem.”
- Describe the link between self-esteem, assertive behavior, and good decision making.
- List qualities that they most admire about themselves.
- List areas in which they would like to improve.
- Identify the strengths of others in the group and list qualities others admire in them.
- List the four “good decision-making steps.”
- Describe some of the most important factors to consider in decision making.

Materials: board and chalk or flip chart and markers; paper and pens, pencils, crayons, or markers for drawing/writing for each mentee; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); decision-making scenarios from annex 3; Program Progress Tracking form;

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Ask for a few volunteers to share examples of nonverbal communication that they witnessed over the past week and how it affected the outcome of a situation. Ask for volunteers to reflect on last week's journal prompt about everyday activities and common situations in their lives, and how good communication might be important for them.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Self-Esteem and Decision Making.
7. Say: “Today you will learn about self-esteem and self-image, steps involved in making good decisions, and the importance of considering the consequences of each decision you make.”

WARM-UP: THE GREAT WIND BLOWS

Materials: none

Time: 15 minutes

1. Instruct everyone to sit in a circle while one person stands in the middle.
2. The person in the middle starts the game by saying, "The great wind blows for everybody who..." followed by an activity or trait that pertains to themselves. Any of the group members who agree with the statement or have done the mentioned activity have to stand up and find a new position in the circle.
3. Whoever is left standing without a seat must go into the middle and start the process over again.
4. If no one in the circle has the statement mentioned in common with the person in the middle, the person in the middle must continue to say, "The great wind blows..." until they manage to make it out of the middle. Sample statements include:
 - The great wind blows for everyone who has three sisters.
 - The great wind blows for everyone who has climbed a tree.
 - The great wind blows for everyone who is 17 years old.

ACTIVITY 1: WHO AM I? ^{6*}

Materials: notebooks (or a piece of paper) and pens, pencils, crayons, or markers for drawing/writing for each mentee

Time: 20 minutes

1. Instruct participants to complete the following activity in their participant handbook on page 11.
2. Ask: "Take a moment to think about your own self-image. What are the most important parts of you? How do you see yourself?"
3. Invite mentees to draw a picture that includes 10 things to describe themselves. (Examples: "I am an intelligent young woman." Or "I am a really good friend to others.") Emphasize that this exercise will not be collected but is for their personal use only.
4. Then ask: "Put a check mark next to the things you like about yourself; put a question mark next to the things you want to change."
5. Ask mentees to think about the following [they do not need to share their answers]:
 - "In looking at your drawings, would you say that you feel positive about yourself in general or are there many things you feel you need to improve?"

ACTIVITY 2: WHAT IS SELF-ESTEEM? WHERE DOES IT COME FROM? ^{6*}

Materials: board and chalk or flip chart and markers

Time: 15 minutes



1. Ask mentees to brainstorm: "What is the meaning of the term 'self-esteem' (how you see yourself, believing that you are worth a lot, personal strength, and so on)?"
2. List the answers on the flip chart or board.
3. Explain that having good self-esteem is an important part of building good decision-making, communication, and thinking skills.



4. Ask: "Where do you think self-esteem comes from (for example, how your parents raise or treat you; image of girls or boys in the community; treatment by brothers, sisters, other family members; personal reflection on our lives; and so on)?"
5. Discuss each answer and jot them down on the flip chart or chalkboard.

ACTIVITY 3: SMALL GROUP WORK ^{6*}

Materials: board and chalk or flip chart and markers; decision-making scenarios from annex 3; Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 20 minutes



1. Explain that good decision-making skills can help someone avoid risky activities. For instance, if you are thinking of trying an alcoholic beverage, you have to decide between yes: doing it, and no: not doing it. You might decide to do it if you see other people around you who are doing it and having fun, but you are not aware of the dangers it can bring.

2. Ask what steps might young people take if they are deciding something crucial?

- What should they do first? Next?
- Should they seek advice? From whom?



3. Divide mentees into five small groups. (If it is possible to discreetly do so, try to divide mentees so that each group includes at least one AGYW with good reading skills.) For tips on how to divide mentees into groups refer to annex 1. Give each group a decision-making scenario from annex 3. Read the cards out loud to each group as you hand them out.

4. Explain that each group should:

- Discuss the situation.
- Decide what the people in the scenarios who are trying to make a decision should do first.
- List the steps that the people in the scenarios should take in trying to reach their decision.
- Finally, as a group, discuss the situation and make a decision for the scenario.

5. Then, on the flip chart or part of the chalkboard, write (or draw) the steps to making a decision, what decision the group would make for the scenario, and the reasons for the final decision.

6. You may wish to emphasize that the actual decision the group reaches is less important than understanding the "process" someone might go through to make such a decision and the factors to be considered.

ACTIVITY 4: DID I MAKE A DECISION TODAY? ^{6*}

Materials: board and chalk or flip chart and markers; tape

Time: 20 minutes

1. Ask mentees to remain in their five groups from "Small Group Work."
2. Instruct mentees to think about this day—from the time they woke up to right now.
3. Ask each mentee: "What is one decision you have made today?"
4. Pick one decision point based on the most popular response (such as, what to wear, what to eat, whom to talk to, which way to walk to the market/club), and lead a discussion on it with the group. Emphasize that we make decisions every day but we often don't think about them.

5. Instruct mentees to take turns in their group describing a time when they made a difficult decision. Make sure they tell the group what the decision was and what happened because of their decision.
6. Explain that to make good decisions, it is important to follow four steps. The steps are:
 - Stop and think.
 - Consider the consequences of your decision. (Consequences are good or bad things that can result from your decisions or actions.)
 - Know the facts.
 - Execute your decision.
7. Say: "Now let's look at the list of decision-making steps you made with your groups from the first activity and see how those steps compare to these four."
 - Most of the steps mentees listed should fit into one of the four steps above (that is, talking to a friend or trusted adult could be part of considering the consequences and knowing the facts).
8. Instruct the mentees: "Discuss the decisions that each group member shared and whether these four steps were used when making their decisions. If they were not, discuss how these four steps might have been helpful."

ACTIVITY 5: DECISIONS AND CONSEQUENCES ^{6*}

Materials: none

Time: 20 minutes



1. Bring all mentees back together in one group.
2. Explain: The next activity is a decision-points game—an opportunity for you to practice making decisions. I am going to read a story about Isaac and Beatrice. Whenever I stop the story, you should clap your hands twice (CLAP, CLAP). Clapping means Beatrice and Isaac need to stop and make a decision. You will work together to make a decision for Beatrice and Isaac."
3. Read: "A young man named Isaac stops his car to talk to a girl named Beatrice, and eventually he asks if she wants a ride."

STOP, clap your hands twice (CLAP, CLAP), and ask:

Consequences:

- What could happen if Beatrice gets in the car with Isaac?
- What can happen if she doesn't get in the car?

Know the facts:

- What does Beatrice know about Isaac?
- What does she know about others who have accepted rides from Isaac? Or others like him?

4. Read: "Beatrice accepts the ride, and Isaac offers to stop by the bar and buy her a beer on the way home."

STOP, clap your hands twice (CLAP, CLAP), and ask:

Consequences:

- What could happen if Beatrice agrees to have a beer with Isaac?
- What could happen if Beatrice doesn't have a beer with Isaac?

Know the facts:

- Why is Isaac offering Beatrice a beer?
 - Does Beatrice know about the effects of alcohol on herself? On Isaac?
 - How will she get home if Isaac is drunk? How will Isaac get home?
5. Read: "Beatrice tells Isaac that she will go to a bar with him if he agrees to have one beer only and then take her home. He agrees. Inside the bar he orders one beer each and then several more for himself, until he is drunk. Beatrice tries to leave the bar, but Isaac grabs her and harasses her. Beatrice is able to make it outside the bar but once she gets outside she sees that it is dark. She needs to get home."

STOP, clap your hands twice (CLAP, CLAP), and ask:

Consequences:

- How could she get home safely?
- What could happen if she tries to walk? Or goes in the bar and waits for him?
- What could happen if she contacts a friend or family member? What possible consequences might Isaac face if he drives drunk?

Know the facts:

- What are her other options?
- Can she ask someone else? Or call a person for help?

- ?** 6. End the session by leading an overall discussion on the story with the following questions:
- What were the decision points within this story? (When Isaac asks Beatrice if she wants a ride, when Isaac buys Beatrice a beer, when Beatrice wants to get home.)
 - What were the consequences of Beatrice's decisions? (Her decision to get in the car with Isaac led to her being dependent on Isaac to get home.)
 - What were the consequences of Isaac's decisions (His decision to stop for beer and treat Beatrice poorly by harassing her)
 - Would you have made similar decisions if you were in the same situation?
 - Why or why not?

CLOSING^{6*}

Materials: Program Progress Tracking form

Time: 10 minutes

1. Remind mentees of the importance of accepting responsibility for their decisions and the consequences.
2. Ask mentees to summarize what they have learned. Fill in any key points they miss. Explain that decision-making skills help to avoid the negative consequences of decisions and positively shape their lives!
3. Instruct mentees to practice the following good decision-making skills that we discussed today:
 - Stop and think.
 - Consider the consequences.
 - Know the facts.
 - Execute your decision.

4. Instruct mentees to write, draw, brainstorm, or reflect in their handbooks about a future decision they will have to make and how they will apply the four steps discussed today.
5. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
6. Complete Program Progress Tracking form.

Day 4: Managing Stress, Anger, and Conflict

Objectives:

- Define conflict.
- Learn to use "I-statements" to express their feelings.
- Be able to distinguish between appropriate and inappropriate responses to anger.
- Learn to deal successfully with situations that cause stress, anger, and/or conflict.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Stress Management Techniques from annex 4; Tips for Managing Anger from annex 5; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Ask if anyone practiced the four decision-making steps discussed in the last session. Encourage the mentees to share their reflections from last week's journal prompt on which of the decision-making steps they found hardest or easiest.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Managing Stress, Anger, and Conflict.
7. Say: "Today you will learn what stress means, symptoms of stress, and tips for managing anger and resolving conflict."

WARM-UP: TWO TRUTHS AND A DREAM

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 40 minutes



1. Divide mentees into two or four groups (depending on the total number of mentors) each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each of the two or four groups.
2. Explain that this game involves stating two truths about yourself and one thing that you dream of doing but haven't accomplished yet.

3. Other members of the group must figure out which items are true and which item is a dream.
4. Each mentee should get a chance to present her truths and one dream.

ACTIVITY 1: MANAGING STRESS^{6*}

Materials: board and chalk or flip chart and markers; Stress Management Techniques from annex 4; Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 20 minutes



1. Bring all the mentees back together in one group.
2. Ask mentees what they understand by the word "stress" [a state of mental or emotional strain or tension resulting from adverse or demanding circumstances].
3. After some discussion explain the following: "Stress can be defined as the body's reaction to a change that requires a physical, mental, or emotional adjustment or response. It is commonly experienced as a feeling of tension, anxiety, or pressure. When you are under stress you may experience the following feelings, thoughts, behaviors, and physical symptoms:

Feelings

- Anxiety
- Irritability
- Fear
- Moodiness
- Embarrassment

Thoughts

- Self-criticism
- Difficulty concentrating or making decisions
- Forgetfulness or mental disorganization
- Repetitive thoughts
- Fear of failure

Behaviors

- Stuttering
- Difficulty speaking
- Crying
- Acting impulsively
- Nervous laughter
- Yelling at friends/family
- Jaw clenching
- Increased smoking, alcohol, or other drug use
- More prone to accidents
- Increased or decreased appetite

Physical

- Tight muscles
- Cold or sweaty hands
- Headaches
- Back or neck problems
- Sleep disturbances

- Stomach aches
- More colds and infections
- Fatigue
- Rapid breathing
- Pounding heart
- Shaking hands
- Dry mouth



4. Ask: "When was a time when you were under stress?"
5. Divide mentees into the same two or four groups as in "Two Truths and a Dream."
6. Instruct the mentees to discuss for a few minutes different techniques that can be used to help manage stress. Then say: "We will return to the large group and a representative from each of the smaller groups will share the stress management techniques you discussed."
7. As each group presents, write a list of the techniques they mention for managing stress on the chalkboard or flip chart. After each group has presented, mention any techniques from the stress management techniques in annex 4 that mentees did not list. Tell mentees that they have a copy of Stress Management Techniques in their handbook on page 16.
8. Explain that there are many ways to manage unhealthy stress, and everyone needs to find ways that work best for them!

ACTIVITY 2: DEALING WITH ANGER^{6*}

Materials: board and chalk or flip chart and markers, Tips for Managing Anger from annex 5

Time: 25 minutes



1. Bring all mentees back together in one group.
2. Explain that anger is a completely normal, usually healthy, human emotion that ranges from mild irritation to intense rage. When it gets out of control and turns destructive, it can lead to problems. Like other emotions, it causes physical changes. When you get angry, your heart rate, blood pressure, and energy hormone levels go up. You could be angry at a specific person or event. Worrying about personal problems or remembering traumatic events can also cause you to feel angry. Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviors that allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us; laws, social norms, and common-sense place limits on how far our anger can take us.
3. Ask:
 - "What are some inappropriate expressions of anger?" (for example: yelling, hitting, humiliating someone, name-calling, damaging property, throwing things, or refusing to help someone in need)
 - What are some appropriate expressions of anger? (for example: calmly expressing an opinion, leaving the situation, or counting to 10 before reacting)





4. Explain that anger can be managed. The goal of anger management is to reduce both your emotions and the physical responses that anger causes. You cannot get rid of, or avoid, the things or the people that make you angry, nor can you change them, but you can learn to control your reactions.
5. Ask: "What are some ways to manage anger?" (tips in annex 5)
6. List the brainstormed ways to manage anger on a chalkboard or flip chart. Tell mentees that they have a copy of Tips to Manage Anger in their handbook on page 17.
7. Explain that people use a variety of both conscious and unconscious processes to deal with their angry feelings. The three main approaches are expressing, suppressing, and calming.
 - Expressing your angry feelings in an assertive, not aggressive, manner is the healthiest way to express anger. To do this, you have to learn how to make clear what your needs are and how to get them met without hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.
 - Anger can be held in by not thinking about it or focusing on something positive. The purpose is to convert your anger into more constructive behavior. However, keeping anger in is not always the best strategy. If anger is not allowed out it can cause physical and emotional harm. Anger turned inward may cause health problems like high blood pressure or depression. Or people can become hostile and critical, which can negatively affect their relationships with others.
 - You can calm down inside. This means not only controlling your behavior, but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down, and letting the anger go away.
8. Sometimes our anger and frustration are caused by very real, unavoidable problems in our lives. Not all anger is wrong, and often it is a healthy, natural response to difficult times. Not all problems have a solution. In these situations, try not to focus on finding the solution, but on how you handle the problem.

ACTIVITY 3: ANGER AND STRESS ROLE-PLAY ^{6*}

Materials: none

Time: 25 minutes



1. Ask mentees to return to their two or four groups from "Two Truths and a Dream."
2. Provide the following instructions to all of the groups: "With your group, brainstorm a scenario to act out about someone who is angry and/or stressed. To come up with ideas for the scenario, think of a time when you were very angry or in a stressful situation and try to reenact it. Each member of the group should have a role in the story. Use the tips we discussed to deal with stress and anger to act out a 1- to 2-minute role-play and resolve the scenario."
3. After groups have decided on a scenario, ask them to present their role-plays. Discuss what happened in the role-plays with the following questions:
 - What happened in the role-play?
 - How did you feel in your role? Why did you have that feeling?
 - Was the problem solved in the role-play? How?
 - What would you change about the role-play?

- What advice would you give the person in the role-play?
- What have you learned that can help you the next time you face a similar situation?

CLOSING ^{6*}

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Ask: "Which strategy will you try next time you feel stress? Which strategy will you try next time you feel anger?"
3. Ask mentees to summarize what they have learned. Fill in any key points they miss. Explain that recognizing and managing stress and conflict can lead to positive outcomes.
4. Tell mentees to practice the tips discussed today for minimizing their anger and stress over the next week. They should be prepared to explain during the next session how the tips affected the outcomes of their situations.
5. Instruct mentees to reflect on something that has caused them stress or anger, and which of the strategies discussed today helped them minimize their stress or anger.
6. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
7. Complete Program Progress Tracking form.

Day 5: Dream Big!

Objectives:

- Discuss mentees' dreams for the future.
- Analyze the strengths, weaknesses, opportunities, and threats for Lois, a fictional character whose story is part of today's agenda.
- Analyze the strengths, weaknesses, opportunities, and threats (SWOT) to achieving future dreams using a SWOT diagram.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); SWOT diagram (annex 6); Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Ask for a few volunteers to share examples of how they applied the tips for dealing with anger over the past week and how those tips affected the outcomes of their stress/anger. Encourage the mentees to share their reflections from last week's journal prompt on which of the tips helped best minimize their stress or anger.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Achieving dreams. Explain that today will mark the start of sessions focused on improving financial capabilities.
7. Say: "Today you will start learning about how to plan for and make good use of your money. This is because money is also important when it comes to making choices. This type of learning or training is called 'Financial Education' and it is all about using money wisely to meet our daily needs and help reach some of our dreams."

WARM-UP: PUTTING GIRLS IN CHARGE ^{10*}

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 25 minutes



1. Divide mentees into two or four groups (depending on the total number of mentors) each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of the activity within each of the two or four groups.
2. Within each group, ask mentees to think of positions of power that men in their community hold (that is, government officials, heads of schools, police.)
3. Explain that you would like mentees to imagine instead that girls and young women like them are in charge.
4. Everyone sits in a circle and discusses how things would be different if that were the case.
5. Questions include:
 - What would girls do differently?
 - How would they see the issue differently?
 - What actions would they take?
 - How would they feel?
 - How would it affect their lives?
 - What would they want to change if they were in charge?



ACTIVITY 1: IMAGINING AND ACHIEVING OUR DREAMS ^{5*}

Materials: none

Time: 30 minutes



1. Bring all mentees back together in one group.
2. Ask mentees to sit in a circle.
3. Ask the mentees to imagine it is night time, and they are going to sleep. They have a good night's sleep, and when they wake up, as if by magic, it is 5 years later.
4. Go around the circle and ask the mentees:
 - What do you imagine/hope your life is like?
 - Whom do you live with?
 - How do you earn money?
 - What else do you do (go to school, take care of children, belong to a women's group)?
 - Whom are you friends with?
 - What do you hope for?
 - What do you feel?
 - What goals or plans have you achieved?
5. Explain: "Now that you have imagined your dream life 5 years from now, I want you to think about one specific dream you want to be sure to achieve in 5 years' time."
6. Make sure that all mentees have thought of at least one dream. Then, ask three to four volunteers to share their dreams.
7. Say: "Now that we have all thought about some of our dreams I want everyone to stand up and clap if reaching your dream will involve having some money."
8. Say: "As we can see, most of our dreams require some money to be reached. So, we need to be wise about how we earn, spend, and save our money so that our dreams can come true."

ACTIVITY 2: LOIS'S STORY ^{11*}

Materials: board and chalk or flip chart and markers



Time: 20 minutes

1. Say: "If we want to achieve our dreams, we have to plan and prepare using our good judgment—including how we manage our money. I am going to tell you the story of a childhood friend, Lois. Let's listen to the story of Lois. While you listen, think about how she prepares for her future and what some of the things are, both inside her and around her, that either support or block her as she tries to achieve her dreams."

2. Read the story of Lois:

Lois is 17 years old and the oldest child in her family. She stays with her mother and her three sisters in a two-room house. Her mother struggles to pay rent and also to feed her girls but she is proud of Lois since she is so helpful with housework. Lois and her sisters are smart, and Lois's mother was helped by the church with scholarships. All four of her children got sponsors who pay school fees for them in a nearby day school. As a young girl Lois always told her mother that she wanted to be a dancer. Her mother always tells her: "That is not a practical job!" Lois would practice dancing without her mother's knowledge—she so badly wanted to take training classes in dancing and acting but she could not afford them. All the money she earned by washing clothes for an elderly neighbor and by selling sweets to other pupils at her school she used to help her family and buy school supplies. When Lois reached Grade 9, she dropped out of school to earn more money to support her younger sisters. She took a job working at a club—but the hours were long and she often felt unsafe. She spent a lot of her earnings on new clothes and other non-essential items. Her friend told her about a local youth center that offered dancing and acting training for free. Lois had to quit her job at the club to take the dance and acting lessons but took on more odd jobs to support her family while she was training. She also stopped spending money on things she didn't need while she was training—so that she could work less and make her money last longer. Lois is now one of the prominent dancers in a popular dancing group that is sponsored by the youth center and is able to earn money both performing at local celebrations and festivals.

3. Quickly debrief the story:

- Say: "What happened in this story? Who can tell me in her own words? What is Lois's dream?" [To become a dancer.]
- If you have a flip chart or blackboard, draw an outline of a girl to refer to as you ask the following questions, and then note down mentees' responses under the headings: strengths, weaknesses, opportunities, threats.
- Say: "We all have inside us and around us things that either support or block us from reaching our dreams. Let's use Lois's story to try and understand what this means, and why it is important to think about."
-  Ask mentees: "What were some of the strengths—or supports systems—that helped Lois achieve her dream?" [She is hardworking and knows how to earn money; she is a good dancer and she is dedicated to practicing.]
-  Ask: "What were some of Lois's weaknesses or blocks that got in the way of her dream?" [She dropped out of school, she did not manage her money well.]

- Ask: “What were the opportunities that helped Lois achieve her dream?” [There is a youth center in her community that teaches dance and supports a dancing group.]
- Ask: “What were some of the threats—or potential blocks—that made her dream harder to reach?” [Her family is struggling with money; her mother does not want her to become a dancer.]

ACTIVITY 3: THE SWOT DIAGRAM ^{11*}

Materials: board and chalk or flip chart and markers; SWOT Diagram (annex 6)

Time: 35 minutes



1. Say: “As we have just explored through Lois’s story, if we want to reach our dreams we have to think carefully about the things inside us and the things around us that can either support or block us. In fact, we can all use the SWOT diagram in your mentee handbook on page 20 (also located in annex 6) to think carefully about the things inside of us and outside of us that can support or block us as we try to achieve our dreams. I want you to continue to think about the dream you just chose earlier in today’s session, and I want you to work with a partner to try and identify some of the strengths, weaknesses, opportunities, and threats that might impact you reaching your dream.”
2. Make sure all the mentees have a partner and then go through the following questions step-by-step, giving the mentees time to share a few ideas with each other (and referring to your SWOT diagram at each step).
 - Step 1. Say: let’s start by speaking to our partner about some of our strengths—or things I have that might help me to achieve my dream. Strengths are all the things that you are good at doing or things that you have within you that could help you achieve your goals. They could be part of your personality, skills that you have, abilities you have developed, or special knowledge.
 - Step 2. Explain: now, even though this might be hard to do at first, let’s speak to our partner about some of our weaknesses—or the things inside me that might block me from reaching my dream. Weaknesses are things about you that you may need to work on—or improve—to achieve your dream. For example, you may not be good at time management, do not know how to use a computer very well.
 - Step 3. Say: next, let’s share a few examples of our opportunities—or some of the things around me that might help me achieve my dream. An opportunity could be something like computer classes being offered next month at a discount. Or, you have seen a need for more tailors in your neighborhood. This means that you could take a computer class for a lower price, or that you could make money as a tailor, for example.
 - Step 4. Say: finally, and again this might be hard, let’s speak to our partner about some of our threats—or things around me that might block me from reaching my dream. This is anything outside you—in your neighborhood, at your school, at your work, in your family—that is a challenge. If you have a small shop, a threat to your success is if there are many other people selling the same things near you. That means that you might not have good business. Another example that mentees have mentioned in other groups is an unplanned pregnancy. If you become pregnant or have a child before you are ready,

you might have to stop studying. This means that you might not realize your dream of finishing secondary school.

3. After going through each of these four steps, invite mentees to ask any questions they might have about using a SWOT diagram and let them know that it is a skill they will continue to use in future sessions.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. Say: "It is important that when you make plans to achieve your dreams you think about what will help you and what might make it harder for you. That way you can take advantage of the good things and plan how to work with the things that might be hard. Over the next several sessions we'll talk a lot more about your dreams, plans, and goals for the future, especially those related to money, so we can all achieve those dreams."
2. Instruct mentees to write, draw, brainstorm, reflect in their journals about their dreams for the future. What are they? How will you attain them? How will you know when you've achieved the dream?
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 6: Why Save, Make a Savings Plan, and Identify Needs and Wants

Objectives:

- Recite the "Eight Steps for Savings."
- Learn to identify and compare the savings goals of adults and young people.
- Determine personal savings priorities.
- Analyze the savings goals of Monica, a character introduced in this section, and have the group describe their own savings goals.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Program Progress Tracking form;

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on their dreams for the future.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: The Importance of Saving and Savings Goals.
7. Say: "Today you will learn the eight steps for saving, how to identify and compare savings goals, the difference between needs and wants, and how to determine personal savings priorities."

WARM-UP: GROUP STATUES^{6*}

Materials: None

Time: 20 minutes

1. Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks.
2. After a short while, shout out a word.
3. The group must form themselves into statues that describe the word. For example, the mentor shouts "peace." All the mentees have to instantly adopt, without talking, poses that show what "peace" means to them.
4. Repeat the exercise several times with different words.

ACTIVITY 1: THE EIGHT STEPS FOR SAVINGS^{5*}

Materials: board and chalk or flip chart and markers

Time: 20 minutes

1. Say: "I am going to say a series of statements and ask you to stand up for each one that is true for you. Stand up if you:
 - Walked here today
 - Are wearing green
 - Never saved money before
 - Like to spend money
 - Know how much you spent on food last week
 - Wish you had more money
 - Are saving for something specific you want
 - Think saving is important
 - Think saving money is difficult"
2. Ask:
 - "For those of you who think that saving is important, why do you think so?"
 - [Helps you use your money better; helps you depend less on other people; makes you feel secure when you have a problem and need money; helps you plan for the future and achieve those plans]
 - "Why is saving money difficult?"
 - [Do not have regular income; do not have any extra money; give any leftover money to parents for household expenses; spend extra money on things like sweets or make-up; do not have a safe place to keep money aside.]
 - "What would make you want to save money?"
 - [Take care of personal needs/wants; avoid depending on other people; be able to make own decisions; help family with household needs.]
 - "What would make you not want to save money?"
 - [It is not safe to save; you can lose your money; money is too little to save; don't know how to save.]
3. Explain: "Managing money involves saving money, spending money, planning how you will spend your money, and keeping track of how you spend your money."
4. Since most of us do not have enough money to pay for everything we need and want, we have to make choices about what we will buy and what we won't. We try

to save for things we will want in the future. We figure out how to stretch our money to cover the necessary expenses we face. It can be hard.

5. Write the following "Eight Steps for Savings" on the blackboard or flip chart and read them out loud.
 1. Choose a savings goal.
 2. Make a savings plan.
 3. Know the difference between needs and wants.
 4. Control spending.
 5. Think about the future: money in and money out.
 6. Save regularly.
 7. Save in a safe place.
 8. Deal with setbacks in saving.
6. Explain: In the next few sessions, we will focus on the value of saving and learn things we can do to help us save.

ACTIVITY 2: MANY REASONS TO SAVE. WHAT ARE YOUR PRIORITIES? ^{5*}

Materials: paper, markers, and tape

Time: 20 minutes

1. Write the following on three separate pieces of paper, "family use," "emergencies," "future opportunities." Hang each piece of paper in separate areas of the room if inside such as a corner, the door, a window. If you are outside, select or mark three distinct spots close by—for example, near a tree, bush, or rock.
2. Explain: You have named many different reasons to save. Most will relate to one of the following "main reasons" (or "categories") for saving.
 - The first category is personal or family use, which can include food, clothes, rent, or snacks. What are other examples of personal or family use (hair maintenance, sanitary towels, lotion, gas for lights, and so on)?
 - The second is emergencies, those unexpected events that we need to deal with right away. Some examples are illness, accidents, or natural disasters. What other emergencies can we save for (theft, parent loses a job, poor harvest, and so on)?
 - The third is future opportunities, like those ideas some of you have for the future. We can save to meet these goals. We might save money for school fees, to get training in a skill or trade, for the next planting season, to move into our own house/room, or to start a business. What other future opportunities can we save for (education, wedding, training or skills school, children's education, a house or land, a lump sum of money to start a business, and so on)?
3. Point out the three signs. When you have pointed out the three places, say "Your job is to decide which of these main reasons, or categories of reasons, to save is the highest priority for you. Choose one and go stand in the location assigned the category you have selected as your most important reason to save. You have 15 seconds to make your choice and move!" Once everyone has moved to the place that marks the savings category of their choice,
4. Say: "Now, spend 2 minutes sharing with the others who have chosen the same priority why you think this reason to save is the most important."



Note to mentor: *If all the mentees move to one or two of the categories, you will have to ask for volunteers to choose the one that has not been selected and ask them to move to the spot that does not have enough people.*

5. Select a volunteer from each group to explain to everyone why they chose the category they did. Ask the other two groups: "Do you agree? Why or why not?" Start a discussion—but don't let it become a shouting match or fight. Make sure that each group has an opportunity to explain why their selected category is a high priority. When the discussion is over, ask mentees to sit down.
6. Explain: "You might have guessed by now that there is no wrong answer for which of these categories is the most important. They are all good reasons to save, and the importance depends on the individual's or family's needs and wants. The level of importance might also change over time. But it can be difficult to save for all three. Sometimes you have to decide what is most important to you."

ACTIVITY 3: IDENTIFY NEEDS AND WANTS ^{5*}

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 20 minutes



1. Divide mentees into two or four groups (depending on the number of mentors) each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each of the two or four groups.
2. Explain: "We spend and save money for many things. Some of these things are necessary for our survival. These things are called NEEDS. Others are things that we want, and when we buy them, we are happy. We call these things WANTS. Today, we are going to discuss the difference between the things that we want and the things that we need. One part of controlling what we spend is knowing the difference between needs and wants."
3. Ask two mentees to represent needs and wants and ask each to stand in two different spots.
4. Say: "I'm going to say an expense, something that we could spend money on. Your job is to decide whether this expense is a WANT or NEED. I am not going to wait for everyone to agree. If you think that the expense is only a need, place yourself close to the person that represents NEEDS. If you think that the expense is only a want and can never be considered as a need, place yourself close to the person that represents WANTS. But if you are not sure, or you think that in some cases, the expense could be either a want or a need, place yourself somewhere between the two people. For example, if I say 'jewelry,' and you think that it is more of a want than a need, you can stand here." (Demonstrate by standing closer to the person that represents WANTS.) "However, if I say 'medicine,' and you think that medicine is definitely a need, stand here." (Demonstrate by standing closer to the person that represents NEEDS.) When you are sure everyone understands the game, read the following expenses, one at a time.
 - a. Water
 - b. A second pair of shoes

- c. Cell phone minutes
 - d. Food
 - e. Rent
 - f. Money to start a business
 - g. Sweets
 - h. Hair products
 - i. Savings to help you in case of emergencies
5. After each expense, give the mentees time to place themselves near the people who represent wants/needs. After the mentees have chosen their place, ask one or two of them in different spots to explain why they chose to stand where they did.
 6. Make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to maintain the energy! When you have finished all items above,
 - ? 7. Ask: "Are needs and wants the same for everyone?"

ACTIVITY 4: WHAT IS A GOAL? ^{5*}

Materials: none

Time: 15 minutes

1. Remain in the two or four groups from "Identify Needs and Wants" each led by one mentor. Conduct the rest of this activity within each of the two or four groups.
- ? 2. Ask: "Remember your dreams about the future that we have discussed? What are some of your dreams?"
3. After mentees have given examples of their dreams, explain: "These dreams for the future can be called goals. A goal is something you want to achieve in the future—perhaps in school, perhaps related to your family, perhaps in your work. A goal might be to visit a relative who lives in another place or to learn a new skill, such as sewing or computer skills. Goals that involve what we want to do with the money we save are savings goals.
4. Explain: "I am going to read a short story about a girl your age. Her name is Monica. As you listen to the story, pick out her goals that involve money."

Monica's Story:

Monica is 18 years old and lives with her mother and younger brother. Her older sister, Mary, is married and lives in another town, two hours away. Mary just had a baby girl and Monica is eager to visit, to spend time with the baby and help her sister. Monica will need money for transportation and a small gift for the baby. A cute little dress would be perfect! But she can't take money from her savings account for this trip because she is saving that money to start her own business. Monica's dream is to start a small business selling secondhand clothes. She hopes her neighbor will employ her to work extra days in her salon so she can get the money she needs for her trip.

5. When you have finished reading the story, ask:
 - "What are Monica's savings goals?"
 - [Transportation to her sister's town, a gift for her sister's baby, money to start a small business]
 - "Which of her savings goals can be met within a few weeks?"
 - [Transportation money, the baby gift]

- “Which savings goal will take a longer time?”
 - [Money for a business]
- “What can Monica do to meet her goals?”
 - [Ask for many different solutions from mentees such as different jobs she could do, expenses she could cut down on, and so on.]

ACTIVITY 5: WHAT ARE YOUR SAVINGS GOALS? ^{5*}

Materials: none

Time: 15 minutes



1. Bring all mentees back together in one group.
2. Explain: “Like Monica, many of you hope to achieve something by saving. First, close your eyes and think of one savings goal you have that you can achieve in a relatively short time—within the next 1 to 2 months. Got it? That is your first goal. Okay—keep it in your mind for just a moment! Now, think about a different goal, something you want to be able to purchase that will probably take you a little longer—like 1 to 2 years—to save for. Turn to your neighbor and share with each other your two goals.” Check mentees’ understanding by asking for some examples of their first and second savings goals.
3. After asking three to four volunteers, explain: “The first savings goal you just thought of—the goal that will take you just a few months—can be called a short-term goal. You can achieve short-term goals in a relatively short amount of time. The second savings goal you just thought of—the one that will take a year or more—is a long-term goal. This goal is like a big dream that you can achieve some time in the future.”
4. Ask: “How can having a savings goal help you to save?” [When you are saving for something that you really want, or that is really important to you, you are motivated to save and have discipline to control your spending.]
5. Say: “Between now and our next meeting, think about your savings goals every day. Use this time to reflect on what goals are important to you. If they are different from the ones that you came up with today, that is ok. Having a specific goal in mind will make you more motivated to reach your target. You know what you want to achieve, and this group will give you the tools that you need to make that goal a reality.”

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. Encourage mentees to think through ways in which they can save for their goals in their own lives!
2. Instruct mentees to write, draw, brainstorm, or reflect in their journal on the idea of a savings group. Do they know any savings groups in their community? What do they think a savings group does? Would they want to join a savings group? What are some pros and cons of being in a savings group? If possible, ask mentees to talk with someone in their community who is in a savings group.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 7: Establishing a Savings Group

Objectives:

- Learn how to make a savings plan, and discuss how it can help them reach their savings goals.
- Determine preferred savings group member/leader characteristics.
- Learn about the savings group process.
- Practice holding a savings group meeting.

Advance preparation: Make sure that before the mentees arrive you have prepared posters that list the discussion points, questions and answers (for eliciting and recording), and savings group process that they can refer to when practicing.

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1); picture cards from annex 7; Savings Plan Worksheet from annex 8; a table or mat; Member Details, one copy each of the Attendance Register, Group Cash-In and Cash-Out Record, and Member Savings Record Book worksheets (annexes 9 and 10); one copy per group member of the Individual's Savings Record worksheet (annex 11); pens, pencils, crayons, or markers for drawing/writing utensils for all of the mentees; fake money in denominations of UGX 1, UGX 5, UGX 10, and UGX 20 (annex 12)—have plenty of each so that there will be change if required; a lock box with at least three different locks and keys; a savings bowl; Program Progress Tracking form;

Room Setup: For savings group, * the chairperson, secretary, and treasurer should sit in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with the savings bowl to the right (see annex 13 for a picture of the recommended room setup).

*Group members should only sit in their assigned spaces during the savings group section of each session. Members should be encouraged to sit in different places and next to different people each session to promote socialization.

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes

1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on savings groups.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:



- a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: How to Create a savings plan and Savings Groups.
 7. Say: "Today you will learn how to make a savings plan and how to start a savings group. Starting a savings group with a commitment to save together is one way we move past dreaming to planning and seeing our dreams come true! Today we are going to practice being in a savings group and then, after a few sessions of practicing with fake money, we can decide whether we would like to establish a savings group together."

WARM-UP: SPACE ON MY RIGHT ^{6*}

Materials: none

Time: 5 minutes

1. Instruct mentees to sit in a circle.
2. Organize the circle so that the space on the right of one mentor is empty.
3. The mentor who has space on their right then asks a member of the group to come sit in the empty space; for example, "I would like Lilly to come sit on my right."
4. Lilly moves and there is now a space on the right of another mentee where Lilly was sitting.
5. The mentee who is now sitting next to the empty space calls the name of someone different to sit on her right.
6. Continue until the entire group has moved once.

ACTIVITY 1: MAKE A SAVINGS PLAN ^{5*}

Materials: board and chalk or flip chart and markers; picture cards from annex 7, Savings Plan Worksheet from annex 8; Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 20 minutes



1. Break mentees into four groups, ask groups to turn to page 25 of their mentee handbooks to see the savings goal picture cards (also found in annex 7). For tips on how to break mentees into groups refer to annex 1.
2. Explain to all of the groups: "Today we will learn how to make a savings plan. A savings plan helps to budget how much you will need to save for short-term and long-term goals. We will practice distributing savings across two goals with different lengths of time. We will start by assigning each of you a savings goal for this activity."
3. Say: "You and your partner(s) need to work together to answer three questions: 1. How much money do you need for this savings goal? 2. How much money do you think you can save each week toward this goal? 3. How many weeks will it then take you to reach this savings goal?"

4. Ask mentees to think about an example together. For example, let's say that a young woman like them has a savings goal to buy a new necklace in the market.



5. Ask: "How much might it cost?"

- Accept a reasonable answer, write it on the board or flip chart, then:



6. Ask: "Where might a girl like you get that kind of money to afford the necklace?"

- Accept a few answers and write them on the board or flip chart, then:



7. Ask: "How much money do you think a girl like you might be able to save each week?"

- Allow some discussion from mentees and come to an agreement on a realistic amount for an average young woman to save each week. Write the weekly savings amount that you have agreed upon on the board or flip chart.



8. Ask: "Now, how many weeks would it take for her to reach her savings goal?"

- Mentees should be able to calculate based on the information on the board. When a mentee answers correctly (or help the mentees answer if no one can answer correctly), write the following tip on the board (or have it prepared on a flip chart in advance):

TIP: What I plan to save ÷ What I can save each week = Number of weeks I need to save in order to meet my savings goal

EXAMPLE: If the mentees say that the necklace will cost UGX 25, and they can save UGX 5 each week, then the number of weeks to reach their savings goal is $25 \div 5 = 5$ weeks.



Note to mentor: The currency in the example is Ugandan Shillings. Mentors should use local currency when providing an example to mentees. Ask mentees to turn to page 26 of their mentee handbook to see the savings plan worksheet. The worksheet is also located in annex 8.

9. Explain: "We have just made a savings plan for someone like us who wants to buy a new necklace. Now, do the same for the savings goal you have been assigned (from the cards or from the ideas generated in Activity One). Together, you will need to:



- Decide how much money you will need for your savings goal in total.
- Agree on how much money you could save each week.
- Using that number, decide how many weeks you will need to save in order to reach your savings goal."

10. Encourage mentees to use the calculator on their phones if they have them. Allow about 5 minutes for mentees to discuss in their groups or pairs. While the mentees are talking, circulate among them to make sure that everyone understands the task.

ACTIVITY 2: REVIEW SAVINGS PLANS^{5*}

Materials: Savings Plan Worksheet from annex 8

Time: 5 minutes

1. Instruct mentees to remain in their four groups from “Make a Savings Plan.”
-  2. When mentees have had about 5 minutes to create their savings plans, ask a few groups to describe their savings goal and their savings plan to reach that goal. Ask the others for comments. Use the following questions to prompt comments if everyone is silent (Savings Plan Worksheet in annex 8 and also page 26 of the mentee handbook):
 - Is their price realistic?
 - Is the amount they plan to save each week realistic?
 - What would happen if they could save more or less money each week? [Save more—they would reach their goal in fewer weeks; save less—it would take more weeks to reach their goal.]
 - What could you do if you needed to reach your savings goal faster? [Save more each week; change the goal to be less costly.]
 - What should they do if they decide to save money every day, instead of every week? [Do the same calculations, but then it will give them the number of days it will take to reach their goal instead of weeks.]
 - How did they determine what proportion of their savings should be dedicated to their short-term goal versus their long-term goal? Was it an even 50%/50% split, 25%/75%, etc.?
-  3. When everyone has finished, ask: “How do you think a savings plan can help you to save?”

ACTIVITY 3: ESTABLISHING A SAVINGS GROUP^{4*}

Materials: lockbox, annexes 9, 10, and 11 (member details, attendance register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individual's Savings Record worksheets), practice money (annex 12), savings bowl, and an envelope

Time: 40 minutes



1. Bring all the mentees back together in one group.
2. Say: “We just discussed our short-term and long-term goals. For the next several weeks, we are going to work together to start saving money so that those goals can become a reality. We are going to do so by starting our very own savings group. A savings group is a group you can form with your friends or family to solve financial problems by saving small sums of money together. It is like the accumulation of drops of water in a bucket. You cannot do anything with a drop of water, but once they accumulate, you can do many things: wash your face, use it for cooking, and drink it. Each and every drop fills the bucket or jug. It is the same with money. A little bit of money from everybody will gradually make a lot of money.”
3. Have the girls go around and say aloud a savings goal that they'd like to save toward. Remind them that it is helpful to think about savings toward something that they need, versus something that they want. Help them decide on a goal that is realistic to achieve during the timeframe of the mentoring program. Remind them that if they set goals that are too high and hard to achieve during this timeframe, it will be

disappointing for them at the end. *For guidance on setting a realistic savings goal, see Session 6.*

4. It is for the group to decide how long they will save together. Say: "In the case of emergencies, you will be able to withdraw as much cash as you put in, but know that every time you withdraw, you are minimizing your chances of achieving your savings goal. You will not have access to the other mentees' savings, but the benefit of saving as a group is that you can share ideas and learn about how to manage your money and give each other support and encouragement."



5. Ask the whole group what characteristics they would like to see in a group member. Some answers could include:
- Reliable and trustworthy
 - Willing to be part of the group/team
 - Can listen to and accept other members' ideas
 - Is willing to save a portion of their money
 - Is honest, especially with money
 - Is patient when being corrected
6. Explain that in this type of savings group everyone will agree on an amount together as an exact amount or as a minimum amount to be saved, and at each session when the group meets, each member will bring that exact amount of money along. One by one each person will loudly state the amount they want to save and hand their money to the treasurer who will count it out loud and then put it in the money savings bowl. The secretary records the savings in the club ledger, which will be signed by the treasurer, and records each member's savings in their personal record book, which they and the treasurer sign. Once everyone has made their savings, the secretary will add up the money that person has recorded while the treasurer will add up the money in the savings bowl. When these two amounts balance, the money will be put into the savings box. The savings box is then locked by the people nominated to do so. This money will then be put in a safe place chosen by the group. They will also discuss that the payout date will be the last day of the group session.
7. Explain that the first task is to elect the management committee for this group. Remind mentees that this is just a practice session, and whoever is selected today will have that specific responsibility for the duration of the practice sessions. Explain that after all practice sessions are completed, the group will decide if they want to establish a savings group and then officially elect their management committee.



8. Ask what responsibilities and qualities they would like in a chairperson. These suggestions should include:

Responsibilities:

- Be the club representative
- Open, run, and close the savings group meetings
- Apply the meeting rules and agreements
- Coordinate the club activities with the help of the club mentor

Qualities

- Gets along well with people
- Is disciplined and responsible
- Is a good communicator who is comfortable speaking with authority and in front of a group
- Is a person of integrity

9. Ask for nominations for a chairperson and then ask those people to leave the room. After they have left the room allow the members to vote by putting their hands up. Then count the votes and state the name of the person with the most votes.
10. Call those outside back and announce the name of the person elected to the position and ask them to sit in seat one.

- ?** 11. Ask the group what responsibilities and qualities they would like in a secretary. These suggestions should include:

Responsibilities

- To keep records of the savings group meetings
- To make sure the attendance register is marked during all the meetings
- Record the amounts collected in the journal

Qualities

- Organized
- Writes neatly
- A good reader
- Disciplined and responsible
- A person of integrity

12. Repeat steps 7 and 8 for the position of secretary.

- ?** 13. Ask what responsibilities and qualities they would like in a treasurer. These suggestions should include:

Responsibilities

- To keep records of members' savings
- To calculate savings to date in the savings club ledger book
- Check and sign the journal and the savings books

Qualities

- Good at mathematics
- Organized
- Disciplined and responsible
- Detail oriented
- A person of honesty and integrity
- Writes neatly

14. The same process needs to be followed to select three other people to lock the money box and keep the keys and one person to keep the money box in a safe space. (You or your co-mentor may be the best person to keep the box; it is important to discuss how to safely carry the box to and from group meetings.)
15. Assign numbers to mentees starting with the chairperson as member number one, the secretary as number two, treasurer as number three, and remaining group members starting with number four. Make sure everyone is sitting in their designated spots.

ACTIVITY 4: SAVINGS GROUPS PROCESS^{4*}

Materials: lockbox, annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individuals' Savings Records); practice money (annex 12)

Time: 40 minutes

1. Explain that we are now going to practice the savings group method; we will do this for a few weeks and then we will decide if we want to form a savings group. If we decide to form a group, we will establish a constitution and every member of the group will sign it. For the time being, just know that there are several rules that go along with maintaining a savings group, and it will be up to the group to determine which rules are important to follow.
2. Select five mentees to act as savings group members (a committee member and four other members).
3. Ask members to sit in the order of their numbers starting with chairperson as number one, secretary as two, and so on in a clockwise direction.
4. Have the elected key holders open the box.
 - Hand out the practice money and Members' Savings Record Books to five selected mentees. For this practice scenario, each mentee will deposit UGX 20.
 - Give the first member a UGX 50 note and allow for discussion around how to make change. Get them to agree to bring the correct amount.
5. One by one, around the group, in number order, each mock savings group mentee goes forward and hands their money to be saved to the treasurer (UGX 20).
6. The treasurer says the number of the member out loud, counts the money out loud, and puts the money in the money savings bowl.
7. The secretary writes the amount in the Members' Savings Record Book (annex 9) next to that member's number and then the treasurer and member sign the member's record book.
8. The secretary writes that amount on the Individual's Savings Record Book, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary for her to file and bring back to the following meeting.
9. After all members' contributions are made and recorded, the treasurer counts out loud all the money in the savings bowl and tells the group the total.
10. The secretary adds up all the amounts of savings deposits made that week recorded in the Group Cash-In and Cash-Out Record (annex 9) and tells the group the total.
11. When the savings totals are equal, the new deposits are placed in the bag with the existing savings funds.
12. The secretary, chairperson, treasurer, and key holders must sign the book.
13. The money, the ledger, and the mentees' savings worksheets must be placed in the box, and then the box must be locked by the people with the keys.
14. The box is put in the correct place by the people that the group has agreed will have that responsibility.
15. Thank everyone for being part of the meeting.



Note to mentor: Even though the club is recording the amounts in the ledger the mentor must also track all the amounts saved and tally this at the end and compare totals to doubly ensure that the final total is correct for that meeting.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. Ask mentees to fill in their own personal savings plan using the Savings Plan Worksheet on page 26 in the mentee handbook (also located in annex 8). Be sure to emphasize that no amount of money is too small to save.
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
3. Complete Program Progress Tracking form.

Day 8: Exploring Options for Earning Money

Objectives:

- Identify various options for increasing earnings.
- Explore practical approaches to improving existing income generating activities and new ways to earn money.

Materials: lockbox; annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individual's Savings Records); practice money (annex 12); Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their experiences while filling in their Savings Plan Worksheets at home.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Earning money.
7. Say: "Today you will have the opportunity to discuss how you currently earn money as well as consider new ways to earn money."

WARM-UP: THE CHICKEN GAME

Materials: none

Time: 15 minutes



1. Instruct girls to stay in their sisterhood circles, each led by one mentor. Conduct this activity within each of the groups.
2. This fun activity involves a degree of good focus. Instruct everyone to sit in a circle except for one person who remains in the center and is the chicken.
3. The person in the center does the best impression of a chicken that they can and tries to make one person laugh.
4. If that person laughs, then they become the chicken, and so on.

ACTIVITY 1: LISTEN TO THE STORY OF RUTH AND MIRIAM^{5*}

Materials: none

Time: 10 minutes



1. Bring all the mentees back together in one group.

2. Read the story of Ruth and Miriam:

Ruth and Miriam work together at a hair salon. The two girls each make about UGX 400 a month. Ruth spends all of her money each month. Everybody thinks that Ruth makes more money than Miriam because Ruth wears more new clothes and shoes. She often takes buses while Miriam walks. Ruth often buys Fanta and Coke at a local shop while Miriam drinks water or tea at home. Sometimes she helps her friends when they need money or buys them a soda as well. Ruth also buys make-up whenever she has some money in her pocket. She never saves money. Miriam saves UGX 50 each month. It has not been easy, but she has cut down a lot on spending money. Instead of buying new jewelry, she decided to continue wearing some of her old jewelry. She also has decided to wait a few months before buying a new pair of shoes. Even though she still buys snacks from time to time and gives some money to her mother for household needs, she has found that it is possible for her to save a little money by thinking about the difference between her needs and wants.

3. Ask mentees the following questions to make sure that everyone understands the story:

- “How does Ruth manage her money?”
 - [She spends it all, mostly on things that she wants like Fanta, new clothes, and transport.]
 - “How does Miriam manage her money?”
 - [She saves some of her money, and she has cut down on her spending, too. She spends mostly on needs—she gives some to her mother for household expenses and spends a small amount on herself.]
- ?
- “Now reflect about your own spending practices. Are you more like Ruth or Miriam? Why?”

ACTIVITY 2: IDENTIFY CURRENT WAYS THAT GIRLS EARN MONEY^{5*}

Materials: none

Time: 10 minutes

1. Explain: Today we are going to spend some time talking about earning money. To start, let's play a small game that will help us to think about some of the current ways that young women like you earn money. In this game, I am going to mention three different ways of earning money. If you have any experience with the ways of earning money that I mention, I am going to ask you to perform an action and then give me an example.
2. If anyone in our group has ever earned money by doing a small job for someone else, please jump up and hop on one foot. Now let's ask a few of those hopping to give us an example (and then we can sit back down again).

3. If anyone in our group has ever earned money by buying and selling things, please jump up and clap your hands. Now let's ask a few of those clapping their hands to give us an example (and then we can sit back down again).
4. If anyone has ever made something or grown something themselves and then sold it to earn money, please jump up and spin around. Now let's ask a few of those spinning around to give us an example (and then we can sit back down). We can certainly see that mentees in our group have lots of experience with different ways to earn money. I wonder how many of you have had experience with all three ways of earning money (doing small jobs, buying and selling things, and making or growing something to sell).
5. If anyone here has experience doing all three of these things to earn money, then please jump up, hop on one foot, clap your hands, and spin around (all at the same time)! Say: "You are good examples of how hard young women work to earn money to help their families and reach their own goals—and today we have a lot to learn from you."

ACTIVITY 3: EXPLORE WAYS TO IMPROVE EXISTING INCOME-GENERATING ACTIVITIES ^{5*}

Materials: none

Time: 25 minutes

1. Now that we know about our existing experience in earning money, let's spend some time exploring ways that we can earn more money doing these same kinds of activities. To help us get started, I want to tell you Olivia's story:
 Olivia needed money to help buy food for her family and meet her personal goals, so she started a business roasting maize and selling it to people in the market. At first business was good, but then more and more young people started to copy Olivia (even some of her friends), and business started to slow down. One thing Olivia noticed was that many customers bought a water to drink from another vendor after buying her maize—so she started to sell both roasted maize and water (giving a special price for people who bought both), and that helped grow her business again. Next, she started to ask her customers what was the secret to the best roasted maize they had ever eaten. One said that in her home village she had once had roasted maize with fresh chili sauce on it, and it was delicious. So, Olivia found a recipe for fresh chili sauce and started to offer a shake of it on her customer's maize. This kept some of her customers more loyal to her (and made it easier to sell more water too)! Finally, Olivia paid close attention whenever she travelled to other markets to see if anyone was trying something new when it came to roasting maize. That is where she first found out about a special grill that used much less charcoal and thus increased profits for the maize vendor, at the same time reducing cost. Once she saw it, she knew she had to save up to buy one since charcoal was always getting more expensive.
2. Say: "Now that we have listened to Olivia's story, let me ask you a few questions:
 - Why was Olivia trying to earn some money? [to help buy food for her family]
 - What business did she start at first? And what challenge did she run into? [selling roasted maize; others copied her business and started selling maize, so her business dropped]

- What were some things she did to try and earn more money?" [(1) adding variety to the product/service she was selling (water, chili on maize); (2) asking her customers about improvements she could make; (3) keeping her eyes and ears open for new ideas and improved methods]
3. Say: "Next, let's see whether we could use one of Olivia's strategies to improve one of our own existing ways of earning money. Working in pairs, please talk about one of your current ways of earning money and decide on an example of how you could use one of Olivia's three strategies to increase your earnings. Remember that her strategies involve: (1) adding variety to the product/service she was selling; (2) asking her customers about improvements she could make; (3) keeping her eyes and ears open for new ideas and improved methods."
 4. After giving the mentees 10 minutes to work in pairs, ask for one or two volunteers to share their business improvement strategies.

ACTIVITY 4: CONSIDERING NEW WAYS TO EARN MONEY ^{5*}

Materials: none

Time: 10 minutes

1. Say: "Now that we have spoken about ways to improve how we currently earn money, let's spend some time considering new ideas for earning money. During the game and the activity we just completed we have heard about the different ways mentees in our group earn money.
2. So, let's take a few minutes now to use each other as a source of good information and advice about new ways to earn money to add to our existing ways of earning money or replace an existing way.
3. Turn to your neighbor and discuss a new way of earning money that you learned about today. Share with your neighbor about how earning money that way works. Make sure to talk about what kinds of skills and qualities someone needs to succeed in that occupation. Take 5 minutes to do this."
4. After all the pairs are done, ask them to rejoin the larger group for one final reflection.

SAVINGS GROUP PRACTICE ^{4*}

Materials: lockbox, annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individual's Savings Records), practice money (annex 12)

Time: 40 minutes

1. Explain: "We are going to have another mock savings group session."
2. Select five mentees to act as savings group members (these should be five different mentees than last week).
3. Ask members to sit in the order of their numbers starting with chairperson as number one, secretary as two, and so on in a clockwise direction.
4. Have the elected key holders open the box.
 - Hand out the practice money and Members' Savings Books to five selected mentees. For this practice scenario, each mentee will deposit UGX 15. Give four members UGX 15, give mentee five UGX 25 in small bills (that is, five UGX 5 notes).
5. The elected key holders open the box.

6. One by one, around the group, in number order, each mock savings group mentee goes forward and hands her money to be saved to the treasurer (UGX 15).
7. Tell the group that mentee number five has an extra UGX 10 and wants to deposit it, however, the total that was agreed upon by the group for weekly savings is UGX 15. Ask the group what they think should happen. Explain that if they have more to save they can do that in another group as well or in their own informal savings account (at home). They should never only save what the group suggests if they can afford to save more.
8. The treasurer says the number of the member out loud, counts the money out loud, and puts the money in the money savings bowl.
9. The secretary writes the amount on the Members' Savings Record Book (annex 10) next to that member's number, and then the treasurer and member sign the ledger.
10. The secretary writes that amount in the Individual's Savings Record Book, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
11. After all members' contributions are made and recorded, the treasurer counts out loud all the money in the savings bowl and tells the group the total.
12. The secretary adds up all the amounts of savings deposits made that week recorded in the Group Cash-In and Cash-Out Record (annex 9) and tells the group the total.
13. Once the added and counted totals for savings are equal, the secretary tallies the Group Cash-In and Cash-Out Record (annex 9) (adds the savings total from the previous week with total amount of savings deposits). Secretary reads totals out loud.
14. When added totals and counted totals are the same for each category, the secretary, chairperson, treasurer, and key holders must sign the group record (annex 9).
15. The money, the ledger, and the mentees' savings worksheets must be placed in the box, and then the box must be locked by the people with the keys.
16. The box is put in the correct place by the people who have been agreed upon to have that responsibility.
17. Thank everyone for being part of the meeting.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. You see—being part of this group is a great source of ideas and support. And who knows, maybe some of you will now be able to both improve an existing way of earning money and/or start a new one!
2. Instruct mentees to write, draw, brainstorm, or reflect in their journals ways that they or other girls could make money in the community. It could be actual positions that they know are available or new ways for individuals or groups to earn money.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form

Day 9: Girls' Money and the Risky Income Cycle

Objectives:

- Explore how adolescent girls and young women in our community make and spend money.
- Discuss the risks and risk reduction strategies of adolescent girls and young women's income cycle.
- Update personal budgets, distinguish between needs and wants
- Describe the needs and wants of Ruth and Miriam, fictional characters introduced in a story in this section.

Materials: board and chalk or flip chart and markers; small ball, crumpled paper, or another item that could be tossed from person to person; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); cards or pieces of paper (at least three per mentee); lockbox; annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individuals' Savings Records); practice money (annex 12); a savings bowl; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on how girls can make money in their community.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Risky Income.
7. Say: "Today we will be talking about risky income. You will also have another opportunity to practice the savings group procedure at the end of the session."

WARM-UP: GOAL SHARING ^{12*}

Materials: a small ball, crumpled paper, or another item that could be tossed from person to person

Time: 10 minutes



1. Divide mentees into two or four groups (depending on the number of mentors) each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each of the four groups.
2. Find a small ball or another item that can be tossed from person to person.
3. Explain: "I am going to toss this ball to one of you; the person who catches the ball must tell the group one of her goals, likes, or something she is currently learning. For example, a person might say she hopes to become a doctor, while another could share that she is working hard to improve her English. After speaking, they will toss the ball to another group member."
4. After all mentees have shared their goal or dream, ask them to turn to a partner to find out more about what they shared.

ACTIVITY 1: GIRLS' MONEY IN AND OUT ^{5*}

Materials: board and chalk or flip chart and markers; cards or pieces of paper (at least three per mentee)

Time: 20 minutes




1. Bring all the mentees back together in one group.
2. Ask: "Can I have a volunteer to draw a picture of a typical girl in this community?" As the volunteer finishes her drawing, ask the mentees to pick a name for the girl in the drawing. Hand out cards or pieces of paper, at least three for each mentee.
3. Say: "Now I'd like for five volunteers to each give an idea as to how [name of girl] gets money." Once the volunteers have given five ideas,
4. Ask: "About how much does this girl receive from this source of money in a month? How often does she receive this income—daily? Weekly? Monthly? Can someone describe more about each of these sources of money?"
5. When the conversation is finished, hand out a set of cards (at least three) to each mentee.
6. Say: "On each of these cards, I want you to draw a picture of one thing that [name of girl] spends money on. Once you're done, come and paste your cards (or put them down if the flip chart is on the floor) on the right side of [name of girl]." Invite the mentees to gather around the picture of [name of girl]. Start with the right side. Have the mentees help you organize the cards into piles of common expenses (that is, clothes, food, sanitary towels, school fees, school supplies, rent)."
7. Say: "Move the expenses around and put the most common expenses on top, followed by somewhat common, and then on the bottom the least common expenses." Once the mentees have agreed on the order of expenses from most common to least common, ask for volunteers to explain a bit more about each expense, including:
 - About how much does [name of girl] spend in a week on this expense?
 - In a month?
 - Why does she spend money on this particular item?


ACTIVITY 2: WHAT IS RISKY INCOME? ^{5*}

Materials: none


Time: 20 minutes

 **Note to mentor:** *It may be common for adolescent girls to get money from sources that may put them at risk of unsafe sexual behavior. This can be from different kinds of boyfriends or other older men who give them money and gifts in exchange for sex. When AGYW depend on older men for money and other resources, it can make it harder for them to be able to say no to sex or to negotiate for safer sex (that is, condom use). It is often the case that AGYW who have their own money, or have a little bit of economic independence, are less dependent on men for money.*

 1. Break mentees back into their two or four groups from "Goal Sharing" each led by one mentor. Conduct the rest of this activity within each of the groups.

 2. Ask: "In our previous discussions, we talked about different places that a girl like [name of girl from Activity 1] would possibly get her money from. Do you think it matters where this money comes from? From the different ways that [name of girl] gets money, which are some that might have some risks to them?" For each of the risky sources of income mentioned, ask:

- "What makes this way of getting money risky? What can [name of girl] do to avoid some of these risks?" If "from men" or "from boyfriends" does not come up,
- Ask: "What are the risks in girls getting money or other gifts from boyfriends or other men that they know? If [name of girl] had her own money that she kept aside as savings either at her home or in a bank account, how would that change the way she gets money from boyfriends or other men?" Encourage discussion and then,
- Explain: "Often, when other people give you money, there is an expectation that they will get something back. In many cases, what you give back is work. You wash clothes, plait hair, work in the field, and in exchange you get paid an amount of money. However, when you are getting money that is not in exchange for work, especially if it comes from boyfriends or other men that you know, there may be an expectation that eventually you will give something back. Maybe that expectation is some kind of sexual activity. When you are in this situation or feeling like you "owe" someone something for the money or gift that they gave you, it may be hard to say no to sex or to ask your partner to use a condom. Let's be aware of these kinds of expectations before we accept money or gifts from boyfriends or other men. Some of the risks associated with getting money through such ways include the possibility of contracting HIV and other sexually transmitted infections, unplanned pregnancies, and exposure to other social and health risks. Therefore, we can try to think about our savings as a way that we can use our own money so that we do not have to depend on these gifts or money from men for our daily needs."

 3. Ask: "Does anyone here have an example of when something like this happened to someone they know?" Let a few mentees share examples. This may open a larger conversation.

ACTIVITY 3: CREATING COMMUNITY CHANGE ^{3*}

Materials: none

Time: 30 minutes

1. Explain to mentees that as a group they will complete a community service project. Say: "You are going to work together to identify an issue or problem in the community and to develop and carry out a solution to it."
2. Lead a large group discussion. Ask mentees to identify an issue or problem that they want to change. The issue or problem can affect a few people, for example, it can be a problem that involves all or some members of your community, or even a large-scale problem affecting many people in your country or in the world. You can provide the following examples:
 - Trash or litter in community spaces
 - Non-potable drinking water due to a dirty well
 - Lack of support for elderly in community
 - Lack of HIV knowledge among young people
3. After a few (no more than 5) minutes, instruct mentees to brainstorm possible solutions that address the problems they've identified. For example, trash and litter can be removed during a community clean-up day and signs can be made to educate people about keeping public spaces clean. Additional actions, may include meeting with a local community leader or providing educational sessions in the community by writing and distributing leaflets, or creating and performing a street play. Instruct mentees to carefully discuss and compare all possible actions.
4. Now, tell mentees that they will decide on one problem and one solution to address for their community project. Instruct them to choose those that seem the most achievable and effective. It is important to be sure that your actions do not cause harm to you or others. Instruct mentees to consider the risks of their proposed project, check in with each group to discuss their plans, their feasibility, and their safety. Be imaginative, but also be realistic.
5. Once the group has come to a consensus, identify a date and time to complete the community project. Consider letting community leaders know about the project and inviting other community members to participate. There will be an opportunity to share your experience with your family and friends during the last session of the program.



Note to Mentors: Let your supervisor know when the community project will occur so they can attend and take pictures of the activities.

SAVINGS GROUP PRACTICE ^{4*}

Materials: lockbox, annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individual's Savings Records), a savings bowl, fake money (annex 12)

Time: 30 minutes



1. Bring all the mentees back together in one group.
2. Explain: "Today is our last mock savings group session."
3. Have mentees break out into groups of five so that each mentee can act as savings group members.
4. Ask members to sit in the order of their numbers starting with chairperson as number one, secretary as two, and so on in a clockwise direction.
5. Have the elected key holders open the box.
Hand out the practice money and members' savings books to five selected mentees. For this practice scenario, each mentee will deposit UGX 10. Give all five members UGX 10.
6. One by one, around the group, in number order, each mock savings group mentee goes forward and hands her money to be saved to the treasurer (UGX 10).
7. The treasurer says the number of the member out loud, counts the money out loud, and puts the money in the money savings bowl.
8. The secretary writes the amount on the members' record (annex 10) next to that member's number, and then the treasurer and member sign the ledger.
9. The secretary writes that amount on the Individual's Savings Record, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
10. After all members' contributions are made and recorded, the chairperson asks if any group members need to make a withdrawal.
 - a) Tell the group that two mentees want to access savings funds.
 - b) Ask mentee number one to stand; explain that mentee number one's cousin passed away and her family cannot afford funeral expenses.
 - c) Ask mentee number two to stand; explain that mentee number two has a job interview and wants to buy a new dress.
 - d) Ask mentees to discuss what would happen if each mentee wanted to withdraw her own money from the savings account. [A mentee can withdraw her own money but must understand that she is only allowed to withdraw up to the amount she has deposited. She must try to pay it back otherwise she will risk not meeting her savings goal on time.]
11. Once the withdrawal is agreed upon the treasurer counts out loud the amount approved and puts the money to the side.
12. The secretary records the withdrawal on the Member's Savings Record Book (annex 10) worksheet.
13. The secretary writes that amount on the Individual's Savings Record, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
14. Once all withdrawals are made, the treasurer counts out loud all of the money in the savings bowl and tells the group the total.

15. The secretary adds up all the amounts of savings deposits made that week recorded in the group record (annex 9) and tells the group the total.
16. When the savings totals are equal, the new deposits are placed in the bowl with the existing savings funds.
17. Once the added and counted totals for savings are equal, the secretary tallies the group record (annex 9) balance (adds the savings total from the previous week with total amount of savings deposits; subtracts any withdrawals). Secretary reads totals out loud.
18. The combined total is the total of new deposits and existing funds that have been combined and placed in the savings bowl.
19. When added totals and counted totals are the same for each category, the secretary, chairperson, treasurer, and key holders must sign the group record (annex 9).
20. The money, the ledger, and the mentees' savings worksheets must be placed in the box, and then the box must be locked by the people with the keys.
21. The box is put in the correct place by the people that have been agreed to have that responsibility.
22. Thank everyone for being part of the meeting.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. Instruct mentees to keep track of what they spend money on between now and the next meeting. Have mentees reflect on what types of purchases they could spend less money on and save money instead.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 10: Think about the Future—Money in and Money Out & Save Regularly

Objectives:

- Report the ways in which a girl (Patience, a fictional character introduced in this session) plans ahead for her income and expenses.
- Describe the behavior of someone who does not plan ahead.
- Determine whether statements about saving are true or false.
- Evaluate the savings behavior of two cousins.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt asking them to reflect on their spending habits.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Think about the future.
7. Say: "Today we will continue to build off the concept of "money in and money out" that was introduced last session. We will discuss how saving money is important for our future, and at the end of the session you will vote on whether to form a savings group!"

WARM-UP: HA HA!

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 10 minutes



1. Divide mentees into two or four groups (depending on the total number of mentors) each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct this activity within each group.
2. This involves all members sitting in a circle and remaining very serious.
3. One person starts with ha, the next person says ha twice, the third three times and so on (with each successive person adding another ha) around the circle.
4. Any member who cracks a smile or laughs is eliminated, and the cycle starts over.

ACTIVITY 1: PATIENCE'S STORY ^{5*}

Materials: none

Time: 10 minutes

1. Have mentees stay in their same groups from "Ha Ha!" each led by one mentor. Conduct the rest of this activity within each group.
2. Read the story below about Patience. [Note that there are two versions presented: urban and rural. Choose the option appropriate for the setting where you are facilitating—that is, option one is more similar to an urban scenario, and option two for a rural scenario.]

Patience's Story [Urban]

Patience is 17 and loves listening to radio programs. She listens to the radio whenever she gets the chance! She likes all programs—news, educational ones—but her favorites are the latest music hits. She is lucky because her aunt gave her a radio as a gift. Yet, she rarely has the money to buy batteries to keep the radio going. Patience usually works one or two days a week as a waitress at her neighbor's restaurant or helping her aunt at her stall in the market and earns about UGX50 a day. Each week, Patience thinks about what she needs to spend money on, such as food, transportation, or lotion. She sets aside the money she will need for those items and saves the little that is left with her savings group. She is saving that money to buy a sewing machine. But sometimes she will keep a little extra at home, just in case she fails to get work in the coming week or some other need for money comes up—as it usually does! However, every once in a while, Patience finds herself with a small amount of extra pocket money, and only then does she go to the shop to buy new batteries for her radio.

Patience's Story [Rural]

Patience is 17 and loves listening to radio programs. She listens to the radio whenever she gets the chance! She likes all programs—dramas, educational ones—but her favorites are radio sketches in her own language. She is lucky because her grandfather has a radio she borrows sometimes to listen to her programs. Patience has an agreement with her grandfather that every time she wants to listen to the radio, she has to buy batteries because her grandfather can't afford any extra batteries. Moreover, Patience rarely has the money to buy batteries to keep the radio going each time she needs to listen to it. Patience

usually works one or two days a week helping her aunt at her stand in the village market and earns about UGX 20 a day. Each week, Patience thinks about what she needs to spend money on, such as food, medicine, charcoal, or clean water. She sets aside the money she will need for those items and saves the little that is left with her savings group. She is saving that money to buy a sewing machine. But sometimes she will keep a little extra at home, just in case she fails to get work in the coming week or some other need for money comes up—as it usually does! However, every once in a while, Patience finds herself with a small amount of extra pocket money, and only then does she go to the shop to buy new batteries to listen to her grandfather's radio.

3. When you have told the story, ask:

- “How does Patience earn money? “
 - [Helping her aunt, working as a server, week helping her aunt at her stand in the village market]
- “How does she manage the money she earns (her “money coming in” or income)?”
 - [Thinks about her expenses for the week first, saves with her group, saves a little at home for her batteries when possible]
- “Why doesn't Patience listen to her radio more often?”
 - [She does not have enough money for batteries]
- “How does planning ahead help Patience?”
 - [She can meet her needs and save for some of her wants]

ACTIVITY 2: TALK ABOUT PLANNING AHEAD^{5*}

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 15 minutes



1. Ask mentees to find a partner. For tips on assigning partners refer to annex 1.
2. Explain to all of the mentees: “You have heard the story of Patience. She thinks ahead about what she needs to buy and sets aside her money for those needs. Your job is to work together and create a very short story about a girl (or girls) who is NOT like Patience. That is, the girl in your story should do the opposite of Patience. The girl in your story will NOT know how much she earns and NOT plan ahead for the things she needs to buy. While you can think about things you know in real life, please don't use anyone's real name or situation in your story. Come up with a fake name to protect the person who didn't plan! You have 5 minutes to come up with a story together.”
3. If some mentees enjoy dramas and role-plays, encourage mentees to create a short skit that shows a girl (or girls) who does the opposite of Patience, that is, does NOT plan ahead, instead of creating a short story.
4. Circulate while the mentees are planning to make sure that everyone understands the task and to keep them on track. After 5 minutes, ask a volunteer from each group to tell her story. Clap for each group!



5. If time allows, Ask:
 - “Have you seen any girls in your community who are more like Patience or the girls in these stories?”
 - “What are some specific things that make them more like Patience or the girls in these stories?”

- “What can they do to be more like Patience and plan ahead?” [Use their budget, think about expenses before they make them, spend less than they earn, save money with their group, save money at home]

ACTIVITY 3: TRUE OR FALSE ^{5*}

Materials: none

Time: 15 minutes

1. Instruct mentees to return to their same four groups from “Ha Ha!” and “Patience’s Story” each led by a mentor. Conduct the rest of this activity within each of the four groups.
2. Pick two mentees or ask for two volunteers to stand in two places at the front of the room. Tell everyone that one mentee represents TRUE while the other represents FALSE.
3. Explain: “We are going to play a game where you will have to stand up and go behind one of these mentees. I will give you a series of statements about saving. For each statement, you must decide whether you think it is true or false. If you think the statement is true (point to the mentee representing TRUE) stand behind your friend here. If you think it is false (point to the mentee representing FALSE) stand behind your friend here. If you are not sure, make your best guess. Let’s do an example to make sure everyone understands. I will give you a statement. Think about the statement for just a moment, and then move to the place behind the person that represents your answer.”
 “Saving money can help you in the future.”
4. When everyone has chosen a place, ask two mentees—one from the TRUE side, one from the FALSE side—to explain why they chose that spot. Explain that the statement is TRUE because it helps you work toward a future goal. Then, continue with the activity.
5. Ask: “What questions do you have?” Choose four to five of the statements below to read.
 - “You have to have a large sum of money to save.”
 ○ [False—you can save even small amounts of money.]
 - “Saving every week requires discipline.”
 ○ [True.]
 - “Saving tiny amounts of money is a waste of time.”
 ○ [False—even small amounts add up with time.]
 - “You should only save the money you have left over at the end of the week or month.”
 ○ [False—it is best to save before you spend.]
 - “Saving a little bit of money each week will eventually result in a larger amount of money you can use for something important to you.”
 ○ [True.]
 - “Girls like me do not have enough money to save.”
 ○ [False—most girls have at least a small amount they can put aside to save.]
 - Girls should not have to save money; their parents should save for them.
 ○ [False—everyone has emergencies and future needs, so girls should save too.]



Note to mentor: During the activity, if you find that the discussions are taking a lot of time, cut down on the number of statements.

6. After each statement, instruct the mentees to move behind the person that represents their answer [TRUE or FALSE]. Ask a few mentees in different places along the line to explain their choices. Then read the next statement.
7. Explain: "Saving is hard to do when there is not enough money to pay for all the things we need. However, saving can be easier when you decide to save regularly. Even if you can only save a little bit on a regular basis, making saving a habit will slowly build up a sum of money and help you reach your goals."

ACTIVITY 4: TWO COUSINS SAVE: A STORY ^{5*}

Materials: none

Time: 15 minutes

1. Instruct mentees to stay in their four groups from "Ha Ha!" each led by one mentor. Conduct the rest of this activity within each of the four groups.
2. Read the story below:

Beatrice and Eva are cousins who live next door to each other. They decide that they can make some money selling fritters. Since they need the initial utensils and ingredients to start, the two girls make a promise to start saving so they can buy the necessary items. They know exactly what they want to buy and its price. They decide to save weekly, and together agree on UGX 100 that they think they can afford to save. Eva is good at math. The cousins promise to each save UGX 5 every week. So, they will save UGX 10 in total each week. This means that they must save for 10 weeks before they can start the business. It seems like a long time but by putting their savings together, it will go faster. For the first few weeks, both cousins make sacrifices in order to save, and their family congratulates them! But Beatrice becomes tempted by her love for entertainment and goes to watch a variety show at her school. She even pays for a friend to go with her. Then her mother is sick and cannot work for a week, so Beatrice has to use some of her money to buy food for the house. The next week, when Eva asks Beatrice for her savings, Beatrice just shrugs and says she can't afford to save right now. She promises to give Eva a bigger sum of money later, after she works at their neighbor's shop. "Don't worry," she says, "I'll work hard and save a lot next month. It will all work out the same."
3. Discuss the story, using the following questions to make sure the mentees understood the story:
 - "What happened to the cousins' savings plan?"
 - [They weren't able to follow it when Beatrice found other things to spend the money on.]
 - "Why is Beatrice having a hard time saving every week?"
 - [She wants to go to variety shows; she had to help her sick mother one week.]
 - "What do you think about Beatrice's plan to collect a larger amount of money later?"

- [It might not work because she might find it difficult to save a larger amount of money that she did not plan for, and then the cousins' plans will fail. She might also think about changing the spending decisions she has easy control over such as going to a variety show.]

ACTIVITY 5: THE ADVANTAGES AND DISADVANTAGES OF SAVING IN A BANK^{5*}

Materials: none

Time: 15 minutes

1. Instruct mentees to stay in their groups from "Ha Ha!" each led by one mentor. Conduct the rest of this activity within each of the groups.
2. Ask: "What makes a place safe for keeping money?" [A place where no one else knows about it, where only you have access to the money, where only you can decide what to do with the money and when, where the money will not be stolen.] Now we are going to listen to and discuss two stories about girls who saved in two different places.
3. Explain: "Esther and Sara are cousins; Esther is 17 years old, and Sara is 18. For Christmas, their grandmother gave each of them UGX 200. Both cousins planned to save this money to reach important goals, but they chose different paths.
4. We'll listen to their stories and talk about what happened in each one." Tell the story of Esther:

The Story of Esther:

Esther is a girl with a dream: To finish classes at her technical school, buy the necessary tools, and start a mobile phone repair business. She wants to save her grandmother's gift and add to it until she has enough money to buy the tools. Esther opens a savings account to help her save. She puts the entire UGX 200 into her account. So, while it was easy to open the account, Esther wants to continue depositing some money and keep saving until she has enough for the repair tools, which cost UGX 400. On some days, she walks to school to save on transportation, but by the time she reaches class, she is very tired and has trouble concentrating. When Esther's brother gets married, she really wants a new dress for the wedding. She knows she is saving up for the tools for her business, but she goes to the bank to withdraw UGX 50 for a dress. On her way back from the bank, Esther sees a pair of shoes in the market that would match her dress. But she does not have enough cash in her pocket or time to return to the bank and withdraw more money. Esther realizes that although she is tempted to buy the shoes, she does not really need them and continues on her way home. Another day, Esther's mother asks for UGX 5 to buy some vegetables for dinner, but Esther does not have any cash with her, and the bank is too far away to go and withdraw the money.

5. Ask:
 - "What are Esther's savings goals?"
 - [To buy tools to start her own mobile phone repair business when she finishes technical school.]
 - "How does Esther get the money to save and achieve her goals?"

- [She saves her grandmother's gift and saves money from her lunches and transportation when possible.]
- "How will having a savings account help Esther reach her goals?"
 - [Keeping money in an account reduces spending on wants, such as the shoes Esther does not buy. It also keeps the money safe and secure.]
- "What are the challenges of putting your savings into an account?"
 - [You have to go to the bank to deposit and withdraw money, so if you need the money immediately, you cannot get it; access to your savings is restricted.]

ACTIVITY 6: THE ADVANTAGES AND DISADVANTAGES OF SAVING AT HOME ^{5*}

Materials: none

Time: 15 minutes

1. Instruct mentees to stay in their groups from "Ha Ha!" each led by one mentor. Conduct the rest of this activity within each of the four groups.
2. Say: "Now let's hear about what happened to Esther's cousin, Sara." Read the story below.

The Story of Sara:

Sara wants to save to enroll in a computer course, but she does not want to open a savings account because she thinks it will limit her flexibility with her savings. She decides to hide her UGX 200 in a home bank buried under a pile of clothes in her cupboard. Sara is easily tempted by videos or other CDs she sees in the market. So, about once a month, she takes a little money out of her home bank to buy something. That makes her so happy! And sometimes, when she has had a lot of business, she puts money into her home bank. One day, her uncle sees her put away her home bank, and the next time she takes it out, she discovers that some money is missing. Another time, her sister begs her for money for transportation to get to the place where she has work that day. When the time comes to pay the first installment for the computer course, Sara realizes that she does not have enough money in her home bank.

3. Ask:
 - "How does keeping money at home make it harder for Sara to save?"
 - [Keeping money at home makes it too easy to spend. Others who need money will pressure you to give it to them; it can be stolen or borrowed.]
 - "What are the advantages of saving at home for Sara?"
 - [She has easy access to money that she can spend on things she wants or use to help her family.]
 - "Which place do you choose for saving your money? Why?"

VOTING ON SAVINGS GROUP^{4*,5*}

Materials: board and chalk or flip chart and markers

Time: 15 minutes



1. Bring all mentees back together in one group.
2. How would things work out differently for Beatrice and Eva if they were members of a savings group or had a savings account? [The group encourages discipline to save regularly, and an account makes it more difficult to access and to spend your money on unplanned purchases. They are more certain paths to achieving your goals.]
3. Explain that the group is now going to determine whether they would like to establish a savings group.
4. Let the group know that not all mentees have to agree to join the group—however a minimum of 10 mentees is necessary to move forward with a savings group.
5. For all the remaining sessions 30 minutes at the end will be dedicated to saving. If you decide not to save, this time will be used for socializing. The mentees in the savings group can also socialize once they have completed their savings procedures.
6. Tell the mentees that before voting, the pros and cons of forming a group will be reviewed. Explain that a pro is a benefit, such as having support from friends to meet a savings goal, and a con is something that could be a challenge, such as trusting that your money is safe.
7. Write the words “pro” and “con” on a chalk board or flip chart next to each other on the top. Ask mentees to brainstorm writing down responses under their respective headings.
8. After about 10 minutes tell the mentees that we are ready to vote. Ask mentees to close and cover their eyes. Once all mentees’ eyes are closed and covered, tell mentees to raise their hands if they would like to participate. Count the number of hands; if there are 10 or more, write down the names of the mentees who raised their hands.
9. Tell the mentees they can now uncover and open their eyes. If 10 or more mentees raised their hands, tell mentees that a group will be formed and that if anyone changes their mind and wants to participate they can let you know next week. If fewer than 10 raise their hands, tell the group that there will not be a savings group but encourage all mentees to save money on their own or to look for a group in their community that they may be able to join.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. Instruct mentees to write, draw, brainstorm, or reflect in their journals about challenges that they may face in savings and ways to overcome these challenges.
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. If there will be a savings group, tell mentees to bring some money with them next week that they can put in savings. Thank them for their participation.
3. Complete Program Progress Tracking form.

Day 11: Savings Day*

**This session is designed to be used with mentees who want to save. If there are group mentees who have decided not to join the savings group, have a co-mentor lead a session on teamwork and peer pressure (annex 14). If the group chose not to save at all, lead session on teamwork and peer pressure (annex 14) in place of this session.*

Objectives:

- Establish a savings constitution
- Initiate group savings
- Elect savings group committee

Materials: board and chalk or flip chart and markers; savings bowl; lockbox and keys; copy of savings group steps (annex 15); annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individuals' Savings Records); Savings Group Constitution (annex 16); Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION*

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circle, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on the challenges they may face when saving
 - a. Allow for enough time for each mentee to respond, promote a discussion within groups about the topic.
5. Ask mentees if there is anything else they would like to talk about, ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Savings Group or Teamwork and Peer Pressure.
7. Say: "Today you will elect leadership and management committee for the savings group and will have your first savings group session!"
 - a. If you have mentees that are taking part in the optional Day 11 (annex 14) on teamwork and peer pressure, say: "Today we will talk about teamwork as well as peer pressure."

**If your group will be split between savings and the optional session in annex 1, they can stay together for the warm-up; then split off.*

WARM-UP: GRUMBLE, GRUMBLE

Materials: none

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. This activity provides an opportunity to express negative feelings in a safe way.
3. It is done in pairs where partners talk simultaneously about what is on their minds (irritants, complaints), and when one runs out of issues to express they say grumble, grumble over and over again until all mentees are saying grumble, grumble.
4. At the end, ask the group if there were any complaints that they felt should be discussed or expressed in more depth. Leave a little time for discussion or decompression if necessary.

ACTIVITY 1: FINALIZING A SAVINGS GROUP COMMITTEE ^{4*}

Materials: Annexes 9, 10, and 11 (member details, attendance register, group cash-in and cash-out record, members' savings record book, and individuals' savings records)

Time: 25 minutes

1. Explain that the first task in establishing the savings group is to elect the management committee.
2. Remind the group about the qualities for committee members discussed during practice.
3. Ask for nominations for a chairperson and then ask those people to leave the room. After they have left the room, allow the members to vote by putting their hands up. Then count the votes and state the name of the person with the most votes.
4. Call those outside back and announce the name of the person elected to the position and ask them to sit in seat one.
5. Ask for nominations for a secretary and then ask those people to leave the room. After they have left the room allow the members to vote by putting their hands up. Then count the votes and state the name of the person with the most votes.
6. Call those outside back and announce the name of the person elected to the position and ask them to sit in seat two.
7. Ask for nominations for a treasurer and then ask those people to leave the room. After they have left the room allow the members to vote by putting their hands up. Then count the votes and state the name of the person with the most votes.
8. Call those outside back and announce the name of the person elected to the position and ask them to sit in seat three.
9. Ask for nominations for key and money box keepers (three people to lock the money box and keep the keys, and one person to keep the money box in a safe space). (You or your co-mentor may be the best person to keep the box; it is important to discuss how to safely carry the box to and from group meetings.) Then ask them to leave the room.
10. After they have left the room allow the members to vote by putting their hands up. Then count the votes and state the name of the person with the most votes.
11. Call those outside back and announce the name of the person elected to the position.
12. Assign numbers to mentees starting with the chairperson as member number one, the secretary as number two, treasurer as number three, and remaining group members

starting with number four. The members' details register (annex 10) is completed at the first meeting. It gives each member a number, which will be used from now on. Say that number out loud along with the member's name. Ask the member to write her number on her individual savings record, which is located on page 35 in the mentee handbook (and in annex 11) and that number is used for the attendance and savings records in the journal.

13. Make sure everyone is sitting in her designated spot.

ACTIVITY 2: ESTABLISHING A CONSTITUTION^{4*}

Materials: blank copies of the constitution (annex 16)

Time: 45 minutes

1. Tell the group you are going to establish a constitution. Print blank copies of the constitution for the secretary and mentor (annex 16). Tell the group you are going to ask a series of questions to guide them through developing their constitution. Ask the secretary and co-mentor to record responses to all the questions on the constitution document. Inform mentees that they can refer to a blank document of the constitution in their mentee handbook on page 38.



2. Ask:

- What are you going to call your group?
- How much are you going to save each time you meet?
 - [Choose a minimum level and a maximum. The maximum is recommended at three to five times the minimum. This needs to be low enough to make it possible for everyone to save weekly. Remind mentees that if they have more to save they can do that in another group as well or in their own bank account. Never only save what the group suggests if you can afford to save more.]
- How long are you going to save for and when will you have a payout?
 - [Each member will receive whatever amount that person saved during the cycle. Payouts are discussed in the next activity].
- Who should attend the savings group meeting?
 - [Group members only]
- What happens if a committee member misses more than two meetings?
- What should happen if one member is disrespectful to any other member (that is, teasing, bullying, or put-downs)?
 - [All members of the group are equal partners. No teasing, bullying, or talking down to anyone should take place. We will respect each other by listening to everyone's ideas, not speaking over others, and... (brainstorm how they can show respect)]
- If someone wants to leave the group, what happens to their savings?
 - [They can have a payout.]
- What happens if someone does not have money to save or chooses not to save?
 - [It is up to you how much you put in; no one should be penalized for an inability to save].
- Do you have a group goal or plan?
- Will you do any other activities together?
- Where are the deposit receipts, individual savings books, and ledgers kept?
 - [In the savings box]

ACTIVITY 3: FIRST SAVINGS GROUP SESSION ^{4*}

Materials: savings bowl, lockbox and keys, copy of savings group steps (annex 15), annexes 9, 10, and 11 (Member Details, Attendance Register, Group Cash-In and Cash-Out Record, Members' Savings Record Book, and Individuals' Savings Records)

Time: 30 minutes

Room setup: For savings group, the chairperson, secretary, and treasurer* should sit in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13, for a picture of the recommended room setup).

*The savings group committee members should sit only in their assigned spaces during the savings group section of each session. Members should be encouraged to sit in different places and next to different people each session to promote socialization.

1. Post savings group steps (annex 15) on wall. Tell mentees that they have a copy of the savings group steps in their handbook on page 36.
2. Tell mentees that today they will begin to save money together.
3. Ask members to sit in the order of their numbers starting with chairperson as number one, secretary as two, and so on in a clockwise direction.
4. Have the elected key holders open the box.
5. One by one, around the group, in number order, each savings group member goes forward and hands her money to be saved to the treasurer.
6. The treasurer says the number of the member out loud, counts the money out loud, and puts the money in the money savings bowl.
7. The secretary writes the amount on the Members' Savings Record (annex 10) next to that member's number, and then the treasurer and member sign the ledger.
8. The secretary writes that amount on the Individual's Savings Record, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary for her to file and bring back to the following meeting.
9. After all members' contributions are made and recorded, the chairperson asks if any group members need to make a withdrawal from their savings fund.
10. Once the withdrawal is agreed upon, the treasurer counts out loud the amount approved and puts the money to the side.
11. The secretary records the withdrawal on the Members' Savings Record worksheet (annex 10).
12. The secretary writes that amount on the Individual's Savings Record, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary for her to file and bring back to the following meeting.
13. Once all withdrawals are made, the treasurer counts out loud all the money in the savings bowl and tells the group the total.
14. The secretary adds up all the amounts of savings deposits made that week recorded in the Group Cash-In and Cash-Out Record (annex 9) and tells the group the total.

15. When the savings totals are equal, the new deposits are placed in the bowl with the existing savings funds.
16. The secretary tallies the Group Cash-In and Cash-Out Record (annex 9) balance (adds the savings total from the previous week with total amount of savings deposits; subtracts any withdrawals). Secretary reads totals out loud.
17. When added totals and counted totals are the same for savings, the secretary, chairperson, treasurer, and key holders must sign the group record (annex 9).
18. The money, the ledger, and the mentees' savings worksheets must be placed in the box. Then the box must be locked by the people with the keys.
19. The box is put in the correct place by the people agreed upon who will have that responsibility.
20. Thank everyone for being part of the meeting.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. Instruct mentees to write, draw, brainstorm, or reflect in their journals at least one way that they can support the other mentees in the mentoring group to save.
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
3. Complete Program Progress Tracking form.

Day 12: Budgeting and Dealing with Setbacks in Saving

Objectives:

- Understand the idea of making spending priorities.
- Practice making a personal budget.
- Explore challenges and possible setbacks expected in saving.
- Understand difficulties encountered when things don't go as planned.
- Understand how to plan and deal with setbacks in savings.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); stones, sticks, or pieces of paper (10 per mentee); copies of the sample budgets (annex 17 and 18); savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources (annexes 9, 10, and 11); a table or mat; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on how mentees can support other girls within the mentoring group.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about, ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic which is: Budgeting and Dealing With Setbacks in Savings.
7. Say: "Saving is not always as easy as it seems, and sometimes things may not go as planned. In the previous sessions, we have talked about making a savings plan, which helps us achieve our savings goals. When we make our savings plan we must always be aware of the challenges and possible setbacks."

WARM-UP: WHO IS THE LEADER?^{6*}

Materials: none

Time: 15 minutes



1. Bring all mentees back in one group
2. Ask mentees to sit in a circle.
3. One person volunteers to stand in the corner of the room and face away from the circle and cover her ears.
4. Once it appears the person in the corner cannot hear or see them, the rest of the group chooses a leader. The leader must perform a series of actions, such as clapping or tapping a foot, which are copied by the whole group.
5. The volunteer comes back into the room, stands in the middle, and tries to guess who is leading the actions.
6. The group protects the leader by not looking at her. The leader must change the actions at regular intervals, without getting caught.
7. When the volunteer spots the leader, she joins the circle, and the person who was the leader goes to the corner to allow the group to choose a new leader.

ACTIVITY 1: MAKING SPENDING DECISIONS^{5*}

Materials: stones, sticks, or pieces of paper (10 per mentee); Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 15 minutes



1. Divide mentees into two groups each led by two mentors. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within the two groups.
2. Ask the mentees to sit in a circle or gather around so that everyone can see. Give each mentee 10 stones (sticks or pieces of paper) and tell them that each one represents UGX 10—so take care of them!
3. Explain: “We are going to play the Spending Game. In this game, you are going to have a series of opportunities to spend the UGX 100 I have just given you, which you can imagine that you earned doing some small jobs for me. Each of you will make your own choices. There is no right or wrong way to spend your money. What questions do you have?”
4. Next say: “I want all of you to imagine that it is Saturday, and you have decided to go to the market to buy a new outfit. You each have UGX 100 that you earned from babysitting for a neighbor, and you will now have a series of opportunities to spend it.”
 - It is hot and your feet are tired. A taxi driver asks if you want a ride to and from the market today—it just costs UGX 10. Pay me UGX 10 if you accept his offer and then take a quick drive to the market (or just keep walking on your tired feet).
 - You arrive at the market (in the taxi or by foot) and you see that some of your friends are already there. Your best friend asks if you have enough money to buy something for her and yourself to eat. Pay me UGX 10 if you decide to buy you and your friend some lunch (or just tell her that you are not hungry and keep moving).
 - While you are heading toward your favorite shop a street vendor catches your eye. He has some very attractive dresses for sale—and matching

sandals. The price is only UGX 80, but he says you have to decide right away as he only has a few outfits available. Pay me UGX 80 to buy the dress and sandals or move on (and only let the first three mentees buy from him as his supply is limited).

- Next you go to your favorite shop where the owner knows you and gives you good prices. She has some very nice dresses for UGX 50—and a good supply. Pay me UGX 50 to buy a dress.
- Now you are looking for shoes, but it is hard to find ones that match your new dress. You go to one store, and the perfect shoes cost UGX 40. Pay me UGX 40 to buy shoes or move on.
- You remember that you have run out of soap and lotion at home and you see a very good price to buy one of each for just UGX 10. Pay me UGX 10 or miss out on this good price.
- You are feeling unlucky when it comes to buying a new outfit when suddenly you see that there is a new trader in town who has very special prices: you can buy a dress, shoes, and a necklace for UGX 70. Pay me UGX 70 to buy them.
- You are getting ready to go home when you see your auntie in the market. She asks if she can borrow UGX 10 from you to buy some medicine because she is not feeling well. Pay me UGX 10 if you lend the money to her.
- On your way to leave the market you see a woman beside a broken-down truck selling dresses for UGX 30 and shoes for only UGX 20 (a special price because she needs to raise money to fix her truck immediately). Pay me UGX 30 to buy a dress and UGX 20 to buy shoes at this very special price.
- Now it is time to go home. If you paid for a ride with the taxi driver, then go home with him. If not, then enjoy the walk home...

5. Thank the mentees for playing the game.

ACTIVITY 2: INTRODUCE THE BUDGET^{5*}

Materials: board and chalk or flip chart and markers; and/or copies of the sample budgets (annex 17 and 18) for each mentee

Time: 20 minutes

1. Remain in the two groups from “Making Spending Decisions” each led by two mentors. Conduct the rest of this activity within the two groups.
2. Ask mentees to reflect on what they spent their money on during the Spending Game before.
 - What did you end up spending your money on? Did you save any?
 - How did you make your decisions?
 - Are you happy with how you spent your money?
3. Say: “Now that you have thought about your spending decisions, it is time to learn about something called a budget. A budget is a tool to help you plan for the money that you earn and the money that you spend. We can use it to plan both our ‘money coming in’ and our ‘money going out’ over a period of time. It can help us to spend our money wisely, and to save more money than we might without it. A budget is simply our planned money coming in and how we will spend that money over a period of time, such as a week or a month.”



4. Ask mentees to turn to page 43 of their mentee handbooks to view the budget (also located in annex 17). Explain the different sections of the budget.
5. Say: "Now turn to a partner to plan for Round Two of the Spending Game. We will all start out with the same amount of money (100 UGX), which we can put in our 'money in' row, and we will have the same choices to make. But this time we have a chance to plan ahead and make a budget. So, take a few minutes to budget how you will use your 100 UGX. Then we will quickly go through the same steps for the game." Repeat all the same steps (buying choices) as in Round One.
6. Now debrief the game. Ask:
 - "What did you spend your money on? Did you save any?"
 - How did you make your decisions this time? Were they different or the same?
 - Are you happier with how you spent your money this time? Why?"
7. Now introduce a more general budget template. Ask mentees to turn to page 44 of their mentee handbooks to view the general budget template (also located in annex 18). Explain the different sections of the budget.
8. Say: "This next budget is an example of one we could all use to track our actual money in and money out over a typical week. It uses the same overall design as the one we just used in our game, but it is closer to what we might use in real life to apply our new budget-making skills." Arrange girls into small groups and explain that they are now going to make a budget for the coming week.
9. Say: "List what money you'll have coming in during the next week and where that money usually comes from (salary, gifts, allowance), and provide a total for your income. Then think about what you will spend next week (food, clothes, transport, school supplies, medicine, phone) and how much those things cost. Then total up your expenses." Give the mentees ten minutes to work on the personal budget on page 44 of the mentee handbook (also in annex 18).
10. Then say: "Good job. A budget is something that you can use to plan and update as your money in and money out changes; that is, if you get money from new or different sources, spend it on different things or in different amounts. Practice at home since making a budget and sticking to it takes practice!"
11. Remember, if you don't have enough money in, you may have to reduce what you spend. If you have more money coming in than what you will spend, you can always save! Don't worry if this seems hard. Just start by writing down what you spend. That is the first step to having a good budget."

ACTIVITY 3: EXPLORE CHALLENGES AND POSSIBLE SETBACKS IN SAVING^{5*}

Materials: none

Time: 10 minutes

1. Remain in the two groups from "Making Spending Decisions" each led by two mentors. Conduct the rest of this activity within the two groups.
2. What is a setback? [A setback is an event or happening that prevents your plan from working out and is likely to affect your plan.]
3. What are some examples that may be a setback to a savings plan?
Some examples:

- During the holidays, Grace manages to raise UGX 80 to buy a school uniform at the beginning of the term by helping at her auntie's fruit stand in the market. Suddenly, she discovers the price of the uniform has gone up by UGX 30.
- Mary, who lives with her mother and three younger siblings, has been saving UGX 15 each week so that she has money to start a business selling clothes in the market. However, her house gets broken into and now she needs to help her mother fix the door/lock and replace the furniture that was stolen.

ACTIVITY 4: THE “FALLBACK PLAN”: DEALING WITH SETBACKS IN SAVING^{5*}

Materials: none

Time: 20 minutes

1. Remain in the two groups from “Making Spending Decisions” each led by two mentors. Conduct the rest of this activity within the two groups.
2. Explain: “We are going to listen to and discuss the story of a girl who had a good savings plan but things did not work out as she expected. But most important, we are going to discuss how she learned to deal with setbacks to her savings plan.” Read the story of Hellen (below).

The Story of Hellen:

Hellen is a 14-year-old girl living with her older sister. Her school is far from home so she gets on a bus twice a day to get to school and back home. Her older sister has to give her money for transportation to school and lunch, and her sister does not always have the money. As a result, Hellen sometimes misses school and her grades suffer because she gets behind in schoolwork. Lately, Hellen has been thinking of how she can make her situation better and not let her need for transportation money get in her way of attaining an education. She decides to make a savings plan to raise some money as a supplement toward her transportation costs. To do this, she starts a small business selling bananas at school. Hellen needs capital of UGX 35 to buy an initial box of bananas. She plans to raise this money by saving money that she gets from helping her aunt sell vegetables in the market. However, this takes much longer than she expected because sometimes her aunt cannot afford to pay her every time. She perseveres and manages to save UGX 35 in four weeks, as opposed to the two weeks she initially planned. Just before Hellen sets off to buy the bananas, her sister falls ill, and she has to use the UGX 35 for medicine. At least Hellen went to her savings and not Patrick, her 27-year-old neighbor who gives her money sometimes. Hellen begins saving for her capital again, and this time it takes even longer (six weeks). She finally manages to buy the box of bananas to sell at school. The sales are very good in the beginning, and her transportation money is covered for weeks to come. However, when the seasons change, bananas are no longer available for sale. To keep her business alive so she can keep saving, Hellen decides to reinvest her capital in selling chips and is able to make enough money not only to supplement her transportation to school, but also to save and buy small school supplies that she could not afford before.

3. Ask:
 - “What were Hellen's saving goals?”

- [to raise money as a supplement toward her school transportation]
- “What was Hellen's savings plan?”
 - [to help her aunt sell vegetables at the market; she planned to raise UGX 35 capital for a small business in two weeks, then use the money to start selling bananas at school]
- “What were the setbacks to Hellen's savings plan?”
 - [Her aunt could not always afford to pay her on time; it took longer for Hellen to raise the capital than she had initially planned. After raising the capital, she was faced with an emergency to pay for her sister's medication when she fell ill. When the season changed, she could no longer make money selling bananas.]
- “How did Hellen overcome her various setbacks?”
 - [Difficulties in raising capital—readjusted her timeframe for the savings goal because she was not able to save as much each week as she had initially planned.]
 - [After using her savings for an emergency, she began saving all over again.]
 - [Change of season, no business—she readjusted her savings plan and changed her line of business.]
 - [Overall—SHE KEPT SAVING AND DIDN'T GIVE UP!]

SOCIAL AND SAVE^{16*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of savings group steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11; a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. One thing that will help in dealing with setbacks in savings is having a “fallback plan.” This plan involves five simple steps that will help you manage a setback:
 - a. Revisit your savings plan.
 - b. Explore and list your available options.
 - c. Weigh your options and compare them to your savings goal.
 - d. Choose your fallback plan.
 - e. Continue saving and don't give up!
3. Instruct mentees to write, draw, brainstorm, or reflect in their journal about a time that they've experienced a setback in saving or when they've had to make a tough financial decision.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
5. Complete Program Progress Tracking form.

Day 13: Your Own Money versus Someone Else's Money

Objectives:

- Differentiate between one's own money and borrowed money
- Identify characteristics of borrowed money
- Understand the importance of being in control of one's own money

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11; a table or mat; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt about times mentees have experienced setbacks in saving or had to make a tough financial decision.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Your Money versus Borrowed Money.
7. Say: "We have spent a lot of time learning about why it is important to save and how to increase our savings, but sometimes we also borrow money. In this session, we will try to understand the difference between money we save and money we borrow."

WARM-UP: TREASURE YOURSELF ^{12*}

Materials: none

Time: 40 minutes



1. Instruct mentees to remain in their sisterhood circles each led by one mentor. Conduct the rest of this activity within each of the groups.
2. Ask mentees to imagine that they are born with an empty treasure chest. As people love us, compliment us, appreciate us, spend time with us, and learn with us, we build up our treasure. As people criticize us, shout at us, and put us down, we lose our treasure.
3. Explain that as the put-downs accumulate, the treasure chest can empty, and that prevents us from feeling good about ourselves and others.
4. Ask everyone to respond to the following statements:
 - What do you think is your greatest personal achievement to date?
 - What do you like most about your family?
 - What do you value most in life?
 - What are three things you are good at?
 - What is one thing you would like to improve about yourself?
 - What would you most like to be remembered for?
 - What do your friends like most about you?

ACTIVITY 1: DISTINGUISH BETWEEN BORROWED MONEY AND YOUR OWN MONEY ^{5*}

Materials: none

Time: 10 minutes



Note to mentor: For the game below, make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to maintain the energy!



1. Bring all the mentees back together in one group.
2. Say: "Let's start by making a line. Stand up!"
(Show the mentees where you want them to stand to form a line.)
3. Say: "I am going to tell you different amounts of money and where they came from. For each one, you must decide if that money is BORROWED or if it is YOUR OWN money. If you think it is borrowed, step to the left. If you think it is your own money, step to the right. When there is disagreement, we will discuss the different opinions and clear up any confusion about borrowed money and money that belongs to someone else."
4. Read the following descriptions:
 - Your mother gives you UGX 80 for transportation. [own]
 - Your sister lends you UGX 15 to buy body lotion. [borrowed]
 - You sell your mobile phone for UGX 150 to a friend. [own]
 - You wash your neighbor's clothes for UGX 50. [own]
 - At the local store milk costs UGX 5, and you buy it on credit. [borrowed]
 - You go to see a movie with a friend, and she lends you money for the ticket. [borrowed]
 - For a trip, your aunt gives you a gift of UGX 200. [own]

- You take UGX 20 from your home bank under your bed to buy sanitary towels. [own]
 - Your neighbor lends you UGX 30 to buy baking flour for making fritters for sale. [borrowed]
5. Thank mentees for their participation, ask if there are any questions. If there are none, or once questions have been answered, move on to the next activity.

ACTIVITY 2: UNDERSTANDING THE RESPONSIBILITIES OF BORROWING^{5*}

Materials: board and chalk or flip chart and markers;

Time: 20 minutes



1. Divide the group into two teams and give each team a name. Use something familiar or humorous: names of animals ("the elephants" versus "the giraffes") or well-known musicians. For tips on how to divide mentees into groups refer to annex 1.
2. Explain: "I have a list of questions about borrowing money, and we will play a game to better understand the topic." If you have chalk board space or a blank piece of flip chart paper, write the rules down before you explain them. Ask one or two mentees to repeat them to make sure everyone understands.
3. Say: "When I read the question, both teams will have 1 minute to discuss the answer. The team whose turn it is will have the first chance to answer. If they are right, we will move on to a new question for the other team. If they are wrong, the other team will have a chance to answer before their turn."
4. Say: "We will start with Team 1. Ready?"
5. Read the questions below and make sure each team has been given a chance to respond:
 - "Why is borrowed money different from your own money?"
 - [Borrowed money must be paid back; you have more flexibility and control with your own money.]
 - "When you borrow money, why do you have to pay it back?"
 - [Because the money does not belong to you; the money belongs to the person or institution who lent it to you and, who expects to get it back.]
 - "If you borrow money from a friend, do you have to repay it?"
 - [Normally, yes. Sometimes a family member or friend will end up giving you the money—that is, giving you permission to not repay the loan. But you should never assume that this will happen, and always plan to repay or return whatever you borrow!]
 - "When you borrow money from a friend, can you decide when to pay it back?"
 - [Maybe. If you borrow from a friend or relative, they may be very flexible about when you need to return the money. You will have to discuss the terms and schedule before you borrow the money.]
 - "When you borrow money from a financial institution (like a bank) or a savings group, can you decide when to pay it back?"
 - [No. If you borrow from a financial institution or a group, you will most likely have a payment schedule to repay in installments that are due each week or each month until the full amount is repaid.]

- “Does it cost you anything to borrow money from a financial institution or a savings group?”
 - [Yes. Most lenders charge you something to use their money. (This amount is called “interest.”)]
 - “Does it cost you anything to borrow money from a friend or family member?”
 - [It depends. When you borrow from a friend or family member, she may ask you to pay interest on the amount that you borrowed from them. Again, this is something you will have to discuss before you borrow the money.]
 - “If you borrow money and a thief then steals it, do you still have to repay the money?”
 - [Yes!]
6. When you have finished, congratulate both teams! Explain that the point of the game is to understand that money comes with responsibility—paying it back, paying it back on time, and paying it back with any interest that might be charged.
- ?** 7. Conclude by asking:
- “What are some advantages of borrowing money?”
 - [Some possible answers include: you have immediate access to money; you can buy what you want right away; you will not miss the chance to buy something or make an investment at a good price.]
 - What are some disadvantages?
 - [Some possible answers include: borrowing costs money because of interest and/or fees; if you fail to repay there are consequences; there is pressure to repay on time; if there is an emergency you may never be able to repay.]
 - What questions do you have about borrowing money?

ACTIVITY 3: UNDERSTANDING THE IMPORTANCE OF GAINING CONTROL OVER YOUR OWN MONEY ^{5*}

Materials: board and chalk or flip chart and markers

Time: 10 minutes

1. Instruct mentees to stay in their two teams from “Understanding the Responsibilities of Borrowing.” Have two members lead each team in this activity.
2. Explain: “Now that we have talked about one's own money and other people's money, we are going to look at why it is important to ensure that other people respect your own money and understand that you have the right to make your own decisions about it. Let's begin by thinking of some of the ways that sometimes make us feel we don't have control over our own money.”
3. Use the questions below to prompt mentees to think very thoroughly about situations they feel lessen their decision making over their own money. Aim to find out the mentees' perceptions of who can have the right to access their money. Use a blackboard or flip chart to list the mentees' ideas as they offer them.
 - Read: Lulu has UGX 25 and plans to use part of it to go and watch a variety show at her school on Saturday and the rest to buy cooking ingredients. Instead, her father gets the money from her pillow and gives it to a visiting uncle as transportation money to return to his hometown.

- Ask: “How can she make her father understand that he needed to discuss with her first before giving the money to someone else and without her permission?”
- Read: Barbara keeps some money in the bank and often deposits small amounts of money whenever she has it. She hopes to raise some money so she can save up for capital to start a new business. Barbara's mother knows she keeps some money in the bank and tells her to save it for the family to buy a new gas kerosene oven for making fritters at the market instead of saving it for Barbara's business.
 - Ask: “How can Barbara make her mother understand that she plans to use the money for something else?”
- Read: Irene and Hope are best friends and spend a lot of time selling tomatoes at the market together. They know a lot about each other and share almost everything. Irene knows that Rose, one of their other friends, borrowed UGX 50 from Hope two weeks ago. Rose raises the money and decides to return it to Hope, but finds Irene instead. She gives the money to her knowing that they are best friends but insists that she give it to Hope upon her return. Irene decides to use the money without Hope's permission.
 - Ask: “How does Hope make Irene understand that, although they are best friends, she had no right to use the money without her permission?”
- Ask: “What can Lulu, Barbara, and Hope do to change their situation?”
 - [Communicate clearly their saving goals and what they plan to use the money for. In this way, others will gain an appreciation of what the money is intended for.]
 - [Be open and set limits on other people's access to their money. In this way, others will understand that they don't have the right to access it.]
 - [Clearly and openly communicate how far they can go in taking on money responsibilities. In this way they won't be raising other people's expectations too high.]
 - [Show responsibility and assertiveness in the decisions they make over the use of their own money. In this way, others will respect them and set their own limits to accessing their money.]

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11; a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chair person, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).

3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Explain: "Many times we may feel like our own money is not really ours because either other people decide on our behalf what we should do with it or simply access it without our permission. These can be our friends, parents, siblings, or boyfriends who often feel they should make decisions for us. Although it is important to help out at home or take on other responsibilities moneywise, it is also important that people around you know and respect the fact that they have the responsibility to discuss your money with you and that you have the right to make the final decision about how it is spent."
3. Instruct mentees to write, draw, brainstorm, or reflect in their journals what it is like, or will be like, when they are in control of their own money.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
5. Complete Program Progress Tracking form.

Day 14: The DOs and DON'Ts of Talking about Money and Resolving Conflicts about Money

Objectives:

- Learn the possible outcomes of discussions about money.
- Identify the DOs and DON'Ts of good communication about money.
- Recognize the DOs and DON'Ts of good communication in a real-life experience.
- Identify good communication skills in a sample dialogue.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); a scarf or hat as a costume prop; photocopies (one for each person if possible) of the role-play between a mother and daughter (annex 19); savings bowl; lockbox and keys; copy of Savings Group Steps (annex 15); copy of constitution (annex 16); savings group resources located in annexes 9, 10, and 11; a table or mat; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask girls to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on what it will be (is) like when they are in control of their own money.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Conversations around Money.
7. Say: "Today you will learn how to talk about money and resolve conflicts about money."

WARM-UP: PEOPLE TO PEOPLE^{7*}

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 15 minutes



1. Ask mentees to pick one partner each and form a large circle—standing next to their partners. For tips on how to assign partners refer to annex 1.
2. There should be an even number of people in the circle, and one person should stand in the middle and be the caller (the mentor may need to participate to make the circle even).
3. The caller then names a pair of body parts like “elbow to knee,” and each of the pairs attach one person's elbow to the other person's knee. Keeping these parts attached, this will continue for three or four more times until pairs are tangled up.
4. Then the caller calls “people to people” and the process starts over, with mentees finding a new partner. The person who doesn't find a partner becomes the new caller.

ACTIVITY 1: POSSIBLE OUTCOMES WHEN WE TALK ABOUT MONEY^{5*}

Materials: none

Time: 15 minutes



Note to mentor: *In this step, you will introduce mentees to three different outcomes that can happen when we talk about money.*

1. Say: “Our goal together is to find ways to make talking about money easier and more effective. We'll start by identifying the possible outcomes of talks about money. An outcome is the result of something. When we are talking about money, we use outcome to mean the result of a conversation about the exchange of money.”
2. Ask: “When we finish talking about money with someone, is everybody involved always happy with the outcome?” Mentees will most likely answer “no.”
3. Say: “When we talk about money, sometimes both people involved end up happy since each gets something she wants. Sometimes neither gets anything—both lose. And sometimes, one person gets something she wants, and the other person does not. When we talk about money, there can be winners and losers.”
4. Say: “There are three possible outcomes when talking about money.” Read aloud the possible outcomes below:
 - a. Win-Win
This is the best outcome in any discussion about money. Both people (or groups) involved in the discussion get something or everything they want or need. They both have a positive feeling at the end of the discussion and are willing to talk about money again in the future.
 - b. Lose-Lose
This is the worst possible outcome in a discussion about money. In this outcome, the two people (or groups) cannot agree. In the end, neither person (or group) involved in the discussion gets what they wanted. They may not be willing to talk about money again in the future.
 - c. Win-Lose / Lose-Win

In a win-lose or lose-win situation, one person (or group) gets what she wants, and the other gets nothing. When this happens, the loser might be less likely to want to talk to the winner about money again in the future.

5. Explain to the mentees that you will give them a few examples. Tell them that their job is to listen and decide who in each story is happy with the outcome.
6. Read aloud the Lose-Lose Outcome Situation:

A customer is discussing the price of a blanket with a vendor in the market. They cannot agree on the price, and the customer leaves the market without buying anything from the vendor.
7. Ask: "Who was the winner at the end of this discussion? [neither person] Who was the loser?" [both people] When someone answers correctly, explain lose-lose outcomes.
8. Say: "Sometimes, no one involved gets what he or she wants. This type of outcome is called lose-lose."
9. Ask: "What is another example of a lose-lose outcome when we talk about money?" [For example: You and a neighbor want to buy a pack of used clothes and sell them together. However, if you cannot agree on how much each of you will spend, you both lose. Neither of you can make that investment and benefit from it. It is a lose-lose situation.] Give one to two girls the opportunity to give an example in order to determine the group's comprehension. Make sure the examples they give are truly lose-lose situations, then move on to win-lose/lose-win outcomes.
10. Read aloud the Win-Lose/Lose-Win Outcome Situations:

Jane wants her sister Mary to do the housecleaning for her so that Jane can spend time with her new boyfriend. Mary asks Jane to pay her, but Jane refuses. When Jane threatens to punish Mary, Mary gives in and agrees to do the housework for nothing.
11. Ask: "Who was the winner in this discussion? [Jane] Who was the loser?" [Mary]
12. Say: "Often, one person in the discussion gets what he or she wants, and the other gets nothing. These outcomes are called win-lose or lose-win. In these situations, the loser might be less willing to talk with the winner about money again! "
13. Ask: "What is another example of a win-lose/lose-win outcome?" [For example: You need money immediately and cannot wait. You borrow money from a friend, and she will lend you money ONLY if you agree to pay back twice the original amount. In that case, you lose because you do not have time to wait, and your friend wins as she gets a large payback. It is a lose-win situation.]
14. Give one to two mentees the opportunity to give an example in order to determine the group's comprehension. Make sure the examples they give are truly win-lose/lose-win situations. Finally, move on to win-win outcomes.
15. Read aloud the Win-Win Outcome Situation:

Angela wants to buy a bicycle. She discusses with a salesman in the market the price of a bike that is on display, but she cannot get the price low enough. She is about to leave when the salesman asks Angela to wait for a moment as he has just remembered another bike he has behind his market stall. Angela likes it, and it is in her price range. Angela decides to buy the second bike.
16. Ask: "Who was the winner at the end of this discussion?" [Both]

17. Say: "This outcome is a win-win situation. Both sides got something they wanted or needed, if not everything. In win-win outcomes, everyone comes away with positive feelings, and they are likely to talk to each other about money again."
18. Ask: "What is another example of a win-win outcome?" [For example: You want to buy food from a saleswoman, and you negotiate a good price together. You are happy with your purchase and your savings, and you recommend that your friends and family buy things from the same saleswoman. She gets more business because of her good offer to you, and you saved some money. You both win, and it is a win-win situation.]
19. Give one or two mentees the opportunity to give examples in order to determine the group's comprehension.
20. In conclusion, say: "Pay close attention to the discussions that happen around you every day: at home, with friends, in the market. Ask yourself: Are there winners and losers in this discussion? Do both sides end with something they want? Do both seem happy and satisfied? Or, do they seem angry?"

ACTIVITY 2: PLAY A COMMUNICATION GAME^{5*}

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 10 minutes

1. Call six mentees to the front to participate in the first round. This will serve as a demonstration for everyone. Tell the mentees that together they are a telephone line. Help mentees form a line.
2. Explain that you will whisper a short phrase into Mentee 1's ear. Mentee 1 will then do her best to repeat the phrase to Mentee 2. Then, Mentee 2 will repeat the phrase to Mentee 3, and so on until you reach the end of the line.
3. Each mentee can say the message ONLY once! The mentee at the end of the line will then say what she thinks she heard. There is no repeating of the message!
4. For the demonstration, whisper the phrase, "Start saving by making a savings goal" into the first mentee's ear. By the end, the message should be confused and different! When you have finished the demonstration, separate the mentees into five groups. For tips on how to divide mentees into groups refer to annex 1. Whisper messages into the ears of the first mentee in each group. If time allows, you can let the mentees come up with their own messages.



Phrases for Communication Game:

- Know the difference between needs and wants.
 - Creating a budget can help you manage money.
5. When you have finished all the phrases, ask: What happened between the beginning and the end of the line?
[The message changed or was completely lost.]

ACTIVITY 3: IDENTIFY THE DOS AND DON'TS OF GOOD COMMUNICATION SKILLS^{5*}

Materials: board and chalk or flip chart and markers

Time: 20 minutes



1. Bring all mentees back together in one group.
2. Based on your own experiences:
 - "What can happen during a conversation about money to cause a win-lose or lose-lose outcome?"
[One person gets angry; one or both people refuse to listen to the other person; one or both is not flexible or willing to see the other person's point of view.]
 - "If we want a win-win outcome, what are some rules we should follow when we talk about money?" Allow several mentees to give their opinions. Add any of the DOs below that they do not mention. When you have completed the list, assign each mentee one of the DOs. If you have a blank flip chart or blackboard available, prepare these ahead of time. (There will be more than one mentee for each DO.)

DOs for Talking about Money

- Listen to the other person.
- Try to see the other person's point of view.
- Show respect.
- Be flexible.
- Clearly state what you want.



3. Then ask: "What should you NOT do when trying to communicate successfully?" Again, allow several mentees the opportunity to answer. Add any of the DON'Ts below that they do not mention. When you have completed the list, assign each mentee one of the following DON'Ts. If you have a blank flip chart or blackboard available, prepare these ahead of time. (There will be more than one mentee for each DON'T.)

DON'Ts for Talking about Money

- Get angry.
- Be rude or insulting.
- Reject the other person's ideas without listening.
- Lock yourself into one position.
- Raise your voice.



4. End by practicing the DOs and DON'Ts to make sure everyone remembers them. Allow mentees to first repeat the DOs they were assigned and then the DON'Ts.
5. Ask mentees to work in their five groups from "Play a Communication Game." Each group will be assigned one communication DO. They must come up with a song together about that DO. They can use a popular melody and change the words, or write their own brand new song.
6. Explain: "People often disagree about issues that involve money. Many of you are starting to have more responsibility for yourself and your financial situation at home, at school, or in your work. That means you will probably have more discussions—and

even more conflicts—related to money. Today we are going to talk about and practice resolving conflicts about money."

7. Give every group a chance to sing their song when they are finished!

ACTIVITY 4: EXAMINE A CONVERSATION BETWEEN A MOTHER AND A DAUGHTER^{5*}

Materials: a scarf or hat as a costume prop; photocopies (one for each person if possible) of the role-play between a mother and daughter (annex 19)

Time: 20 minutes



1. Bring all mentees back together in one group.



Note to mentor: Ask a girl who can read well (one of the mentees in your group or another volunteer) to do this role-play with you *BEFORE* the group meeting. Spend a few minutes preparing so that the role-play goes smoothly. If possible, use a scarf or hat as a costume to show mentees that you are playing a different character. Further note that this conversation is presented in two options. Choose an option that best suits where you are facilitating (that is, choose Option One if you are in a more urban setting or Option Two for a rural setting).

2. If possible, make photocopies of the role-play as a handout for mentees and distribute them during the session (annex 19).
3. Explain to the mentees that they will now watch some of the communication skills from the last activity in action and present the role-play, "A Conversation between a Mother and Daughter."
4. At the end of the role-play, Ask:
 - "What is the daughter's goal for the discussion with her mother?"
 - [to get a mobile phone]
 - "What is the mother's reaction to her daughter?"
 - [At first, she is angry. However, with the daughter's calm explanation, the mother and daughter come to an agreement.]
 - "What communication skills from our DOs and DON'Ts did you notice?"
 - [The daughter showed respect, she didn't get angry, she understood her mother's point of view, she was flexible, and she clearly stated what she wanted. She even proposed a new solution when she saw that the first one would not work.]

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11; and a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Today we have seen different ways of resolving conflicts. In real life, not all discussions about money result in a win-win outcome. Although we all hope for a win-win outcome, sometimes these are impossible due to the personalities involved or the emotions of the moment. However, communicating with confidence is the starting point for achieving good outcomes when talking about money. As we said in our DOs and DON'Ts, if we explain what we want clearly and listen to the other party's needs, keep calm, and look for a compromise, we can negotiate our way to a win-win outcome more often than not.
3. Instruct mentees to write, draw, brainstorm, or reflect in their journals about a difficult money conversation that they've had before.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
5. Complete Program Progress Tracking form.

Day 15: Our Journey to Good Money Management

Objectives:

- Reflect on dreams for the future.
- Revisit key financial education topics.
- Celebrate the completion of the financial education sessions.

Materials: board and chalk or flip chart and markers; a sheet of paper for each mentee; pens, pencils, crayons, or markers for drawing/writing; something to attach the paper for each mentee (tape, pin, paper clip, clothespin); ball of string; savings bowl; lockbox and keys; copy of Savings Group Steps (annex 15); copy of constitution (annex 16); savings group resources located in annexes 9, 10, and 11; and a table or mat; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on difficult money conversations they have previously had.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Good Money Management.
7. Say: "Today we will revisit key financial education topics because today is the last day of the financial education sessions. The next session we will begin sexual and reproductive health education."

WARM-UP: SELF-ESTEEM BUILDING— “A PAT ON THE BACK”^{6*}

Materials: one sheet of paper per mentee; pens, pencils, crayons, or markers for drawing/writing for each mentee; something to attach the paper for each mentee (tape, pin, paper clip, clothespin)

Time: 25 minutes



1. Instruct mentees to remain in their sisterhood circles each led by one mentor. Conduct this activity within each of the groups.
2. Give one sheet of paper, a pen, pencil, crayon, or marker for drawing/writing, and something to attach the paper (tape, pin, paper clip, clothespin) to each mentee.
3. Explain that we have all made an impression on each other in one way or another. We all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things. This exercise gives us an opportunity to share with each other the impressions we have of each other and have some fun at the same time.
4. It is important to stress that mentees focus on positive and good things to avoid having anyone write negative things on the paper.
5. Instruct the mentees to make a symbol that represents yourself in the center. “You could trace your hand or draw a star, heart, or sun—anything that represents you. Next, attach your paper to your back.”
6. Ask the mentees to think about the different people in the room. Use the following questions:
 - What positive words would you use to describe each person?
 - What happy message would you like to give to different people in the room?
7. Explain: “When I say ‘Go!’ you should move around and write one (or two) word(s) on each other’s papers (or draw symbols to represent those words).”
8. When most seem to have finished, say, “Stop!” and let the mentees remove their papers from their backs. There should be a great deal of joy and laughter as people see the positive feelings others have for them!

ACTIVITY 1: DREAM BIG—REFLECTING BACK^{5*}

Materials: board and chalk or flip chart and markers

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Explain: “At the beginning of our financial education sessions, we spent some time exploring our dreams and looking to the future. We shared our dreams for the future including:
 - Where we would be living
 - What we would be doing
 - What goals we would have reached
 - What we wanted to achieve in 5 years”
3. Say: “I want you to think about your dreams again. Now close your eyes for just a moment and think about yourself 5 years from now.
 - Are your dreams the same as before?
 - Has anything changed about your dreams now? If so, what has changed and why?”

4. Make sure that all mentees have at least reflected on their dreams. Then ask three to four volunteers to share responses to the above questions.
5. Ask: "What about your savings goals? Have you had to change your savings goals? Has anyone reached their initial savings goal and set a new one?"
6. Ask mentees to share in groups of two or three and then ask if there are three or four volunteers who want to share their evolving financial goals. Be sure to congratulate mentees who have met their goals and encourage the mentees who are still working on reaching their goals. Reassure them that saving is hard, but if they persist they will reach their goals in the end.

ACTIVITY 2: RE-VISIT KEY TOPICS FROM FINANCIAL EDUCATION^{5*}

Materials: board and chalk or flip chart and markers; a ball of string

Time: 20 minutes

1. Say: "We have been meeting together regularly to try to help each other develop some of the knowledge, skills, and attitudes we need to achieve some of our dreams. We have been exploring ways to make wise decisions about earning, spending, and saving money—all as a way to help us achieve our dreams. Now that we are at the end of our course, I want us to think about a little spider who spends her days dreaming about capturing and eating flies. Sometimes it must seem impossible for her to do. But what does she do to catch them?" Have a few mentees answer, until one speaks about making a web.
2. Then ask: "And how does a spider make her web?" [She patiently weaves together many strands until the web is completed.]
3. "Now I want us to see if we can weave together the many things that we have learned these past weeks—to see if we have enough strands in our web to catch our dreams! For just like the spider, with patience and persistence, plus a few new skills, we can achieve our dreams. To do this we are going to start with this ball of string. To start weaving our web, I want to see if anyone in our group can give me an example of something we have learned together."

Note to mentor: You may have to give clues to the mentees to remind them what the session was about.

- **Why save money.** [Give the string to the first person who has an idea and let them pass the string on to someone else if there is another mentee with an example—with each of them continuing to hold onto the string after they pass it so a web starts to form.]
- **The difference between needs and wants.** [Have the string passed to one or two mentees who have an answer, with each of them continuing to hold on to the string after they pass it so the web continues to grow.]
- **Strategies for saving money regularly.** [Have the string passed to one or two mentees who have an answer, with each of them continuing to hold on to the string after they pass it so the web continues to grow.]
- **Dealing with setbacks in savings.** [Have the string passed to one or two mentees who have an answer, with each of them continuing to hold on to the string after they pass it so the web continues to grow.]

- **Talking about money with other people.** [Have the string passed to one or two mentees who have an answer, with each of them continuing to hold on to the string after they pass it so the web continues to grow.]
 - **Dealing with conflicts about money.** [Have the string passed to one or two mentees who have an answer, with each of them continuing to hold on to the string after they pass it so the web continues to grow.]
 - **Different ways to earn more money.** [Have the string passed to one or two mentees who have an answer, with each of them continuing to hold on to the string after they pass it so the web continues to grow.]
4. Finally, let's complete our web by finding out:
 - **Who is a little bit closer to reaching their dream?** [Have the string passed to one or two mentees who have an answer—making sure that by now everyone is holding the string.]
 5. Say: "Now look how strong our web is; how much we have learned and grown together."

SOCIAL AND SAVE ^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11; a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chair person, secretary, and treasurer; the lock box should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING ^{6*}

Materials: papers from "Pat on the Back" exercise, Program Progress Tracking form

Time: 35 minutes



1. Ask mentees to return to their sisterhood circles each led by one mentor. Conduct the rest of the closing within each of the four groups.
2. Have mentees stand up, one by one, and read what their papers (from "Pat on the Back") say about them (for example, "My name is _____, and I am beautiful, powerful, smart, dynamic, strong, a true leader.") This can be a powerful reinforcement to self-

esteem as the mentees actually “own” the statements by reading them aloud and sharing them with the group.

3. Instruct mentees to write, draw, brainstorm, or reflect in their journal on which financial education lesson they found the most useful or which one they have benefited from the most so far.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
5. Complete Program Progress Tracking form.

Day 16: Menstrual Hygiene

Objectives:

- Describe the menstrual cycle.
- Describe how conception occurs.
- Understand the importance of managing menstruation hygienically by using pads or sanitary towels.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Training Aid: The Process of Menstruation (annex 20), examples of sanitary supplies that women in the area use during menstruation; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on which of the financial education sessions they found the most useful.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Menstrual Hygiene.
7. Say: "Today is the first session on sexual and reproductive health education. Some of the concepts learned in earlier sessions will be revisited, and those who have chosen to participate in the savings group will continue to do so. The first sexual and reproductive health topic that we will cover is the importance of hygiene during menstruation."

WARM-UP: CLUMPS

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 10 minutes



1. Break mentees into four groups each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each of the four groups.
2. Instruct mentees to find a partner.
3. Each pair sits on the floor back to back with arms linked. Then they have to try and stand up together.
4. Once each pair has managed to stand up, two pairs join and repeat the process. This continues until the whole group is trying to stand together.

ACTIVITY 1: GOOD HYGIENE AND MANAGING MENSTRUATION^{13*}

Materials: board and chalk or flip chart and markers; examples of sanitary supplies that women in the area use during menstruation

Time: 50 minutes



1. Bring all mentees back together in one group.
2. Explain to mentees that menstruation, or a woman's monthly menses, is when blood comes out of the woman's vagina. Later, we are going to talk more about why women menstruate and what happens to a girl in her community once she starts menstruating. First, we're going to talk about the importance of hygiene during menstruation and the ways that we can practice good hygiene during that time. It might be a little bit embarrassing, but almost every woman in the world has her period. As girls and young women, it is important that we maintain good hygiene and also stay safe when we are taking care of these needs.
3. Ask: "Why do you think it is important to practice good hygiene during menstruation?"
 - [to prevent infections, to prevent bad smells, to prevent accidents/soiling clothing]
4. Ask: "What ways can you practice good hygiene during menstruation?"
 - [bathing regularly/properly, using sanitary towels (reusable or disposable) properly]

Write down some of the ways mentees in the group practice hygiene. Say that there are typically two main ways of managing the blood flow that comes with monthly menses. One is using reusable pads, or pieces of cloth/rags, and another is any disposable products.

Using pieces of cloth or rags is a common way to manage menses. Girls and women put these materials inside their underwear/panties to absorb the blood. There are also pieces of cloth shaped like a sanitary towel that can be fastened onto one's underwear/panties. These should be cleaned daily. It is important to use soap and hot water when washing the cloth/rag/reusable sanitary towels and then hang them up to dry. Do not use them again until they are completely dry or they could lead to infection.

Explain that whatever a young woman uses, she should change it frequently to avoid staining or odor. If a young woman's panties or clothes get stained with blood, she can soak them in cool, mildly salty water; hot water will cause the blood to set and remain as a permanent stain.

?

5. Ask: "What kinds of materials do women in our community use to manage their monthly menses? Where can we wash the materials used for managing menses?"
6. Explain to mentees that disposable pads are also a good way to manage menstruation, if changed often. Disposable means that you use the pad once, throw it away, and never use it again. Pads are rectangles of absorbent material, the most common being cotton, that you stick to the inside of your underwear. Some have extra material on the sides that folds over the edges of your underwear to better hold the pad in place and prevent leakage. These are called sanitary towel, sanitary pads or sanitary napkins.
7. Ask: "How often should you change a disposable pad?" [Stress that every two to six hours is best, or more often depending on how heavy the flow is.]
8. Ask: "How should you dispose of it?" [Wrap it to make a package so it won't contaminate anything, and put it in a bin so it can be burned or taken away later. If there is no other option, drop it in the latrine pit if it is not a water seal/pour flush pan since this could easily become blocked. What is important is that it is somewhere where it won't be able to contaminate any food or water source.]
9. Say that there is nothing dirty about menstrual blood, and it is not different than any other blood in your body. However, there are things that we can do to ensure that we stay clean and healthy during menstruation. It is important to change your pad every two to six hours to prevent skin irritation and bad odors. If your period is heavy, you may have to change it more often than this. If you don't change your pad often or use damp or wet clothes to absorb the blood, it can cause bacteria and moisture to build up, which can cause yeast infections, skin irritations, and odors. A yeast infection is caused by an increase of yeast that is naturally present in the vagina. Yeast infections can be treated. As always, it is also important to wash your hands with soap and water before and after changing your pad.
10. Ask: "What are some of the challenges you face in practicing these hygiene techniques during menstruation?"
 - [lack of access to disposable pads, lack of privacy to change pads or to wash/hang disposable pads, lack of water to wash disposable pads]
11. Now ask mentees to share some ways they could overcome any difficulties.
12. Say: "Remember, menstruation is a normal thing that happens to every woman. You can talk to other girls and young women in your community or adult females about where to obtain items to help manage your menstruation. It is important that whether you use cloth or disposable pads, you ensure they are clean and dry. Using wet or dirty cloth could cause odor and infection."
13. Ask if there are any questions before moving on.
14. Say: "Now we are going to talk about how to manage daily hygiene during menstruation. There are several things you can do to make sure that you are practicing good hygiene during this time of the month."

?

Write the following points on a black board or flip chart as you explain them:

- Take a bath or shower at least once a day.
- Use clean undergarments and change them regularly.

- Change pads, whether made from cloth or disposable, regularly.
 - Wash the genital area with plain water (no soap) after each use of toilet and even after urination.
 - Keep the area between the legs dry, otherwise you may experience skin irritation or rash.
 - It is very important to remember that the vagina has its own self-cleaning mechanism and an external cleaning agent like deodorant or soap should not be used inside it.
15. Say that if there is little water, try to wash daily using two small containers of water. Use one with soap and a clean sponge or cloth to rub the soapy water over your body. Use the water from the other to wash the soap off.
 16. Explain: "You may notice a vaginal odor during your periods but it is unlikely to be noticed by anyone else if you are washing yourself and changing your underwear regularly. Clearly or slightly yellow or milky mucus coming from the vagina is normal vaginal discharge. However, a change in the color or smell of the discharge, a strong vaginal smell unconnected to periods, burning, itchiness, or pain can be signs of infection. If this happens, visit a clinic."
 17. Put mentees into pairs and ask them to make a "menstrual hygiene plan" with their partner, and make sure they cover the following questions:
 - What can a menstrual hygiene plan look like for me?
 - How can I access those items to help me maintain hygiene during menstruation?
 - Where are safe places to use the bathroom and wash my body?

ACTIVITY 2: THE PROCESS OF MENSTRUATION^{13*}

Materials: board and chalk or flip chart and markers; The Process of Menstruation training aid (annex 20)

Time: 20 minutes

1. Explain that once a female starts menstruation she is physically capable of becoming pregnant. But being physically able to get pregnant does not mean that we are physically, emotionally, or financially ready to do so.
2. Instruct mentees to refer to The Process of Menstruation training aid located on page 53 of the mentee handbook (also located in annex 20) and explain the following: Menstruation happens for most women about once a month, and that is why it is commonly called the "monthly period." It usually lasts between three and seven days. It is a sign that a girl or woman can become pregnant if she has sexual intercourse.
3. Ask: "Why does menstruation happen?"
 - [Every month the ovaries release an egg that waits in the fallopian tubes between five and seven days to see if it will be fertilized with sperm. If the egg does not meet sperm, the lining of the uterus is shed and comes out as blood through the woman's vagina. This is the monthly period or menstruation.]
4. Explain that some girls may begin to menstruate at age 9 or 10; others may not get their first period until a few years later. A woman knows that she has started her period when a little blood comes out of her vagina. The blood may come out slowly, like a dribble. It is important to try to remember when you will start bleeding each month so you can wear a sanitary pad or other protection to prevent clothing stains.
5. Ask the following questions:

- “What are the physical and emotional changes around the time of menstruation?”
 - [abdominal cramping, bloating, and sore breasts; food cravings; mood swings; irritability; headache and tiredness]
 - “What are some of the reasons that can make a girl miss her period?”
 - [pregnancy, stress, change of diet, and so on]
 - “What do girls use when they are menstruating or on their periods?”
6. Inform mentees that on pages 54 through 57 of their mentee handbook there are instructions for how they can sew their own reusable sanitary pads. In addition, there is a diagram that explains how to use and clean their reusable pads on page 58.

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chair person, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. Ask mentees the following questions:
 - Why do you think it is important to maintain hygiene during menstruation?
 - What are some of the challenges for girls in maintaining hygiene during menstruation?
 - What are specific ways you can practice hygiene during menstruation?
3. Say the following: “There are many men and women all over the world who are working to develop new ways for women to manage their menstrual cycle and to change negative attitudes about menstruation. For example, a group of women in

the United States developed reusable underwear that can be worn during one's menstrual cycle without a sanitary pad or tampon; and several companies, including many that are owned and run by women, have started manufacturing reusable sanitary pads. Imagine what it would be like if you ran a company that developed a product to make managing menstruation easier. Consider what your product might be, how you would feel about running your own company, and how it would feel to help other women. This week, write, draw, or brainstorm in your journal about this company."

4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
5. Complete Program Progress Tracking form.

Day 17: Pregnancy and Pregnancy Prevention

Objectives:

- Describe three things that must occur for a girl or woman to get pregnant.
- Define fertilization and pregnancy.
- Understand the importance of recognizing signs of fertility.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); scissors, fertility awareness bead or paper chain materials,* bag; Contraceptive Method Description Board (annex 24), Contraceptive Method Paper Slips (annex 25), Contraceptive Knowledge Game Answer Key (annex 26); kitchen timer or phone; tape; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat; Program Progress Tracking form

*In this session, there are two options: 1) make a fertility awareness chain, or 2) draw a paper copy of the fertility awareness chain if beads are not readily available.

Materials to make a fertility awareness chain: a copy of How to Make the Fertility Awareness Chain with Beads handout (annex 21), a copy of How to Use the Chain as a Way to Track the Menstrual Cycle handout (annex 23), one plastic bag or small container per mentee, one red bead per mentee, 19 dark beads per mentee, 12 white or light beads per mentee, and 30–60 centimeters of string per mentee. All beads should be approximately the same size and made of material that can be marked on with a pencil or another marker.


Materials to draw the fertility awareness chain: a copy of How to Draw a Paper Version of the Fertility Awareness Chain handout (annex 22); a copy of How to Use the Chain as a Way to Track the Menstrual Cycle handout (annex 23); and pens, pencils, crayons, or markers for drawing/writing in red, a dark color (such as brown), and a light color (such as yellow).

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes

- 
1. Welcome the mentees and ask them to get settled and ready to start today's session.
 2. Record attendance.
 3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
 4. Encourage the mentees to share their ideas for companies to help women better manage menstruation. Ask mentees to reflect on the questions from last week's journal prompt (What your product might be, how you would feel about running your own company, and how it would feel to help other women?).
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
 5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?

- b. Has anything new and exciting occurred since the last meeting?
- c. Is there anything you have been struggling with recently that you would like to share with the group?
- d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Pregnancy and Pregnancy Prevention.
7. Say: "Today you will learn about pregnancy and pregnancy prevention. We will learn how to make a fertility chain and about other methods of contraception."

WARM-UP: ACCENTUATE THE POSITIVE

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Explain that this game is intended to improve self-esteem.
3. Ask mentees to break into pairs. For tips on assigning partners refer to annex 1.
4. Instruct the pairs to share personal qualities about themselves with each other. They must say:
 - Two physical attributes they like about themselves
 - Two personality qualities they like about themselves
 - One talent or skill they have

ACTIVITY 1: HOW DOES A WOMAN GET PREGNANT? LARGE GROUP DISCUSSION^{14*}

Materials: none

Time: 10 minutes



1. Tell the group that the discussion will be about how women become pregnant. Ask mentees the following questions: When do you think a girl can get pregnant? At what age? At what time during the month? When do you think a boy can get a girl pregnant? At what age? Under what conditions (full moon, and so on)?



2. Emphasize that there are three things that must happen for a pregnancy to occur: 1) an egg must be present in one of the woman's fallopian tubes; 2) sperm from the male must join the egg to fertilize it; and 3) the fertilized egg must attach itself to the lining of the woman's uterus.
3. Ask mentees: "What is sex or sexual intercourse?" This is just to open discussion. Encourage them to offer what they know about the process and let them know that they will learn more later.
4. Stress the following:
 - The time when the union between the egg and the sperm occurs is called fertilization.
 - Sperm enters a woman's vagina through sexual intercourse with a man.
 - The egg must be released from the ovary and be present in the fallopian tube. The egg is usually released around the middle of her menstrual cycle, but one cannot predict exactly what day this will be. A woman's egg only survives in the fallopian tube for 24 hours after it is released from her ovaries, while the sperm can survive up to six days.

ACTIVITY 2: MAKE YOUR OWN CHAIN ^{14*}

Materials: fertility awareness bead or paper chain materials (see above), copies of How to Make the Fertility Awareness Chain with Beads handout (annex 21), How to Draw a Paper Version of the Fertility Awareness Chain handout (annex 22), and How to Use the Chain as a Way to Track the Menstrual Cycle handout (annex 23)

Time: 35 minutes



1. Divide mentees into two groups each led by two mentors. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each group.
2. Explain to mentees that they are going to create a fertility awareness chain. Based on the materials available to you, determine whether group members will make the chain (a) using beads, or (b) using paper.
 - If making the chain using beads, ask mentees to turn to page 61 of their handbook for the How to Make the Fertility Awareness Chain with Beads handout (also in annex 21) as well as one set of chain materials to each mentee. Go over the directions for making the chain (as written in handout). Let mentees know that they will use this later to learn more about fertility. Ask each person to make a chain using the handout as a guide.
 - If making paper chains, ask mentees to turn to page 62 of their handbook for the How to Draw a Paper Version of the Fertility Awareness Chain handout (also in annex 22) as well as pens, pencils, crayons, or markers for drawing/writing. Go over the directions for drawing the chain. Let them know that they will use this later to learn more about fertility. Ask each person to color in the chain using the handout on page 63 as a guide. You can also have the mentees draw the chain on a blank sheet of paper using pens, pencils, crayons, or markers.
3. After 30 minutes, ask mentees to turn to page 64 of their handbook for the How to Use the Chain as a Way to Track the Menstrual Cycle (also in annex 23) handout. Ask for volunteers to read sections of the handout or read the handout aloud.
4. Using either your bead or paper chain as an example, state the following:
 - “Look at the red bead (show the group the red bead). This represents Day 1 of the menstrual cycle, the day on which bleeding begins.
 - After the red bead, there are six dark beads (show the group). A woman has her period during some or all of these days. During this time, a woman's body is not yet ready to receive a fertilized egg. These days are infertile days, when a woman cannot get pregnant even if she has sexual intercourse.
 - After these dark beads, there are 12 white or light beads (show the group), which are the fertile days. These are the days when a woman can get pregnant if she has sex. You will notice that there are 12 white or light beads in this chain even though a woman can usually become pregnant for only five to six days each cycle. A woman is fertile for only 24 hours, but because sperm can stay alive for up to six days in the fallopian tube and wait to fertilize the egg, a woman can become pregnant for up to six days. We use 12 beads because we do not know exactly which days these are. These 12 beads represent the approximate time of fertility.

- After these white or light beads, there are 13 more dark beads (show the group). These are the days that are infertile days.
- Some women use this chain to help them keep track of their menstrual cycle and identify the days on which they may be fertile. It will also help them know when to expect their period."
- Pose the following questions to the group to confirm comprehension. Ask them to demonstrate on their chains while giving their answers:
 - Mary has her period today; on what bead should she make a mark? [red bead]
 - If she makes a mark on the next bead every day, on what color bead would she make a mark in six days? [dark bead] In 12 days? [white or light bead]
 - Mary would like to get pregnant. What color beads represent the days when she is fertile (could get pregnant if she has sexual intercourse)? [white beads]
 - Mary does not want to get pregnant. What color beads represent the days when she is infertile (could not get pregnant if she has sexual intercourse)? [dark beads]
 - What should Mary do when she gets her period again? [She should erase all the marks on the beads and make a mark on the red bead again. Or, she should draw another chain and make a mark on the red bead.]

ACTIVITY 3: CONTRACEPTIVE KNOWLEDGE GAME^{3*}

Materials: contraceptive method description board (annex 24), contraceptive method paper slips (annex 25), contraceptive knowledge game answer key (annex 26), bag, watch, kitchen timer or phone, tape

Time: 25 min



1. Bring all mentees back together in one group.
2. Hang contraceptive method description board (annex 24) by taping it to the wall, blackboard, or flip chart.
3. Have contraceptive method paper slips prepared (cut apart) and available in a bag as well as some tape.



4. Explain to mentees that they are going to play a game to learn about different contraceptive methods. Ask mentees to return to their two teams from "Make Your Own Chain" and explain: This bag has slips of paper, and every slip of paper has the name and picture of a different contraceptive method on it. The purpose of the game is to match the method with its description. The descriptions are on the board. Each team will have 1 minute to match the method to the description. If the team selects the wrong description, the other team will have the opportunity to "steal" the question—they will have 30 seconds to try to find the right one.
5. Ask whether everyone understands the rules and demonstrate with one slip of paper (method), if necessary.
6. Ask for volunteers to read each description.
7. Appoint a timekeeper to keep track of the one minute allowed to make a match and the 30 seconds allowed to "steal" an incorrect response. Appoint another mentee to keep score, marking points on the board.

8. Explain: "Team 1 will start by removing a slip of paper and reading out loud the name of the method they have selected. They will have one minute to quietly discuss the answer among themselves and tape their method to the matching description on the board. Team 2 should quietly discuss the answer among themselves as they will have the chance to 'steal' if Team 1 is incorrect."
9. After one minute has passed, or the team has decided on the description (whichever occurs first) announce whether the answer is correct. Use the answer key (annex 26) to confirm. If the answer is incorrect, allow 30 seconds for Team 2 to move the method to the correct description square.
10. Announce whether Team 2 is correct; if Team 2 was also incorrect, announce the correct answer. In all cases, read the full contraceptive description aloud to mentees before moving to the next method.
11. Next allow Team 2 to pick a method; follow the same process. Alternate between Teams 1 and 2 until you run out of time or until all the slips of paper have been removed.
12. Declare a winning team.
13. Inform mentees that they have a copy of the answer key in their mentee handbook starting on page 65. Encourage them to refer to it if they wish to have information about contraceptives.

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers, savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chair person, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Ask mentees the following questions:
 - What did you learn about fertility today that you did not know and that you found interesting?
3. Instruct mentees to write, draw, brainstorm, or reflect in their journals about what impact delaying pregnancy or spacing future births could have on their lives.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
5. Complete Program Progress Tracking form.

Day 18: Learning about HIV

Objectives:

- Define HIV and AIDS.
- Explain modes of transmission of HIV.
- Identify strategies to prevent HIV transmission.
- Understand how to properly use and dispose of male condoms.

Materials: paper, pens, pencils, crayons, or markers for drawing/writing; board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); tape; Solutions to Empower People to Use Condoms Scenarios (annex 27); Solutions to Empower People to Use Condoms answer key (annex 28); instructions for How To Use A Condom (annex 29); two sets of Proper Steps for Condom Use flash cards (annex 30); Proper Steps for Condom Use answer key (annex 31); condoms; model penis or piece of fruit; Program Progress Tracking form

Savings Group Materials: board and chalk or flip chart and markers, savings bowl, lockbox and keys, copy of savings group steps (annex 15), copy of constitution (annex 16), Savings group resources found in annexes 9, 10, and 11, a table or mat.

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on how delaying pregnancy or spacing births could impact their lives.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: HIV.
7. Say: "Today we will discuss HIV and you will learn how to use a condom."

WARM-UP: LOOK

Materials: none

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Instruct all mentees to stand in a circle shoulder to shoulder. One person (who can also be participating) instructs the group to "look down" and then "look up."
3. It starts with everyone looking down, and when the speaker says, "look up" everyone must look at another person in the circle.
4. If the same two people look at each other, they are out.
5. It narrows down until only one person is left (or two, if the group is of an even number).

ACTIVITY 1: GROUP DISCUSSION—DEFINING HIV AND AIDS, UNDERSTANDING STIS AND UNDERSTANDING MODES OF TRANSMISSION^{7*,13*}

Materials: none

Time: 20 minutes



1. Divide mentees into two groups each led by one or two mentors (depending on the total number of mentors). For tips on dividing mentees into groups refer to annex 1. Conduct the rest of this activity within each group.
2. Ask: "What is HIV?"
 - Allow mentees time to provide answers. Explain that HIV stands for human immunodeficiency virus. It is the virus that causes AIDS, which stands for acquired immune deficiency syndrome. The immune system is considered deficient when it can no longer fulfill its role of fighting infection and disease.
3. Ask: "What is AIDS?"
 - Allow mentees time to provide answers. Explain that to survive and grow, HIV enters healthy cells in your body. HIV enters CD4 cells, which are white blood cells that help your body's immune system protect you against germs and viruses. Your body has billions of CD4 cells, but HIV takes control of them as it grows. A person is considered to have AIDS when his or her CD4 count drops below 200, or when he or she develops an HIV-related disease, called an opportunistic infection, such as pneumonia or certain kinds of cancers and yeast infections.
4. Ask: "How can HIV be transmitted?"
 - Allow mentees time to provide answers. Explain that HIV can be transmitted in several ways.
 - HIV is most often transmitted from one person to another through certain body fluids. HIV is found in blood, semen, vaginal fluid, and breast milk. People are usually exposed to HIV by having sex without a condom with someone who is HIV positive.
 - Infants can get HIV from their mother before or during birth or through breast-feeding.
 - HIV can also be spread from one person to another by sharing needles used for injecting drugs.

- HIV is not spread through casual contact such as hugging and kissing. Nor can you get HIV from eating and drinking with someone who is living with HIV.
5. Ask "How can you learn your HIV status?"
 - Allow mentees time to provide answers. Explain: "A person gets tested for HIV, not AIDS. Most HIV tests detect antibodies to HIV, which, if present, mean that the virus is also present. There are two main ways to test for HIV. One test, called a rapid test, gives results the same day. The other, called a Western Blot, must be sent away to a lab. Both ways are reliable. No HIV diagnosis is made with only one test; two positive tests are needed to indicate that someone is infected with HIV. All people have the right to health services and to confidentiality. Sometimes it is important to repeat an HIV test about 3-6 months after it is taken. We will learn more about repeat testing later."
 6. Say: "HIV is different from some other diseases because it does not pass through the air. We cannot become infected from being in the same room as an infected person or by hugging or touching a person. We cannot become infected from an infected person coughing or sneezing on us or by drinking from the person's cup."
 7. Explain: "Certain factors increase the chances of HIV infection such as having sexually transmitted infections (STIs) or being uncircumcised (for males). At this time, there is no cure for HIV infection or AIDS, but people living with HIV can lead healthy lives by taking medications known as antiretroviral drugs or antiretrovirals (ARVs). Some people with HIV infection do not get better with ARVs. When a person does not get better, it usually means the virus has become resistant, and the medications are no longer effective. Resistance to ARVs can develop in those who do not take ARV medications as directed or who skip doses. People who are living with HIV (PLHIV) need to take precautions not to infect people who are HIV negative. They also must be aware that they could re-infect someone who is already living with HIV. Even if both partners in a couple are HIV positive, each might have different forms of the virus, so having unprotected sex could lead to a second infection. A pregnant woman living with HIV can pass HIV on to her child during pregnancy, labor and delivery, and breastfeeding. By taking ARVs, a woman can dramatically reduce the risk of transmitting HIV to her baby."
 8. Ask: "How can you prevent HIV infection?"
 - Allow mentees time to provide answers. Explain: "The best way to prevent HIV infection or any other STI is to abstain from sex or to use a condom every time you have vaginal, oral, or anal sex."

ACTIVITY 2: SOLUTIONS TO EMPOWER PEOPLE TO USE CONDOMS^{3*}

Materials: six blank pieces of paper, pens, pencils, crayons, or markers for drawing/writing; tape, Solutions to Empower People to Use Condoms Scenarios (annex 27), Solutions to Empower People to Use Condoms answer key (annex 28)

Time: 35 minutes



1. Bring all the mentees back together in one group.
2. Write the following six solutions in large letters on separate pieces of paper. Hang the papers around the room.
 - Solution 1—Information about correct condom use
 - Solution 2—Greater equality and shared power between the girl and the boy

- Solution 3—Better communication skills
 - Solution 4—Information about where to obtain condoms
 - Solution 5—A more realistic idea of the risk of HIV and pregnancy
 - Solution 6—A safe place to discuss concerns about sexual performance
3. Say: Ok, let's discuss condom use.
 - Ask: "What are some reasons that people do not use condoms?"
 4. Explain: "There are many reasons why people do not use condoms or do not use them correctly. I am going to read a series of scenarios describing the experiences of real couples. Around the room are suggestions about what might have helped these couples." Read out loud each solution and point to its sign on the wall.
 5. "When I read the scenario, decide which solution best fits their situation, think about what might help them use condoms correctly next time. When I say to do so, find the sign on the wall that matches the solution you feel is the best fit for the situation. For example, if you feel better communication skills would help the couple in the story to use condoms correctly next time, stand beneath the sign that says, 'Solution 3: Better communication skills.'"
 6. Read scenario one (annex 27) and ask mentees to move to the sign that expresses their choice.
 7. Begin with the smallest group and ask them to explain why they chose to stand there. Go on to the next most popular position. At each point, ask volunteers to explain why they chose to stand there.
 8. Repeat these steps (reading the scenario, allowing mentees to stand beneath the sign they feel is most appropriate, and asking for explanations) until all scenarios have been read or the total time allotted for this activity has passed, whichever occurs first.
 9. After reviewing the situation of all six couples, facilitate discussion using the following questions (answer key, annex 28):
 - Who is responsible for condom use?
 - Why might girls or women need to have access to the female condom? [Probe for: to take protection into their own hands if their partners will not use a male condom.]
 - How can individuals ensure that they are prepared to use condoms when they need them?

ACTIVITY 3: HOW TO USE A CONDOM^{3*,7*}

Materials: How to Use a Condom handouts (annex 29), Proper Steps for Condom Use flash cards (annex 30), Proper Steps for Condom Use answer key (annex 31), condoms, penis model or piece of fruit

Time: 15 minutes

1. Say: "One of the reasons that people do not use a condom is that they do not know how to use one. That is a poor reason to end up with a serious health problem, so we are now going to learn the proper way to use a male condom. Being old enough to learn how to use a condom does not mean that you are ready to have sex, but it is better to know how to use a condom before you need it, not after you have sex, when it's too late. In using condoms, you can take some steps well ahead of time, that is, before you are in an intimate situation. Some steps you can take when you are already in an intimate situation but immediately before sex takes place. You should

know what to do regarding condom use during sex, and you should know what to do with the condom after you use it."



2. Instruct mentees to turn to page 72 and 73 of their handbook to see the How to Use a Condom handout (also located in annex 29) and talk mentees through the steps.
3. Break mentees into their two groups from "Group Discussion—Defining HIV and AIDS, Understanding STIs and Understanding Modes of Transmission."
4. Say: "I have written each of the steps involved in proper male condom use on a separate card. I will hand out a set of flashcards (annex 30) to each group. [Be sure to shuffle the cards so that they are out of order before handing them out.] Each team must work together to put the steps in the right order. You have 5 minutes. Begin!"
5. Stop the process after 5 minutes and bring the whole group together. Ask the mentees to explain the order of the steps. Interrupt to question them about any steps that are not in the correct order (answer key annex 31). Answer any questions that arise. Tell mentees that they have a copy of the answer key in their handbook on page 74, if they wish to refer to it in the future.
6. If possible, have condoms available for those who want them. Use a penis model or piece of fruit to demonstrate how to put on a condom.



SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers, savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources found in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lock box should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Instruct mentees to write a list or draw a map of places in their community where they can seek contraceptive needs or youth-friendly services.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place, and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 19: Myths and Facts about HIV and STIs

Objectives:

- Enable mentees to differentiate between myths and facts related to HIV and other STIs.
- Enable mentees to describe how STIs are transmitted, how to prevent transmitting them, and where to seek testing and treatment.
- Increase mentees' awareness about the importance of seeking testing and treatment.

Materials: board and chalk or flip chart and markers, paper, pens, crayons, or markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); list of myths and facts (annex 32); savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources found in annexes 9, 10, and 11, a table or mat; Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on mapping contraceptive services and youth friendly services.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Myths and Facts about HIV and STIs.
7. Say: "Today we will play a game and make posters to better understand the myths and facts about HIV and other STIs."

WARM-UP: ANXIETY RELIEF PROCEDURE^{15*}

Materials: none

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Instruct everyone to sit in a comfortable position, uncrossing legs, arms, and hands. Tell mentees to take some nice easy breaths as deeply and comfortably as they can.
3. Instruct mentees to think of something that makes them feel safe and/or calm.
4. As the mentees practice deep breathing explain: "There is really no right or wrong way to relax; just do whatever feels right for you. Some of you may want to keep your eyes open and look at something in the room, while others may feel their eyes becoming heavy, and they may close all by themselves. It is important to remember that you can center yourself and give yourself comfort by taking a few deep breaths. Look around you and realize that you are not alone and that others do believe in you and can help support you."

ACTIVITY 1: HIV AND AIDS OVERVIEW^{13*}

Materials: paper, pens, pencils, crayons, or markers for drawing/writing; board and chalk or flip chart and markers

Time: 5 minutes



1. Give two slips of paper to each mentee.
2. Instruct the mentees to write or draw an illustration on each paper representing something that they have heard people in their community say about HIV or AIDS (this does not have to be something that they agree with).
3. Collect all the slips of paper and mix them up. Divide mentees into four groups and deal out the slips of paper to the groups at random. For tips on how to divide mentees into groups refer to annex 1.
4. Explain: "Now each group should sort their slips of paper into three categories: AGREE, DISAGREE, and DON'T KNOW."
5. Write these categories on the blackboard or flip chart. When all the groups have finished, reassemble. Have each small group present to the main group any statement they found difficult to reach agreement on. The main group can offer opinions on the difficult statements.

ACTIVITY 2: DEFINE VOLUNTARY COUNSELING AND TESTING^{6*,16}

Materials: None

Time: 10 minutes

1. Ask: does anyone know what "VCT" is?
 - [Voluntary counseling and testing, testing for HIV, which involves pre- and post-test counseling, done of one's own free will.]
2. Explain: "VCT stands for voluntary counseling and testing. It is the process by which a person can learn whether or not he or she is infected with HIV, the virus that causes AIDS. A person is always counseled before and after the test regardless of the results. The decision to go for testing and to receive the results is voluntary."

3. Say: "It is important to know that depending on the type of HIV test, it may not be possible to detect HIV until between 2 weeks and 3 months of exposure. This time period is called the window period. If someone is tested before the window period is over, they may receive a negative test result, but actually have HIV because the body has not yet produced the antibodies that show up on an HIV test. This is called a false negative. That is why it is important for someone who is engaging in risky activities get tested frequently."
4. Explain "If the test is negative, the counselor will discuss the importance of prevention of HIV and other STIs in detail with the person in order to reduce his or her risks of infection in the future. The discussion will cover not only the methods available, but the person's individual situation, concerns and attitudes that may influence whether or not these methods are feasible and/or acceptable and will be used. Remember: Testing does not prevent you from contracting HIV, but what you do between tests does."
5. Lastly, say: "If the result is positive, the counselor will discuss with the person all of the behaviors to avoid in order that he or she avoids infecting his or her partner (or children). In addition to this, the major task for the counselor will be to offer compassion, support, and practical advice, including referral to appropriate medical services, to enable him or her to cope with stress and anxiety and to make personal decisions. Follow-up sessions to ensure meaningful and long-term support will be necessary."

ACTIVITY 3: MYTH OR FACT^{13*}

Materials: list of Myths and Facts (annex 32)

Time: 25 minutes

1. Ask mentees to stand in the center of the room while you run through the rules of the activity.
2. Explain that in this session we will dispel some of the myths and misunderstandings surrounding the topic of HIV and STIs.
 - Say: "When we begin, stand, scattered around the room, facing the front. Do not look at each other or make a noise. I am going to read a number of statements. When I call out each statement, think silently about whether the statement is a Myth or a Fact" (False or True).
 - Say: "When I count to three, you have to decide if the statement is a fact or a myth. If you believe the statement is a fact, you must jump up in the air and shout 'Fact!' at the top of your voice. If you believe the statement is a myth, you will bob down and touch the floor, and shout 'Myth!' If you cannot make up your mind, you can stay still. It is okay to guess incorrectly; the point is for everyone to learn the facts while having fun!"
3. Explain: "Everyone must take part in this activity, so that on the count of three the silence will be broken by a disorderly but fun burst of shouts and jumps."
4. Read through the statements (annex 28) one by one.
5. After mentees have responded with 'Myth' or 'Fact,' reveal whether the statement is myth or fact, and explain the correct information.

TIPS:

- You might choose to ask one of the mentees who got it right to explain why the statement is true or false, or you might choose to explain it yourself.
- Open the floor to questions and have a quick discussion where appropriate.
- Attention should not be brought to who is right and who is wrong. What is important is that everyone gets involved and that in the end correct information is shared.

ACTIVITY 4: THE FACTS^{3*}

Materials: poster paper, pens, pencils, crayons, or markers for drawing/writing; copies of fact sheets on Sexually Transmitted Infections (annex 33), and on HIV and AIDS (annex 34)

Time: 30 minutes



1. Divide mentees into the same four groups as "HIV and AIDS Overview." Assign each group a topic from the list below:
 - Facts about STIs
 - Facts about HIV
 - Dual protection (the prevention of both pregnancy and STIs, including HIV)
 - HIV and STI testing and counseling
2. Say:
 - In your group, you will create an informative poster about your topic. Use your imagination!
 - Be as thorough as possible. Include information about testing, treatment, and prevention. I have fact sheets on STIs and HIV that you may use as resources if needed.
3. Distribute poster supplies and instruct mentees to turn to pages 77 and 79 of their handbooks for the STI and HIV fact sheets (also located in annex 33 and 34). Advise mentees to take a few minutes to first gather their information, discuss, and plan a poster.
4. Circulate to support groups while they research, discuss, and produce their posters.
5. Display posters in the meeting space for as long as possible.

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10 and 11, and a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox

should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).

3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Read: "Sophie is a young woman like you. A few months ago, Sophie's parents died, and she learned that they may have died of AIDS. She was very worried that she may also be infected. She talked to her teacher who advised her to go for an HIV test and learned that she was HIV positive. She mentioned it to her friends in school hoping that they would sympathize but instead they ignored her and treated her badly. She feels very alone with nobody to talk to."
3. Find a volunteer to come to the front of the room to pretend to be Sophie.
4. Instruct the rest as follows: "The rest of you will take turns visiting Sophie to offer her support. Tell her some practical things she can do and comfort her. Remember to treat her as you would like to be treated if you were in her situation." Ask mentees to share what they have learned.
5. Instruct mentees to write, draw, brainstorm, or reflect in their journal on some common misconceptions people in their communities would have about Sophie or about HIV in general. How do these misconceptions make them feel? How would they combat these misconceptions?
6. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
7. Complete Program Progress Tracking form.

Day 20: Defining Gender

Objectives:

- Define “gender.”
- Distinguish between the characteristics attributed to males and females that are biological and those that are socially determined.
- Strengthen critical thinking.

Materials: board and chalk or flip chart and markers, paper, pens, pencils, crayons, or markers for drawing/writing; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); scenarios for Act Like a Girl/Act Like a Boy role-play (annex 35); example of a Word Web (annex 36); savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat; Program Progress Tracking form

Time: 150 min

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on common misconceptions about HIV.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: gender.
7. Say: “Today we will define gender. We will also analyze common stereotypes around what it means to be a man and what it means to be a woman.”

WARM-UP: WHAT IT'S LIKE TO BE A GIRL^{10*}

Materials: paper and pens, pencils, crayons, or markers for drawing/writing

Time: 20 minutes



1. Split mentees into two or four groups (depending on the number of mentors) each led by one mentor. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each of the four groups.
2. Give each group a big piece of paper and pens, pencils, crayons, or markers for drawing/writing.
3. Explain that you would like them to bring to life a typical girl from their area.
4. Ask mentees to draw a girl and bring this girl to life [led by moderator, who can help with writing if needed].
 - Ask what her name might be.
 - Suggest an age and check that they want her to be that age.
 - Draw a big speech bubble and ask: What would she say?
 - Draw a big thought bubble and ask: What would she think?
 - Draw activities and ask: What would she do?
 - Draw a big heart and ask: What would she feel? Who would she care about? What would she love?
5. Each group should present the girl character that they have created.

ACTIVITY 1: ACT LIKE A BOY/ACT LIKE A GIRL ROLE-PLAY^{13*}

Materials: board and chalk or flip chart and markers; scenarios for role-play (annex 35)

Time: 30 minutes



1. Bring all mentees back together in one group.
2. Explain that we are about to do an exercise to discuss the term "gender roles" and learn how a person's gender roles are different from his or her sex.
3. Ask: "What sex are you?" [female]
4. Explain: "Your sex is whether you are a male or a female. It is the biological, physical fact of being born a boy or a girl."
5. Write the definition on a flip chart or chalkboard.
6. Ask: "What are your gender roles?" (or, what are you expected to do because of your sex?) [cooking, taking care of children, sewing clothes, fetching water, keeping the household clean]
7. Explain: "Gender roles are any expectations of a person based on their sex. That is what society or a culture expects from you based on whether you are male or female. It is how the community wants you to behave and think based on whether you are a man or a woman."
8. Ask the following questions; pause between each question to allow the mentees time to respond.
 - "Do girls communicate differently than boys in this community?"
 - Are girls able to make decisions as much as boys?
 - Are girls able to make the same kinds of decisions as boys?"
9. Explain: "We will now do a role-playing activity to help think about gender roles in our community."
10. Divide the mentees into two groups. Ask mentees to take turns saying "1" and then "2." Then group all number ones together and all number twos together.





Note to mentor: Prepare the two scenarios (annex 35) in advance by writing them on two pieces of paper or printing them ahead of time.

11. Distribute the scenarios and ask the groups to do the following:

- Discuss the situation as a group, then
- Agree on a storyline, then
- Agree on who does what, making sure everyone is involved, then
- Practice, and finally
- Act out for the group.

12. When each group has created, and practiced its role-play, allow mentees to present them to the whole group.



13. Ask: "Was this a realistic show of life for girls and boys in your community or should something be changed?"

ACTIVITY 2: MALE AND FEMALE WORD WEBS^{3*}

Materials: board and chalk or flip chart and markers; example of Word Web (annex 36); paper, pens, pencils, crayons, or markers for drawing/writing

Time: 30 minutes



1. Divide mentees into the groups from "What It's Like to Be a Girl" and provide each group with a piece of paper and pens, pencils, crayons, or markers for drawing/writing
2. Explain: "Today we will discuss the topic of gender norms (what society says it means to be a man or a woman). Each group will create webs of words that are often associated with being a man or being a woman."



Note to mentor: To clarify the concept of a "word web," you might want to give an example on the board of a word web on another subject. See the example for the word "dog" (annex 36).

3. Give each group of mentees 2 to 3 minutes to make a word web for "man" and another 2 to 3 minutes to make one for "woman."



4. Write "woman" and "man" on the board and make two columns under each word, one labeled "biological" and the other labeled "social." Starting with one group of mentees, ask:

- "What is one characteristic from your word web associated with being a man?"
- "Is that characteristic biologically determined (biological), that is, a characteristic that someone is born with, or socially determined (social), that is, a characteristic that someone learns?"
- If mentees assign a social characteristic to the biological category, correct them by asking: "If a boy or man does not possess that characteristic, is he still a male?"

5. Add one new characteristic to the list from each group of mentees until you have all the responses for being a man. Make sure that mentees have many of the following words in their webs. (You may need to ask probing questions to generate specific

responses.) Common examples of what people associate with “being a man” include:

- Physically strong
- Emotionally not expressive
- A sexual predator
- Heterosexual
- Financially successful
- In charge of a family
- Cool
- A father
- Proud
- Powerful
- Athletic
- Brave
- Unafraid of violence or of using violence
- Humorous
- Loyal to friends

6. Repeat this process for characteristics associated with “being a woman.” Common examples include:

- Considerate
- Quiet
- Submissive
- Chatty
- A good communicator
- Well groomed
- Emotionally strong
- Well organized/good at multitasking
- Practical
- Nonviolent
- Modest
- Physically weaker than a man
- Caring
- A mother



7. Reserve 10 minutes for a full-group discussion:

- A few characteristics of males and females are biological. For example, only males can be a father; only females can give birth or breastfeed.
- But most characteristics associated with being male or female are socially determined—not based on biology.
- What feelings do you have about gender roles in our society? Do you agree with all aspects of how females are supposed to act and live? How males are supposed to act?
- What do you think gender equality means? [Gender equality is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources. Genuine equality means more than parity in numbers or laws on the books; it means expanded freedoms and improved overall quality of life for all people.¹⁷¹

- In every community and society some people hold attitudes about gender and equality that are not the conventional ones.
- As society changes through time or from region to region, so do attitudes about gender roles.

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Instruct mentees to write, draw, brainstorm, or reflect in their journals about which gender stereotypes they would want to destroy. How would they go about getting rid of this gender stereotype?
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 21: Violence

Objectives:

- Help mentees to analyze and identify unequal power in male–female relationships.
- Enable mentees to discuss attitudes about violence in intimate relationships and ways to promote relationships based on respect.

Materials: board and chalk or flip chart and markers; paper, pens, pencils, crayons, or markers for drawing/writing; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat; Program Progress Tracking form

Time: 150 minutes



Note to mentor: *Mentees might disclose experiences of violence during this or any other session. It is critical that mentors are prepared to respond. Refer to materials from training for guidance on mandatory reporting and response. Ensure that the referral chart you have created is easily accessible and that you have an accurate contact for an organization that provides support for people who have experienced violence.*

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on gender stereotypes.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: violence
7. Say: "Today you will develop skits that explore respect and violence in intimate relationships."

WARM-UP: GOSSIP

Materials: none

Time: 20 minutes



1. Bring all the mentees back together in one group.
2. This game demonstrates how easily the truth can be twisted.
3. Instruct mentees to sit in a circle. Instruct one mentee to start the game by quietly whispering a long, made-up remark into her neighbor's ear.
4. Instruct the neighbor to then whisper what they heard into *her* neighbor's ear.
5. Explain: "The remark needs to be whispered and passed along the circle until the very end, and the last person has to stand up and deliver the statement."
6. Once the last person has delivered the statement say: "Most of the time the final statement is quite different from the original—explain to mentees that often the truth can be distorted when it is passed from person to person. Not only is gossip hurtful, it can often be untrue. It is important to keep things that people tell us in confidence to ourselves, to remember not to believe everything we hear, and to always go to the source of information to confirm the truth."

ACTIVITY 1: FROM VIOLENCE TO RESPECT IN INTIMATE RELATIONSHIPS^{3*}

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 60 minutes

1. Introduce this topic as a serious one. Explain:
 - "In this activity, we will discuss and analyze the various types of violence that people sometimes use in intimate relationships.
 - You will have about 15 minutes to prepare a short skit involving an intimate relationship—married or unmarried.
 - Your skits should help us think about how to ensure that relationships are based upon respect."



2. Divide the mentees into four groups. For tips on how to divide mentees into groups refer to annex 1.

Tell two of the groups: Prepare a brief skit (under 5 minutes) that shows an intimate relationship that involves violence. This violence can be physical or psychological. Try to be realistic, using examples of incidents that you have witnessed or that you have heard about in your community.

Tell the other two groups: Prepare a brief skit (under 5 minutes) that shows an intimate relationship based on mutual respect. Show how the two people handle a conflict or difference of opinion without resorting to violence.

3. Circulate as the groups prepare their skits; offer help as needed.
4. Starting with the skits that demonstrate violence, ask each group to present its skit to the group. After each skit, ask whether those who watched have any questions. Then ask what characteristics of an individual or of a relationship lead to violence.
5. Follow the same procedure for the skits that demonstrate respect, but ask what characteristics of an individual or of a relationship make it healthy and nonviolent.
6. Facilitate a discussion with all mentees based on the following questions:



- What are the different forms of violence in intimate relationships? [Probe for: control, coercion, shouting, and threatening, as well as physical violence.]
- What are the characteristics of a violent relationship? [Write responses on the board or flip chart under the heading "Violent Relationships."]
- Why do many people, especially young people, feel powerless to do anything about domestic violence? Are they really powerless?
- What characteristics make a relationship healthy? What is necessary to achieve a relationship based on respect? [Write responses under the heading "Respectful Relationships" on a chalk board or flip chart.]
- Were the examples used in the skits realistic? Do you see these situations in your daily lives? Were the examples of healthy relationships shown in the stories realistic? Do you see such relationships in your daily lives?
- Is physical violence used primarily by men against women, or are women equally violent toward men? What do you think are the causes of violence in a relationship? When you see this type of violence, what do you normally do? What could you do?
- Do you think it is possible to form an intimate relationship based on respect? What can we do individually to construct healthy intimate relationships?

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Instruct mentees to write, draw, brainstorm, or reflect in their journals on what makes them feel safe.
3. Ask for final questions or comments. Acknowledge that today's topic can sometimes be a difficult one and that you are available should any mentee need to talk. Let mentees know that you can refer them to services if needed. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 22: Consent and Coercion

Objectives:

- Enable mentees to reflect critically about their own and others' decision making related to sex.
- Strengthen personal reflection.
- Help mentees understand and appreciate the importance of consent in any sexual situation; to strengthen abstract thinking skills.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); Forced Choice Statements (annex 37); copies of the case study handout (annex 38); a long piece of rope or sturdy string; paper clips or tape; two blank pieces of paper; pens, pencils, crayons, or markers for drawing/writing; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat; Program Progress Tracking form

Time: 150 min



Note to mentor: *Mentees might disclose experiences of violence during this or any other session. It is critical that mentors are prepared to respond. Refer to materials distributed during training for guidance on mandatory reporting and response. Ensure that the referral chart you have created is easily accessible and that you have an accurate contact for an organization that provides support for people who have experienced violence.*

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask girls to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on what makes mentees feel safe.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: Sexual Consent and coercion.
7. Say: "Today we will discuss reasons why people choose to have sex and reasons why they choose not to. We will also identify the differences between sexual consent and sexual coercion."

WARM-UP: TIME TO SHARE

Materials: none

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. This activity offers an opportunity for members to give compliments to others.
3. Everyone pairs into groups of two. For tips on how to assign partners refer to annex 1. Each person should tell their partner:
 - One physical feature they find nice in their partner
 - Two personality traits that are pleasant about their partner
 - One or two talents that are noteworthy in their partner

ACTIVITY 1: WHY WE DO IT (OR DON'T)—FORCED CHOICE EXERCISE ABOUT SEXUAL DECISION MAKING^{3*}

Materials: forced choice statements (annex 37), two blank pieces of paper, tape, pens, pencils, crayons, or markers for drawing/writing

Time: 30 minutes



1. Bring all the mentees back together in one group.
2. Write the words "agree" and "disagree" on two separate blank pieces of paper. Hang them in two separate areas of the meeting space.
3. Introduce the activity:
 - "Today we will discuss some of the reasons people decide to have sex or not to have sex. Many different circumstances and feelings influence people's decisions about whether to have sex. Sometimes people can have mixed feelings. To explore this topic, I will read a few statements. These are values statements, and there is no right or wrong response to any of them. For each statement, if you agree, go stand by the side that says 'Agree. If you disagree, go to the side that says 'Disagree.' Choose one side or the other, even if your view is somewhere in between the two sides. Then, a few people can share their views." [Make sure everyone understands the rules.]
4. Read each forced choice statement (annex 37). After each statement, allow time for mentees to move to their "side." Allow two comments from each side. Then go on to the next statement even if the conversation has not come to an end. Read as many statements as time allows.
5. Reserve 5 to 10 minutes to sum up, asking:
 - "Why is it important for a young person to think clearly about the reasons for his or her choice to have or not have sex?" [Probe for: sense of comfort, safety, voluntariness, to protect one's health.]
 - "Young people have many different reasons when they choose to have or not to have sex. What kinds of misunderstandings or problems can result from these differences in reasons?"
 - "We see that people often are not aware of all their motivations and feelings, or have not analyzed their circumstances. What are some ways that we can become more aware of what is going on, how we feel, and what we want and do not want?" [Probe for: writing in a journal, talking to someone trusted, thinking honestly.]



ACTIVITY 2: WHERE ON THE LINE? THE CONTINUUM BETWEEN SEXUAL CHOICE AND COERCION^{3*}


Materials: board and chalk or flip chart and markers, copies of the case study handout (annex 38), a long piece of rope or sturdy string, paper clips or tape, blank pieces of paper, pens, pencils, crayons, or markers for drawing/writing

Time: 40 minutes

1. Write the phrases "completely forced, not desired" and "fully voluntary, desired" on two separate pieces of paper. Hang the two pieces of paper on two sides of the room, or on the far ends of the same wall. Attach the string horizontally across the room between the two signs. (If string/paper are not available use two objects to mark the ends of the line. Tell the group that one object demonstrates "completely forced, not desired" and the other "fully voluntary, desired.")



2. Explain that there is a continuum between sex that is forced and completely undesired, and sex that is fully voluntary and desired.
 - Ask: "What do we call sex that is forced?"
 - After they respond, add the word "rape" to the "completely forced, not desired" sign.
 - Ask: "If a person agrees to have sex, does that always mean that he or she actually wants to have sex?"
 - After they respond, ask: "When sex is voluntary but not really wanted, would that be at one end of the string or somewhere in between the two ends?"
3. Divide mentees into four groups. Explain:
 - "I am going to read a series of scenarios (annex 38). After each one I will allow you a few minutes to talk it over within your group and decide where on the string you think the case study falls.
 - When I say so, choose a representative from your group to stand on the line where you have decided the story falls: either on one side or somewhere in between."
4. Encourage mentees to discuss any differences of opinion. Allow time for mentees to discuss their views after each case study even if it means there will not be enough time to complete all the case studies.
5. Repeat this process for each case study.
6. Reserve 10 minutes at the end to discuss the following questions:
 - Forcing someone to have unwanted sex is a violation of that person's human rights. By a show of hands, who believes that forced sex is common among young people? Who thinks it is rare?
 - We discussed that a person who does not want to have sex and is not forced into it may still voluntarily engage in sex. Who believes this is a common experience among young people? Who thinks it is rare?

- Are girls and boys equally likely to have sex in a situation that is not forced but also not desired?
 - [Probe: Do you think girls and boys usually share equal power in sexual relationships? What about adult men and women?]
- 
[Note to Mentor: *Emphasize that even if a situation does not fall at the extreme "forced" end of the spectrum it may, nonetheless, be unacceptable.*
- Does a person always know whether his or her partner wants to have sex? What are some ways to be sure?
 - [Probe for: Ask the person! Talking it over together beforehand is best. What if you ask and your partner is not sure what he or she wants?]

SOCIAL AND SAVE ^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. Instruct mentees to write, draw, brainstorm, or reflect in their journal on ways in which they are strong or powerful.
3. Ask for final questions or comments. Acknowledge that today's topic can sometimes be a difficult one and that you are available should any mentee need to talk. Let mentees know that you can refer them to services if needed. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 23: Sexual and Reproductive Rights

Objectives:

- Describe how intimate relationships and sexuality are affected by our ability to exercise our human rights.

Materials: board and chalk or flip chart and markers, paper, pens, pencils, crayons, or markers for drawing/writing; Case Studies Concerning Sexual And Reproductive Rights (annex 39); savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat, Program Progress Tracking form

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask girls to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on ways in which mentees are strong or powerful.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: sexual and reproductive rights.
7. Say: "Today we will look at a few case studies to better understand sexual and reproductive rights."

WARM-UP: GO-ROUNDS ^{7*}

Materials: none

Time: 30 minutes



1. Bring all the mentees back together in one group.
2. Say: "In a moment, I'll read a statement. We'll then go around the room, and each person will say something about that statement."
3. Select one to five topics from the Suggested Go-Round Topics below:
 - One thing you'd like to change about the world
 - Something pleasant that happened to you in the last week

- A color that describes how you feel right now
 - A characteristic that you look for in a friend
 - A book, movie, show, or song you'd like to recommend
 - One thing you'd like the group to know about you
 - Something not everyone knows about you
 - Something that makes you feel happy
 - Something you're good at
4. Read the first statement aloud to the group and allow each mentee to say something about it.
 5. Continue with the other statements as time allows.

ACTIVITY 1: CASE STUDIES CONCERNING SEXUAL AND REPRODUCTIVE RIGHTS ^{3*}

Materials: case studies about sexual and reproductive rights (annex 39)

Time: 50 minutes

1. Today we are going to discuss true stories about sexual and reproductive rights. Read aloud Part One ("Amina's Story") (annex 39). Read Part One only.
- ? 2. After Part One has been read, discuss the following questions as a group:
 - How does this case make you feel?
 - What sexual or reproductive rights relate to this case?
 - Do you think this represents a human rights violation? Why?
 - Who is responsible? List everyone who bears some responsibility for what happened.
 - Have you seen this sort of situation occur in your own community?
- ? 3. Read Part Two ("What Happened?"). Then discuss:
 - How do you feel about the outcome?
 - How might the case have been different if the victim had been wealthy (or male, or heterosexual)?
 - What attitudes must be changed to protect sexual rights?
4. Repeat these steps for each case study in your lesson. (Allow 10 minutes per case.)
- ? 5. After completing all the case studies, conclude the lesson by asking:
 - Do you know of similar cases that have happened here? Which rights were violated?
 - Have you heard of any other kinds of sexual rights violations in our country or in other places?
 - What must be done to stop such violations?
 - What conclusion can we draw about the relationship between human rights and our intimate, romantic, and sexual lives? [Ask for ideas; write the conclusion on the board.]

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. Instruct mentees to write, draw, brainstorm, or reflect in their journals on ways they can advocate for women's rights in their communities.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 24: SRH Negotiation

Objectives:

- Strengthen verbal and nonverbal skills necessary to communicate about sexual decisions and health issues; to strengthen analytic and dialogue skills.
- Enable mentees to think about and practice starting and having conversations on topics related to sex and safety; to strengthen critical thinking skills.

Materials: board and chalk or flip chart and markers; Tips for Forming Pairs and for Forming Groups or Teams (annex 1); copies of Talking about Sex and Sexual Health Skit Assignments (annex 40); Program Progress Tracking form; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask girls to split off into their sisterhood circle, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on how they can advocate for women's rights.
 - a. Allow for enough time for each mentee to respond, promote a discussion within groups about the topic.
5. Ask mentees if there is anything else they would like to talk about, ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: sexual and reproductive health negotiation.
7. Say: "Today you will have the opportunity to strengthen skills necessary to effectively communicate about sexual decisions."

WARM-UP: TINY TEACH

Materials: Tips for Forming Pairs and for Forming Groups or Teams (annex 1)

Time: 10 minutes



1. Instruct the mentees to partner into groups of two. For tips on how to assign partners refer to annex 1.
2. Explain that each person is to teach her partner a quick new skill, some knowledge, or an activity. It should be something that can be taught quickly—in 2 to 3 minutes.
3. Once the first mentee has learned something from the partner, the two switch; the "pupil" becomes the teacher.

ACTIVITY 1: TALKING ABOUT SEX AND SEXUAL HEALTH^{3*}

Materials: board and chalk or flip chart and markers, copies of Talking about Sex and Sexual Health Skit Assignments handout (annex 40)

Time: 30 minutes



1. Introduce the activity by asking:

- Young people may talk about sex to their friends, and the media has references to sex. But is it easy or difficult for most young people to talk about sex with their own partner (boyfriend, husband)?
- Is it easy or difficult to respond to a person who is making sexual advances?
- What are some of the reasons that it is important to be able to communicate about sexual behavior and sexual health issues with a partner? [Probe for: to make clear whether you want to have sexual contact; what kind of contact you are comfortable with, and what the other person feels comfortable with; to protect against STIs (including HIV); to clarify intentions related to pregnancy; and to protect against unwanted or unplanned pregnancy.]
- I am going to need eight volunteers to read and act out four 1-minute skits. The skits will demonstrate how to handle different kinds of situations by using assertive communication. The rest of the mentees will provide feedback and discuss the skits.

2. Select eight volunteers and pass out the skit assignments (annex 40).

3. Ask each pair to perform a 1-minute skit. With each pair, as soon as Person A first "gives in," say "STOP! TRY THAT AGAIN!" This is the cue for the actors to perform the second (assertive) version of their skit.



4. At the end of the four skits, encourage discussion. Ask mentees:

- Which version (passive or assertive) do you think is most common?
- What did you see that was helpful?
- What other suggestions do you have for handling this conversation?
- Where do we hope this conversation might lead?



5. Close with the following statements and discussion questions:

- We have seen that speaking up for yourself in a sexual situation can be more difficult if the other person has greater status or power than you do. Remember that you always have the right to consent or refuse consent in a sexual situation.
- How can we prepare or rehearse starting a difficult conversation related to sexuality? [Probe for: rehearse in front of a mirror; practice with a friend; write down what you want to say beforehand; discuss with a trusted adult.]

ACTIVITY 2: STARTING A CONVERSATION ABOUT SEX AND SAFETY^{3*}

Materials: board and chalk or flip chart and markers

Time: 40 minutes

1. Explain: "Today we will practice having conversations about sexual safety. For purposes of this exercise we will focus on conversations about heterosexual interaction."
2. Ask: "How easy is it to talk about things related to sex? Why? What can make it easier?"
3. Ask the mentees to form pairs. Write the following topics on the board or flip chart and read them out loud:
 - whether or not to have sex
 - previous sexual experience
 - sexually transmitted infections, including HIV
 - previous drug use
 - using condoms
4. Explain: "In pairs, you will practice starting conversations about difficult but important subjects. For each of the topics on the board, discuss how to start a conversation with a potential sex partner. Also, decide when a first conversation should take place—when you meet? After a first kiss? When you are already in a sexual situation? Remember that people do not need to talk about everything at once."
5. Give mentees a few minutes to discuss.
6. For each topic, ask one group to share their ideas; write their responses on the board or flipchart. Ask:
 - Does anyone want to share a different suggestion? (Add these to the list.)
 - Which ideas do you think might work and why?
 - Are there any suggestions that you think may not be a good approach? Why?
 - When in a relationship should this first conversation take place? Why?
7. After reviewing all five topics, ask:
 - What can make it easier to have these types of conversations?
 - Now we will practice thinking about how those conversations might go in real life.
8. Explain:
 - In your pairs, one of you will start a conversation, however, the second person should make the conversation difficult. The second person may show awkwardness, might disagree, or might try to avoid the conversation.
 - The job of the first person is to try to keep the conversation moving forward, at least a little bit.
9. Ask for two volunteers to act out a conversation about the first topic (whether to have sex). Explain:
 - Come up with names for your characters, and try to be realistic.
 - Here is your scenario [Insert the new names in reading the following scenario]: "Godwin and Janet have been dating for a while now and have begun to feel close physically. They have not had sex. Neither is sure about the sexual or drug taking behavior of the other before they began dating. Godwin believes that they could become more sexually involved and is worried about HIV. Right now, they are taking a walk."



- Everyone else should make notes about how the two volunteers are communicating.

10. Facilitate a brief discussion, drawing on the following questions:

1. What went well? What might have been handled differently?
2. Was the conversation realistic?
3. Do you have any advice for Godwin or Janet?

11. Repeat these steps for as many of the following scenarios as time allows:

- Bobi starts a conversation with Mo about whether or not to have sex. They may or may not agree about what to do.
- Eddy starts a conversation with Mar about their previous sexual experience and drug use.
- Henry and Mary have talked, and they think they want to have sex. Henry starts a conversation with Mary about using condoms. [Instruct Henry privately that he does not want to have sex without a condom, and instruct Mary privately that she does not think it is necessary to use condoms.]



12. Wrap up with the following questions, writing key responses on the board or flipchart:

- Before you have a conversation like this, what do you need to think about yourself? [Probe for: how you feel, what you want, what you want to say.]
- What are some tips for successful communication?
- What are some tips for saying “no” respectfully?
- What rights does each person have? [Probe for: the right to express your opinion, the right to say no, the right to protect your own health.]
- Whose responsibility is it to start such conversations in a relationship?

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all the mentees back together in one group.
2. Instruct mentees to write, draw, brainstorm, or reflect in their journals about a time that they were persuasive or successfully negotiated something. This could be division of chores, discussions about money, or disagreements with friends or family.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form.

Day 25: Love Troubles

Objectives:

- Identify behaviors that mentees would not tolerate in a relationship.
- Clarify values about dignity in relationships.
- Identify strategies for dealing with problems in relationships and for ending relationships.
- Foster collaborative learning and increase comfort with public speaking.

Materials: board and chalk or flip chart and markers; relationship case studies from annex 41; Program Progress Tracking form; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources (annexes 9, 10, and 11), a table or mat

Time: 150 minutes



Note to mentor: *Mentees might disclose experiences of violence during this or any other session. It is critical that mentors are prepared to respond. Refer to materials distributed during training for guidance on mandatory reporting and response. Ensure that the referral chart you have created is easily accessible and that you have an accurate contact for an organization that provides support for people who have experienced violence.*

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circles, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on a time they successfully negotiated something.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
 - b. Explain that they can use the same skills they use in other situations with their romantic and sexual partners.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: positive romantic relationships.
7. Say: "Today we will discuss problems that may arise in relationships. This topic will give you the opportunity to reflect on what you want in a romantic partner."

WARM-UP: STRENGTHS FEEDBACK

Materials: none

Time: 15 minutes



1. Bring all mentees back together in one group.
2. Explain: "This game encourages us to both give compliments and receive them."
3. Ask mentees to sit in a circle. Instruct one person to begin by turning to the person on their right and giving them positive feedback about what they have accomplished so far in the program. It can be something that you saw them do or appreciated.
4. Explain that the person receiving the compliment can only say "thank you," and then they turn to their right and compliment the next person.
5. This continues until everyone in the circle has spoken.

ACTIVITY 1: LOVE TROUBLES^{3*}

Materials: board and chalk or flip chart and markers; relationship case studies (annex 41)

Time: 65 minutes



1. Explain: "Today we will explore problems in relationships."
2. Ask: "What are some of the troubles people commonly find in their romantic relationships?" [Write responses on a board or flip chart. Examples could include: family involvement, communication, unequal expectations or commitment, jealousy, and conflicts over money or decision-making power.]
3. Divide the class into four groups. Explain:
 - "I will give each group the beginning of a story about a relationship. Each group must decide how to complete the story. Decide what this couple should do based on what you believe would be possible.
 - Prepare to act out your ending in a skit less than 5 minutes. As you are working, imagine and act out the couple's conversation.
 - Two people in each group should take the roles of the two partners, and the other mentees should give input or can take on other roles, for example, as family members."
4. Give each group a relationship situation and time to prepare (case studies in annex 41).
5. Ask one group to act out their story. Take a few minutes for mentees to discuss:
 - What problems or conflict does this couple have?
 - How did they deal with their problems?
 - What do you think about how the group resolved the situation? How realistic was this outcome?
 - Does anyone have another option to suggest?
6. Proceed with the other skits in the same way. Allow about 10 minutes per group (skit plus discussion).
7. Conclude by facilitating a discussion drawing from the following questions:
 - What are some signs that can warn of trouble in a relationship?
 - What circumstances might keep someone in a relationship that was troubled or violent? (For example, children, economic need, shame about divorce.)
 - Sometimes people end relationships, including marriages. Do people treat divorced men and divorced women in the same way or differently from the

- way they treat married people? [If there are differences, ask: Why are they viewed differently? How do you feel about that?]
- What circumstances or behavior would cause you to end a relationship?
 - Where can a person who is at risk of violence in a relationship turn for help? Where can a person turn for help to get support and counseling about a troubled relationship?

SOCIAL AND SAVE^{4*}

Materials: board and chalk or flip chart and markers; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat

Time: 30 minutes

1. Mentees who have elected to participate in the savings group should break off and find a space in the room to set themselves up.
2. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with a savings bowl to the right (see annex 13 for a picture of the recommended room setup).
3. Instruct savings group members to follow the Savings Group Steps (annex 15) that were posted on the wall during the first savings group day and are located in their mentee handbooks on page 36.
4. Mentees who have elected not to participate in the savings group should move to another section of the room for unstructured social time.
5. As time allows, savings group members should join in socializing once they have finished.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes



1. Bring all mentees back together in one group.
2. Instruct mentees to write, draw, brainstorm, or reflect in their journals about what they want in a relationship. What does their dream partner look like?
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Thank them for their participation.
4. Complete Program Progress Tracking form

Day 26: Reflecting on What We Have Learned

Objectives:

- Reflect on the past 25 sessions.
- Recognize mentees for their good work and all that the group has accomplished together.
- Determine next steps for savings group members.

Materials: Program Progress Tracking form; savings bowl, lockbox and keys, copy of Savings Group Steps (annex 15), copy of constitution (annex 16), savings group resources located in annexes 9, 10, and 11, a table or mat; recommended room layout diagram (annex 13); mentee certificates (annex 43); pens, pencils, crayons, or markers for drawing/writing

Time: 150 minutes

WELCOME AND INTRODUCTION

Materials: Program Progress Tracking form

Time: 30 minutes



1. Welcome the mentees and ask them to get settled and ready to start today's session.
2. Record attendance.
3. Ask mentees to split off into their sisterhood circle, each led by one mentor.
4. Encourage the mentees to share their reflections from last week's journal prompt on what they want in a romantic partner.
 - a. Allow for enough time for each mentee to respond; promote a discussion within groups about the topic.
5. Ask mentees whether there is anything else they would like to talk about; ask the following:
 - a. How have you been feeling recently?
 - b. Has anything new and exciting occurred since the last meeting?
 - c. Is there anything you have been struggling with recently that you would like to share with the group?
 - d. Are there any events in the community that you think other mentees should know about?
6. Introduce today's topic: reflecting on what they've learned.
7. Say: "Today is the last session of our mentoring group. You will have a chance to reflect on everything you have learned over the last couple of months. Mentees who were in the savings group will conduct a pay out, and everyone will receive participation certificates at the end of the session. I have really enjoyed working with everyone!"

WARM-UP: REFLECTING ON WHAT WE HAVE LEARNED^{7*}

Materials: none

Time: 25 minutes



1. Divide mentees into two groups each led by two mentors. For tips on how to divide mentees into groups refer to annex 1. Conduct the rest of this activity within each group.
2. Ask mentees to stand and form a circle.
3. Explain to mentees that you would like each of them to take a turn sharing what they have learned or achieved and acknowledge what they have accomplished as a group.
4. Start with the first person to your left and give each person a chance to speak, one by one. Tell mentees that they are not required to speak if they do not wish to.

ACTIVITY 1: PAYOUTS^{* 4*}

Materials: board and chalk or flip chart and markers

Time: 50 minutes



Note to Mentor: **Any mentees who are not participating in the savings group can instead do Alternate Activities 1 and 2. Ensure that the referral chart you have created is easily accessible and that you have an accurate contact for an organization that is implementing saving groups nearby.*

1. Explain to the group that today is the last day of the mentoring intervention and they must decide if they would like to keep saving together independently. Explain that a payout will distribute the individual savings collected over the past 15 sessions to each group member.
2. Tell mentees to raise their hand if they would like to continue saving. For those who are interested in continuing to save, refer them to community-based informal savings groups.
3. Regardless of whether all mentees wish to continue to save, mentees will need to settle their accounts and receive their payouts.
4. Instruct savings group members to arrange themselves so that the chairperson, secretary, and treasurer are sitting in the front of the space facing all other group members. All other group members should arrange themselves in order by number in a semicircle facing the chairperson, secretary, and treasurer. A table or mat should be placed directly in front of the chairperson, secretary, and treasurer; the lockbox should be placed in the center of the table or mat with the savings bowl to the right (see annex 13 for a picture of the recommended room setup).
5. Have the key-holders open the lockbox.
6. Next, the treasurer counts out loud the money in the savings bowl, and the secretary then records that number.
7. Ensure that the total amount of money in the savings bag is the same amount as the total savings recorded in the ledger from last week.
8. Then it is important to make sure that the recorded amount of individual savings per member adds up to the total amount of money in the savings bowl. One by one, add each member's recorded total together. Once those totals balance, separate each

member's individual savings into piles, but do not distribute the money to mentees yet.

9. Record the total amount in each member's savings piles in the group ledger.
10. Then call each member up by number, starting with member one to collect their savings!
11. Once the savings group members have finished receiving their payout, help them to come to a consensus on if they will continue to meet (as well as where they will continue to meet, what time and day), or if they will join other local groups.
12. Guide the mentees through a discussion of how to safely carry their money home, where they will keep their money when they get home, and any other safety concerns they may have.
13. Thank the group members for participating.

****OPTIONAL ACTIVITIES PART 1: CAR AND DRIVER^{6*}**

Materials: optional obstacles to make the activity more difficult such as chairs, shoes, and tables

Time: 25 minutes



1. Randomly divide the group into pairs. For tips on how to assign partners refer to annex 1. Assign one mentee from each pair to be the car, the other mentee to be the driver.



Note to mentor: *To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space and pair girls together who do not know each other well.*

2. Explain that the role of the mentee who is the car is to keep her eyes closed and follow the driver's instructions. The role of the mentee who is the driver is to keep her eyes open and protect the car from collisions. Talking is not allowed in this activity so the drivers must communicate to the cars with the following touch signals (Demonstrate as you describe):
 - A touch on the middle of the back means walk
 - Subsequent touches on the middle of the back means walk faster
 - A touch on the right shoulder means turn right
 - A touch on the left shoulder means turn left
 - A touch on the head means stop
3. Cars should be touched gently, and all cars and drivers should be very careful.
4. Make sure everyone understands their roles and the signals, and then start the exercise.
5. Ensure that there is no talking during the exercise, or that talking is at least kept at a minimum.
6. After 1 or 2 minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa.
7. Stop the second round after 1 or 2 minutes and have the group return to their seats.
8. Discuss the following with the group:
 - How did it feel being the car?
 - How did it feel being the driver?
 - Which did you prefer? Why?
 - What were some of the challenges of being the car?



- What were some of the challenges of being the driver?
- What did you enjoy most about each role?
- What did this exercise teach you about leadership?
- What does it mean to be an effective leader?
- Is there any value in following?
- Does following have a role in leadership? If yes, what is it?

****OPTIONAL ACTIVITIES PART 2: GOOD LEADER, BAD LEADER^{6*}**

Materials: board and chalk or flip chart and markers

Time: 25 minutes



1. Bring all the mentees back together in one group.
2. Arrange seats in a circle and place flip chart paper where everyone in the circle will see it or use a chalkboard visible to the circle of mentees. Draw two columns on a sheet of flip chart paper. Write "Good Leader" at the top of one column and "Bad Leader" at the top of the other.



3. Ask:
 - "What do you think leadership means?"
 - The action of leading a group of people or an organization.
 - "Why is it important for everyone to have some good leadership skills?"
 - Advancement of your own goals, using your resources to reach your vision, strengthening communication and decision making, increased productivity, and so on.
4. Hand out paper and pencils or pens to each mentee.
5. Instruct mentees to think of a leader that they admire (for example, mother, community leader, celebrity, or politician) and write (or think of or draw symbols for) three qualities that they believe make that person an effective leader.
6. Next ask mentees to think of a leader that they dislike (for example, a celebrity or politician, or a character from a well-known story) and write (or think of or draw symbols for) three qualities that make that person a bad leader.
7. Allow sufficient time for mentees to write (or think of or draw symbols for) these responses. Request each mentee to share what she has written. Record the qualities listed on the chalkboard or flip chart paper under the column "Good Leader" or "Bad Leader."



8. Discuss the similarities and differences in the qualities that were suggested:
 - Was anything surprising?
 - Are there any similarities with the qualities for a good leader and for a bad leader?
 - Do the leaders we do not admire have similar qualities to ones we do admire?
 - How can we avoid becoming bad leaders?
 - What can we do to be effective leaders?
9. Explain: "Now I will go around the room and ask each mentee to list:
 - A positive quality that you believe you already have
 - A positive quality that you would like to develop
 - A negative quality that you would like to manage or eliminate"

ACTIVITY 2: RECOGNIZING MENTEES ^{10*}

Materials: mentee certificates (annex 43); pens, pencils, crayons, or markers for drawing/writing

Time: 35 minutes

1. Explain to mentees that they will receive a certificate for participation to show thanks for their time and contribution.
2. Distributing the certificates will make mentees feel they have contributed and are valued.
3. Call each mentee up one by one to the front of the meeting space, write her name on the certificate (annex 43), and present it to her. Encourage applause as certificates are distributed.
4. Instruct mentees to give themselves a final round of applause, and then lead the group in a local song and dance.

CLOSING

Materials: Program Progress Tracking form

Time: 10 minutes

1. Ask for final questions or comments. Share your insights about what the group has accomplished and thank the mentees again for all their hard work and commitment.
2. Encourage mentees to continue journaling to express themselves through writing or drawing at any time they wish as a regular method of reflection and expression.
3. Complete Program Progress Tracking form.

ANNEXES

Annex 1

Tips for Forming Pairs and Forming Groups or Teams ^{6*}

1. **Forming Pairs:**

- Form pairs by dividing the total number of mentees in half. Ask mentees to count off up to the number that represents half of the total. For example, if you have 20 Mentees, they will count off up to 10 and then start again at 1. The two people who have the same number are partners (the 1s, 2s, 3s, etc.).
- Ask mentees to turn to the person on their right (or left). This person is their partner.
- Create sets of pairs constructed around opposite words or similar objects or first and last names of famous people. The number of pairs you create should equal half the number of mentees. Each pair must have 2 parts. Write 1 word of each pair on a slip of paper. Ask mentees to draw a slip of paper from a container and find the other half of their pair. This is their partner. Some examples for pairs include:
 - Sad and happy
 - Tall and short
 - Table and chair
- Ask everyone to pick a number between 1 and (choose the upper number depending on the size of your group). Line them up according to which number they picked. The two people at the end of the line become partners, the next two become partners, and so on. Those who have picked the same number become partners. If only one person chooses a particular number, ask them to choose another number.
- Group lines up according to any variable you can think of to use. Examples are: oldest to youngest; tallest to shortest; alphabetically by first or last name; chronologically by month and date of birthday. The two people at the ends of the line become partners, the next two become partners, and so on.

2. **Forming Groups or Teams:**

- Count off. For example, ask mentees to count off by 4s. One by one, each mentee will say a number (the first mentee says "1," the second says "2," and when it is the fifth mentee's turn, he she will start again at 1). When everyone has counted, instruct mentees to form groups with people who have the same number. In the end, you will have 4 groups.
- Make simple puzzles with three to five pieces each. Distribute the puzzle pieces to mentees and ask them to find all the others who have the pieces to complete their puzzle. Be sure to use simple puzzles and have the same number of puzzle pieces as mentees.
- Ask mentees to stand in line in the order of their birthdays—month and day only—and then count off (such as 1 through 3) to form groups.
- Assign colors, symbols, or pictures at random. Instruct mentees to find all others with the same assigned color, symbol, or picture.

- Place the names of four well-known pop culture stars in different places around the room and ask mentees to stand next to their favorite. If everyone flocks to the same star, you will have to adjust the exercise so that you end up with more than one group. For example, you can ask mentees to move to their second favorite star.
- Select four different animals (or whatever number of groups you want to create) and write the name of each animal on several slips of paper. The number of slips will depend on how many mentees will be in each group. For example, if you have 16 mentees, you can make four groups of four people. In that case, you will write the name of each animal on four slips of paper. Each mentee will draw one slip of paper from a container. Tell mentees that when you say “now,” each person must make the noise of the animal written on her slip of paper. While making their noises, mentees must look and listen for those making the same animal noise they are making. These people are their group members.
- Have everyone cross their arms across their chest. Amazingly, it almost always works out to about 50 percent cross right over left, and the other 50 percent cross left over right. Have mentees close their eyes and then put their hands together so their fingers are interlocking and their palms are touching each other. Have them open their eyes and look down at their hands if their right thumb is on top then they are one team and if their left thumb is on top then they go to the other team.

Annex 2

Tips for Effective Communication ^{6*}

1. Clear communication occurs when the message the sender intends to convey is the same as the message that the receiver understands. People communicate both verbally and nonverbally. It is important to check that your message was understood correctly, especially if it involves a difficult or emotional topic.
2. In every situation, one of the most important techniques for good communication is listening well and with respect. However, community norms influence what kind of communication is considered appropriate.
3. Active and nonjudgmental listening can enhance communication. When you are listening: try to understand the other person(s); say things that validate the other person (such as "I can understand how you feel" or "good point"); make eye contact; give positive nonverbal cues (such as a smile, nod, or pat on the back); and ask for clarification.
4. Specific behaviors can enhance verbal communication. Common constructive behaviors include: stating feelings and starting sentences with "I" rather than with "you;" acknowledging that all people have the right to their feelings and opinions; avoiding being too directive, judgmental, or controlling; stating as clearly as possible what you want or what you do not want; and helping identify possible solutions to problems.

Annex 3

Decision-Making Scenarios: Small Group Work ^{6*}

You are a 15-year-old girl living in a small town. You are taking care of your four younger siblings, and you cannot find money for food. You have a friend near the market who has been offering you nice gifts and buying some food for you. Recently, he has suggested that you should meet together at a rest house (inn or motel).

You are a 12-year-old girl who is in final term of primary school. You have been washing clothes for neighbors on the weekends to earn money, most of which you have saved. You were planning to use these savings to purchase a new dress for your cousin's wedding, which is in 1 month. Your older sister is in her final term of secondary school and wants to go to college to get a diploma in computer science. She is confident that this will help her find a job. She asks you for money to contribute to her school fees.

You and your boyfriend are in love and you plan to be married. You have been abstaining from sex until after you get married, but it is becoming harder and harder to abstain as time passes. Lately, your boyfriend has been suggesting that you have sex now. After all, you are truly committed to each other and are getting married anyway.

You are a 17-year-old girl in secondary school. Your HIV awareness club has been very active lately, and you have been thinking a lot about HIV. You think that your past experiences may have put you at risk to be HIV positive, but you are afraid to know for sure. A close friend has suggested that you get an HIV test.

You are a 16-year-old girl who is not enrolled in school. Along with helping your mother with household chores and taking care of your younger brothers and sisters, you try to earn some extra money on the side by selling eggs at the market. You planned to buy books with this money so that you could study even though you are not in school. One day your friend found your saved cash under your mattress when she was visiting. She is now trying to convince you to use the money at the salon to get your hair done and to buy lotions and perfumes.

Annex 4

Stress Management Techniques 6*

1. **Take a Deep Breath!:** Stress often causes us to breathe shallowly, and this almost always causes more stress! Try taking a minute to slow down and breathe deeply.
2. **Talk It Out:** Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher, or church leader can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid serious problems later. Writing down thoughts and feelings can also help clarify the situation and give you a new perspective—use your journal for this purpose!
3. **Take a “Minute” Vacation:** You cannot always run away, but you can dream. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells, and temperature.
4. **Pay Attention to Physical Comfort:** Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, go somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.
5. **Get Physical:** When you feel nervous, angry, or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. This can be anything from playing a game with friends to doing some regular physical work that you like doing. Running, walking, or dancing can be done anywhere. Working in the garden, cleaning, or playing with younger children can relieve stress, relax you, and energize you! Remember, your body and mind work together.
6. **Take Care of Your Body:** Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress; so, eat well.
7. **Laugh:** Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!
8. **Manage Your Time:** Plan ahead. Make a realistic schedule for yourself and include time for stress reduction. Trying to take care of everything at once can seem overwhelming. Instead, make a list of what you have to do, then do one thing at a time, checking them off as they're completed. Do the most important or unpleasant ones first, and then the rest of your day will be less stressful. Recognize when you are most stressed and allow yourself some reasonable breaks, like taking a walk or otherwise changing your scenery.
9. **Know Your Limits:** A major source of stress is people's efforts to control things over which they have little or no power. When in a stressful situation, ask yourself: is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control.
10. **Must You Always Be Right?:** Do you get upset when things don't go your way? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

11. **Have a Good Cry:** A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.
12. **Look for the Good Things around You:** It is easy to see only the negative when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing little light or joy into your life. Commit yourself to actively noticing five good things around you, like positive or enjoyable moments or interactions.

Annex 5

Tips to Manage Anger^{6*}

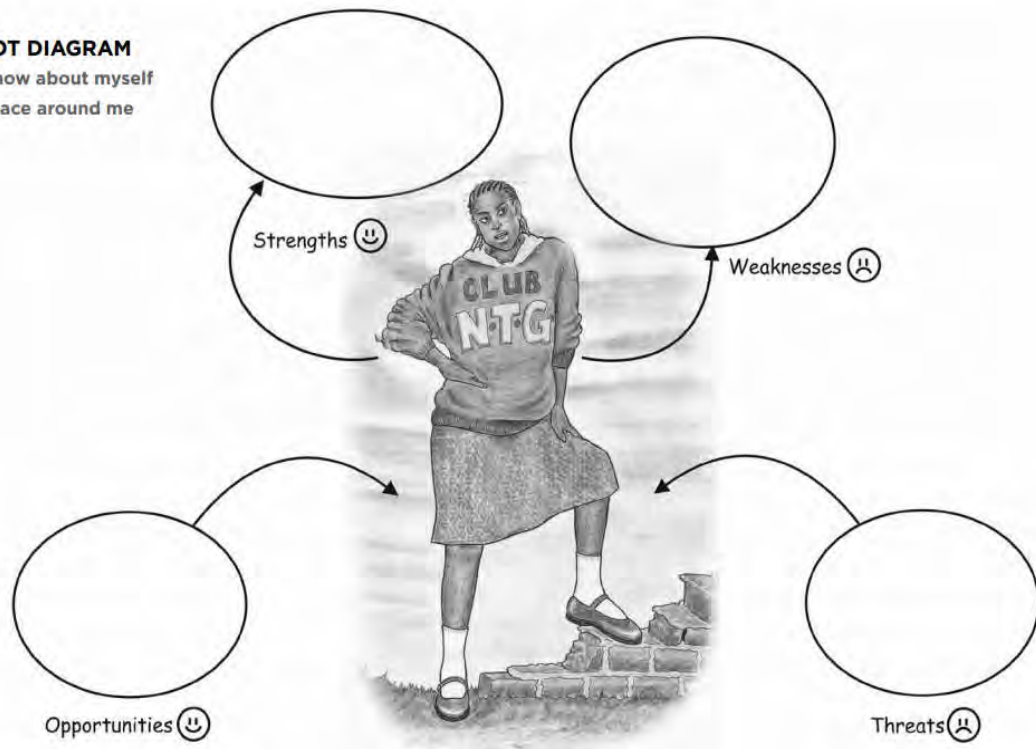
1. Ask yourself if this will matter 10 years from now? Chances are, you will see things from a calmer perspective.
2. Tell yourself, "It's frustrating, and it's understandable that I'm upset about it, but it's not the end of the world and getting angry is not going to fix anything."
3. Have you ever done the same thing to someone else, even if by accident? Do you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.
4. Remind yourself that getting angry is not going to fix anything and that it won't make you feel better (and may actually make you feel worse).
5. Try counting to 10 before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry. Or try counting to 10 with a deep slow breath in between each number. Deep breathing helps people relax.
6. Imagine a relaxing experience. Close your eyes and travel there in your mind. Make it your anger-free place.
7. Nonstrenuous physical activities, like walking, can relax your muscles and help you feel much calmer.
8. Give yourself time and space alone. Physically move away from situations that make you angry.

Annex 6

SWOT Diagram ^{11*}

THE SWOT DIAGRAM

Things I know about myself
and the space around me



Annex 7


Savings Goal Picture Cards 5*

Radio 	Jeans 	Lotion 	Mobile phone 	Chickens 	Oil lamp 
Pots 	Bicycle 	Skirt 	Shoes 	School supplies 	Sewing machine 

Annex 8

Savings Plan Worksheet 5*

Sample:

Savings Goal	 Total (Cost of Item)	 Amount you can save each week	Number of weeks you need to reach your goal
Short-term			
New necklace	UGX 25	UGX 5	UGX 5 weeks
Long-term			
Attending a computer course	UGX 1000	UGX 20	50 weeks (or almost one year)
<p>Tip: To find out how many weeks it will take to reach your savings goal; divide the total amount of money you need by the amount you can save each week.</p> <p>Amount to save ÷ Amount you can save each week = Number of weeks it will take</p>			

Do It yourself:

Savings Goal	 Total (Cost of Item)	 Amount you can save each week	Number of weeks you need to reach your goal
Short-term			
Long-term			

Annex 9

Journal and Savings Book Resources 4*

PAGE 1 in journal: Members Details (completed by the organization or secretary and chairperson of the youth savings group as members join). Note, the first line has been provided as an example.

Member No.	Member Name	Savings Group Position title	Phone number	Date when member left group
1 (Ex:)	Alice K.	Treasurer	55555555	30/5/2017
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

18				
19				
20				
21				
22				
23				
24				
25				

PAGE 2 in journal: Attendance Register (completed by the youth savings group secretary). Note, the first line has been provided as an example.

P

Present

A

Absent

L

Late

E

Excused

DATE	30/5/2017	6/6/2017	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
Member Number											
1	P	L									
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Group Cash-In and Cash-Out Record (completed by secretary, member, chair, treasurer, key holders). Note, the first line has been provided as an example.

Date	Total savings from previous meeting	Total savings collected in today's meeting	Total cash withdrawn from savings today	Balance in the savings box at end of meeting	All committee member initials
30/5/2017	20 UGX	10 UGX	5 UGX	25 UGX	AO KL HC RD FT

Annex 10

Journal and Savings Group Resources ^{4*}

Members Savings Record Book (completed by the secretary and treasurer). Complete one sheet per meeting. Note, the first line has been provided as an example.

[illegible]

Annex 11

Journal and Savings Group Resources ^{4*}

Individual's Savings Records (one for each member of the savings group). Note, the first line has been provided as an example.

[illegible]

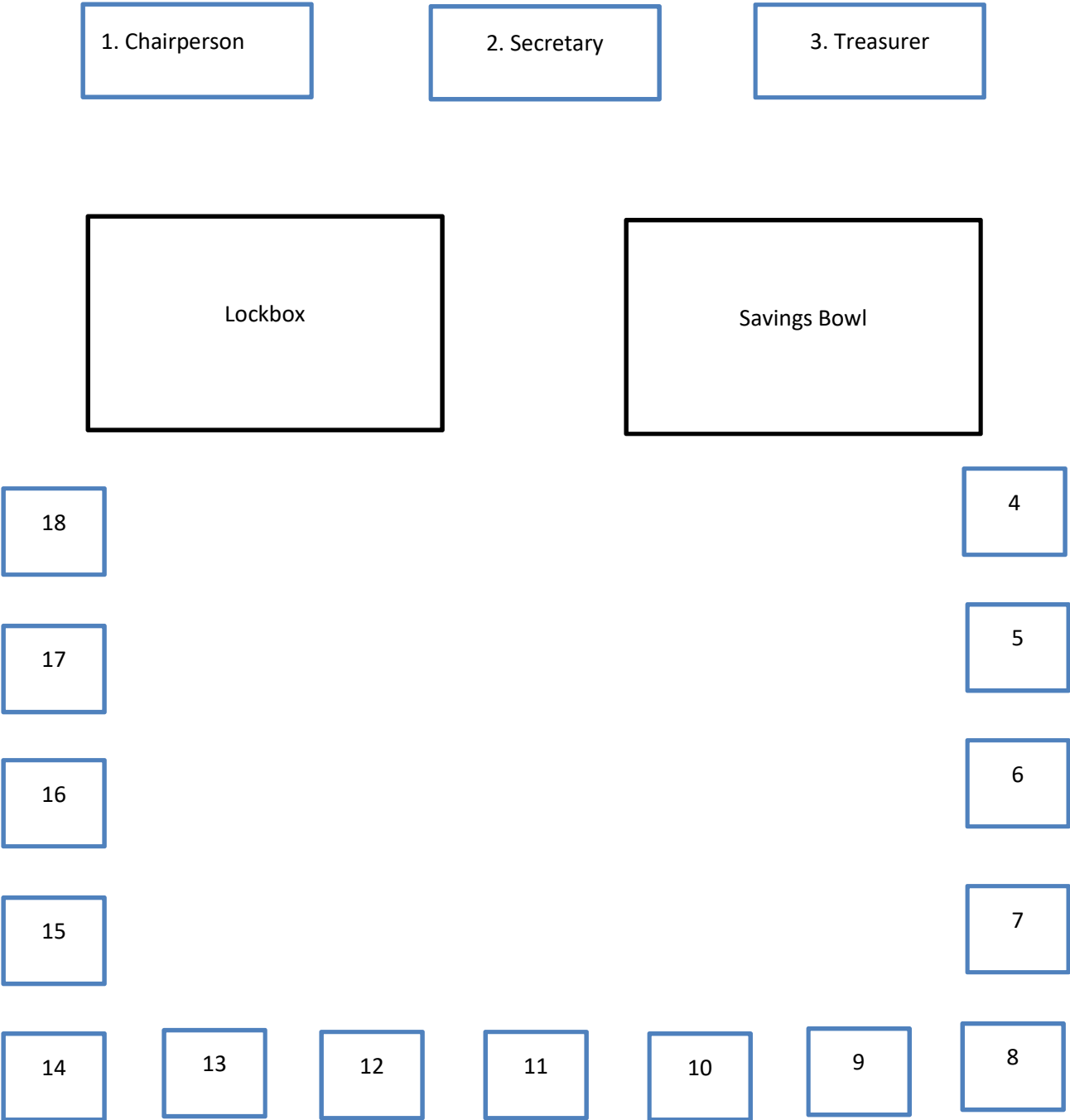
Annex 12

Practice Money 4*

UGX 1	UGX 1	UGX 1	UGX 5
UGX 1	UGX 1	UGX 1	UGX 5
UGX 1	UGX 1	UGX 5	UGX 10
UGX 1	UGX 1	UGX 5	UGX 10
UGX 1	UGX 1	UGX 5	UGX 10
UGX 1	UGX 1	UGX 5	UGX 20
UGX 1	UGX 1	UGX 5	UGX 20
UGX 1	UGX 1	UGX 5	UGX 50

Annex 13

Recommended Room Setup ^{4*}



Annex 14

(Alternate Day 11)

ACTIVITY 1: THE HUMAN KNOT ^{6*}

Materials: None

Time: 25 minutes



Note to mentor: *Mentees taking part in this game should be warned before beginning that they need to be very careful not to hurt anyone by twisting their wrist, stepping on them, and so on.*

1. Clear a space in which to form one or more circles of about 8 to 10 people.
2. Explain: "In this game, it is very important to follow instructions and listen to each other carefully so that no one gets their wrist twisted or hurt."
3. Explain: "Everyone will stand in a circle and reach into the middle of the circle with both hands to get hold of the hands of two other people. Then, without letting go, you must untangle the 'rope' to reform a circle without letting go of anyone's hands!"
4. Say: "Go!" and make sure each mentee grabs the right hand of one person and the left hand of another person



Note to mentor: *If the group gets very good at this, variations can be made such as no talking or only whispering, and so on.*



5. Ask:

- How did you feel playing the game?
- Was it possible to untie the knot by yourself without help?
- What reasons could cause the breaking of a handhold?
- How do you ensure your handhold does not break in the knot?

ACTIVITY 2: TEAMWORK DISCUSSION ^{6*}

Materials: None

Time: 20 minutes



1. After completing the Human Knot, lead a group discussion with the following questions:
 - What do we mean by the term "teamwork"?
 - [Teamwork is when you work with those around you effectively and efficiently to meet a goal or target.]
 - Why is it important to work as a team to achieve a goal?
 - [Each contributes an individual strength of teamwork that leads toward the accomplishment of a goal.]
 - Where do you think teamwork applies in your lives? How could we better our lives by using teamwork?
2. Discuss teamwork further, say: "All team games involve teamwork and would be very difficult, if not impossible, to complete successfully without it. Individuals are empowered when they work with others as a team. Teams reduce the vulnerability of individuals and groups, which enables them to progress further in their goals. Teamwork involves supporting and aiding those around you. This applies in life as well."

Your friends and family are part of your team, and you need to support and help each other to overcome challenges."


ACTIVITY 3: PEER PRESSURE ROLE-PLAYS ^{6*}

Materials: Peer Pressure Scenario Cards located at the end of this session.

Time: 55 minutes



1. Divide the group into five small groups and give each a Peer Pressure Scenario Card (located at the end of this session, before annex 15). (For illiterate groups, identify girls in each group who can read out the scenario. If there is no one who can read, read the scenario on the card to each group.)
2. Explain: "Meet with your group to talk about the peer pressure situation on the card. Come up with a realistic reaction or response for the problem. Then create a role-play showing the situation and how the young person resists peer pressure. Finally, perform the role-play for the larger group."

 **Note to mentor:** *Emphasize that the solution presented in the role-play should be realistic. Often, when adults do this activity, the solution seems to be easy—the character "just says no" or preaches the right way to live and everyone accepts it. When young people do the role-play, it is seldom that simple. The reason peer pressure is so powerful is that young people want to "fit in." They care what other people their own age feel and think about them. The exercise is most valuable if the small groups develop some realistic strategies to help themselves out of these situations without making them "lose face" or become ostracized by their friends. When doing this exercise with young people in your community, note the strategies that they use as these may be the most effective ones available to them.*



3. After each group of mentees finishes presenting a role-play, process the situation and responses with the entire group by asking the following questions:

- Was the role-play realistic?
- Would the resistance demonstrated actually work in the situation?
- Is this a common situation in our communities?



4. Next, lead a discussion on the following questions:

- What is peer pressure?
 - [Social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform to be accepted.]
- What types of peer pressure do you face?
 - [For example, pressure to wear certain clothes, pressure to like certain things, pressure to do certain things, pressure to try alcohol or drugs, pressure to have sex.]
- Why does peer pressure arise?
 - [Someone may tell you what to do, sometimes you think it in your own mind: feeling different from the group, sometimes it happens naturally if you and your peers normally do certain activities or have certain habits.]
- How can one avoid or manage peer pressure?
 - [Hang out with people who have the same interests as you, say no using assertive techniques, stand up for someone to help them feel it is okay to do what they choose, try not to judge others.]

- Where can someone go for help if they face too much peer pressure?
 - [For example, older siblings, close friends, parents, teachers, community leaders, mentors.]
- 5. Go around the room and ask each mentee what one specific strategy they would be comfortable using to resist peer pressure. This activity may help you to gauge how likely it is for mentees to use these strategies in their own situations and provide an opportunity to offer suggestions.

Peer Pressure Scenario Cards ^{6*}

A group of girls is sitting together and talking about the latest fashions. They start making fun of one of the girls who has not been able to buy any new clothes lately. The girls say that she doesn't have the money. The other girls tell her that she should ask for money from Paul, her neighbor who is 10 years older than she is. The girl says that she knows he would give the money, but then he would eventually expect her to have sex with him.

Create a role-play showing how this girl could handle this situation assertively.

A group of secondary school girls is at a community event. They are dancing and having a really good time together. One of the girls in the group takes out some alcohol from her handbag. She starts drinking and tries to get the others to drink too. She says that there is more to drink outside and tries to pressure her friends to join her in drinking. Some of her friends agree.

Create a role-play showing how the friends who do not agree could handle this situation.

A group of girls is talking about boys at their secondary school. Most of them say they have had sex, and they are teasing one about the fact that she has not had sex, and she is still a virgin.

Create a role-play showing how this girl could handle this situation assertively.

A group of friends is chatting about their boyfriends during time. Each of them is bragging about how much time she spends with her boyfriend instead of studying. One of the friends tells the others the importance of education and spending time studying, instead of just being with a boyfriend.

Create a role-play showing how the girl uses her negotiation skills and assertiveness to influence her friends positively.

A group of friends is hanging out near the market. They are talking about how bored they are. They really wish they had something to do. One of them suggests that they go to the grocery store and steal some chocolate. Some of the friends agree—excited to do something on this boring day! As the group walks to the store, one of them is not comfortable with the idea and suggests that they go to her place and study. To convince her friends not to steal, she explains to them the dangers of stealing. She also explains how exciting and fun it will be for all the friends to study together and learn from one another.

Create a role-play showing negative and positive peer pressure and the benefits of avoiding negative peer pressure.

Annex 15

Savings Group Steps 4*

1. Ask members to sit in the order of their numbers starting with chairperson as number one, secretary as two, and so on in a clockwise direction.
2. Have the elected key holders open the box.
3. One by one, around the group, in number order, each mock savings group mentee goes forward and hands their money to be saved to the treasurer.
4. The treasurer says the number of the member out loud and counts the money out loud and puts the money in the money savings bowl.
5. The secretary writes the amount on the Members' Savings Record (annex 10) next to that member's number, and then the treasurer and member sign the ledger.
6. The secretary writes that amount on the Individual's Savings Record, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
7. After all members' contributions are made and recorded, the chairperson asks if any group members need to make a withdrawal from their own savings account.
8. The treasurer counts out loud the amount approved and puts the money to the side.
9. The secretary records the withdrawal on the Member's Savings Record Book (annex 10).
10. The secretary writes that amount on the Individual's Savings Record, which is located on page 35 in the mentee handbook (and in annex 11). The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
11. Once all withdrawals are made, the treasurer counts out loud all of the money in the savings bowl and tells the group the total.
12. The secretary adds up all the amounts of savings deposits made that week recorded in the group record (annex 10) and tells the group the total.
13. When the savings totals are equal, the new deposits are placed in the bag with the existing savings funds.
14. Once the added and counted totals for savings are equal, the secretary tallies the group record (annex 10) balance (adds savings total from previous week with total amount of savings deposits; subtracts any withdrawals). Secretary reads totals out loud.
15. Treasurer counts out loud the combined total for the savings. The combined total is the total of new deposits and existing funds that have been combined and placed in the savings bag.
16. When added totals, and counted totals are the same, the secretary, chairperson, treasurer, and key holders must sign the group record (annex 10).
17. The money, the ledger, and the mentees' savings worksheets must be placed in the box, and then the box must be locked by the people with the keys.
18. The box is put in the correct place by the people that have been agreed will have this responsibility.
19. Thank everyone for being part of the meeting.

 **Note to mentors:** Even though the club is recording the amounts in the ledger, the mentor must also track all the amounts saved and tally this at the end and compare

totals to doubly ensure that the final total is correct for that meeting. If the mentors possess a camera phone, they should record the savings group progress by photographing the completed ledger each week.

Annex 16

Savings Group Constitution 4*

I. BASIC INFORMATION ON THE GROUP

- Name of the group: _____
- Address: _____
- Date group was formed on: _____
- Savings deposit per week: _____
- Payout day: _____

II. MEETINGS

- Time: _____
- Day of the week/month: _____

III. COMPOSITION OF THE MANAGEMENT COMMITTEE

- Chairperson: _____
- Secretary: _____
- Treasurer: _____
- Key holders (three): _____
- Lockbox keeper: _____

IV. REMOVAL OF OFFICERS FROM THEIR POSITION

- Any member of the Association may, at any time, request a vote of no confidence against a member of the Management Committee.
- The Committee member must resign if the majority of members vote to remove her.
- An election is required to fill the vacant position.

V. MEMBERS LEAVING THE GROUP

If a member leaves before the cycle is finished, the money she has saved will be returned to her.

VI. EXPULSION FROM THE GROUP

The reasons for which a person should be expelled from the group are:

VII. GROUP GOALS

Does your savings group have a group goal or plan? Write it here:

Will your group do any other financial activities together? List them here:

VIII. AMENDMENTS TO THE CONSTITUTION

Two-thirds (2/3) of the members must agree before the constitution can be changed.
A minimum of three people can propose an amendment to the constitution.

X AGREEMENT AND SIGNATURE OF ALL CLUB MEMBERS

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Annex 17














Money In, Money Out: Sample Budget ^{5*}

Money In	
	50 UGX
Money Out	25 UGX
Transport	3 UGX
Food	5 UGX
Clothing	10 UGX
Soap/Lotion	2 UGX
Savings	5 UGX

Annex 18

General Budget Template ^{5*}

BUDGET TEMPLATE

		What I earned/ spent last week 	What I plan to earn/ spend next week 
	MONEY IN (income)		
1	Salary 		
2	Gifts or allowances 		
	TOTAL		
	MONEY OUT (expenses)		
1	Food 		
2	Clothes 		
3	Phone 		
4	Transport 		
5	School supplies 		
6	Personal items (i.e., sanitary pads or beauty products) 		
7	Medicine 		
8	Savings 		
9	Emergencies 		
10	Other		
	TOTAL		

Annex 19

Role-Plays: A Conversation between a Mother and Daughter 5*

Option 1: A Conversation between a Mother and Daughter, RURAL

Daughter: Hello, mother. Can I talk to you about something important? Do you have a few minutes now?

Mother: I have to go out soon to work at the stand in the market. Let's make it quick!

Daughter: Mother, now that my baby Fred is older and not breast-feeding any more, I'm thinking it's time I went back to school. Most of the girls in our girls group meetings have gone back to school even after having their...

Mother: (cutting her off) We have had that conversation before. How much more explaining do I have to do to make you understand that this family is not making enough money for all of you to be in school. It's already hard trying to keep your brothers in school. It just has to wait until there is enough money. Besides you being older, you must be doing something and contribute toward helping the family get around these problems. You know that school costs way more than that.

Daughter: But mother, we have been putting my school on hold for 3 years now. I'm not getting any younger. All my friends are almost completing school now. Does this mean I'm never going back to school? Besides, going back to school is the only way I can relieve you of having to take care of both me and my child too in the future.

Mother: Young lady, you do not seem to realize that there are many things that I need to buy for our household. I have to decide how to spend this money in everyone's best interest.

Daughter: I'm sorry. I didn't mean to make you angry. I know it is difficult to manage so many demands on our budget. I can wait to get back to school. Do you think it would be possible for me to come up with a plan to help you pay for my school fees? I'm saving money now, and I am earning some money helping Mama Moses in her salon. It isn't much, but if I save, I can make enough to pay half of my schools fees. If I am able to save that money, would you consider helping me pay for the rest?

Mother: That's a good idea. I suppose I could consider that. But just remember that we may need to cut down on many other expenses that are not priority right now.

Option 2: A Conversation between a Mother and Daughter, URBAN

Daughter: Hello, mother. I want to talk to you about something important. Do you have a few minutes now?

Mother: I have to go out soon to work in my shop. Let's make it quick!

Daughter: Mother, now that I am older and part of a group, I am learning many new things. I have to travel across town for my group and for school. I'd like my own mobile phone. I know they are expensive but...

Mother: (cutting her off) You always want something—usually something expensive! You know money is tight in this family!

Daughter: But mother, a mobile phone wouldn't just be for me. Now that Ronald and Dennis, my younger brothers, will be going to school I have to collect them at the end of the day, and do errands for you and father. A mobile phone would help me keep in touch with you all as I go about my day performing my chores.

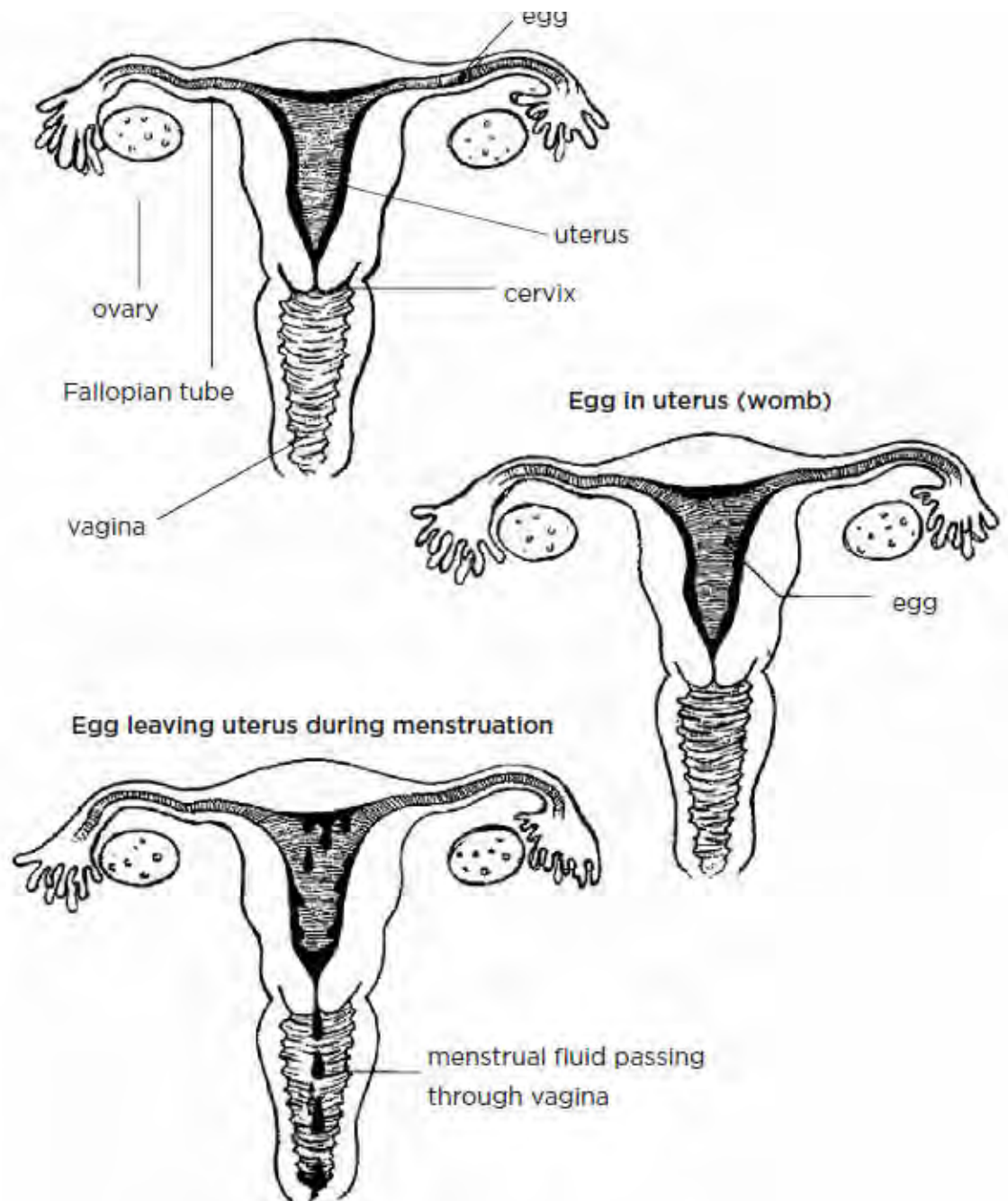
Mother: Young lady, you do not seem to realize that there are many things that I need to buy for our household. I have to decide how to spend this money in everyone's best interest.

Daughter: I'm sorry. I didn't mean to make you angry. I know it is difficult to manage so many demands on our budget. I can wait to get a mobile phone. Do you think it would be possible for me to come up with a plan to buy a mobile phone in the future? I'm saving money now, and I am earning some money helping Mama Moses in her salon. It isn't much, but if I save, I can have enough for half of the price in 2 months. If I am able to save that money, would you consider helping me pay for the rest?

Mother: I suppose I could consider that. But don't expect me to pay for your talk time!

Annex 20

The Process of Menstruation ^{13*}

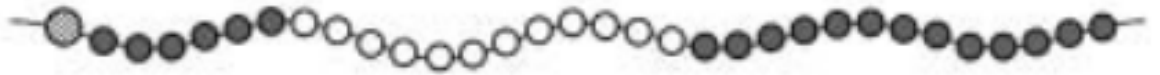


Annex 21

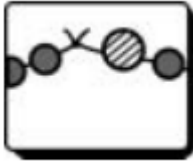
How to Make a Fertility Awareness Chain with Beads ^{14*}

Step 1. String the beads in the following order:

- 1 red bead (for the first day of menstrual bleeding)**
- 6 dark beads (for the early infertile days)
- 12 white or light beads (for the fertile days)
- 13 dark beads (for the later infertile days)



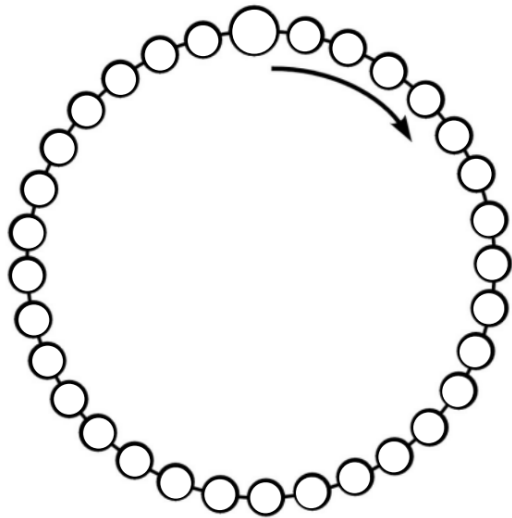
Step 2. Fasten or knot the necklace securely.



**The red bead is represented by the striped bead in the fertility awareness chain images.

Annex 22

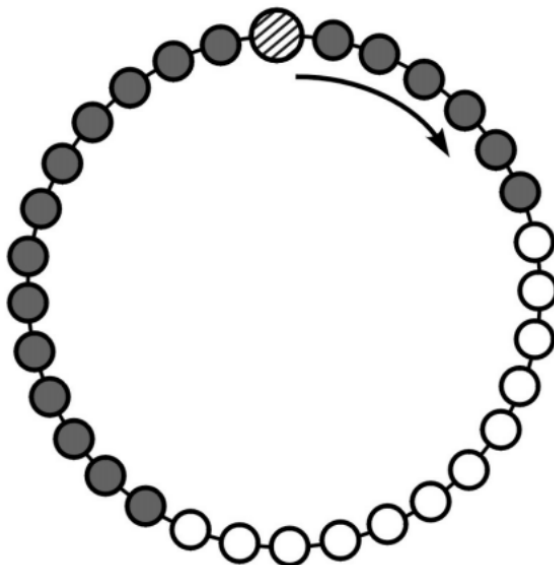
How to Draw a Paper Version of the Fertility Awareness Chain ^{14*}



Step 1. Draw a necklace with 32 round beads, as shown above.

Step 2. Color the beads in the following order:

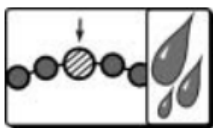
- 1 red bead (for the first day of menstrual bleeding)
- 6 dark beads (for the early infertile days)
- 12 white or light beads (for the fertile days)
- 13 dark beads (for the later infertile days)



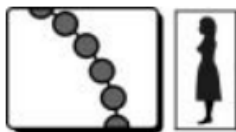
Annex 23

How to Use the Fertility Awareness Chain to Track the Menstrual Cycle ^{14*}

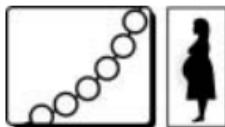
1. This necklace represents a female's menstrual cycle. Each bead is a day of the cycle. The necklace has beads of different colors.
2. A female can make the necklace to know when to expect her period, help her keep track of her menstrual cycle, and understand the changes occurring in her body during her cycle.
3. The marked red bead represents the first day of the menstrual period.



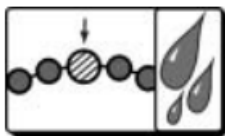
4. Dark beads represent infertile days. These are days when a woman is very unlikely to get pregnant.



5. White or light beads represent fertile days. These are days when a woman can get pregnant.

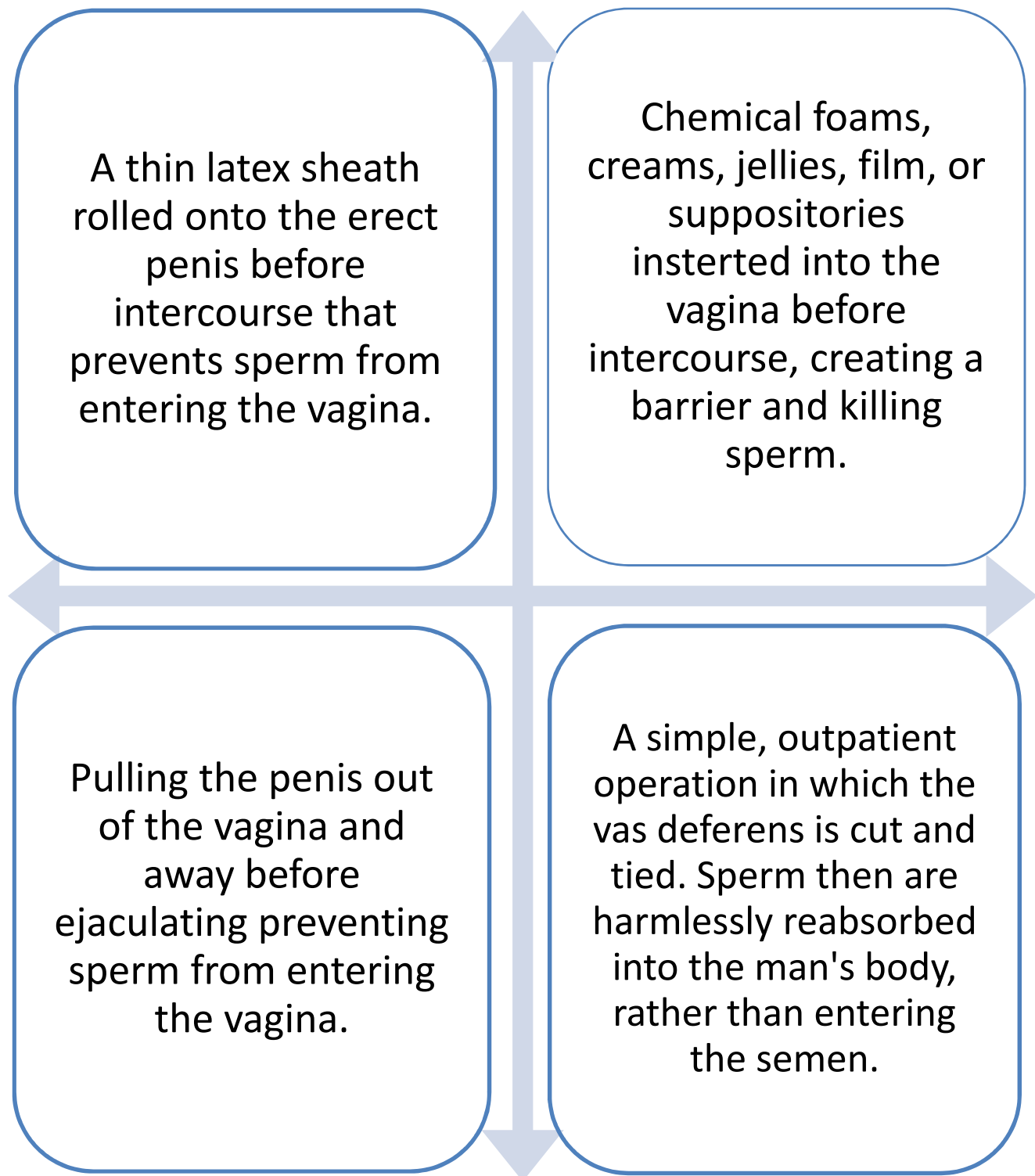


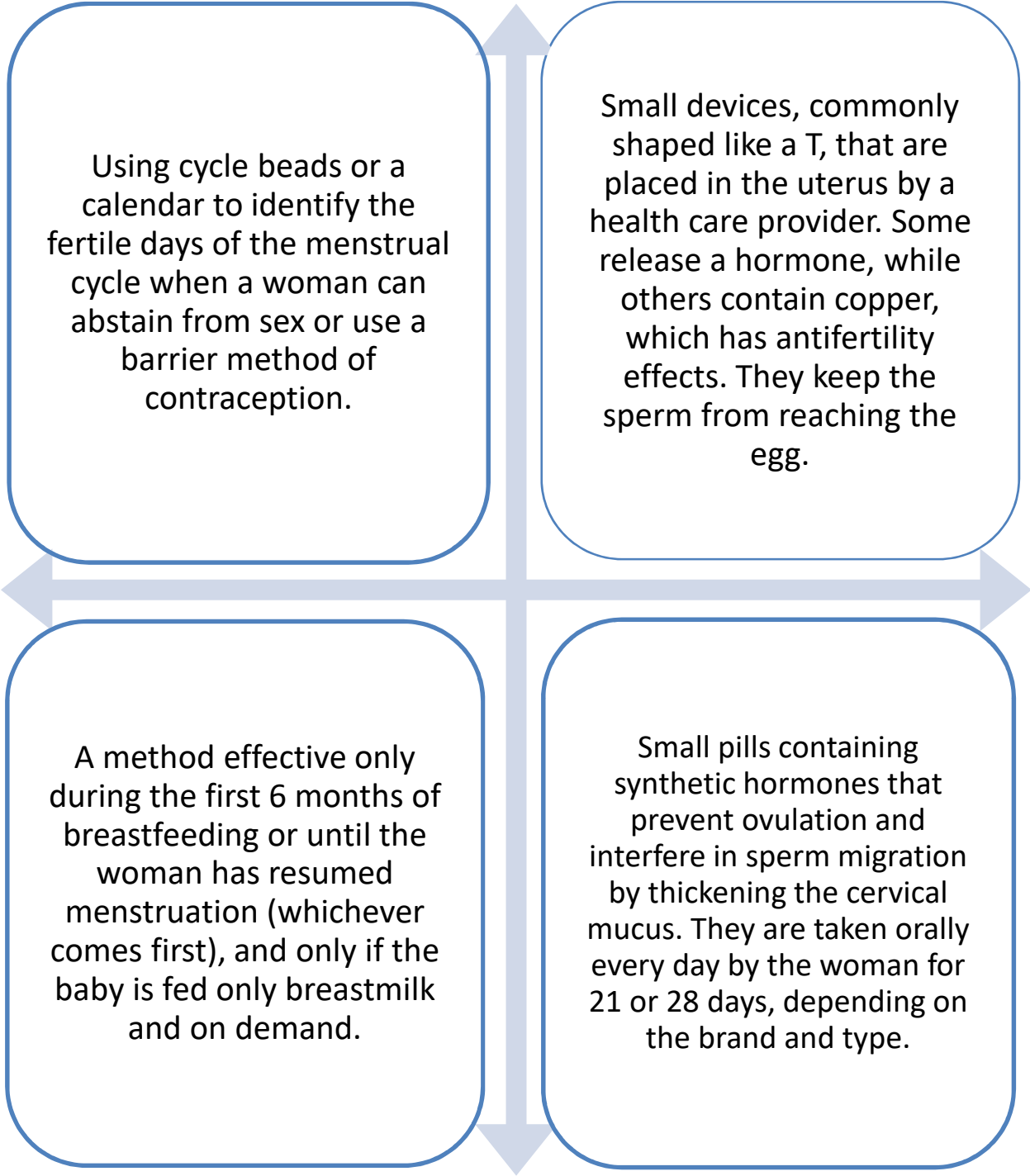
6. On the day her period starts again, a new menstrual cycle has begun.



Annex 24

Contraceptive Method Description Board 3*





Using cycle beads or a calendar to identify the fertile days of the menstrual cycle when a woman can abstain from sex or use a barrier method of contraception.

Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some release a hormone, while others contain copper, which has antifertility effects. They keep the sperm from reaching the egg.

A method effective only during the first 6 months of breastfeeding or until the woman has resumed menstruation (whichever comes first), and only if the baby is fed only breastmilk and on demand.

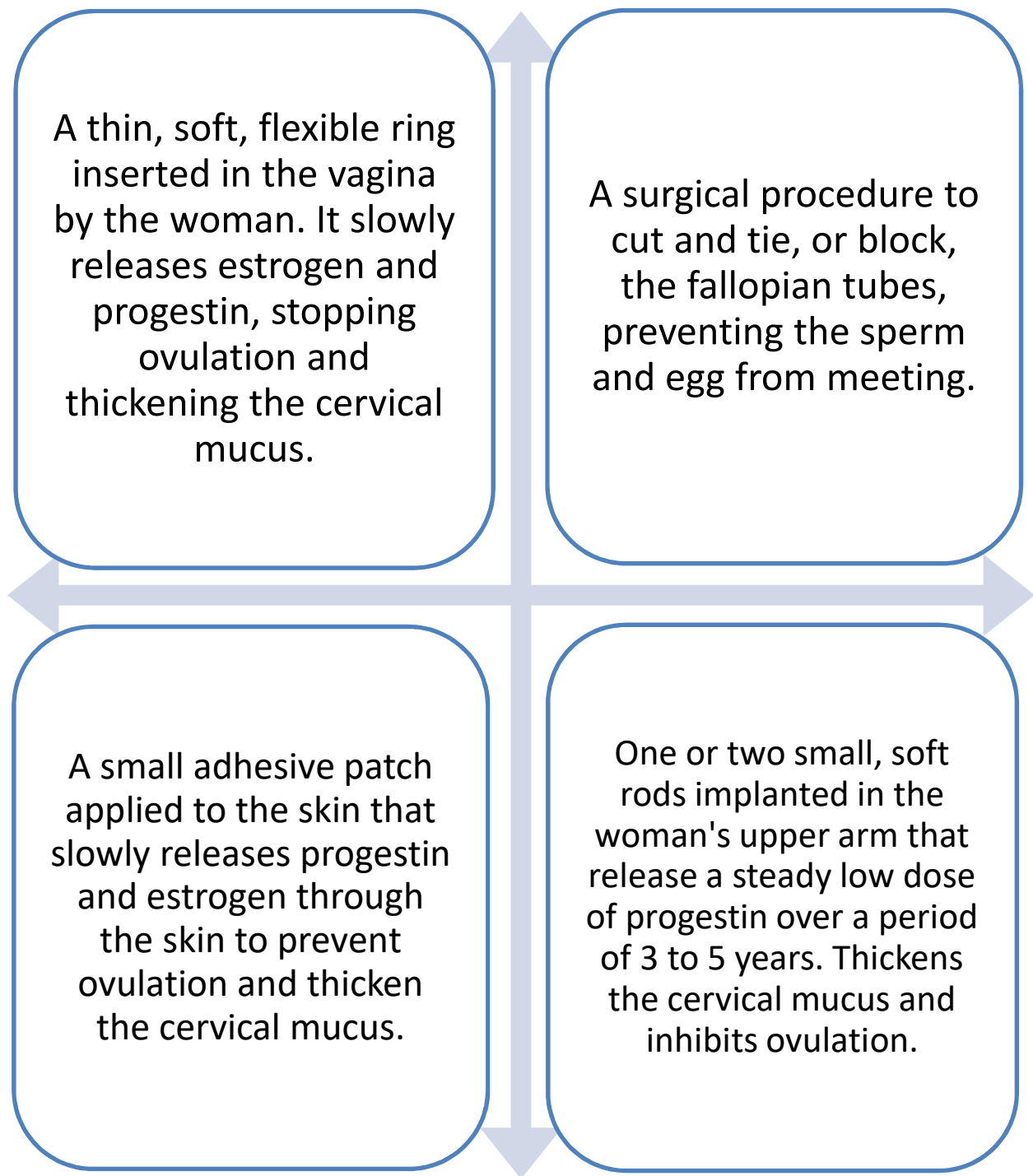
Small pills containing synthetic hormones that prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type.

A lubricated plastic sheath with two rings. One remains outside the vagina, covering part of the labia, and the other is placed in the vagina, covering the cervix. It forms a pouch that collects the semen.

An injection given at regular intervals, usually every 1 or 3 months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus.

A shallow, soft, rubber cup that is filled with spermicide and inserted into the vagina before intercourse. It covers the cervix to prevent sperm from entering, and the spermicide kills sperm. Or, a thimble-shaped latex cup that is inserted into the vagina, fitting snugly over the cervix and held in place by suction to block sperm.

A method that requires a woman to learn which types of mucus indicates that she might be fertile and which type indicates that she is not fertile. During fertile days, she can use a barrier method of contraception or abstain from intercourse



Annex 25

Contraceptive Method Paper Slips^{3*}

Male condom



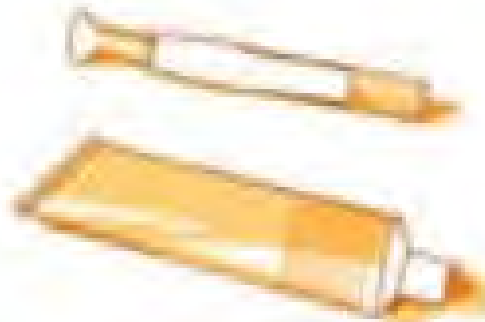
Female condom



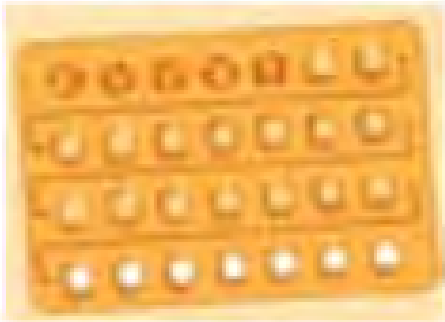
**Diaphragm or
Cervical cap**



Spermicides



**Oral contraceptives
("the pill")**



Injectables



Vaginal ring



Contraceptive patch



Implants



Intrauterine devices (IUDs)



Lactational amenorrhea method



Cervical mucus method of fertility awareness



Withdrawal



Calendar, Standard Days, or CycleBeads methods



Vasectomy, male sterilization









Female sterilization, tubal sterilization








Annex 26




Contraceptive Knowledge Game Answer Key^{3*}



Method	What it is and how it works	Protection against STIs/HIV?	Other characteristics
Male condom 	A thin latex sheath rolled onto the erect penis before intercourse that prevents sperm from entering the vagina	Yes	<ul style="list-style-type: none"> It is one of the two methods that offer double protection, against pregnancy and infection, thus may also protect against infertility and cervical cancer. It enables men and boys to protect themselves and their partners. It is easily available. It must be put on during sexual activity prior to intercourse. Some people find that it reduces sensation.
Spermicides 	Chemical foams, creams, jellies, film, or suppositories inserted into the vagina before intercourse, creating a barrier and killing sperm. A spermicide can be used alone or with a barrier method, such as a condom, to increase its effectiveness.	No	<ul style="list-style-type: none"> Repeated use of a nonoxynol-9 (N-9) spermicides can lead to genital lesions, which can increase the risk of HIV transmission They should not be used by women at high risk for HIV infection. Some are messy.
Withdrawal 	Pulling the penis out of the vagina and away before ejaculating prevents sperm from entering the vagina. This method can be effective if used correctly and consistently.	No	<ul style="list-style-type: none"> Withdrawal is always available and free. It is considerably more effective than not withdrawing. It depends on the man's self-control and ability to predict ejaculation; women have no control with this method.

			<ul style="list-style-type: none"> • It interrupts sex and may lessen pleasure.
Vasectomy, male sterilization 	<p>A simple, outpatient operation in which the vas deferens is cut and tied. Sperm then are harmlessly reabsorbed into the man's body, rather than entering the semen. It does not change a man's ability to have sex, feel sexual pleasure, or ejaculate.</p>	No	<ul style="list-style-type: none"> • Vasectomy is not effective until 3 months after the surgery. • This is a permanent method.
Calendar, Standard Days, or CycleBeads methods 	<p>Many women have menstrual cycles that are fairly predictable in terms of how often a new cycle starts. CycleBeads (used for the Standard Days Method) and the calendar are two methods that a woman can use to identify the fertile days during which she can abstain from sex or use a barrier method of contraception.</p>	No	<ul style="list-style-type: none"> • This method is most practical for women with regular cycles. • It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. • It requires the woman's partner's cooperation. • May be a good for young people who experience negative side effects with hormonal contraceptive options, may also be more discrete. However, it is substantially less effective, as practiced, than hormonal and barrier methods.
Intrauterine devices (IUDs) 	<p>Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some IUDs release progestin (a hormone), while others contain copper, which has</p>	No	<ul style="list-style-type: none"> • This method does not interrupt sex; it is not noticeable during intercourse. • If an infection is present during insertion, or if the conditions for insertion are not sterile, insertion may lead to pelvic

	antifertility effects. They keep the sperm from reaching the egg. Some types of IUDs can work for as long as 10 years.		infection and increased risk of infertility. <ul style="list-style-type: none"> • The body sometimes expels the IUD. • It must be inserted and removed by a trained provider. • IUDs are highly effective for 5 to 12 years.
Lactational amenorrhea method 	For breastfeeding women only. Breastfeeding causes the body to produce hormones that can prevent ovulation. As contraception, this method is effective only during the first 6 months of breastfeeding or until the woman has resumed menstruation (whichever comes first), and only if the baby is fed only breastmilk and on demand	No	<ul style="list-style-type: none"> • Breastfeeding is free and has positive health effects for the mother and the baby. • The lactational amenorrhea method (LAM) may be difficult for women who need to be away from their baby regularly.
Oral contraceptives ("the pill") 	Small pills containing synthetic hormones (estrogen and progestin, or only progestin) that prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type.	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • It may reduce menstrual cramps and the risk of certain kinds of cancer, anemia, breast problems, and pelvic inflammatory disease. • The woman must remember to take the pill regularly. • Typically, fertility resumes quickly after the woman stops taking the pill.

<p>Female condom</p> 	<p>A lubricated plastic sheath with two rings. One remains outside the vagina, covering part of the labia, and the other is placed in the vagina, covering the cervix. It forms a pouch that collects the semen.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • It can be inserted hours before sexual activity begins. • It enables women and girls to protect themselves and their partners. • It is noticeable during sex, and insertion may require practice. • It is expensive in comparison with the male condom.
<p>Injectables</p> 	<p>An injection given at regular intervals, usually every 1 or 3 months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus.</p>	<p>No</p>	<ul style="list-style-type: none"> • The method can be used without the knowledge of others. • It does not require the woman to insert or apply anything at the time of sexual relations. • Fertility resumes within a few months after stopping use. • Injectables are highly effective for 1 to 3 months.
<p>Diaphragm or Cervical cap</p> 	<p>Diaphragm: A shallow, soft, rubber cup that is filled with spermicide and inserted into the vagina before intercourse. It covers the cervix to prevent sperm from entering, and the spermicide kills sperm.</p> <p>Cervical Cap: A thimble-shaped latex cup that is inserted into the vagina, fitting snugly over the cervix and held in place by suction to block sperm. It</p>	<p>It is not yet known whether the cap or diaphragm offers any protection against infections</p>	<ul style="list-style-type: none"> • It can be inserted before sexual activity begins. • It is not widely available. • It may be dislodged during sex. • It must be fitted by a health care provider.

	should be used with a spermicide.		
Cervical mucus method of fertility awareness 	<p>The cervix secretes mucus that can be observed when wiping after urination or on underwear. The type and amount of this mucus changes during the woman's cycle. A woman can learn to tell which type of mucus indicates that she might be fertile and which type indicates that she is not fertile. During fertile days, she can use a barrier method of contraception or she can abstain from intercourse. (See fact sheet on Menstrual Cycle).</p>	No	<ul style="list-style-type: none"> • This method increases a woman's awareness and understanding of her body. • It allows a woman to predict when she will begin her next menstrual cycle. • It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. • It is acceptable to religious groups that oppose the use of other methods. • It requires time to learn the method, the discipline to maintain daily observation of mucus, and the cooperation of the woman's partner. • Likely less effective than hormonal methods.
Vaginal ring 	<p>A thin, soft, flexible ring inserted in the vagina by the woman. It slowly releases estrogen and progestin, stopping ovulation and thickening the cervical mucus.</p>	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • After the woman stops using it, fertility returns immediately.
Female sterilization, tubal sterilization 	<p>A surgical procedure to cut and tie (tubal ligation), or block, the fallopian tubes, preventing the sperm and egg from meeting. It does not change a woman's ability to have sex or</p>	No	<ul style="list-style-type: none"> • This is a permanent method. • While all pregnancy prevention methods are appropriate for youth, sterilization is not recommended for this age group because it

	to feel sexual pleasure.		permanent and irreversible.
Contraceptive patch 	A small adhesive patch applied to the skin that slowly releases progestin and estrogen through the skin to prevent ovulation and thicken the cervical mucus.	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • It is less effective for women weighing more than 90 kilos (198 lbs.) than for other women. • After the woman stops using it, fertility quickly returns.
Implants 	One or two small, soft rods implanted in the woman's upper arm that release a steady low dose of progestin over a period of 3 to 5 years. Thickens the cervical mucus and inhibits ovulation.	No	<ul style="list-style-type: none"> • Implants can be removed at any time, but they must be inserted and removed by a trained provider. • It does not require the woman to insert or apply anything at the time of sexual relations. • Fertility resumes immediately upon removal. • Implants are highly effective for 3 to 5 years.

Annex 27

Solutions to Empower People to Use Condoms Scenarios^{3*}

Below are the stories of nine couples who did not use condoms correctly. For each one, think about what would have helped this person or couple. Select one or more "solutions" from the following list.

Solution 1 Information about correct condom use

Solution 2 Greater equality and shared power between the girl and the boy

Solution 3 Better communication skills

Solution 4 Information about where to obtain condoms

Solution 5 A more realistic idea of the risk of HIV and pregnancy

Solution 6 A safe place to discuss concerns about sexual performance

Couple A: Two people have intercourse, using condoms. After the boy ejaculates, he lies still for five minutes. His penis becomes soft and smaller, and when he moves a little, he is shocked to realize that a little bit of his semen is dripping out of the condom at the opening of his girlfriend's vagina.

Couple B: Two people have decided to have sex and to use condoms. One partner searches the local market but doesn't find either male or female condoms for sale. The other thinks that condoms might be available at school, but the nurse says no. Each of them hopes that the other found condoms. That weekend, they begin to have sex. They are both embarrassed to say what happened, so they ignore the subject and just go ahead and have sex without using a condom.

Couple C: Two people want to have sex. The girl tells her boyfriend that she brought condoms, but he says, "No way...those feel lousy!" She tries to insist but he becomes angry, tells her she is acting like a baby, and asks if she really loves him or not. Finally, she gives up arguing, and they have sex without the condom.

Couple D: Two people want to have sex and have agreed to use condoms. But when the moment comes to use them, the boy starts fumbling with the condom package and loses his erection. This time, they skip intercourse. But the next time they are together, he becomes anxious about losing his erection again. He tells his girlfriend that condoms ruin the atmosphere, and so they agree to go ahead and have sex without a condom.

Couple E: Two people have decided to have sex. Both think it is a good idea to use condoms, but they are afraid that their partner will think they are "dirty" if they suggest using condoms. In the end, neither one knows how to bring it up, so they have sex without a condom.

Couple F: Two people decide to have sex. The boy asks if they should use protection, but the girl says that she just had her period so she can't get pregnant.

Couple G: Two people decide to have sex. They discuss whether to use condoms to protect against HIV but agree that they would know if they were sick. So, they go ahead and have sex without using a condom.

Couple H: A 17-year-old girl is having sex with a 25-year-old man who gives her gifts and sometimes gives her money to help with her expenses. Sometimes he uses condoms, but this time he doesn't have a condom with him. She thinks that they should wait and have sex another time, but he promises it will be okay without a condom. She already took money from him this week, so she feels she cannot refuse. They have sex without the condom.

Annex 28

Solutions to Empower People to Use Condoms Answer Key^{3*}



Note to mentors: The following list identifies the main “solutions” for the couple in each story. For any story, your students may suggest additional solutions. Be flexible in responding, but at a minimum, be sure that the solutions listed below are included in the final answers.

Couple A Solution 1 (information about accurate condom use)

Couple B Solution 4 (information about where to obtain condoms); also, Solution 3 (better communication skills)

Couple C Solution 2 (greater equality and shared power between the girl and the boy); also, Solution 3 (better communication skills)

Couple D Solution 6 (a safe place for the boy to discuss performance anxiety)

Couple E Solution 3 (better communication skills); also, Solution 5 (a more realistic idea of the risk of HIV and pregnancy)

Couple F Solution 2 (greater equality and shared power between the girl and the boy)

Couple G Solution 5 (a more realistic idea of the risk of HIV)

Couple H Solution 2 (greater equality and shared power between the girl and the boy)

Annex 29

How to Use a Condom 7*

Male Condoms:

1. Check the expiration date, if it has one. Be sure the package and condom appear to be in good condition. Open package at one corner, being careful not to tear into the condom. Sharp fingernails or rough handling can damage the latex.



Open Carefully...

2. Squeeze the tip of the condom. This is to eliminate air bubbles as you unroll it onto an erect penis. Leaving the tip empty helps reduce the chance of breakage and allows room for the ejaculation fluid (cum).



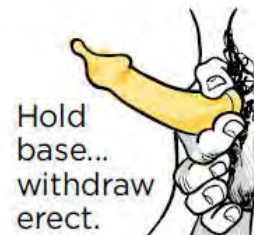
Squeeze the tip.

3. Unroll the condom fully, to base of penis, if possible. The proper fit is important, and a lot of different styles are available. And different sizes of condoms ARE available. You may apply a water-based lubricant if needed.



Unroll it fully.

4. After intercourse, withdraw while the penis is still erect, and hold onto the base of the condom to prevent contents from spilling.



Hold base... withdraw erect.

Female Condoms:

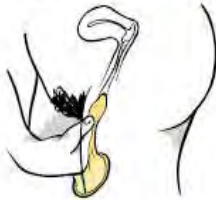
1. Use a new female condom for each act of sex.

- * Check package for the date and damage.
- * If possible, wash hands with mild soap and clean water.



2. Insert condom before any physical contact.

- * Can insert up to eight hours before sex.
- * Hold ring at closed end and squeeze it.
- * Insert ring into vagina as far as it will go.



- * Insert a finger to push condom into place.



3. Ensure that penis enters inside of condom and stays inside it!

Do This



Not This



4. After the man withdraws his penis, hold outer ring, twist to seal in fluids, and gently pull condom out.

- * The female condom does not need to be removed immediately after sex.
- * Remove the condom before standing up, to avoid spilling semen.



5. Dispose of used condom safely.



Annex 30

Proper Steps for Condom Use Flash Cards 3*:7*:18

Steps for using CONDOMS



Discuss.

Talk about safe sex with your partner.



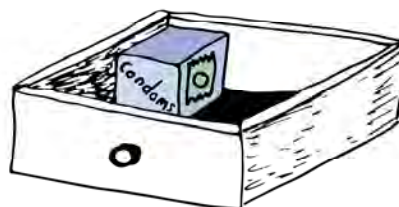
Get.

Buy condoms or find them at a place that gives them away for free, like a clinic. If you want, also buy a lubricant.



Store.

Store condoms in a dry and cool place (not in a wallet).



Check.

Check to see when the condoms expired. Make sure the date has not passed.



Practice.

Practice putting on a condom so you feel comfortable when you need to use it.



Lubricate.

Your body can make this naturally, you can buy a lubricant, or you can use saliva (spit). Never use one that is oil-based because it might cause the condom to tear.



Open.

Try not to tear the condom when you open it. Fingernails, using your teeth, or rough handling can damage it.



Squeeze.

When the penis is erect, squeeze the tip and place the condom on the head of the penis.



Unroll.

Hold the tip of the condom and unroll it until the penis is covered.



Broken condom?

If the condom breaks, pull out immediately.



Pull out.

After ejaculation, when the penis is still erect, hold the end of the condom at the base of the penis.



Remove.

Gently pull the penis out of the condom. Hold the end of the condom so you do not spill.

**Throw away.**

Tie up the condom or roll it in toilet paper and throw it away.



Annex 31

Proper Steps in Condom Use Answer Key^{3*,7*}

(Well ahead of time)

1. Discuss safe sex with your partner.
2. Buy condoms (and lubricant, if desired) or find a clinic or other community center that gives them away for free.
3. Keep your condoms in a dry, cool place (not a wallet).
4. Check the expiration date of the condom and be sure the date has not passed.
5. Practice putting on a condom, so that you are comfortable using it later.

(Immediately before sex)

6. Lubricate the vagina (either naturally through sexual arousal, a water-based lubricant, or with saliva)
7. Open the condom gently, being careful not to tear it (don't use your teeth!).
8. When the penis is erect... squeeze tip of condom and place condom on the head of the penis.
9. Hold the tip of the condom and unroll it until the penis is completely covered.
10. If the vagina still seems dry, re-lubricate. Never use an oil-based product, because it can cause a condom to weaken and tear.

(During sex)

11. If the condom breaks, the male should pull out immediately. [You may wish to remind mentees about emergency contraception if ejaculation already occurred.]
12. After ejaculation, while penis is still erect...
13. Grasp the open end of the condom, at the base of the penis.

(Immediately after sex)

14. Holding condom at the base of the penis, gently pull the penis out.
15. Carefully remove condom without spilling any semen by holding the rim of the condom.
16. Tie up condom or roll it in toilet paper and dispose of it properly.

Annex 32

Myths and Facts 3*:13*

<p>Children should not be allowed to go to school if they are HIV-positive.</p> <p>This is not true. Children who are HIV-positive should not be treated any differently to those who are HIV-negative. Their status is not a danger to anyone else and they are entitled to live normal lives.</p>	MYTH
<p>I can get HIV from touching an infected person or being in the same room as them.</p> <p>This is not true. Touching or hugging someone with HIV does not mean you will be infected with the virus. The virus is principally transmitted sexually through sexual intercourse and exchange of body fluids. People also think that by sharing cups, knives, and forks, etc., they can also be infected. This is also not true.</p>	MYTH
<p>Some STIs like, Chlamydia and Gonorrhea, can lead to infertility.</p> <p>When left untreated, Chlamydia and Gonorrhea can lead to pelvic inflammatory disease and infertility among both men and women. Though, complications because of Chlamydia infection among men are rare.</p>	FACT
<p>Women who have Chancroid infection always have symptoms.</p> <p>Chancroid can cause painful sores in the genital and swollen lymph nodes on the groin—however, women often have no symptoms.</p>	MYTH
<p>HIV generally has no symptoms in its early stages.</p> <p>In the early stages of infection, people living with HIV often do not experience any symptoms. It is important to seek HIV testing and counseling at least every 6 months especially if you have engaged in any risky behavior.</p>	FACT

Annex 33

Sexually Transmitted Infections (STI) Fact Sheet ^{3*}

STI	Symptoms for women	Symptoms for men	Can it be cured?	Is there a vaccine?
Chancroid	Painful sores on the genitalia; swollen lymph nodes on the groin. Women are often asymptomatic.	Painful sores on the genitalia; swollen lymph nodes.	Yes	No
Chlamydia	Most women are asymptomatic. Women who do have symptoms might have abnormal vaginal discharge or a burning sensation when urinating.	Often asymptomatic. Men with symptoms may have a pus-like discharge from their penis or burning sensation when urinating.	Yes. Left untreated, it can lead to pelvic inflammatory disease (PID) among women, which may lead to infertility. Complications among men are rare.	No
Gonorrhea	Most women are asymptomatic; abnormal vaginal discharge or burning sensation when urinating.	Men often experience discharge or burning when urinating. Some men have no symptoms.	Yes. Left untreated, it can lead to PID among women, and may lead to infertility among both women and men.	No
Hepatitis B	Some people experience flu-like symptoms, jaundice, and dark-colored urine; others experience no symptoms.	Some people experience flu-like symptoms, jaundice, and dark-colored urine; others experience no symptoms.	No medicine has been found that cures hepatitis B, but in many cases the body clears the infection by itself. Occasionally it develops into a chronic liver illness. Small children and infants are at a much greater risk of becoming chronically infected.	Yes
Herpes (herpes simplex virus)	Recurrent episodes of painful sores on genital or anus.	Recurrent episodes of painful sores on genital or anus.	No, but symptoms can be controlled through treatment.	No
Human papilloma virus (HPV)	HPV can be asymptomatic. Some strains cause genital warts.	HPV can be asymptomatic. Some strains cause genital warts.	No, but symptoms can be controlled through treatment. Some strains can develop into cervical cancer among women.	Yes. The vaccine prevents strains causing most cervical cancers

				and genital warts.
Syphilis	Begins with one or more painless sores on the genitals, rectum, or mouth. The second stage may produce skin rashes, lesions on mucus membranes, fever, and malaise. The latent stage begins when these symptoms go away.	Begins with one or more painless sores on the genitals, rectum, or mouth. The second stage may produce skin rashes, lesions on mucus membranes, fever, and malaise. The latent stage begins when these symptoms go away.	Yes, if treated in its early stages. Without treatment, infection remains in the body. The late stage of syphilis includes damage to internal organs and can be fatal.	No
Trichomoniasis (trichomonas or trich)	Women may experience frothy, yellow-green vaginal discharge with a strong odor. May also cause itching or discomfort during intercourse and urination.	Men are usually asymptomatic; sometimes mild discharge or slight burning with urination or ejaculation.	Yes	No

Annex 34

HIV and AIDS Fact Sheet 7*

- HIV stands for human immunodeficiency virus. It is the virus that causes AIDS, which stands for acquired immune deficiency syndrome.
- A person gets tested for HIV, not AIDS. Most HIV tests detect antibodies to HIV, which, if present, mean that the virus is also present. It is recommended that you obtain an HIV test every 6 months.
- HIV can be transmitted in several ways.
- HIV is most often transmitted from one person to another through certain body fluids. HIV is found in blood, semen, vaginal fluid, and breastmilk.
- People are usually exposed to HIV by having sex without a condom with someone who is HIV positive.
- Infants can get HIV from their mother before or during birth or through breastfeeding.
- HIV can also be spread from one person to another by sharing needles used for injecting drugs.
- HIV is not spread through casual contact such as hugging and kissing. Nor can you get HIV from eating and drinking with someone who is living with HIV.
- At this time, there is no cure for HIV infection or AIDS, but people living with HIV can lead healthy lives by taking medications known as antiretroviral drugs or antiretrovirals (ARVs).
- The goal of taking ARVs is to have an undetectable level of the virus (viral load) in your blood. Having an undetectable viral load does not mean that HIV has disappeared entirely. An undetectable load means that viral levels are so low they can't be detected by a blood test. If a person has very little HIV in his or her blood, HIV won't be able to attack and weaken the immune system. If the immune system is strong, the person is less likely to get infections and illnesses. Also, an undetectable viral load reduces a person's risk of passing on (transmitting) HIV, making it unlikely that someone living with HIV will infect others, although it is still possible to do so. This is why people should use condoms to prevent transmission, even if they are taking ARVs.
- Some people with HIV infection do not get better with ARVs. When a person does not get better, it usually means the virus has become resistant and the medications are no longer effective. Resistance to ARVs can develop in those who do not take ARV medications as directed or who skip doses.
- Most medications used to treat HIV have some side effects, but many effects are not too severe, especially with newer combinations of drugs. Sometimes side effects go away as your body gets used to the treatment, and others can be minimized by maintaining a healthy lifestyle and diet.
- People who are living with HIV and who want to have children should talk to a health care provider about their safest options for becoming pregnant. If someone is on antiretroviral therapy (ART) and they have an undetectable level of the virus in their blood, it is unlikely they will transmit HIV; so, safe conception is possible.

Annex 35

Act Like a Boy/Act Like a Girl Role-Play ^{13*}

Scenario for Group 1

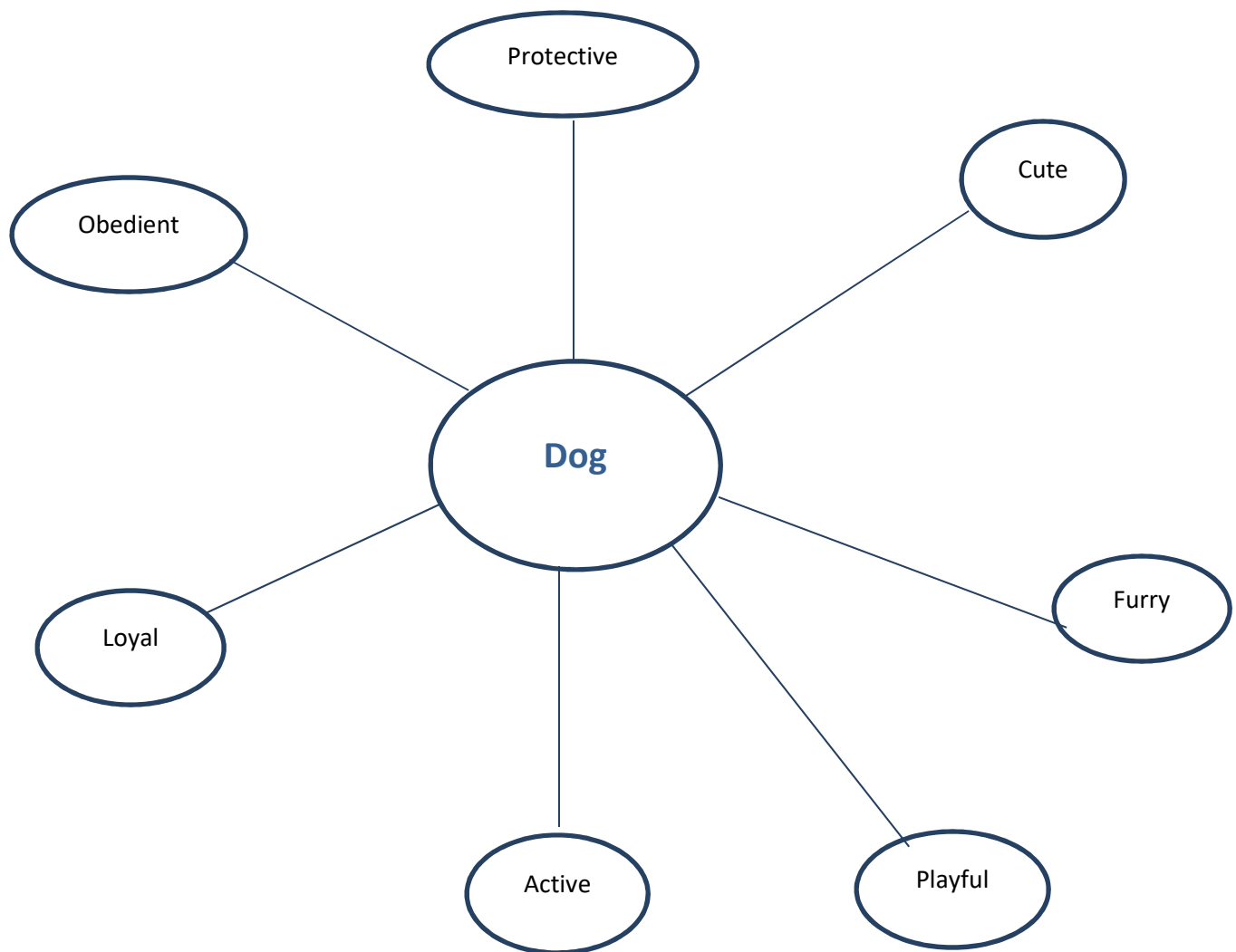
A mother and her daughter wake up in the morning. The mother grabs a broom and starts sweeping while the daughter grabs a bucket and goes to fetch water. After sweeping, the mother starts washing clothes while the daughter gets back with water and starts washing utensils. The daughter then goes to school or madrasa. When the daughter returns from school her mother asks her to help prepare food for the family.

Scenario for Group 2

A father and his son wake up in the morning. The father spends the morning tending his cows and camels, while in the afternoon he attends a meeting of the council of elders while his son goes out to herd goats and sheep. In the evening when the father comes back home, he joins his friends to listen to the radio. The son returns the goats and sheep home then joins his friends to play in the field.

Annex 36

Word Web: Dog^{3*}



Annex 37

“Forced Choice” Statements 3*

1. I feel bad for boys because they have to act as if they want sex all the time, even when they don't want it.
2. If a girl loves her boyfriend, she should show it by having sex with him.
3. I think most adolescents have conflicting feelings about sex; they want and do not want to have sex at the same time.
4. I think it's okay to give someone money or a gift for sex.
5. I think it's okay to accept money for having sex, if you need the money.
6. I think that a real man takes risks and is sexually aggressive.
7. Images on television and in magazines make young people feel that they should be having sex.
8. Pressuring someone to have sex against his or her will, even if you don't use physical force, is more or less the same as rape.
9. Some girls act as if they are just seeking sexual pleasure without emotional involvement, but down deep this is not what they want; they really want an emotional connection.
10. A lot of girls I know have sex because they feel obligated to do so.
11. People who are attracted to others of the same sex should wait longer (until an older age) to start having sexual experiences than their heterosexual peers do.
12. Lots of young people just do not want to have sex. Their feeling has nothing to do with HIV or pregnancy or with what adults tell them. They just do not want to be having sex, even if they have a boyfriend or girlfriend.
13. Sexual intercourse is always an extremely intimate and personal experience for the two people involved.
14. A lot of people who decide to have sex regret it later.

15. A lot of people who decide not to have sex regret it later.
16. Before they have sex, most adolescents talk thoroughly with their partner about whether they both feel comfortable and want to have sex, as well as about how to protect against infection and pregnancy.

Annex 38

Case Studies in Sexual Choice and Sexual Coercion^{3*}

COLLINS and **AMMA**: Collins wants to have sex but his wife Amma does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Collins.

REMA and **CARL**: Rema, age 22, has been going out with Carl for about 6 months. He has told her several times that he really wants to have sex with her, but only if she wants to. Rema feels unsure but she thinks that she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn't, although Carl has never threatened to do so. The next time they are intimate, they have sex.

HENRY and **JUDITH**: Henry and Judith have been kissing passionately. When Henry starts to undress Judith, she tries to stop him and says, "No." Henry keeps trying. After trying to push Henry away and saying "no" for 5 minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

EDITH and **JAMES**: The last time Edith refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

SAMMUEL and **BARBARA**: Sammuel and Barbara are classmates at university. They have been dating for a few months and are very attracted to each other. They are not deeply in love but they agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse.

IRENE and **SOLOMON**: Irene comes from a poor family. She works in a shop for Solomon, and her salary is her family's main income. One day Solomon starts touching her and after the shop closes, he pulls her into the storeroom in the back and lifts her dress. Irene is confused and frightened about losing her job. She starts to resist but when Solomon says, "What? You don't like working here?" she gives in.

PETER and **LAURA**: Peter often buys Laura gifts and other things she needs. Tonight, they went out for dinner, and he paid. Even though Laura doesn't feel ready to have sex, she feels that she owes it to Peter. She doesn't refuse him.

Annex 39

Case Studies Concerning Sexual and Reproductive Rights^{3*}

AMINA

Part One: Amina's Story. Amina was a divorced Nigerian mother of three. After she had been dating Mohammed for 11 months, he asked her to have sex with him, promising to marry her. She agreed and became pregnant. Mohammed, however, did not marry her, and she gave birth to a baby daughter out of wedlock. She was charged with adultery under religious law. Mohammed swore that he was not the father and was allowed to go free, but Amina was convicted of adultery and sentenced to death by stoning. She appealed but the verdict was upheld. Her execution was deferred for 2 years so that she could nurse her baby.

Part Two: What Happened to Amina? Following another appeal, Amina was acquitted, and the verdict of death by stoning was revoked. The judges agreed that she had not had sufficient opportunity to defend her case. The government denies that she had been condemned to be stoned to death. She has since remarried.

FATIMA

Part One: Fatima's Story. Fatima, an 11-year-old West African girl, overheard her parents' discussion about her circumcision. She was frightened because she remembered how her elder sister had returned from the ceremony—in pain and miserable. She thought also about her best friend, who had been in and out of the local clinic with severe infections caused by her circumcision. She did not want to experience what she sees the other young girls around her go through, and she begged her parents not to force her to be circumcised. They were reluctant to listen to their daughter because they believed she would be unmarriageable if she were not circumcised, and they did not think the choice should be made by someone so young and inexperienced. Fatima's sister, however, had heard of an organization in town that worked to educate local families about the dangers and health risks of female genital cutting (FGC). She asked a staff member from the organization to her family's hut to speak with her parents about Fatima's situation.

Part Two: What Happened to Fatima? The organization convinced Fatima's parents that circumcision was dangerous to their young daughter's health and that there were other ways to mark the important rite of her passage into womanhood. Today Fatima is happily married and grateful that her parents were so open-minded. She works for the same organization that helped her avoid FGC, educating girls in school about how to talk to their parents about circumcision.

LAKSHMI

Part One: Lakshmi's Story. Lakshmi, a young girl from Nepal, was forced into marriage at the age of 12 and was exploited at her husband's house. Unable to bear her situation, she escaped and returned to her parents' home, but her parents forced her to go back to her marital home. "On the way, I managed to escape and a kind lady helped me," Lakshmi said. "She said her sister was working for a factory in another part of Nepal and I could join and all that needed to be done was to sell the clothes from the factory." On the way, Lakshmi was drugged and taken to India. Lakshmi said, "It was then that I learned that I was sold for 15,000 Indian rupees. I was beaten when I refused to be a sex worker. For 1 year, I was trapped in the brothel. Later the police raided the brothel, and I was rescued and sent back to Nepal. By then I was 14 years old."

Part Two: What Happened to Lakshmi? Upon Lakshmi's return her parents refused to accept her. She later married but has tested positive for HIV. Whether she contracted the virus when she was forced into sex work or after marrying is not clear.

Annex 40

Talking about Sex and Sexual Health Skits^{3*}

Pair 1: Show a one-minute conversation about preventing a sexually transmitted infection. Person A brings up the issue. Person B, who is older, is being uncooperative. You may decide which character is male and which is female. **You will perform the scene two times.** The first time, show Person A giving in and agreeing not to use a condom. After your mentor interrupts, stop the skit and perform it a second time, showing how Person A can persist with the conversation.

Pair 2: Person A starts a conversation about preventing pregnancy. Person B wants to have a baby and is resisting the idea of contraception. You may decide which character is male and which is female. **You will perform the scene two times.** The first time, show Person A giving in and agreeing not to practice contraception. After your mentor interrupts, stop the skit and perform it a second time, showing how Person A can persist with the conversation.

Pair 3: Person A and Person B are classmates; you may decide which character is male and which is female. Person A repeatedly puts an arm around Person B as they walk into school together. Person B does not like this. **You will perform the scene two times.** The first time, Person B is unhappy but does not respond. After your mentor interrupts, repeat the scene, showing how Person B can respond assertively.

Pair 4: Person A (an adult male leader at the community center) is putting his arm around a girl (Person B) as she walks into the community center. **You will perform the scene two times.** The first time, Person B is unhappy but does not respond. After your mentor interrupts, repeat the scene, showing how Person B can respond assertively.

Annex 41

Case Studies: Love Troubles^{3*}

- 1) Adey and Fred began their relationship in secondary school and now go to separate universities. They are both home on the holidays. Last night they went out with some other friends, and Fred made some comments about Adey that hurt her feelings. When she looked upset, he said he was just kidding. Later, when Adey asked Fred about a woman he kept mentioning, he admitted that he had had sex with her...
- 2) Cala and Bennet have been married for a year. They often have stormy arguments, but they had never come to blows until about a month ago. They had a big fight about Cala's family, and Bennet slapped her a couple of times. The next day he was very apologetic and brought her a gift, promising it would never happen again. But last night it did. This morning when Cala woke up, her eye was black and swollen shut...
- 3) Evelyn and Henri started going out about a year ago. Evelyn is 18 and just beginning her university studies, and Henri is 25 and working. Evelyn is really excited about going to the university and looking forward to making new friends, studying hard, and enjoying life on campus. Henri is feeling that he is ready to settle down and start a family. He thinks he'd like to marry Evelyn. He mentioned marriage recently and was stunned at Evelyn's reaction. She looked at him like he was crazy and said, "I am just starting my studies. I want to enjoy life right now and focus on doing well, not get married!"
- 4) Michael and Angela have been partners for more than a year. They both work and like to go out with their friends. Last night, they went to a club. Angela talked, laughed, and danced with her girlfriends. Michael danced with a lot of people and had an interesting conversation with a woman he had just met. He thought he and Angela had both had a great time, but when they got home, Angela was angry. She said, "I saw the way you were looking at that woman. Don't tell me you weren't interested in her! And the way you were dancing! Trying to attract the attention of everyone in the place!"
- 5) Kiki, a university student, works part-time, but doesn't earn much. Dennis has a professional job and earns a good salary, so he pays most of their expenses. Kiki and Dennis agreed that when possible Kiki would buy groceries or contribute to the rent, but this rarely happens. When Kiki buys herself clothing, she tends to buy expensive things. This annoys Dennis because he feels such spending is unnecessary. A couple of days ago, Kiki got paid for some work she did over the holidays, and yesterday she went out and spent more than half the money on a computer without discussing it with Dennis. When she came home with it, Dennis became very angry.

Annex 42

Savings Group Instructions 4*

1. The first task in establishing the savings group is to elect the management committee.
2. In your group, nominate a chairperson, secretary, treasurer, three key holders, and the lockbox keeper.
3. Assign numbers to mentees starting with the chairperson as member number one, the secretary as number two, treasurer as number three, and remaining group members starting with number four. The number is used for attendance, location of seat in the room, and recording the amount of savings per mentee.
4. Make sure everyone is sitting in their designated spot.
3. Then the group must establish a constitution.
4. Ask:
 - What are you going to call your group?
 - How much are you going to save each time you meet?
 - [Choose a minimum level and a maximum. The maximum is recommended at three to five times the minimum.]
 - [This need to be low enough to make it possible for everyone to save weekly.]
 - [Remind them that if they have more to save they can do that in another group as well or in their own bank account. Never only save what the group suggests if you can afford to save more.]
 - How long are you going to save for and when will you do a payout?
 - [Each member will receive a payout in proportion to the amount that person saved during the cycle. If a member saved more, that person will receive more; if a member saved less, that person will receive less. Payouts are discussed in the next activity.]
 - Who should attend the savings group meeting?
 - What happens if a committee member misses more than two meetings?
 - What should happen if one member is disrespectful to any other member? (that is, teasing, bullying, or put-downs)
 - [All members of the group are equal partners. No teasing, bullying, or talking down to anyone should take place. We will respect each other by listening to everyone's ideas, not speaking over others, and... (brainstorm how they can show respect)]
 - If someone wants to leave the group, what happens to their savings?
 - [They can have a payout.]
 - What happens if someone does not have money to save or chooses not to save?
 - [It is up to you how much you put in; no one should be penalized for an inability to save].
 - Do you have a group goal or plan?
 - Will you do any other activities together?
 - Are withdrawals allowed?
 - Where are the deposit receipts, individual savings books, and ledgers kept?

Annex 43

Mentee Certificates



SOURCES

**Indicates that content was adapted and/or reprinted from the cited sources.*

1. Joint United Nations Programme on HIV/AIDS (UNAIDS), United Nations Population Fund (UNFPA), UNICEF, World Health Organization (WHO), United Nations Educational, Scientific, and Cultural Organization (UNESCO). International technical guidance on sexuality education: an evidence-informed approach for schools, teachers, and health educators. 2009. UNESCO: Paris, France.
2. Morcos, C, Sebstad J. Financial education for adolescent girls. 2011. Nike Foundation: Beaverton, OR.
3. Haberland N, Rogow D, Aguilar O, Braeken D, Clyde J, Earle C, Kohn D, Madunagu B, Osakue G, Whitaker C. It's all one curriculum: guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. 2009. Population Council: New York, NY.
4. Save the Children. Impumelelo Financial Education Training Curriculum and Mentor's Guide. 2016. Save the Children Federation, Inc: Fairfield, CT.
5. Population Council. Dream big! shillings for our future—financial education curriculum. New York: Population Council; 2015.
6. Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY
7. United States Agency for International Development (USAID), Interagency Youth Working Group, Preventive Technologies Agreement (PTA), World Health Organization (WHO), FHI 360. Positive connections: leading information and support groups for adolescents living with HIV. 2013.FHI 360: Durham, NC.
8. World YMCA, United Nations Population Fund (UNFPA) Empowering young women to lead change: a training manual. 2006. World YMCA: Geneva, Switzerland.
9. Population Council. Girl-centered program design: a toolkit to develop, strengthen and expand adolescent girls programs. 2010. Population Council: New York, NY.
10. 2CV, Girl Effect. Girl consultation research toolkit. London: Girl Effect; 2013.
11. Population Council. Financial Education Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.
12. USAID. Girls' Mentoring Resource Guide. USAID: Washington, DC. 2008.
13. Population Council. Health and life skills curriculum for the adolescent girls initiative–Kenya (AGI-K). 2015.Population Council New York: NY.
14. Institute for Reproductive Health, Georgetown University. My changing body: puberty and fertility awareness for young people. 2nd ed. 2011.IRH: Washington, DC.
15. Bell-Gadsby M, Clark N, Hunt S. It's a girl thang! a manual on creating girls groups. 2006. McCreary Youth Foundation: Vancouver, BC.
16. amfAR. Young People and HIV/AIDS. 2017. Available from: <http://www.amfar.org/about-hiv-and-aids/young-people-and-hiv/young-people-and-hiv-aids/>
17. IGWG. Handout: Gender-related Terms and Definitions. IGWG; ND. Available from: http://www.igwg.org/igwg_media/Training/HandoutGenderTerms.pdf
18. Silverstein, Hannah. Original Artwork. 2017.



YOUTHPOWER ACTION

AGYW MENTORING PROGRAM TOOLKIT

PART III: PARTICIPANT HANDBOOK

This publication was made possible by the support of the American People through the support of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation.

Disclaimer

The viewpoints expressed in this toolkit are those of the authors and do not necessarily represent the official position of the U.S. Agency for International Development, the U.S. President's Emergency Plan for AIDS Relief, or the United States Government.



TABLE OF CONTENTS

PARTICIPANT HANDBOOK OVERVIEW.....	5
Day 1: Introduction.....	6
Day 2: Communication.....	8
House-Tree-Dog.....	8
Tips for Effective Communication	11
Day 3: Self-Esteem and Decision Making.....	12
Who Am I?.....	12
Day 4: Managing Stress, Anger, and Conflict	15
Stress Management Techniques.....	17
Tips to Manage Anger	19
Day 5: Dream Big!	20
SWOT Diagram.....	22
Day 6: Why Save, Make a Savings Plan, and Identify Needs and Wants	23
Day 7: Establishing a Savings Group.....	25
Savings Goal Picture Cards.....	27
Savings Plan Worksheet	28
Day 8: Exploring Options for Earning Money.....	29
Day 9: Girls' Money and the Risky Income Cycle.....	31
Day 10: Think About the Future—Money In and Money Out & Save Regularly	33
Day 11: Savings Day	35
Individual's Savings Records.....	37
Savings Group Steps	38
Savings Group Instructions	39
Savings Group Constitution	40
Day 12: Budgeting and Dealing with Setbacks in Saving.....	43
Money In, Money Out: Sample Budget	45
General Budget Template	46
Day 13: Your Own Money Versus Someone Else's Money	47
Day 14: The Dos and Don'ts of Talking About Money and Resolving Conflicts About Money.....	49
Day 15: Our Journey to Good Money Management.....	51
Day 16: Menstrual Hygiene	54

The Process of Menstruation.....	56
How to Make Sanitary Pads.....	57
Use and Care of Reusable Pads.....	60
Day 17: Pregnancy and Pregnancy Prevention.....	61
How to Make a Fertility Awareness Chain with Beads	63
How to Draw a Paper Version of the Fertility Awareness Chain	64
How to Use the Fertility Awareness Chain to Track the Menstrual Cycle	66
Contraceptive Knowledge Game Answer Key.....	68
Day 18: HIV.....	73
How to Use a Condom.....	75
Proper Steps for Condom Use.....	77
Day 19: Myths and Facts about HIV and STIs.....	78
Sexually Transmitted Infections (STI) Fact Sheet.....	80
HIV and AIDS Fact Sheet	82
Day 20: Defining Gender	83
Day 21: Violence.....	85
Day 22: Consent and Coercion	87
Day 23: Sexual and Reproductive Rights	89
Day 24: SRH Negotiation	91
Day 25: Love Troubles.....	93
Day 26: Reflecting on What We Have Learned.....	95
SOURCES.....	97

PARTICIPANT HANDBOOK OVERVIEW

This Participant Handbook includes worksheets and handouts for participants in the YouthPower Action AGYW mentoring activity. Materials in the packet follow the order of the lessons in the mentor handbook. Each participant should receive her own handbook.

DAY 1: INTRODUCTION

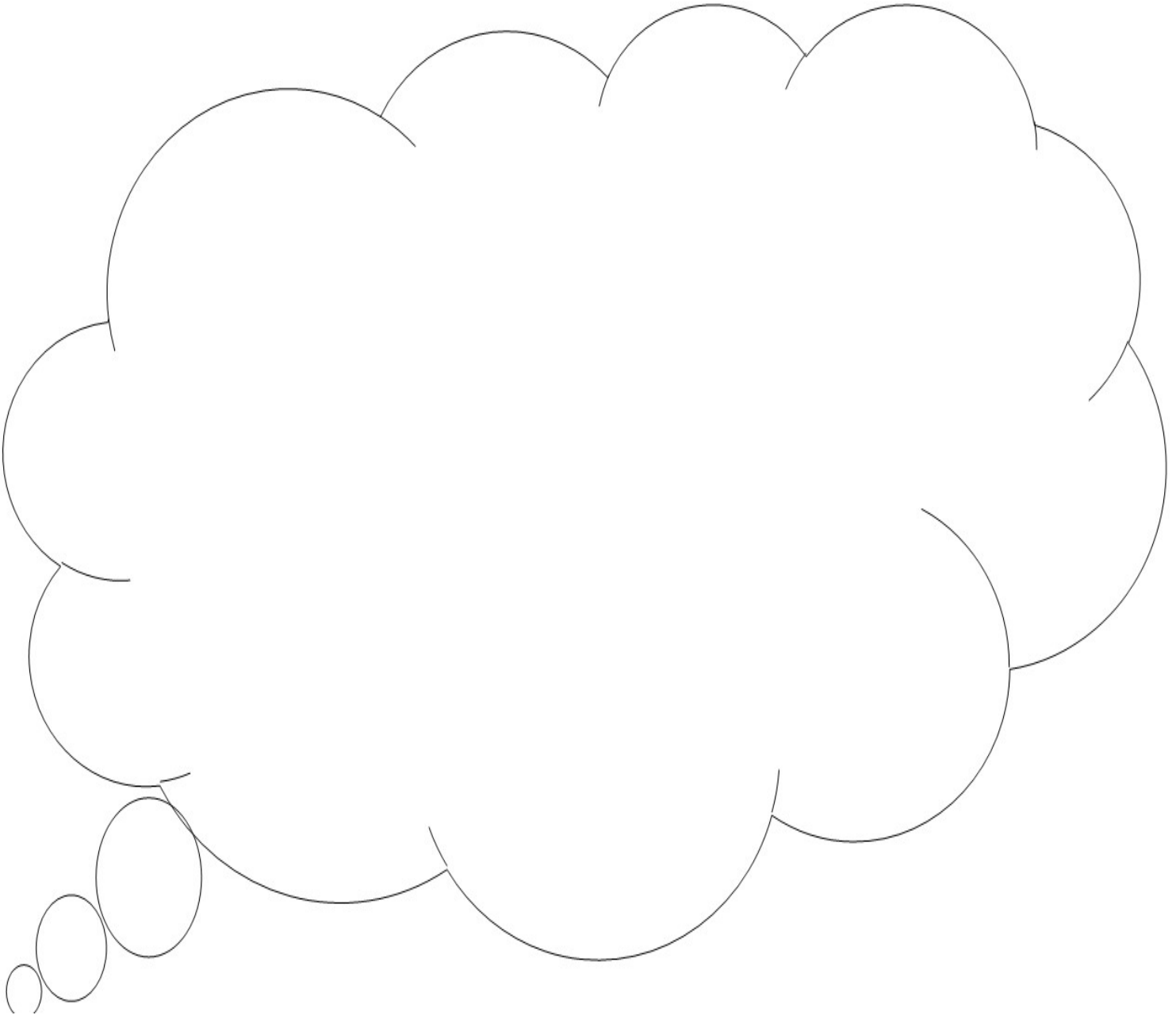
KEY POINTS:

- OVER THE NEXT 6 MONTHS YOU WILL BE WORKING WITH YOUR FELLOW PARTICIPANTS TO GROW CONNECTIONS WITH EACH OTHER, BUILD CONFIDENCE, AND INCREASE YOUR KNOWLEDGE ABOUT AND SKILLS IN SEXUAL AND REPRODUCTIVE HEALTH AND MONEY MANAGEMENT.
- SOME OF THE GROUP AGREEMENTS DISCUSSED TODAY INCLUDE RESPECT FOR OURSELVES, RESPECT FOR EACH OTHER, RESPECT FOR OUR SURROUNDINGS, RESPECT FOR THE GROUP, AND RESPECT FOR HEALTH AND SAFETY.
- THIS HANDBOOK IS NOT ONLY TO ANSWER JOURNAL PROMPTS AND RESPOND TO ACTIVITY INSTRUCTIONS, BUT ALSO FOR YOU TO EXPRESS YOURSELF THROUGH WRITING OR DRAWING AT ANY TIME YOU WISH. THIS HANDBOOK CAN BE USED AS A REGULAR METHOD OF REFLECTION AND EXPRESSION.

JOURNAL PROMPT: WHAT DO YOU HOPE TO LEARN OR ACCOMPLISH OVER THE COURSE OF THIS MENTORING GROUP?

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. The lines are consistent in color and thickness throughout.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 2: COMMUNICATION

KEY POINTS:

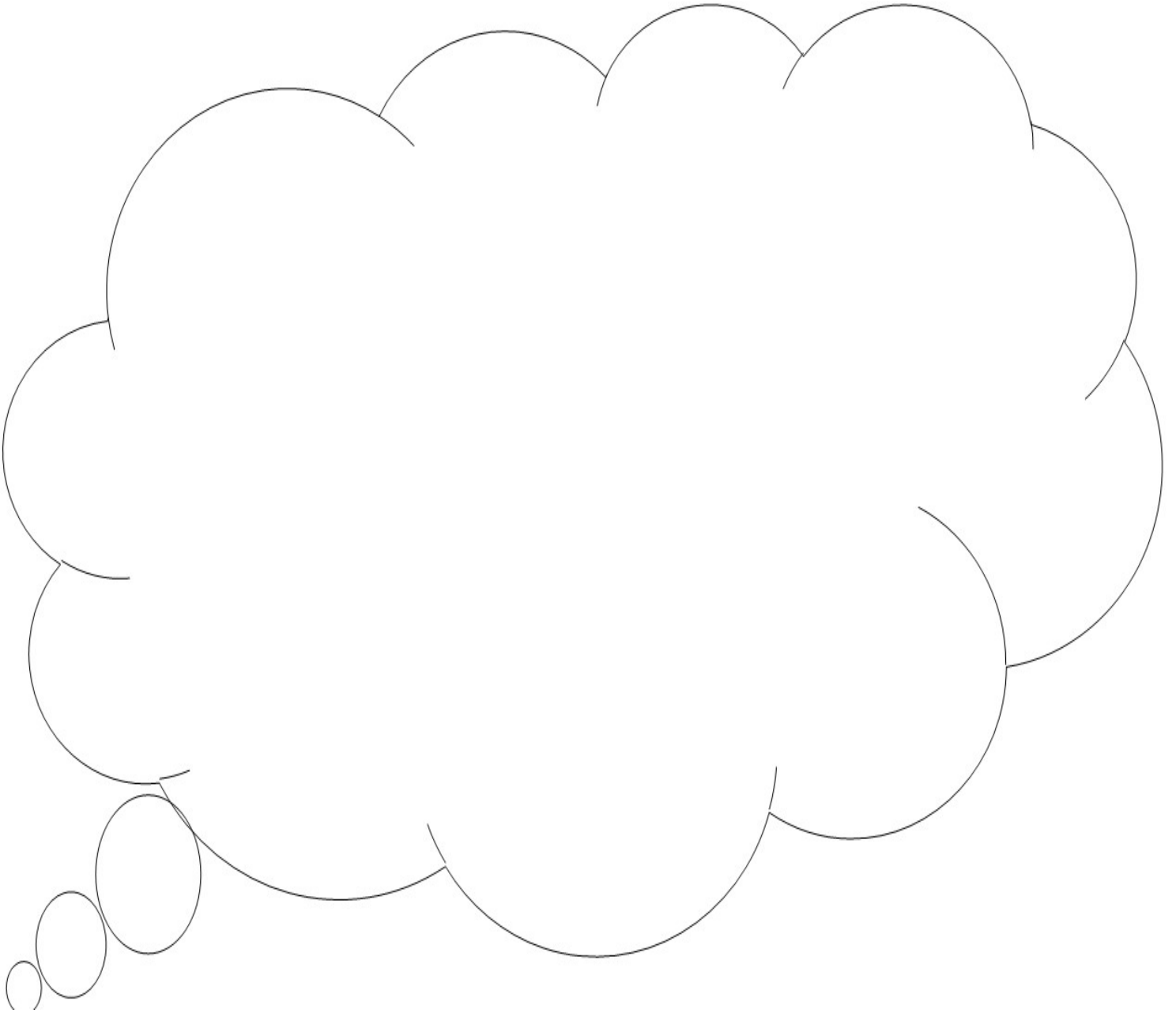
- MUCH OF COMMUNICATION IS NONVERBAL, THAT IS THROUGH GESTURES, POSTURE, AND FACIAL EXPRESSIONS RATHER THAN WORDS.
- NONVERBAL AND VERBAL COMMUNICATION CAN CONTRADICT EACH OTHER SOMETIMES.
- EFFECTIVE COMMUNICATION REFERS TO COMMUNICATION THAT AVOIDS MISUNDERSTANDINGS AND IMPROVES RELATIONSHIPS; EFFECTIVE COMMUNICATION IS A SKILL THAT REQUIRES PRACTICE.
- HEALTHY COMMUNICATION CAN LEAD TO A HEALTHY RELATIONSHIP!

ACTIVITY: HOUSE-TREE-DOG

Use the space below for the activity “House-Tree-Dog.”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



TIPS FOR EFFECTIVE COMMUNICATION ^{1*}

1. Clear communication occurs when the message the sender intends to convey is the same as the message that the receiver understands. People communicate both verbally and nonverbally. It is important to check that your message was understood correctly, especially if it involves a difficult or emotional topic.
2. In every situation, one of the most important techniques for good communication is listening well and with respect. However, community norms influence what kind of communication is considered appropriate.
3. Active and nonjudgmental listening can enhance communication. When you are listening: try to understand the other person(s); say things that validate the other person (such as "I can understand how you feel" or "good point"); make eye contact; give positive nonverbal cues (such as a smile, nod, or pat on the back); and ask for clarification.
4. Specific behaviors can enhance verbal communication. Common constructive behaviors include: stating feelings and starting sentences with "I" rather than with "you;" acknowledging that all people have the right to their feelings and opinions; avoiding being too directive, judgmental, or controlling; stating as clearly as possible what you want or what you do not want; and helping identify possible solutions to problems.

DAY 3: SELF-ESTEEM AND DECISION MAKING

KEY POINTS:

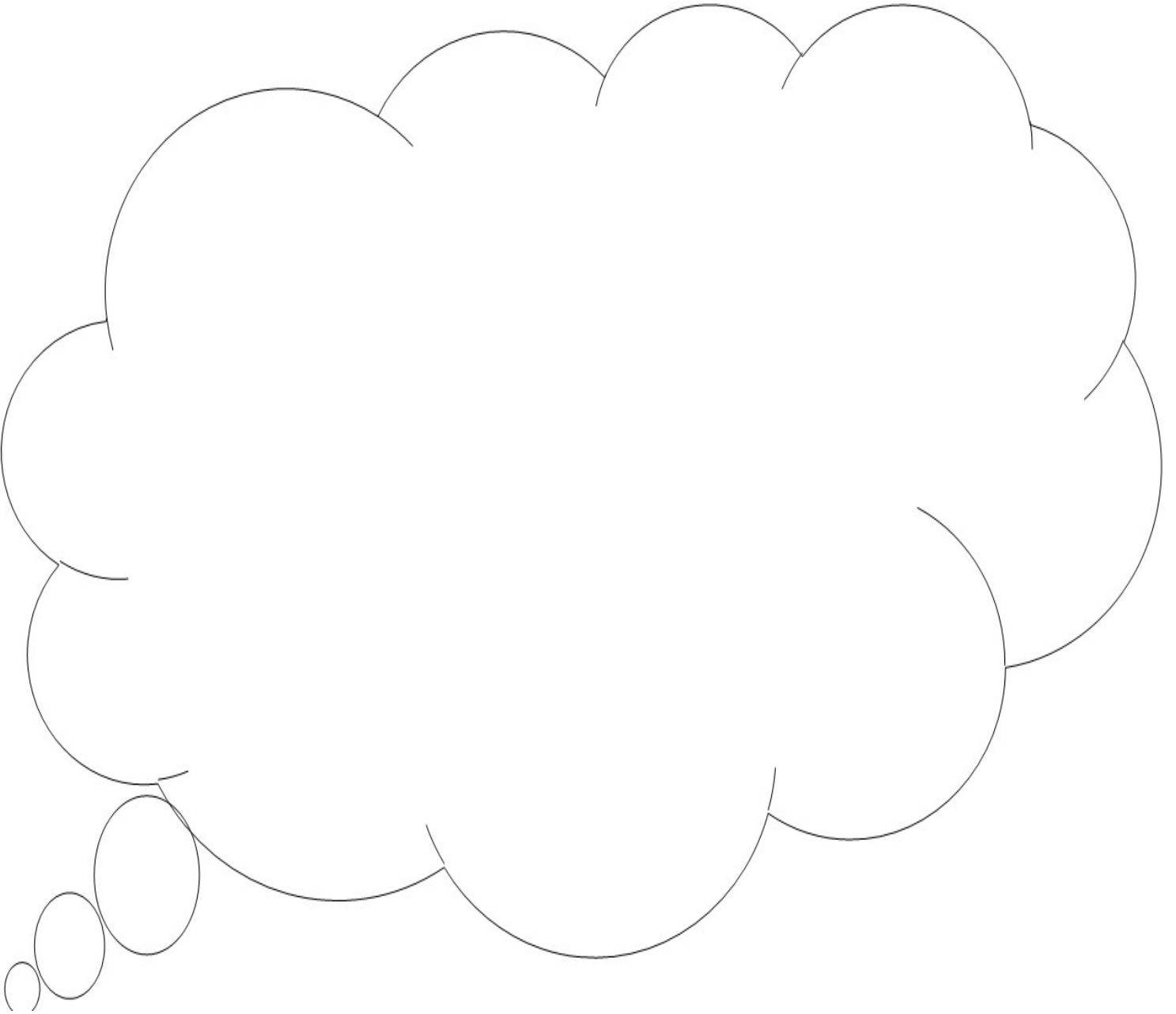
- SELF-ESTEEM IS HOW YOU SEE YOURSELF, AND GOOD SELF-ESTEEM INVOLVES BELIEVING THAT YOU ARE WORTH A LOT.
- GOOD SELF-ESTEEM IS AN IMPORTANT PART OF BUILDING GOOD DECISION-MAKING, COMMUNICATION, AND THINKING SKILLS.
- GOOD DECISION-MAKING SKILLS CAN HELP YOU AVOID RISKY ACTIVITIES.
- GOOD DECISION MAKING REQUIRES ONE TO STOP AND THINK, CONSIDER THE CONSEQUENCES, KNOW THE FACTS, AND THEN DECIDE.

ACTIVITY: Who Am I?

Use the space below for the activity “Who Am I?”

[illegible]

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 4: MANAGING STRESS, ANGER, AND CONFLICT

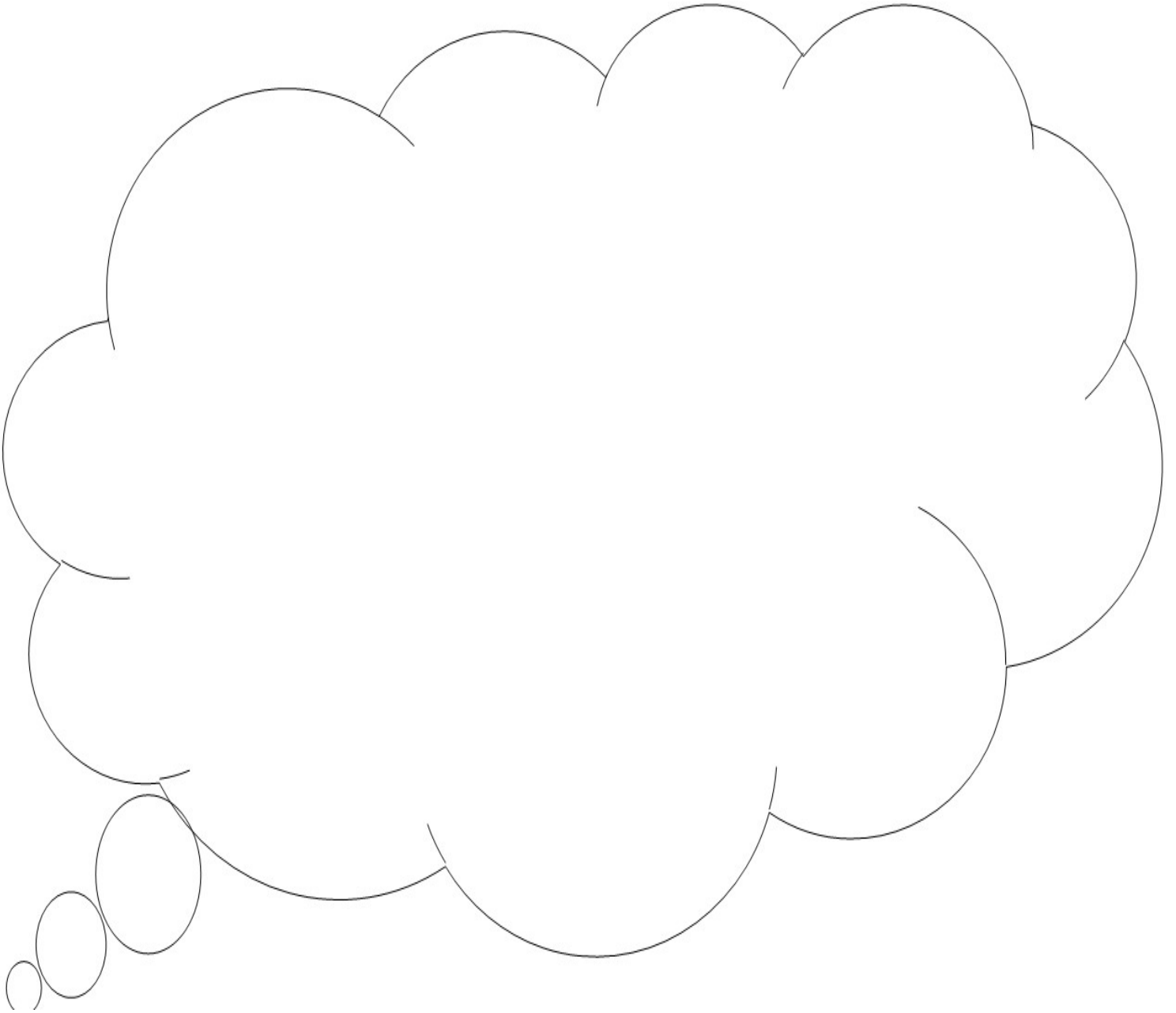
KEY POINTS:

- STRESS IS THE BODY'S REACTION TO A CHANGE THAT REQUIRES A PHYSICAL, MENTAL, OR EMOTIONAL ADJUSTMENT OR RESPONSE. IT IS COMMONLY EXPERIENCED AS A FEELING OF TENSION, ANXIETY, OR PRESSURE.
- ANGER IS A COMPLETELY NORMAL, USUALLY HEALTHY, HUMAN EMOTION THAT RANGES FROM MILD IRRITATION TO INTENSE RAGE. WHEN IT GETS OUT OF CONTROL AND TURNS DESTRUCTIVE, IT CAN LEAD TO PROBLEMS.
- ANGER CAN BE MANAGED, AND THE GOAL OF ANGER MANAGEMENT IS TO REDUCE BOTH YOUR EMOTIONS AND THE PHYSICAL RESPONSES THAT ANGER CAUSES. EXPRESSING YOUR ANGRY FEELINGS IN AN ASSERTIVE, NOT AGGRESSIVE, MANNER IS THE HEALTHIEST WAY TO EXPRESS ANGER.
- RECOGNIZING AND MANAGING STRESS AND CONFLICT CAN LEAD TO POSITIVE OUTCOMES.

JOURNAL PROMPT: WHAT IS SOMETHING THAT HAS CAUSED YOU STRESS OR ANGER? WHICH OF THE STRATEGIES DISCUSSED TODAY COULD HELP YOU MANAGE THIS STRESS OR ANGER? DON'T FORGET TO PRACTICE SOME OF THE TIPS DISCUSSED TODAY FOR MINIMIZING ANGER AND STRESS OVER THE NEXT WEEK!

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



STRESS MANAGEMENT TECHNIQUES ^{1*}

1. **Take a Deep Breath!:** Stress often causes us to breathe shallowly, and this almost always causes more stress! Try taking a minute to slow down and breathe deeply.
2. **Talk It Out:** Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher, or church leader can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid serious problems later. Writing down thoughts and feelings can also help clarify the situation and give you a new perspective—use your journal for this purpose!
3. **Take a “Minute” Vacation:** You cannot always run away, but you can dream. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells, and temperature.
4. **Pay Attention to Physical Comfort:** Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, go somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.
5. **Get Physical:** When you feel nervous, angry, or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. This can be anything from playing a game with friends to doing some regular physical work that you like doing. Running, walking, or dancing can be done anywhere. Working in the garden, cleaning, or playing with younger children can relieve stress, relax you, and energize you! Remember, your body and mind work together.
6. **Take Care of Your Body:** Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress; so, eat well.
7. **Laugh:** Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!
8. **Manage Your Time:** Plan ahead. Make a realistic schedule for yourself and include time for stress reduction. Trying to take care of everything at once can seem overwhelming. Instead, make a list of what you have to do, then do one thing at a time, checking them off as they're completed. Do the most important or unpleasant ones first, and then the rest of your day will be less stressful. Recognize when you are most stressed and allow yourself some reasonable breaks, like taking a walk or otherwise changing your scenery.
9. **Know Your Limits:** A major source of stress is people's efforts to control things over which they have little or no power. When in a stressful situation, ask yourself: is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control.
10. **Must You Always Be Right?:** Do you get upset when things don't go your way? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

11. **Have a Good Cry:** A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.
12. **Look for the Good Things around You:** It is easy to see only the negative when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing little light or joy into your life. Commit yourself to actively noticing five good things around you, like positive or enjoyable moments or interactions.

TIPS TO MANAGE ANGER ^{1*}

1. Ask yourself if this will matter 10 years from now? Chances are, you will see things from a calmer perspective.
2. Tell yourself, "It's frustrating, and it's understandable that I'm upset about it, but it's not the end of the world and getting angry is not going to fix anything."
3. Have you ever done the same thing to someone else, even if by accident? Do you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.
4. Remind yourself that getting angry is not going to fix anything and that it won't make you feel better (and may actually make you feel worse).
5. Try counting to 10 before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry. Or try counting to 10 with a deep slow breath in between each number. Deep breathing helps people relax.
6. Imagine a relaxing experience. Close your eyes and travel there in your mind. Make it your anger-free place.
7. Nonstrenuous physical activities, like walking, can relax your muscles and help you feel much calmer.
8. Give yourself time and space alone. Physically move away from situations that make you angry.

DAY 5: DREAM BIG!

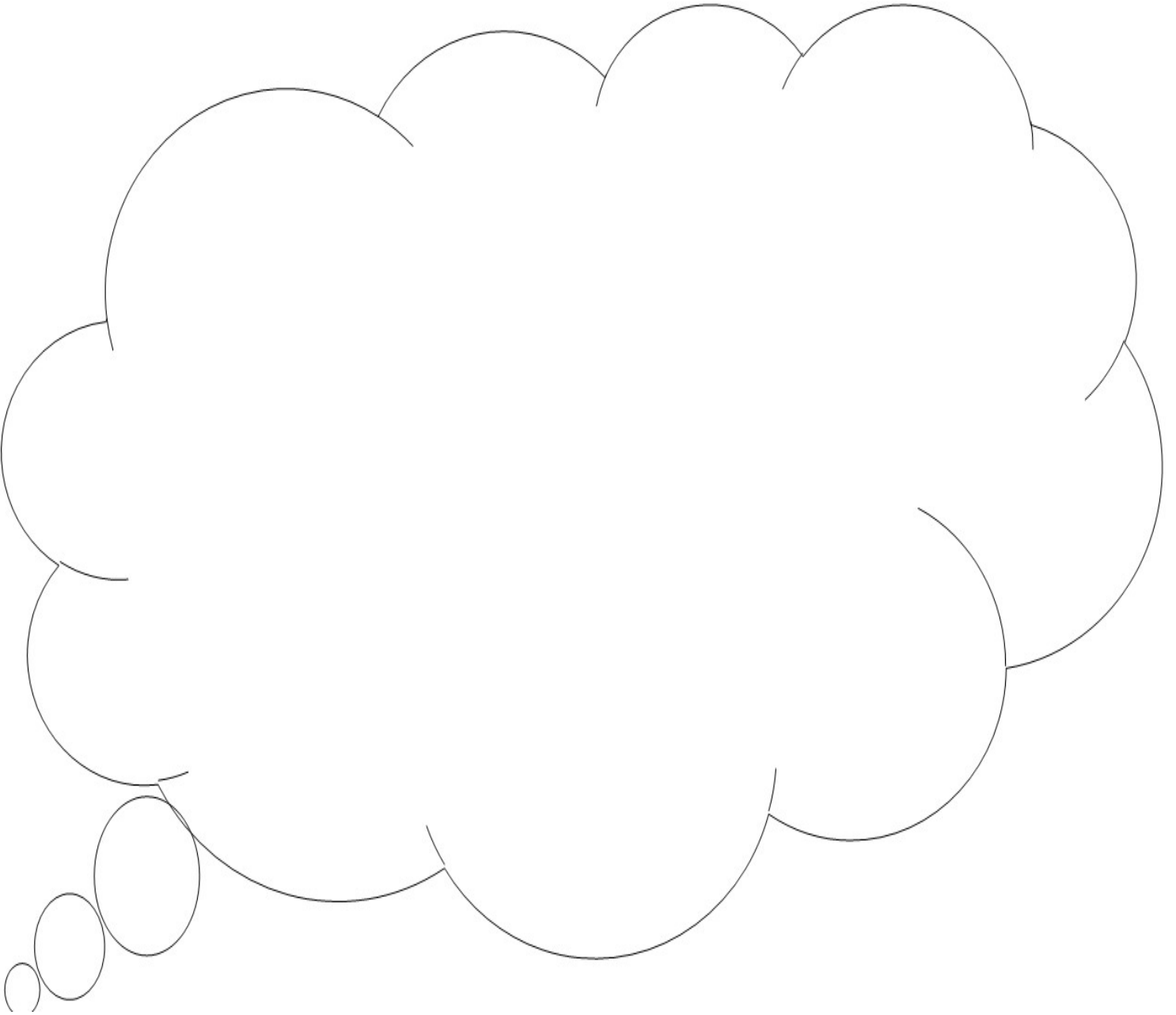
KEY POINTS:

- MANY DREAMS REQUIRE SOME MONEY TO BE REACHED, THAT IS WHY GOOD MONEY MANAGEMENT IS IMPORTANT. IF YOU WANT TO ACHIEVE YOUR DREAMS, YOU HAVE TO PLAN AND PREPARE USING YOUR GOOD JUDGEMENT—including how you manage your money.
- IT IS IMPORTANT WHEN MAKING PLANS TO ACHIEVE YOUR DREAM THAT YOU THINK ABOUT WHAT WILL HELP YOU AND WHAT MIGHT MAKE IT HARDER FOR YOU. THIS WAY, YOU CAN TAKE ADVANTAGE OF THE GOOD THINGS AND PLAN HOW TO WORK WITH THE THINGS THAT MIGHT BE HARD.

JOURNAL PROMPT: WHAT ARE YOUR DREAMS FOR THE FUTURE? HOW WILL YOU ATTAIN THEM? HOW WILL YOU KNOW THAT YOU HAVE ACHIEVED YOUR DREAM?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

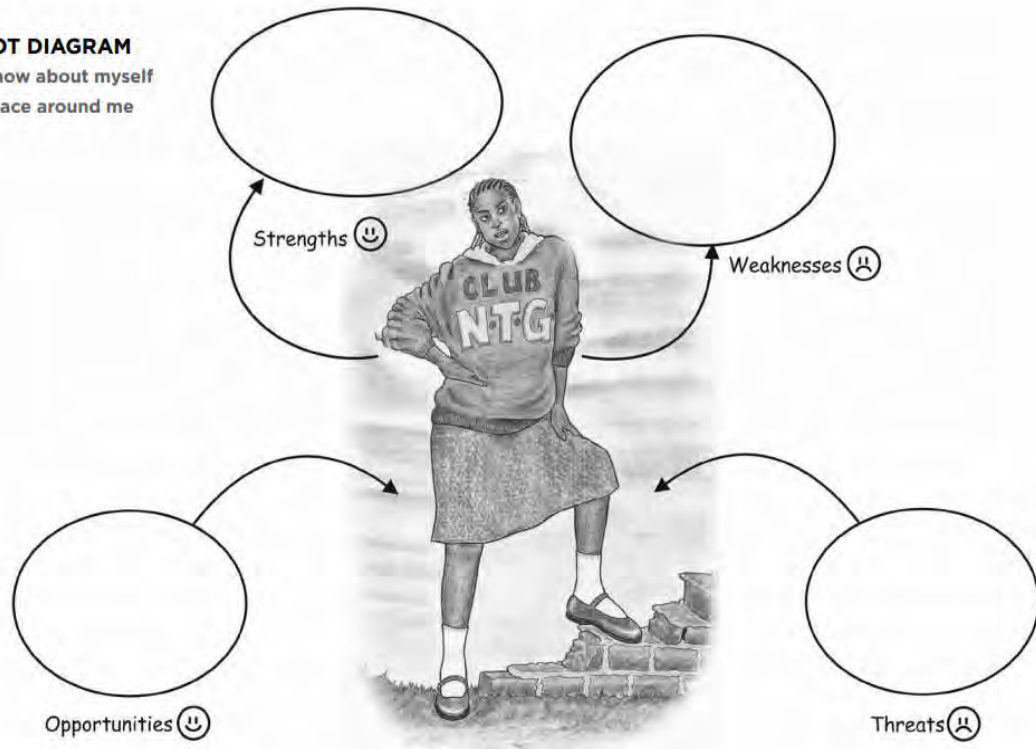
USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



SWOT DIAGRAM ^{2*}

THE SWOT DIAGRAM

Things I know about myself
and the space around me



DAY 6: WHY SAVE, MAKE A SAVINGS PLAN, AND IDENTIFY NEEDS AND WANTS

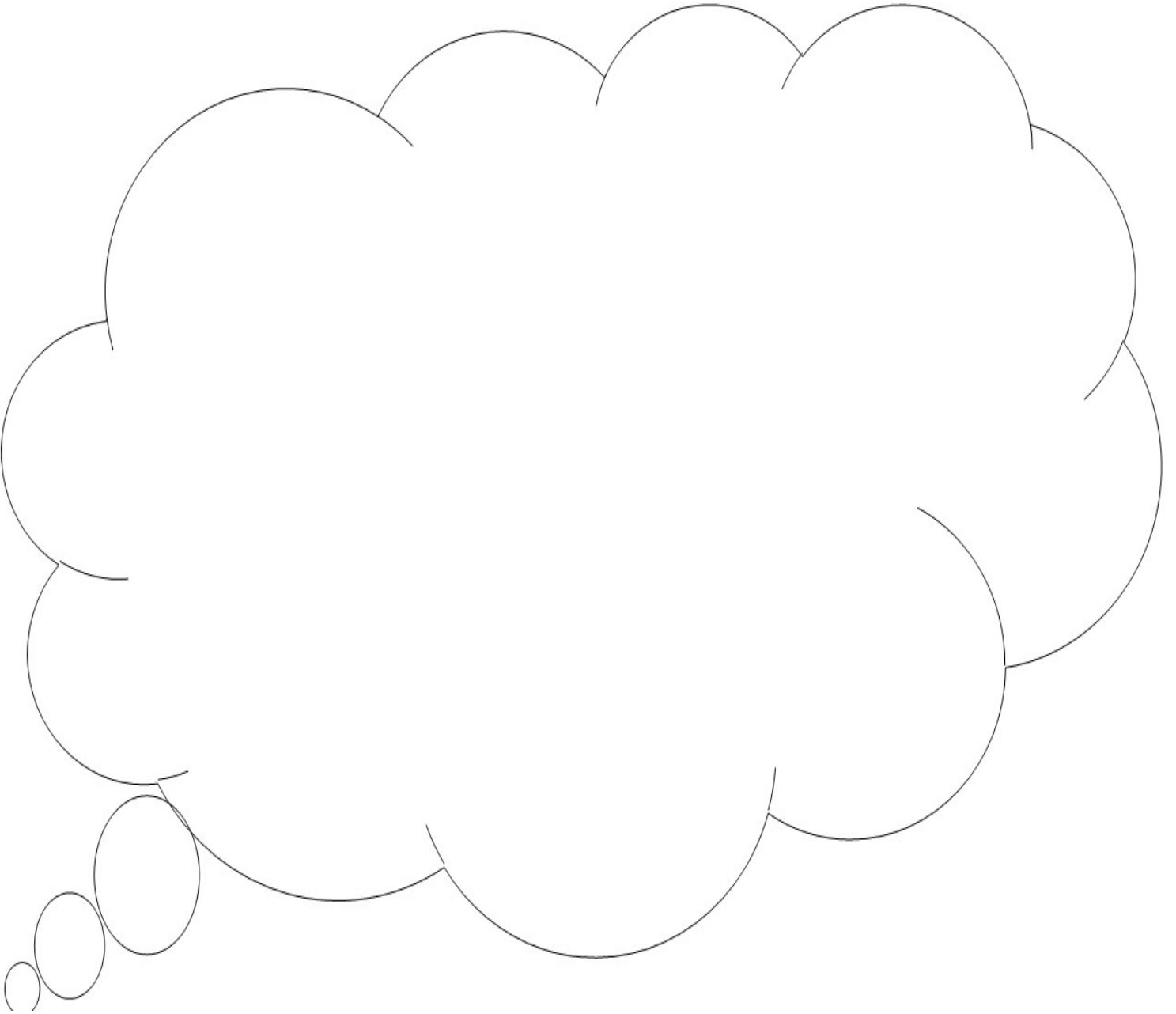
KEY POINTS:

- THE EIGHT STEPS FOR SAVING INCLUDE: CHOOSING A SAVINGS GOAL, MAKING A SAVINGS PLAN, KNOWING THE DIFFERENCE BETWEEN NEEDS AND WANTS, CONTROLLING SPENDING, THINKING ABOUT THE FUTURE, SAVING REGULARLY, SAVING IN A SAFE PLACE, AND DEALING WITH SETBACKS IN SAVING.
- THERE ARE THREE MAIN REASONS WHY PEOPLE OFTEN SAVE: FOR PERSONAL OR FAMILY USE, FOR EMERGENCIES, AND FOR FUTURE OPPORTUNITIES.
- NEEDS ARE THINGS THAT ARE NECESSARY FOR YOUR SURVIVAL. WANTS ARE ITEMS THAT BRING HAPPINESS BUT ARE NOT REQUIRED FOR SURVIVAL. AN IMPORTANT ASPECT OF MANAGING MONEY WELL IS KNOWING THE DIFFERENCE BETWEEN NEEDS AND WANTS.
- HAVING A SPECIFIC GOAL IN MIND CAN HELP YOU BE MORE MOTIVATED TO REACH YOUR TARGET.

JOURNAL PROMPT: REFLECT ON THE IDEA OF A SAVINGS GROUP. DO YOU KNOW ANY SAVINGS GROUPS IN YOUR COMMUNITY? WHAT DO YOU THINK A SAVINGS GROUP DOES? WOULD YOU WANT TO JOIN A SAVINGS GROUP IF GIVEN THE OPPORTUNITY? WHAT ARE SOME PROS AND CONS OF BEING IN A SAVINGS GROUP. IF POSSIBLE, TRY TO TALK TO SOMEONE IN YOUR COMMUNITY WHO IS IN A SAVINGS GROUP BEFORE NEXT SESSION!

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 7: ESTABLISHING A SAVINGS GROUP

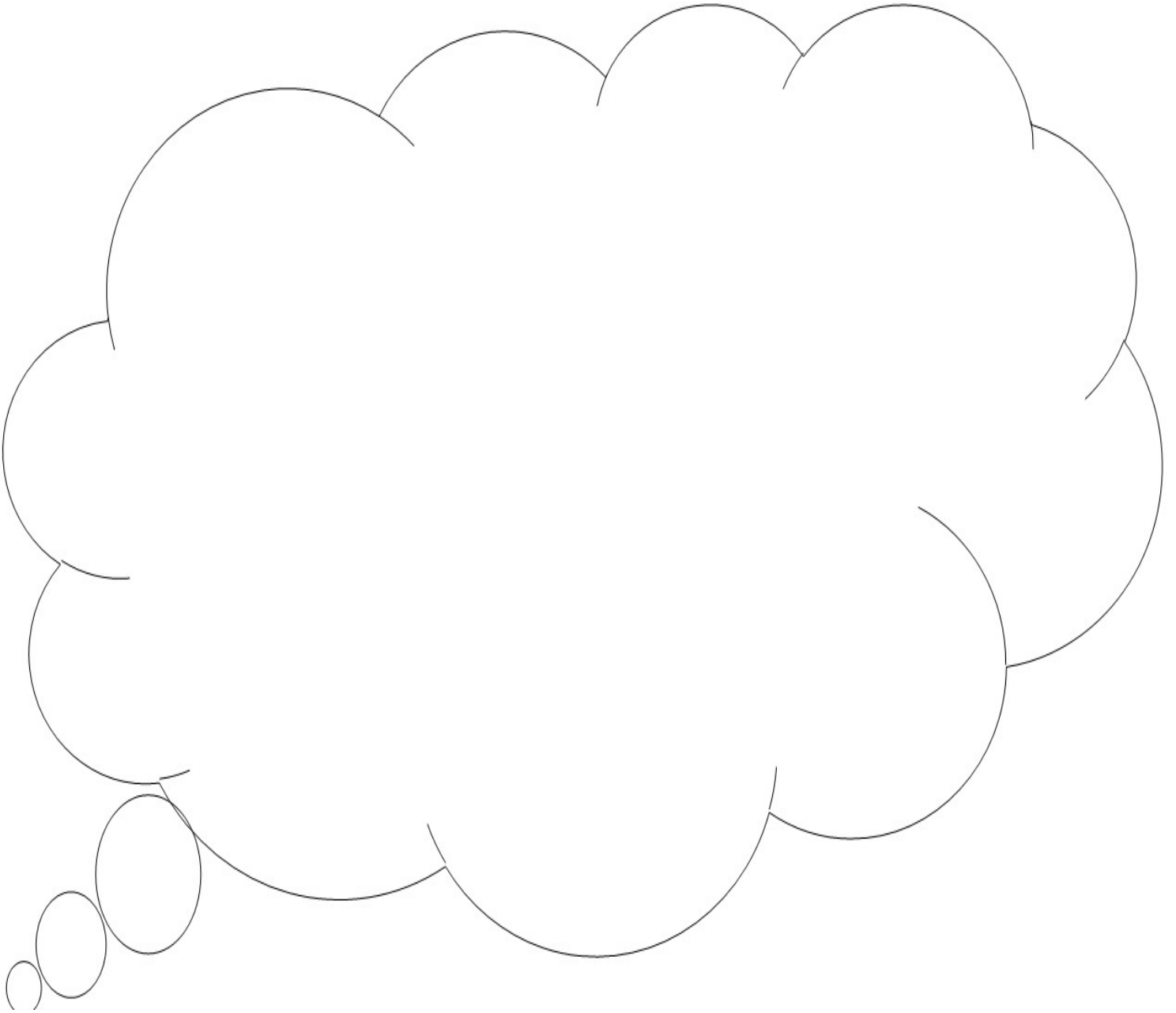
KEY POINTS:

- A SAVINGS PLAN HELPS TO BUDGET HOW MUCH YOU WILL NEED TO SAVE FOR SHORT-TERM AND LONG-TERM GOALS.
- TO FIGURE OUT THE NUMBER OF WEEKS YOU NEED TO SAVE IN ORDER TO MEET A SAVINGS GOAL USE THE EQUATION: WHAT YOU PLAN TO SAVE \div WHAT YOU CAN SAVE EACH WEEK.
- A SAVINGS GROUP IS A GROUP YOU CAN FORM WITH YOUR FRIENDS OR FAMILY TO SOLVE FINANCIAL PROBLEMS BY SAVING SMALL SUMS OF MONEY TOGETHER.

JOURNAL PROMPT: FILL IN YOUR OWN SAVINGS PLAN WORKSHEET, FOUND ON PAGE 27!

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:





SAVINGS GOAL PICTURE CARDS ^{3*}

Radio 	Jeans 	Lotion 	Mobile phone 	Chickens 	Oil lamp 
Pots 	Bicycle 	Skirt 	Shoes 	School supplies 	Sewing machine 

SAVINGS PLAN WORKSHEET ^{3*}

Sample:

Savings Goal	 Total (Cost of Item)	 Amount you can save each week	Number of weeks you need to reach your goal
Short-term			
New necklace	UGX 25	UGX 5	UGX 5 weeks
Long-term			
Attending a computer course	UGX 1000	UGX 20	50 weeks (or almost one year)
<p>Tip: To find out how many weeks it will take to reach your savings goal; divide the total amount of money you need by the amount you can save each week.</p> <p>Amount to save ÷ Amount you can save each week = Number of weeks it will take</p>			

Do It Yourself:

Savings Goal	 Total (Cost of Item)	 Amount you can save each week	Number of weeks you need to reach your goal
Short-term			
Long-term			

DAY 8: EXPLORING OPTIONS FOR EARNING MONEY

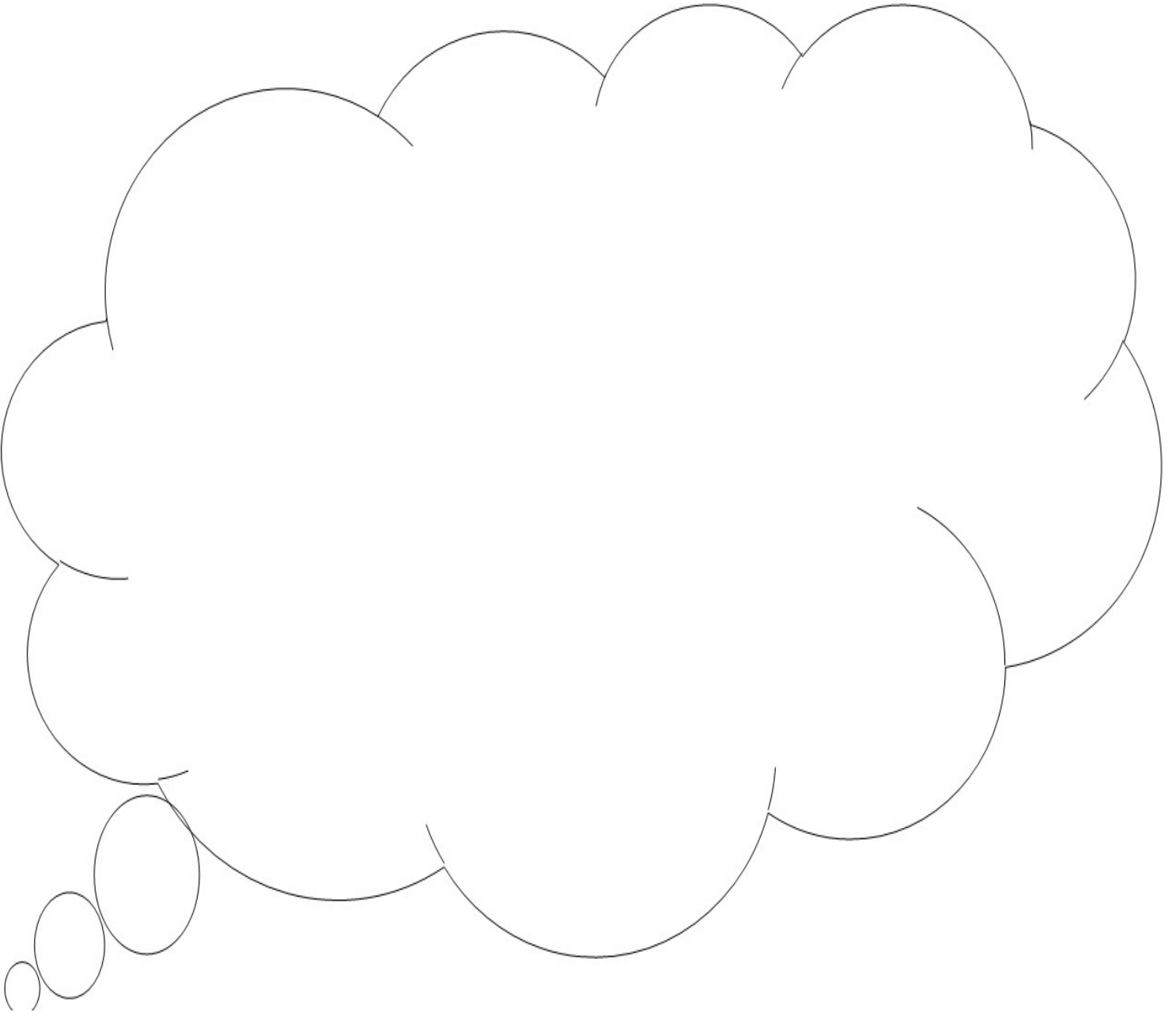
KEY POINTS:

- YOU CAN LEARN NEW WAYS TO MAKE MONEY FROM YOUR PEERS, OR WAYS TO IMPROVE YOUR CURRENT METHOD OF EARNING.

JOURNAL PROMPT: WHAT ARE SOME WAYS THAT YOU OR OTHER GIRLS COULD MAKE MONEY IN THE COMMUNITY? THIS COULD BE AN ACTUAL POSITION YOU KNOW IS AVAILABLE OR NEW WAYS FOR AN INDIVIDUAL OR GROUP TO EARN MONEY.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 9: GIRLS' MONEY AND THE RISKY INCOME CYCLE

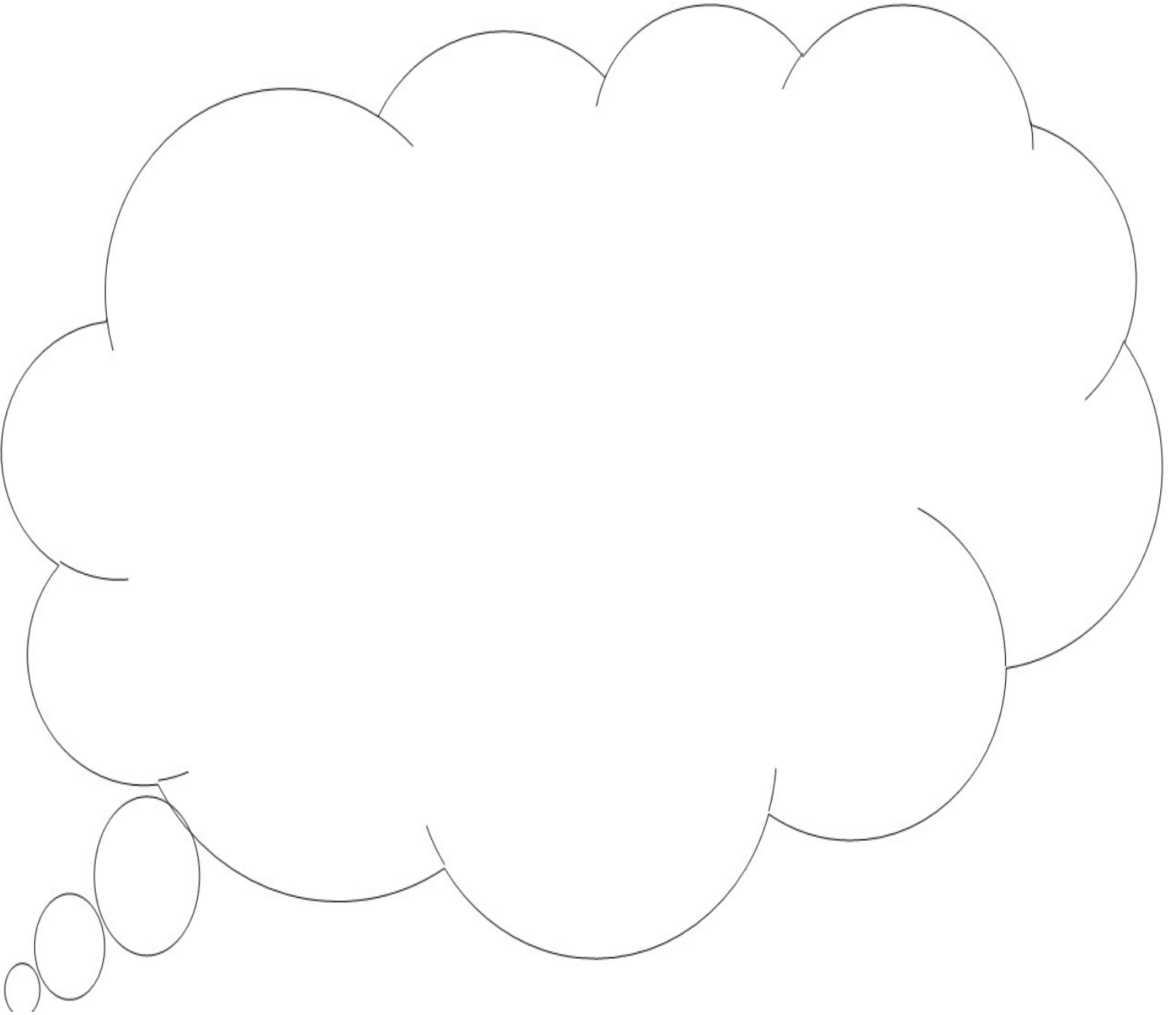
KEY POINTS:

- OFTEN, WHEN OTHER PEOPLE GIVE YOU MONEY THERE IS AN EXPECTATION THAT THEY WILL GET SOMETHING BACK. IN MANY CASES, WHAT YOU GIVE BACK IS WORK.
- WHEN YOU ARE GETTING MONEY THAT IS NOT IN EXCHANGE FOR WORK, ESPECIALLY IF IT COMES FROM BOYFRIENDS OR OTHER MEN THAT YOU KNOW, THERE MAY BE AN EXPECTATION THAT EVENTUALLY YOU WILL GIVE SOMETHING BACK. THAT EXPECTATION MAY BE SOME KIND OF SEXUAL ACTIVITY. IT'S IMPORTANT TO BE AWARE OF THESE POTENTIAL EXPECTATIONS BEFORE YOU ACCEPT MONEY OR GIFTS FROM BOYFRIENDS OR OTHER MEN.
- THERE ARE RISKS ASSOCIATED WITH GETTING MONEY THROUGH SEXUAL ACTIVITY SUCH AS THE POSSIBILITY OF CONTRACTING HIV AND OTHER STIS, UNPLANNED PREGNANCIES, AND EXPOSURE TO OTHER SOCIAL AND HEALTH RISKS.

JOURNAL PROMPT: KEEP TRACK OF WHAT YOU HAVE SPENT MONEY ON BETWEEN NOW AND THE NEXT MEETING. WHAT TYPES OF PURCHASES COULD YOU HAVE SPENT LESS MONEY ON AND SAVED MONEY INSTEAD?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 10: THINK ABOUT THE FUTURE—MONEY IN AND MONEY OUT & SAVE REGULARLY

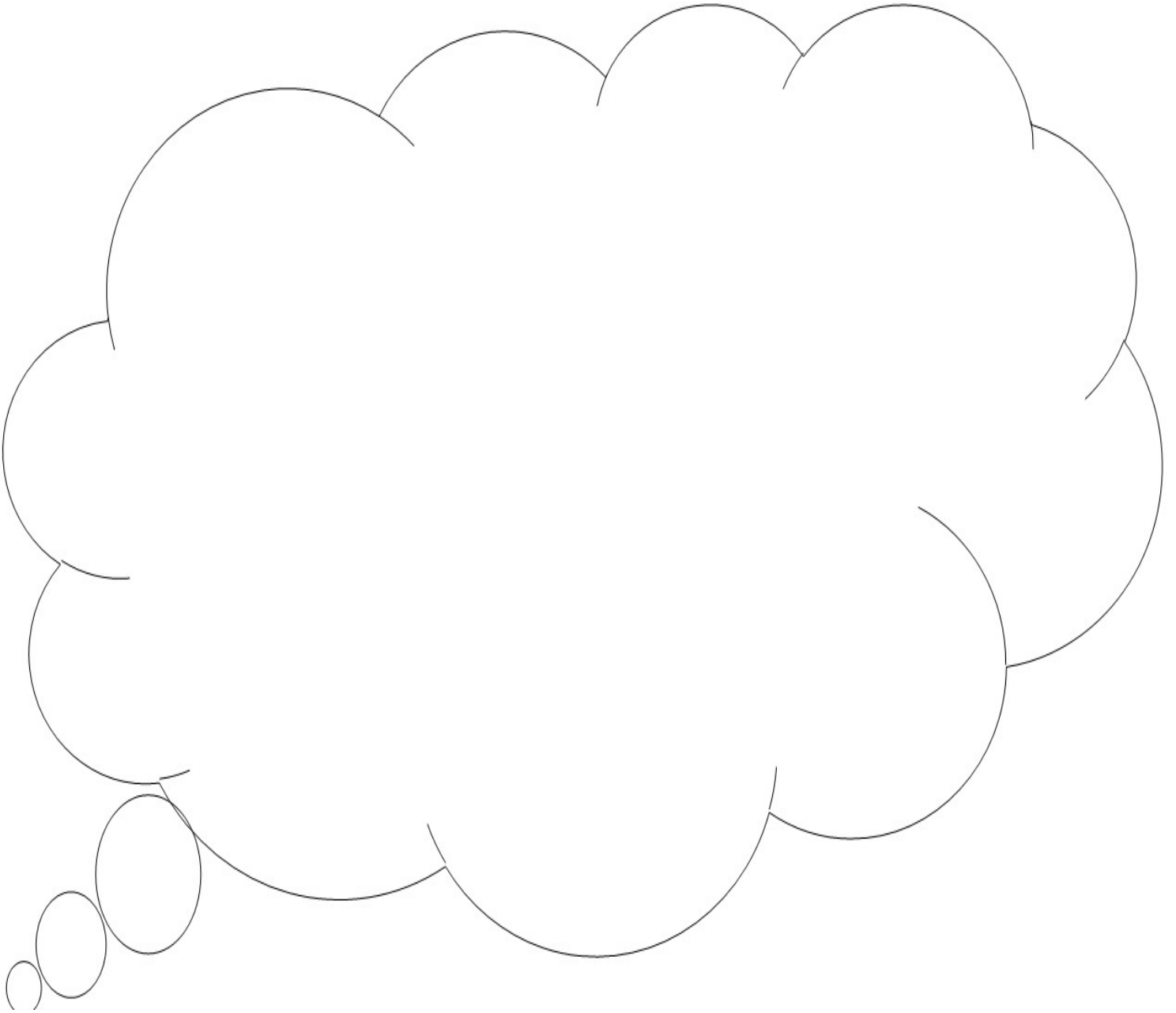
KEY POINTS:

- SAVING IS HARD TO DO WHEN THERE IS NOT ENOUGH MONEY TO PAY FOR ALL THE THINGS YOU NEED. HOWEVER, SAVING CAN BE EASIER WHEN YOU DECIDE TO SAVE REGULARLY.
- EVEN IF YOU CAN ONLY SAVE A LITTLE BIT ON A REGULAR BASIS, MAKING SAVING A HABIT WILL SLOWLY BUILD UP A SUM OF MONEY AND HELP YOU REACH YOUR GOALS.
- THERE ARE DISADVANTAGES AND ADVANTAGES OF SAVING IN A BANK OR SAVING AT HOME. SAVING IN A BANK KEEPS YOUR MONEY SAFE AND SECURE BUT MEANS YOU MUST GO TO THE BANK TO WITHDRAW OR DEPOSIT YOUR MONEY MEANING ACCESS TO YOUR SAVINGS MAY BE RESTRICTED. SAVING AT HOME ALLOWS YOU EASY ACCESS TO YOUR MONEY, BUT ALSO MEANS IT CAN BE STOLEN OR BORROWED MORE EASILY.

JOURNAL PROMPT: WHAT ARE SOME CHALLENGES THAT YOU MAY FACE IN SAVING? HOW CAN YOU OVERCOME THESE POTENTIAL CHALLENGES?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 11: SAVINGS DAY

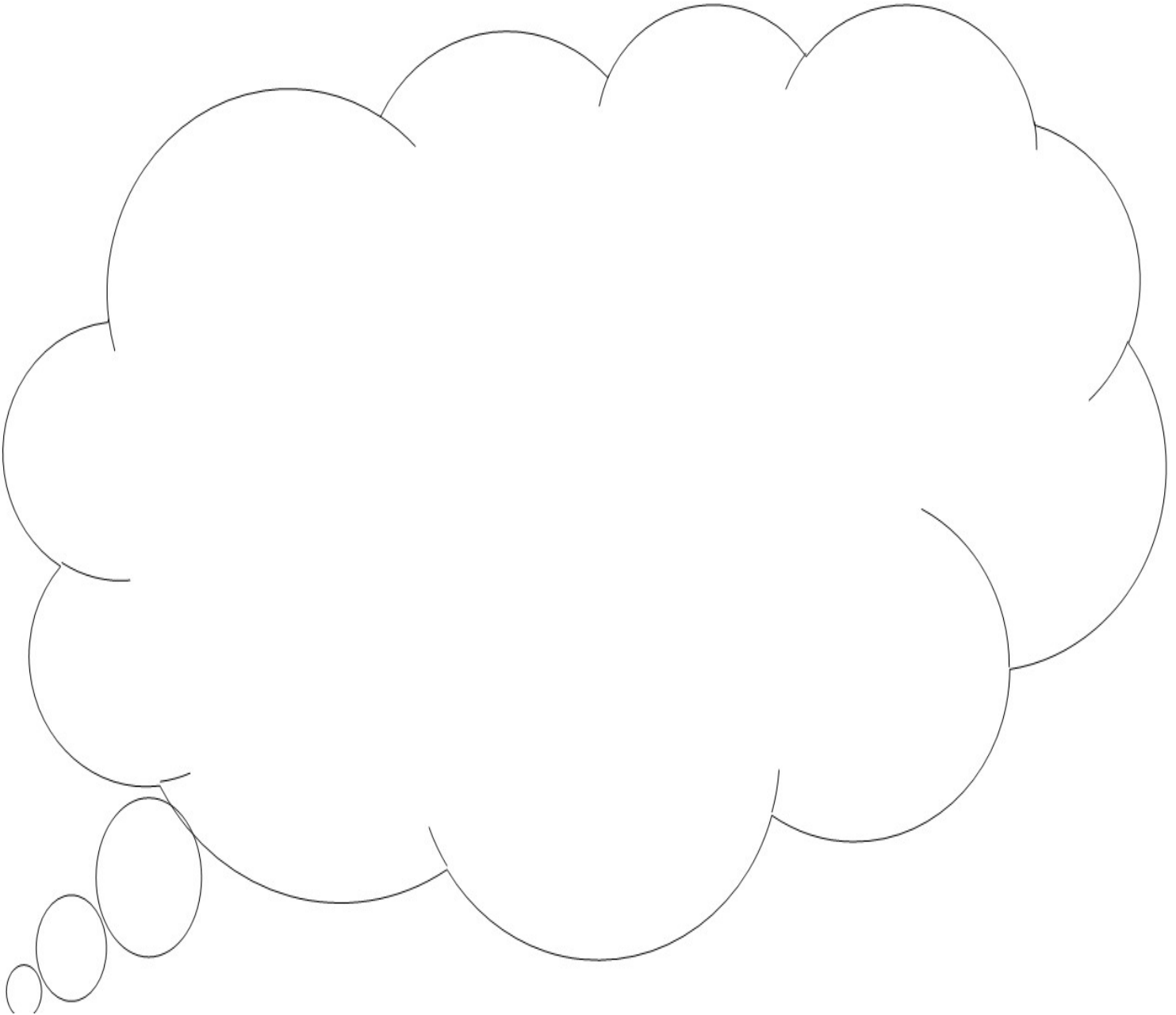
KEY POINTS:

- AS A SAVINGS GROUP MEMBER YOU HAVE THE OPPORTUNITY TO SAVE MONEY WITH YOUR PEERS.
- SAVINGS GROUP MEMBERS CAN SUPPORT EACH OTHER TO DEVELOP SAVINGS PLANS AND GOALS.

JOURNAL PROMPT: HOW CAN YOU SUPPORT OTHER MENTEES IN THE MENTORING GROUP TO SAVE?

[illegible]

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



INDIVIDUAL'S SAVINGS RECORDS ^{4*}

(one for each member of the savings group)

Note, the first line has been provided as an example.

[illegible]

SAVINGS GROUP STEPS ^{4*}

1. Ask members to sit in the order of their numbers starting with chairperson as number one, secretary as two, and so on in a clockwise direction.
2. Have the elected key holders open the box.
3. One by one, around the group, in number order, each mock savings group mentee goes forward and hands their money to be saved to the treasurer.
4. The treasurer says the number of the member out loud and counts the money out loud and puts the money in the money savings bowl.
5. The secretary writes the amount on the Members' Savings Record next to that member's number, and then the treasurer and member sign the ledger.
6. The secretary writes that amount on the Individual's Savings Record, which is located on page 35. The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
7. After all members' contributions are made and recorded, the chairperson asks if any group members need to make a withdrawal from their own savings account.
8. The treasurer counts out loud the amount approved and puts the money to the side.
9. The secretary records the withdrawal on the Member's Savings Record Book.
10. The secretary writes that amount on the Individual's Savings Record, which is located on page 35. The member and then the treasurer sign the sheet, and the sheet stays with the secretary to file and bring back to the following meeting.
11. Once all withdrawals are made, the treasurer counts out loud all of the money in the savings bowl and tells the group the total.
12. The secretary adds up all the amounts of savings deposits made that week recorded in the group record and tells the group the total.
13. When the savings totals are equal, the new deposits are placed in the bag with the existing savings funds.
14. Once the added and counted totals for savings are equal, the secretary tallies the group record balance (adds savings total from previous week with total amount of savings deposits; subtracts any withdrawals). Secretary reads totals out loud.
15. Treasurer counts out loud the combined total for the savings. The combined total is the total of new deposits and existing funds that have been combined and placed in the savings bag.
16. When added totals, and counted totals are the same, the secretary, chairperson, treasurer, and key holders must sign the group record.
17. The money, the ledger, and the mentees' savings worksheets must be placed in the box, and then the box must be locked by the people with the keys.
18. The box is put in the correct place by the people that have been agreed will have this responsibility.
19. Thank everyone for being part of the meeting.

SAVINGS GROUP INSTRUCTIONS ^{4*}

1. The first task in establishing the savings group is to elect the management committee.
2. In your group, nominate a chairperson, secretary, treasurer, three key holders, and the lockbox keeper.
3. Your mentor will assign numbers to participants starting with the chairperson as member number one, the secretary as number two, treasurer as number three, and remaining group members starting with number four. The number is used for attendance, location of seat in the room, and recording the amount of savings per participant.
4. Then the group must establish a constitution. To establish the constitution, think about the following questions:
 - What are you going to call your group?
 - How much are you going to save each time you meet? *(Your group should choose a minimum level and a maximum level. The maximum level should be about three to five times the minimum. The minimum level should be low enough to make it possible for everyone to save weekly.)*
 - How long are you going to save for and when will you do a payout? *(Each member will receive a payout in proportion to the amount that person saved during the agreed upon time period. If a member saved more, that person will receive more; if a member saved less, that person will receive less.)*
 - Who should attend the savings group meeting?
 - What happens if a committee member misses more than two meetings?
 - What should happen if one member is disrespectful to any other member? *(Meaning one member is, teasing, bullying, or putting others down.)*
 - If someone wants to leave the group, what happens to their savings?
 - What happens if someone does not have money to save or chooses not to save?
 - Do you have a group goal or plan?
 - Will you do any other activities together?
 - Are withdrawals allowed?
 - Where are the deposit receipts, individual savings books, and ledgers kept?

SAVINGS GROUP CONSTITUTION^{4*}

I. BASIC INFORMATION ON THE GROUP

- Name of the group: _____
- Address: _____
- Group was formed on: _____
- Savings deposit per week: _____
- Payout day: _____

II. MEETINGS

- Time
- Day of the week/month

III. COMPOSITION OF THE MANAGEMENT COMMITTEE

- Chairperson: _____
- Secretary: _____
- Treasurer: _____
- Key holders (three): _____
- Lockbox keeper: _____

IV. REMOVAL OF OFFICERS FROM THEIR POSITION

- Any member of the Association may, at any time, request a vote of no confidence against a member of the Management Committee.
- The Committee member must resign if the majority of members vote to remove her.
- An election is required to fill the vacant position.

V. MEMBERS LEAVING THE GROUP

If a member leaves before the cycle is finished, the money she has saved will be returned to her.

VI. EXPULSION FROM THE GROUP

The reasons for which a person should be expelled from the group are:

VII. GROUP GOALS

Does your savings group have a group goal or plan? Write it here:

Will your group do any other financial activities together? List them here:

VIII. AMENDMENTS TO THE CONSTITUTION

Two-thirds (2/3) of the members must agree before the constitution can be changed.

A minimum of three people can propose an amendment to the constitution.

X AGREEMENT AND SIGNATURE OF ALL CLUB MEMBERS

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

Name: _____ Signature: _____

DAY 12: BUDGETING AND DEALING WITH SETBACKS IN SAVING

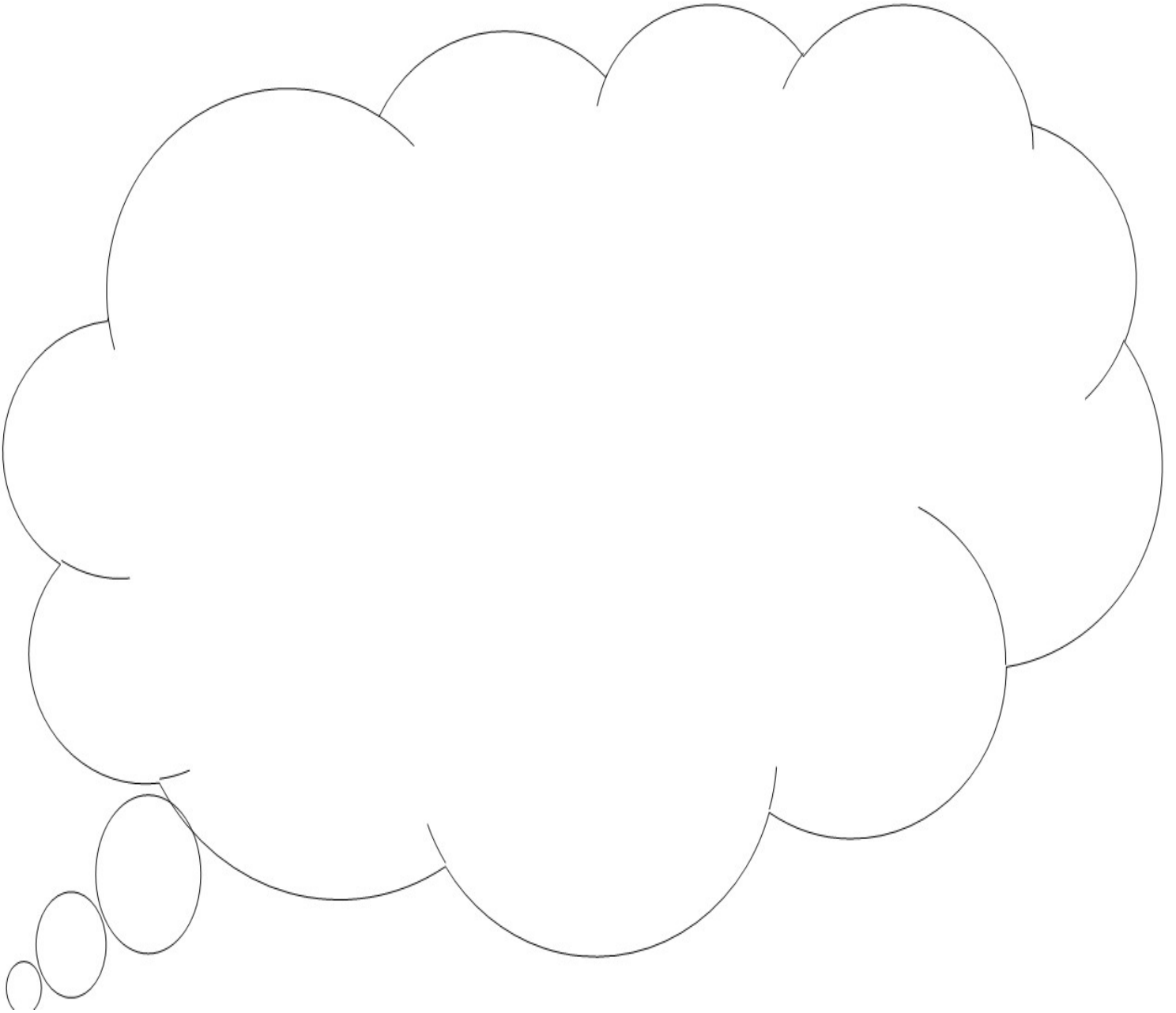
KEY POINTS:

- A BUDGET IS A TOOL TO HELP YOU PLAN FOR THE MONEY THAT YOU EARN AND THE MONEY THAT YOU SPEND. WE CAN USE IT TO PLAN BOTH OUR ‘MONEY COMING IN’ AND OUR ‘MONEY GOING OUT’ OVER A PERIOD OF TIME. IT CAN HELP US TO SPEND OUR MONEY WISELY, AND TO SAVE MORE MONEY THAN WE MIGHT WITHOUT IT. A BUDGET IS SIMPLY OUR PLANNED MONEY COMING IN AND HOW WE WILL SPEND THAT MONEY OVER A PERIOD OF TIME, SUCH AS A WEEK OR A MONTH.
- REMEMBER, IF YOU DON’T HAVE ENOUGH MONEY IN, YOU MAY HAVE TO REDUCE WHAT YOU SPEND. IF YOU HAVE MORE MONEY COMING IN THAN WHAT YOU WILL SPEND, YOU CAN ALWAYS SAVE!
- A FALLBACK PLAN CAN HELP YOU MANAGE A SETBACK IN SAVINGS. IT REQUIRES YOU REVISITING YOUR SAVINGS PLAN, EXPLORING AND LISTING YOUR AVAILABLE OPTIONS, WEIGHING YOUR OPTIONS AND COMPARING THEM TO YOUR SAVINGS GOAL, CHOOSING YOUR FALLBACK PLAN, AND CONTINUING TO SAVE!

JOURNAL PROMPT: DESCRIBE A TIME THAT YOU'VE EXPERIENCED A SETBACK IN SAVING OR WHEN YOU'VE HAD TO MAKE A TOUGH FINANCIAL DECISION.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:





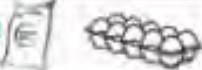










MONEY IN, MONEY OUT: SAMPLE BUDGET ^{3*}

Money In	
	50 UGX
Money Out	25 UGX
Transport	3 UGX
Food	5 UGX
Clothing	10 UGX
Soap/Lotion	2 UGX
Savings	5 UGX

GENERAL BUDGET TEMPLATE ^{3*}

BUDGET TEMPLATE

		What I earned/ spent last week 	What I plan to earn/ spend next week 
	MONEY IN (income)		
1	Salary 		
2	Gifts or allowances 		
	TOTAL		
	MONEY OUT (expenses)		
1	Food 		
2	Clothes 		
3	Phone 		
4	Transport 		
5	School supplies 		
6	Personal items (i.e., sanitary pads or beauty products) 		
7	Medicine 		
8	Savings 		
9	Emergencies 		
10	Other		
	TOTAL		

DAY 13: YOUR OWN MONEY VERSUS SOMEONE ELSE'S MONEY

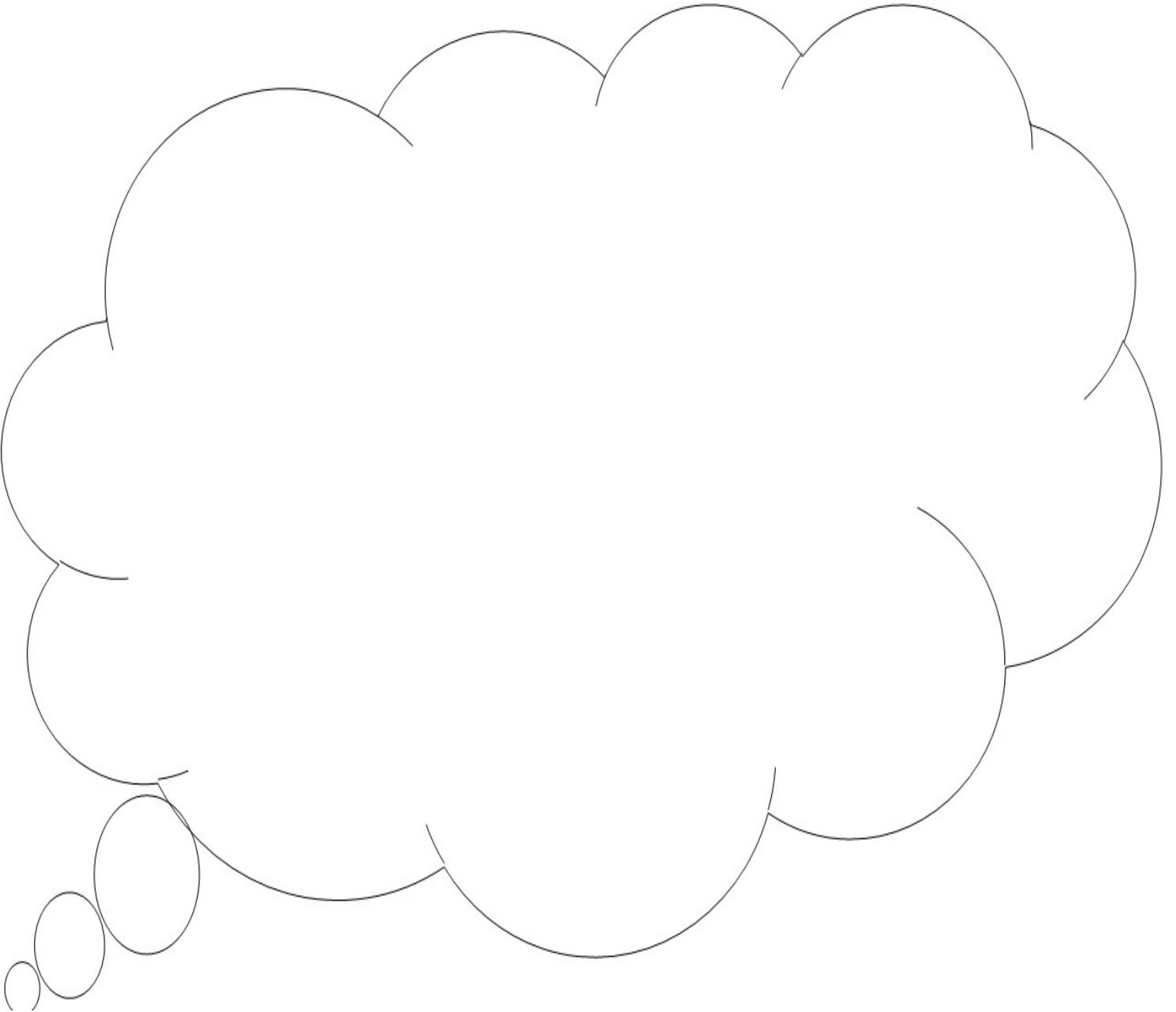
KEY POINTS:

- BORROWED MONEY MUST BE PAID BACK; YOU HAVE MORE FLEXIBILITY AND CONTROL WITH YOUR OWN MONEY.
- THERE ARE ADVANTAGES TO BORROWING MONEY, SUCH AS HAVING IMMEDIATE ACCESS TO MONEY, BUT THERE ARE DISADVANTAGES TOO, LIKE NEEDING TO PAY INTEREST OR FEES.
- ALTHOUGH IT IS IMPORTANT TO HELP OUT AT HOME OR TAKE ON OTHER RESPONSIBILITIES MONEYWISE, IT IS ALSO IMPORTANT THAT PEOPLE AROUND YOU KNOW AND RESPECT THE FACT THAT THEY HAVE THE RESPONSIBILITY TO DISCUSS YOUR MONEY WITH YOU AND THAT YOU HAVE THE RIGHT TO MAKE THE FINAL DECISION ABOUT HOW IT IS SPENT

JOURNAL PROMPT: DESCRIBE WHAT IT IS LIKE, OR WHAT IT WILL BE LIKE, WHEN YOU ARE IN CONTROL OF YOUR OWN MONEY.

[illegible]

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 14: THE DOS AND DON'TS OF TALKING ABOUT MONEY AND RESOLVING CONFLICTS ABOUT MONEY

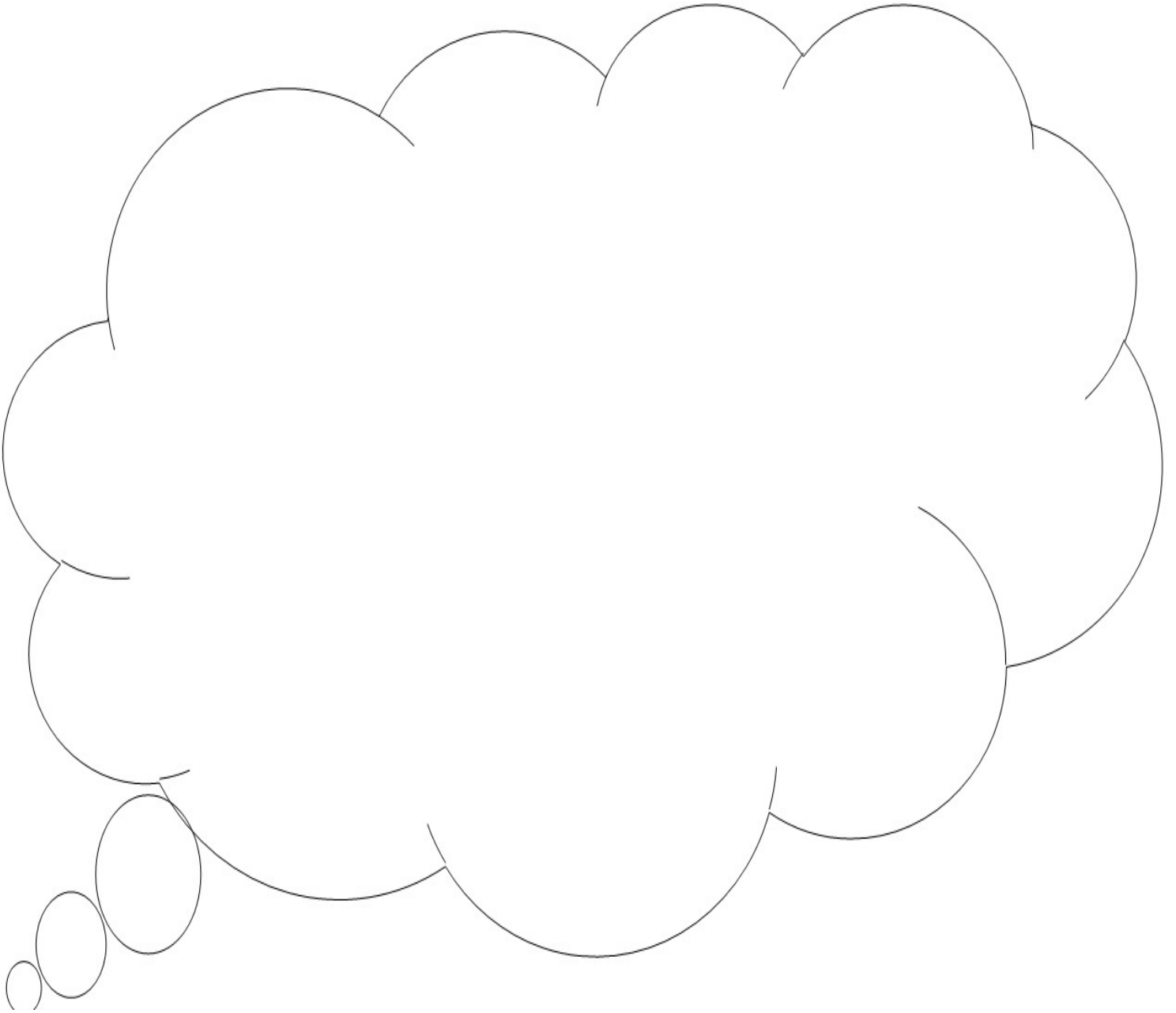
KEY POINTS:

- THERE ARE THREE POSSIBLE OUTCOMES WHEN TALKING ABOUT MONEY: WIN-WIN, LOSE-LOSE, AND WIN-LOSE/LOSE-WIN. WIN-WIN IS THE BEST OUTCOME IN ANY DISCUSSION ABOUT MONEY. BOTH PEOPLE OR GROUPS INVOLVED IN THE DISCUSSION GET SOMETHING OR EVERYTHING THEY WANT OR NEED. LOSE-LOSE IS THE WORST POSSIBLE OUTCOME IN A DISCUSSION ABOUT MONEY. IN THIS OUTCOME, THE TWO PEOPLE OR GROUPS CANNOT AGREE AND IN THE END NEITHER PARTY INVOLVED GETS WHAT THEY WANTED. WIN-LOSE/LOSE-WIN IS WHEN ONE PERSON OR GROUP GETS WHAT THEY WANT AND THE OTHER DOES NOT.
- THE DOS FOR TALKING ABOUT MONEY INCLUDE LISTENING TO THE OTHER PERSON, TRYING TO SEE THE OTHER PERSON'S POINT OF VIEW, SHOWING RESPECT, BEING FLEXIBLE, AND CLEARLY STATING WHAT YOU WANT. THE DON'TS FOR TALKING ABOUT MONEY INCLUDE GETTING ANGRY, BEING RUDE OR INSULTING, REJECTING THE OTHER PERSON'S IDEAS WITHOUT LISTENING, LOCKING YOURSELF INTO ONE POSITION, AND RAISING YOUR VOICE.

JOURNAL PROMPT: DESCRIBE A DIFFICULT CONVERSATION YOU HAVE HAD BEFORE ABOUT MONEY.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 15: OUR JOURNEY TO GOOD MONEY MANAGEMENT

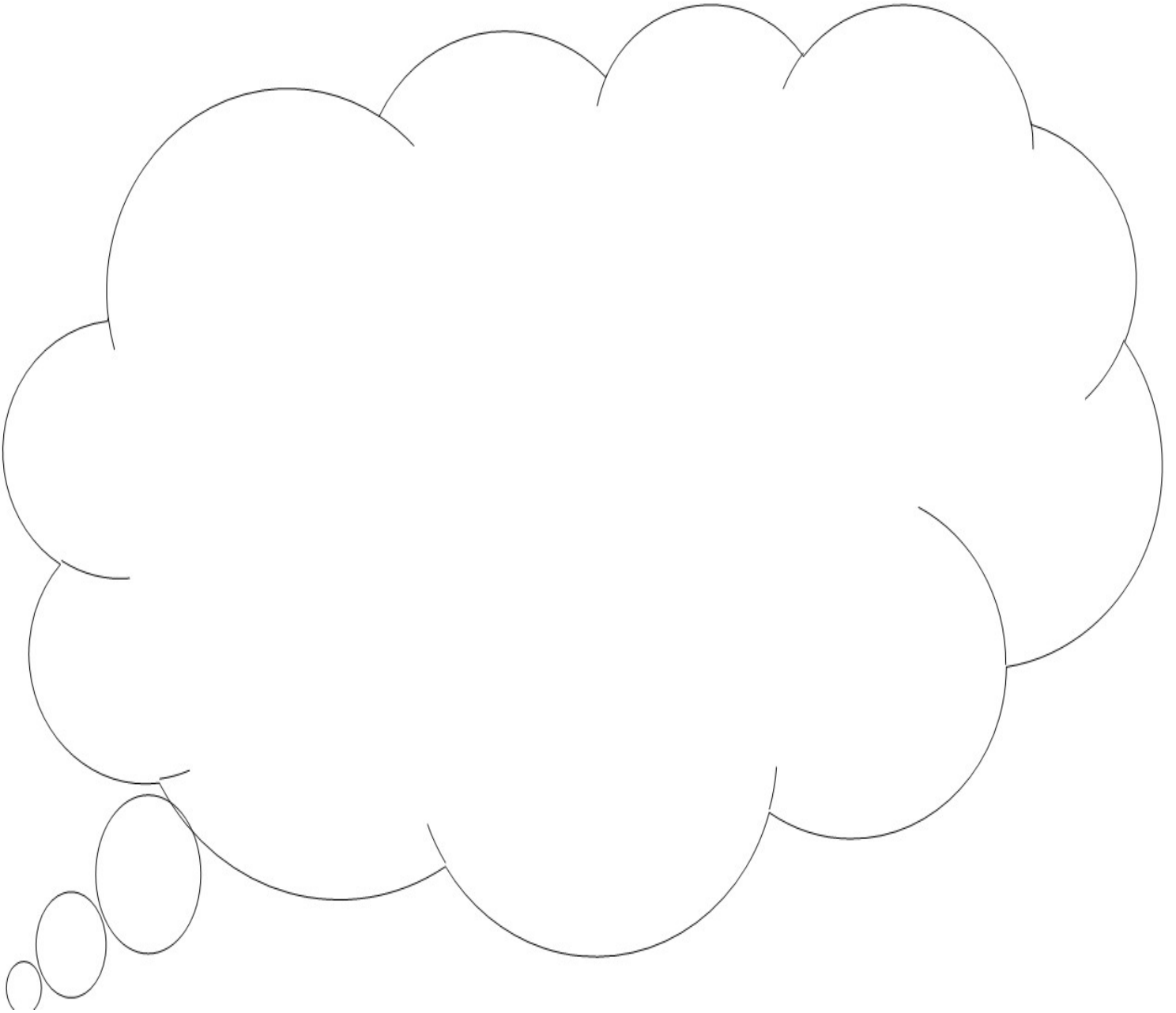
KEY POINTS:

- WE HAVE COVERED NUMEROUS FINANCIAL TOPICS DURING THE PAST SESSIONS INCLUDING: WHY SAVE MONEY, THE DIFFERENCE BETWEEN NEEDS AND WANTS, STRATEGIES FOR SAVING MONEY REGULARLY, DEALING WITH SETBACKS IN SAVINGS, HAVING DISCUSSIONS ABOUT MONEY, DEALING WITH CONFLICTS ABOUT MONEY, AND DIFFERENT WAYS TO EARN MONEY.

JOURNAL PROMPT: WHICH FINANCIAL EDUCATION SESSION DID YOU FIND THE MOST USEFUL, OR WHICH LESSON HAVE YOU BENEFITED FROM THE MOST SO FAR?

[illegible]

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 16: MENSTRUAL HYGIENE

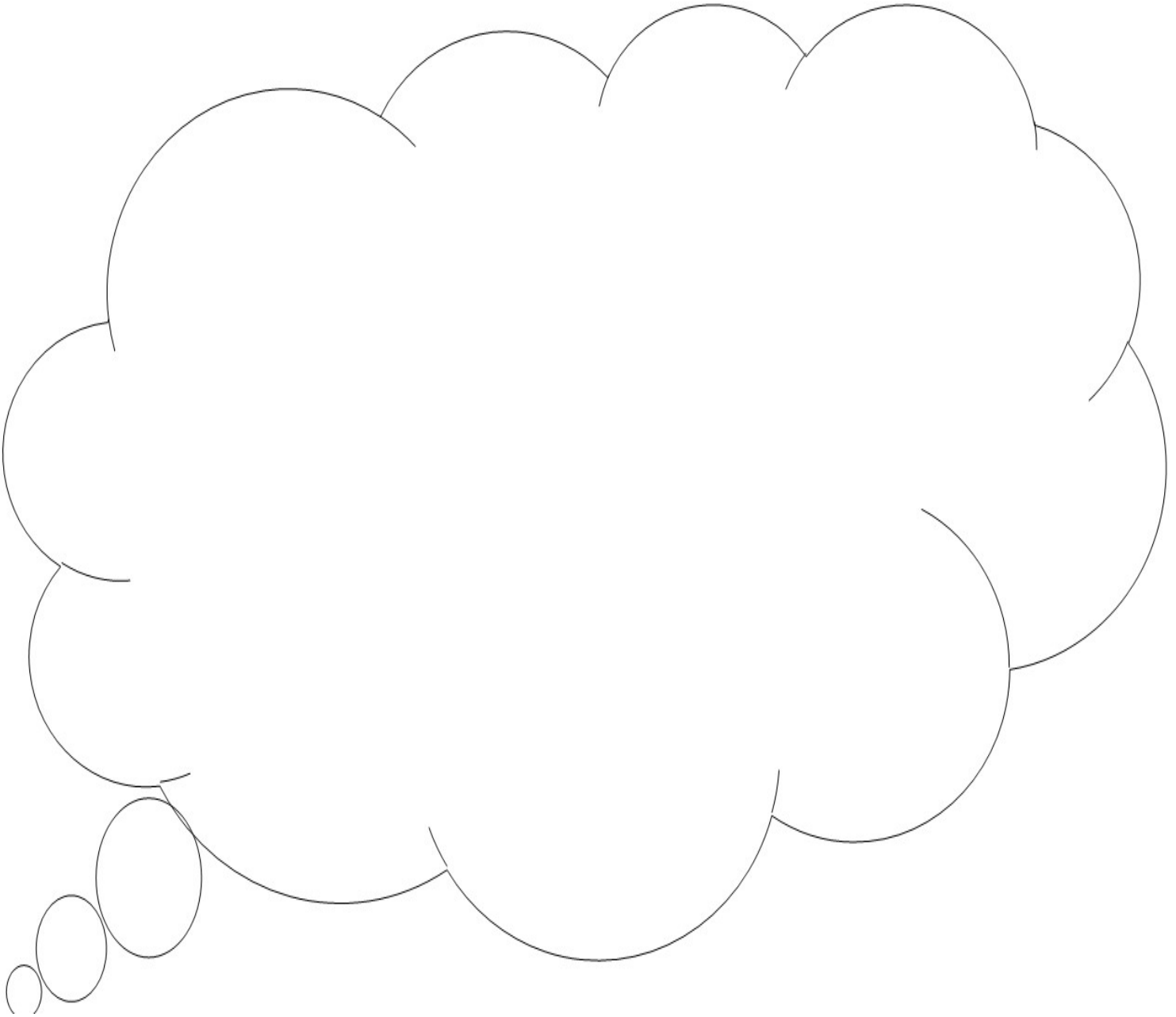
KEY POINTS:

- IT IS IMPORTANT TO PRACTICE GOOD HYGIENE BY BATHING REGULARLY/PROPERLY AND USING SANITARY TOWELS PROPERLY DURING MENSTRUATION TO PREVENT INFECTIONS, BAD SMELLS, AND/OR ACCIDENTS/SOILING YOUR CLOTHING.
- YOU MAY NOTICE A VAGINAL ODOR DURING YOUR PERIODS BUT IT IS UNLIKELY TO BE NOTICED BY ANYONE ELSE IF YOU ARE WASHING YOURSELF AND CHANGING YOUR UNDERWEAR REGULARLY. CLEAR OR SLIGHTLY YELLOW OR MILKY MUCUS COMING FROM THE VAGINA IS NORMAL VAGINAL DISCHARGE. HOWEVER, A CHANGE IN THE COLOR OR SMELL OF THE DISCHARGE, A STRONG VAGINAL SMELL UNCONNECTED TO PERIODS, BURNING, ITCHINESS, OR PAIN CAN BE SIGNS OF INFECTION. IF THIS HAPPENS, VISIT A CLINIC.
- ONCE A FEMALE STARTS MENSTRUATION SHE IS PHYSICALLY CAPABLE OF BECOMING PREGNANT IF SHE HAS SEXUAL INTERCOURSE. BUT BEING PHYSICALLY ABLE TO GET PREGNANT DOES NOT MEAN THAT WE ARE PHYSICALLY, EMOTIONALLY, OR FINANCIALLY READY TO DO SO.
- MENSTRUATION HAPPENS FOR MOST WOMEN ABOUT ONCE A MONTH, AND THAT IS WHY IT IS COMMONLY CALLED THE “MONTHLY PERIOD.” IT USUALLY LASTS BETWEEN THREE AND SEVEN DAYS.

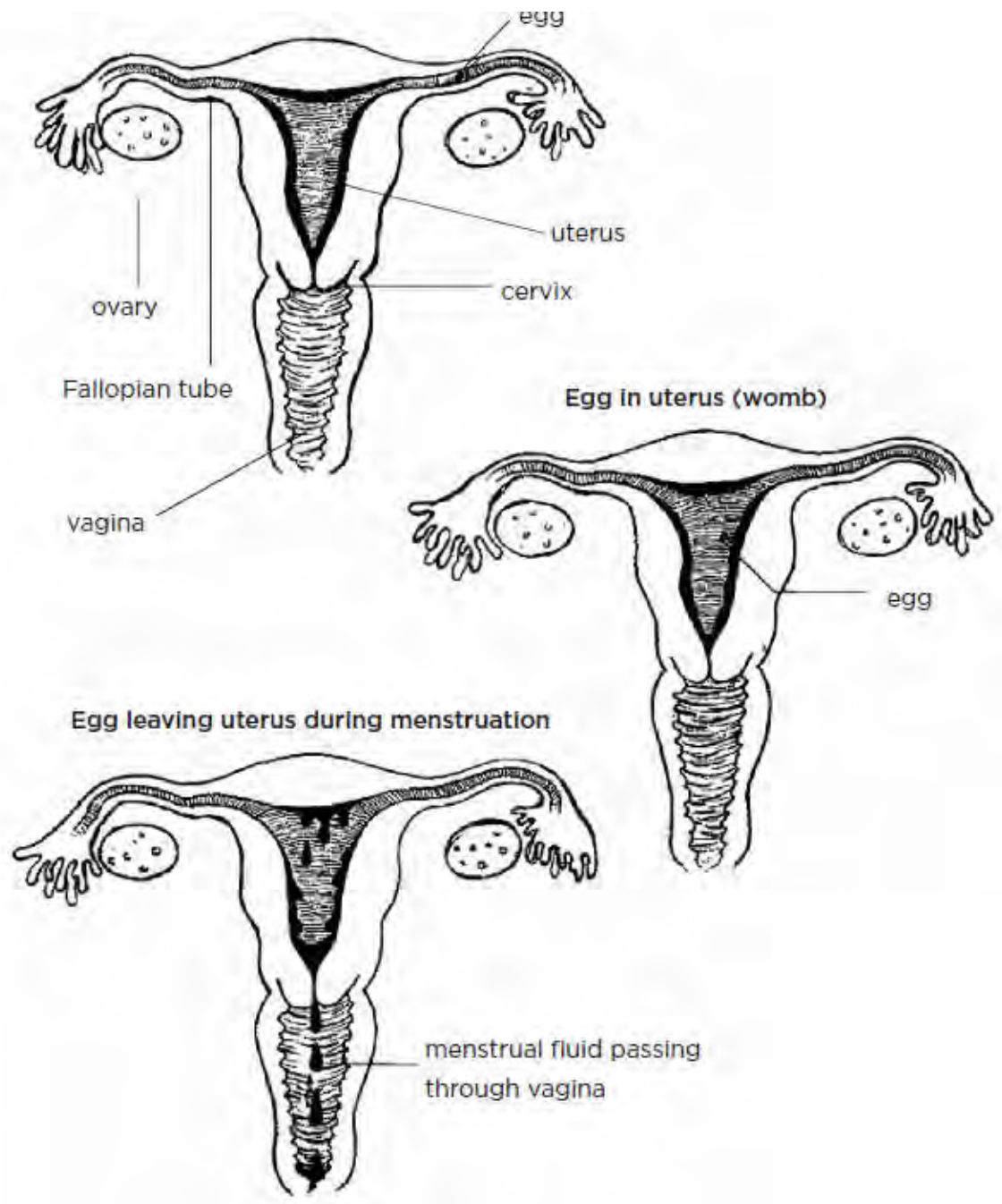
JOURNAL PROMPT: IF YOU OWNED A COMPANY THAT MADE MANAGING MENSTRUATION EASIER, WHAT WOULD YOUR PRODUCT BE? HOW WOULD YOU FEEL ABOUT RUNNING YOUR OWN COMPANY? HOW WOULD IT FEEL TO HELP OTHER WOMEN?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:

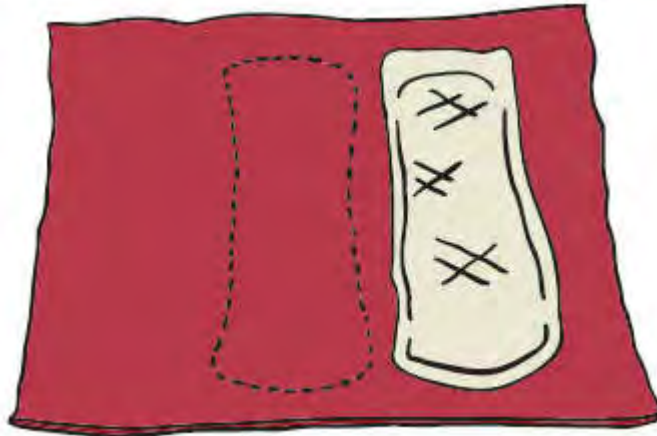


THE PROCESS OF MENSTRUATION ^{5*}

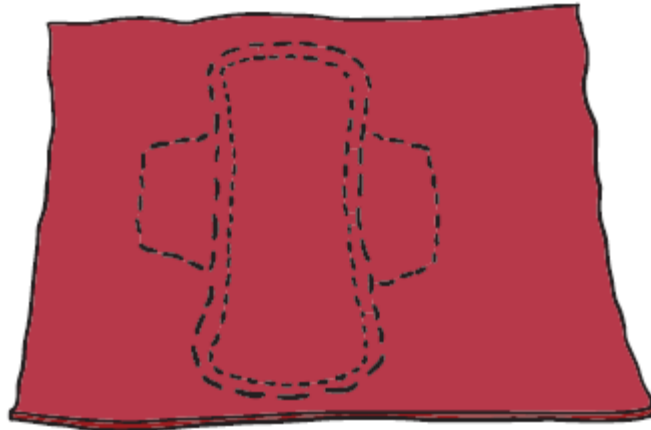


HOW TO MAKE SANITARY PADS ^{6*}

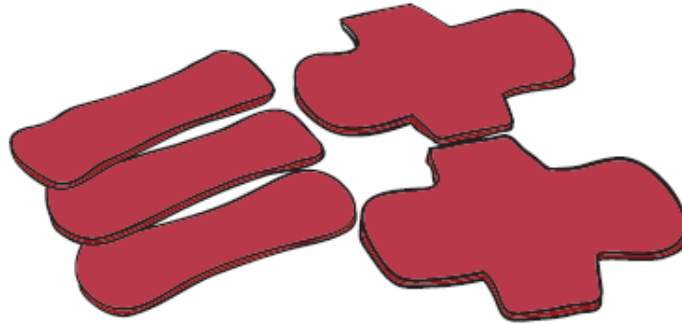
1. Trace around a disposable pad to use as your pattern.
 - This will be the pattern used for the middle part of the pad, which is the liner part that does all the absorbing. This will be piece A.



2. Trace around your pattern again, this time creating a 1 centimeter (half-inch) seam allowance around the pad, and creating wings.
 - These wings should be wide enough to meet and slightly overlap under the crotch of your underwear. This will be the outside of the pad. This will be piece B.



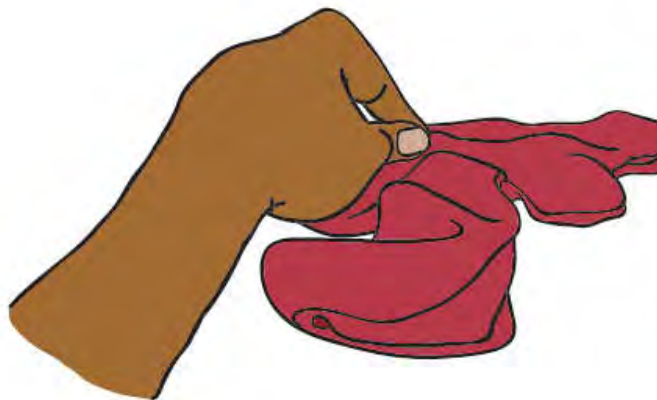
3. To make one pad you will need to cut out two Piece B's and 3-5 Piece A's.



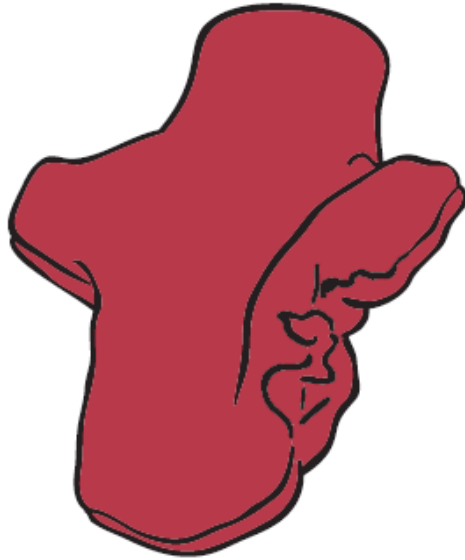
4. Place sides together (inside out).
- Sew the two-piece B's together, leaving a 3-centimeter (1.2 in) gap to turn it right side out again. You may need to use scissors to make a number of small clips and notches around the curvy bits, so that it flattens properly when you turn it the right way out. Press with the clothes iron.



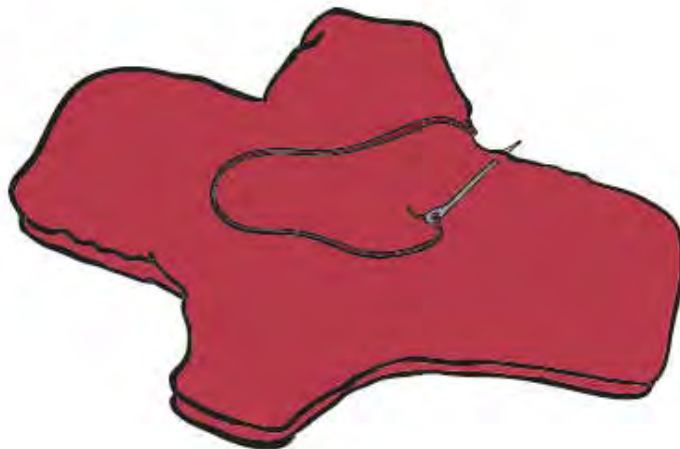
5. Stack 3 to 5 of piece A's on top of each other and slide them in through the gap you left in the outside of the pad, to make the absorbent core.



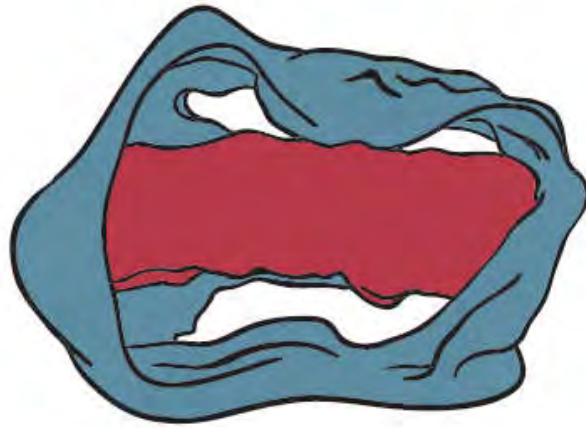
6. Anchor the core in place by sewing around it on the right side of the pad.



7. Sew the gap you left closed by hand.



8. Try them out on a pair of underwear.
- Wrap the wings around the underwear and mark where the wings overlap underneath the underwear.



9. Sew snaps or a small piece of Velcro to the wings where they overlap, to keep them in place.
- If you do not have Velcro to put on the wings you can use buttons.



USE AND CARE OF REUSABLE PADS 7*



DAY 17: PREGNANCY AND PREGNANCY PREVENTION

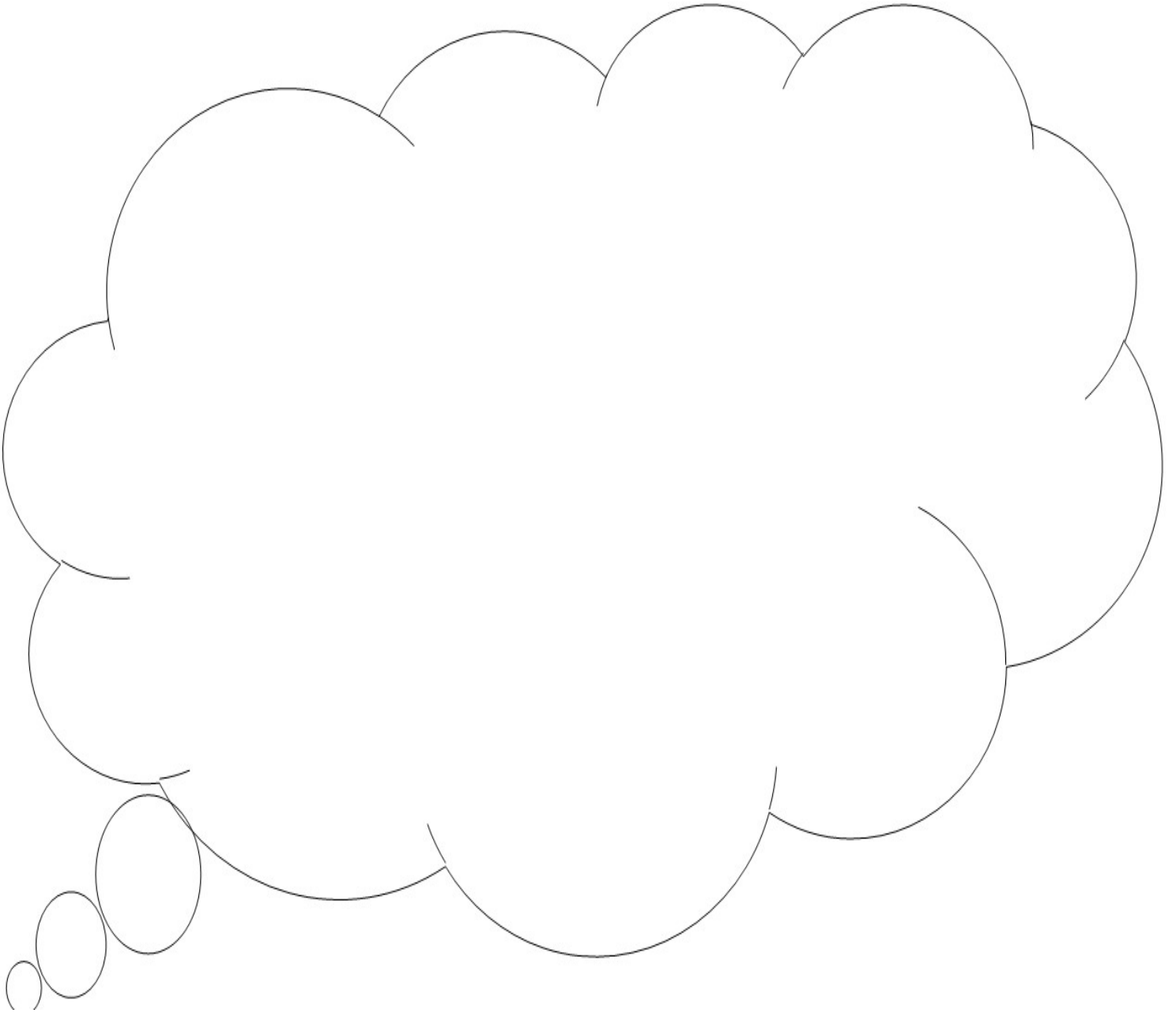
KEY POINTS:

- THERE ARE THREE THINGS THAT MUST HAPPEN FOR A PREGNANCY TO OCCUR: 1) AN EGG MUST BE PRESENT IN ONE OF THE WOMAN'S FALLOPIAN TUBES; 2) SPERM FROM THE MALE MUST JOIN THE EGG TO FERTILIZE IT; AND 3) THE FERTILIZED EGG MUST ATTACH ITSELF TO THE LINING OF THE WOMAN'S UTERUS.
- FERTILIZATION IS WHEN THE UNION OF THE EGG AND SPERM OCCURS. SPERM ENTERS A WOMAN'S VAGINA THROUGH SEXUAL INTERCOURSE WITH A MAN. THE EGG MUST BE RELEASED FROM THE OVARY AND BE PRESENT IN THE FALLOPIAN TUBE FOR THE POSSIBILITY OF FERTILIZATION TO OCCUR. THE EGG IS USUALLY RELEASED AROUND THE MIDDLE OF ONE'S MENSTRUAL CYCLE, BUT ONE CANNOT PREDICT EXACTLY WHAT DAY THIS WILL BE. A WOMAN'S EGG ONLY SURVIVES IN THE FALLOPIAN TUBE FOR 24 HOURS AFTER IT IS RELEASED FROM HER OVARIES, WHILE THE SPERM CAN SURVIVE UP TO SIX DAYS.
- TO USE THE FERTILITY CHAIN, REMEMBER THAT THERE IS 1 RED BEAD FOR THE FIRST DAY OF MENSTRUAL BLEEDING, 6 DARK BEADS FOR THE EARLY INFERTILE DAYS, 12 LIGHT BEADS FOR THE FERTILE DAYS, AND 13 DARK BEADS FOR THE LATER INFERTILE DAYS.

JOURNAL PROMPT: WHAT IMPACT COULD DELAYING PREGNANCY OR SPACING FUTURE BIRTHS HAVE ON YOUR LIFE?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

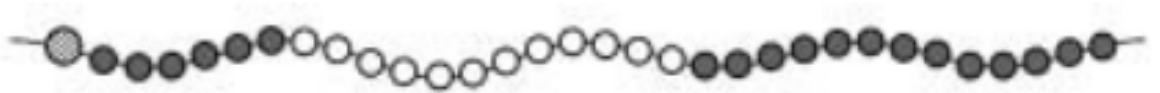
USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



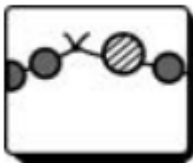
HOW TO MAKE A FERTILITY AWARENESS CHAIN WITH BEADS ^{8*}

Step 1. String the beads in the following order:

- 1 red bead (for the first day of menstrual bleeding)**
- 6 dark beads (for the early infertile days)
- 12 white or light beads (for the fertile days)
- 13 dark beads (for the later infertile days)

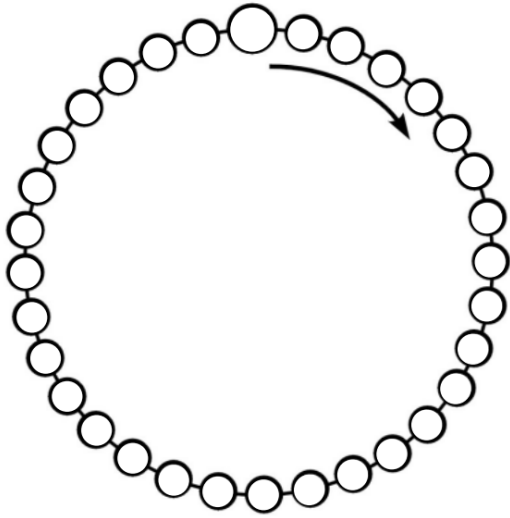


Step 2. Fasten or knot the necklace securely.



**The red bead is represented by the striped bead in the fertility awareness chain images.

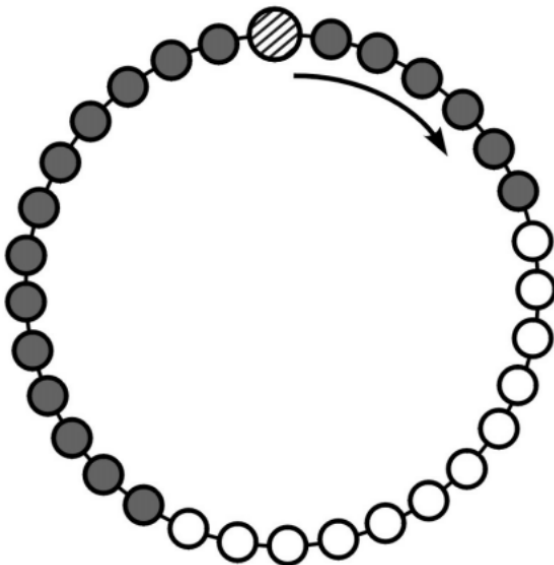
HOW TO DRAW A PAPER VERSION OF THE FERTILITY AWARENESS CHAIN^{8*}

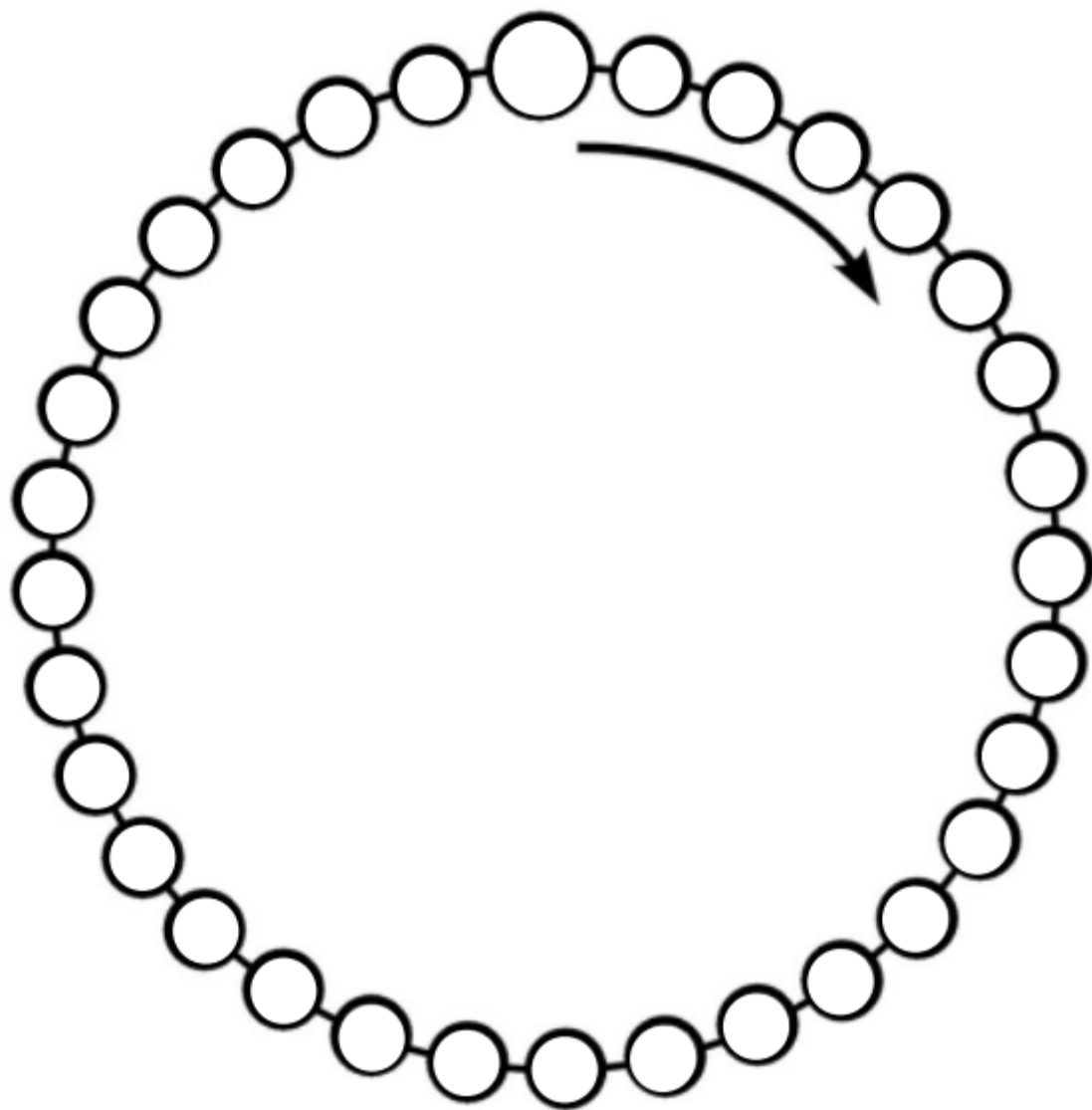


Step 1. Draw a necklace with 32 round beads, as shown above.

Step 2. Color the beads in the following order:

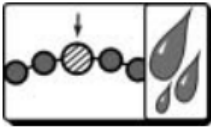
- 1 red bead (for the first day of menstrual bleeding)
- 6 dark beads (for the early infertile days)
- 12 white or light beads (for the fertile days)
- 13 dark beads (for the later infertile days)



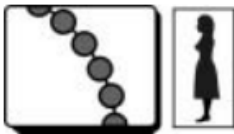


HOW TO USE THE FERTILITY AWARENESS CHAIN TO TRACK THE MENSTRUAL CYCLE^{8*}

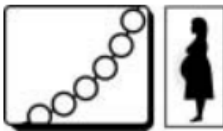
1. This necklace represents a female's menstrual cycle. Each bead is a day of the cycle. The necklace has beads of different colors.
2. A female can make the necklace to know when to expect her period, help her keep track of her menstrual cycle, and understand the changes occurring in her body during her cycle.
3. The marked red bead represents the first day of the menstrual period.



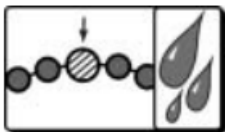
4. Dark beads represent infertile days. These are days when a woman is very unlikely to get pregnant.






5. White or light beads represent fertile days. These are days when a woman can get pregnant.










6. On the day her period starts again, a new menstrual cycle has begun.









CONTRACEPTIVE KNOWLEDGE GAME ANSWER KEY ^{9*}

Method	What it is and how it works	Protection against STIs/HIV?	Other characteristics
Male condom 	A thin latex sheath rolled onto the erect penis before intercourse that prevents sperm from entering the vagina	Yes	<ul style="list-style-type: none"> It is one of the two methods that offer double protection, against pregnancy and infection, thus may also protect against infertility and cervical cancer. It enables men and boys to protect themselves and their partners. It is easily available. It must be put on during sexual activity prior to intercourse. Some people find that it reduces sensation.
Spermicides 	Chemical foams, creams, jellies, film, or suppositories inserted into the vagina before intercourse, creating a barrier and killing sperm. A spermicide can be used alone or with a barrier method, such as a condom, to increase its effectiveness.	No	<ul style="list-style-type: none"> Repeated use of a nonoxynol-9 (N-9) spermicides can lead to genital lesions, which can increase the risk of HIV transmission They should not be used by women at high risk for HIV infection. Some are messy.
Withdrawal 	Pulling the penis out of the vagina and away before ejaculating prevents sperm from entering the vagina. This method can be effective if used correctly and consistently.	No	<ul style="list-style-type: none"> Withdrawal is always available and free. It is considerably more effective than not withdrawing. It depends on the man's self-control and ability to predict ejaculation; women have no control with this method. It interrupts sex and may lessen pleasure.

<p>Vasectomy, male sterilization</p> 	<p>A simple, outpatient operation in which the vas deferens is cut and tied. Sperm then are harmlessly reabsorbed into the man's body, rather than entering the semen. It does not change a man's ability to have sex, feel sexual pleasure, or ejaculate.</p>	<p>No</p>	<ul style="list-style-type: none"> • Vasectomy is not effective until 3 months after the surgery. • This is a permanent method.
<p>Calendar, Standard Days, or CycleBeads methods</p> 	<p>Many women have menstrual cycles that are fairly predictable in terms of how often a new cycle starts. CycleBeads (used for the Standard Days Method) and the calendar are two methods that a woman can use to identify the fertile days during which she can abstain from sex or use a barrier method of contraception.</p>	<p>No</p>	<ul style="list-style-type: none"> • This method is most practical for women with regular cycles. • It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. • It requires the woman's partner's cooperation. • May be a good for young people who experience negative side effects with hormonal contraceptive options, may also be more discrete. However, it is substantially less effective, as practiced, than hormonal and barrier methods.
<p>Intrauterine devices (IUDs)</p> 	<p>Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some IUDs release progestin (a hormone), while others contain copper, which has antifertility effects. They keep the sperm from reaching the egg. Some types of IUDs can work for as long as 10 years.</p>	<p>No</p>	<ul style="list-style-type: none"> • This method does not interrupt sex; it is not noticeable during intercourse. • If an infection is present during insertion, or if the conditions for insertion are not sterile, insertion may lead to pelvic infection and increased risk of infertility. • The body sometimes expels the IUD. • It must be inserted and removed by a trained provider. • IUDs are highly effective for 5 to 12 years.

<p>Lactational amenorrhea method</p> 	<p>For breastfeeding women only. Breastfeeding causes the body to produce hormones that can prevent ovulation. As contraception, this method is effective only during the first 6 months of breastfeeding or until the woman has resumed menstruation (whichever comes first), and only if the baby is fed only breastmilk and on demand.</p>	<p>No</p>	<ul style="list-style-type: none"> • Breastfeeding is free and has positive health effects for the mother and the baby. • The lactational amenorrhea method (LAM) may be difficult for women who need to be away from their baby regularly.
<p>Oral contraceptives ("the pill")</p> 	<p>Small pills containing synthetic hormones (estrogen and progestin, or only progestin) that prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type.</p>	<p>No</p>	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • It may reduce menstrual cramps and the risk of certain kinds of cancer, anemia, breast problems, and pelvic inflammatory disease. • The woman must remember to take the pill regularly. • Typically, fertility resumes quickly after the woman stops taking the pill.
<p>Female condom</p> 	<p>A lubricated plastic sheath with two rings. One remains outside the vagina, covering part of the labia, and the other is placed in the vagina, covering the cervix. It forms a pouch that collects the semen.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • It can be inserted hours before sexual activity begins. • It enables women and girls to protect themselves and their partners. • It is noticeable during sex, and insertion may require practice. • It is expensive in comparison with the male condom.
<p>Injectables</p> 	<p>An injection given at regular intervals, usually every 1 or 3 months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus.</p>	<p>No</p>	<ul style="list-style-type: none"> • The method can be used without the knowledge of others. • It does not require the woman to insert or apply anything at the time of sexual relations.

			<ul style="list-style-type: none"> • It may decrease the risk of certain kinds of cancer. • Fertility resumes within a few months after stopping use. • Injectables are highly effective for 1 to 3 months.
Diaphragm or Cervical cap 	<p>Diaphragm: A shallow, soft, rubber cup that is filled with spermicide and inserted into the vagina before intercourse. It covers the cervix to prevent sperm from entering, and the spermicide kills sperm.</p> <p>Cervical Cap: A thimble-shaped latex cup that is inserted into the vagina, fitting snugly over the cervix and held in place by suction to block sperm. It should be used with a spermicide.</p>	<p>It is not yet known whether the cap or diaphragm offers any protection against infections</p>	<ul style="list-style-type: none"> • It can be inserted before sexual activity begins. • It is not widely available. • It may be dislodged during sex. • It must be fitted by a health care provider.
Cervical mucus method of fertility awareness 	<p>The cervix secretes mucus that can be observed when wiping after urination or on underwear. The type and amount of this mucus changes during the woman's cycle. A woman can learn to tell which type of mucus indicates that she might be fertile and which type indicates that she is not fertile. During fertile days, she can use a barrier method of contraception or she can abstain from intercourse. (See fact sheet on Menstrual Cycle).</p>	<p>No</p>	<ul style="list-style-type: none"> • This method increases a woman's awareness and understanding of her body. • It allows a woman to predict when she will begin her next menstrual cycle. • It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. • It is acceptable to religious groups that oppose the use of other methods. • It requires time to learn the method, the discipline to maintain daily observation of mucus, and the cooperation of the woman's partner. • Likely less effective than hormonal methods.

Vaginal ring 	A thin, soft, flexible ring inserted in the vagina by the woman. It slowly releases estrogen and progestin, stopping ovulation and thickening the cervical mucus.	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • After the woman stops using it, fertility returns immediately.
Female sterilization, tubal sterilization 	A surgical procedure to cut and tie (tubal ligation), or block, the fallopian tubes, preventing the sperm and egg from meeting. It does not change a woman's ability to have sex or to feel sexual pleasure.	No	<ul style="list-style-type: none"> • This is a permanent method. • While all pregnancy prevention methods are appropriate for youth, sterilization is not recommended for this age group because it permanent and irreversible.
Contraceptive patch 	A small adhesive patch applied to the skin that slowly releases progestin and estrogen through the skin to prevent ovulation and thicken the cervical mucus.	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations. • It is less effective for women weighing more than 90 kilos (198 lbs.) than for other women. • After the woman stops using it, fertility quickly returns.
Implants 	One or two small, soft rods implanted in the woman's upper arm that release a steady low dose of progestin over a period of 3 to 5 years. Thickens the cervical mucus and inhibits ovulation.	No	<ul style="list-style-type: none"> • Implants can be removed at any time, but they must be inserted and removed by a trained provider. • It does not require the woman to insert or apply anything at the time of sexual relations. • Fertility resumes immediately upon removal. • Implants are highly effective for 3 to 5 years.

DAY 18: HIV

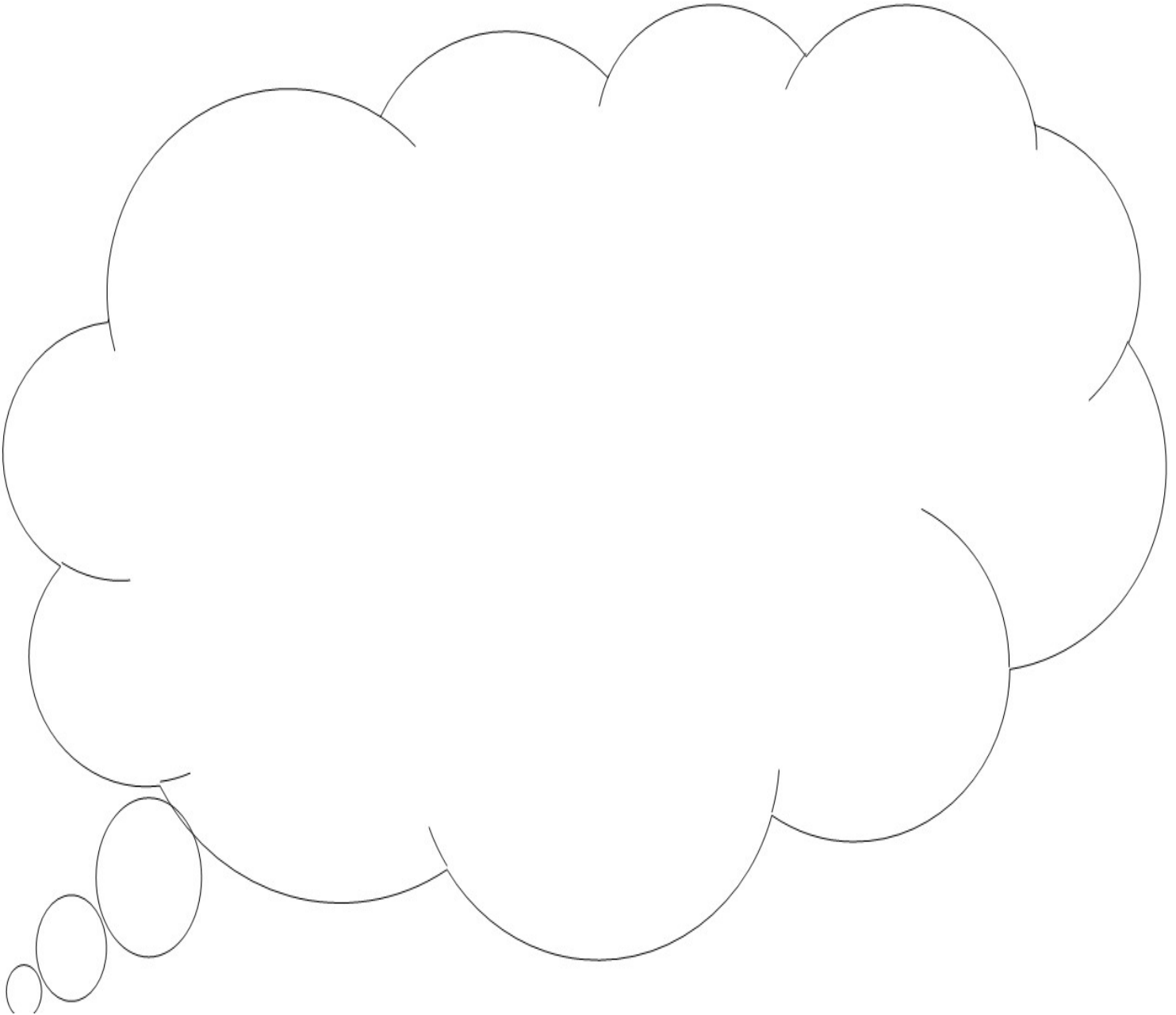
KEY POINTS:

- HIV STANDS FOR HUMAN IMMUNODEFICIENCY VIRUS. IT IS THE VIRUS THAT CAUSES AIDS, WHICH STANDS FOR ACQUIRED IMMUNE DEFICIENCY SYNDROME. THE IMMUNE SYSTEM IS CONSIDERED DEFICIENT WHEN IT CAN NO LONGER FIGHT INFECTION AND DISEASE.
- **HIV IS NOT SPREAD THROUGH CASUAL CONTACT SUCH AS HUGGING AND KISSING. NOR CAN YOU GET HIV FROM EATING AND DRINKING WITH SOMEONE WHO IS LIVING WITH HIV.**
- BEING OLD ENOUGH TO LEARN HOW TO USE A CONDOM DOES NOT MEAN THAT YOU ARE READY TO HAVE SEX, BUT IT IS BETTER TO KNOW HOW TO USE A CONDOM BEFORE YOU NEED IT, NOT AFTER YOU HAVE SEX WHEN IT'S TOO LATE.
- IN USING CONDOMS, YOU CAN TAKE SOME STEPS WELL AHEAD OF TIME, SOME STEPS WHEN YOU ARE ALREADY IN AN INTIMATE SITUATION BUT IMMEDIATELY BEFORE SEX TAKES PLACE, YOU SHOULD KNOW WHAT TO DO REGARDING CONDOM USE DURING SEX, AND YOU SHOULD KNOW WHAT TO DO WITH THE CONDOM AFTER YOU USE IT.

JOURNAL PROMPT: LIST OR DRAW A MAP OF PLACES IN YOUR COMMUNITY WHERE YOU CAN SEEK CONTRACEPTIVE NEEDS OR YOUTH-FRIENDLY SERVICES.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



HOW TO USE A CONDOM ^{10*}

Male Condoms:

1. Check the expiration date, if it has one. Be sure the package and condom appear to be in good condition. Open package at one corner, being careful not to tear into the condom. Sharp fingernails or rough handling can damage the latex.



Open Carefully...

2. Squeeze the tip of the condom. This is to eliminate air bubbles as you unroll it onto an erect penis. Leaving the tip empty helps reduce the chance of breakage and allows room for the ejaculation fluid (cum).



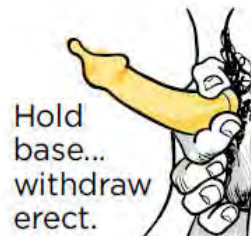
Squeeze the tip.

3. Unroll the condom fully, to base of penis, if possible. The proper fit is important, and a lot of different styles are available. And different sizes of condoms ARE available. You may apply a water-based lubricant if needed.



Unroll it fully.

4. After intercourse, withdraw while the penis is still erect, and hold onto the base of the condom to prevent contents from spilling.



Hold base... withdraw erect.

Female Condoms:

1. Use a new female condom for each act of sex.

- * Check package for the date and damage.
- * If possible, wash hands with mild soap and clean water.



2. Insert condom before any physical contact.

- * Can insert up to eight hours before sex.
- * Hold ring at closed end and squeeze it.
- * Insert ring into vagina as far as it will go.



- * Insert a finger to push condom into place.



3. Ensure that penis enters inside of condom and stays inside it!

Do This



Not This



4. After the man withdraws his penis, hold outer ring, twist to seal in fluids, and gently pull condom out.

- * The female condom does not need to be removed immediately after sex.
- * Remove the condom before standing up, to avoid spilling semen.



5. Dispose of used condom safely.



PROPER STEPS FOR CONDOM USE ^{9,10*}

(Well ahead of time)

1. Discuss safe sex with your partner.
2. Buy condoms (and lubricant, if desired) or find a clinic or other community center that gives them away for free.
3. Keep your condoms in a dry, cool place (not a wallet).
4. Check the expiration date of the condom and be sure the date has not passed.
5. Practice putting on a condom, so that you are comfortable using it later.

(Immediately before sex)

6. Lubricate the vagina (either naturally through sexual arousal, a water-based lubricant, or with saliva)
7. Open the condom gently, being careful not to tear it (don't use your teeth!).
8. When the penis is erect... squeeze tip of condom and place condom on the head of the penis.
9. Hold the tip of the condom and unroll it until the penis is completely covered.
10. If the vagina still seems dry, re-lubricate. Never use an oil-based product, because it can cause a condom to weaken and tear.

(During sex)

11. If the condom breaks, the male should pull out immediately. [You may wish to remind mentees about emergency contraception if ejaculation already occurred.]
12. After ejaculation, while penis is still erect...
13. Grasp the open end of the condom, at the base of the penis.

(Immediately after sex)

14. Holding condom at the base of the penis, gently pull the penis out.
15. Carefully remove condom without spilling any semen by holding the rim of the condom.
16. Tie up condom or roll it in toilet paper and dispose of it properly.

DAY 19: MYTHS AND FACTS ABOUT HIV AND STIS

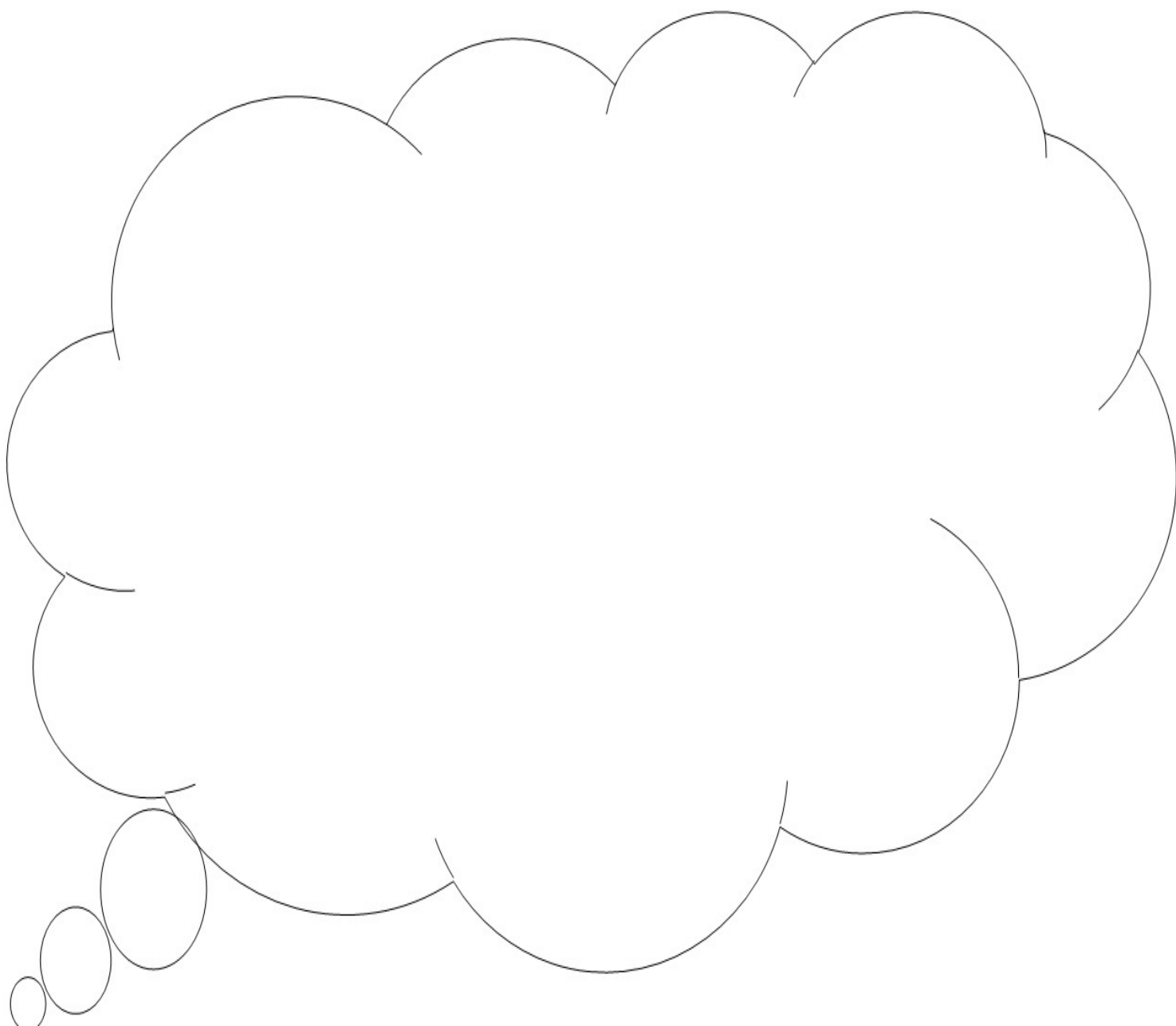
KEY POINTS:

- CERTAIN FACTORS INCREASE THE CHANCES OF HIV INFECTION SUCH AS HAVING SEXUALLY TRANSMITTED INFECTIONS (STIs) OR BEING UNCIRCUMCISED (FOR MALES). AT THIS TIME, THERE IS NO CURE FOR HIV INFECTION OR AIDS, BUT PEOPLE LIVING WITH HIV CAN LEAD HEALTHY LIVES BY TAKING MEDICATIONS KNOWN AS ANTIRETROVIRAL DRUGS OR ANTIRETROVIRALS (ARVs).
- VCT STANDS FOR VOLUNTARY COUNSELING AND TESTING. IT IS THE PROCESS BY WHICH A PERSON CAN LEARN IF HE OR SHE IS INFECTED WITH HIV. A PERSON IS ALWAYS COUNSELED BEFORE AND AFTER THE TEST REGARDLESS OF THE RESULTS. THE DECISION TO GO FOR TESTING AND TO RECEIVE THE RESULTS IS VOLUNTARY.
- IN THE EARLY STAGES OF INFECTION, PEOPLE LIVING WITH HIV OFTEN DO NOT EXPERIENCE ANY SYMPTOMS. IT IS IMPORTANT THAT YOU SEEK HIV TESTING AND COUNSELING AT LEAST EVERY 6 MONTHS, ESPECIALLY IF YOU HAVE ENGAGED IN ANY RISKY BEHAVIOR.

JOURNAL PROMPT: WHAT ARE SOME COMMON MISCONCEPTIONS PEOPLE IN YOUR COMMUNITY HAVE ABOUT PEOPLE WITH HIV? HOW DO THESE MISCONCEPTIONS MAKE YOU FEEL? WHAT COULD YOU DO TO COMBAT THESE MISCONCEPTIONS?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



SEXUALLY TRANSMITTED INFECTIONS (STI) FACT SHEET ^{9*}

STI	Symptoms for women	Symptoms for men	Can it be cured?	Is there a vaccine?
Chancroid	Painful sores on the genitalia; swollen lymph nodes on the groin. Women are often asymptomatic.	Painful sores on the genitalia; swollen lymph nodes.	Yes	No
Chlamydia	Most women are asymptomatic. Women who do have symptoms might have abnormal vaginal discharge or a burning sensation when urinating.	Often asymptomatic. Men with symptoms may have a pus-like discharge from their penis or burning sensation when urinating.	Yes. Left untreated, it can lead to pelvic inflammatory disease (PID) among women, which may lead to infertility. Complications among men are rare.	No
Gonorrhea	Most women are asymptomatic; abnormal vaginal discharge or burning sensation when urinating.	Men often experience discharge or burning when urinating. Some men have no symptoms.	Yes. Left untreated, it can lead to PID among women, and may lead to infertility among both women and men.	No
Hepatitis B	Some people experience flu-like symptoms, jaundice, and dark-colored urine; others experience no symptoms.	Some people experience flu-like symptoms, jaundice, and dark-colored urine; others experience no symptoms.	No medicine has been found that cures hepatitis B, but in many cases the body clears the infection by itself. Occasionally it develops into a chronic liver illness. Small children and infants are at a much greater risk of becoming chronically infected.	Yes
Herpes (herpes simplex virus)	Recurrent episodes of painful sores on genital or anus.	Recurrent episodes of painful sores on genital or anus.	No, but symptoms can be controlled through treatment.	No
Human papilloma virus (HPV)	HPV can be asymptomatic. Some strains cause genital warts.	HPV can be asymptomatic. Some strains cause genital warts.	No, but symptoms can be controlled through treatment. Some strains can develop into cervical cancer among women.	Yes. The vaccine prevents strains causing most cervical cancers and

				genital warts.
Syphilis	Begins with one or more painless sores on the genitals, rectum, or mouth. The second stage may produce skin rashes, lesions on mucus membranes, fever, and malaise. The latent stage begins when these symptoms go away.	Begins with one or more painless sores on the genitals, rectum, or mouth. The second stage may produce skin rashes, lesions on mucus membranes, fever, and malaise. The latent stage begins when these symptoms go away.	Yes, if treated in its early stages. Without treatment, infection remains in the body. The late stage of syphilis includes damage to internal organs and can be fatal.	No
Trichomoniasis (trichomonas or trich)	Women may experience frothy, yellow-green vaginal discharge with a strong odor. May also cause itching or discomfort during intercourse and urination.	Men are usually asymptomatic; sometimes mild discharge or slight burning with urination or ejaculation.	Yes	No

HIV AND AIDS FACT SHEET ^{10*}

- HIV stands for human immunodeficiency virus. It is the virus that causes AIDS, which stands for acquired immune deficiency syndrome.
- A person gets tested for HIV, not AIDS. Most HIV tests detect antibodies to HIV, which, if present, mean that the virus is also present. It is recommended that you obtain an HIV test every 6 months.
- HIV can be transmitted in several ways.
- HIV is most often transmitted from one person to another through certain body fluids. HIV is found in blood, semen, vaginal fluid, and breastmilk.
- People are usually exposed to HIV by having sex without a condom with someone who is HIV positive.
- Infants can get HIV from their mother before or during birth or through breastfeeding.
- HIV can also be spread from one person to another by sharing needles used for injecting drugs.
- HIV is not spread through casual contact such as hugging and kissing. Nor can you get HIV from eating and drinking with someone who is living with HIV.
- At this time, there is no cure for HIV infection or AIDS, but people living with HIV can lead healthy lives by taking medications known as antiretroviral drugs or antiretrovirals (ARVs).
- The goal of taking ARVs is to have an undetectable level of the virus (viral load) in your blood. Having an undetectable viral load does not mean that HIV has disappeared entirely. An undetectable load means that viral levels are so low they can't be detected by a blood test. If a person has very little HIV in his or her blood, HIV won't be able to attack and weaken the immune system. If the immune system is strong, the person is less likely to get infections and illnesses. Also, an undetectable viral load reduces a person's risk of passing on (transmitting) HIV, making it unlikely that someone living with HIV will infect others, although it is still possible to do so. This is why people should use condoms to prevent transmission, even if they are taking ARVs.
- Some people with HIV infection do not get better with ARVs. When a person does not get better, it usually means the virus has become resistant and the medications are no longer effective. Resistance to ARVs can develop in those who do not take ARV medications as directed or who skip doses.
- Most medications used to treat HIV have some side effects, but many effects are not too severe, especially with newer combinations of drugs. Sometimes side effects go away as your body gets used to the treatment, and others can be minimized by maintaining a healthy lifestyle and diet.
- People who are living with HIV and who want to have children should talk to a health care provider about their safest options for becoming pregnant. If someone is on antiretroviral therapy (ART) and they have an undetectable level of the virus in their blood, it is unlikely they will transmit HIV; so, safe conception is possible.

DAY 20: DEFINING GENDER

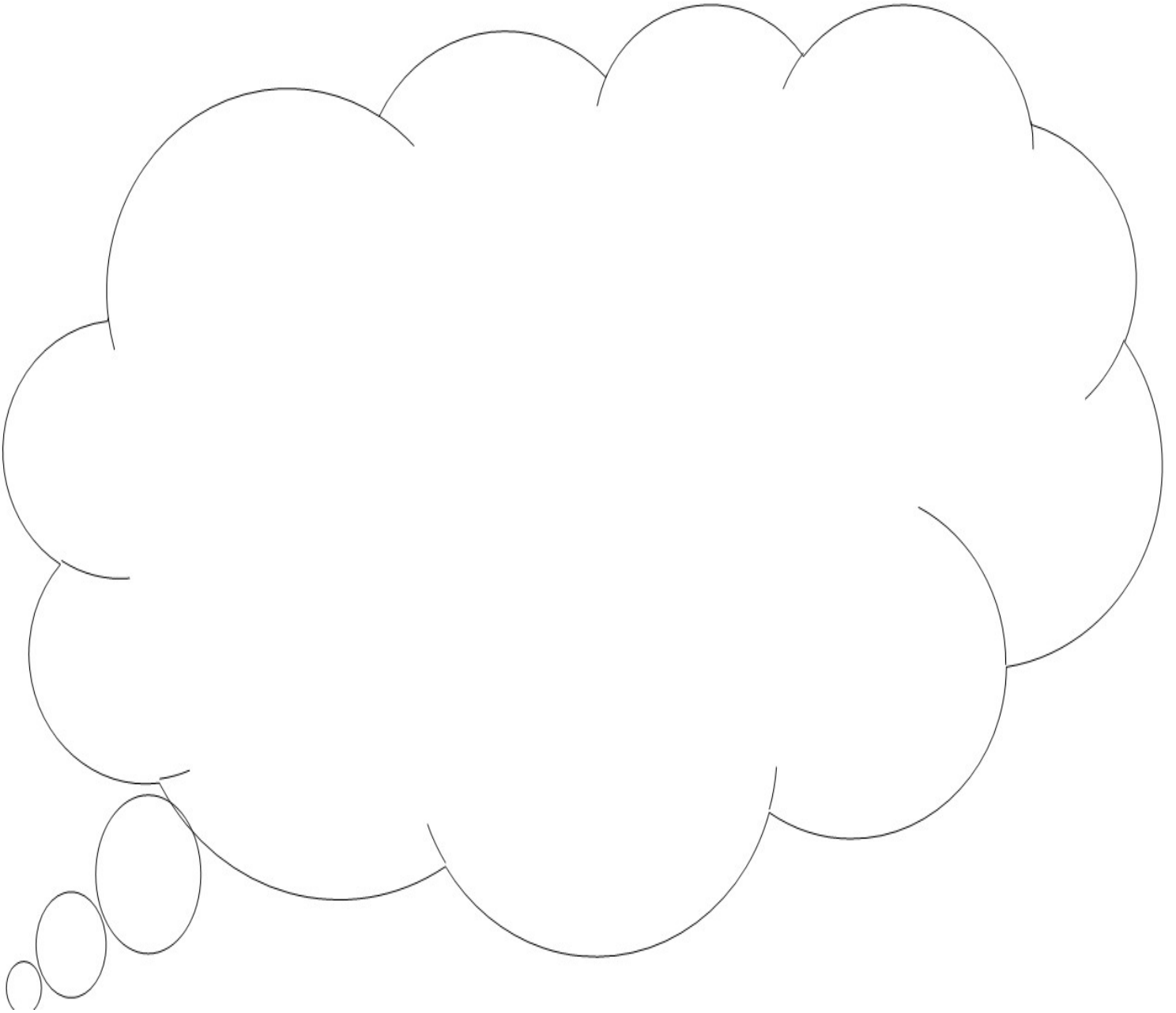
KEY POINTS:

- YOUR SEX IS WHETHER YOU ARE MALE OR FEMALE. IT IS THE BIOLOGICAL, PHYSICAL FACT OF BEING BORN A BOY OR GIRL. YOUR GENDER IS SOCIALLY OR CULTURALLY DETERMINED.
- GENDER ROLES ARE ANY EXPECTATION OF A PERSON BASED ON THEIR SEX. THAT IS WHAT SOCIETY OR CULTURE EXPECTS FROM YOU BASED ON WHETHER YOU ARE MALE OR FEMALE. IT IS HOW THE COMMUNITY WANTS YOU TO BEHAVE AND THINK BASED ON WHETHER YOU ARE A MAN OR A WOMAN.
- GENDER EQUALITY IS THE STATE OR CONDITION THAT AFFORDS WOMEN AND MEN EQUAL ENJOYMENT OF HUMAN RIGHTS, SOCIALLY VALUED GOODS, OPPORTUNITIES, AND RESOURCES.

JOURNAL PROMPT: WHAT GENDER STEREOTYPES DO YOU WANT TO GET RID OF? HOW WOULD YOU GO ABOUT GETTING RID OF THIS GENDER STEREOTYPE?

[illegible]

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 21: VIOLENCE

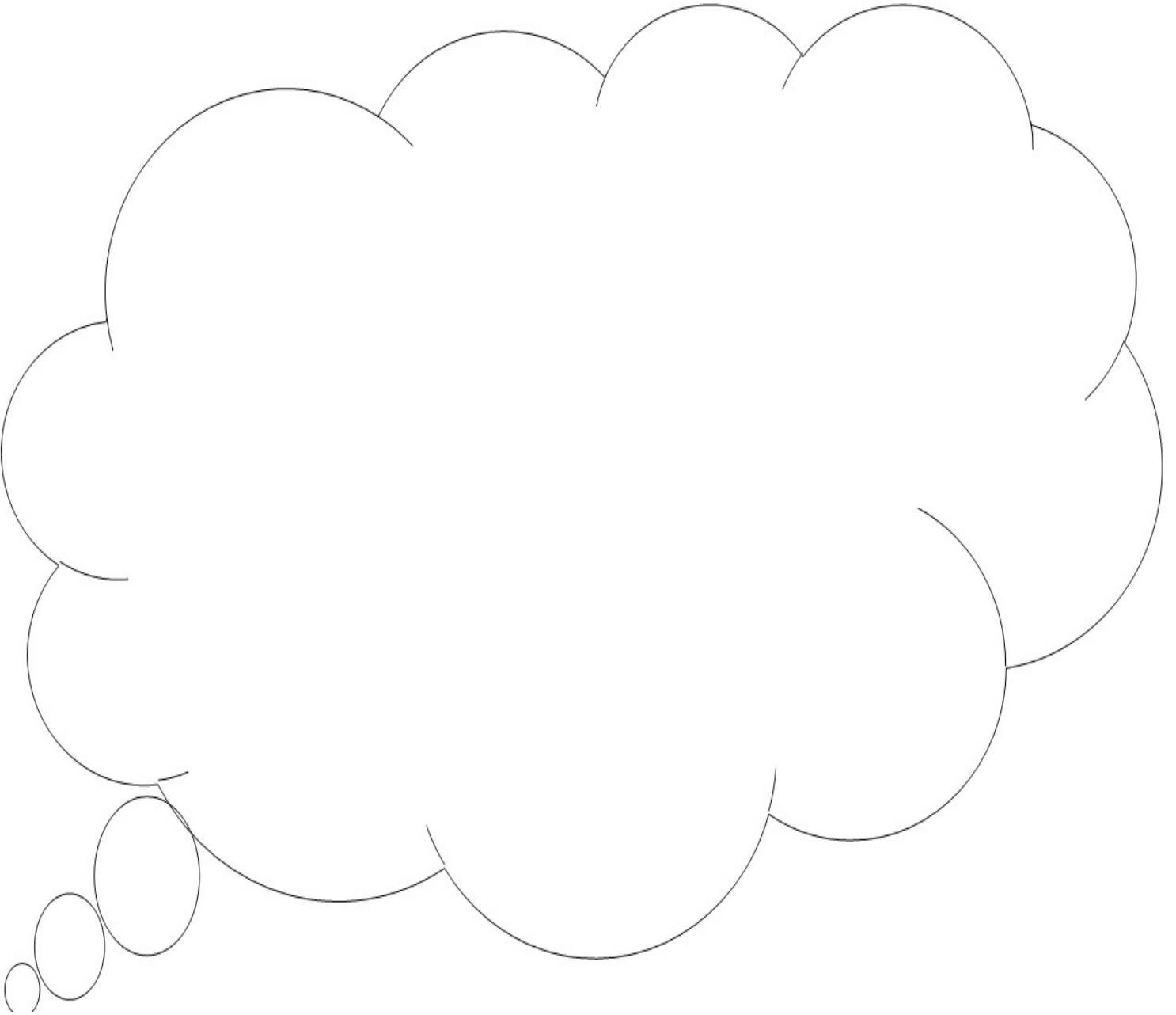
KEY POINTS:

- THERE ARE DIFFERENT FORMS OF VIOLENCE IN INTIMATE RELATIONSHIPS SUCH AS CONTROL, COERCION, SHOUTING, THREATENING, AS WELL AS PHYSICAL AND/OR SEXUAL VIOLENCE. VIOLENCE IS NEVER OK.

JOURNAL PROMPT: WHAT MAKES YOU FEEL SAFE?

[illegible]

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 22: CONSENT AND COERCION

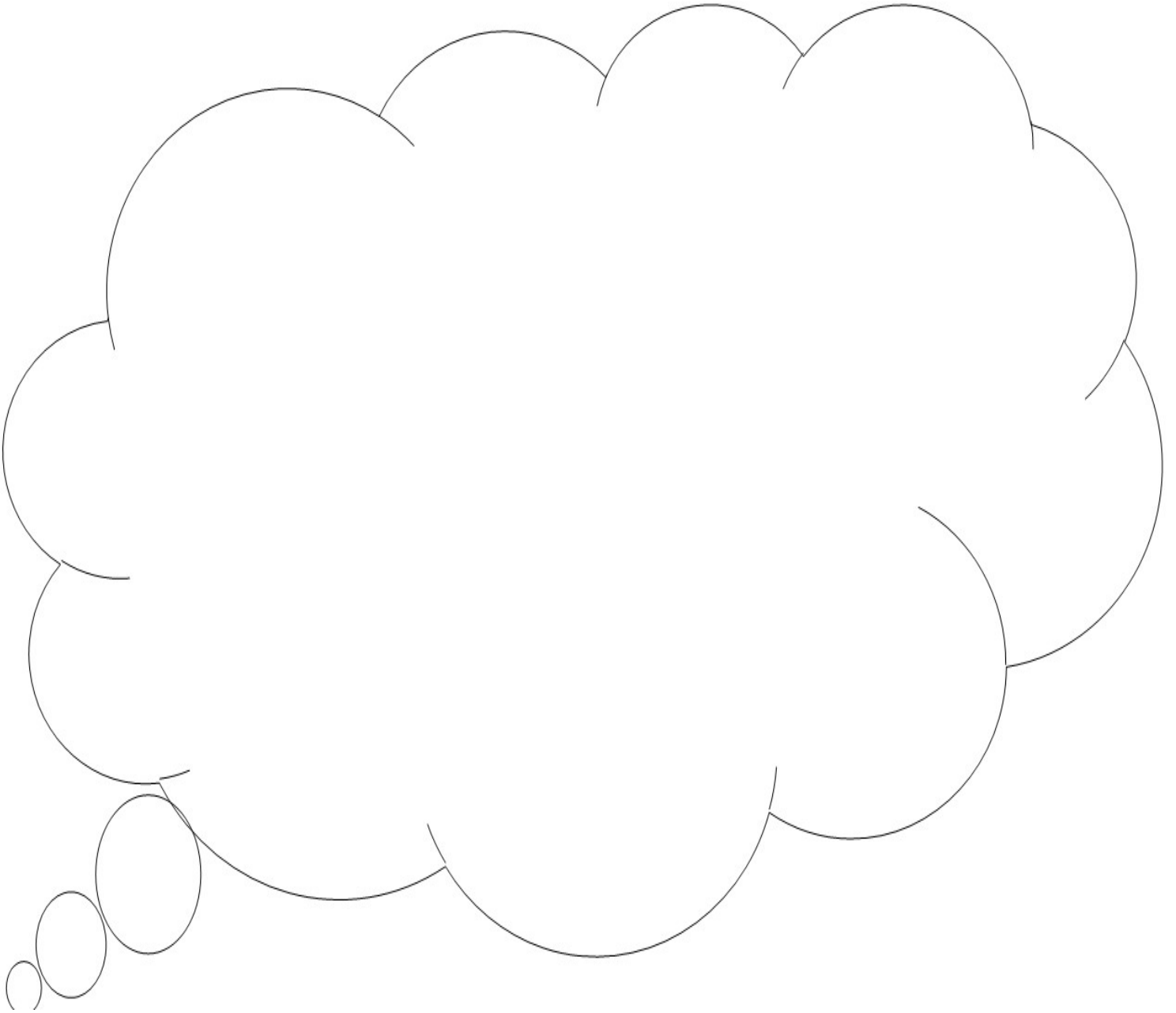
KEY POINTS:

- IT IS IMPORTANT FOR YOU TO THINK CLEARLY ABOUT YOUR REASONS TO CHOOSE TO HAVE OR NOT HAVE SEX TO ENSURE YOUR SENSE OF COMFORT, SAFETY, VOLUNTARINESS, AND TO PROTECT YOUR HEALTH.
- THERE IS A CONTINUUM THAT EXISTS BETWEEN SEX THAT IS FORCED/COMPLETELY UNDESIRE, AND SEX THAT IS FULLY VOLUNTARY/DESIRED. ANY SITUATION THAT IS NOT FULLY VOLUNTARY/DESIRED IS UNACCEPTABLE.
- THE BEST WAY TO ENSURE THAT YOUR PARTNER WANTS TO HAVE SEX IS TO ASK THE PERSON AND TALK IT OVER BEFOREHAND.

JOURNAL PROMPT: WHAT ARE SOME WAYS THAT YOU ARE STRONG OR POWERFUL?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 23: SEXUAL AND REPRODUCTIVE RIGHTS

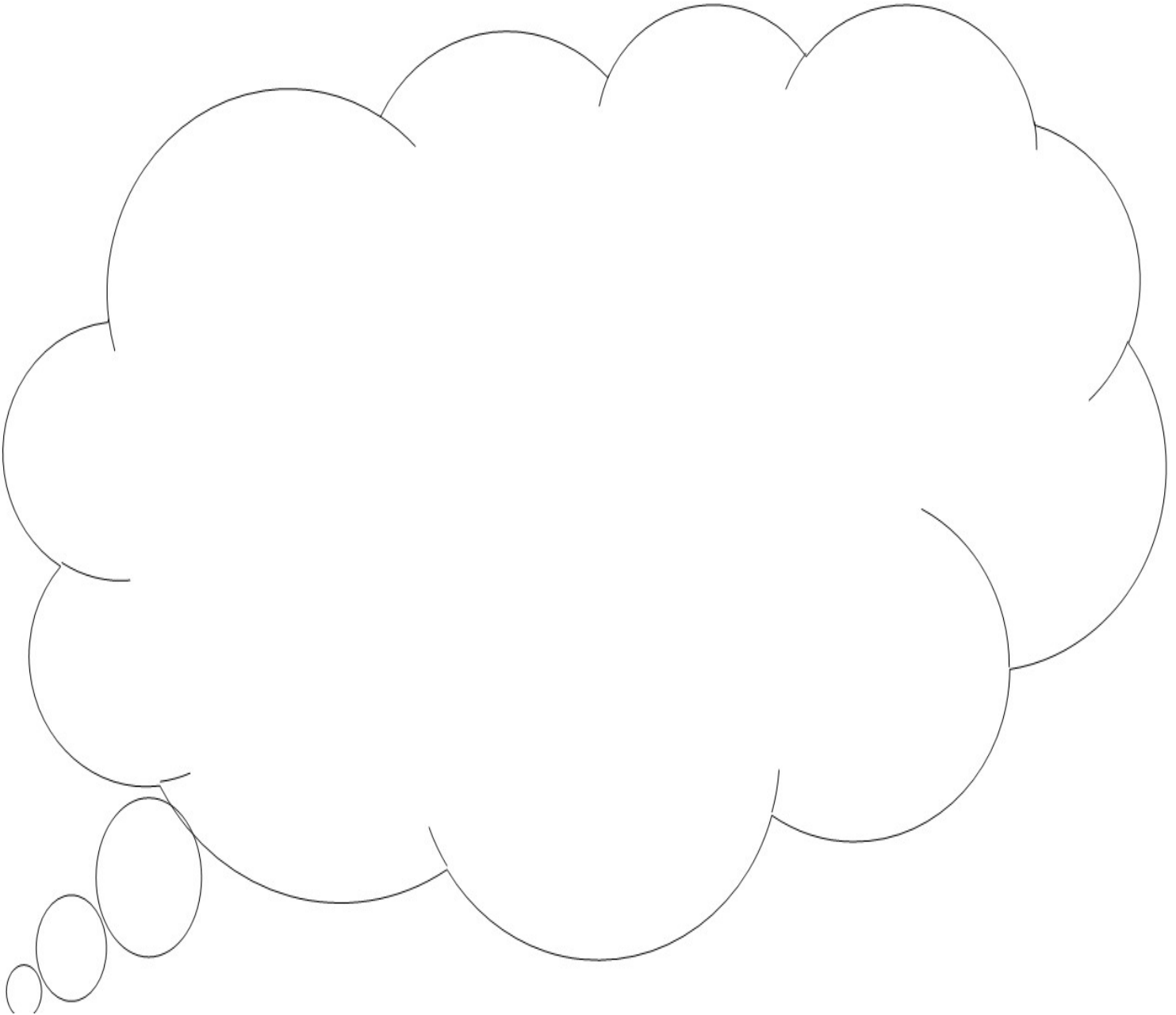
KEY POINTS:

- EVERYONE HAS RIGHTS AND HUMAN RIGHTS ARE ABOUT RESPECT FOR EVERYONE, NO MATTER THEIR SEX, GENDER, AGE, OR SOCIAL STATUS. EVERYONE HAS A RIGHT TO HAVE HIS OR HER NEEDS MET, TO BE SAFE, AND TO HAVE A SAY IN WHAT HAPPENS IN HIS OR HER LIFE.
- RIGHTS COME WITH RESPONSIBILITIES.
- SEXUAL RIGHTS GENERALLY INCLUDE INDIVIDUALS' CONTROL OVER SEXUAL ACTIVITY AND SEXUAL HEALTH. CHILDREN AND ADOLESCENTS HAVE RIGHTS TO DEVELOP A POSITIVE SENSE OF THEIR BODIES AND SEXUALITY, AND TO BE FREE OF ABUSE AND INAPPROPRIATE TOUCHING.

JOURNAL PROMPT: WHAT ARE SOME WAYS THAT YOU CAN ADVOCATE FOR WOMEN'S RIGHTS IN YOUR COMMUNITY?

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines, each consisting of three parallel lines: two outer blue lines and a central red line. These sets are repeated down the entire length of the page, providing a guide for letter height and placement. The paper is otherwise completely blank, with no margins, text, or other markings.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



DAY 24: SRH NEGOTIATION

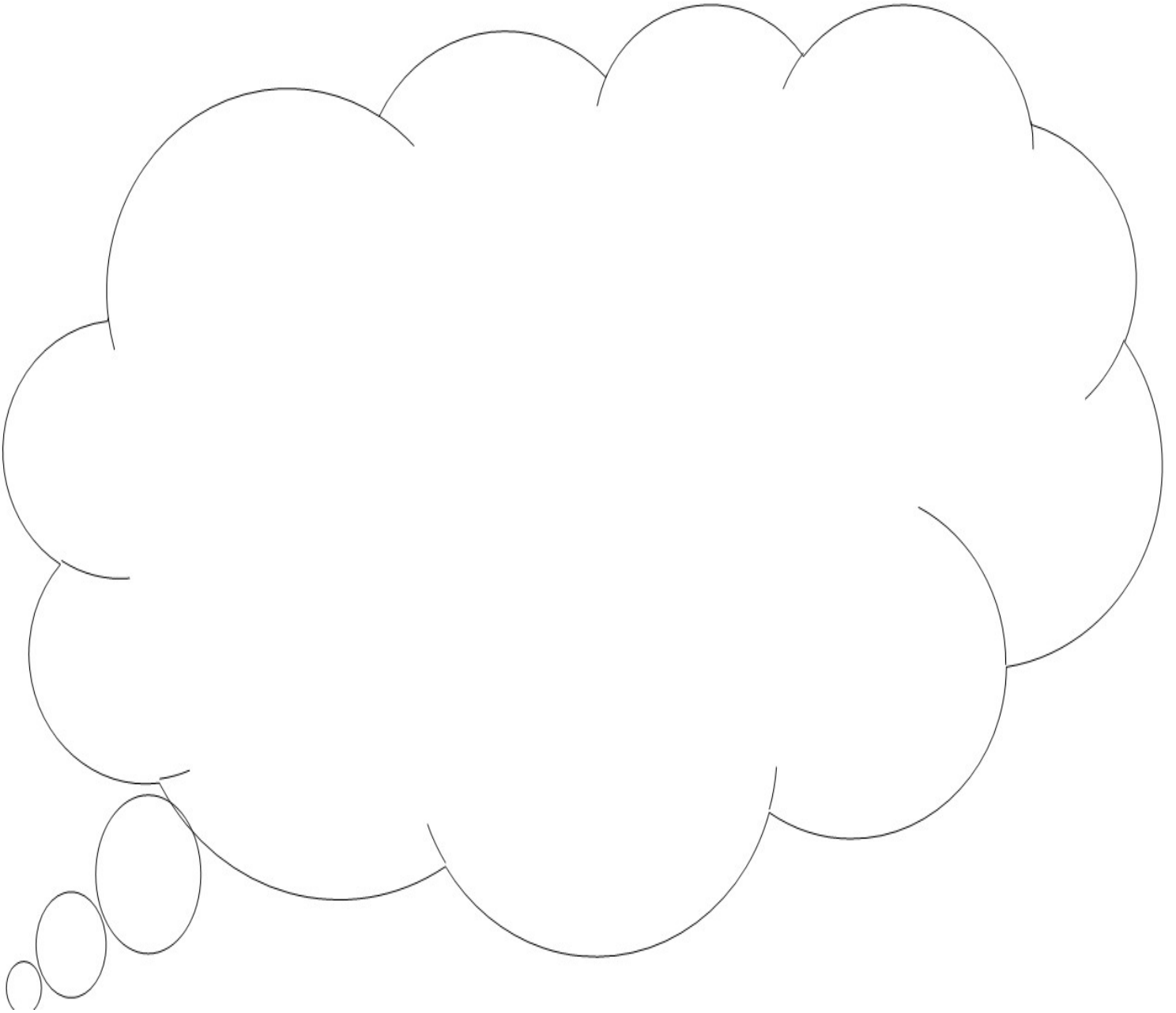
KEY POINTS:

- THERE ARE MANY REASONS IT IS IMPORTANT TO BE ABLE TO COMMUNICATE ABOUT SEXUAL BEHAVIOR AND SEXUAL HEALTH: TO BE ABLE TO COMMUNICATE WHETHER YOU WANT TO HAVE SEXUAL CONTACT; THE KIND OF SEXUAL CONTACT YOU ARE COMFORTABLE WITH, WHAT THE OTHER PERSON FEELS COMFORTABLE WITH, TO PROTECT AGAINST STIs (INCLUDING HIV), TO CLARIFY INTENTIONS RELATED TO PREGNANCY, AND TO PROTECT AGAINST UNWANTED OR UNPLANNED PREGNANCY.
- SPEAKING UP FOR YOURSELF IN A SEXUAL SITUATION CAN BE MORE DIFFICULT IF THE OTHER PERSON HAS GREATER STATUS OR POWER THAN YOU DO. REMEMBER THAT YOU ALWAYS HAVE THE RIGHT TO CONSENT OR REFUSE CONSENT IN A SEXUAL SITUATION.
- YOU CAN PREPARE OR REHEARSE FOR STARTING A DIFFICULT CONVERSATION RELATED TO SEXUALITY BY ACTING IT OUT IN FRONT OF A MIRROR; PRACTICING WITH A FRIEND; WRITING DOWN WHAT YOU WANT TO SAY BEFOREHAND, AND/OR DISCUSSING IT WITH A TRUSTED ADULT.

JOURNAL PROMPT: DESCRIBE A TIME THAT YOU SUCCESSFULLY NEGOTIATED SOMETHING. THIS COULD BE DIVISION OF CHORES, DISCUSSIONS ABOUT MONEY, OR DISAGREEMENTS WITH FRIENDS OR FAMILY.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



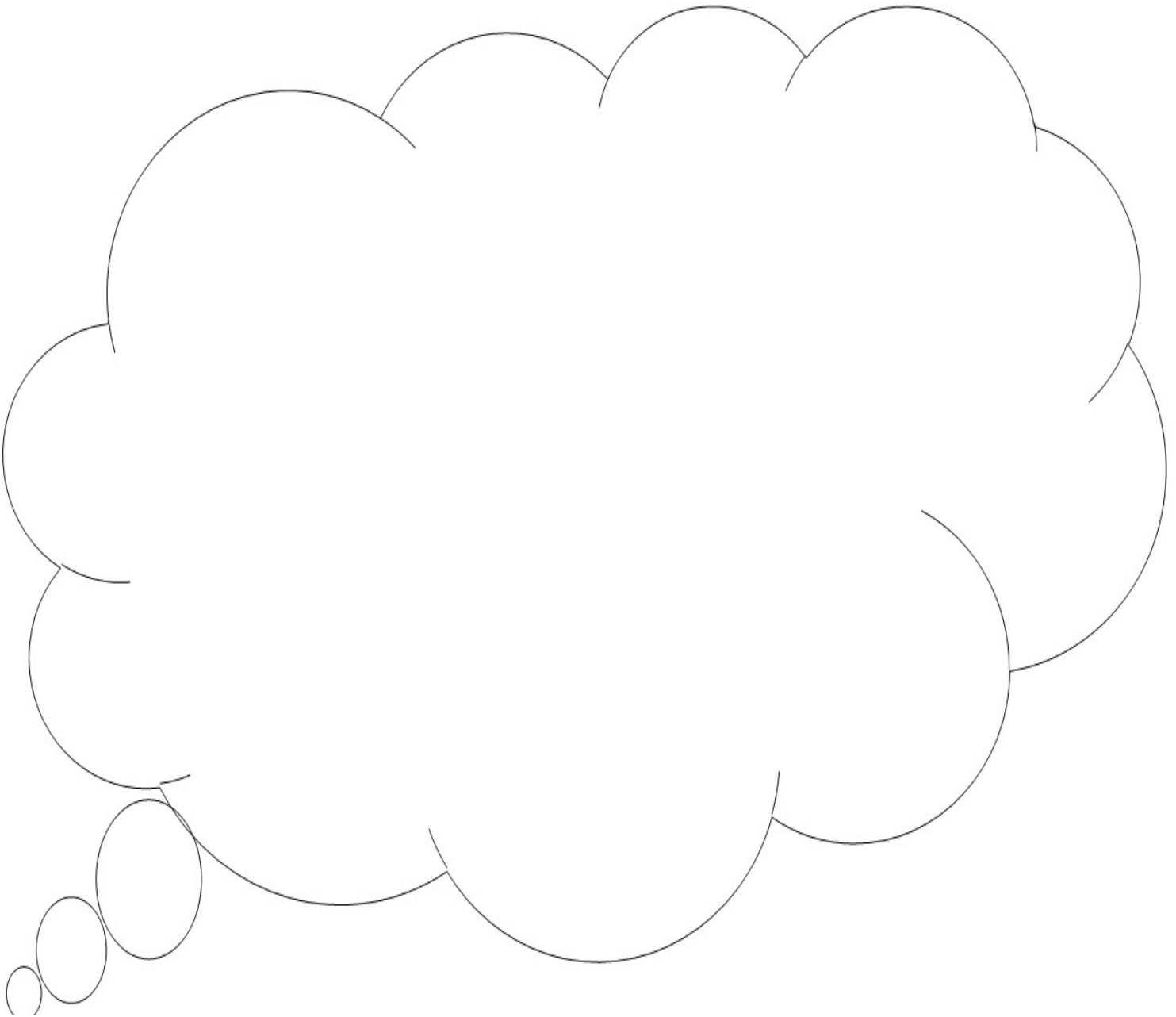
DAY 25: LOVE TROUBLES

KEY POINTS:

- CULTURE AND SOCIETY'S DEFINITION OF "ROMANTIC" LOVE OFTEN INFLUENCE YOUNG PEOPLE'S CONCEPT OF LOVE. THIS MIGHT LEADS SOME YOUNG PEOPLE TO TOLERATE UNHEALTHY QUALITIES IN THEIR RELATIONSHIPS SUCH AS JEALOUSY, POSSESSIVENESS, MANIPULATION, AND SEX UNDER PRESSURE AND/OR WITHOUT PROTECTION.
- HEALTHY OR NOURISHING LOVE PROMOTES SPACE, FREEDOM AND RESPECT, AND ENCOURAGES GROWTH. IF THE RELATIONSHIP ENDS AFTER NOURISHING LOVE, A PERSON WILL GRIEVE, BUT WILL NOT BE DEVASTATED.
- A SUPPORTIVE PARTNERSHIP ENCOURAGES COMMUNICATION SUPPORTIVE PARTNERS CAN TAKE BOTH THEIR OWN IDEAS AND THE NEEDS OF THEIR PARTNER INTO CONSIDERATION TO MAKE HEALTHY SEXUAL CHOICES.

JOURNAL PROMPT: WHAT DO YOU WANT IN A RELATIONSHIP? WHAT DOES YOUR DREAM PARTNER LOOK LIKE?

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



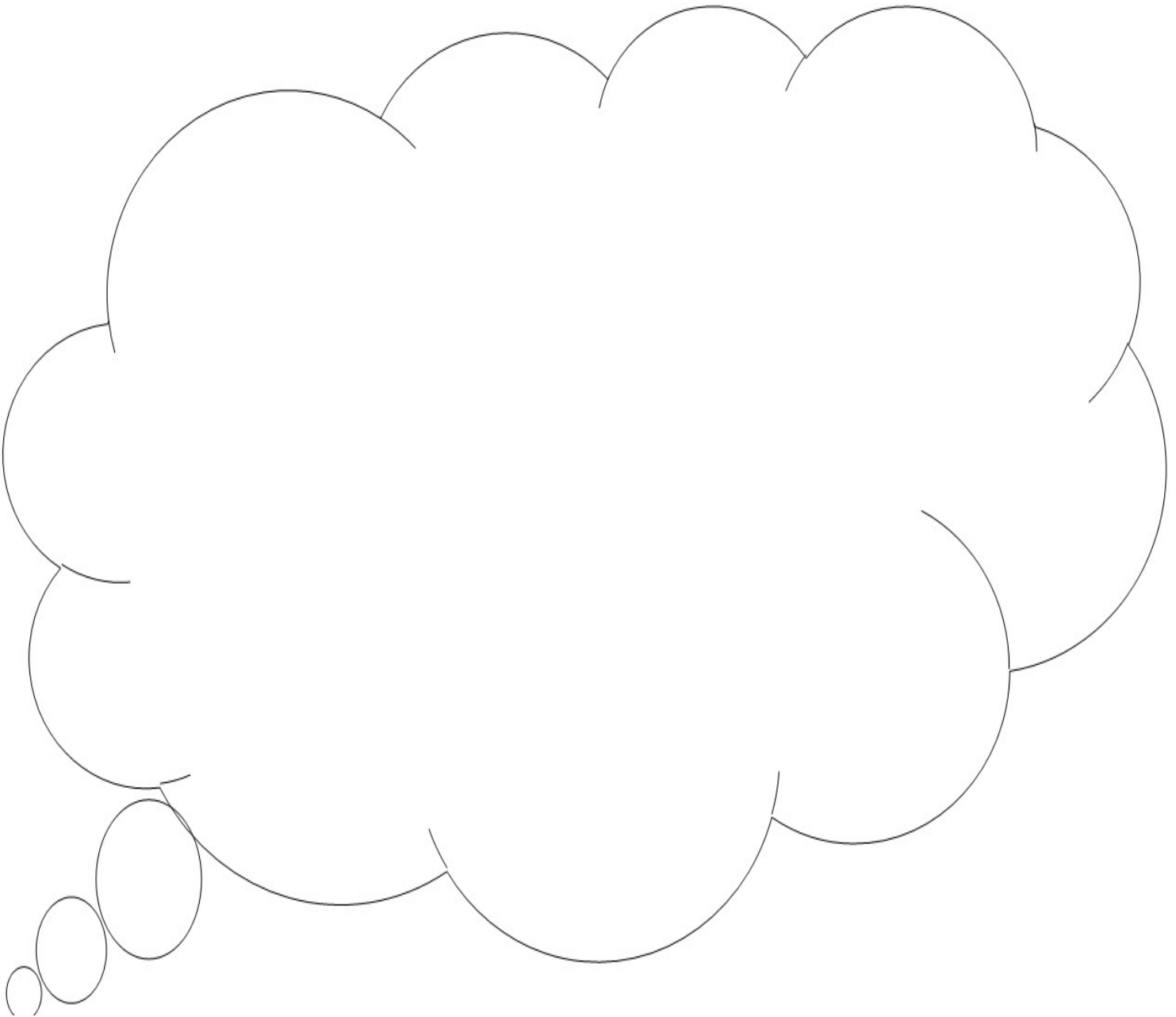
DAY 26: REFLECTING ON WHAT WE HAVE LEARNED

KEY POINTS:

- YOU SHOULD BE PROUD OF WHAT YOU AND YOUR GROUP MEMBERS HAVE ACHIEVED THROUGH THIS PROGRAM.
- YOU CAN SHARE THE LESSONS YOU HAVE LEARNED WITH YOUR FRIENDS, FAMILY, AND COMMUNITY MEMBERS.
- EVEN THOUGH YOU WILL NOT BE MEETING THROUGH THIS PROJECT ANYMORE, YOU CAN CONTINUE TO MEET WITH YOUR GROUP MEMBERS FOR AS LONG AS YOU WISH.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

USE THIS SPACE TO EXPRESS YOUR THOUGHTS THROUGH DRAWING:



SOURCES

**Indicates that content was adapted and/or reprinted from the cited sources.*

1. Population Council. Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.
2. Population Council. Financial Education Curriculum for the Adolescent Girls Empowerment Program (AGEP). 2013. Population Council: New York, NY.
3. Population Council. Dream big! shillings for our future—financial education curriculum. 2015. Population Council: New York, NY.
4. Save the Children. Impumelelo Financial Education Training Curriculum and Mentor's Guide. 2016. Save the Children Federation, Inc: Fairfield, CT.
5. Population Council. Health and life skills curriculum for the adolescent girls initiative—Kenya (AGI-K). 2015. Population Council: New York, NY.
6. Adapted and reprinted from Menstrual Hygiene Day. TOOLKIT: Menstrual Hygiene Management. 2016. WASH United: Berlin Germany. Retrieved from: <http://menstrualhygieneday.org/>
7. International Federation of Red Cross and Red Crescent Societies (IFRC). Menstrual Hygiene Management in Emergencies IEC material Eastern Africa. ND. Retrieved from: <http://watsanmissionassistant.wikispaces.com/Menstrual+Hygiene+Management>
8. Institute for Reproductive Health, Georgetown University. My changing body: puberty and fertility awareness for young people. 2nd ed. 2011. IRH: Washington, DC.
9. Haberland N, Rogow D, Aguilar O, Braeken D, Clyde J, Earle C, Kohn D, Madunagu B, Osakue G, Whitaker C. It's all one curriculum: guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. 2009. Population Council: New York, NY.
10. United States Agency for International Development (USAID), Interagency Youth Working Group, Preventive Technologies Agreement (PTA), World Health Organization (WHO), FHI 360. Positive connections: leading information and support groups for adolescents living with HIV. 2013. FHI 360: Durham, NC.



YOUTHPOWER ACTION

AGYW MENTORING PROGRAM TOOLKIT

PART IV: PROGRAM MANAGEMENT

HANDBOOK

This publication was made possible by the support of the American People through the support of the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation.

Disclaimer

The viewpoints expressed in this toolkit are those of the authors and do not necessarily represent the official position of the U.S. Agency for International Development, the U.S. President's Emergency Plan for AIDS Relief, or the United States Government.

TABLE OF CONTENTS

OVERVIEW OF PROGRAM MANAGEMENT HANDBOOK.....	4
MENTOR RECRUITMENT AND SELECTION.....	5
SERVICE PROVISION, REFERRAL, AND COORDINATION.....	6
PROGRAM TRACKING.....	7
SUPPORTIVE SUPERVISION	8
ANNEXES	9
<i>Annex 1: Example Mentor Agreement</i>	<i>9</i>
<i>Annex 2: Referral Network Reference Sheet.....</i>	<i>11</i>
<i>Annex 3: General Referral Form.....</i>	<i>14</i>
<i>Annex 4: Referral Tracking Sheet.....</i>	<i>17</i>
<i>Annex 5: Violence Incident Reporting and Referral Form.....</i>	<i>18</i>
<i>Annex 6: Program Progress Tracking Form</i>	<i>22</i>
<i>Annex 7: Example Program Progress Tracking Form</i>	<i>25</i>
<i>Annex 8: Supportive Supervision Visit Checklist.....</i>	<i>28</i>
SOURCES.....	30

OVERVIEW OF PROGRAM MANAGEMENT HANDBOOK

The YouthPower Action AGYW Mentoring Program is a multi-component approach consisting of group-based mentoring; curriculum-based programming covering sexual and reproductive health (SRH), financial capabilities, soft skills, and gender content; activities designed to improve participants' social connectedness; optional onsite STI, HIV, and pregnancy testing and STI treatment; group-based savings; and links to SRH services, including contraceptive and gender-based violence services.

The Program Management Handbook is a collection of resources for program managers to support the implementation of the various components of the YouthPower Action AGYW Mentoring Program. It includes four brief sections:

- I. Mentor Recruitment and Selection
- II. Service Provision, Referral, and Coordination
- III. Program Tracking
- IV. Supportive Supervision

MENTOR RECRUITMENT AND SELECTION ¹

Mentors are the backbone of the YouthPower Action AGYW Mentoring Program. Mentors are not only responsible for convening weekly meetings and delivering session content; they also act as role models, foster a safe space for learning and building healthy friendships, promote adolescent girls and young women's (AGYW's) self-esteem, help AGYW deal with life's challenges and provide advice, advocate for AGYW's rights, and help AGYW identify available resources and services to support their healthy transition into adulthood. Identifying and recruiting mentors who have the desire and the capacity to take on these tasks is critical to the success of this program. When recruiting mentors, the following should be taken into consideration:

- **Number of mentors:** The YouthPower Action AGYW Mentoring approach utilizes two to four mentors per group of AGYW. Each group should consist of approximately twenty AGYW. Multiple mentors per group provide a greater opportunity to build strong mentor-mentee relationships and allow mentors to support each other in implementing the various components of the approach.
- **Selection criteria:** To ensure that mentees are comfortable discussing the topics covered in this intervention with their mentors, and to protect participants' safety—mentors should always be female. Mentors should reside in the same communities as the AGYW themselves, and should be near in age (18-35) to program participants to further promote relatability. Because mentors must be able to utilize the Mentor Handbook, mentors should have some level of high-school education and must be available both for the training and for 2 hours a week over a 6-month period. It is often helpful to ask community leaders for mentor recommendations; mentors should be seen as trusted members of their communities. Finally, mentors must be committed to improving AGYW's access to the skills and resources they need to empower themselves.
- **Recognition and incentives:** It is important that mentors' contributions are recognized, and that mentors know that they are valued. Financial incentives, such as a stipend, may help to offset costs associated with transportation and may increase motivation. However, demonstrating recognition does not necessarily require providing financial incentives. Additional, or alternative, incentives may include providing certificates, public ceremonies, or other social events. It is up to the discretion of program management to determine what is financially feasible, sustainable, and contextually appropriate. Regardless of the form of recognition or incentive, ensure the system is fair.
- **Establishing expectations:** Once recruited, it is important to make certain that mentors understand their role and what is expected of them. Creating a written agreement can help to ensure that expectations are well understood. An example Mentor Agreement is offered in annex 1.

SERVICE PROVISION, REFERRAL, AND COORDINATION

The YouthPower Action AGYW Mentoring Program has a concerted focus on increasing access to SRH services. The program is designed to include the onsite provision of STI, HIV, and pregnancy testing, along with the provision of on-site STI treatment. Mentees who test positive for HIV and/or pregnancy are immediately referred to HIV care and treatment and/or prenatal care. In addition, mentees are referred to any other sexual and reproductive health services needed, including contraceptive services and violence response services. The successful implementation of on-site service provision and referral requires strong collaboration with local health services and referral tracking. Programs may choose to establish partnerships with mobile outreach clinics to bring services directly to mentor groups or to the communities where they live.

During training, each mentor develops a referral network reference sheet outlining available services in the local community—these services include health services, violence response services, and other resources such as job training or programs that offer education support. Understanding the available resources in a community is a critical component to ensuring that AGYW are able to access such opportunities. Mentors are responsible for referring AGYW to appropriate services based on their needs. Copies of the referral network reference sheet, as well as a general referral form and a referral tracking form are located in annexes 2–4.

At any time during the program, mentees might disclose experiences of violence to their mentor. Violence response is covered during the training; however, it is critical that programs establish clear procedures for reporting observed, suspected, or received allegations of child abuse, exploitation, or neglect as well as clear standards and procedures for violence response. Programs should establish a gender-based violence or child protection point of contact. Once an incident is reported to a mentor that mentor must immediately report the incident to the gender-based violence or child protection point of contact. If the incident has just occurred, the mentor should contact emergency services if there is a need to do so, and the mentee has consented, and/or accompany the mentee to the nearest hospital or drop-in center—if the mentee consents to going. A Violence Incident Reporting and Referral Form is located in annex 5. If more information about child protection is needed, FHI 360's Child Protection Toolkit² is a good resource. The following resources, among many others, offer more information about violence response:

- World Health Organization. (2014). Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. Geneva: World Health Organization.³
- Khan, Alia. (2011). Gender-based Violence and HIV: A Program Guide for Integrating Gender-based Violence Prevention and Response in PEPFAR Programs. Arlington, VA: USAID's AIDS Support and Technical Assistance Resources, AIDSTAR-One, Task Order 1.⁴
- United Nations Educational Scientific and Cultural Organization (UNESCO), and UNWomen. (2016). Global Guidance on Addressing School-related Gender-based Violence. Paris, France: UNESCO.⁵
- United Nations Population Fund (UNFPA). (2016). Minimum Standards for Prevention and Response to Gender-Based Violence in Emergencies. New York, New York: UNFPA.⁶

PROGRAM TRACKING⁷

We all hope that our programs are making a difference in the lives of AGYW. Tracking simple information about program implementation—such as what activities were completed, how many mentees attended each session, and any implementation challenges—can help program managers to understand which aspects of their program work well, which need improvement, and how well the program is meeting its goals. The Tracking Program Progress Form (annex 6) is a simple form designed to collect the information needed to track program progress. This form should be completed after each session to document the following information:

- The number of participants who attended the session, age, and marital status. Please note that you should not record participants' names or other identifying information because confidentiality is crucial.
- Mentor attendance.
- The sessions completed/topics covered.
- Any general comments you have about what worked and what might help you improve the session in the future.

Annex 7 provides an example of how to complete this form.

SUPPORTIVE SUPERVISION

Strong, supportive supervision is key to the effective implementation of program activities and is critical to ensuring positive outcomes for mentees. A supervisors' role is to ensure program success by closely monitoring program implementation, working with mentors to solve problems, building mentors' capacity and skills, and ensuring mentors have what they need to be successful in their role.⁸ The specific responsibilities of supervisors include:

- **Convene monthly meetings:** Supervisors will hold monthly meetings with mentors; during these meetings supervisors should:
 - ✓ **Collect and ensure completion of program monitoring tools.** Mentors are responsible for completing program monitoring forms; these include both the program progress forms and those that are designed to record unscheduled events (Violence Incident Reporting Form, General Referral Form, and Referral Tracking Sheet). During monthly meetings supervisors should collect these forms and ensure that they are complete. Supervisors should discuss any challenges that mentors are facing in properly completing these forms.
 - ✓ **Share program updates and conduct refresher trainings as needed.** Throughout the course of the program, supervisors will be responsible for communicating any new information to mentors as well as for providing refresher trainings on topics as identified by program management.
 - ✓ **Provide mentors the opportunity to share challenges and successes.** Monthly meetings provide mentors the opportunity to share any challenges they are experiencing as well as achievements. This allows the opportunity for mentors to learn from each other and to share strategies for success.
- **Conduct mentor supportive supervision visits.** Supervisors should conduct monthly supportive supervision visits to AGYW community groups to observe mentor performance. During the visits, supervisors should complete the Mentor Supportive Supervision Checklist located in annex 8. Supervisors should stay for the entire group session and plan to spend time after the session is complete to provide feedback to the mentors, work together with mentors to troubleshoot any issues that the mentor is facing, and to prepare for the following mentor group session.

ANNEXES

ANNEX 1: EXAMPLE MENTOR AGREEMENT⁹

I, _____, commit to serving as a mentor to a group of
Name of Mentor

AGYW and agree to the following to help make the mentoring relationship rewarding for both the mentees and myself:

Duration:

I will act as a mentor for _____.
Intervention time period

Mentoring Activities:

Under the direct supervision of the Mentor Supervisor, I will:

- Establish a meeting schedule and a safe meeting space with input from the mentees.
- Lead weekly small group meetings with co-mentor(s).
- Work enthusiastically with co-mentor(s) and mentees.
- Directly follow the Mentor Handbook to facilitate activities and deliver informational content on life skills, financial education, health, and gender topics.
- Work with co-mentor(s) to prepare materials before each group session.
- Give full attention to mentees during meetings.
- Complete all monitoring forms on a weekly basis.
- Provide referrals to health and social services as appropriate.
- Complete all referral tracking and reporting forms as appropriate, including the Violence Incident Reporting Form, General Referral Form, Referral Tracking Sheet, and Referral Network Reference Sheet.
- Attend monthly mentor supervision meetings.
- Work with my supervisor to continually strengthen my capacity as a mentor.
- Observe the confidentiality of mentee information.
- Always consider the best interest of the mentees.
- Respect the relationship. Be on time to meetings, prepare necessary materials, and honor the mentor agreement. I will not use my position as mentor to force a girl to do something she does not want to do.
- Be a positive role model. I will remember that my actions sometimes speak louder than words.

- Empower mentees to make good decisions.

Termination of the Agreement:

In the event of non-compliance with the terms of this agreement, the mentor and mentor supervisor and/or program manager will work together to decide whether the mentoring relationship can be repaired or it should be terminated. If a way to resolve a problem cannot be identified, the program manager reserves the right to terminate the mentoring partnership.

Mentor: _____

Program manager:

Date: _____

Date:

ANNEX 2: REFERRAL NETWORK REFERENCE SHEET⁴⁷

Organizations or clinics that provide HIV-related services

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide contraceptive services

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide STI treatment or screenings

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide care for survivors of sexual violence

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations or clinics that provide psychological or mental health counseling

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that work with adolescents

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that can provide information and training related to jobs skills, livelihood, or education

Name of Organization	Address	Telephone	Contact Name	Email address

Organizations that can work with victims of bullying or school violence

Name of Organization	Address	Telephone	Contact Name	Email address

ANNEX 3: GENERAL REFERRAL FORM

Referral Details

Time:

Date:

Reason for meeting:

Individuals present:

Service(s) referred:

Location of service(s):

Mentor's Details

Name: _____

Contact information:

Mentee's Details

Name: _____ -

Age: _____

Contact information: -

Notes on household structure:

Any disability:

Has the minor given consent to the completion of this form? (check one) ____ Yes ____ No

Emergency Contact

Name: _____ -

Contact information: -

Relationship to minor:

Does the minor given consent to involve or inform emergency contact? (check one) ____ Yes ____ No

ANNEX 4: REFERRAL TRACKING SHEET

Mentee Name	Date	Service Referred	Location of Service	Notes	Mentor's Signature

ANNEX 5: VIOLENCE INCIDENT REPORTING AND REFERRAL FORM^{*2,3,10}

Confidential

If any mentee reports an incident of violence take the following steps:

- I. Use active listening skills. Remind participants of your role as a mandatory reporter.
- II. Deliver supportive messages. Say the following:
 - a. Thank you for sharing this with me. I'm sorry this happened to you.
 - b. Many people experience violence and abuse and even though they may be blamed for what happened, it is never their fault.
 - c. Everyone has the right to live free from violence.
 - d. I am here to support you and explain your options.
- III. Ask about safety and explore safety strategies.
- IV. Explore next steps.
- V. Provide information and make referrals to appropriate resources. Ask the mentee whether she would like to be referred to services. If she would like to be referred for services, connect her to the appropriate service (that is, medical, counseling, law enforcement).

FUNDEMENTAL PRINCIPLES OF VIOLENCE RESPONSE

- Do no harm.
- Promote the full protection of AGYW's human rights.
- Respect the AGYW's right to self-determination.
- Ensure privacy, confidentiality, and informed consent.

If she would not like to be referred for services say:

"Sometimes it's helpful to think about what support systems we have in place to help us when we have difficult times. I am also here to support you now and in the future. Is it okay if I follow-up with you tomorrow or some other time soon to see how you're doing? How can I get in touch with you?" Share your contact information and contact information of the mentoring program manager.

Immediately contact program manager. Complete incident form and deliver to:

[names and phone numbers of contact people at implementing organization]

REPORT DETAILS

Time:

Date:

REPORTER'S DETAILS

Name:

Contact information:

Relationship to minor:

MINOR'S DETAILS

Name: -

Age:

Contact: -

Notes on household structure:

Any disability:

Has the minor given consent to the completion of this form? (check one) ____ Yes ____ No

INCIDENT DETAILS

Time:

Date:

Place:

Physical and emotional state of minor (describe any bruises, cuts, lacerations, behavior, mood):

Witnesses' names and contact information (if applicable):

Brief description of incident(s):

ALLEGED PERPETRATOR'S DETAILS

Name: -

Address (if known):

Age:

Sex:

Have the police been contacted by the mentee or anyone else?

If yes, what happened?

If no, does the mentee want police assistance, and if not, why not?

SIGNATURES

[Name of mentee]

[Date]

[Name of mentor]

[Date]

** This form was adapted and reprinted from Medrano T., Tabben-Toussaint A. Manual 1: Child Protection Basics, FHI 360 Child Protection Toolkit. Research Triangle Park, NC: FHI 360; 2012. LINKAGES. Violence prevention and response training curriculum for health care workers and other direct service providers. 2017. FHI 360: Durham, NC. World Health Organization. (2014). Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. Geneva: World Health Organization.*

ANNEX 6: PROGRAM PROGRESS TRACKING FORM

MENTOR SESSION TRACKING SHEET												
Group Name _____			Name of Supervisor _____			District _____						
SESSION												
	Session code		Session code		Session code		Session code		Session code		Session code	
	Location		Location		Location		Location		Location		Location	
	Date		Date		Date		Date		Date		Date	
FIRST MENTOR												
First Mentor's Name	Status	Reason for Absence_1	Status	Reason for Absence_1	Status	Reason for Absence_1	Status	Reason for Absence_1	Status	Reason for Absence_1	Status	Reason for Absence_1
	Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>	
	Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>	
SECOND MENTOR												
Second Mentor's Name	Status	Reason for Absence_2	Status	Reason for Absence_2	Status	Reason for Absence_2	Status	Reason for Absence_2	Status	Reason for Absence_2	Status	Reason for Absence_2
	Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>		Present <input type="checkbox"/>	
	Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>	
INFORMATION ON THE SESSION												
Recommendations implemented			Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Comprehension of the participants	Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>		Good <input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/>	
Supervisor's recommendations												
Ease of leading the session	Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>		Easy <input type="checkbox"/> Average <input type="checkbox"/> Difficult <input type="checkbox"/>	
Mentee enjoyment of session	A lot <input type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		A lot <input type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		A lot <input type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		A lot <input type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		A lot <input type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>		A lot <input type="checkbox"/> Average <input type="checkbox"/> Little <input type="checkbox"/>	
Mentors' notes												
ATTENDANCE												
AGYW Name	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation
	Present __ Absent __			Present __ Absent __			Present __ Absent __			Present __ Absent __		
1.												
2.												

3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												

Session Codes

1-Introduction	8-Exploring Options for Earning Money	15-Our Journey to Good Money Management	22-Consent and Coercion
2-Communication	9-Girls' Money and the Risky Income Cycle	16-Menstrual Hygiene	23-Sexual and Reproductive Rights
3-Self-Esteem and Decision Making	10-Think about the Future—Money In and Money Out & Save Regularly	17-Pregnancy and Pregnancy Prevention	24-SRH Negotiation
4-Managing Stress, Anger, and Conflict	11-Savings Day	18-Learning about HIV	25-Love Troubles
5-Dream Big!	12-Budgeting and Dealing with Setbacks in Saving	19-Myths and Facts about HIV and STIs	26-Reflecting on What We Have Learned
6-Why Save, Make a Savings Plan, and Identify Needs and Wants	13-Your Own Money versus Someone Else's Money	20-Defining Gender	
7-Establishing a Savings Group	14-The Dos and Don'ts of Talking about Money and Resolving Conflicts about Money	21-Violence	

Note: Reasons and recommendations should be collected prior to conducting each subsequent session, ie: those formulated during Session 1 should be completed prior to conducting Session 2.

ANNEX 7: EXAMPLE PROGRAM PROGRESS TRACKING FORM

MENTOR SESSION TRACKING SHEET												
Group Name <u>Young Women Empowerment Group</u>			Name of Supervisor <u>Barbara</u>				District <u>Laroo</u>					
SESSION												
	First session code <u>1</u>		Second session code <u>2</u>		Third session code <u>3</u>		Fourth session code <u>4</u>					
	Location: <u>community center, Laroo</u>		Location: <u>community center, Laroo</u>		Location: <u>community center, Laroo</u>		Location: <u>community center, Laroo</u>					
	Date <u>25.07.18</u>		Date <u>01.08.18</u>		Date <u>08.08.18</u>		Date <u>15.08.18</u>					
FIRST MENTOR												
First Mentor's Name <u>Lois</u>	Status	Reason for Absence_1	Status	Reason for Absence_1	Status	Reason for Absence_1	Status	Reason for Absence_1				
	Present <input checked="" type="checkbox"/>		Present <input checked="" type="checkbox"/>		Present <input type="checkbox"/>	<u>Son was sick</u>	Present <input checked="" type="checkbox"/>					
	Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input checked="" type="checkbox"/>		Absent <input type="checkbox"/>					
SECOND MENTOR												
Second Mentor's Name <u>Alice</u>	Status	Reason for Absence_2	Status	Reason for Absence_2	Status	Reason for Absence_2	Status	Reason for Absence_2				
	Present <input checked="" type="checkbox"/>		Present <input checked="" type="checkbox"/>		Present <input checked="" type="checkbox"/>		Present <input checked="" type="checkbox"/>					
	Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>		Absent <input type="checkbox"/>					
INFORMATION ON THE SESSION												
Recommendations implemented			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>				
Comprehension of the participants	Good <input checked="" type="checkbox"/>	Bad <input type="checkbox"/>	Good <input type="checkbox"/>	Bad <input type="checkbox"/>	Good <input checked="" type="checkbox"/>	Bad <input type="checkbox"/>	Good <input checked="" type="checkbox"/>	Bad <input type="checkbox"/>				
Supervisor's recommendations	<u>Prepare day before session</u>		<u>Implement sisterhood circles</u>		<u>Encourage more group discussion</u>		<u>Explain journal prompt</u>					
Ease of leading the session	Easy <input checked="" type="checkbox"/>	Average <input type="checkbox"/>	Easy <input type="checkbox"/>	Average <input checked="" type="checkbox"/>	Easy <input checked="" type="checkbox"/>	Average <input type="checkbox"/>	Easy <input checked="" type="checkbox"/>	Average <input type="checkbox"/>				
Mentee enjoyment of session	A lot <input type="checkbox"/>	Average <input checked="" type="checkbox"/>	A lot <input type="checkbox"/>	Average <input checked="" type="checkbox"/>	A lot <input checked="" type="checkbox"/>	Average <input type="checkbox"/>	A lot <input checked="" type="checkbox"/>	Average <input type="checkbox"/>				
Mentors' notes												
ATTENDANCE												
AGYW Name	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation	Status	Reason for Absence	Recommendation
	Present <input type="checkbox"/>			Present <input type="checkbox"/>			Present <input type="checkbox"/>			Present <input type="checkbox"/>		
	Absent <input type="checkbox"/>			Absent <input type="checkbox"/>			Absent <input type="checkbox"/>			Absent <input type="checkbox"/>		

										Absent __		
1. Jocelyn	X			X			X			X		
2. Lilly	X			X			X			X		
3. Irene	X			X			X			X		
4. Brenda	X			X			X			X		
5. Judith	X			X			X			X		
6. Rebecca	X				Sick	Follow-up, refer to clinic if needed	X			X		
7. Stella	X			X			X			X		
8. Grace	X			X			X			X		
9. Jennifer	X			X			X			X		
10. Sarah	X			X			X			X		
11. Nancy	X			X			X			X		
12. Sunday	X			X			X			X		
13. Beatrice	X				Chores	Explore time management strategies	X			X	Chores	Continue to explore time management strategies, Consider conversation with care taker
14. Miriam	X				Tired	Discuss, understand barriers to sleep, explore time and stress management strategies	X			X		
15. Patience	X			X			X			X		
16. Jackie	X			X			X			X		
17. Mary	X			X			X			X		
18. Joyce	X			X			X			X		

19. Margaret	X			X			X			X	Sick	Follow-up, refer to clinic if needed
20. Vicky	X			X			X			X		
21. Lucy	X			X			X			X		
22. Eunice	X			X			X			X		
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												

Session Codes

1-Introduction	8-Exploring Options for Earning Money	15-Our Journey to Good Money Management	22-Consent and Coercion
2-Communication	9-Girls' Money and the Risky Income Cycle	16-Menstrual Hygiene	23-Sexual and Reproductive Rights
3-Self-Esteem and Decision Making	10-Think about the Future—Money In and Money Out & Save Regularly	17-Pregnancy and Pregnancy Prevention	24-SRH Negotiation
4-Managing Stress, Anger, and Conflict	11-Savings Day	18-Learning about HIV	25-Love Troubles
5-Dream Big!	12-Budgeting and Dealing with Setbacks in Saving	19-Myths and Facts about HIV and STIs	26-Reflecting on What We Have Learned
6-Why Save, Make a Savings Plan, and Identify Needs and Wants	13-Your Own Money versus Someone Else's Money	20-Defining Gender	
7-Establishing a Savings Group	14-The Dos and Don'ts of Talking about Money and Resolving Conflicts about Money	21-Violence	

Note: Reasons and recommendations should be collected prior to conducting each subsequent session, ie: those formulated during Session 1 should be completed prior to conducting Session 2.

ANNEX 8: SUPPORTIVE SUPERVISION VISIT CHECKLIST

Group Name:		
Group Location:		
Mentor Names:		
Item	Enter "0" if no or "1" if yes	Notes
All mentors present		
Attendance list complete		
Program tracking documents complete		
Mentors met to prepare before session		
Session materials prepped		
Sisterhood circles implemented		
All sub-sessions covered		
Mentors demonstrate familiarity/confidence with topics		
Mentors utilize good listening skills		
Savings group records up to date		
Total score:		

Additional Concerns:

Concern:	Perceived Cause:

Ensure that time is reserved after the observation to debrief the mentors and to assist them in preparing for the following session.

Other notes and recommendations:

SOURCES

1. Adapted from FHI 360. Evidence-Based Guidelines for Youth Peer Education 2014 Version: Updated with gender content. 2014. FHI 360: Durham, NC.
2. Adapted and reprinted from Medrano, T., Tabben-Toussaint, A. Manual Child Protection Basics, FHI 360 Child Protection Toolkit. 2012. FHI 360: Durham, NC. Retrieved from: <https://www.fhi360.org/resource/child-protection-toolkit>
3. World Health Organization. Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. 2014. World Health Organization: Geneva, Switzerland.
4. Khan, Alia. Gender-based Violence and HIV: A Program Guide for Integrating Gender-based Violence Prevention and Response in PEPFAR Programs. 2011. USAID's AIDS Support and Technical Assistance Resources, AIDSTAR-One, Task Order 1: Arlington, VA.
5. United Nations Educational Scientific and Cultural Organization (UNESCO), and UNWomen. Global Guidance on Addressing School-related Gender-based Violence. 2016. UNESCO: Paris, France.
6. United Nations Population Fund (UNFPA). Minimum Standards for Prevention and Response to Gender-Based Violence in Emergencies. 2016. UNFPA: New York, New York.
7. Adapted and reprinted from FHI 360. Positive Connections: Leading Information and Support Groups for Adolescents Living with HIV. 2013. FHI 360: Durham, NC.
8. Adapted and reprinted from Crigler, L., Gergen, J., and Perry, H. Supervision of Community Health Workers. 2013.
9. Adapted and reprinted from USAID. Girls' Mentoring Resource Guide. 2008. USAID: Washington, DC.
10. Adapted and reprinted from LINKAGES. Violence prevention and response training curriculum for health care workers and other direct service providers. 2017. FHI 360: Durham, NC.