
GREAT Activity Cards

Activity cards very young adolescents

(10 –14 years old)



The Republic of Uganda



This activity card set includes:

Dish washing relay race

How we are changing discussion

Drawing maps of our bodies

Staying safe game

Staying in school drama and song

When laughing is not funny drama

Male and female roles game

When I grow up interviews

How alcohol feels game

Solving problems discussion

Ask the health worker game

Menstruation at school story

Dear auntie and uncle discussion

Sharing chores game

Activity cards: instructions for use

What are activity cards?

Each activity card has step-by-step instructions for a fun activity that a group of adolescents can do together to start discussions about equality, health, and safety. There are many different types of activities on the cards including games; discussions; debates; community interviews; and music, drama, and dance.

Who can use the activity cards?

Any small group of adolescents can use the cards. There are three different sets of cards:

- 1 set of cards for very young adolescents (10-14)
- 1 set of cards for older adolescents (15-19)
- 1 set of cards for newly married and/or parenting adolescents

All the cards can be used by groups with all males, groups with all females, or groups with both males and females. Some cards suggest separating the group into a group of males and a group of females. If there are just males or just females in the group then simply create two teams and proceed with the activity.

Who can lead the activities on the cards?

When your group is interested in using one of the cards, you will have to select someone from the group to lead the card. This person doesn't have to be trained, but should be able to read what is on the card and be comfortable leading a group activity. This toolkit comes with suggestions for leading groups to help anyone leading the activity prepare to lead it well.

When can we use the cards?

You can use these cards anytime you want something fun to do with your group! You can do the activity on the cards during your group's regular meetings or during special activities.

How do we use the cards?

1. **Select any card:** The cards can be used in any order so you can pick a card based on your group's interest or the kind of activity you would like to do.
2. **Review the card:** The person selected to lead the activity should review the card before starting the activity. At the top of every card, you will find the card title, the topic that the card will cover (health, equality, safety or "be great"), and the estimated amount of time that the activity will take.
3. **Read the introduction:** Each card has an introduction that the activity leader should read out loud to the group before the activity begins.
4. **Follow the steps written on the card:** Some steps say "read this out loud to the group" which means the activity leader should read what is written for that step so that the whole group can hear the instruction. Other instructions will simply ask the leader to do something such as "draw a line on the ground with a stick," which the leader does not have to read loudly, but rather just go ahead and do it.
5. **Have a group discussion:** Once the group has completed the activity, there is a list of discussion questions that the leader will ask the group to encourage discussion about the activity.
6. **Read the closing statement:** After the discussion, the activity leader should read out loud the closing statement on the card.
7. **Ask the participants to make a commitment:** At the very end, the activity leader will read the commitment section on the card. The commitment asks that each participant say one thing that is related to the activity, and which they will commit to doing in the future.

Suggestions for leading groups

Whether you have led group activities before or this is your very first time, it is a good idea to read through these suggestions before you lead an activity.

- Let participants do most of the talking.
- Be patient – when you ask a question from the card, give the participants a few minutes to think about their response and let them respond.
- Encourage participation – when you ask a question, encourage many of the participants to answer instead of just one or two participants. Be sure to ask both young men and young women to respond.
- Make eye contact and smile!
- Use simple language – if there are words on the card that participants do not understand, try to explain them your own way so that they will.
- Speak clearly and loudly.
- Keep the conversation focused on the questions on the activity card.
- Respect and appreciate participants – there are no right or wrong answers to the questions on the cards. The cards are meant to start discussions so encourage participants and do not judge them.
- Don't take sides in discussion among participants; just encourage participants to discuss their different viewpoints with one another.
- Be excited and HAVE FUN!



Dish washing relay race

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today, we will play a game to learn about sharing chores between boys and girls.*
- 2 Ask the group to go out and find dishes, plates, cups, utensils, rags for washing and two buckets from homes and shops nearby, or from the staff room. Small jerry cans or big saucepans will also work if you cannot find buckets. Promise to return them after the game!
- 3 If the dishes are clean, ask participants to rub them in the dirt.
- 4 Ask the group to fill the buckets, jerry cans or saucepans with water.
- 5 Separate the group into two teams with the same number of people on each team. The teams should have both boys and girls.
- 6 Ask each team to stand in a straight line behind a bucket.
- 7 Give each participant one dish, cup or utensil to hold. Participants can hold more than one if there are extra, but make sure that each team has the same number of dishes/utensils.
- 8 Read these instructions out loud: *This is a relay race and the goal is to see which team can wash all of their dishes first. When I say "GO!", the first person in line on each team will step forward and wash his or her dish or utensil. Only one person from each team is allowed to wash at a time. As soon as the first person is done washing, the next person in line steps forward to wash. After you wash, set aside your dish/utensil to dry. The game continues like this until every member of the team has washed. The first team to finish wins!*
- 9 Read the instructions in Step 8 again to make sure that everybody understands.
- 10 When everybody is ready, count to three and yell "Go!" The teams should start washing.
- 11 Once there is a winner, play the game again.



12 Discussion. After you finish, ask the group to form a circle and ask these questions. Allow participants time to discuss their responses



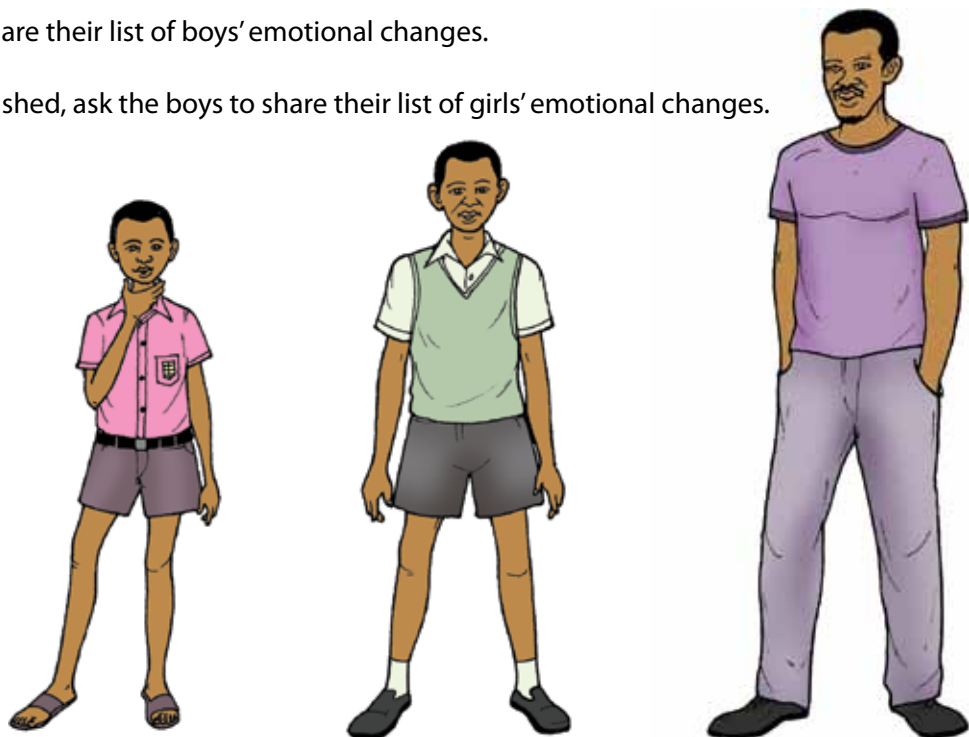
- Did you enjoy the game? What did you enjoy?
- Who normally washes the dishes in your home?
- Would the boys in your house be allowed to help the girls with dishes and other chores?
- Why do you think it would be important for boys and girls to share chores at home?
- What are some other chores that boys might help girls do?

13 Closing. Read this out loud: *When men and women, boys and girls, share chores, it makes their families and their communities stronger. When a boy helps his sister, she has time to do other things such as homework, which helps her stay in school. It also shows his family and neighbors what a respectable boy he is. Sometimes, when fathers or brothers help women with chores, such as fetching water, they also keep women safe.*

14 Commitment. Read this out loud: *Go around the circle and make a commitment. If you are a boy, tell us one chore that you can help your sisters or mother with. If you are a girl, tell us one thing that you will be able to do more of if you are receiving help with your chores, like study for school. Try to think of a different answer since I just gave you that hint.*

How we are changing discussion

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about the changes that we experience in our bodies and in our emotions as we grow up.*
- 2 Split participants into two groups with one group of boys and one of girls, if possible.
- 3 Read these instructions out loud: *In your groups, talk about the changes that take place in the group of the opposite sex. Girls talk about the changes they see boys going through and boys talk about the changes they see girls going through. Now, I want you to talk about changes in the body. Remember, don't talk about certain people you know. Just talk generally about the opposite sex.*
- 4 Give the groups 10 minutes to discuss with one another.
- 5 After 10 minutes, call the groups back together to the circle.
- 6 Ask the boys to share their list of girls' body changes.
- 7 Once they are finished, ask the girls to share their list of boys' body changes.
- 8 Read these instructions out loud: *Now I want you to talk about the emotional changes that take place in members of the opposite sex. Emotions are feelings, like being happy or sad.*
- 9 Give the groups 10 minutes to discuss with one another.
- 10 After 10 minutes, ask the groups to form a circle again.
- 11 Ask the girls to share their list of boys' emotional changes.
- 12 Once they are finished, ask the boys to share their list of girls' emotional changes.



13 Discussion. Ask these questions. Make sure everyone is participating and give the group time to think about and discuss their answers before moving onto the next question



- Is there anything that the other team left out or got wrong? What can you add?
- What new things did you learn today about the changes that boys and girls go through?
- Sometimes, young people tease one another about the changes that are taking place in their bodies. What do you think about this?
- If you have questions about the different changes going on in your body or with your emotions, who would be a good person to talk to?

14 Closing. Read this out loud: *During this time in your life, you and your age mates will go through many changes in your bodies and in your emotions. These are things like growing taller and sometimes feeling sad, even if there is nothing to feel sad about. This is natural, normal and part of growing up. However, it does not mean that you are an adult and does not mean that you are ready to have sex. Teasing others about the changes they are going through can be hurtful. Everybody goes through these changes, so it is important to talk about them together and support each other.*

15 Commitment. Read this out loud: *Go around the circle and name a peer or a younger sibling that you are going to talk to and offer advice about the changes that young people go through, in both their bodies and their emotions.*



Drawing maps of our bodies

Note to facilitator: Paper and markers or pens are required for this activity.
A completed body map can be found in the fact cards in the GREAT bag of tools.

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to learn about our bodies and the changes that we go through as we grow up.*
- Split participants into four groups with two groups of boys and two of girls, if possible.
- Give each group a piece of paper and some markers or pens.
- Read these instructions out loud: *First, draw the outline of a person's body on your piece of paper. Then use pictures and symbols to show the places on the body that will change as you grow older. The boys should draw changes that will happen to boys and girls should draw changes that will happen to girls.*
- Give the groups 15 minutes to draw their bodies.
- After 15 minutes, ask the groups to come back to the circle with their drawings.
- Ask the boys to show their drawing and explain the body changes that they drew.
- Ask the girls to show their drawing and explain the body changes that they drew.
- Once they finish, show the groups the answer card with the male body on the front and the female body on the back. This is found in the Fact Cards in the GREAT bag of tools.

10 Discussion. Ask the group these questions and allow them time to discuss their responses. Call on both boys and girls to answer the questions.



- What was the same and what was different between your drawings and the answer card for the Body Map?
- Do you think that girls and boys bodies are more similar or more different?
- Please describe some things that you learned for the first time today.
- If a friend was very worried about the changes going on in his or her body, what would you advise him or her to do?
- If you want to learn more about your bodies, where can you go for information?

11 Closing. Read this out loud: *Knowing about your body and the changes that your body will go through is an important part of growing up. These changes do not mean that you are an adult. They do not mean that you have to start working or that you should start having sex. These changes are just the beginning of the long road to adulthood.*

12 Commitment. Read this out loud: *Go around the circle and name one adult, such as an auntie, uncle or school nurse, that you can talk to about the changes that your body is going through.*

Staying safe game

Note to facilitator: For this game you will need strips of paper or cloth

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to play a game that teaches us about staying safe in our community.*
- Hand everybody one strip of paper or cloth and have them tuck it into the back of their trousers or hold it in their hand by one end.
- Draw a very large circle on the ground to mark the space that the game will be played in.
- Choose one boy to be the lion and one girl to be the lioness.
- Read these instructions out loud: *You are all goats and this is a lion and lioness (point to the lions). The lion and lioness are trying to catch your tails (the cloth). Your goal is to keep your tail and not let them catch it. The lion can only chase the tails of the boys and the lioness can only chase the tails of the girls. When I say "Go" you can run anywhere within this circle. If your tail is caught, you are out. The winner is the last goat in the game.*
- Read the instructions in Step 5 again to make sure everyone understands the rules.
- Yell "Go!" and begin the game.
- Once they have finished, choose a new lion and lioness and play the game again.



9 Discussion. After the games, ask the participants to form a circle and ask these questions. Give them time to discuss their responses.



- Goats often avoid a lion's den because they know it is unsafe for them. Sometimes, girls can be unsafe in the village. Where are the places in your village that are unsafe for girls to go, just like the lion's den is unsafe for goats?
- Goats also travel in packs because it is safer than traveling alone. Where in your village would it be safer for girls if they were together in a group instead of alone?
- If a girl is asked to fetch water at night or go to a teacher's home alone, what can she do to stay safe?
- What can boys and men do to help girls stay safe in the village?

10 Closing. Read this out loud: *Just like it's unsafe for a goat to go to a lion's den, there are places in your community that can be unsafe for girls to go alone. For instance, it may not be safe for a girl to fetch water alone from the borehole at night or to go to a male teacher's house by herself. It is important to know when it is safe to be alone outside and where it is safe to go. It is very honorable and respected for boys and men to walk with girls at night in order to keep them safe.*

11 Commitment. Read this out loud: *Go around the circle and name one adult, such as an auntie or uncle, that you can talk to if you or a friend has been made to feel unsafe or harmed.*

Staying in school drama and song

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how boys and girls can help one another stay in school.*
- Read this out loud: *First, I would like you to think about the age mates in your village that do not attend school. What are some reasons that they are not able to go to school?*
Give the participants time to think and discuss. Make sure that many participants have a chance to speak.
- Read this out loud: *Some reasons that boys and girls do not stay in school include, having to do chores that keep them from completing homework; having to go to work with a parent; having to take care of siblings or younger children in the home; not able to afford school fees; and for girls, not having sanitary pads while menstruating.*
- Separate the group into two teams. The teams can have both boys and girls on them. Call the first team, Team 1 and the second team, Team 2.
- Read these instructions out loud: *Team 1's goal is to make up a drama about a girl that is unable to stay in school for some of the reasons we discussed, and ways that her family and age mates help her get back into school. Team 2's goal is to make up a song and dance about why it is important for boys and girls to stay in school.*
- Read the instructions in Step 5 again to make sure everybody understands.
- Give the teams 15 minutes to discuss and make up their dramas and songs.
- After 15 minutes, call the teams back together in the circle. If there are people close by, invite them to come and watch the groups perform.
- Ask Team 1 to perform their drama for the rest of the group.
- Ask Team 2 to perform their song and dance for the rest of the group.



11 Discussion. Form a circle and ask these questions. Allow participants time to think about and respond to each question. Call on both boys and girls to participate.



- Do you feel that the things we acted, talked and sang about today happen here in your village?
- Why might it be important for both boys and girls to stay in school?
- Would it be acceptable in your community for boys to do some of the things you discussed today in order to help girls stay in school? Explain your answer.
- Many families believe that if there is little money in the family, only the male children should go to school. What do you think about this?
- How would you advise a friend that wants to help his sister stay in school?

12 Closing. Read this out loud: *GREAT communities are those that work to keep their boys AND their girls in school. When girls stay in school, they grow up to have more job options and raise healthier and more successful families. It is important that girls have time to do their homework everyday. Boys can be GREAT by helping their sisters with household chores so that their sisters can do their homework. Boys and girls can also be GREAT by talking to adults about the importance of staying in school.*

13 Commitment. Read this out loud: *Go around the circle and say one thing that you can do to help girls in your family stay in school.*

When laughing is not funny drama

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *We all know what it is to laugh. Laughing feels great and usually we laugh because we are happy or something is funny. Sometimes though, boys and girls laugh when they are teasing each other about body changes. This can be hurtful. Today we will talk about when laughing is funny and when laughing is hurtful.*
- 2 Separate participants into Team 1 and Team 2. Boys and girls can be on the same teams.
- 3 Read these instructions out loud: *Team 1, your goal is to make up a drama that shows people laughing because something is funny. Act out that funny situation and try to make the rest of us laugh too! Team 2, your goal is to make up a drama that shows how laughing can be hurtful. Act out a situation in which boys and girls tease a peer about body changes.*
- 4 Give the groups 15 minutes to discuss and practice their dramas.
- 5 After 15 minutes, ask participants to form a circle. If there are students, teachers or members of the community close by, invite them to watch the performances.
- 6 Ask Team 1 to perform their drama for the rest of the group.
- 7 Once they have finished, ask Team 2 to perform their drama for the rest of the group.




8

Discussion. In the circle, ask these questions. Make sure that boys and girls respond to the questions and that everyone has time to think about the answers.




- What did you learn today about the difference between laughing when people are teasing someone and laughing when people are enjoying themselves?
- In your home and school, do boys and girls sometimes tease each other because of the changes their bodies are going through?
- How does it feel to be laughed at and teased for the changes that your body is going through?

9

Closing. Read this out loud: *Going through changes during this time in your life is completely normal. Everybody does it, but it happens at different times for different people. Laughing at others, especially about things related to body changes, can be very hurtful. Supporting one another and celebrating these changes is great.*

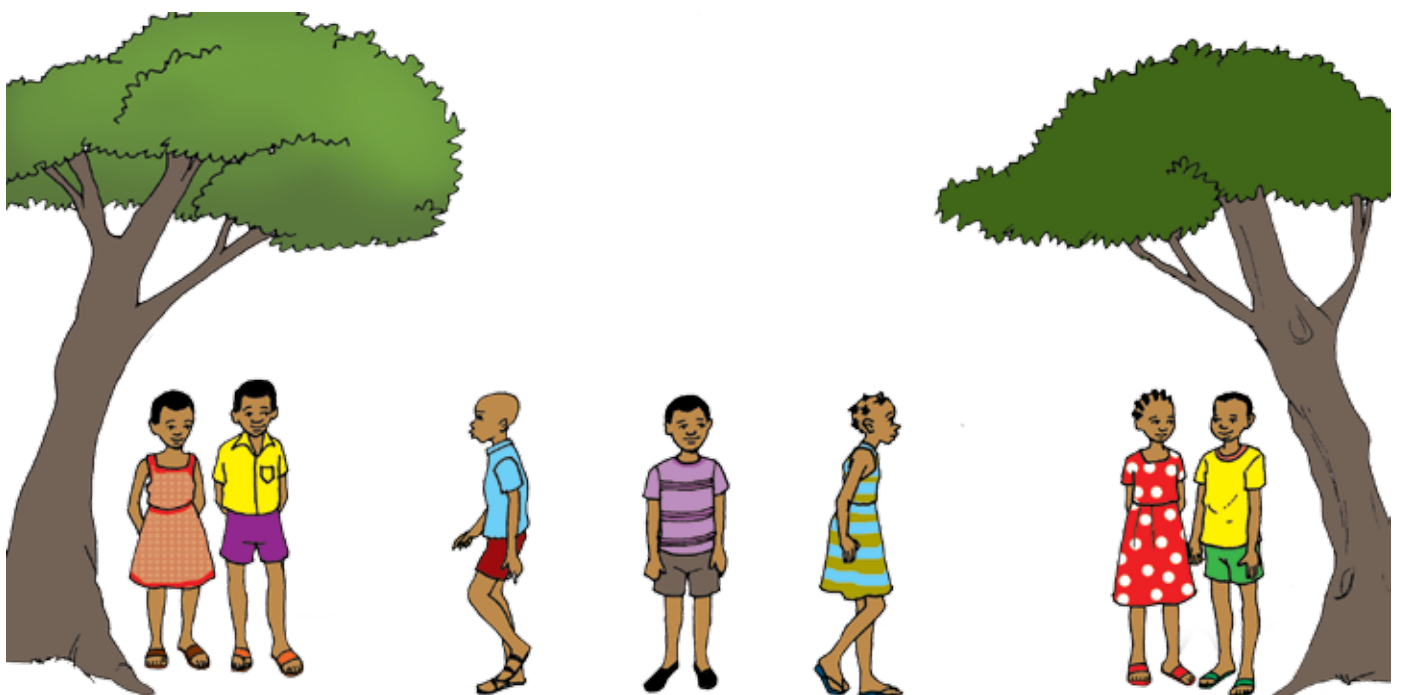
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Commitment. Read this out loud: *Go around the circle and name one thing that you are going to do in the future to stop your age mates from teasing others because of their body changes.*



Male and female roles game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about what it means to be a man or a woman.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "MEN" and the other is called "WOMEN". Select a spot in the middle of the two locations and call this "BOTH MEN AND WOMEN".
- Read these instructions out loud: *I am going to say a word. I want you to run to the location where you think that word belongs. For example, if I say the word "mother," you run to the "WOMEN" location because only women can be mothers. If I say the word "tall" and you think both men and women can be tall, you run to the space for "BOTH MEN AND WOMEN."*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first word from the list below.
- Once everyone runs to a location, ask at least two participants from each side to tell you why they chose that location. Encourage the others to share and debate as well.
- When they finish discussing, read the next word from the list. Once they run, ask them to tell you why they chose that location and to debate with one another if they chose different locations.
- Repeat these steps for the remaining words on the list.



Word list

| | | |
|-------------------------|------------------------|----------------|
| Strong | Violent | Decision-maker |
| A good communicator | Teacher | Loving |
| In charge of the family | Cooking | Doctor |
| Unfaithful | Police officer | Lawyer |
| Financially successful | Takes care of children | Nurse |

9 Discussion. Once you are finished, ask participants to form a circle and ask these questions. Give them time to respond before moving onto the next question.



- Which of these words were difficult to decide whether they are for men, women or both?
- Many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be good communicators. How do you feel about these beliefs?
- Can an ideal man be caring and kind? Can an ideal woman be strong and make decisions for the family? Explain your answer.
- If your younger sister or cousin told you she wants to be a police officer, what would you say to her?

10 Closing. Read this out loud: *Sometimes, people in our community expect us to do things or be a certain way just because we are male or female. But, you would be surprised by how much both men and women can do the same things. For instance, both men and women can be strong, brave, funny, violent, powerful, and caring. Men and women can be police officers, carpenters, cooks and sellers in the market.*

11 Commitment. Read this out loud: *Go around the circle and tell us one thing that you would like to try, either now or when you are older, that members of your sex do not typically do. For instance, as a man, you may want to try cooking. As a woman, you may want to try herding goats. Since I have already given you those hints, think of something different to say.*

When I grow up interviews

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk to each other about what we want our lives to be like when we grow up.*
- Separate the group into pairs. Females should be paired with females, and males with males.
- Read these instructions out loud: *Imagine that you are radio reporters and that you are interviewing your partners. I will read a question out loud. In your pairs, take turns asking each other this question and then answering it. I will read five questions and give you a few minutes between each question to talk with one another.*
- Read the instructions in Step 3 again to make sure everybody understands.
- Read the questions in the box slowly. After each question, give the group about two minutes to talk to one another before you read the next question.

- Question 1:** What type of work do you want to do when you grow up?
- Question 2:** What do you hope your future husband or wife will be like?
- Question 3:** What type of community do you want to live in when you grow up?
- Question 4:** What are the goals that you want to achieve as you grow older?
- Question 5:** How do you hope to be as a mother or father?



6 Discussion. Once the pairs have answered all the questions, ask the group to form a circle once again. Ask these questions and encourage the group to share their responses with one another.



- How did it feel to share your goals for the future with your peers?
- Do you often talk to your friends about what you want your life to be like?
- Which adults do you know that you can talk to about your goals for the future?
- What are the things that you can do to make sure that you stay on the path to achieve your goals?
- What can you do to help other young people in the community achieve their goals as well?

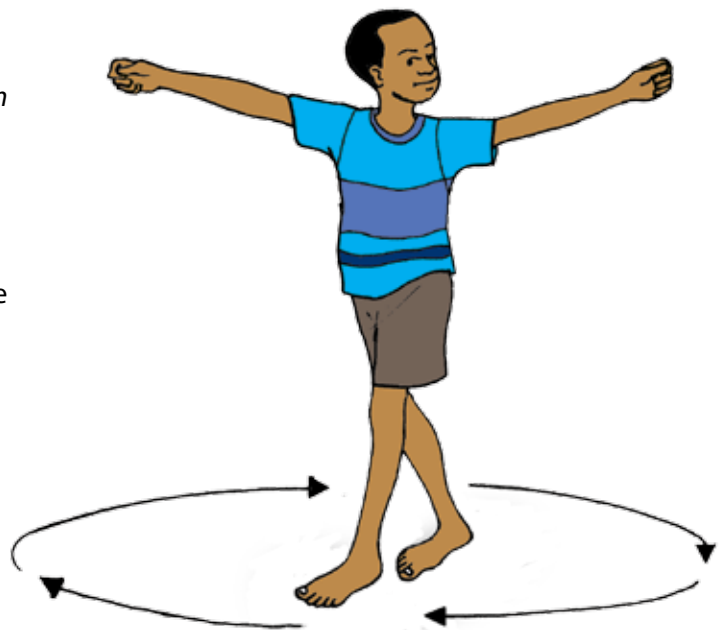
7 Closing. Read this out loud: *It is important to have goals in life and to think about what you want your life to look like in the future. It is also important to share your goals with your peers and adults so that they can support you as you grow older. Talking about your goals will help you achieve them.*

8 Commitment. Read this out loud: *Go around the circle and name one thing that you can do this year to help achieve your goals one day.*

How alcohol feels game

Note to facilitator: Give participants that may be feeling dizzy or out of breath a few minutes to feel better.

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to play a game that teaches us about what happens when people drink too much alcohol*
- 2** Select two locations (for example, two trees) that are about 20 metres apart.
- 3** Separate the group into two teams, calling them Team 1 and Team 2.
- 4** Tell Team 1 to stand at one location and Team 2 to stand at the other, facing each other.
- 5** Read these instructions out loud: *This is a competition and your goal is for everyone on your team to reach the opposite tree (or whatever the location is) before everyone on the other team does. When I yell "Go!", run as fast as you can to the other side and touch the tree.*
- 6** Yell "Go!"
- 7** Once they have reached the other side, declare which team won.
- 8** Read these instructions out loud: *Now I am going to make the competition harder. This time, when I yell "Go!", you have to spin around in place two times, and then run to the other side.*
- 9** Yell "Go!"
- 10** Once they have reached the other side, declare which team won.
- 11** Read these instructions out loud: *This time, spin around three times and then run.*
- 12** Yell "Go!"
- 13** Once they have reached the other side, declare which team won.



14 Discussion.

Ask the group to form a circle and ask these questions.



- What did it feel like to run before you spun around and then after spinning around?
- What have you seen people do in your community who have been drinking alcohol? Do they sometimes look like they have been spinning?
- How do you think this activity relates to drinking alcohol?
- Many young people drink alcohol because their friends pressure them to, even if they do not want to. Why do you think this is?

15 Closing.

Read this out loud: *Drinking a lot of alcohol can lead to many problems such as poor performance in school and sports and making bad decisions. Alcohol can make you feel very sick, and do things that are hurtful toward yourself or others. When you drink too much alcohol, it can be harder to achieve your goals.*

16 Commitment.

Read this out loud: *Go around the circle and tell us one activity that you can do to have fun and spend time with friends instead of drinking alcohol. Complete this sentence, "Instead of drinking alcohol, I am going to..." For instance, you might say, "Instead of drinking alcohol, I am going to play football!" Since I've given you that example, think of another activity.*

* Adolescents with epilepsy, sickness or another physical challenge should not play the game but should take part in the discussion.

Solving problems discussion

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Often, when there is a problem at home, people use violence such as hitting or saying hurtful things. Today we are going to talk about ways to solve problems with our family without using hurtful words and hitting.*
- 2 Split participants into two groups, one of boys and one of girls, if possible.
- 3 Read these instructions out loud: *I am going to tell you a short story about a boy or girl your age. In your groups, I want you to talk about how you would advise this boy or girl to respond to the problems taking place at home, without using hurtful words and violence, like hitting. I will then ask you to share this advice with the rest of us before moving onto the next story.*
- 4 Read the instructions in Step 3 again to make sure everybody understands.
- 5 Read the first story from the box below. Give the groups 10 minutes to discuss.
- 6 After 10 minutes, ask the groups to share what advice they have for Ogowang.
- 7 When they finish sharing, do the same thing for the stories about Akello and Opio.



Story #1: Ogwang's father comes home from work with a new bicycle. Immediately, Ogwang and his siblings start to fight over who gets to ride the bicycle. How would you advise Ogwang to respond?

Story #2: Akello is 13 and wants to spend time with her friends. Her little sister, who is 7, follows Akello and her friends everywhere and won't leave them alone. This makes Akello very angry because she just wants her sister to go away. How should Akello respond?

Story #3: Opio is the oldest sibling and in charge of the home. He works long hours and comes home tired every day. He gets very upset when his younger siblings misbehave and do not do their chores. Today, he comes home to find none of the chores done and all of the younger siblings fighting with one another. How should Opio respond?

8 Discussion.

Ask the group to form a circle and ask these questions.



- In your family, do brothers and sisters often use violence when there is a problem?
- Do you feel that the way that you advised these young people to respond would also work for you and your age mates?
- Why do you think it may be important to find ways to solve problems that are not hurtful or violent?
- Who can you talk to if there is a lot of violence in your home?

9 Closing.

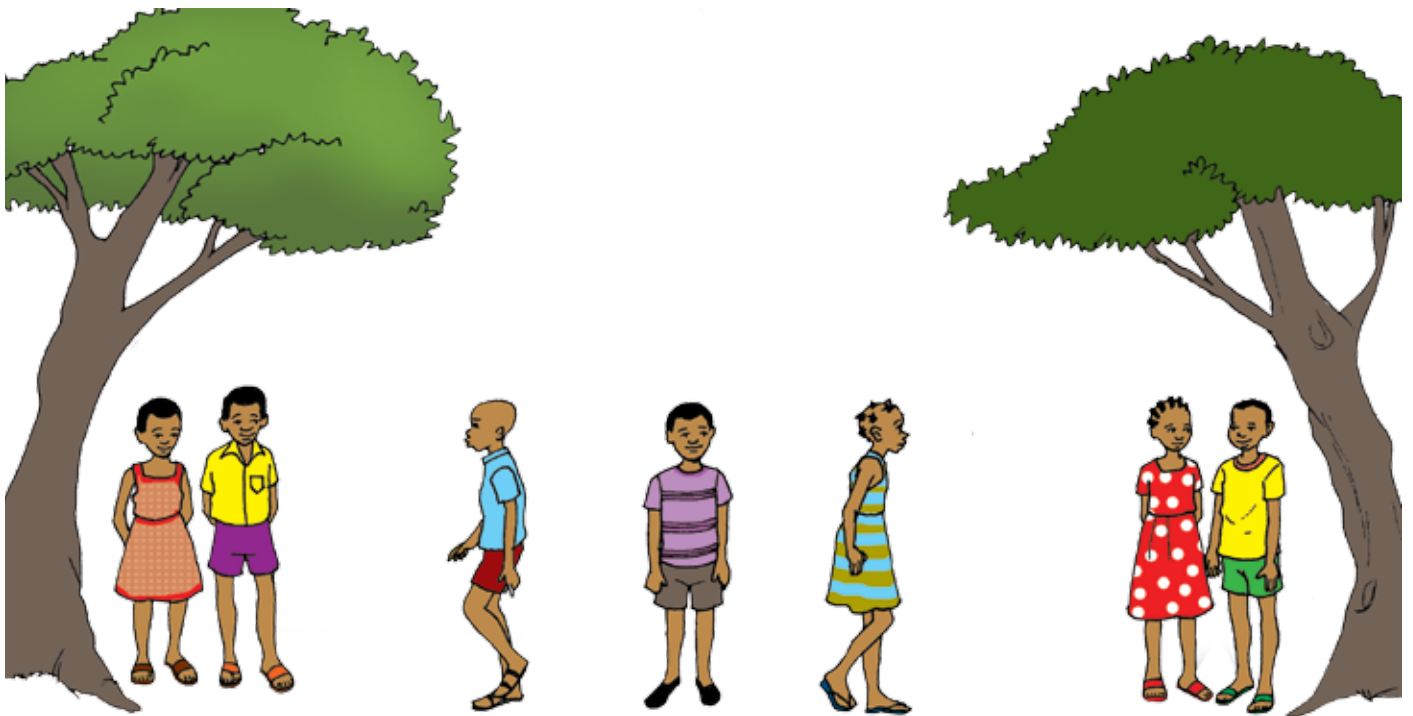
Read this out loud: *Using hurtful words or violence when there are problems in the family can be very harmful and often does not solve the problems. Solving problems takes a lot of talking. When you are able to talk to your family members about what is bothering you, you are able to come up with solutions so those things do not happen again. This will help your family stay strong and healthy.*

10 Commitment.

Read this out loud: *Go around the circle and name one person that you will practice talking with so that you do not use violence and hurtful words when there is fighting in your family.*

Ask the health worker game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about health and the changes our bodies are going through.*
- Select two locations (for example, two trees), about 10 metres apart. Say that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a spot in between.
- Read these instructions out loud: *I am going to read a statement. If you think the statement is true, run to the TRUE spot. If you think it is false, run to the FALSE spot. If you do not know, stay here in the middle. Then I will read what the health worker says the answer is.*
- Read the first *statement* from the box below. Give the group time to run to a spot.
- Once they have all run, read the *answer* below the statement.
- Repeat the process for the rest of the statements.



Statement: When a girl starts her monthly bleeding, it is time for her to get married and have babies.

Answer: *The health worker says this is false. When a girl starts her monthly bleeding, it means her body is able to get pregnant, but she is not ready in her mind or her body to start having children.*

Statement: Young people experience body changes at different times and different rates.

Answer: *The health worker says this is true. It is normal for some boys and girls to go through body changes when they are younger and others to go through those changes when they are older.*

Statement: You are not a real man until you have had sex.

Answer: *The health worker says this is false. Many men wait to have sex until they are much older.*

Statement: Most boys get erections at different times while they are growing up.

Answer: *The health worker says this is true. Getting erections and having wet dreams is normal.*

Statement: Girls whose breasts are big start having sex at an early age.

Answer: *The health worker says this is false. Breasts grow at different times and are different sizes. Deciding when to start having sex is about having a trustworthy partner, knowing how to use a condom and other contraceptive methods to protect yourself from HIV and pregnancy, and having good communication with your partner.*

7 Discussion. Ask the group to form a circle and ask these questions.



- What new things did you learn from this game?
- What new things would you like to share with other boys and girls in your village?
- What kinds of questions do you have about your bodies and about sex?
- Are there health workers and other adults that you can ask these questions to?

8 Closing. Read this out loud: *Health workers and other adults have a lot of information about the changes that your body is going through, contraception, and HIV/STIs. It is important to ask these questions now so that you are prepared for these changes as you experience them.*

9 Commitment. Read this out loud: *Go around the circle and tell us about a health worker or other adult that you know of that you can go to with questions about sexual health and relationships.*

Menstruation at school story

1 Introduction. Ask the group to form a circle and read this out loud: *Today we are going to talk about helping girls stay in school while they are menstruating. This is a topic that is important for boys and for girls.*

2 Read this story to the group:

Esther always felt like a normal girl. When she turned 11, however, she started to grow small breasts and hair popped up on her private parts and under her arms. One day, she found blood inside her knickers. She sat in the classroom all day, worried about the blood. When she stood up, one of the boys saw the blood, which had leaked through to the outside of her clothes, and he told the entire class. They all laughed and pointed at her. Esther ran home from school crying and vowed that she would never go back. When she arrived home, she told her auntie Eunice what happened. Eunice smiled and then sat her down to explain everything. Eunice told Esther that everything that was happening with her body is normal. What she is experiencing is called puberty. During puberty, girls' breasts get bigger and hair grows on their private parts and under their arms. Girls' hips get bigger, they grow taller, and gain weight. It also means having monthly bleeding, which is called menstruation. Esther was very surprised to hear that every woman in the world goes through these changes. She was even more surprised when Eunice told her that boys go through puberty as well. Boys also grow hair all over the body, grow taller, develop body odor and have something called wet dreams that make them ejaculate in the night. "If they knew what it was like to have a wet dream in the middle of class, maybe they wouldn't tease girls for menstruating," said the wise auntie Eunice. This made Esther feel much better. Eunice told Esther that she can use sanitary pads or extra cloth to soak up the blood so that it does not show on the outside of her clothes. She told her to hold her head up high and not let any teasing keep her from her education. Boys also go through changes that can feel embarrassing. They will learn not to tease anymore.

3 Read the story again.



4 Discussion. Ask the group these questions. Give participants time to think about their responses and discuss with one another.



- Does this story sound like something that would happen among your age mates?
- Why do young people tease their peers about menstruation and growing hair or other changes if everybody goes through them?
- What can you do to make sure that girls feel comfortable going to school while they are menstruating?

5 Closing. Read this out loud: *Every young person in the world goes through changes that can feel uncomfortable and embarrassing. Sometimes, girls stop going to school while they are menstruating. This can put them behind and can hurt their ability to succeed. It is important to help girls find ways to stay in school, and not to tease them or anybody for body changes.*

6 Commitment. Read this out loud: *Go around the circle and name one adult that you can talk to about menstruation, wet dreams, voice changes, and other changes that your body is going through.*

Dear auntie and uncle discussion

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about our roles as boys and girls.*
- 2** Read the letters below out loud to the group:

Dear Auntie,

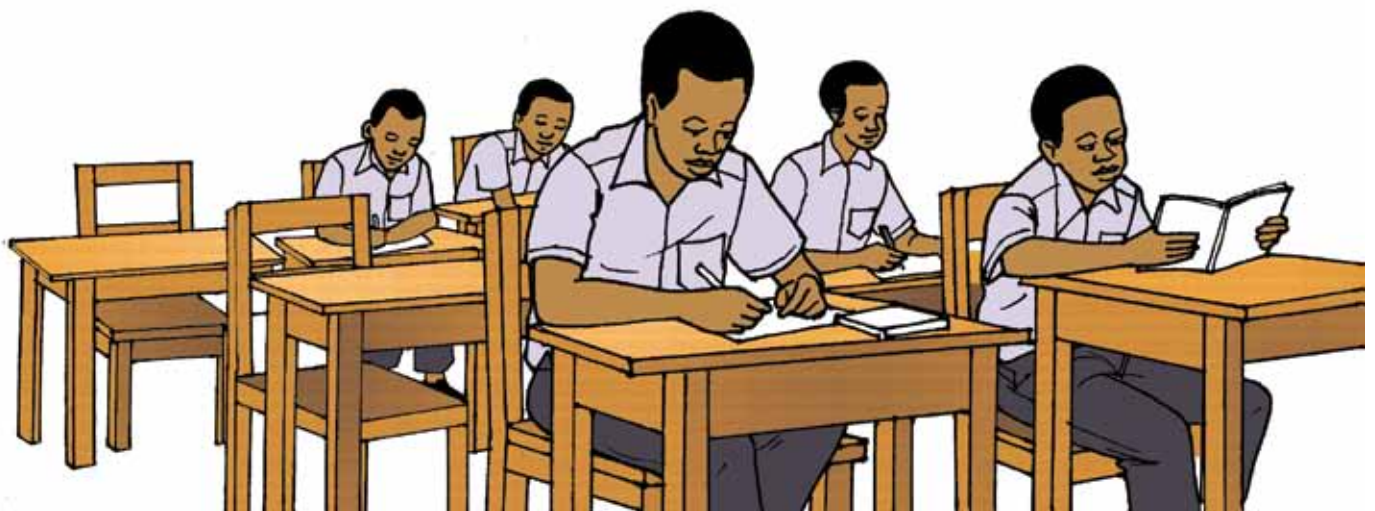
Every day when I look around the classroom, I see another girl missing from school. The boys are always there, but many of my female friends have had to drop out. Just yesterday, I overheard my parents talking. They were saying that they do not have much money this year, and that school fees are costly. They want my brother to stay in school. They said they may take me out of school so that they can save on my fees. Why do girls always get taken out of school and boys do not?

Kipwola

Dear Uncle,

As I grow older, I am learning about how my role as a man is to protect my family. My father, however, does not spend any time with us. He comes home from work, eats, and sleeps. Sometimes he yells at us and at my mother. It doesn't really feel like he is protecting us. I want to spend time with my father. We could do things together and he could help me with my homework. Please advise me on what to do.

Opio



3 Discussion. Ask the group these questions. Give them time to think about their responses and to discuss their thoughts with one another before moving onto the next question.



- Does this sound like things you see in your school and at home?
- Do you think that boys' education is more important than girls' education? Explain your answer.
- What do you think about the man's role as protector if he does not spend time with his family?
- If you were Kipwola's auntie, what would you advise her to do?
- If you were Opio's uncle, how would you advise him?

4 Closing. Read this out loud: *Girls have the same rights as boys to go to school, just like they have the same rights to play sports and be in charge of things in the classroom. Respectable men are those that treat their own families with respect, spend time with their children and serve as role models.*

5 Commitment. Read this out loud: *Go around the circle and say one thing that you are going to do when you are older to make sure that the boys and girls in your community are treated equally and with respect.*

Sharing chores game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how boys and girls can share chores, to help one another and their families.*
- 2** Read these instructions: *This is a fun game where we will try to guess what each other is acting out. One at a time, you will each stand up in front of the group and act out a chore that boys or men can help girls or women do. The whole group will try to guess what chore you are doing. Once they guess it correctly, you sit down and then the next person will stand in front of the group and act out a different chore that boys can help girls do. The first rule is that you must keep on acting until the group guesses what you are doing. The second rule is that you are not allowed to use any words or sounds, only use your body movements. The third rule is that you cannot act out something that someone has already acted out. Once every person has been up to act, you are finished.*
- 3** Read the instructions in Step 2 again to make sure everybody understands.
- 4** When everybody is ready, select the first person to go. Count to three and yell "Go!" The first person should start. Once the group guesses correctly, then the next person goes and it continues until everyone has gone. Remind participants that they cannot repeat the same chore twice.
- 5** Have the group give a big applause to celebrate that they guessed all the chores.



6 Discussion. Once they are finished, form a circle and ask these questions. Make sure to call on many different people. Call on both boys and girls to speak.



- What did you enjoy about this game?
- In your home, who normally does the chores that you and your group acted out?
- What would happen if boys started to help girls with their chores?
- Why do you think it is important for boys and girls to share chores?

7 Closing. Read this out loud: *When men and women, boys and girls, share chores, it makes their families and their communities stronger. When a boy helps his sister, she has time to do other things such as homework, which helps her stay in school. It also shows his family and neighbors what a respectable boy he is. Sometimes, when fathers or brothers help women with chores, they also keep them safe. It can be dangerous for girls to fetch water in the evening.*

8 Commitment. Read this out loud: *Go around the circle and make a commitment. If you are a boy, tell us one chore that you can help your sisters or mother with. If you are a girl, tell us one thing that you will be able to do more of if you are receiving help with your chores, like study for school. Try to think of a different answer since I just gave you that hint.*

Activity cards older adolescents

(15 -19 years old)



The Republic of Uganda



This activity card set includes:

Injectable contraception true or false
Combined oral contraceptive pills true or false
IUD true or false
Condom true or false
Implant true or false
Emergency contraceptive pills true or false
Staying in school community interviews
Choosing our future community interviews
Preventing pregnancy story
Drinking responsibly drama
Peer pressure advice
Sexual decision making advice
Staying safe songs and dance
Healthy relationships agree or disagree
When I grow up interviews
Solving problems peacefully drama
Sexual readiness game
Advice about growing up
Men and women agree or disagree
Sharing chores game
Male and female roles game
Staying in school drama and song
Healthy timing and spacing of pregnancy story
How alcohol feels game

Illustration & Design:



Activity cards: instructions for use

What are activity cards?

Each activity card has step-by-step instructions for a fun activity that a group of adolescents can do together to start discussions about equality, health, and safety. There are many different types of activities on the cards including games; discussions; debates; community interviews; and music, drama, and dance.

Who can use the activity cards?

Any small group of adolescents can use the cards. There are three different sets of cards:

- 1 set of cards for very young adolescents (10-14)
- 1 set of cards for older adolescents (15-19)
- 1 set of cards for newly married and/or parenting adolescents

All the cards can be used by groups with all males, groups with all females, or groups with both males and females. Some cards suggest separating the group into a group of males and a group of females. If there are just males or just females in the group then simply create two teams and proceed with the activity.

Who can lead the activities on the cards?

When your group is interested in using one of the cards, you will have to select someone from the group to lead the card. This person doesn't have to be trained, but should be able to read what is on the card and be comfortable leading a group activity. This toolkit comes with suggestions for leading groups to help anyone leading the activity prepare to lead it well.

When can we use the cards?

You can use these cards anytime you want something fun to do with your group! You can do the activity on the cards during your group's regular meetings or during special activities.

How do we use the cards?

1. **Select any card:** The cards can be used in any order so you can pick a card based on your group's interest or the kind of activity you would like to do.
2. **Review the card:** The person selected to lead the activity should review the card before starting the activity. At the top of every card, you will find the card title, the topic that the card will cover (health, equality, safety or "be great"), and the estimated amount of time that the activity will take.
3. **Read the introduction:** Each card has an introduction that the activity leader should read out loud to the group before the activity begins.
4. **Follow the steps written on the card:** Some steps say "read this out loud to the group" which means the activity leader should read what is written for that step so that the whole group can hear the instruction. Other instructions will simply ask the leader to do something such as "draw a line on the ground with a stick," which the leader does not have to read loudly, but rather just go ahead and do it.
5. **Have a group discussion:** Once the group has completed the activity, there is a list of discussion questions that the leader will ask the group to encourage discussion about the activity.
6. **Read the closing statement:** After the discussion, the activity leader should read out loud the closing statement on the card.
7. **Ask the participants to make a commitment:** At the very end, the activity leader will read the commitment section on the card. The commitment asks that each participant say one thing that is related to the activity, and which they will commit to doing in the future.

Suggestions for leading groups

Whether you have led group activities before or this is your very first time, it is a good idea to read through these suggestions before you lead an activity.

- Let participants do most of the talking.
- Be patient – when you ask a question from the card, give the participants a few minutes to think about their response and let them respond.
- Encourage participation – when you ask a question, encourage many of the participants to answer instead of just one or two participants. Be sure to ask both young men and young women to respond.
- Make eye contact and smile!
- Use simple language – if there are words on the card that participants do not understand, try to explain them your own way so that they will.
- Speak clearly and loudly.
- Keep the conversation focused on the questions on the activity card.
- Respect and appreciate participants – there are no right or wrong answers to the questions on the cards. The cards are meant to start discussions so encourage participants and do not judge them.
- Don't take sides in discussion among participants; just encourage participants to discuss their different viewpoints with one another.
- Be excited and HAVE FUN!

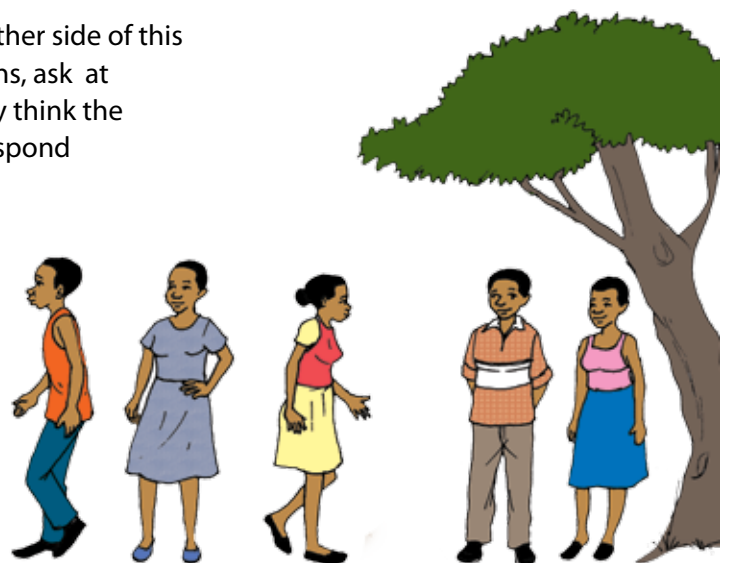




Injectable contraception true or false

Note to facilitator: Please see the injectable contraception fact card in the GREAT bag of tools for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called injectable contraception. This is a shot that women get in the arm to prevent pregnancy. There are different types of injectables, but today we are going to talk about the every three month type, which is also called DMPA or Depo. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; IUD; injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about injectable contraceptives. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box on the other side of this card. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: For injectable contraception to prevent pregnancy, a health worker gives it to a woman every 3 months.

Answer: *The statement is true. For the most common type of injectable contraception, DMPA, a woman must see a health worker for an injection every three months.*

Statement: A woman using the injectable won't be able to get pregnant after she stops using the injectable.

Answer: *The statement is false. Sometimes there is a delay of 6 to 12 months after the last injection for a woman to become pregnant again. But there is no evidence that shows that women become infertile because of the injection.*

Statement: Injectable contraceptives are dangerous, especially for adolescents who haven't had children.

Answer: *The statement is false. Injectables are very safe for adolescents, including those who have and haven't had children.*

Statement: Injectable contraception might cause you to stop menstrual bleeding.

Answer: *The statement is true. Women using injectable contraception do not release eggs and so they often stop monthly bleeding. This is not harmful to your body or your health.*

Statement: Injectable contraception does not impact a woman's breast milk if she is breastfeeding.

Answer: *The statement is true. Injectable contraception does not decrease the amount of breast milk and it does not affect the breast milk itself or the health of the infant. Women can use the injection starting 6 weeks after childbirth.*

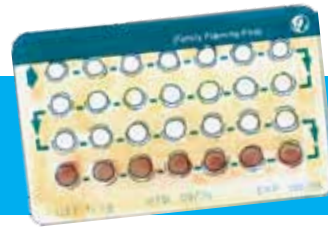
10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating.



- What did you learn that was new about injectable contraceptives?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about injectable contraception? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about injectables and other contraceptives?

11 Closing. Read this out loud: *Many women and couples like to use injectable contraception because injectables do not require daily reminders like the pill does and nobody else can tell that a woman is using contraception. However, like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

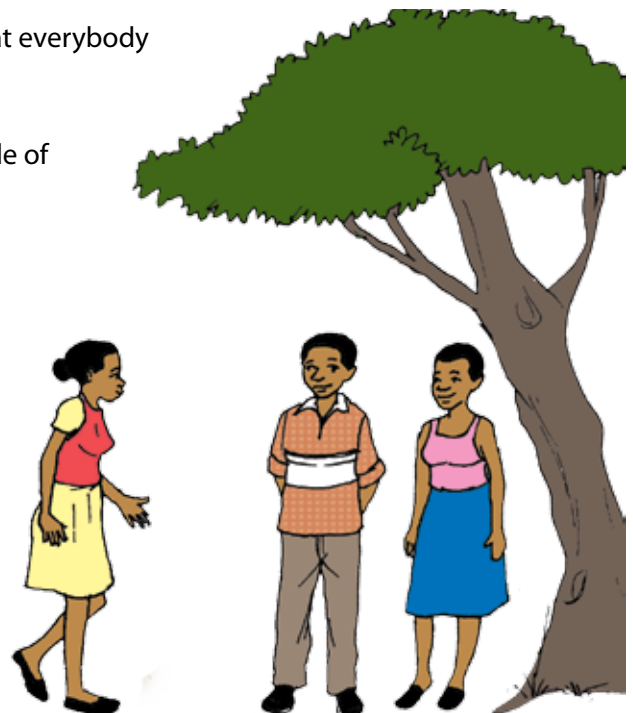
12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about injectable contraception and other contraceptive methods.*



Combined oral contraceptive pills true or false

Note to facilitator: Please see the oral contraception fact card in the GREAT bag of tools for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one type of method called the combined oral contraceptive pill, or just "the pill". The pill is swallowed every day in order to prevent pregnancy. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; IUD; injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about oral contraceptive pills. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure that everybody understands.
- 7 Read the first statement from the box on the other side of this card. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



- Statement:** A woman only needs to take the pill when she has sex.
Answer: *The statement is false. A woman must take the pill every day in order not to become pregnant. The pill only works if taken every day.*
- Statement:** When taking the pill, changes to monthly bleeding are common but not harmful.
Answer: *The statement is true. When you start on the pill, it is normal to have bleeding that is not regular for the first few months. Then you will start having regular, lighter monthly bleeding afterwards.*
- Statement:** The pill will cause deformities in children.
Answer: *The statement is false. The pill does not cause any harm to the baby or to the mother.*
- Statement:** The pill will cause infertility.
Answer: *The statement is false. Once a woman stops taking the pill, she is able to become pregnant.*
- Statement:** The pill is safe for adolescents to take.
Answer: *The statement is true. The pill has been used safely by millions of adolescent women for over 30 years and been tested more than any other drug. In fact, studies show that the pill can protect women from some forms of cancer.*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses in between each question. Be sure everyone is participating:



- What did you learn that was new about the pill?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about the pill? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about the pill and other forms of contraception?

11 Closing. Read this out loud: *Many women and couples like contraceptive pills because they help protect against pregnancy and some cancers. Some of the pills can also help reduce menstrual cramps, bleeding problems, and improve complexion. What can be difficult is remembering to take the pill every single day and making sure that you always have a supply of pills. If a woman misses doses of her pill, she risks getting pregnant. Like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about oral contraceptive pills and other contraceptive methods.*



IUD true or false

Note to facilitator: Please see the IUD fact card in the GREAT bag of tools for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called the intra-uterine device, or IUD. The IUD looks like a T and is placed inside the woman's uterus. Once it is in place, the woman cannot feel it and it prevents pregnancy for up to 12 years. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; IUD; injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: I am going to read a statement to you about the IUD. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box on the other side of this card. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: The IUD is a very effective method for preventing pregnancy.

Answer: *The statement is true. The IUD is very effective and a long-lasting method of preventing pregnancy. It is more effective than condoms, the pill, and injectables. Once inserted, it can remain in the uterus for up to 12 years. A health provider can remove the IUD whenever a woman likes. When the IUD is removed, a woman is able to become pregnant right away.*

Statement: The IUD should only be used by women who have already had babies.

Answer: *The statement is false. Any woman, young or old, with or without children, can safely use an IUD.*

Statement: The IUD might travel inside a young woman's body to her heart or her brain.

Answer: *The statement is false. There is no passageway from the uterus to the other organs of the body. The IUD is placed inside the uterus and unless it accidentally comes out, it stays there until a trained health worker removes it. If it does come out, it comes out of the vagina. It is rare for an IUD to come out.*

Statement: The IUD can prick the penis during sex.

Answer: *The statement is false. The IUD cannot be felt during sex.*

Statement: The IUD can fall out during physical activity.

Answer: *The statement is false. Once the IUD is in place, it will stay there and cannot come out until a health worker removes it.*

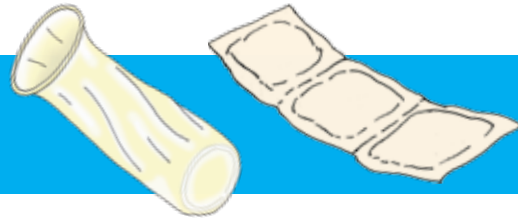
10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about the IUD?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about the IUD? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about the IUD and other forms of contraception?

11 Closing. Read this out loud: *Many women and couples like the IUD because it is very effective at preventing pregnancy, lasts a long time, and does not require the user to do anything once it is inserted. There is nothing to remember everyday like there is with pills and nobody but the woman knows that she is using contraception. Like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about the IUD and other contraceptive methods.*



Condom true or false

Note to facilitator: Please see the condom fact card in the GREAT bag of tools for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about male and female condoms. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; IUD; injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about condoms. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box on the other side of this card. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: Both male and female condoms prevent against pregnancy and sexually transmitted infections, including HIV.

Answer: *The statement is true. Condoms are the only contraceptive method that can protect against pregnancy and sexually transmitted infections, including HIV at the same time.*

Statement: A man can put on 2 or 3 condoms at once to increase protection.

Answer: *This statement is false. Condoms can break if they are used on top of one another. You should only use one condom at a time.*

Statement: A male condom and female condom can be used together to increase protection.

Answer: *This statement is false. Male and female condoms should not be used together. This can cause friction that may lead to the condoms tearing.*

Statement: The female condom is comfortable.

Answer: *The statement is true. The female condom is the same length as a male condom but wider. It is flexible and fits into the shape of the vagina. Female condoms have been carefully designed to fit any woman's body and any man's penis. They cannot get lost inside the body.*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about the male and female condom?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about condoms? Do they have correct information or incorrect information?
- Where can you and other young people go to get condoms or find out more about condoms and other forms of contraception?

11 Closing. Read this out loud: *Men and women like to use condoms because they have no side effects and they can be found in many places. Female condoms can be inserted ahead of time and do not interrupt sex. Women like them because they can decide when to use them and they can be used without seeing a health care provider. Since many couples have trouble using condoms correctly and consistently, using another contraceptive method, such as the pill or injectables, and using condoms is often the best way to prevent pregnancy and HIV/STIs for those couples. It is important to talk to a health care provider about contraceptive options.*

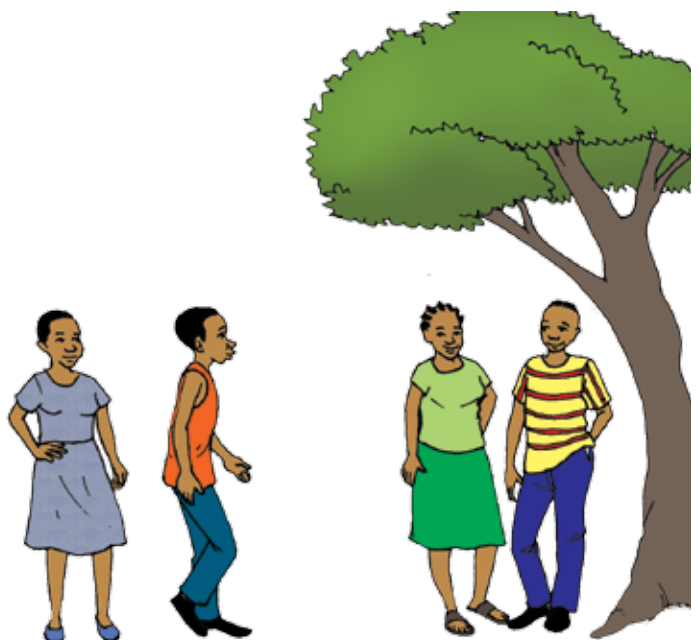
12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about the male and female condom and other contraceptive methods.*



Implant true or false

Note to facilitator: Please see the implant fact card in the GREAT bag of tools for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called implants. Implants are 1-2 small, flexible rods that are placed just underneath the skin on the woman's arm and which release medicine in order to prevent pregnancy. They are very effective for 3-5 years. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; IUD; injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about implants. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box on the other side of this card. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: Adolescents should not use implants.

Answer: *This statement is false. Implants are very safe for adolescents, including those who have had children and those who have not had children.*

Statement: Implants are one of the most effective methods of preventing pregnancy.

Answer: *The statement is true. Implants are very effective. They are more effective than the pill, injectables, and condoms at preventing pregnancy.*

Statement: Women that stop using implants can become pregnant right away.

Answer: *The statement is true. After the implant is removed, a woman can become pregnant right away.*

Statement: The implant causes birth defects in the baby.

Answer: *The statement is false. If the woman becomes pregnant while using the implant, there will be no harm to the baby.*

Statement: The implant can move around the inside of a woman's body or fall out of the arm.

Answer: *The statement is false. The implants remain where they are inserted until a health worker removes them. The only time a rod may start to come out is if it was not put in correctly. If this happens, the woman should see a health worker right away and use another form of contraception.*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about implants?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about implants? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about implants and other forms of contraception?

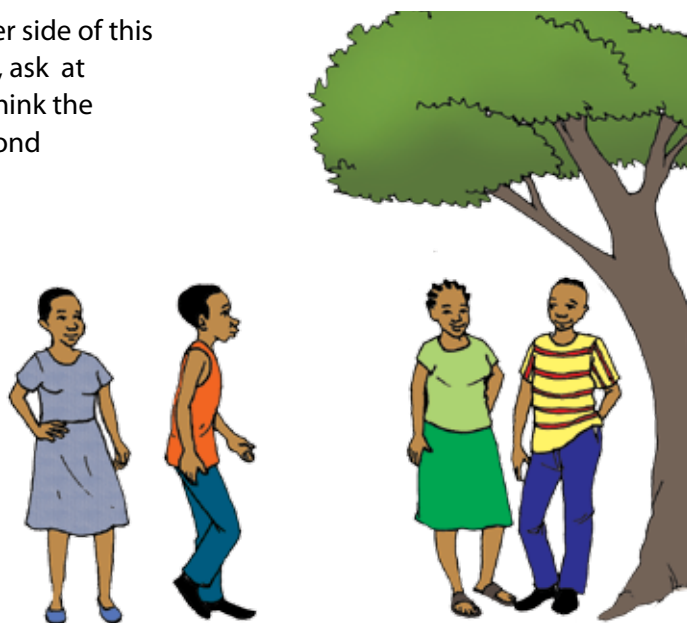
11 Closing. Read this out loud: *Many women and couples like using the implant because once it is inserted, there is nothing else required, it is long-lasting, and it does not interfere with sex. Like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about implants and other contraceptive methods.*

Emergency contraceptive pills true or false

Note to facilitator: Please see the emergency contraception fact card in the GREAT bag of tools for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called emergency contraceptive pills. These are pills that are taken up to 5 days after having unprotected sex in order to prevent pregnancy. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; IUD; injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about emergency contraception. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box on the other side of this card. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



- Statement:** Emergency contraceptive pills will end a pregnancy if a woman takes them when she is already pregnant.
- Answer:** *This statement is false. Emergency contraceptive pills will prevent the egg from meeting the sperm after sex takes place. If a woman is already pregnant, the pills will not end the pregnancy and will not cause birth defects to her baby.*
- Statement:** Emergency contraceptive pills should be taken immediately after unprotected sex in order to be most effective.
- Answer:** *The statement is true. The sooner that the pills are taken after sex, the better they work to prevent pregnancy. They have been shown to prevent pregnancy up to 5 days after having sex.*
- Statement:** Taking emergency contraceptive pills might cause a woman to feel a little sick for a few days.
- Answer:** *The statement is true. Emergency contraceptive pills can sometimes cause a woman to feel nausea, headaches, dizziness, and occasionally vomit. A woman may also have some irregular bleeding in the weeks following taking the pills.*
- Statement:** Emergency contraceptive pills will make women behave in a risky way and have sex with many people.
- Answer:** *The statement is false. Many studies have found that having emergency contraceptive pills available does not change how people behave. Instead, they provide women with a second chance to prevent pregnancy in case they have unprotected sex.*
- Statement:** Emergency contraceptive pills are not appropriate for adolescents.
- Answer:** *The statement is false. Emergency contraceptive pills are safe for all women, including adolescents.*
- Statement:** Women should never use emergency contraceptives more than once a year.
- Answer:** *The statement is false. Emergency contraceptives can be used as often as they are needed to prevent pregnancy after unprotected sex. However, other methods like the pill, injectables, implants and IUD that women use consistently over time work better to prevent pregnancy (if used correctly before sex happens).*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



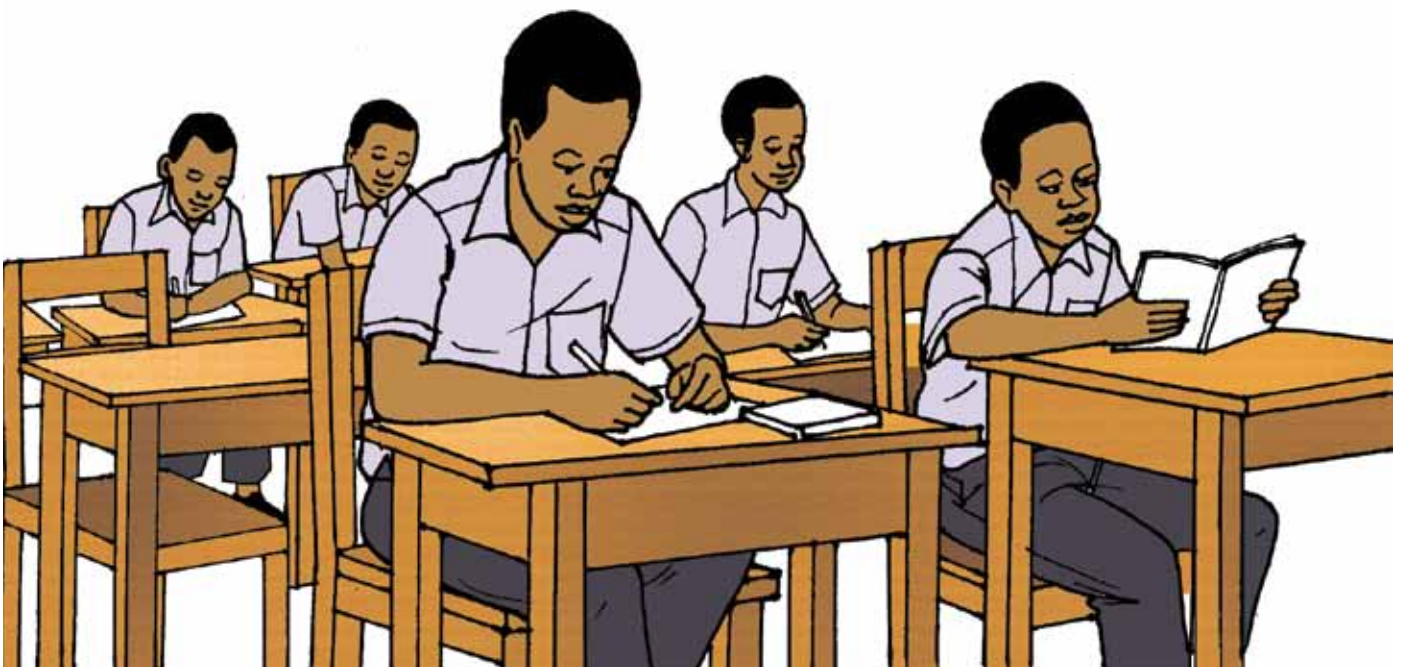
- What did you learn that was new about emergency contraceptive pills?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about emergency contraception? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about contraception?

11 Closing. Read this out loud: *Emergency contraceptive pills offer a second chance to prevent pregnancies. It is important to know where to find them so that you can use them as soon as possible after unprotected sex, including when a condom breaks or comes off inside the woman. Many people like to have emergency contraceptives on hand just in case their regular method of contraception fails. It is important to talk to a health worker about how to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about emergency contraception and other contraceptive methods.*

Staying in school community interviews

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk to adults about staying in school.*
- Separate the group into small groups of 3-4 people.
- Read these instructions out loud: *In your groups, I want you to walk around the community and find three people that finished secondary school. When you find them, ask them two questions. The first question is, "What was hard about staying in secondary school?" The second question is, "What helped you stay in secondary school?" Make sure to thank everyone for speaking with you and move along to find someone else. Please meet back here in twenty minutes no matter how many people you have found.*
- Read the instructions in Step 3 again to make sure everybody understands. Ask the participants to repeat the two questions to you, in order to make sure they remember them.
- Send the participants out and remind them to come back in twenty minutes.
- Once they are back, gather them in a circle.
- Ask the groups to tell you about what they learned. Ask them how many people they talked to and what answers they got to their questions.



8 Discussion. Once they are finished reporting on their experience, ask the group these questions. Give them time to discuss their responses before moving on to the next question.



- How did you feel about the responses that you got from the people that you talked to?
- Did you find more men or more women that had finished secondary school?
- Do you have many age mates who have not been able to stay in secondary school?
- What do you think are some reasons that boys and girls in your community do not stay in school?
- Why might it be important for both boys and girls to stay in school?

9 Closing. Read this out loud: *Getting an education is equally important for boys and girls. It can be very difficult to finish secondary school, especially for girls. Sometimes, this is because girls have to complete chores instead of completing homework, or, they have to take care of younger siblings or work instead of going to school. Or, sometimes they get married at a young age. Finding ways to help girls stay in school, such as helping them with their chores or waiting to get married, will make for a stronger family and a stronger community.*

10 Commitment. Read this out loud: *Go around the circle and name one thing that you can do in your home or your community to help your age mates stay in school.*

Choosing our future community interviews

- 1 Introduction.** Ask participants to form a circle and read this out loud: *Today we are going to talk about the different types of work that both men and women can do.*
- Separate the group into small groups of 3-4 people.
- Read these instructions out loud: *In the past, there were certain jobs that only men did and other jobs that only women did. For instance, you would never find a woman who ran a small business, or a man that took care of children. Now, things are different and this is becoming more acceptable. Today, I want you to go out into the village and find five people that believe that women can run small businesses and that men can look after children. See if you can find both men and women, young and old, who believe this. Ask them why they feel this way. Return in twenty minutes, even if you don't find all five people.*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Let the participants go into the village and remind them to return in twenty minutes.
- Once they return, ask them to form a circle.
- Ask the groups to talk about what they learned. Make sure that participants tell you about who they talked to and what the people said about men and women doing non-traditional jobs.



8 Discussion. Once they have all finished, ask these questions. Give participants time to think about and discuss their responses. Make sure that both males and females respond to the questions.



- How do you feel about the responses that you got from people in the community about whether a woman can run a small business or a man can look after children?
- Was there a difference between what women said and what men said?
- Was there a difference between what younger people said and what older people said?
- Do you know people in your own community that do jobs that are not typical of being a man or being a woman?
- What do you think might be good about men and women being able to do any job they would like to do, even if the job might traditionally have been just for men or women?

9 Closing. Read this out loud: *Times have changed. Now women do many of the jobs that men typically did and men can do many of the jobs that women typically did in the past. They still have good relationships and peaceful and healthy families. As you think about your own future, remember that you should never feel limited because you are a man or a woman.*

10 Commitment. Read this out loud: *Go around the circle and say what job you would like to have in the future.*



Preventing pregnancy story

1 Introduction. Ask the group to form a circle and read this out loud: *Today we are going to hear a story about how to prevent pregnancy, HIV, and sexually transmitted infections.*

2 Read this story to the group:

Okao is 16 years old and works for Omara repairing bicycles. Omara's daughter Amongi is 15. Sometimes Omara invites Okao to have lunch with his family. As Okao and Amongi spend more time together, they realize that they are starting to fall in love. One day, they are left alone after lunch and they have sex. They use a condom, but they both feel uncomfortable because they have not talked about having sex before. Okao goes to the health centre to talk to a health worker. "I'm having sex with my girlfriend" he says, "and I want to make sure that she does not get pregnant. She is in school and aspires to be a teacher one day. I know that if she has a child right now, she may not be able to stay in school." The health worker congratulates Okao on being so responsible and tells him that there are many ways to prevent pregnancy. These include oral contraception, which involves taking a pill every day; injectable contraception, which involves getting a jab every three months; implants which are rods that go inside the arm or an IUD that will last for up to 12 years. "Condoms also work" she says, "and they are best for preventing HIV and other sexually transmitted infections. Sometimes couples forget to use a condom or don't use it correctly. So many couples choose to use condoms plus another form of contraception, such as the pill or injectable to be very sure to protect against pregnancy and sexually transmitted infections at the same time." Okao thanks her for the advice and goes home. The next day when he sees Amongi, he tells her about everything he learned. They have a long discussion about their decision to have sex, and how much they want to stay healthy and safe. They are happy that they used a condom the first time, and decide that in order to be very safe, they will continue using condoms and also use another form of contraception. Amongi and Okao go together to the health centre to pick out a method of contraception that they will use alongside condoms.

3 Read the story again to the group.



4 Discussion. Ask the group these questions about the story. Give participants time to think about their responses and discuss with one another.



- Does this story sound like something that would happen among your age mates?
- Have you heard anything in the past about using two forms of contraception, like the IUD plus condoms, for preventing HIV, sexually transmitted infections, and pregnancy?
- What are some of the challenges young people in your community might have using condoms correctly and consistently every time they have sex?
- How can young people overcome the challenges to using condoms correctly and consistently every time they have sex?
- How do you feel about Okao's taking responsibility for going to the health centre to find information and then accompanying Amongi to her appointments?

5 Closing. Read this out loud: *If you are having sex or starting to think about having sex, it is best to find out information about the different forms of contraception and HIV and STI prevention. Your health centre or village health team will have information for you about different forms of contraception.*

6 Commitment. Read this out loud: *Go around the circle and name somewhere that you can go to find out more information about preventing pregnancy, HIV, and sexually transmitted infections.*

Drinking responsibly drama

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how to avoid drinking alcohol and how to drink responsibly once you are over 18.*
- 2** Read this out loud: *What do you think it means to drink responsibly?*
Give participants a few minutes to discuss their responses.
- 3** Read this out loud: *Drinking responsibly means that if you do decide to drink alcohol, you make sure that you do not drink too much. It can be very dangerous to drink too much alcohol because it can cause you to make bad decisions such as having unprotected sex, fighting, or driving and possibly hurting yourself or others. You should not drink alcohol until you are over 18 years old.*
- 4** Separate the group into two teams, Team 1 and Team 2.
- 5** Read these instructions out loud: *Team 1, imagine that you are a drama group and your audience is adolescents under the age of 18. Make up a drama that teaches them about the problems that can occur when people drink too much alcohol, and why adolescents should not drink alcohol until they are over 18. Team 2, imagine that you are a choir and your audience is adults. Make up a song and dance that teaches people how to drink responsibly once they are over 18.*
- 6** Read the instructions in Step 5 again to make sure everybody understands.
- 7** Tell participants to begin. Give them 20 minutes to come up with their dramas and songs.
- 8** When they are ready to perform, ask the teams to form a circle once again.
- 9** Ask Team 1 to perform their drama.
- 10** When they finish, ask Team 2 to perform their song and dance.



11 Discussion.

Ask the group these questions and make sure everyone participates.



- Some people say that “real men” drink alcohol. What do you think about this statement?
- What do you think about the idea that it is okay for men to drink alcohol but not for women to drink alcohol?
- What happens when people drink too much alcohol?
- How do you think alcohol might be related to violence and unsafe sex in your community?
- How can you help your friends drink responsibly or not drink at all?

12 Closing.

Read this out loud: *Drinking too much alcohol can lead to poor health and violence and problems in relationships. It can also lead to unsafe sex. When men or women spend most of their income on alcohol, they do not spend enough on food, school fees and household items for the family. A great man is a man that does not drink too much alcohol, helps to provide for his family, and treats women with respect.*

13 Commitment.

Read this out loud: *Go around the circle and tell us one activity that you can do to have fun and spend time with friends instead of drinking alcohol. Complete this sentence, “Instead of drinking alcohol, I am going to...” For instance, you might say, “Instead of drinking alcohol, I am going to play football!” Since I’ve given you that example, think of another activity.*

Peer pressure advice

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how to cope when friends are trying to force you to drink alcohol.*
- 2** Separate the group into two teams with an even amount of people on each team.
- 3** Read this letter to the group.

Dear Okello,

My favorite thing to do with my friends is play football and other games outside after school. But lately, many of my friends have been buying alcohol and drinking next to the football fields instead of playing. They keep trying to make me drink with them but I do not want to. I don't like how they act when they drink. Sometimes they start fights with one another, steal from the elders and say very hurtful things to the girls that walk by. When I tell them I want to play football instead of drinking, they tease me and tell me to "be a man." What should I do?

Omara

- 4** Read the letter out loud again to the group.
- 5** Read this out loud: *Now in your teams, I would like you to discuss how you would advise Omara on what to do.*
- 6** Give the groups ten minutes to talk with one another. Walk around and make sure that everyone in the groups is participating.
- 7** After ten minutes, ask the groups to form a circle once again.
- 8** Ask the first team to share the advice that they have for Omara.
- 9** When they are finished, ask the second team to share their advice for Omara.



10 Discussion. Ask the group these questions. Make sure that everybody has a chance to speak. If only one or two people are speaking, encourage others to share their ideas as well.



- Why is it difficult to say no to something when friends are asking you to do it?
- In your community, do young people sometimes force their friends to drink alcohol?
- Do you think that the advice you all gave to Omara would be acceptable among your age mates? Explain your answer.
- What are things that young people can do together for fun that do not involve alcohol?

11 Closing. Read this out loud: *It can be hard to say no to alcohol if all of your friends are drinking. However, you should never be forced to do anything that you do not want to do. Drinking alcohol can be dangerous and unhealthy, especially if you are under 18 years old. Practicing things to say beforehand can help you turn down alcohol when you are faced with the decision.*

12 Commitment. Read this out loud: *Go around the circle and tell us one thing that you can say to your age mates if they are trying to force you to drink alcohol and you do not want to.*

Sexual decision making advice

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about making decisions about relationships and having sex.*
- 2 Separate the group into two groups with one group of young men and one group of young women, if possible.
- 3 Read these instructions out loud: *I am going to read some short stories about young men and women your age. For each story, I want you to discuss with your group how you would advise the characters on what to do. Then you will share your group's advice with the others.*
- 4 Read the first story from the box below.
- 5 Give participants five minutes to discuss in their small groups.
- 6 After 5 minutes, call the groups back to the circle.
- 7 Ask the groups to share their decisions one by one. Ask how they reached their decisions.
- 8 Once they have finished, read the next story from the box below and repeat steps.



Story # 1: Opio and Akulu are friends. Opio doesn't like Akulu in a romantic or sexual way, but his friends start to tease him, saying that if he doesn't ask her to be his girlfriend, then he must not be a real man. What would you advise Opio to do?

Story # 2: Okao and Kipwola are in secondary school together. They have been dating for a few months and are very attracted to one another. They are faithful to each other and want to have sex. But, Kipwola is too nervous to ask Okao to wear a condom because she thinks that he will be offended and reject her. What would you advise Kipwola to do?

Story # 3: Amongi is 15 and lives with her grandmother and three younger brothers. Her grandmother is too old to work and Amongi has to find money for food for the family. She had to drop out of school in order to sell baskets at the market. An older man starts coming to her market stall everyday and buying many baskets. She is so happy to make the money. The man tells her that he has more money to give her, but that she now owes him something in return. He tells her that if she has sex with him, he will keep helping her. What would you advise Amongi to do?

9 Discussion. Ask the group these questions.



- Are these stories similar to what happens to young people your age?
- How was the advice each of your groups gave different? How were they the same?
- Do you think that young people feel pressured or forced to have sex? Why or why not?
- If a male friend came to you for advice because his friends were pressuring him to have sex with someone, how would you advise him? Is that different from how you would advise a female friend that was being pressured to have sex?

10 Closing. Read this out loud: *Everybody has the right to decide if they want to be in a relationship, if they want to have sex, and when the time is right for them to do it. Deciding to have a relationship or sex with someone takes a lot of thinking and planning. It is important to never force or pressure someone to have sex with you if they do not want to.*

11 Commitment. Read this out loud: *Go around the circle and name one trusted adult, such as an auntie or older sibling, that you can talk to about deciding when the time is right to have sex.*

Staying safe songs and dance

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about keeping young women safe when traveling alone in the community.*
- Read this out loud: *When is it unsafe for girls and young women to travel alone in the community?* Give participants a few minutes to think about the question and shout out answers. Encourage them to speak up and remind them that there are no right or wrong answers.
- Once they have finished responding, read this out loud: *It is often unsafe for girls and young women to travel alone at night. For instance, when they have to fetch water from the borehole, go to find firewood, or stay out late after celebrations and elections. It can also be unsafe for young women to go to a teacher's home or classroom alone. It's important for females to travel together and for males they trust to accompany them to keep them safe.*
- Separate the group into two groups with one group of young men and one group of young women, if possible.
- Read this out loud: *The female group will make up a song and dance that educates your female peers about where not to go alone, and what to do if you have to go out at night. The males will make up a song and dance to educate your male peers about how to help your female friends and family stay safe at night.*
- Give the groups 15 minutes to practise their songs and dances.
- After 15 minutes, ask the groups to form a circle once again.
- Ask the female group to perform their song and dance.
- When they are finished, ask the male group to perform their song and dance.
- If there are other people close by, encourage the groups to go and perform their songs and dances for them as well.



11 Discussion. When they are finished, form a circle and ask these questions. Allow the group time to discuss their responses to each question before moving onto the next one.



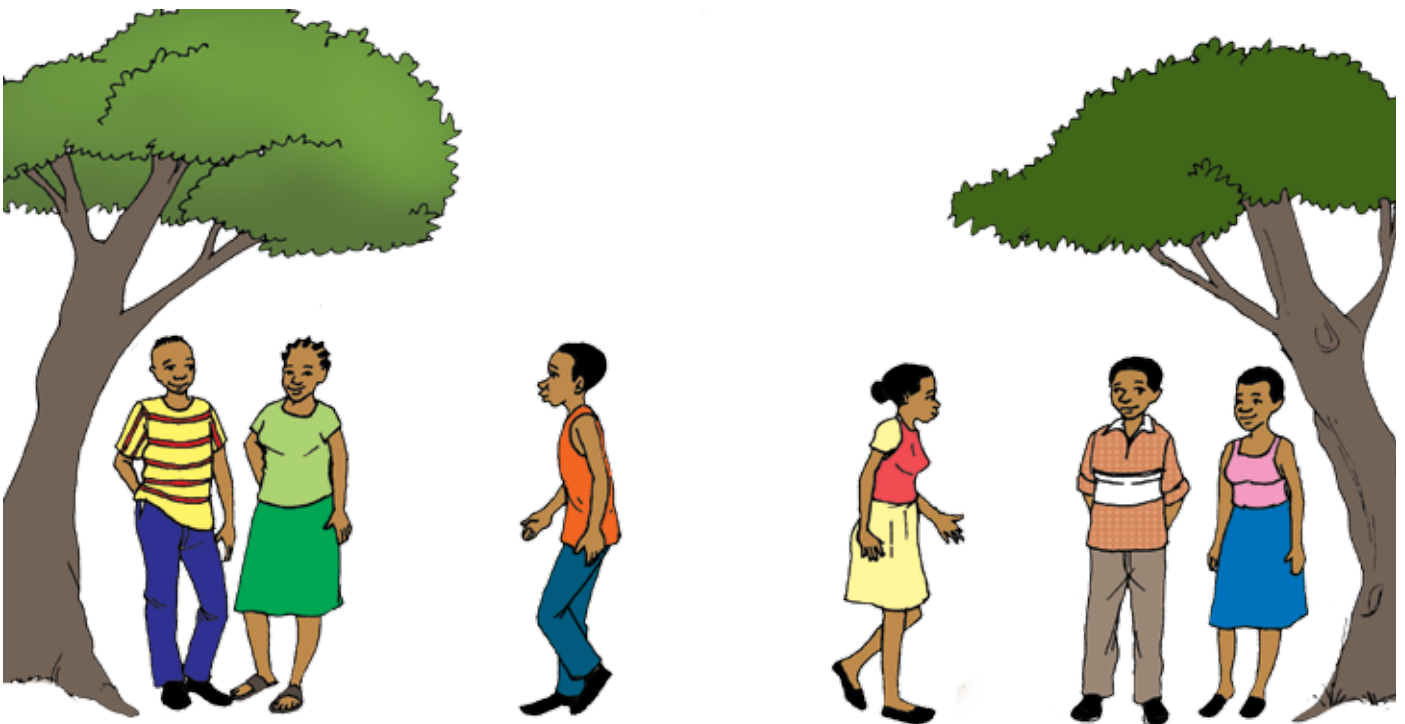
- Is safety at night for girls and women a problem in your community?
- How easy do you think it would be for young men to help their sisters, family, and wives by accompanying them to places like the borehole and teachers' rooms?
- What can young women do to keep themselves safe from harm?
- What can young men do to help keep young women safe from harm?

12 Closing. Read this out loud: *Unfortunately, girls and women are not always safe when they walk alone in the community. Great men are those that join their sisters on walks to the borehole or to teacher's rooms, in order to help them stay safe.*

13 Commitment. Read this out loud: *Go around the circle and each say one thing that you are going to do this week to stay safe or help your peers stay safe.*

Healthy relationships agree or disagree

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about violence in relationships and how to have a healthy relationship.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "AGREE" and the other is called "DISAGREE".
- Read these instructions: *I am going to read a statement. If you agree with the statement, I want you to run to the "agree" location. If you disagree with the statement, run to the "disagree" location. I will then ask you to explain why you agree or disagree with the statement.*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first statement out loud from the box below.
- Once everyone has run to their locations, ask at least 2 people from each side to explain why they agree or disagree. Encourage everyone to share and debate with one another.
- Once they are finished, read the following statements in the box one by one, allowing them time to run to their locations and explain their answers again.



- Statement 1:** There are times when a woman deserves to be beaten.
- Statement 2:** A man needs another woman, even if he has good relations with his wife.
- Statement 3:** It is okay for a man to beat his wife as long as she lies down first.
- Statement 4:** Violence does not just mean beating. It also means yelling and saying hurtful things.
- Statement 5:** It is okay for a man to force a woman to have sex with him if she is his wife.

8 Discussion. Once they have finished, ask these questions. Give participants time to think about and discuss their responses to each question before moving onto the next question.



- Did you find it difficult or hard to think about these statements?
- Can a relationship be healthy and happy if it involves beating and forcing sex? Explain your answer.
- Who are the people in your life that you think have healthy and happy relationships? Why do you think they are healthy and happy?
- If someone is in an unhealthy relationship, such as one that includes violence or one that is making him or her very unhappy, where can he or she go for help?
- As you grow up and think about the future, what do you want your relationship to be like?

9 Closing. Read this out loud: *Healthy relationships involve two people that trust one another, respect one another, and make decisions together. Relationships that have violence are not healthy. These are relationships that have beating, saying hurtful things and forcing someone to have sex. Violent relationships also violate the rights of the people in the relationship and lead to unhappiness. It is important to find an adult to talk to if you or a friend experiences these things.*

10 Commitment. Read this out loud: *Go around the circle and name one adult that you can talk to if you are experiencing violence in your relationship, or if you have a friend that is experiencing violence and you want to help.*

When I grow up interviews

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk to each other about what we want our lives to be like when we grow up.*
- 2 Separate the group into pairs. Females should be paired with females, and males with males.
- 3 Read these instructions out loud: *Imagine that you are radio reporters and that you are interviewing your partners. I will read a question out loud. In your pairs, take turns asking each other this question and then answering it. I will read five questions and give you a few minutes between each question to talk with one another.*
- 4 Read the instructions in Step 3 again to make sure everybody understands.
- 5 Read the questions in the box slowly. After each question, give the group about two minutes to talk to one another before you read the next question.

- Question 1:** What type of work do you want to do when you grow up?
- Question 2:** What do you hope your future husband or wife will be like?
- Question 3:** What type of community do you want to live in when you grow up?
- Question 4:** What are the goals that you want to achieve as you grow older?
- Question 5:** How do you hope to be as a mother or father?



6 Discussion. Once all the pairs have gone, ask the group to form a circle and ask these questions. Make sure that everyone is participating and that they have time to think and respond before moving onto the next question.



- How did it feel to share your goals for the future with your peers?
- How do you think being a man or a woman affects your goals for the future?
- Are young women and young men both able to achieve all their goals in your community? Why or why not?
- What are the things that you can do to make sure you stay on path to achieve your goals?
- How can you support other young people in the community to achieve their goals as well?

7 Closing. Read this out loud: *It is important to have goals in life and to think about what you want your life to look like in the future. It is also important to share your goals with your peers and adults so that they can support you as you grow older. Talking about your goals will help you achieve them.*

8 Commitment. Read this out loud: *Go around the circle and name one thing that you can do this year to help achieve your goals one day.*

Solving problems peacefully drama

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Often, when there is a problem at home, people use violence such as hitting. Today we are going to talk about ways to solve problems with our siblings and partners without using violence.*
- 2** Separate the group into two teams, one with males and one with females if possible.
- 3** Read these instructions out loud: *I am going to describe a situation that may take place in your family or future relationship. In your teams, discuss the ways that you would handle this situation that are not violent. Come up with a short drama that shows you handling the situation non-violently. Both teams will share their dramas. Then, I will give you another situation to act out.*
- 4** Read the instructions in Step 3 again to make sure everybody understands.
- 5** Read the first situation from the box below. Give participants 10 minutes to talk and practise their dramas.
- 6** After 10 minutes, ask the female team to perform their drama.
- 7** Once they finish, ask the male team to perform their drama.
- 8** Now read the second situation and have the groups prepare and perform their dramas.



Situation #1: You see your partner or friend laughing and having fun with someone of the opposite sex. Your friends also see this and it embarrasses you. You are very upset and jealous. You really want to teach your partner or friend a lesson so that it won't happen again.

Situation #2: In your family, you are the oldest sibling and in charge of the home. You work long hours and come home tired every day. You get very upset when your younger siblings misbehave and do not do their chores. Today, you come home to find that the chores haven't been done and all of the younger siblings fighting with one another.

9 Discussion. Ask the group to form a circle and ask these questions. Make sure that both men and women are responding.



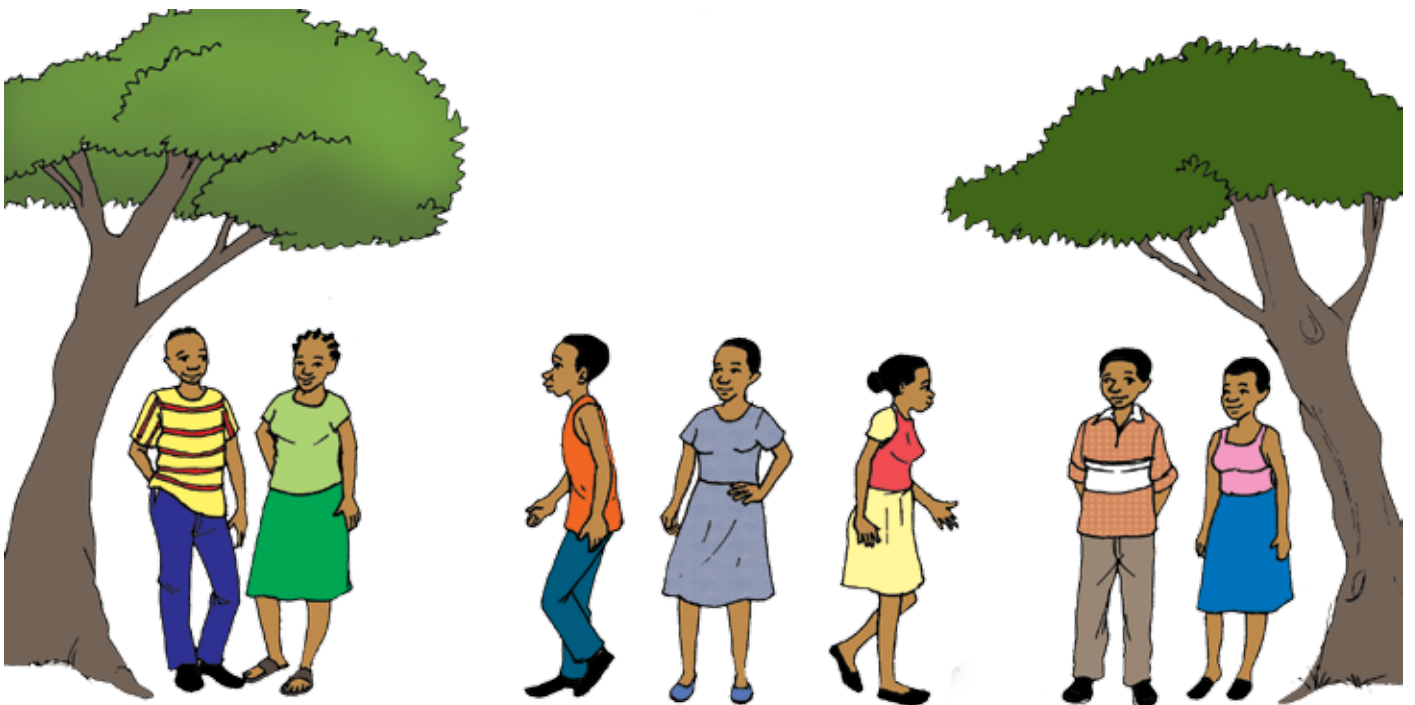
- In your family, do brothers and sisters often use violence when there is a problem?
- How do couples you know resolve problems, like when one of them is jealous or behaving in a way that the other doesn't like?
- If a friend told you that his girlfriend or her boyfriend was embarrassing him or her, as in the first situation, how would you advise your friend?
- What do you think are some good ways to resolve problems without violence?

10 Closing. Read this out loud: *Using violence when there are problems can be very hurtful and disrespectful, and often does not solve the problems. Solving problems takes talking. When you are able to talk to your family members and partners about what is bothering you, you are able to come up with solutions so that the problems will not occur again.*

11 Commitment. Read this out loud: *Go around the circle and name one person, perhaps the person you have the most conflicts with, that you are going to talk to about solving problems in non-violent ways.*

Sexual readiness game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how you know whether you are ready to have sex.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "READY" and the other is called "NOT READY". Select a spot in the middle of the two locations and call this "I DON'T KNOW".
- Read these instructions out loud: *I am going to tell you some things about different couples your age. For each couple, if you think they are ready for sex, run to the "ready" location. If you think that they are not ready for sex, run to the "not ready" location. If you don't know, stay here in the middle.*
- Read the instructions in Step 3 again to make sure everybody understands.
- Read the first description from the list below.
- Once everyone runs to a location, ask at least 2 participants on each side to tell you why they chose that answer.
- When they finish discussing, read the next description from the list. Again, ask participants to tell you why they chose that response and to debate one another if they chose different responses. Do this for all of the statements in the list, one at a time.



- Couple 1:** They just met at a party and both have been drinking alcohol. Are they ready to have sex?
- Couple 2:** They know all about preventing pregnancy and HIV, and have had long discussions with one another about how to have safe sex. Are they ready to have sex?
- Couple 3:** She has an IUD and he hates using condoms. They have not been tested for HIV. Are they ready to have sex?
- Couple 4:** Neither of them has had sex before and they have never discussed contraception or condoms. Are they ready to have sex?

8 Discussion. Once you are finished, ask participants to form a circle and ask these questions. Give them time to respond before moving onto the next question.



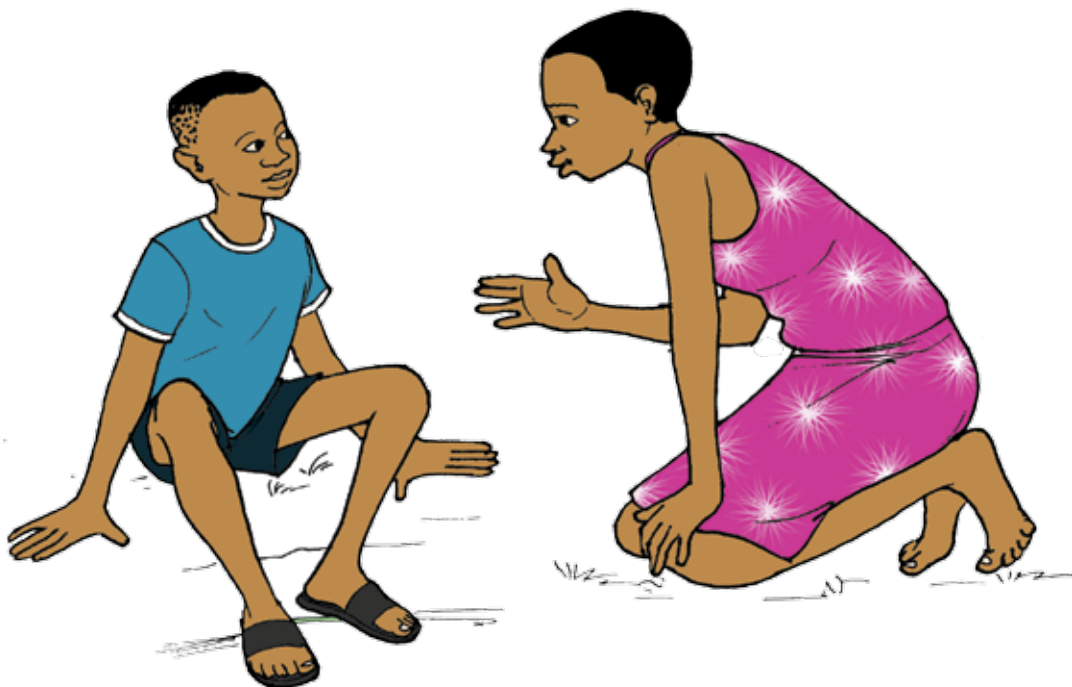
- Are there couples in your community that are in situations like those we discussed today?
- How do young people know when they are ready to have sex?
- What happens if young people have sex before they are ready?
- How would you advise a friend that is thinking about sex but is not sure if he or she is ready?

9 Closing. Read this out loud: *Starting to have sex with someone is a big decision and there are many things to think about when deciding if you are ready. It is most important to feel close to the other person and to honor his/her and your own values. It is important that you respect one another and make the decision together. It is also important that both partners agree to correctly use a condom every time they have sex or use a condom with another contraceptive method to prevent HIV, other STIs, and pregnancy. If you do not feel safe with this person, you are not ready to have sex.*

10 Commitment. Read this out loud: *Go around the circle and tell us one thing that will help you know, in the future, if you are ready to have sex with your partner.*

Advice about growing up

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about helping our peers and our younger siblings grow up great.*
- 2 Separate the group into pairs. Females should stay with females and males with males.
- 3 Read this out loud: *In your pairs, I want you to discuss what types of advice you would like to give to children in your family or in your community about how to be great as they grow older. Think about what it was like to be a young girl or boy, and what you wish you had learned then that you know now. This can include things like going through body and emotional changes, having relationships, thinking about sex, going to school or anything else. Make up a drama in which one of you plays the role of a younger sibling or cousin, and the other is giving that younger person the advice that you discussed.*
- 4 Read the instructions in Step 3 again to make sure that everybody understands.
- 5 Give the participants 10 minutes to discuss and make up their dramas.
- 6 After 10 minutes, ask the pairs to form a circle once again.
- 7 One at a time, ask each pair to come to the centre of the circle and perform their drama.



8 Discussion. Ask the groups these questions. Allow time for them to think about and respond to each question. Encourage different participants to talk to make sure that everybody has a chance to respond.



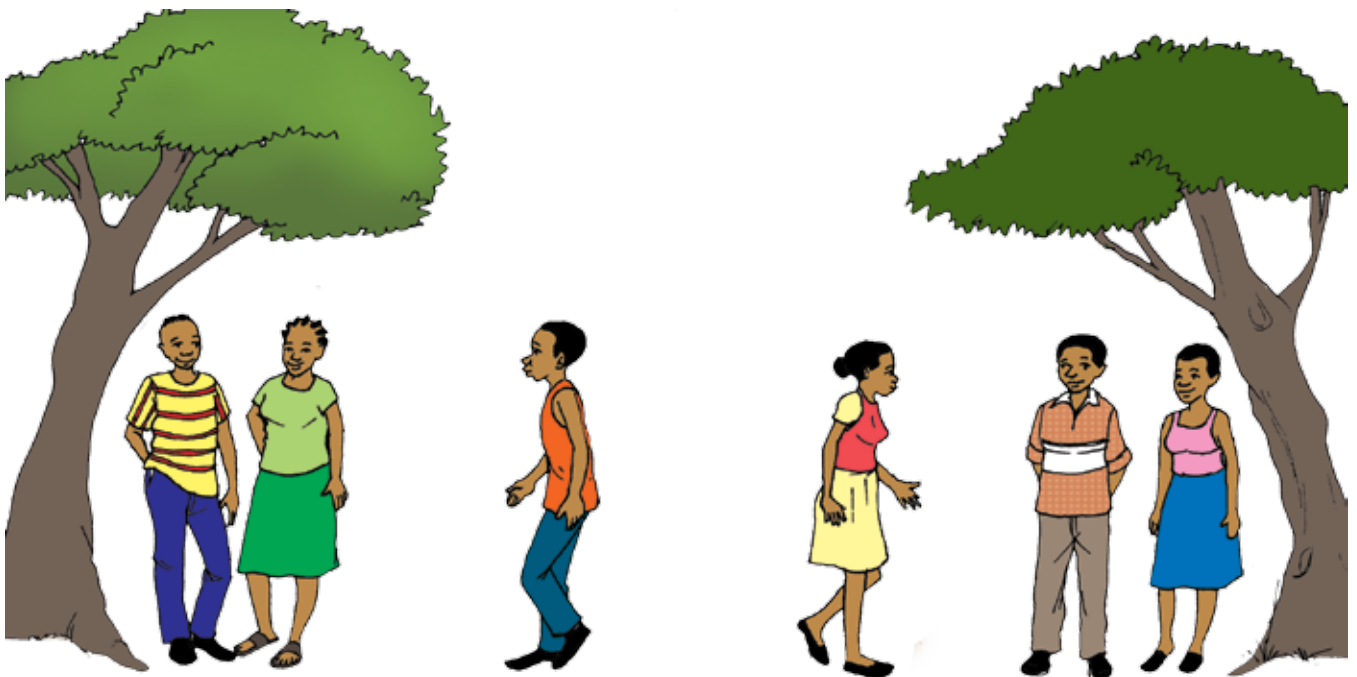
- How does it feel to think of yourself as a role model for younger children in your community?
- Is it acceptable in your community for young people like yourselves to give advice to children about growing up, relationships and school? Why or why not?
- Often, elders are seen as people who have a lot of wisdom. What type of wisdom do you all, as young people, have?
- What can you do to make sure that your peers and younger peers in your community grow up great?

9 Closing. Read this out loud: *As young people, you have a lot of wisdom and experience to share with younger siblings and cousins, to make sure that they grow up great! You have the chance to be a great role model, so it is important to spend time with younger children and give them advice about what to expect as they grow up. This will make for a healthier family and a stronger community.*

10 Commitment. Read this out loud: *Go around the circle and name one younger sibling, cousin or peer that you are going to spend time with this week talking about growing up.*

Men and women agree or disagree

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about the way that men and women are expected to behave in the home and in society.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "AGREE" and the other is called "DISAGREE".
- Read these instructions: *I am going to read a statement. If you agree with the statement, I want you to run to the "agree" location. If you disagree with the statement, run to the "disagree" location. I will then ask you to explain why you agree or disagree with the statement.*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first statement out loud from the box below.
- Once everyone has run to their locations, ask at least 2 people on each side to explain why they agree or disagree. Encourage participants to share and to debate their answers.
- Once they are finished, read the following statements in the box one by one, allowing them time to run to their locations and explain their answers again.



Statement 1: Both men and women can do work outside the home if they want to.

Statement 2: Both young men and women should be responsible for doing household chores.

Statement 3: Both mothers and fathers are responsible for feeding and bathing children.

Statement 4: Boys should have more free time than girls.

Statement 5: Women should always obey what their husbands say, even if they disagree.

8 Discussion. Once you are finished, ask the group to form a circle and ask these questions. Encourage everyone to participate and share their responses with one another.



- What do you think people in your community would think about these statements?
- Who do you think taught you the opinions you have about these statements? For example, did your parents, your peers, your religious leader, or others teach you these opinions?
- What would happen in your community if men and women made decisions together and both mothers and fathers took responsibility for taking care of the children?
- Why might it be important for men and women to share in decision-making and chores?

9 Closing. Read this out loud: *GREAT families are those that let men and women share in the decision-making and have boys and girls sharing chores. When boys and girls are given the same opportunities to succeed, it makes their families and their communities stronger.*

10 Commitment. Read this out loud: *Go around the circle and name one type of decision or activity that you would like to share with your husband or wife one day when you are married.*

Sharing chores game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how young men and women can share chores, to help one another and their families.*
- 2** Read these instructions: *This is a fun game where we will try to guess what each other is acting out. One at a time, you will each stand up in front of the group and act out a chore that men can help women do. The whole group will try to guess what chore you are doing. Once they guess it correctly, you will sit down and then the next person will stand in front of the group and act out a different chore that men can help women do. The first rule is that you must keep on acting until the group guesses what you are doing. The second rule is that you are not allowed to use any words or sounds, only use your body movements. The third rule is that you cannot act out something that someone has already acted out. Once every person has been up to act, you are finished.*
- 3** Read the instructions in Step 2 again to make sure everybody understands.
- 4** When everybody is ready, select the first person to go. Count to three and yell "Go!" The first person should start. Once the group guesses correctly, then the next person goes and the group should continue until everyone has gone. Remind participants that they cannot repeat the same chore twice.
- 5** Have the group give a big applause to celebrate that they guessed all the chores.



6 Discussion. Once they are finished, form a circle and ask these questions. Make sure that many of the participants have time to respond and that both men and women are speaking.



- Did you enjoy this game? What did you enjoy?
- Who normally does these chores in your home?
- What would happen if men started to help women with their chores?
- Why might it be important for men and women to share chores?

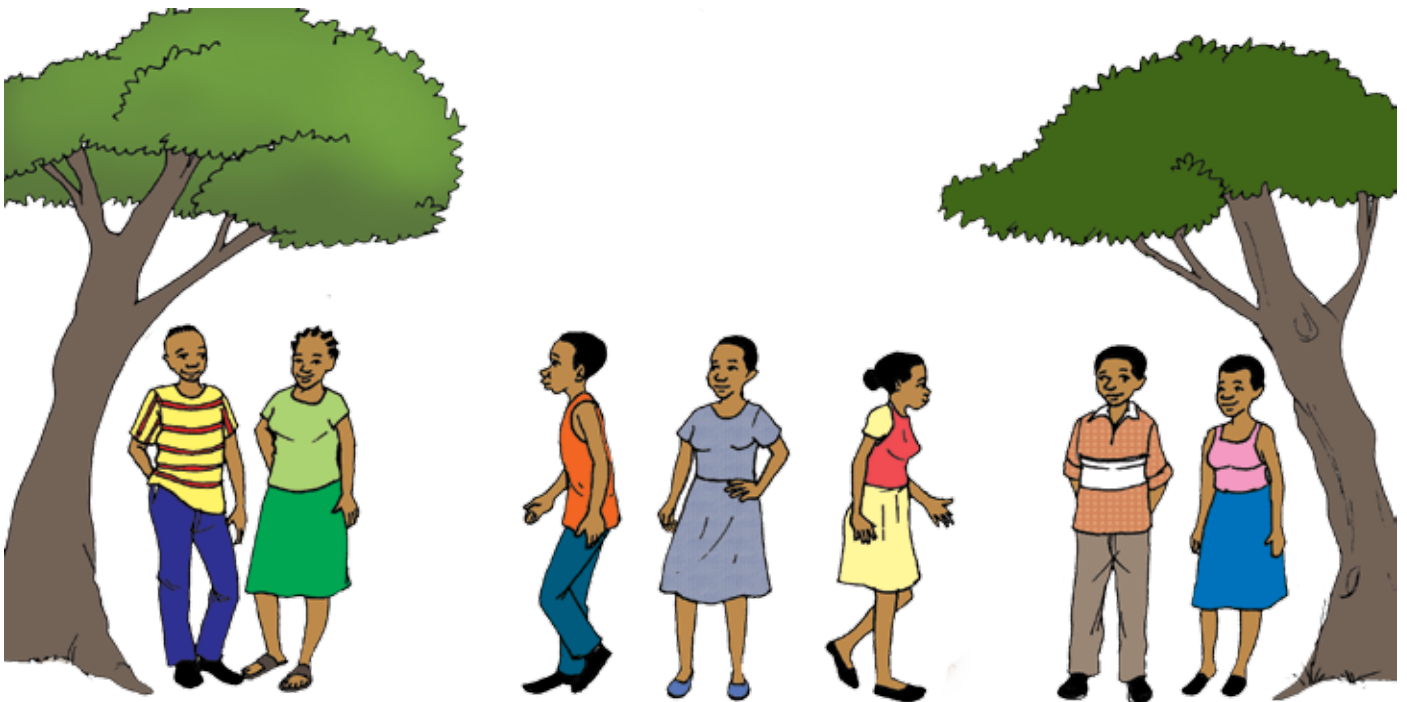
7 Closing. Read this out loud: *When men and women share chores, it makes their families and their communities stronger. When a young man helps his sister, she has time to do other things such as homework, which helps her stay in school. Sometimes, when fathers or brothers help women with chores, they also keep them safe. For example, it can be dangerous for girls and women to fetch water in the evening. Walking with a woman when she fetches water shows his family and neighbors what a respectable young man he is.*

8 Commitment. Read this out loud: *Go around the circle and make a commitment. If you are a young man, tell us one chore that you can help your sisters or mother with. If you are a young woman, tell us about a chore that you can ask your brothers or father for help with.*



Male and female roles game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about what it means to be a man or a woman.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "MEN" and the other is called "WOMEN". Select a spot in the middle of the two locations and call this "BOTH MEN AND WOMEN".
- Read these instructions out loud: *I am going to say a word. I want you to run to the location where you think that word belongs. For example, if I say the word "mother," you run to the "WOMEN" location because only women can be mothers. If I say the word "tall" and you think both men and women can be tall, you run to the space for "BOTH MEN AND WOMEN."*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first word from the list below.
- Once everyone runs to a location, ask at least two participants from each side to tell you why they chose that location. Encourage the others to share and debate as well.
- When they finish discussing, repeat the process for the remaining words.
- Repeat these steps for the remaining words on the list.



Word list

| | | |
|-------------------------|------------------------|----------------|
| Strong | Violent | Decision-maker |
| A good communicator | Teacher | Loving |
| In charge of the family | Cooking | Doctor |
| Unfaithful | Police officer | Lawyer |
| Financially successful | Takes care of children | Nurse |

9 Discussion. Once you are finished, ask participants to form a circle and ask these questions. Give them time to respond before moving onto the next question.



- Which of these words were difficult to decide whether they are for men, women or both?
- Many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be good communicators. How do you feel about these beliefs?
- Can an ideal man be caring and kind? Can an ideal woman be strong and make decisions for the family? Explain your answer.
- If your younger sister or cousin told you she wants to be a police officer, what would you say to her?

10 Closing. Read this out loud: *Sometimes, people in our community expect us to do things or be a certain way just because we are male or female. But, you would be surprised by how much both men and women can do the same things. For instance, both men and women can be strong, brave, funny, violent, powerful, and caring. Men and women can be police officers, carpenters, cooks and sellers in the market.*

11 Commitment. Read this out loud: *Go around the circle and tell us one thing that you would like to try, either now or when you are older, that members of your sex do not typically do. For instance, as a man, you may want to try cooking. As a woman, you may want to try herding goats. Since I have already given you those hints, think of something different to say.*

Staying in school drama and song

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how young men and women can help one another stay in school.*
- Read this out loud: *First, I would like you to think about the age mates in your village that do not attend school. What are some reasons that they are not able to go to school?*
Give the participants time to think and discuss. Make sure that many have a chance to speak.
- Read this out loud: *Some reasons that young men and women do not stay in school include getting married; having children; having to take care of younger siblings or younger children in the home; and having to spend more time digging in the garden or working.*
- Separate the group into two teams. The teams can have both males and females on them. Call the first team, Team 1 and the second team, Team 2.
- Read these instructions out loud: *Team 1's goal is to make up a drama about a young woman that is unable to stay in school for some of the reasons we discussed, and ways that her family and age mates help her get back into school. Team 2's goal is to make up a song and dance about why it is important for young men and young women to stay in school.*
- Read the instructions in Step 5 again to make sure everybody understands.
- Give the teams 15 minutes to discuss and make up their dramas and songs.
- After 15 minutes, call the teams back together in the circle. If there are people close by, invite them to come and watch the groups perform.
- Ask Team 1 to perform their drama for the rest of the group.
- Ask Team 2 to perform their song and dance for the rest of the group.



11 Discussion. Form a circle and ask these questions. Allow participants time to think about and respond to each question. Make sure many participants have the chance to speak.



- Do you feel that the things we acted, talked and sang about today happen here in your village?
- Why might it be important for both young men and young women to stay in school?
- Would it be acceptable in your community for young men to do some of the things you discussed today in order to help young women stay in school? Explain your answer.
- Many families believe that if there is little money in the family, only the male children should go to school. What do you think about this?
- How would you advise a friend that wants to help his sister stay in school?

12 Closing. Read this out loud: *Great communities are those that work to keep their young men AND their young women in school. When young women stay in school, they grow up to have more job options and raise healthier and more successful families. Delaying marriage and waiting to have children until you are finished with school will help you provide more for your family and give your children more opportunities to grow up great.*

13 Commitment. Read this out loud: *Go around the circle and say one thing that you can do to help young women in your family stay in school.*

Healthy timing and spacing of pregnancy story

1 Introduction. Ask participants to form a circle and read this out loud: *Today we will hear a story about the importance of delaying first pregnancies and spacing second pregnancies.*

2 Read this story to the group:

Omara and Akulu are new parents with a four-month old baby. Akulu understands that having another baby would mean one more mouth to feed and more chores. But she is 21 years old and she is worried that if she doesn't have another baby soon, she will become too old to have one. Akulu goes to the village health worker for advice. The village health worker tells her not to fear, women are able to have babies even when they are in their 30s. She tells Akulu that she was smart not to have her first child until she was ready in both her mind and in her body. The health worker also advises her to wait two years before trying to get pregnant again in order to protect her health and the health of her babies. Akulu and Omara were using exclusive breastfeeding (also called LAM) as a way to prevent a second pregnancy, but the village health worker tells Akulu that this method only works if the baby is less than 6 months, the baby is only fed breast milk and nothing else, and if Akulu's monthly bleeding hasn't started again. She suggests that since the baby is already 4 months old, Akulu and Omara should plan to start using another contraceptive option such as condoms, the pill, injectable contraception, implants, or an IUD. Akulu and Omara discuss together and decide that they will choose one of these options and wait two years before trying to get pregnant again.

3 Read the story again to the group.



4 Discussion. Ask the group these questions and allow them to discuss their responses with one another. Make sure to call on males and females to share their responses with the group.



- What are some reasons for a woman to wait to have children until she is 18 or older?
- What are some reasons for couples to wait two years before trying to become pregnant with a second child?
- Explain whose responsibility it is to prevent a pregnancy and why you think that? Is it the man's, the woman's, or the couples' together?
- What are some of the challenges young people face in delaying their first pregnancy?
- What can young people do to overcome the challenges to delaying their first pregnancy?
- What are some challenges young couples face in spacing their pregnancies by 2 years?
- What can couples do to overcome the challenges to spacing their pregnancies?

5 Closing. Read this out loud: *It is important for young women to wait until their bodies and minds are ready to have children, at least after the age of 18. Getting pregnant soon after giving birth can cause health problems for the mother and the baby. Also, it can cause challenges with food and money, and can make raising children more difficult. Go to the health centre or talk to a village health worker to discuss the different ways you can choose to delay a first pregnancy and space a second pregnancy.*

6 Commitment. Read this out loud: *Go around the circle and name a health centre or health worker that you know of that you can talk to about healthy timing and spacing of pregnancies.*

How alcohol feels game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to play a game that teaches us about what happens when people drink too much alcohol.*
- 2** Draw a line, about 3 metres long, on the ground using a stick or your hands.
- 3** Ask participants to stand in a straight line, at one end of the line on the ground.
- 4** Read these instructions: *I want everybody to think about a goal that you have for the future. This can be something for the near future, such as "I want to find a job tomorrow." Or it can be something for the distant future, such as "I want to own my own business one day". Imagine that your goal is sitting at the end of this line, and that you are trying to reach it. One by one, you are going to state your goal out loud so that everybody can hear you, and walk along the line to the other end. Pretend this line is a beam, high up in the air. You must walk one foot in front of the other, keeping your feet on the line. I will count every time your feet fall off the line. When the first person reaches the other end, the next person in line will begin.*
- 5** Read the instructions from Step 4 again to make sure everybody understands.
- 6** Begin the game. Make sure that each participant says his or her goal out loud and walks across the line carefully, keeping the whole foot on the line. Count out loud each time a participant's foot lands outside the line instead of on top of it.
- 7** Once the whole group has made it to the other end of the line, read this: Now we are going to play the game again. This time, however, you must close your eyes and spin around in a circle four times very quickly, before you state your goal and walk across the line.
- 8** Begin the game. Right before he or she walks on the line, make sure that the participant spins around four times, states his or her goal again and then walks across the line. Count the number of times each person's feet land outside the line instead of on top of it.



9 Discussion.

Once everyone has made it to the other end, ask these questions.



- Did spinning around make the game harder?
- How do you think this activity might relate to drinking alcohol?
- How do you think drinking alcohol makes it harder to reach your goals?
- How do you think drinking alcohol affects the families in your community?
- What do you think it means to drink alcohol responsibly?

10 Closing. Read this out loud: *Drinking a lot of alcohol can lead to many problems such as poor performance in school and sports and making bad decisions. It also can make you feel sick and do things that are hurtful toward yourself or others, like having unprotected sex or being violent. When you drink too much alcohol, it can be harder to achieve your goals. There are so many things to do without alcohol that will keep you happy and safe.*

11 Commitment. Read this out loud: *Go around the circle and name one thing that you can do to make sure that you and your friends drink responsibly.*

* Adolescents with epilepsy, sickness or another physical challenge should not play the game, but should take part in the discussion.

Activity cards for married and/or parenting adolescents

(15 –19 years old)



The Republic of Uganda



This activity card set includes:

- Healthy timing and spacing of pregnancy story
- Great fathers drama
- How alcohol feels game
- Disciplining children story
- Advice on solving problems
- A long-lasting love song
- Getting to know you interviews
- Injectable contraception true or false
- Combined oral contraceptive pills true or false
- Intrauterine device (IUD) true or false
- Condom true or false
- Implant true or false
- Emergency contraceptive pills true or false
- LAM true or false
- Choosing our future community interviews
- Advice for my children
- Male and female roles game
- Advice about loving our children
- Drinking responsibly drama
- Advice about making decisions
- Reproductive health choices agree or disagree
- Healthy relationships agree or disagree

Illustration & Design:



Mango Tree

www.mangotreeuganda.org

Activity cards: instructions for use

What are activity cards?

Each activity card has step-by-step instructions for a fun activity that a group of adolescents can do together to start discussions about equality, health, and safety. There are many different types of activities on the cards including games; discussions; debates; community interviews; and music, drama, and dance.

Who can use the activity cards?

Any small group of adolescents can use the cards. There are three different sets of cards:

- 1 set of cards for very young adolescents (10-14)
- 1 set of cards for older adolescents (15-19)
- 1 set of cards for newly married and/or parenting adolescents (15-19)

Who can lead the activities on the cards?

When your group is interested in using one of the cards, you will have to select someone from the group to lead the card. This person doesn't have to be trained, but should be able to read what is on the card and be comfortable leading a group activity. This toolkit comes with suggestions for leading groups to help anyone leading the activity prepare to lead it well.

When can we use the cards?

You can use these cards anytime you want something fun to do with your group! You can do the activity on the cards during your group's regular meetings or during special activities.

How do we use the cards?

1. **Select any card:** The cards can be used in any order so you can pick a card based on your group's interest or the kind of activity you would like to do.
2. **Review the card:** The person selected to lead the activity should review the card before starting the activity. At the top of every card, you will find the card title, the topic that the card will cover (health, equality, safety or "be great"), and the estimated amount of time that the activity will take.
3. **Read the introduction:** Each card has an introduction that the activity leader should read out loud to the group before the activity begins.
4. **Follow the steps written on the card:** Some steps say "read this out loud to the group" which means the activity leader should read what is written for that step so that the whole group can hear the instruction. Other instructions will simply ask the leader to do something such as "draw a line in the dirt with a stick," which the leader does not have to read loudly, but rather just go ahead and do it.
5. **Have a group discussion:** Once the group has completed the activity, there is a list of discussion questions that the leader will ask the group to encourage discussion about the activity.
6. **Read the closing statement:** After the discussion, the activity leader should read out loud the closing statement on the card.
7. **Ask the participants to make a commitment:** At the very end, the activity leader will read the commitment section on the card. The commitment asks that each participant say one thing that is related to the activity, and which they will commit to doing in the future.

Suggestions for leading groups

Whether you have led group activities before or this is your very first time, it is a good idea to read through these suggestions before you lead an activity.

- Let participants do most of the talking.
- Be patient – when you ask a question from the card, give the participants a few minutes to think about their response and let them respond.
- Encourage participation – when you ask a question, encourage many of the participants to answer instead of just one or two participants. Be sure to ask both young men and young women to respond.
- Make eye contact and smile!
- Use simple language – if there are words on the card that participants do not understand, try to explain them your own way so that they will.
- Speak clearly and loudly.
- Keep the conversation focused on the questions on the activity card.
- Respect and appreciate participants – there are no right or wrong answers to the questions on the cards. The cards are meant to start discussions so encourage participants and do not judge them.
- Don't take sides in discussion among participants; just encourage participants to discuss their different viewpoints with one another.

Be excited and HAVE FUN!



Healthy timing and spacing of pregnancy story

1 Introduction. Ask participants to form a circle and read this out loud: *Today we will hear a story about the importance of delaying first pregnancies and spacing second pregnancies.*

2 Read this story to the group:

Omara and Akulu are new parents with a four-month old baby. Akulu understands that having another baby would mean one more mouth to feed and more chores. But she is 21 years old and she is worried that if she doesn't have another baby soon, she will become too old to have one. Akulu goes to the village health worker for advice. The village health worker tells her not to fear, women are able to have babies even when they are in their 30s. She tells Akulu that she was smart not to have her first child until she was ready in both her mind and in her body. The health worker also advises her to wait two years before trying to get pregnant again in order to protect her health and the health of her babies. Akulu and Omara were using exclusive breastfeeding (also called LAM) as a way to prevent a second pregnancy, but the village health worker tells Akulu that this method only works if the baby is less than 6 months, the baby is only fed breast milk and nothing else, and if Akulu's monthly bleeding hasn't started again. She suggests that since the baby is already 4 months old, Akulu and Omara should plan to start using another contraceptive option such as condoms, the pill, injectable contraception, implants, or an intrauterine device (IUD). Akulu and Omara discuss together and decide that they will choose one of these options and wait two years before trying to get pregnant again.

3 Read the story again to the group.



4 Discussion. Ask the group these questions and allow them to discuss their responses with one another. Make sure to call on males and females to share their responses with the group.

- What are some reasons for a woman to wait to have children until she is 18 or older?
- What are some reasons for couples to wait two years before trying to become pregnant with a second child?
- Explain whose responsibility it is to prevent a pregnancy and why you think that way? Is it the man's, the woman's, or the couple's together?
- What are some of the challenges young people face in delaying their first pregnancy?
- What can young people do to overcome the challenges to delaying their first pregnancy?
- What are some challenges young couples face in spacing their pregnancies by 2 years?
- What can couples do to overcome the challenges to spacing their pregnancies?



5 Closing. Read this out loud: *It is important for young women to wait until their bodies and minds are ready to have children, at least until they are 18 years old. Getting pregnant soon after giving birth can cause health problems for the mother and the baby. Also, it can cause challenges with food and money, and can make raising children more difficult. Go to the health centre or talk to a village health worker to discuss the different ways you can choose to delay a first pregnancy and space a second pregnancy.*

6 Commitment. Read this out loud: *Go around the circle and name a health centre or health worker that you know of that you can talk to about healthy timing and spacing of pregnancies.*

Great fathers drama

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about ways that fathers can help with child care responsibilities and household chores.*
- 2 Separate the group into small groups of 3-4 people. Men and women can be mixed.
- 3 Read these instructions out loud: *In your groups, I want you to imagine that you are a family made up of husband, wife and children. You are going to make up a drama that shows the husband helping the wife look after the children and help with household chores. This gives you both more time to rest and to spend time with your children. There is one rule. Men have to play the role of the wife and women have to play the role of the husband! Others in the group can play the role of the children.*
- 4 Read the instructions in Step 3 again to make sure everybody understands.
- 5 Give the groups 15 minutes to come up with their dramas.
- 6 After 15 minutes, ask the groups to form a circle once again.
- 7 Ask the first group to perform their drama.
- 8 When they are finished, ask the next group and then the next group to perform.



9 Discussion. Once all of the groups have performed, ask these questions. Allow time for participants to think about and discuss their responses. Make sure to call on both males and females to respond.



- How did it feel to play the role of someone from the opposite sex?
- Do you think it is possible for men to share household chores in the families in your community?
- Do you know any men that share childcare and other household chores with their wives?
- Do you think that men helping women take care of the children would be a good change or a bad change in your community? Explain your answer.
- Why might it be important for fathers to spend time with their children?

10 Closing. Read this out loud: *A GREAT father is one that helps take care of the children, provides support for his wife, and serves as a role model in the family. When fathers help with household chores and childcare, children grow up happier, stronger, and ready to be leaders in their community.*

11 Commitment. Read this out loud: *Go around the circle and make a commitment. If you are a man, name one chore or responsibility that you can help your wife, or your future wife with. If you are a woman, name one thing that you will be able to do more of, such as join a community group, if you have help with your household chores.*



How alcohol feels game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to play a game that teaches us about what happens when people drink too much alcohol.*
- 2** Draw a line, about 3 metres long, in the dirt using a stick or your hand.
- 3** Ask participants to stand in a straight line, at one end of the line in the dirt.
- 4** Read these instructions: *I want everybody to think about a goal that you have for the future. This can be something for the near future, such as "I want to find a job tomorrow." Or it can be something for the distant future, such as "I want to own my own business one day". Imagine that your goal is sitting at the end of this line, and that you are trying to reach it. One by one, you are going to state your goal out loud so that everybody can hear you, and walk along the line to the other end. Pretend this line is a beam, high up in the air. You must walk one foot in front of the other, keeping your feet on the line. I will count every time your feet fall off the line. When the first person reaches the other end, the next person in line will begin.*
- 5** Read the instructions from Step 4 again to make sure everybody understands.
- 6** Begin the game. Make sure that each participant says his or her goal out loud and walks across the line carefully, keeping the whole foot on the line. Count out loud each time a participant's foot lands outside the line instead of on top of it.
- 7** Once the whole group has made it to the other end of the line, read this: *Now we are going to play the game again. This time, however, you must close your eyes and spin around in a circle four times very quickly, before you state your goal and walk across the line.*
- 8** Begin the game. Right before he or she walks on the line, make sure that the participant spins around four times, states his or her goal again and then walks across the line. Count the number of times each person's feet land outside the line instead of on top of it.



9 Discussion.

Once everyone has made it to the other end, ask these questions.



- Did spinning around make the game harder?
- How do you think this activity might relate to drinking alcohol?
- How do you think drinking alcohol makes it harder to reach your goals?
- How do you think drinking alcohol affects the families in your community?
- What do you think it means to drink alcohol responsibly?

10 Closing. Read this out loud: *Drinking a lot of alcohol can lead to many problems such as poor performance in school and sports and making bad decisions. It also can make you feel sick and do things that are hurtful toward yourself or others, like having unprotected sex or being violent. When you drink too much alcohol, it can be harder to achieve your goals. There are so many things to do without alcohol that will keep you happy and safe.*

11 Commitment. Read this out loud: *Go around the circle and name one thing that you can do to make sure that you and your friends drink responsibly.*

* Adolescents with epilepsy, sickness or another physical challenge should not play the game but should take part in the discussion.

Disciplining children story

1 Introduction. Ask the group to form a circle and read this out loud: *Today we are going to talk about ways to discipline children that do not include hitting and other forms of violence.*

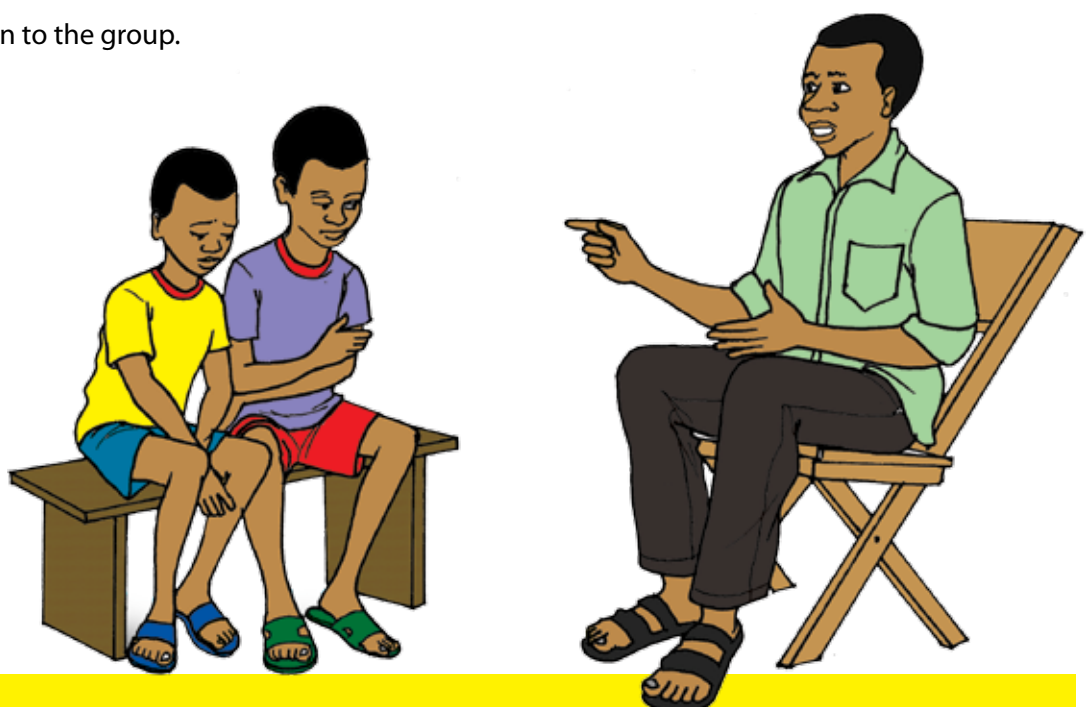
2 Read this story to the group:

Amongi and Omara are raising their two sons and their niece Kipwola whose mother died when she was young. As with most brothers, the nine year old follows the twelve year old around everywhere and the twelve year old is always teasing the younger one. At times, they fight. Amongi, who is so busy with her farming, VSLA, and community activities, gets very frustrated when the boys fight. She often wants to scream and hit them. However, she doesn't hit them because of a promise she made a long time ago.

Amongi knows what it is like to be hit as a child. Her own parents hit her and her siblings. She remembers so much screaming and crying in her home. However, she cannot remember why she was hit. Nobody explained to her what her wrong behavior was; they just hit her. She remembers fearing her mother and trying to avoid her mother so that she would not be screamed and yelled at. When Amongi had her own children, she asked herself the question, "Did being hit make me behave any better?" She realized that the hitting did not stop her from misbehaving.

Omara's parents did not hit him. They would solve problems by talking to their children and helping their children understand the difference between right and wrong. They taught their children about honesty, trustworthiness, respect, and responsibility. And because they themselves did not hit one another, their children saw that problems could be solved through talking. Just yesterday, when the boys were fighting, Omara took a few minutes to sit them down and ask them to talk about why they were fighting. After talking, he told each of them to sit quietly for ten minutes and think about all the reasons they like to play with one another. When they were finished sitting, they smiled at each other and went off to play.

3 Read the story again to the group.



4 Discussion. Ask the group these questions. Make sure that participants have time to think about and discuss their responses to each question before moving onto the next question.



- Why do you think people use violence to discipline their children in your community?
- What are some ways to discipline your children without using violence?
- What will you do to discipline your children that is similar to the way your parents disciplined you?
- What will you do to discipline your children that is different from how your parents disciplined you?
- What are the ways that you are going to show love and care for your children?

5 Closing. Read this out loud: *There are many ways to discipline children that are non-violent. Talking to your children about their behavior and explaining why what they have done is wrong, will help them learn to behave better. Giving them an extra chore or taking away their time to play, will help them learn that when they misbehave, they lose some freedom but they don't lose your love.*

6 Commitment. Read this out loud: *Go around the circle and name one thing that you will do to discipline your children that does not include hitting them or yelling at them.*

Advice on solving problems

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how to solve problems in a relationship through talking instead of violence.*
- 2** Separate the group into two groups. Men and women should be mixed in groups.
- 3** Read these instructions out loud: *I am going to read two short stories about couples of your age. In your groups, discuss how the characters can solve the problem by talking about it, instead of using violence. Make up a short drama that acts out the way you think that the couple in the story resolve the problem instead of using violence.*
- 4** Read the instructions in Step 3 again to make sure everybody understands.
- 5** Read the first story from the box below.
- 6** Give participants 10 minutes to discuss and practice their dramas.
- 7** After 10 minutes, ask the groups to return and form a circle.
- 8** Ask the groups to perform their dramas one at a time.
- 9** Read the 2nd story from the box and give the groups 10 minutes to make up new dramas.
- 10** Ask the groups to form a circle and perform their dramas one at a time.



Story #1: Okao and Kipwola have been married for two years and are saving money so they can have a baby. Lately, Okao has been going to the bar and drinking with his friends instead of going to work. He often comes home very drunk, without any money, and yells at Kipwola. She often yells back and they argue into the night about his drinking. Sometimes he hits her.

Story # 2: Achieng and Obita are married and have three children. Achieng is pregnant with her fourth child and lately has been feeling very weak. It is hard for her to do her chores, make dinner, and look after the children all at the same time. When Obita comes home from work, he beats her because his dinner is not ready and the house is not clean.

11 Discussion. Ask the group to form a circle and ask these questions.



- How common are these situations in your community?
- Do couples often use violence to solve problems or do they talk about their problems?
- Why is it important to find ways to solve problems that do not involve violence?
- What are some things that couples can do to solve problems without using violence?

12 Closing. Read this out loud: *When couples are violent toward one another, they cause each other fear, pain, and sadness. Often, they do not actually solve the problem that they are fighting about. Talking to your partner will help you solve your problems and improve your relationship. It is also important to show your children how to solve problems without violence.*

13 Commitment. Read this out loud: *Go around the circle and say one thing that you are going to do in the future to solve a problem without using violence.*

A long-lasting love song

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Many people believe that the most exciting part of a relationship is the time when a couple is courting and starting to fall in love. Today we are going to talk about how to keep that love and excitement alive once you have been married.*
- 2** Separate the group into small groups of 3-4 people. Men and women can be mixed but couples should be separated.
- 3** Read these instructions out loud: *Imagine a couple that has been married for five years. They work hard, are raising two children and are tired at the end of every day. They don't have much time for themselves. How would you advise them to keep their love alive? How should they talk to each other and treat each other? How do they show that they love each other and keep the excitement that they had at the beginning of their relationship? Talk about these things in your groups and then make up a song about keeping love between a couple alive.*
- 4** Read the instructions in Step 3 again to make sure everybody understands.
- 5** Give the groups 15 minutes to discuss and make up their songs.
- 6** After 15 minutes, ask the groups to return and form a circle.
- 7** Ask the groups to perform their songs one at a time. If there are other members of the community close by, invite them to come and listen but let them know they are only an audience. They are not to take part in the activity.



8 Discussion. Once everyone is finished, ask these questions. Allow time for participants to think about and discuss their responses, before moving onto the next question.



- What are some reasons that couples struggle to keep their love alive and strong?
- How do couples you know keep their love alive after they have been married for a long time?
- Why is it important to keep a relationship strong?
- How would the things you sang about today be accepted in the community?

9 Closing. Read this out loud: *Keeping a relationship alive and strong over a long period of time is hard for everybody. The stress of raising children, earning money, and dealing with major life changes like sickness can be really challenging for couples. It is important to make time for yourselves as a couple. This means showing each other love and respect and talking about your thoughts. Something as simple as taking a walk together and talking is great.*

10 Commitment. Read this out loud: *Go around the circle and name one thing that you are going to do in the future to make sure that you keep your relationship healthy over time.*

Getting to know you interviews

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk to each other about what we want our lives to be like when we grow up.*
- 2 Separate the group into pairs; females paired with females, and males with males.
- 3 Read these instructions out loud: *Imagine that you are radio reporters and that you are interviewing your partners. I will read a question out loud. In your pairs, take turns asking each other this question and then answering it. I will read five questions and give you a few minutes between each question to talk with one another.*
- 4 Read the instructions in Step 3 again to make sure everybody understands.
- 5 Read the questions in the box slowly. After each question, give the group about two minutes to talk to one another before you read the next question.



Question 1: What do you want your relationship to be like as you get older?

Question 2: How many children do you wish to have?

Question 3: How do you plan to space your children? Will you have them one after the other or take breaks in between?

Question 4: Describe the type of mother or father you hope to be?

Question 5: What do you hope for your children?

6 Discussion. Ask the group to form a circle and ask these questions. Make sure to call on many different people, including young men and young women.



- How did it feel to share your goals for the future with your peers?
- Is it normal for young people to talk about their hopes for their families and their children with others?
- Why might it be important to talk to your partner about your hopes for your family?
- What are things that partners can do to make sure they take the time to talk to one another about their hopes and dreams?

7 Closing. Read this out loud: *Talking to your partner about what you both want for your family size, your children, and your relationship is great. It is important for couples to talk and make decisions together about things like when to have children and when to use contraception. Couples should also talk about how to raise and discipline children. Talking about your goals will help you achieve them.*

8 Commitment. Read this out loud: *Go around the circle and name one friend that you are going to talk to this week about your hopes for your family.*



Injectable contraception true or false

Note to facilitator: Please see the injectable contraception fact card in the GREAT toolkit bag for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called injectable contraception. This is a shot that women get in the arm to prevent pregnancy. There are different types of injectables, but today we are going to talk about the every three month type, which is also called DMPA or Depo. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about injectable contraceptives. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: For injectable contraception to prevent pregnancy, a health worker gives it to a woman every 3 months.

Answer: *The statement is true. For the most common type of injectable contraception, DMPA, a woman must see a health worker for an injection every three months.*

Statement: A woman using the injectable won't be able to get pregnant after she stops using the injectable.

Answer: *The statement is false. Sometimes there is a delay of 6 to 12 months after the last injection for a woman to become pregnant again. But there is no evidence that shows that women become infertile because of the injection.*

Statement: Injectable contraceptives are dangerous, especially for adolescents who haven't had children.

Answer: *The statement is false. Injectables are very safe for adolescents, including those who have and haven't had children.*

Statement: Injectable contraception might cause you to stop menstrual bleeding.

Answer: *The statement is true. Women using injectable contraception do not release eggs and so they often stop monthly bleeding. This is not harmful to your body or your health.*

Statement: Injectable contraception does not impact a woman's breast milk if she is breastfeeding.

Answer: *The statement is true. Injectable contraception does not decrease the amount of breast milk and it does not affect the breast milk itself or the health of the infant. Women can use the injection starting 6 weeks after childbirth.*

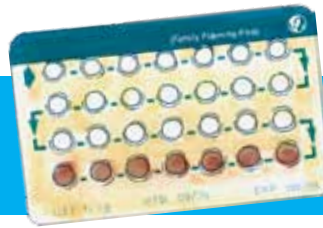
10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating.



- What did you learn that was new about injectable contraceptives?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about injectable contraception? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about injectables and other contraceptives?

11 Closing. Read this out loud: *Many women and couples like to use injectable contraception because injectables do not require daily reminders like the pill does and nobody else can tell that a woman is using contraception. However, like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about injectable contraception and other contraceptive methods.*



Combined oral contraceptive pills true or false

Note to facilitator: Please see the oral contraception fact card in the GREAT toolkit bag for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one type of method called the combined oral contraceptive pill, or just "the pill". The pill is swallowed every day in order to prevent pregnancy. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about oral contraceptive pills. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure that everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



- Statement:** A woman only needs to take the pill when she has sex.
Answer: *The statement is false. A woman must take the pill every day in order not to become pregnant. The pill only works if taken every day.*
- Statement:** When taking the pill, changes to monthly bleeding are common but not harmful.
Answer: *The statement is true. When you start on the pill, it is normal to have bleeding that is not regular for the first few months. Then you will start having regular, lighter monthly bleeding afterwards.*
- Statement:** The pill will cause deformities in children.
Answer: *The statement is false. The pill does not cause any harm to the baby or to the mother.*
- Statement:** The pill will cause infertility.
Answer: *The statement is false. Once a woman stops taking the pill, she is able to become pregnant.*
- Statement:** The pill is safe for adolescents to take.
Answer: *The statement is true. The pill has been used safely by millions of adolescent women for over 30 years and been tested more than any other drug. In fact, studies show that the pill can protect women from some forms of cancer.*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses in between each question. Be sure everyone is participating:



- What did you learn that was new about the pill?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about the pill? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about the pill and other forms of contraception?

11 Closing. Read this out loud: *Many women and couples like contraceptive pills because they help protect against pregnancy and some cancers. Some of the pills can also help reduce menstrual cramps, bleeding problems, and improve complexion. What can be difficult is remembering to take the pill every single day and making sure that you always have a supply of pills. If a woman misses doses of her pill, she risks getting pregnant. Like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

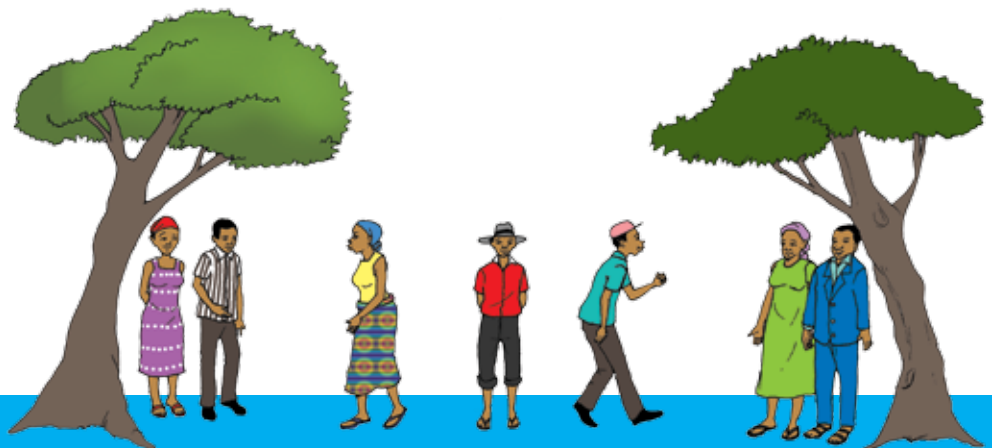
12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about oral contraceptive pills and other contraceptive methods.*



Intrauterine device (IUD) true or false

Note to facilitator: Please see the Intrauterine device (IUD) fact card in the GREAT toolkit bag for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called the intrauterine device, or Intrauterine device (IUD). The Intrauterine device (IUD) looks like a T and is placed inside the woman's uterus. Once it is in place, the woman cannot feel it and it prevents pregnancy for up to 12 years. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about the Intrauterine device (IUD). If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: The Intrauterine device (IUD) is a very effective method for preventing pregnancy.

Answer: *The statement is true. The Intrauterine device (IUD) is very effective and a long-lasting method of preventing pregnancy. It is more effective than condoms, the pill, and injectables. Once inserted, it can remain in the uterus for up to 12 years. A health provider can remove the Intrauterine device (IUD) whenever a woman likes. When the Intrauterine device (IUD) is removed, a woman is able to become pregnant right away.*

Statement: The Intrauterine device (IUD) should only be used by women who have already had babies.

Answer: *The statement is false. Any woman, young or old, with or without children, can safely use an Intrauterine device (IUD).*

Statement: The Intrauterine device (IUD) might travel inside a young woman's body to her heart or her brain.

Answer: *The statement is false. There is no passageway from the uterus to the other organs of the body. The Intrauterine device (IUD) is placed inside the uterus and unless it accidentally comes out, it stays there until a trained health worker removes it. If it does come out, it comes out of the vagina. It is rare for an Intrauterine device (IUD) to come out.*

Statement: The Intrauterine device (IUD) can prick the penis during sex.

Answer: *The statement is false. The Intrauterine device (IUD) cannot be felt during sex.*

Statement: The Intrauterine device (IUD) can fall out during physical activity.

Answer: *The statement is false. Once the IUD is in place, it will stay there and cannot come out until a health worker removes it.*

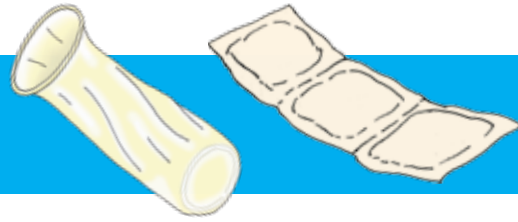
10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about the Intrauterine device (IUD)?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about the Intrauterine device (IUD)? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about the Intrauterine device (IUD) and other forms of contraception?

11 Closing. Read this out loud: *Many women and couples like the Intrauterine device (IUD) because it is very effective at preventing pregnancy, lasts a long time, and does not require the user to do anything once it is inserted. There is nothing to remember everyday like there is with pills and nobody but the woman knows that she is using contraception. Like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

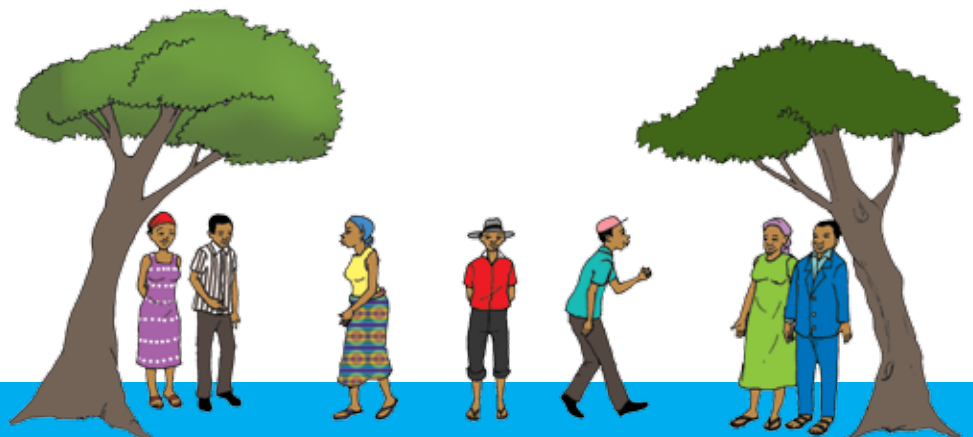
12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about the Intrauterine device (IUD) and other contraceptive methods.*



Condom true or false

Note to facilitator: Please see the condom fact card in the GREAT toolkit bag for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about male and female condoms. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about condoms. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: Both male and female condoms prevent against pregnancy and sexually transmitted infections, including HIV.

Answer: *The statement is true. Condoms are the only contraceptive method that can protect against pregnancy and sexually transmitted infections, including HIV at the same time.*

Statement: A man can put on 2 or 3 condoms at once to increase protection.

Answer: *This statement is false. Condoms can break if they are used on top of one another. You should only use one condom at a time.*

Statement: A male condom and female condom can be used together to increase protection.

Answer: *This statement is false. Male and female condoms should not be used together. This can cause friction that may lead to the condoms tearing.*

Statement: The female condom is comfortable.

Answer: *The statement is true. The female condom is the same length as a male condom but wider. It is flexible and fits into the shape of the vagina. Female condoms have been carefully designed to fit any woman's body and any man's penis. They cannot get lost inside the body.*

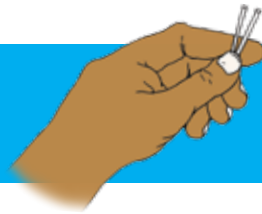
10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about the male and female condom?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about condoms? Do they have correct information or incorrect information?
- Where can you and other young people go to get condoms or find out more about condoms and other forms of contraception?

11 Closing. Read this out loud: *Men and women like to use condoms because they have no side effects and they can be found in many places. Female condoms can be inserted ahead of time and do not interrupt sex. Women like them because they can decide when to use them and they can be used without seeing a health care provider. Since many couples have trouble using condoms correctly and consistently, using another contraceptive method, such as the pill or injectables, and using condoms is often the best way to prevent pregnancy and HIV/STIs for those couples. It is important to talk to a health care provider about contraceptive options.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about the male and female condom and other contraceptive methods.*



Implant true or false

Note to facilitator: Please see the implant fact card in the GREAT toolkit bag for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called implants. Implants are 1-2 small, flexible rods that are placed just underneath the skin on the woman's arm and which release medicine in order to prevent pregnancy. They are very effective for 3-5 years. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about implants. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: Adolescents should not use implants.

Answer: *This statement is false. Implants are very safe for adolescents, including those who have had children and those who have not had children.*

Statement: Implants are one of the most effective methods of preventing pregnancy.

Answer: *The statement is true. Implants are very effective. They are more effective than the pill, injectables, and condoms at preventing pregnancy*

Statement: Women that stop using implants can become pregnant right away.

Answer: *The statement is true. After the implant is removed, a woman can become pregnant right away.*

Statement: The implant causes birth defects in the baby.

Answer: *The statement is false. If the woman becomes pregnant while using the implant, there will be no harm to the baby.*

Statement: The implant can move around the inside of a woman's body or fall out of the arm.

Answer: *The statement is false. The implants remain where they are inserted until a health worker removes them. The only time a rod may start to come out is if it was not put in correctly. If this happens, the woman should see a health worker right away and use another form of contraception.*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about implants?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about implants? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about implants and other forms of contraception?

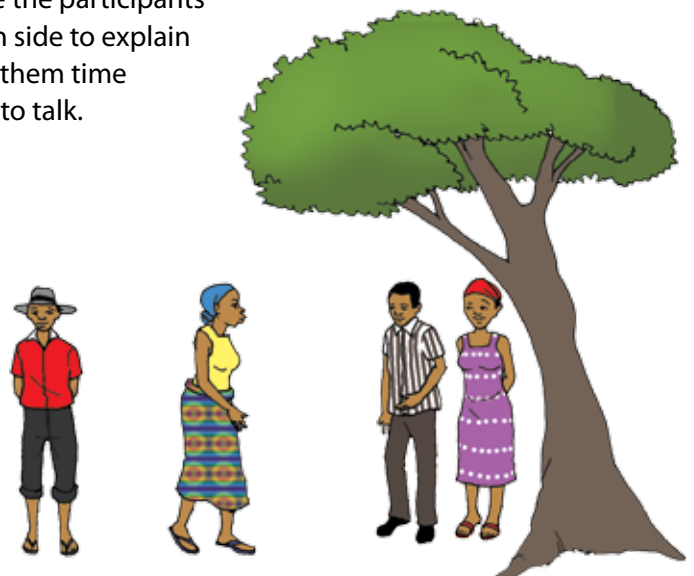
11 Closing. Read this out loud: *Many women and couples like using the implant because once it is inserted, there is nothing else required, it is long-lasting, and it does not interfere with sex. Like with all contraceptive methods, there can be some side effects. It is important to talk to a health worker about options that men and women, including adolescents, have to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about implants and other contraceptive methods.*

Emergency contraceptive pills true or false

Note to facilitator: Please see the emergency contraception fact card in the GREAT toolkit bag for more information about this method. If possible, invite a health worker to help facilitate this card.

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called emergency contraceptive pills. These are pills that are taken up to 5 days after having unprotected sex in order to prevent pregnancy. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about emergency contraception. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least 2 people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many different people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



Statement: Emergency contraceptive pills will end a pregnancy if a woman takes them when she is already pregnant.

Answer: *This statement is false. Emergency contraceptive pills will prevent the egg from meeting the sperm after sex takes place. If a woman is already pregnant, the pills will not end the pregnancy and will not cause birth defects to her baby.*

Statement: Emergency contraceptive pills should be taken immediately after unprotected sex in order to be most effective.

Answer: *The statement is true. The sooner that the pills are taken after sex, the better they work to prevent pregnancy. They have been shown to prevent pregnancy up to 5 days after having sex.*

Statement: Taking emergency contraceptive pills might cause a woman to feel a little sick for a few days.

Answer: *The statement is true. Emergency contraceptive pills can sometimes cause a woman to feel nausea, headaches, dizziness, and occasionally vomit. A woman may also have some irregular bleeding in the weeks following taking the pills.*

Statement: Emergency contraceptive pills will make women behave in a risky way and have sex with many people.

Answer: *The statement is false. Many studies have found that having emergency contraceptive pills available does not change how people behave. Instead, they provide women with a second chance to prevent pregnancy in case they have unprotected sex.*

Statement: Emergency contraceptive pills are not appropriate for adolescents.

Answer: *The statement is false. Emergency contraceptive pills are safe for all women, including adolescents.*

Statement: Women should never use emergency contraceptives more than once a year.

Answer: *The statement is false. Emergency contraceptives can be used as often as they are needed to prevent pregnancy after unprotected sex. However, other methods like the pill, injectables, implants and Intrauterine device (IUD) that women use consistently over time work better to prevent pregnancy (if used correctly before sex happens).*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating:



- What did you learn that was new about emergency contraceptive pills?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about emergency contraception? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about contraception?

11 Closing. Read this out loud: *Emergency contraceptive pills offer a second chance to prevent pregnancies. It is important to know where to find them so that you can use them as soon as possible after unprotected sex, including when a condom breaks or comes off inside the woman. Many people like to have emergency contraceptives on hand just in case their regular method of contraception fails. It is important to talk to a health worker about how to prevent pregnancy.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about emergency contraception and other contraceptive methods.*



LAM true or false

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *There are many different methods to prevent pregnancy. Today we will play a game to learn more about one method called Lactational Amenorrhea Method or LAM. LAM is a method of preventing pregnancy that requires that the woman is exclusively breastfeeding, that her baby is less than 6 months old, and that her monthly bleeding has not returned. It is important for both men and women to learn about contraception.*
- 2 Read this out loud: *What are some ways that you know of to prevent pregnancy?*
Give participants a few minutes to think about and discuss their answers.
- 3 Once they have named different ways, share any answers from this list that they did not say. The pill; Intrauterine device (IUD); injectables; male condom; female condom; implants; male/female sterilization; LAM (exclusive breastfeeding for 6 months after birth); emergency contraception; fertility awareness methods.
- 4 Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "TRUE" and the other is "FALSE". "I DON'T KNOW" is a location in between.
- 5 Read these instructions out loud: *I am going to read a statement to you about LAM. If you think the statement is true, run to the "TRUE" location. If you think the statement is false, run to the "FALSE" location. If you do not know, stay here in the middle. After you run to your places, I will ask you to tell the group why you think the statement is true or false. Then, I will read you the correct answer and we will see who got it right. It is okay to get these answers wrong. We are here to learn today.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Read the first statement from the box below. Once the participants run to their locations, ask at least two people on each side to explain why they think the statement is true or false. Give them time to respond and encourage many people to talk.
- 8 Read the correct answer below the statement.
- 9 Repeat this process for the remaining statements.



- Statement:** Exclusive breastfeeding means that no other food or liquids are offered to the baby.
Answer: *This statement is true. In order to prevent another pregnancy, you cannot give the baby anything besides breast milk. If you do, you must find another contraceptive method to use.*
- Statement:** Exclusive breastfeeding a baby for up to two years will prevent another pregnancy.
Answer: *The statement is false. Exclusive breastfeeding only works for preventing pregnancy if the baby is less than 6 months old. It is also healthy to give some foods to the baby after 6 months of exclusive breastfeeding.*
- Statement:** LAM will only work to prevent pregnancy if the mother's monthly bleeding has not returned after giving birth.
Answer: *The statement is true. If a mother's monthly bleeding returns, she must use another method, like an Intrauterine device (IUD), implant, injectable, or condoms to prevent another pregnancy.*
- Statement:** A woman should start breastfeeding as soon as possible after a baby is born in order to prevent another pregnancy.
Answer: *The statement is true. If a woman does not start breastfeeding right away, she is more likely to give the baby something besides breast milk to drink, which would mean that she cannot use breastfeeding to prevent another pregnancy.*

10 Discussion. Ask the group to form a circle and ask these questions. Allow them to discuss their responses with one another. Be sure everyone is participating.



- What did you learn that was new about LAM?
- Why do you think it is important for both young men AND young women to learn about contraception?
- What do you think people in your community think about LAM? Do they have correct information or incorrect information?
- Where can you and other young people go to find out more about LAM and other contraceptive methods?

11 Closing. Read this out loud: *Many women and couples like to use LAM during the first six months of their baby's life because it is very effective, has no side effects, does not need any supplies and encourages breastfeeding which is healthy for the mother and the baby. However, it only works to prevent pregnancy if the baby is only fed breast milk and nothing else; the mother has not started her monthly bleeding again; and if the baby is under 6 months old. It is important to talk to a health worker about what contraceptive methods to use after 6 months since it is healthy to wait two years before trying to get pregnant again. There are also other contraceptive methods that a woman can use while breastfeeding if she is unable to only breastfeed or her monthly bleeding has returned.*

12 Commitment. Read this out loud: *Go around the circle and name one place or one person that you can talk to in order to find out more information about contraceptive methods.*

Choosing our future community interviews

- 1 **Introduction.** Ask participants to form a circle and read this out loud: *Today we are going to talk about the different types of work that both men and women can do.*
- 2 Separate the group into small groups of 3 to 4 people.
- 3 Read these instructions out loud: *In the past, there were certain jobs that only men did and other jobs that only women did. For instance, you would never find a woman who ran a small business, or a man that took care of children. Now, things are different and this is becoming more acceptable. Today, I want you to go out into the village and find five people that believe that women can run small businesses and that men can look after children. See if you can find both men and women, young and old, who believe this. Ask them why they feel this way. Return in twenty minutes, even if you don't find all five people.*
- 4 Read the instructions in Step 3 again to make sure that everybody understands.
- 5 Let the participants go into the village and remind them to return in 20 minutes.
- 6 Once they return, ask them to form a circle.
- 7 Ask the groups to talk about what they learned. Make sure that participants tell you about who they talked to and what the people said about men and women doing non-traditional jobs.



8 Discussion. Once they have all finished, ask these questions. Give participants time to think about and discuss their responses. Make sure that both males and females respond to the questions.



- How do you feel about the responses that you got from people in the community about whether a woman can run a small business or a man can look after children?
- Was there a difference between what women said and what men said?
- Was there a difference between what younger people said and what older people said?
- Do you know people in your own community that do jobs that are not typical of being a man or being a woman?
- What do you think might be good about men and women being able to do any job they would like to do, even if the job might traditionally have been just for men or women?

9 Closing. Read this out loud: *Times have changed. Now women do many of the jobs that men typically did and men can do many of the jobs that women typically did in the past. They still have good relationships and peaceful and healthy families. As you think about your own future, remember that you should never feel limited because you are a man or a woman.*

10 Commitment. Read this out loud: *Go around the circle and say what job you would like to have in the future.*



Advice for my children

1 Introduction. Ask the group to form a circle and read this out loud: *Today we are going to talk about helping our children express their emotions.*

2 Read this letter to the group:

Dear Auntie,

I need your advice. Every time our son cries, my husband yells at him to stop crying. The yelling makes my son fearful, and he remains sad for the rest of the night. I am never able to speak to him about why he is crying and what is bothering him. I would like to be able to say to my son that it is okay to cry, and to talk to me about why he is crying. Then, I will be able to help him and make him happy once more. My husband, however, just does not believe boys should cry. What should I do?

Achieng

3 Read the letter again.



4 Discussion. Ask the group these questions. Allow the group time to discuss their responses to each question before moving onto the next question.



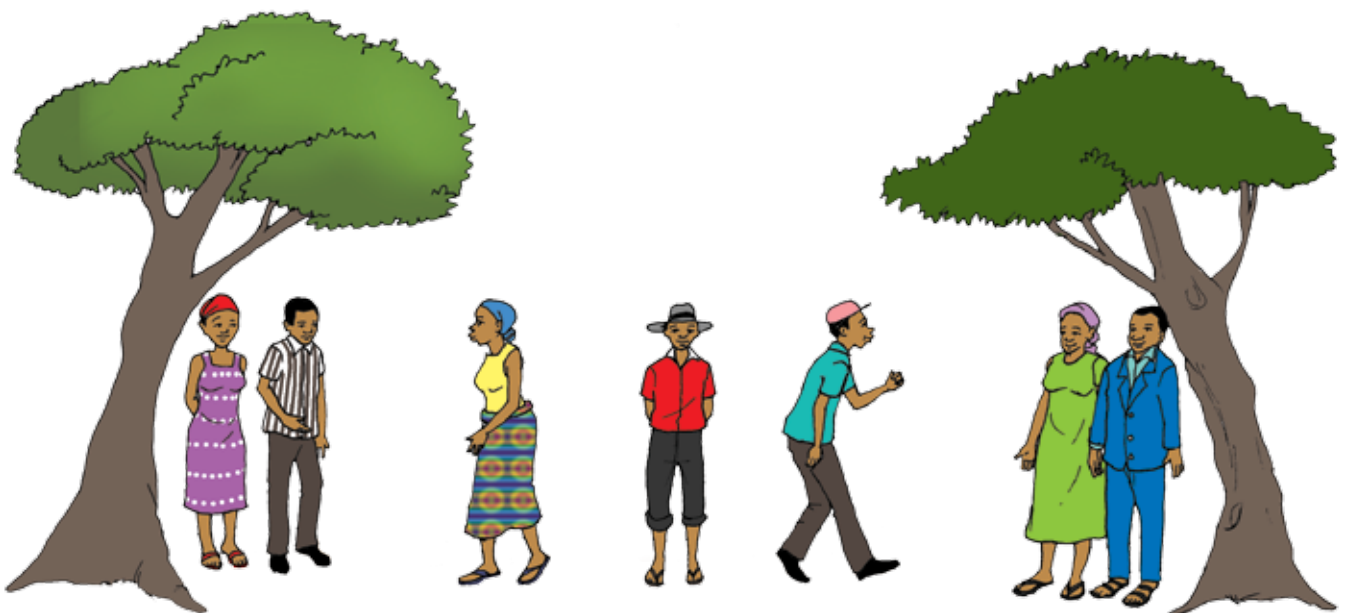
- Do you feel it is important for children to talk about their feelings with their parents? Explain your answer.
- Many people believe that boys should never cry or talk about their feelings. What do you think about this?
- Why might it be important for children to be able to express their emotions, even if it means crying?
- How would you advise Achieng, the woman who wrote the letter I read you, if you were her Auntie?

5 Closing. Read this out loud: *Whether you have children now or you are going to have them in the future, it is important to think about what you want to teach them and how you want them to grow up. Something really important that parents teach their children is how to express their emotions. Children – both boys and girls – need to learn that it is okay for them to talk about their feelings, like telling you when they are happy and sad. This will help them get rid of their bad feelings, and can help you discipline them without using violence like hitting.*

6 Commitment. Read this out loud: *Go around the circle and name a child, either your own or someone else's that you will offer to talk to and comfort when they are feeling different emotions.*

Male and female roles game

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about what it means to be a man or a woman.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "MEN" and the other is called "WOMEN". Select a spot in the middle of the two locations and call this "BOTH MEN AND WOMEN".
- Read these instructions out loud: *I am going to say a word. I want you to run to the location where you think that word belongs. For example, if I say the word "mother," you run to the "WOMEN" location because only women can be mothers. If I say the word "tall" and you think both men and women can be tall, you run to the space for "BOTH MEN AND WOMEN."*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first word from the list below.
- Once everyone runs to a location, ask at least two participants from each side to tell you why they chose that location. Encourage the others to share and debate as well.
- When they finish discussing, repeat the process for the remaining words.
- Repeat these steps for the remaining words on the list.



Word list

| | | |
|-------------------------|------------------------|------------------------|
| Strong | Financially successful | Police officer |
| A good communicator | Violent | Takes care of children |
| In charge of the family | Teacher | Decision-maker |
| Unfaithful | Cooking | Loving |

9 Discussion. Once you are finished, ask participants to form a circle and ask these questions. Give them time to respond before moving onto the next question.



- Which of these words were difficult to decide whether they are for men, women or both?
- Many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be good communicators. How do you feel about these beliefs?
- Can an ideal man be caring and kind? Can an ideal woman be strong and make decisions for the family? Explain your answer.
- If your younger sister or cousin told you she wants to be a police officer, what would you say to her?

10 Closing. Read this out loud: *Sometimes, people in our community expect us to do things or be a certain way just because we are male or female. But, you would be surprised by how much both men and women can do the same things. For instance, both men and women can be strong, brave, funny, violent, powerful, and caring. Men and women can be police officers, carpenters, cooks, and sellers in the market.*

11 Commitment. Read this out loud: *Go around the circle and tell us one thing that you would like to try, either now or when you are older, that members of your sex do not typically do. For instance, as a man, you may want to try cooking. As a woman, you may want to try herding goats. Since I have already given you those hints, think of something different to say.*

Advice about loving our children

1 Introduction. Ask the group to form a circle and read this out loud: *Today we are going to talk about showing children tenderness and kindness.*

2 Read this letter to the group:

Dear Uncle Ebong,

Since my father passed away, I have wanted to ask you this question. Did he really love me? My father did not treat me with very much tenderness or kindness. It made it difficult for us to have a relationship. I do believe that he loved me, but I just wish he had shown me that he did sometimes. Now that I have my own son, I want to make sure that I show him that I care about him and that I love him. But I am not quite sure how to do that, and still be a strong man.

Please help,

Atubo

3 Read the letter again.



4 Discussion. Ask the groups these questions. Allow time for them to think about and respond to each question. Encourage different participants to talk to make sure that everybody has a chance to respond.



- What advice do you have for Atubo so that he shows his son that he cares for him?
- How did your parents show you that they cared for you when you were growing up?
- How are parents expected to behave with their children? More like Atubo or Atubo's father?
- Why is it important to show your children tenderness and kindness?

5 Closing. Read this out loud: *There are so many ways to show your children that you care about them. Things like hugging, kissing, laughing and playing can make a very big difference in your child's life. It is also important to talk to them openly, tell them that you care about them and discipline them through talking rather than hitting. Mothers and fathers that show their children kindness are great parents.*

6 Commitment. Read this out loud: *Go around the circle and say one thing that you are going to do, either now or in the future, to show your children that you care for them.*

Drinking responsibly drama

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how to avoid drinking alcohol and how to drink responsibly once you are over 18.*
- 2 Read this out loud: *What do you think it means to drink responsibly?*
Give participants a few minutes to discuss their responses.
- 3 Read this out loud: *Drinking responsibly means that if you do decide to drink alcohol, you make sure that you do not drink too much. It can be very dangerous to drink too much alcohol because it can cause you to make bad decisions such as having unprotected sex, fighting, or driving and possibly hurting yourself or others. You should not drink alcohol until you are over 18 years old.*
- 4 Separate the group into two teams, Team 1 and Team 2.
- 5 Read these instructions out loud: *Team 1, imagine that you are a drama group and your audience is adolescents under the age of 18. Make up a drama that teaches them about the problems that can occur when people drink too much alcohol, and why adolescents should not drink alcohol until they are over 18. Team 2, imagine that you are a choir and your audience is adults. Make up a song and dance that teaches people how to drink responsibly once they are over 18.*
- 6 Read the instructions in Step 5 again to make sure everybody understands.
- 7 Tell participants to begin. Give them 20 minutes to come up with their dramas and songs.
- 8 When they are ready to perform, ask the teams to form a circle once again.
- 9 Ask Team 1 to perform their drama.
- 10 When they finish, ask Team 2 to perform their song and dance.



11 Discussion.

Ask the group these questions and make sure everyone participates.



- Some people say that “real men” drink alcohol. What do you think about this statement?
- What do you think about the idea that it is okay for men to drink alcohol but not for women to drink alcohol?
- What happens when people drink too much alcohol?
- How do you think alcohol might be related to violence and unsafe sex in your community?
- How can you help your friends drink responsibly or not drink at all?

12 Closing. Read this out loud: *Drinking too much alcohol can lead to poor health and violence and problems in relationships. It can also lead to unsafe sex. When men or women spend most of their income on alcohol, they do not spend enough on food, school fees and household items for the family. A great man is a man that does not drink too much alcohol, helps to provide for his family, and treats women with respect.*

13 Commitment. Read this out loud: *Go around the circle and tell us one activity that you can do to have fun and spend time with friends instead of drinking alcohol. Complete this sentence, “Instead of drinking alcohol, I am going to...” For instance, you might say, “Instead of drinking alcohol, I am going to play football!” Since I’ve given you that example, think of another activity.*

Advice about making decisions

- 1 **Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about how couples can make decisions together about spending money.*
- 2 Separate the group into small groups of 3-4 people, with mixed men and women.
- 3 Read these instructions: *I am going to tell you about a situation in which a couple has to make a decision about spending money. In your groups, I want you to discuss how you would handle this decision and what you would decide to do. You must come to an agreement. Then I will ask you to share what you talked about in order to make your decision.*
- 4 Read the first situation from the box below.
- 5 Give the groups five minutes to discuss with one another.
- 6 After five minutes, ask the groups to come back to the circle.
- 7 Ask the groups to share their decisions one by one. Ask how they reached their decisions.
- 8 Once everyone has finished, read the second situation and have the groups discuss and present their decisions again. Do the same thing with the third situation.



Situation #1: A family has three children, two girls age 15 and 12 and a boy aged 9. Heavy rains washed away their crops and they don't have much to sell this season. They will only be able to afford school fees for one child next month. What should they do?

Situation #2: In one home, the husband wants to save his money for a bicycle so that he can get to the market earlier in the day. The wife understands the importance of saving, but wants to buy new school uniforms for the children. What should they do?

Situation #3: A couple has to choose whether the woman should go to the market everyday and sell baskets or work in the garden so that the family has food to eat. What should they do?

9 Discussion.

Once you are finished, ask the group these questions.



- Was it easy or difficult to come to an agreement, as a group, on how to handle these situations? Explain what was easy and what was difficult.
- If you had different opinions, how did you come to an agreement?
- What is the best way to come to an agreement when having to make difficult decisions?
- Is it normal for couples to make decisions together about how money is spent?
- Do you think it is important for couples to make decisions about money together? Explain your answer.

10 Closing.

Read this out loud: *It is important for couples to make decisions together about how to spend their money because they are partners in raising their families. It is also nice to have someone else to think about difficult decisions with. The best ways to make difficult decisions are to talk openly together and seek advice from peers and elders when possible. Great couples are those that communicate and agree on how to raise their family.*

11 Commitment.

Read this out loud: *Go around the circle and name one peer or elder that you feel you and your partner can go to together for help making a difficult decision.*

Reproductive health choices agree or disagree

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about making decisions about pregnancy, children and health.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "AGREE" and the other is called "DISAGREE".
- Read these instructions: *I am going to read a statement. If you agree with the statement, I want you to run to the "agree" location. If you disagree with the statement, run to the "disagree" location. I will then ask you to explain why you agree or disagree with the statement.*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first statement out loud from the box below.
- Once everyone has run to their locations, ask at least two people from each side to explain why they agree or disagree. Encourage many of them to share and to debate their answers with one another.
- Once they are finished, read the following statements in the box one by one, allowing them time to run to their locations and explain their answers again.



- Statement 1:** A woman is not a real woman until she has given birth to a child.
- Statement 2:** A man will not be respected by his community until he is a father.
- Statement 3:** It is healthy to wait at least two years after having a first child before trying to become pregnant with a second child.
- Statement 4:** Only the man should decide when to use contraception and when to try to get pregnant.
- Statement 5:** If a woman does not have a child within the first year of marriage, there is something wrong with her.
- Statement 6:** It is only the woman's responsibility to prevent pregnancy.

8 Discussion. Ask these questions out loud to the group.



- Why do some people believe that you must have a child to be a real man or woman?
- Is it important for married couples to use contraception? Why or why not?
- How do people view couples that wait longer than one year after marriage to have a child?
- How easy or hard is it for young couples to talk about if and when to have children?
- When is the right time for couples to start talking about having children?

9 Closing. Read this out loud: *Decisions about if to have children, when to have children, and how many children to have are very important and should be made by a couple together. It is healthier for the mother and the baby if couples wait until the woman is at least 18 and ready to have a first child. Then, they should wait another two years before trying to get pregnant with a second child.*

10 Commitment. Read this out loud: *Go around the circle and name one thing that you learned today that you are going to share with someone else this week.*

Healthy relationships agree or disagree

- 1 Introduction.** Ask the group to form a circle and read this out loud: *Today we are going to talk about violence in relationships and how to have a healthy relationship.*
- Select two locations (for example, two trees), about 10 metres apart. Tell the group that one location is called "AGREE" and the other is called "DISAGREE".
- Read these instructions: *I am going to read a statement. If you agree with the statement, I want you to run to the "agree" location. If you disagree with the statement, run to the "disagree" location. I will then ask you to explain why you agree or disagree with the statement.*
- Read the instructions in Step 3 again to make sure that everybody understands.
- Read the first statement out loud from the box below.
- Once everyone has run to their locations, ask at least 2 people from each side to explain why they agree or disagree. Encourage everyone to share and debate with one another.
- Once they are finished, read the following statements in the box one by one, allowing them time to run to their locations and explain their answers again.



Statement 1: There are times when a woman deserves to be beaten.

Statement 2: A man needs another woman, even if he has good relations with his wife.

Statement 3: It is okay for a man to beat his wife as long as she lies down first.

Statement 4: Violence does not just mean beating. It also means yelling and saying hurtful things.

Statement 5: It is okay for a man to force a woman to have sex with him if she is his wife.

8 Discussion. Once they have finished, ask these questions. Give participants time to think about and discuss their responses to each question before moving onto the next question.



- Did you find it difficult or hard to think about these statements?
- Can a relationship be healthy and happy if it involves beating and forcing sex? Explain your answer.
- Who are the people in your life that you think have healthy and happy relationships? Why do you think they are healthy and happy?
- If someone is in an unhealthy relationship, such as one that includes violence or one that is making him or her very unhappy, where can he or she go for help?
- As you grow up and think about the future, what do you want your relationship to be like?

9 Closing. Read this out loud: *Healthy relationships involve two people that trust one another, respect one another, and make decisions together. Relationships that have violence are not healthy. These are relationships that have beating, saying hurtful things and forcing someone to have sex. Violent relationships also violate the rights of the people in the relationship and lead to unhappiness. It is important to find an adult to talk to if you or a friend experiences these things*

10 Commitment. Read this out loud: *Go around the circle and name one adult that you can talk to if you are experiencing violence in your relationship, or if you have a friend that is experiencing violence and you want to help.*

GREAT scalable toolkit fact cards

These fact cards contain information about:

Combined oral contraceptive pills (“the pill”)

Intrauterine device (IUD)

Injectable contraception

Implants

Male condoms

Female condoms

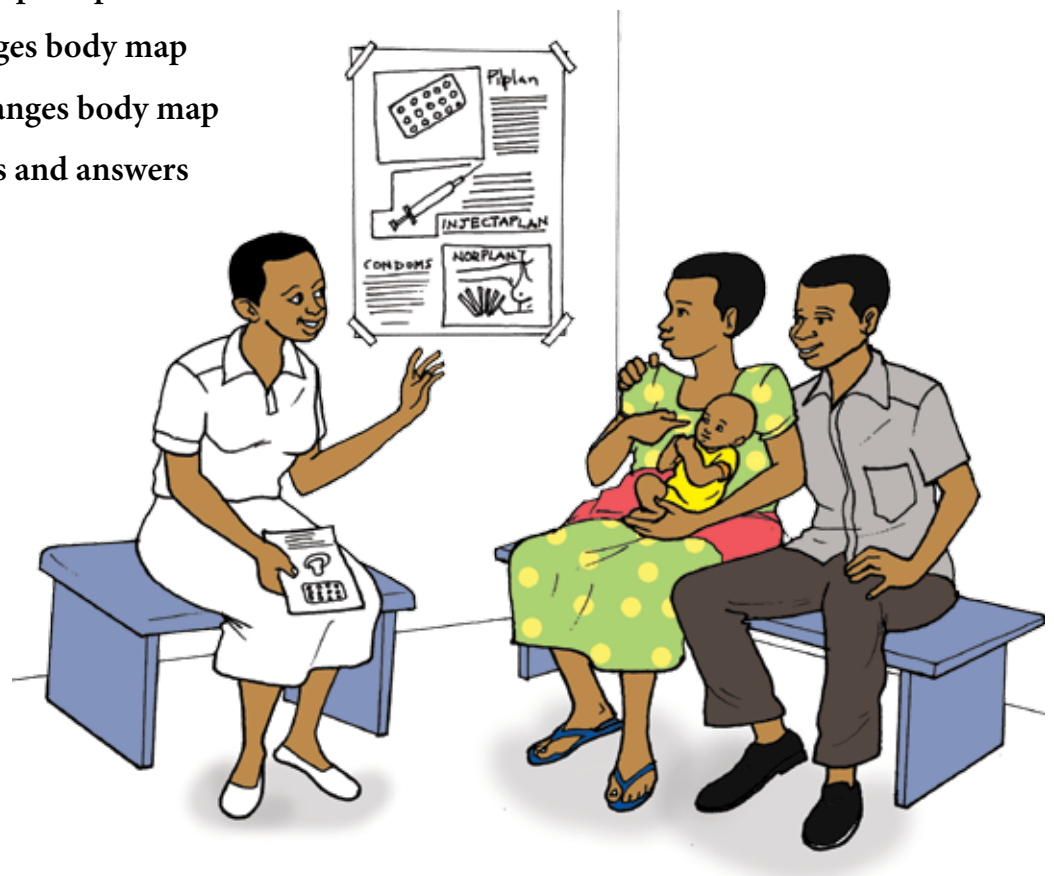
Lactational amenhorrea method (LAM)

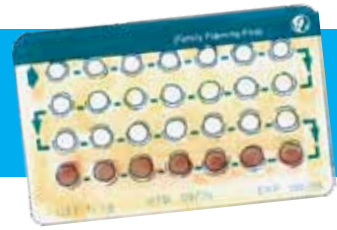
Emergency contraceptive pills

Male puberty changes body map

Female puberty changes body map

Common questions and answers





Combined oral contraceptive pills

What are combined oral contraceptive pills?

Combined oral contraceptive pills, also known as “the pill,” is a tablet that women take every day to prevent pregnancy. There is another kind of contraceptive pill, called progestin-only pills or the mini-pill, which are safe for women who are breastfeeding. The way you use this mini-pill is a little bit different so please ask a health worker for more information.

How well does the pill work to prevent pregnancy?

Because some women do not always use the pill correctly, about 8 women out of 100 women who use the pill may become pregnant over the first year.

What does the pill do inside the woman’s body?

The pill stops the woman from releasing an egg inside her body. If the man’s sperm has no egg to meet, the woman cannot get pregnant.

Why do some people like using the pill?

- The pill is safe and works well to prevent pregnancy.
- It can cause lighter, regular monthly bleeding with less cramping.
- It can help create smooth skin.
- A woman can become pregnant again right away after stopping the pill.
- It decreases the risk of cancer in the female private parts.
- A woman can stop taking tablets at any time, without a health worker’s help.

Why do some people not like using the pill?

- A woman must take the tablets every single day in order for them to work.
- It is sometimes hard to take the tablets in privacy.
- The pill can cause changes in monthly bleeding that are not harmful.
- The pill can sometimes cause headaches, sore breasts, and weight change.
- It is necessary to always have a supply of pills, which can be hard if the facility or pharmacy runs out.

What else do I need to know?

- Women of any age can take the pill, including adolescents.
- Women that are not married can use the pill.
- Women that have and have not had children can use the pill.
- Pills do not build up in a woman’s body. They dissolve each day.
- The pill does not change women’s sexual behaviour.
- The pill does not make a woman or adolescent barren.
- The pill does not cause abortions, birth defects, or multiple births.
- It’s good to find ways to remember taking the pill like always taking it when you wash, go to bed, or with your supper.
- If you miss taking a pill, it is important to take the pill as soon as you remember and use a backup method like condoms to prevent pregnancy until you begin the next packet of pills.
- The pill does not protect against STIs and HIV.



Intrauterine device (IUD)

What is the intrauterine device (IUD)?

An intrauterine device (IUD) is a small plastic and copper device that is inserted into the womb to prevent pregnancy for up to 12 years.

How well does the intrauterine device (IUD) work to prevent pregnancy?

Because the IUD rarely comes out or fails, less than 1 woman out of 100 women that use the IUD may become pregnant over the first year.

How does the intrauterine device (IUD) work?

The intrauterine device (IUD) works by killing the sperm in the man's fluid before they meet the woman's egg.

Why do some people like using the intrauterine device (IUD)?

- It is safe and works very well to prevent pregnancy for up to 12 years.
- Once the intrauterine device (IUD) is inserted, there is nothing more that a woman has to do to prevent pregnancy. There is nothing to remember.
- The intrauterine device (IUD) cannot be seen or felt so nobody knows that a woman has it.
- A woman can become pregnant as soon as a health provider takes out the intrauterine device (IUD).
- Once it is inserted, there are no further costs for the intrauterine device (IUD).

Why do some people not like using the (IUD)?

- A trained health worker needs to insert and remove the IUD.
- It can cause discomfort to have the intrauterine device (IUD) put in and taken out.
- Some women experience heavy bleeding with the intrauterine device (IUD) and may have more cramps and pain, especially in the first 3 to 6 months.

What else do I need to know?

- Women that have never been married can use the intrauterine device (IUD).
- Women who have never had children can use the intrauterine device (IUD).
- The intrauterine device (IUD) can be used by women of any age, including adolescents.
- After it is removed, the intrauterine device (IUD) does not increase the chances of losing a pregnancy when a woman becomes pregnant.
- The intrauterine device (IUD) will not make a woman barren.
- The intrauterine device (IUD) does not cause birth defects.
- The intrauterine device (IUD) does not cause cancer.
- The intrauterine device (IUD) does not move to the heart or the brain.
- The intrauterine device (IUD) does not cause discomfort or pain during sex.
- The intrauterine device (IUD) can be used while breastfeeding.
- A woman can do hard physical work with an intrauterine device (IUD).
- The intrauterine device (IUD) does not protect against HIV or STIs.



Injectable contraception

What is injectable contraception?

Injectable contraception is a shot that women get to prevent pregnancy. There are several types of injectable contraceptives. This card refers to the injectable that women get every three months, which is sometimes called DMPA or Depo-Provera. There may be other types of injectables in your community. Please talk to a health worker to learn more.

How well do injectables prevent pregnancy?

Because sometimes women do not remember or are not able to get their injection on time, about 3 women out of 100 women who use the injectable may become pregnant over the first year.

How do injectables work?

Injectables work by preventing the release of the egg in the woman. If the man's sperm has no egg to meet, the woman cannot get pregnant.

Why do some people like using injectables?

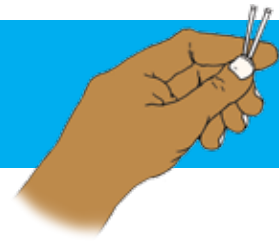
- Injectables are safe and work well to prevent pregnancy.
- Almost all health workers can give injectables.
- During the three months, there is nothing more that a woman has to do or remember.
- There is no way for others to tell that a woman is using injectables. It is private.
- Monthly bleedings become very light and often stop after a year of use.
- Injectables can be used while breastfeeding starting 6 weeks after the baby is born.

Why do some people not like using injectables?

- Monthly bleeding will probably change and sometimes disappear.
- Increased hunger may cause weight gain.
- After stopping injectables, it can take 6-12 months to get pregnant.
- A woman has to remember to go to see a health worker every 3 months to get the injection.

What else do I need to know?

- Injectables will not make a woman or adolescent barren.
- Women can use injectables if they have not had children.
- A woman can use injectables if she is not married.
- Injectables are safe for women of all ages, including adolescents.
- Injectables can cause women not to get their monthly bleeding. This does not cause any harm to the woman. The monthly bleeding does not build up in her system or cause any other problems. Some women enjoy that they do not have to have a monthly bleeding.
- Injectables do not protect against HIV and STIs.



Implants

What are implants?

Implants are small flexible rods that are placed under the skin of a woman's upper arm and can prevent pregnancy for 3-5 years, depending on the type. In Uganda, there are two common types of implants: Implanon, which lasts 3 years, and Jadelle, which lasts 5 years.

How well do implants work?

Because implants rarely come out or fail, less than 1 woman out of 100 women who use implants may become pregnant over the first year.

How do implants work to prevent pregnancy?

Implants prevent the release of the woman's egg. If the man's sperm has no egg to meet, the woman cannot get pregnant.

Why do some people like using implants?

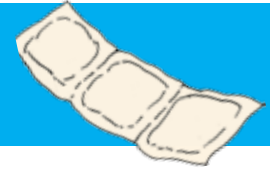
- Implants are safe and they work very well to prevent pregnancy.
- Implants last 3-5 years.
- Once the implants are in, a woman does not have to do anything else to prevent pregnancy. There is nothing to remember.
- Monthly bleedings become very light and often stop after a year.
- A woman can become pregnant right away after removing the implants.
- Implants can be used while breastfeeding starting 6 weeks after the baby is born.
- Nobody else can tell that a woman is using implants.

Why do some people not like using implants?

- A woman may experience changes in her monthly bleeding that are not harmful.
- A trained health worker needs to insert and remove the implant.
- Some women with implants sometimes get headaches, weight changes, and nausea.

What else do I need to know?

- Women of any age can use implants, including adolescents.
- A woman can use an implant even if she has not had children.
- A woman can use an implant if she is not married.
- Implants do not make a woman or adolescent barren.
- Implants do not move to other parts of the body.
- Implants can stop a woman's monthly bleeding, but this is not harmful. Blood does not build up inside the woman.
- Implants do not protect against HIV and STIs.



Male condoms

What is the male condom?

The male condom is a thin covering worn over the erect penis when a couple is having sex.

How well do male condoms work to prevent pregnancy?

- Because some couples do not correctly use a condom every time they have sex, about 15 women out of 100 women who use condoms may become pregnant over the first year.
- If used correctly every time a person has sex, condoms work very well to protect against most STIs, including HIV.

How do male condoms work to prevent pregnancy?

- The condom catches the man's semen, which is the whitish liquid that comes out of a man's penis when he releases. That way no sperm can enter the woman and meet the woman's egg.

Why do some people like using male condoms?

- Condoms are safe and easy to use.
- Condoms do not require a doctor or nurse to give it to you.
- Condoms are usually easy to find.
- When used correctly every time you have sex, condoms prevent pregnancy and HIV and other STIs.

Why do some people not like using male condoms?

- Putting on a condom can interrupt the natural sex act.
- Both partners need to agree before a man puts on the condom.
- A supply of condoms must be available before sex occurs.
- If not used correctly, the condom may break or come off during sex.

What else do I need to know?

- Some people do not use condoms correctly and do not use them every time they have sex. So, it is important to use another method of pregnancy prevention, such as the pill, IUD, or implant, in addition to the condom to prevent pregnancy and STIs.
- Some liquids that are oily like petroleum jelly and cooking oil can destroy the condom. It is safe to use saliva or water-based liquids.
- Condoms should be stored in a cool, dry place, not in a wallet or in a pocket.
- Condoms should only be used once. A new condom must be used each time a couple has sex.
- Do not use a condom if the package is broken or if the condom is dry or sticky or the color has changed.
- Do not use a condom if the expiry date has passed.
- Do not open a condom packet with your teeth because you risk putting a hole in the condom.
- Only use 1 condom at a time.

How to use the male condom

Step 1

Put the condom on when the penis is erect, before there is any contact between the penis and your partner's body. Fluid released from the penis during the early stages of an erection can contain sperm and organisms that can cause STIs.

Step 2

Tear along one side of the foil, being sure not to rip the condom inside. Carefully remove the condom.

Step 3

Air trapped inside a condom could cause it to break. To avoid this, squeeze the closed end of the condom between our forefinger and thumb and place the condom over the erect penis. Be sure that the roll is on the outside.

Step 4

While still squeezing the closed end, use our other hand to unroll the condom gently down the full length of the penis. Make sure the condom stays in place during sex; if it rolls up, roll it back into place immediately. If the condom comes off, withdraw the penis and put on a new condom before intercourse continues.

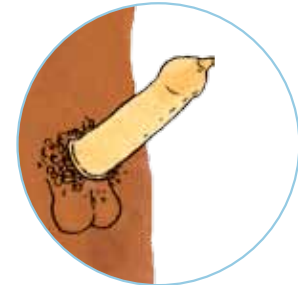
Step 5

Soon after ejaculation, withdraw the penis while it is still erect by holding the condom firmly in place. Remove the condom only when the penis is fully withdrawn. Keep both the penis and condom clear from contact with your partner's body.

Step 6

Dispose of the used condom hygienically. Wrap the condom in a tissue and throw it in a pit latrine. (Do not flush it down a toilet).

NEVER USE A CONDOM MORE THAN ONCE.





Female condoms

What is the female condom?

The female condom is a thin lining made of a soft plastic that fits inside a woman's vagina. One end of the condom covers the opening of her womb so that a man's fluid cannot get in. A woman uses the female condom during sex to prevent pregnancy.

How well does the female condom work?

- Because sometimes women are not able to use a female condom correctly every time they have sex, about 21 women out of 100 women who use the female condom may become pregnant over the first year.
- The female condom also prevents many STIs including HIV when used correctly every time a woman and her partner have sex.

How does the female condom work?

- The condom catches the man's fluid so that no sperm can enter the woman during sex.

Why do some people like using female condoms?

- It is safe.
- When it is used consistently and correctly it can prevent pregnancy and most STIs, including HIV.
- It can be inserted up to 8 hours before sex so that putting it on does not interrupt sex.
- The female condom can increase the pleasure that men and women feel during sex.
- The female condom can be used without seeing a health worker.

Why do some people not like using the female condom?

- It costs more than the male condom.
- The female condom can be noisy and a little uncomfortable.
- Even though a woman puts the female condom in, the man has to agree to use it.
- It may take some practise to insert it quickly and easily.

What else do I need to know?

- Some people do not use condoms correctly and do not use them every time they have sex. So, it is important to use another method of pregnancy prevention, such as the pill, IUD or implant, in addition to the female condom to prevent pregnancy and STIs.
- The female condom cannot get lost in the woman's body.
- Female condoms are used by married and unmarried couples.
- Female condoms do not cause illness in a woman.
- Female condoms and male condoms should not be used at the same time.
- Female condoms should be stored in a cool, dry place.
- Female condoms should only be used once.
- Do not use a condom if the package is broken or if the condom is dry or sticky or the color has changed.
- Always keep a supply of condoms available.

How to use the female condom

Step 1

Carefully open the packet.

Step 2

Find the inner ring at the bottom, closed end of the condom.

Step 3

Squeeze the inner ring between the thumb and middle finger.

Step 4

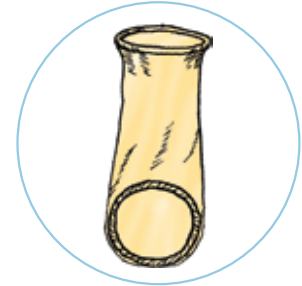
Guide the inner ring all the way into the vagina with your fingers. The outer ring stays outside the vagina and covers the part around the vagina opening.

Step 5

When you have sex, carefully guide the penis through the outer ring. If it is outside the ring, the condom will not protect you from pregnancy or STIs.

Step 6

Before the woman stands up after sex, squeeze and twist the outer ring to keep the semen inside the pouch, and pull the pouch out gently. Do not flush it down the toilet. Only burn it, bury it, or put it in a latrine.





Emergency contraceptive pills

What are emergency contraceptive pills?

Emergency contraceptive pills are tablets that are taken up to 5 days after having unprotected sex in order to prevent pregnancy. They are sometimes called the morning after pill.

How well do emergency contraceptive pills work to prevent pregnancy?

Because sometime women do not take emergency contraceptive pills soon enough or sometimes the pills do not work, about 1 or 2 women out of 100 women who use the pill after 1 sex act may become pregnant.

How do emergency contraceptive pills work?

Emergency contraceptive pills prevent or delay the release of the egg in the woman so that the egg cannot meet the man's sperm. The pill does not work if the woman is already pregnant.

When should emergency contraceptive pills be used?

A woman can use emergency contraception up to 5 days after she has unprotected sex, including sex without any contraception or sex where a contraceptive method didn't work right, such as a condom broke or a woman missed taking her daily pill. Emergency contraception works better the sooner it is taken after having unprotected sex.

Why do some people like using emergency contraceptive pills?

- They can be used after unprotected sex to offer a second chance to prevent pregnancy.
- They are controlled by the woman.
- They can be kept on hand in case a woman has unprotected sex.

Why do some people not like using emergency contraceptive pills?

- They can cause slight changes in bleeding for 1 or 2 days after taking the pills.
- They can cause the monthly bleeding to start earlier or later than usual.
- They may cause nausea, headaches, or pain in the stomach area in the week after taking the pills.

What else do I need to know?

- Emergency contraceptive pills are safe for all women to use, including adolescents.
- They do not cause abortion.
- Emergency contraceptive pills do not prevent HIV.
- They do not cause birth defects if pregnancy does occur.
- They are not dangerous to the woman's health.
- They do not make women barren. A woman can become pregnant right away after taking emergency contraceptive pills if she has sex again.

Lactational amenorrhoea method (LAM)



What is LAM?

LAM, which stands for Lactational Amenorrhoea Method, is often called “the exclusive breastfeeding method” of contraception. It is based on the natural effect that breastfeeding has on a woman’s ability to get pregnant.

How well does LAM work?

Because some women do not use LAM correctly, about 2 women out of 100 women who use LAM for the first 6 months after childbirth may become pregnant.

How does LAM work?

LAM works by preventing the release of the egg so that it cannot meet the man’s sperm. For LAM to prevent pregnancy, a woman must meet ALL three of these conditions:

1. The monthly bleeding has not returned after giving birth.
2. The baby is only fed breast milk. This means no food or liquids, including water should be given to the baby. The baby must be breastfed night and day.
3. The baby is less than 6 months old.

When a woman no longer meets ALL these conditions, she should begin using another family planning method immediately because LAM may no longer protect her from pregnancy.

Why do people like using LAM?

- Breastfeeding does not cost any money.
- Breastfeeding is very healthy for the mother and the baby.
- LAM is a natural family planning method. No hormones, devices or medical procedures are required.

Why do people not like using LAM?

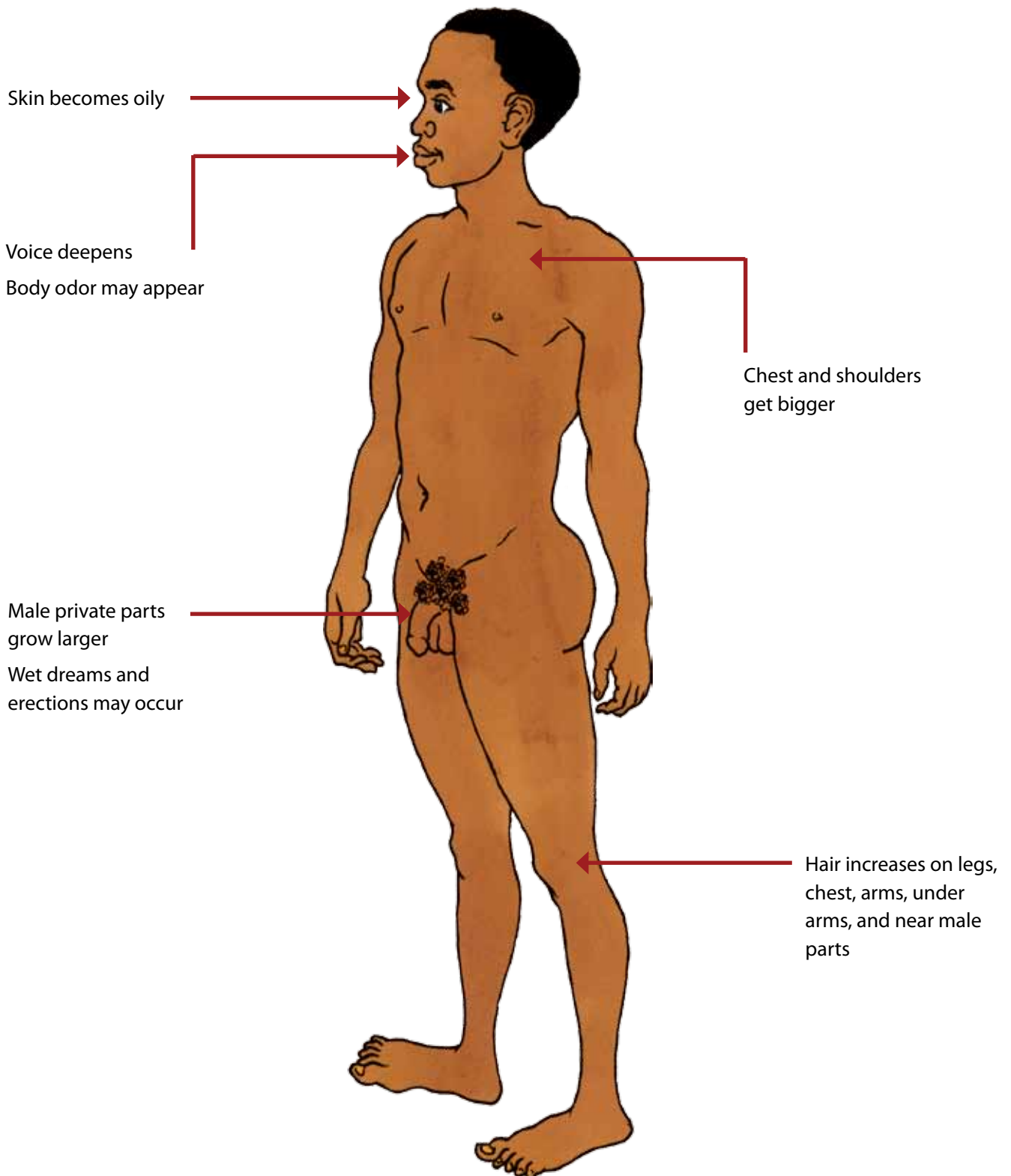
- It requires that the mother must only give the baby breast milk night and day, which may not be possible for all mothers.
- The mother cannot be separated from the baby for long hours during the day or night.

What else do I need to know?

- LAM works very well to prevent pregnancy if the woman has not started her monthly bleeding, is only giving the baby breast milk night and day, and the baby is less than 6 months old.
- Breast milk alone can fully nourish a baby for the first 6 months. No other foods or liquids are needed.
- A woman cannot run out of milk if she is breastfeeding night and day.
- A woman should continue to breastfeed even when she or her baby is sick.
- To continue preventing pregnancy, a woman must switch to another birth control method if she starts her monthly bleeding.
- To continue preventing pregnancy, a woman must switch to another pregnancy prevention method if she begins feeding her baby other foods or liquids.
- To continue preventing pregnancy, a woman must switch to another pregnancy prevention method if the baby is older than 6 months.
- It is important to choose a new method of contraception before any of these things happen so that the woman can continue preventing pregnancy. The woman should continue to breastfeed even when she starts using another method.

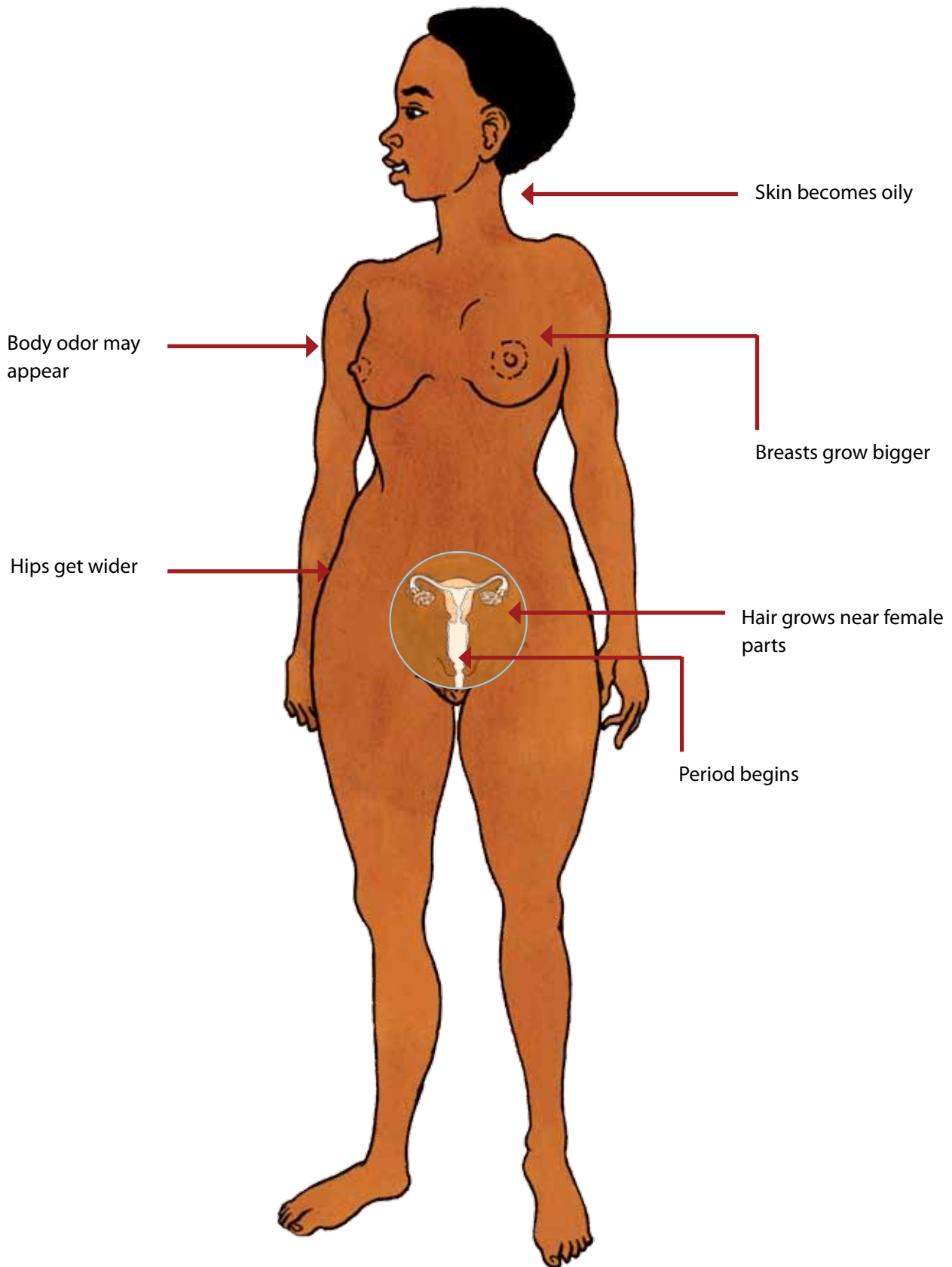
Male body map

To be used with Activity Cards for adolescents 10-14



Female body map

To be used with Activity Cards for adolescents 10-14



Common questions and answers

What is puberty?

Puberty is a time when children are growing and are no longer young children and not yet adults. During puberty the bodies of boys and girls physically change—bodies grow bigger and taller, male and female private parts mature, and hair often starts growing in new places on the body. During puberty, a girl becomes physically able to become pregnant and a young boy becomes physically able to father a child. But, just because they are physically able to become pregnant doesn't mean that girls and boys are ready in mind and body to have a child.

At what age do boys and girls go through puberty?

Puberty describes all the physical changes that children go through as they grow into adults. Girls usually begin changes earlier than boys. Most girls notice that changes start between 8 to 13 years old, and boys notice that changes start between 10 and 15 years old. It might be sooner or it might be later. Each person is a little different, so everyone goes through puberty at one's own pace. Changes in mind and body continue until 19 or even 20 years of age.

Is it normal for some boys and girls to mature earlier than others?

Yes. Some boys start puberty as early as 10 years old, others not until they are 15. Some girls start puberty as early as age 8, others not until they are 13 or later. Each person is normal for themselves.

What is monthly bleeding?

Monthly bleeding, called a period or menstruation, is the normal and healthy release of blood and tissue from a girl or woman's womb. It usually lasts between 3 and 7 days each month. It is a sign that a woman can possibly become pregnant if she has sex.

What is the monthly bleeding cycle?

The monthly bleeding cycle, also called the menstrual cycle, is the period of time beginning on the first day of 1 monthly bleeding until the day before she begins the next monthly bleeding. Since this happens regularly, it is called a "cycle."

When is a woman or man "fertile" or able to get pregnant?

Being fertile means a woman is able to become pregnant. For an average of 12 days during her menstrual cycle, women who usually have menstrual cycles between 26 and 32 days long are most likely to be fertile on days 8 through 19 of their cycles. If a woman has unprotected sex during this fertile time, pregnancy is likely. Men have the ability to father a child from his first release of fluid for the rest of his life.

What is ovulation?

Ovulation is when an egg is released from the ovary of a woman. This usually happens around the middle of a woman's menstrual cycle. A woman can become pregnant if a man's sperm meets the egg when they have sex. During this time, when a woman is fertile, she can sometimes see a whitish liquid in her knickers or feel wetness in her private parts.

What is the wetness that girls' sometimes have in their knickers?

Sometimes girls see a whitish liquid in their knickers or feel wetness in their private parts—this is called secretions. Girls often experience this wetness around the time of ovulation, when they are fertile. This liquid and wetness help the sperm of a man travel through the womb to meet the egg.

Should girls put something in her private parts or vagina to keep it smelling nice?

No. Washing the outside of the private parts or vagina with soap and water each day is enough to keep it clean. Putting something inside the vagina will cause dryness, irritation, or infection.

If sanitary pads are not available, how can girls manage their monthly bleeding?

If sanitary pads are not available, using rolled up toilet paper or cotton cloth inside the knickers will also help soak up the blood. It is a good idea to keep extra cloth or toilet paper during the day in order to change it frequently.

What is an erection?

An erection is when the penis stands because it has more blood. Boys and men usually have several nighttime erections. It is normal to wake up with an erection. Boys and men can also get an erection when they are not expecting it during the day, even when they are not thinking about sex. Boys and men cannot control when they have erections. This is a normal part of growing up.

What is male circumcision?

Male circumcision is an operation to remove the piece of skin (the foreskin) that covers the tip of the penis. If a boy gets circumcised, it does not affect sex in the future. Male circumcision can help reduce the chances of boys and men getting HIV. But, it does not prevent HIV completely. Even if a boy is circumcised it is very important to use a condom the right way every time he has sex.

What is semen and sperm?

Semen is the whitish liquid that comes out of a penis when a man releases (or ejaculates). Semen contains sperm. Sperm is the male sex cell that can fertilize an egg to create a baby. Sperm are produced in the testicles (or balls). There are millions of tiny sperm in each drop of the fluid called semen. When the sperm enters a girl's vagina during sex, she can get pregnant.

What is a wet dream?

During puberty the body changes and starts to produce sperm. These sperm are ready to leave the body and do so through a 'wet dream'. Usually, adolescent boys will wake up in the morning with an erection, and sometimes with semen on their clothes or the bed. This is completely normal.

What is the normal size of the penis?

Penis size is not important and does not determine a man's ability to father a child and be a good lover. For adults, the average penis size is about 14-16cm when it stands. For adolescents, there is no average length because boys develop at different ages and rates. During puberty between the ages of 10 and 18, the penis and testicles (balls) develop more rapidly, although the penis doesn't stop growing until the age of 21.

Can semen and urine leave the body of a man at the same time?

The same passage is used for urine and semen. However, a valve – like a small door – at the base of the tube that carries urine to the outside of the body makes it impossible for urine and semen to travel through the tube at the same time.

How should the penis or male private part be cleaned?

Gently wash the penis with water and soap each day. If a boy has not been circumcised, he should pull back the foreskin gently and wash underneath.

What is masturbation?

Masturbation is when a boy or a girl touches and rubs their private parts in order to have sexual pleasure. Masturbation usually leads to a release, which can also be called coming or orgasm. There is no right or wrong way to masturbate.

Can masturbating cause health problems?

It is safe. Masturbation does not cause any harm even if it is done often. Also, there is no risk of pregnancy, HIV, or other sexually transmitted infections (STIs). Masturbating will not affect a man's ability to produce sperm or a woman's fertility. Although people may be embarrassed to talk about it, there is no shame in it.

Can girls masturbate?

Yes. It is normal for girls to masturbate. Many girls begin masturbating during adolescence. There is no risk of pregnancy, HIV, or other sexually transmitted infections (STIs).

What is needed for pregnancy to occur?

Although pregnancy does not occur with every act of sex, it is more likely to happen when three things happen: 1) an egg must be present in the tubes that carry the egg to the womb where babies grow; 2) sperm from the male must join the egg to fertilize it; and 3) the fertilized egg must attach itself to the woman's womb.

From what age can a girl get pregnant?

When a girl starts having monthly bleeding it means that her body is able to get pregnant if she has sex. It does not mean her body and mind are ready to have a baby. It only means that she is physically able to get pregnant.

How can pregnancy be prevented?

When a man and a woman want to have sex without having a child, they can use a method of contraception to prevent pregnancy. There are many types of methods including condoms, pills, injectables, implants, IUD, and fertility awareness-based methods. Talk with a health worker for information about the methods available. When a couple is using a method correctly, this means they are protected from pregnancy. If a couple correctly uses a condom it means they are protected from HIV, STI's and pregnancy.

Can adolescents use any method of contraception?

Adolescents, whether school going or out of school, can use any method of contraception. However, BTL (tubal ligation) or vasectomy are not usually a good idea for adolescents because once done one can never have babies. Also, fertility awareness-based methods, like moon beads and safe days, are not always good for adolescents who have recently started their periods. This is because a girl or woman needs a regular period cycle for these awareness methods to prevent pregnancy.

Can a girl get pregnant during monthly bleeding?

Yes, it is possible although very uncommon. It depends on the length of her cycle, how many days her monthly bleeding lasts, and when she has sex, because the sperm may live several days in the body.

Why are there some women that cannot get pregnant?

Not being able to get pregnant may be caused by old age or problems in the man, woman, or both. Sometimes doctors cannot determine the cause of not being able to get pregnant.

Can a man get a woman pregnant if he removes his penis from her vagina before he releases fluid?

Yes. It does reduce the risk of pregnancy, but pregnancy is possible. Some men do not pull out in time. Also, sometimes some of the fluid, which contains sperm, may have already gone into the woman during sex. This can lead to pregnancy.

How long should a couple wait before trying to get pregnant again after having a child?

For the health of the mother and the baby, wait at least two years before trying to become pregnant again after having a baby.

What is a healthy age for a woman to get pregnant?

It is healthy for a woman to be at least 18 years old before getting pregnant for the first time. Women can continue having babies in their 30s so there is no rush to get pregnant until a woman is ready in mind and body. This can mean she has finished school, has a loving partner, has enough income to support a family, and has decided that she is ready with her partner.

What should a person do if they have unprotected sex, including if the condom breaks, comes off, or gets stuck inside the woman?

Go immediately to a health centre or pharmacy to receive emergency contraceptive pills, which are sometimes called morning after pills. Emergency contraceptive pills prevent pregnancy after unprotected sex. Emergency contraceptive pills can be taken up to 5 days after sex. In some health centres, the provider may also be able to offer post-exposure medicine that may prevent HIV. If the condom gets stuck inside the woman, a woman can reach inside her vagina carefully and pull it out. If this is too difficult, go immediately to a health centre to have it removed.

Are sexually transmitted infections (STIs) spread during oral sex?

Oral sex involves sucking or licking the male or the female private parts. Some infections can be transmitted during oral sex.

Where can someone get tested for HIV and other sexually transmitted infections (STIs)?

There are many places to get tested for HIV and other sexually transmitted infections. Talk to a village health team, someone at the nearest health centre, a person at the nearby youth centre, or a teacher or adult you trust to find out where to get tested.

How are HIV and other sexually transmitted infections (STIs) treated?

HIV does not have a cure. But, there is treatment. Treatment usually consists of taking one or more pills every single day. The pills, which are called ARVs, fight the virus and keep the immune system strong. Many STIs are treated with medicine that cures them. But, there are some STIs that do not have a cure. It is important to take all of the medicine that is given to you, even if signs of the infection go away.

What are lubricants?

Lubricants are slippery liquids that may replace natural wetness in the woman's private parts (vagina). Lubricants can be used during sex to make it more comfortable or pleasurable for women and men. Condoms are often coated with lubricants for more comfortable use.

What is gender-based violence?

Gender-based violence is any harm to a person that hurts the health of the body or mind. This violence is because of the difference in power between men and women. When someone abuses or misuses their power, it results in violence. Violence can be using harmful words, hitting or kicking, forcing sex, and many other things. If someone experiences violence, the law in Uganda says that you can report that violence to the nearest police station or seek help from the local council leader.