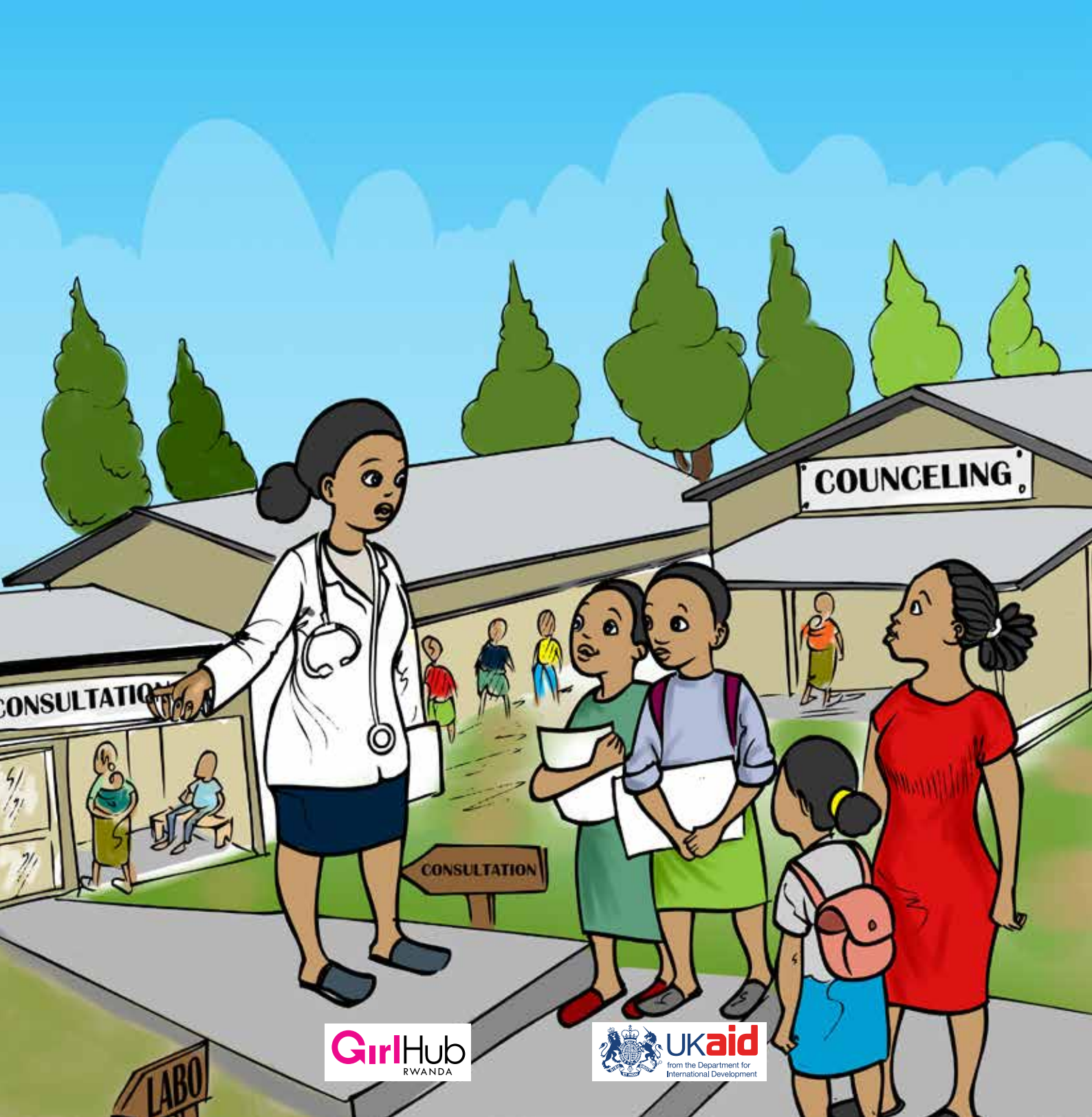




The Ministry of Health

# 12+ PROGRAM GUIDE FOR MENTORS





# FOREWORD

The Ministry of Health in partnership with the Department for International Development of the United Kingdom (DFID) and Girl Hub is pleased to lead the 12+ Programme, an empowerment programme targeting 10-12 year old girls across Rwanda, particularly the most vulnerable.

The 12+ programme strategically uses mentorship and safe spaces for girls in their communities. The weekly programme takes girls through a curriculum focused on building girls' assets and confidence during the special transition into puberty. After a pilot phase, the Ministry of health, in collaboration with DFID and Girl Hub, is taking the 12+ programme to scale, with national implementation plan within five years.

Mentors are central to the programme. They will deliver training modules and learning journeys in a participatory and inclusive way that builds girls' self esteem and confidence. They serve as role models for the girls and act as someone that girls can turn to for confidential support, counseling and guidance.

The program also builds on community participation for sustainability. The learning journeys will give room to community dialogue around issues of health, social network and economic development, as well as opportunities which can be exploited by the growing girl.

To support the implementation of the 12+ programme, the Ministry of Health established three interministerial 12+ sub-committees to advise on *The vulnerability and sequencing* of girls to be recruited in the programme, the *Mentorship* and the *Content* of the curriculum. Members of these subcommittees are professional representatives of government ministries and institutions such the Ministry of Health, the Ministry of Education, the Ministry of Gender and Family Promotion, the Ministry of Youth and ICT, The Ministry of Local Government, the Ministry of Disaster and Management of Refugees, Rwanda Education Board, Itorero ry'Urwanda as well as representatives of the Civil Society and Development Partners. They collaborate with the 12+ oversight technical team. At decision making level, a 12+ steering committee is in place.

With combined efforts from each stakeholder, the Ministry of Health is confident that the 12+ programme will result in girls making better, informed choices about their lives leading to improved outcomes in all areas of girls and women's lives, from health to education to poverty reduction. These outcomes include: lowering Rwanda's HIV infection and maternal mortality rates, increasing the age of marriage, sexual debut and first conception; greater enrolment in and completion rates for primary and secondary school. By this, the Ministry of Health will be contributing to the MDGs realization and positioning Rwandan girls to the post 2015 agenda.

**Dr Agnes BINAGWAHO**

**Minister of Health**

# ACKNOWLEDGEMENTS

This toolkit is based on a range of programs and experience working with adolescent girls. It would not have been possible to design the 12+ toolkit without the readiness of so many—to share their successes, challenges, and expertise on girl programming.

First, Ministry of Health acknowledges the leadership of the Maternal and Child Health Director, Dr. Fidele Ngabo in the development of the toolkit. Dr. Fidele ensured that the realities of 12+ program girls' lives were addressed in this toolkit.

We commend the Department for International Development of the United Kingdom (DFID), Nike Foundation, and Girl Hub Rwanda for their sustained partnership, expressed both in technical and financial support for 12+ program.

Thanks also go to Samantha Yates (DfID), Kate Wedgwood (Girl Hub Rwanda), Donatha Gihana, (Girl Hub Rwanda), Jessica Thornley (Girl Hub Rwanda), Michael Rudahusha (SPIU), Dr. Anicet Nzabonimpa (MCH), Florian Nzabonimana (MCH), Caroline Mukasine (MCH), and Nathan Mugume (RHCC) for their careful review and thorough input to 12+ toolkit drafts.

Thank you so much Girl Hub Rwanda staff, Julie Bayiga, Aissata Sall, Flavia Mutamutega, Kecia Bertermann, Josephine Nkurunziza, Pacifique Mukaseti, Africa Mukaneto, and Angela Lagat. This team works on adolescent girls programming daily and collectively guided the toolkit.

Special gratitude goes to the technical subcommittee members who dedicated their time to review and provide feedback.

Our sincere thanks go to Veronica Torres, Senior Adolescent Girls Consultant, who was the lead toolkit developer. Her expertise and creativity takes us through the journey to Ni Nyampinga.

Many thanks to Dolph Banza (InkStain) for the design and layout of the toolkit.

Finally, our special thanks go to the adolescent girls who participated in the toolkit pre-testing. Their brilliant ideas inspire everything we do.

The Ministry of Health



# THE DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

The UK has committed to putting girls and women at the heart of its development assistance. Across the developing world, girls and women continue to suffer unacceptable levels of poverty. We know that it is possible to take effective practical action that enables girls and women to fulfil their potential. We also know that the benefits of investing in girls and women are transformational – for their own lives, for their families, communities, economies and societies. Empowering girls and women will have far-reaching effects on a country's economic growth and for achieving the Millennium Development Goals.

The 12+ programme, a girls' empowerment programme, will play a key role in helping to deliver change for 10-12 year old girls in Rwanda. It will do this by building their health, social and economic assets through regular meetings with a mentor, in safe spaces, in girls' communities. DFID will provide £5.25m to reach an estimated 120,000 girls over a five year period, and will lay the ground work for achieving national coverage of the programme. The programme draws on the skills and resources of both the public (Government of Rwanda and DFID) and private sectors (Nike Foundation) and civil society (implementing agencies) to deliver transformational change for Rwandan girls.

If we reach girls early enough in their lives, we can transform their life chances. Giving girls greater choice and control over decisions that affect them will break the cycle of poverty between this generation and the next.

Mike Hammond

Head of DFID Rwanda

# GIRL HUB RWANDA

Girl Hub is a strategic collaboration between the U.K.'s Department for International Development [DFID] and the Nike Foundation. Girl Hub is a catalyst organization to bring the 'girl effect' to scale and stop poverty before it starts.

Girl Hub Rwanda is one in a network of Girl Hubs that includes London, Ethiopia, and Nigeria. Girl Hub Rwanda opened its doors in February 2011. Ultimately, the lessons we learn from the first Girl Hubs will enable us to scale to reach all of the world's 250 million adolescent girls who live in the developing world.

## OUR GOALS

Girl Hub Rwanda's mission is to enable all of Rwanda's 1 million adolescent girls (aged 10-19) to fulfill their potential.

Girl Hub Rwanda's goals:

- ▶ All girls graduate junior secondary school
- ▶ Zero tolerance to violence
- ▶ All girls access and control economic assets
- ▶ All girls make informed choices about their reproductive health

When we achieve these goals, Girl Hub Rwanda's vision will be realized-that all girls are Ni Nyampinga.

## OUR FOCUS

Girl Hub Rwanda's initiatives focus on four areas: enables leaders to deliver for girls, brand platforms inspire and enable (Ni Nyampinga), scale innovations in girl-centered programming, and generate girl-led insights, evidence, and learnings.

# WELCOME MENTORS!

You are taking a critical role in the 12+ Program for girls in Rwanda. The 12+ program is developed to enable young girls to develop their social connections, skills and knowledge in relation to health, safety, learning, and financial literacy.

You are invited to take a special journey with a group of girls ages 10-12. There are 42 gatherings spread over 10 months. Your role is to provide this group of girls with support to think creatively, to have fun, to gain confidence, to learn new things, to build some skills, and make friends. In the process, you will be supported to facilitate these gatherings with girls and hopefully acquire some new skills, friends and knowledge yourself.

This guide is divided into four modules, covering four stops along what is called the Journey to Nyampinga! The modules are titled:

- **Starting a Rwandan Girl's Journey**
- **We are Rwandan Girls**
- **We are Growing Rwandan Girls**
- **Our Rwandan Community**

A journey poster is provided on the back cover and highlights the titles of the modules as well as visits made in the community as part of the journey. Girls also receive their own material called the Girl's Handbook. You will notice references to the handbook throughout this guide.

You will find in the next few pages a table of contents that summarizes the titles of gatherings, the duration of each gathering, and weeks during which the gatherings will take place. You will also find Facilitation Reminders on page 4. These reminders reflect the skills and knowledge that you will develop through a workshop on mentor facilitation skills.

Each gathering has a set structure with a Mentor's Box and Steps. The Mentor's Box includes the title of the gathering, the number of

the gathering, the achievement based objectives for each gathering, the time required for the gathering and a section on preparation required.

Each step in the description of the gathering highlights the title of the step and actions to take as well as suggestions on what to say. Mentors have found it useful to have the boxes on what to say or what to ask.

At the end of each module there is a gathering focused on reflecting on what has taken place to date. You will be using the Journey Poster for this along with the instructions for that gathering.

You will notice that each gathering has objectives related to values girls are going to develop through this module. Rwandan values are standard ways of acting and are promoted throughout this module with girls. The values incorporated into this guide are:

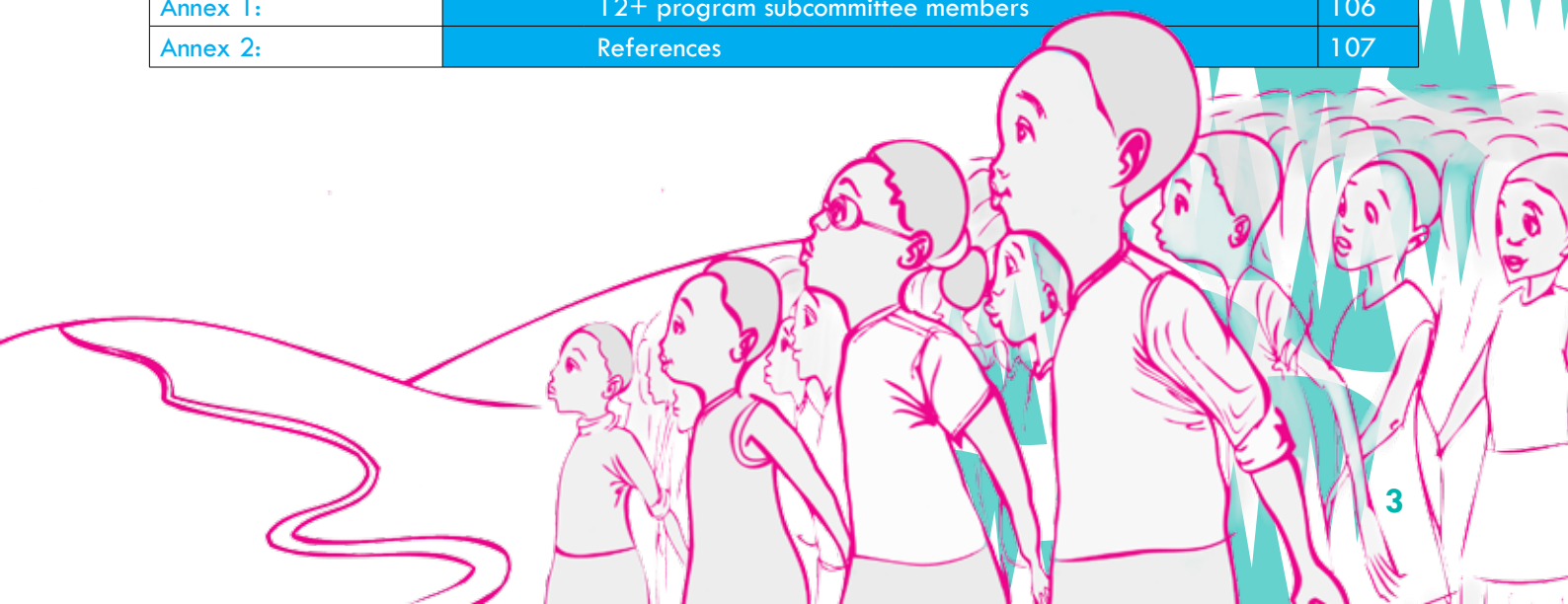
- Unity
- Respect for others
- Integrity
- Responsibility
- Self-respect
- Hard work
- Patriotism
- Love

Girls will be welcomed to form their own groups or join existing ones in the community once they complete this 10 month journey. Welcome again and enjoy the journey.

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<b>Module 1: On a Rwandan Girls' Journey</b>	<b>Gathering Number</b>	<b>Gathering Title</b>	<b>Approximate Duration</b>	<b>Week #</b>	<b>Page n°</b>
	1.1	Welcome to the rwandan girls' journey to becoming nyampingas	130 minutes	1 and 2	6
	1.2	Creating a Circle with Friends	65 minutes	3	12
	1.3	Using our Handbooks	60 minutes	4	14
	1.4	Sharing the Ni Nyampinga Journey with Our Families	60 minutes	5	16
	1.5	Our Journey So Far	80 minutes	6	19
<b>Module 2: We Are Rwandan Girls</b>	2.1	Talking with Each Other	65 minutes	7	23
	2.2	Keeping Healthy	50 minutes	8	26
	2.3	Home Garden Visit	70 minutes	9	28
	2.4	Keeping Safe	65 minutes	10	30
	2.5	Keeping Positive While Negotiating – Part 1	60 minutes	11	32
	2.6	Keeping Positive While Negotiating – Part 2	45 minutes	12	35
	2.7	Reading in My Home	70 minutes	13	37
	2.8	Preparing to Visit Junior Secondary School Grades	50 minutes	14	40
	2.9	Visiting Junior Secondary School Grades	60 minutes	15	42
	2.10	Reconnecting with School	25 minutes	15	44
	2.11	Numbers and Letters Competition	90 minutes	16 and 17	45
	2.12	Our Journey So Far	35 minutes	18	47
<b>Module 3: We Are Growing Rwandan Girls</b>	3.1	Our Changing Bodies	60 minutes	19	51
	3.2	Taking Care of Our Changing Bodies – Part 1	45 minutes	20	53
	3.3	Taking Care of Our Changing Bodies – Part 2	55 minutes	21	55
	3.4	Myths and Facts about Sexual Relations	45 minutes	22	57
	3.5	Costs of a Baby	60 minutes	23	59
	3.6	Money Flow in the Household	40 minutes	24	62
	3.7	Negotiating Access to Money in the Home	60 minutes	25	64
	3.8	Simple Budgeting: Needs and Wants	65 minutes	26	66

<b>Module 3: We Are Growing Rwandan Girls</b>	3.9	Simple Budgeting: Prioritizing Use of Money	50 minutes	27	68
	3.10	Keeping Money Safe	50 minutes	28	70
	3.11	“Safe Places” and “Safe People”	50 minutes	29	72
	3.12	Preparing to Visit a Financial Institution	40 minutes	30	73
	3.13	Visiting a Financial Institution	75 minutes	31	75
	3.14	Our Journey So Far	30 minutes	32	77
<b>Module 4: Our Rwandan Community</b>	4.1	Mapping the Services in My Community	60 minutes	33	81
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	4.3	Visiting a Local Health Center or Post	60 minutes	35	86
	4.4	Threats of Violence in My Community	65 minutes	36	88
	4.5	Practicing What To Do In Case of Violence	60 minutes	37	90
	4.6	Preparing a Visit to the Local Market	55 minutes	38	93
	4.7	Interacting in the Local Market and Exploring Activities of Young Women	60 minutes	39	95
	4.8	Exploring Earning Activities for Young Women	65 minutes	40	97
	4.9	Identifying Ongoing Learning Opportunities in the Community	70 minutes	41	100
	4.10	Starting a New Journey	55 minutes	42	104
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# FACILITATION REMINDERS

**Develop Girls' Positive Sense of Self:** We have found that girls are generally shy when they begin a group activity yet eager to learn something new and engage with other girls in the group. They seek acknowledgement and feedback from the mentor. Ways of supporting girls to participate more freely include using eye contact, using girls' names, thanking girls for their ideas and responses. It is important to let girls try ideas and ways of doing things without falling in the temptation of saying something is "wrong". Rather, invite girls to try something again and coach them individually on a difficult or challenging task. Also, when girls provide a response you – and the rest of the girls gathered- should avoid laughing at the response or interrupting the girl who is responding. Do give every girl the opportunity to voice her ideas. At times, the mentor may want to catch up with time and therefore only focus on those who are more responsive. Aim to involve each and every girl in order to stimulate her self-confidence.

**Create Space for Exchange:** Girls wish to hear each other's voices and ideas. In order for this to happen, girls can be invited to sit in a circle on the ground (Mats or pieces of cloth) and the mentor sit with them. Girls can then see each other and are not just facing the mentor as if they were in a classroom. A mentor can also build on the response of one girl by asking "Does someone else have another idea?" Allow girls to brainstorm, express themselves and help each other out.

**Foster a Safe Space for Dialogue:** While girls wish to share ideas, they should be able to do so freely. Observation and listening by community members and parents can inhibit girls' participation. It will be important for you to negotiate this with adults before starting group activities. Let them know that girls will do better if they have their own space to do this and adults will be invited to special parents' and community days.

**Learn to Feel Comfortable with Not Knowing:** You are giving of your time to support girls groups since you want the situation of girls to improve and you have an opportunity to learn with the girls and maybe from them.

**Timing of Gatherings:** Each gathering should be approximately 60 minutes. However, you can make it a little shorter or a little longer depending on how engaged girls are. You should have a way of tracking time so that the overall time of the gathering does not go past 70 minutes. Few gatherings, such as the numbers and words competition and the reflection gatherings at the end of each chapter, require more time. The visits to schools, gardens, health centers and the market may also require additional travel time. The different steps of the gathering have time and it will be useful for you to use a watch or mobile phone for this.

**Dealing with Silence:** There will be topics which will be sensitive for girls to open up about and you should be patient and let the natural rhythm of conversation take place without feeling pressure to fill the silence.



# MODULE 1: ON A RWANDAN GIRLS' JOURNEY

**THIS JOURNEY BEGINS WITH A VISION OF NI NYAMPINGA.  
WHAT DOES NI NYAMPINGA MEAN?**



## **NI NYAMPINGA:**

*“A beautiful girl inside and out, who makes good decisions.”*

Ni Nyampinga is an all-inclusive teen Rwandan brand for girls ages 10 – 19 years. Ni Nyampinga fosters a culture for Rwandan girls that is respected by society and gives them the space, time and tools to be teenagers. It is a platform that gives girls a greater voice, visibility and value: by girls for girls ensuring it is their voice and in their language.

Ni Nyampinga provides girls with the opportunity to:

1. **EXPLORE/SHARE:** a catalyst for new conversations amongst girls & parents
2. **GROW:** teaching girls to value their 'girlhood'
3. **CHALLENGE:** preconceptions of set pathways & giving girls a sense of 'control' over their futures
4. **DISCOVER WHO THEY ARE:** empowering girls to share advice

All girls and young women have energy and bring something to their community. You are starting your own journey with a group of girls who will come to know you and see you as someone to talk to and share time with. You are going to be a big Rwandan sister to these girls!

The first part of the journey is about introducing the Journey to Nyampinga to the girls. For this you will use a Journey Poster on the back cover of this guide and a story of four girls ages 10-11 on pages 8-10. Clarisse, Angelique, Nadine, and Claudine are all girls with unique situations that you and girls in the group will be able to relate to. Girls will get to know each other and start making friends.

In this module you will find that you will be meeting with parents of the girls and introducing the 12+ program to them. Girls will also be introduced to using their colorful handbooks which they will use throughout the program of 42 weeks.

Alright, let's get started!

## 1.1 WELCOME TO THE RWANDAN GIRLS' JOURNEY TO BECOMING NYAMPINGAS

Mentor's Box	
Gathering #	1.1
Gathering Name	Welcome to the rwandan girls' journey to becoming nyampingas
Objectives	<ul style="list-style-type: none"> <li>▪ Participants are introduced to the Rwandan Girls Journey to becoming Nyampinga and its characters</li> <li>▪ Participants will meet each other for the first time</li> <li>▪ Participants are introduced to the stops along the 10 month journey</li> <li>▪ Participants share their own aspirations for their 10 month journey</li> <li>▪ Participants meet their group mentors and demonstrate unity</li> </ul>
Time required	130 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Poster of Journey to Nyampinga</li> <li>▪ Handbook for each girl</li> <li>▪ Soft ball (even made out of banana leaf)</li> <li>▪ Notebook and flip chart paper</li> <li>▪ Pencils</li> </ul>
Preparation Required	<p>This gathering requires that mentors take at least one day to prepare for. It is the first gathering that girls will be invited to and the journey poster, the handbooks and other materials noted above should be ready. Mentors should read through the steps of the gathering and practice delivery of the steps. We strongly suggest that mentors split this gathering into two parts so that girls have an opportunity to just play together for part of the time. There is an indication of the place to split the gathering so that the first gathering is not too long.</p>

### Steps:

#### 1. Welcoming girls to the 12+ Program (10 min)

Welcome the girls briefly. **Say** the following:

Welcome girls to 12+. It is great that you are all participating in these activities that are meant to be about making new friends, playing, learning new things and contributing to our community. We will meet once a week to listen to a story, play some games, plan a visit in the community and even take on a community activity. We are now going to explore the journey we are taking together to becoming Nyampingas.

#### 2. Introduce Concept of Journey and the Journey to Ni Nyampinga Poster (30 min)

It is important to start with an explanation of what girls will be doing for the next ten months so wait to do introductions later. Invite girls to think about trips any of them have made outside their community. Ask them about their experiences on such a trip using the questions below and take the responses down on a flip chart or in your notebook. Use the soft ball to invite participation and if girls are waiting their turn **their turn ask them to double clap their hands and raise one hand above their heads**. Capture responses from at least 3 girls. **Say**:

Who has taken a trip outside of the community?

Tell us about this journey. Did you know where you were going? What helped you get to where you were going?

How did this help you?

Summarize the responses from girls by **saying the following**:

Many of our journeys we take with people who have been to places before and they show us the way there. They know how to get there. On some journeys, however, we may not have a person who has been there before so we may need to ask people on the way. However, a journey poster can also be helpful. This is exactly what we will use for our journey to becoming Nyampingas.

Share the Journey Poster to becoming Nyampingas with the girls and **say the following**:

We are on a ten month journey together and you will notice that the journey doesn't always have a smooth path. There are rocky parts and uphill climbs. For example, today you may have problems and tomorrow they are gone. Sometimes we may need to cross a river as well. There are also some high places with great views as is our beautiful Rwanda. The journey has stops and we will discover something new at each stop. We are not on the journey alone. We have some friends that come on the journey but before we hear about them, let's introduce ourselves. It is good to get to know who will be in our circle of friends when we meet once a week.

### 3. Introductions (20 min)

Introduce the soft ball to participants and indicate that you will be using the soft ball to invite them to introduce themselves and share one hope they have for the journey. **Say the following**:

We will now use a soft ball to introduce ourselves. I will toss the ball to someone who will share her name and one hope she has for our journey together. Then she will toss the ball to someone else and so on until we have all introduced ourselves. Let's start!

Toss the ball to one of the girls and invite her to introduce herself and share one hope she has for the journey. Continue around the circle until all the girls have introduced themselves **once** and shared their

hopes. Watch each girl introduce herself and be sure not to have the girls introduce themselves more than once.

### 4. Introduction to Girls' Handbook (10 min)

Give each girl a handbook and ask the girls to go through them. Share with them that this is theirs and that they will need to keep it safe and bring it to each gathering of the group. **Say** the following:

These handbooks belong to you and each of you will be able to refer to them to remind you of the fun activities you are participating in and also some pages are for you to fill in. Keep these handbooks safe and remember to bring them to each of our gatherings. We are going to use these now. You can refer to them in your free time.

Invite the girls to draw a picture of their hopes in their handbooks. **Say** the following:

Now let's turn to page 2 in our handbook and draw a picture of the hope we each have for this journey together.

**You can break up this gathering into two gatherings so each one is no longer than 70 minutes. Restart the next gathering with the introduction to the 12+ characters.**





## 1. Introduction to 12+ Characters (20 min)

During this part of the gathering you will introduce the characters of the program who have different stories and will have challenges they face on their journey to becoming Ni Nyampinga. Introduce the characters and their stories in the following way. **Say:**

**The four Rwandan Girls' Journey is the story of four girls who meet in their community and share their aspirations, troubles, and ideas as they learn together. Here are their stories:**

**Clarisse** is 10 years old and she lives in Humure. She is an orphan and has an older sister, Chantal and a younger brother who is 8 years old. Clarisse, Chantal and Hirwa live with their grandmother. The family survives on farming and selling farm and animal products in the market. Chantal is 15 years of age and left school when she was 11 to help her grandmother with her market stall and to take care of her brother and sister. Clarisse helps with the chickens and feeds them every day before she goes to school with her brother. Clarisse is quiet and thoughtful and enjoys playing sports.





**Claudine** is 11 years old and has left school to support her father who works as a carpenter. Every day, Claudine does the household work including getting fire wood from the neighborhood and water from the well to cook their meals; besides she takes care of her four year old brother. Claudine would like to be able to continue learning. For this to happen her father needs to earn enough to pay someone to help with the business. She would like to be a teacher in the future.



**Angelique** is 11 years old and lives with her mother. Her father left when she was 5 years old. Since her husband left, Angelique's mother sustains them by selling beer and being with other men. Her mother tells Angelique that they need to have a man in the house to pay for things. Angelique is afraid that her mother will become involved with someone who will harm her. She has a friend who has experienced this. Angelique would like to learn about technology so someday she can take care of herself and her mother.



**Nadine** comes from a very traditional family who protect their daughter greatly. Her father works and her mother stays at home. Nadine would like to work in the health field and enjoys learning science. While she understands that a girl needs to learn about caring for the home, she knows that her mind will not be still and that her parents will come to appreciate that she wants to learn more.



## 2. Exploration of 12+ Characters and Journey to becoming Nyampingas (20 min)

You will now ask girls what they think about the characters of the story and link the story to the journey the group is going to take together with the suggested below. Be sure to capture the responses from girls on a flip chart or your notebook. Be sure to use the soft ball to invite participation and if girls are waiting their turn remind them to double clap their hands and raise one. **Say** the following:

You have now been introduced to the four characters who all wish to be Nyampingas. Tell me:

Which character did you like the most and why?

What kinds of challenges may each of the characters face along their journey to becoming Nyampingas?

Which stops along the journey to becoming Nyampinga are you most curious about and why?

**Note:** Point to the journey poster as you ask this question

Summarize the gathering by acknowledging all the responses and sharing the importance of keeping in mind that the characters will be with us through the whole journey. Invite girls to think about women they may know in their communities who they look up to and who had challenges in their lives. **Say** the following:

You each had very interesting ideas about the girls. You thought about the challenges they could have along the way. You each are curious about different things on the journey. You have all seen that the girls are very interesting characters and that we will learn more about them as

they take this journey with us.

Which women do you admire in your community who went through challenges and are now role models for you?

Take note of people girls mention as they share this information.

## 3. Summary of Gathering and Connection to Next Gathering (10 min)

Invite girls to summarize the key points of the activity by asking girls to share one thing they have learned in a picture that could be put in their notebooks and that was important to them from the activity. Invite girls to share their learning with others if they choose to. **Say:**

We have started our journey together! What is something you remember from this activity? It can be related to the journey or to the girls' characters. You can draw a picture that represents this learning in your notebook. When you are done and you wish to share that learning please let me know. Also the picture you draw may be associated with what you want to share or do with what you learned.

Summarize the things to remember from the gathering and connect to the next gathering by **saying:**

Thank you girls for sharing your ideas. Today we met each other, started on a journey to becoming Nyampingas and heard about girls- Clarisse, Claudine, Angelique and Nadine – who are like us and are joining us on this journey. We will hear more about these girls on different stops. We will meet again soon and talk about things that will make our group's journey a great one each time we come together!

## 1.2 CREATING A CIRCLE WITH FRIENDS

Mentor's Box	
Gathering #	1.2
Gathering Name	Creating a Circle with Friends
Objectives	<ul style="list-style-type: none"> <li>▪ Participants agree on how they will take the journey together</li> <li>▪ Participants decide on ways to make sure their group works well together</li> <li>▪ Participants demonstrate values of respect for others, integrity and unity</li> </ul>
Time required	65 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Notebook</li> <li>▪ Markers</li> <li>▪ Flip chart paper (put 4 sheets of flip chart paper together to make a large one)</li> <li>▪ Tape</li> </ul>
Preparation Required	<p>Mentors should spend at least 4 hours preparing for this gathering and reading the steps involved. Mentors read through the steps, tape the paper together that they need to for the gathering and make their own notes of key steps. Mentors should practice the steps of the gathering. During this gathering girls are establishing the group norms and getting comfortable being in a group. You may need to practice doing this a couple of times with girls so they feel at ease gathering and drawing their hands.</p>





## Steps:

### 1. Making the Circle of Friends (20 min)

Welcome girls back to the gathering, play a game with them that they suggest and then invite them to share one key learning they had from the last gathering.

Welcome back girls! Let's play a game that you all like.

What are some key learnings you had from the last time we met?

Write down responses from girls.

Invite participants to sit in a circle and put their hands close together to make a circle on a large sheet of paper. Use markers to trace the hands of the girls. **Say:**

Let's sit together around this sheet of paper and put one of our hands on the sheet make a circle with the group. With a marker, let's outline our hands to make a colorful circle of hands. Share the markers with the all the girls so that everyone has a chance to draw her hand.

### 2. What Makes Our Circle Work Well on the Journey (15 min)

Once the group has completed making the circle of friends with their hands, invite them to share the things that will make the group work well together and draw a symbol for that. Use the soft ball to invite participation from girls and if they are waiting their turn they can put their hands up. **Say:**

Once we have completed drawing our hands, let's think of things that will make our group work well together. What are the values and actions that we will develop among ourselves which will strengthen our friendship? Share with me the ideas that you have and I will write them in the middle of the circle for us.

If girls are missing any key points add the following:

- We will respect each other
- We will all arrive at the time we agreed to meet

- We will listen to each other
- We will help each other in activities
- We will come on a regular basis
- We will set future goals
- We will work hard together

### 3. Things to Keep out of our Circle (15 min)

Ask girls to think about the kinds of things that should be kept out of the circle of friends. **Say:**

What kinds of things do we want to keep out of our circle of friends to make sure our group continues positively on this journey. I will write these down as you share them.

### 4. Share the Connection to the Next Gathering (5 minutes)

Share the connection with the following activity. **Say:**

We now have our journey poster, the colorful circle of friends and we have our handbooks as well. Let's take a look at the handbooks more during our next gathering next week.

### 5. Conclude with a Song (10 minutes)

Invite girls to sing a song together called "Kuba turi kumwe cyangwa se tutari kumwe, ntuigere ugira icyo wikeka, jye ndakwizera, jye ndakwizera to close off the gathering.

Now let's close off our gathering by singing a song we all know called "Abakobwa b'iwacu ni Beza". Let's make a circle, hold hands and sing together!

Invite girls to also recommend a song they may wish to sing together as well.

Keep the drawing with you and place it up each time the group comes together so it can be referred to during other gatherings.



### 1.3 USING OUR HANDBOOKS

Mentor's Box	
Gathering #	1.3
Gathering Name	Using Our Handbooks
Objectives	<ul style="list-style-type: none"> <li>Participants review their handbooks</li> <li>Participants share ideas on using their handbooks</li> <li>Participants articulate key areas of interest from their review of the handbooks</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>Handbooks</li> </ul>
Preparation Required	During this gathering girls are introduced to their handbooks. Mentors should take a day to review the handbooks and prepare to address any questions girls may have about the handbooks. Speak with the organization's focal point in the district if you have any questions.

#### Steps

#### 1. Introducing Game of Agatambaro k'Umwana (10 min)

Invite girls to share one thing they recall from the last session that they have used with their friends. Invite girls to play "Agatambaro K'Umwana". This game requires girls to form a circle while seated. One of the girls is given a soft ball which she holds. She walks behind the circle of girls while they sing and places the ball behind one of the girls as she walks. She needs to arrive at her spot before the other girl notices the ball and arrives to the spot first. **Explain to the girls:**

Welcome girls, first I wanted to know, what is one thing that you recall from our last gathering that you have used with your friends?

Write down responses from girls.

We are also going to play a game called Agatambaro k'Umwana. Maybe you already know it. Let's form a circle. One volunteer will go behind the circle and secretly place the ball behind one of you while you all sing. She then needs to find her way back to her spot. If you discover the ball behind you, then you need to grab it and beat her to the spot. Let's play.

Play the game for up to 10 minutes. Ask girls what was fun about the game. Share with girls that having something secret to discover is sometimes fun but it is also good to be able to know about things sooner so we can share them with our families. **Say:**

#### Why was the game fun?

Games that have secret hiding spots or surprises can be fun for sure. However, we also need to know more about things so we can share with our families. Our families may not like too many surprises either so let's look at our handbooks and explore them more through the story of Clarisse.

#### 2. Story of Clarisse and her handbook (10 minutes)

Read the story of Clarisse and her handbook with the girls. **Read** the following:

#### Story of Clarisse and Her Handbook

Clarisse participates in the 12+ program and is very happy that she meets with her new friends at the nearby school. Clarisse reads a little but she prefers to look at pictures. She is really happy that the handbook she received the first day is full of pictures that tell different stories and is eager to learn about them. She sees that there are many things in the handbook and she is excited that the journey to Nyampinga will include exploring these topics with her friends.

At the end of one of the gatherings she takes her handbook home and goes through some of the pictures with her older sister and her grandmother. They have many questions about the handbook and Clarisse tells them that they are welcome to come to the next gathering where the mentor who facilitates their gatherings can explain more about the handbooks.



At the next gathering, Carine, the mentor facilitating the group gatherings explains to the families of the girls that the gatherings are more about the 12+ program and what girls will be exploring through the following stops of the journey:

- On a Rwandan Girls' Journey
- We are Rwandan Girls
- We are Growing Rwandan Girls
- My Rwandan Community

## 2. Exploring the Handbook (20 minutes)

Invite girls to review the handbook. Ask them to identify parts of the handbook they think their parents or families may want to have more information about as they explore the handbook.

**Say:**

Let's take some time to look through our handbooks and select the parts you think your parents or families may want to talk more about.

Let's share the questions they may have for you and for us as a group. We need to prepare for those questions as our parents will be coming to our next gathering. I will write down these questions so we have them in mind.

Write down the questions girls come up with. Be ready to have some answers ready for gathering with parents and share with girls that they will be able to come up with some answers as they continue to meet.

## 3. Using the Handbook (10 min)

Share with girls the different ways that the handbook will be used through the 10 month journey. Share that the

handbook marks key moments and learning that takes place during girls' gatherings. Share that at certain points in the handbook they will be drawing pictures or writing down words that represent key things they wanted to remember from a specific gathering. **Say:**

You will notice that the handbook marks key moments along the 10 month journey. Our gatherings will be fun, will have some challenges and will have many things we wish to share with our family. We need to prepare to share things we encounter in our journey together. We are all learning and sometimes our parents will be learning with us. There are parts of your handbook that are blank pages and those are meant to capture pictures you draw and key words you may want to put in there as a result of one or more of our gatherings.

Now let's plan for sharing our handbooks with other members of the family.

## 4. Sharing the Handbook (10 min)

Share with girls that at the next gathering they should invite their parents, guardians or someone from their home to come so they can share their handbook. Share that you and one of the girls will make a presentation of the journey to becoming Nyampingas. **Say:**

Next time we meet, be sure to bring your parents or someone from your family so we can share with them what we are doing and you can also share with them some of the things you are doing together at the gatherings. One of you will prepare with me to make this presentation. I will speak with your family members first and then welcome you back after spending some time with your family members.

## 1.4 SHARING THE NYAMPINGA JOURNEY WITH OUR FAMILIES

Mentor's Box	
Gathering #	1.4
Gathering Name	Sharing the Nyampinga Journey with Our Families
Objectives	<ul style="list-style-type: none"> <li>Some participants able to articulate Nyampinga Journey</li> <li>Parents able to address questions they have with respect to 12+</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>Handbooks</li> <li>Nyampinga Journey Poster</li> <li>Markers</li> <li>Flip Chart Paper</li> <li>Girls' Handbooks</li> </ul>
Preparation Required	<p>During this gathering, mentors are prepared to take girls' families through the Nyampinga journey poster and girls' handbooks. Mentors should visit each girl's home ahead of the gathering to make sure someone from the home will attend. Mentors will need to take at least a day to prepare together with one girl who is comfortable speaking in front of adults and who can share the stops of the journey. Mentors should prepare to address questions that may come up and also know who they can call if they cannot answer a question right away. Mentors should identify existing groups girls can link up with in their communities so they can be explicit on their responses with parents when they ask what happens after the program. This gathering will take 2-3 days in total to prepare for.</p>

### Steps

#### 1. Welcoming Family Members (10 min)

Invite parents to sit down in a circle. Introduce yourself to parents and invite them to introduce themselves as well. Invite parents to share who their daughter is and something special about her.

Welcome everyone and thank you for coming to this gathering. As you all know, we are here to share with you information about the gatherings that your girls are attending. Before we do that though, I would like to introduce myself. My name is \_\_\_\_\_. I am a mentor and together with my friend \_\_\_\_\_, we facilitate each gathering girls participate in. My friend is playing with the girls while we spend some time together and then we will invite the girls to join us.

I now invite you to introduce yourself and tell us which girl you came with and something special about her.

Write down parents' or guardians' names and what they share about girls.

#### 2. Inviting Parents to Recall Being a 10 Year Old (20 min)

Ask parents to think back to when they were ten years old and the kinds of things they were hoping for as children. Ask them to think about the kind of support they wished they had or what they would have liked to know at that age that would have helped them. **Say:**

When you, as parents, were 10 or 11 years old, what hopes did you have as children? What kinds of things would you have liked to know and being prepared for? What kind of information would help you prepare for it?

Make sure to capture what parents say in your notebook or on a flip chart. Summarize by saying that all 10 and 11 year olds have hopes and want to know things to prepare them for the future. Share



that girls want to be prepared to contribute to their communities in a knowledgeable way. **Say:**

I understand that each of you had aspirations and wanted to prepare more when you were younger. That is why we are meeting with the girls and giving them an opportunity to have a space to share their hopes and aspirations as a group of girls. They want to be able to contribute to their communities and prepare to do this well by having more information, skills and understanding of what opportunities are available for them.

### Inviting Girls to Join Family Members (5 min)

Invite girls to join their family members and sing a song together.

Welcome girls, join us! Let's sing a song altogether. We want to give our family members an opportunity to ask questions and to show you the materials we will be using. First we will sing a song together called "Abashyitsi baturutse impande n'impande". One or two girls who know the song take the lead while the rest clap hands, dance and sing the chorus.

### Introducing the Nyampinga Journey Poster and the Girls' handbook (30 min)

Invite one of the girls to introduce the Nyampinga Journey Poster and make sure you have prepared her to do so ahead of time. **Say:**

We are now going to take you through the stops of the Nyampinga Journey and I want to introduce you to one of the girls in the group who will present the journey. At the end of the journey, we will give you the opportunity to ask

questions and between us all we should be able to most of them.

The girl volunteer now takes the group through the Nyampinga journey poster. Address any questions that come up after the presentation. Be sure to see if the girls can answer questions first and then respond if they feel they don't have the answer. Below are some of the typical questions that may come up.

**Question:** How often will the girls meet?

**Answer:** Girls will meet once a week for a maximum of 2 hours.

**Question:** Where will the girls go?

**Answer:** The girls will go to their safe space and make visits to schools, a health center, a financial institution, a garden, and a local market. They will also participate in a competition in a nearby sports field.

**Question:** Who else will be with the girls during the gathering?

**Answer:** Girls will have an opportunity to invite adult family members, sisters and brothers to accompany them on some visits.

**Question:** Can boys be part of this?

**Answer:** Boys will be invited to take part as brothers or as members of the community during some specific gatherings.

**Question:** What will the girls receive when they finish?

**Answer:** When girls finish they are invited to start their own initiatives such as clubs, they may decide to



go back to school, they may start a literacy club, and they may join an existing association.

**Question:** Do our children have security in the location where they will be meeting?

**Answer:** We have identified the space that we meet together with the community and it is safe for girls.

Now take some time to share with parents that each girl has a handbook that she will use during the gatherings and which she will take home each day and return with it to each gathering. Invite a girl to introduce the handbook. Girl will **say**:

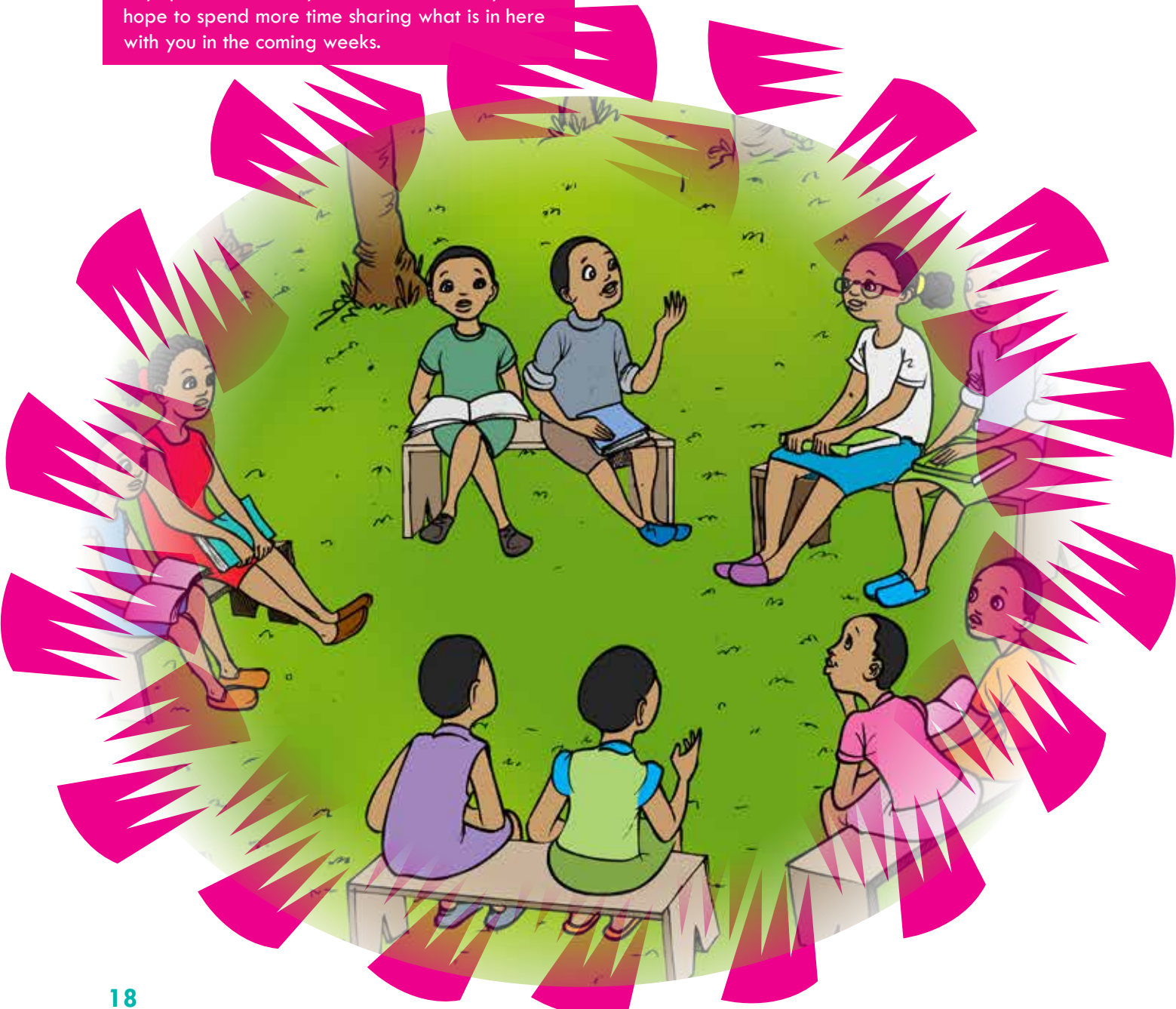
Each of us has a notebook which has many pictures. This handbook connects to the topics of the gatherings that we attend. We bring the handbook to each gathering and come back home with it. We will share our learning and any questions we may have with our family. We hope to spend more time sharing what is in here with you in the coming weeks.

### 3. Closing the Gathering (5 min)

Thank parents for taking the time to attend the gathering and share that in the coming months they will be invited to participate in other activities along with other family members. **Say:**

Thank you everyone for coming to the gathering and this is only the first meeting. Each month there will be a gathering that includes parents and other members of the family. We look forward to meeting again.

At this time invite everyone to sing a song together “Ndi agatama k’Imana ndanezerewe cyane. Mfite umwungeri mwiza. Ajya andagira neza. Arankunda ndabizi. Ijwi rye ndaryitaba. Igihe nikigera, azancyura mu rugo, nzagira umunezero. Nta bukene ku Mana,” or any suggested song from girls and family members.





## 1.5 OUR JOURNEY SO FAR

Mentor's Box	
Gathering #	1.5
Gathering Name	Our Journey So Far
Objectives	<ul style="list-style-type: none"> <li>Girls articulate their learning to date from gatherings</li> <li>Girls draw something important for them in their handbooks</li> <li>Girls demonstrate values of being responsible and self-respect</li> </ul>
Time required	80 minutes
Materials	<ul style="list-style-type: none"> <li>Handbooks</li> <li>Nyampinga Journey Poster</li> </ul>
Preparation Required	During this gathering, mentors are prepared to review the journey girls have taken so far along the first stop of the journey called "On a Rwandan Girls' Journey".

### Steps:

#### 1. Recalling Values Explored in Gatherings ( 35 min)

Invite girls to express the values that they have experienced through the gatherings so far. Invite them to role play the values of respect, integrity and unity. They can do this in groups of five girls. Two groups will role play respect, two groups will role play integrity and one will role play unity.

Welcome girls. Today we will finish the first part of our journey. We have explored a number of values through our journey including respect, integrity and unity. I am going to invite each group to develop a role play associated with each of the values we have explored. For example, unity is something about being together as we were with our families, respect and integrity were related to creating our circle of friends. So in groups of five, let's come up with role plays that demonstrate these values.

Give the groups 10 minutes to come up with their role plays and then 5 minutes each for sharing their role plays

#### 2. Game of Kongorera (15 minutes)

Invite girls to play the game called "Kongorera". Share with the girls that this game is about remembering what someone whispers to you. Ask for girls to sit together and whisper a statement in the ear of one girl. Ask each girl to continue to whisper to the next in the circle until they finish with the last girl.

whisper something into the ear of one of you and that person whispers the same thing to the next person. That girl continues until we get to the last girl. We need to remember what is whispered to us so we can whisper it to the next person.

Whisper the following into the ear of the first girl:

My favorite food is rice and I like to have it on Tuesdays. My mother prefers potatoes and green beans.

Now ask the girl to continue whispering to the next girl. Make sure that girls are far enough apart that they cannot hear what is being whispered from one girl to another. Once the whispers are finished, ask the last girl what she was told. **Say:**

Let's now hear what the last girl in the circle heard in the whisper. Please share what you heard.

The girl's statement should be very different from what was told to the first girl. Ask girls what happened using the questions below. **Say:**

So what was heard by the last girl is very different than what I whispered to the first girl. I said, my favorite food is rice and I like to have it on Tuesdays. My mother prefers potatoes and green beans.

Why do you think the message changed?

What could have helped us remember the message?

What are examples of this happening in real life?

Write down responses from girls.

## 2. Using the Handbooks as a Strategy for Remembering (20 min)

Invite girls to share some of the things they remember from the gatherings so far. **Say:**

As you know we have already met six times. What is one thing you remember from the gatherings so far? What have you used in your own life from what you learned? What would you like to do more of?

Write down the responses in your notebook. Invite girls to turn to the handbook and review the comic strips covered so far. Then ask girls to turn to the blank page at the end of the section on “Starting On a Rwandan Girls’ Journey” and take some time to draw something what they want to be sure to remember from the journey to date.

Let’s open up our handbooks and go through all the pages for this part of the journey. As you go through the pages, think about one thing that you want to remember so far. On the blank page in this stop, draw a picture that represents what you want to remember. When you are done, share what you want to remember with one other girl.

## 3. Celebrating the Stop “Starting On a Rwandan Girls’ Journey” and Link to Next Module (10 min)

Invite girls to make a circle standing up and share that they are all going to congratulate each other and then themselves with a new type of greeting. Put both hands up in the air and start moving them then turn the hands towards yourself and bring the hands to you. That way you have congratulated the group and yourself. Make the link to the next module. **Say:**

Let’s put our hands up and wave them to each other first. Turn your hands around and bring them to yourselves. Fabulous! We can now continue our journey to the next stop called “We are Rwandan Girls”. There will be great games, stories and visits that will be part of this stop so look forward to seeing you at the next gathering.



# MODULE 2:

## WE ARE RWANDAN GIRLS





We are continuing on the Journey to Nyampinga! You are a young and talented mentor with more experience over the last six weeks. By now you have become a big sister to the group of girls. This module includes more games and stories and you will begin to make some visits to local gardens and junior secondary school grade students and teachers.

In this module you will invite girls to explore ways to stay healthy and safe with what they eat and how they stay aware of the dangers around them. You will ask girls to think of what they eat and could eat as well as visit a local garden to see how these things can grow nearby. Girls will also identify dangers and how to address them in their community. This is a first step towards engaging on threats that can open up the

conversation in a later module about violence.

You also invite girls to begin to develop their negotiation skills. These skills are fundamental for home and community based situations girls may face. You may find yourself learning a few techniques as well!

An important part of this module is on connecting girls to learning opportunities. You will have an opportunity to take girls to school and have them interview girls and teachers from junior secondary school grades. You will provide girls who are out of school with information with how to go back if they choose to. Finally, you will arrange a words and numbers competition in the community. What fun!



## 2.1 TALKING WITH EACH OTHER

Mentor's Box	
Activity #	Activity Name
2.1	Talking with Each Other
Objectives	<ul style="list-style-type: none"> <li>Participants will take time to appreciate each other</li> <li>Participants will articulate assertiveness and clear communication</li> <li>Participants experience values of self-respect, respect for others and love</li> </ul>
Time required	65 minutes
Materials	<ul style="list-style-type: none"> <li>Poster of Journey to Ni Nyampinga</li> <li>Handbook for each girl</li> <li>Soft ball (even made out of banana leaf)</li> <li>Notebook and flip chart paper</li> <li>Pencils</li> <li>Markers</li> </ul>
Preparation Required	This activity requires reading through the story and preparing the descriptions of the appreciative, assertive and learning words. Mentors should spend at least one day preparing for this gathering and check in with NGO staff members on any questions they may have.

### Steps

#### 1. Welcome Girls Back to Gathering (5 minutes)

Share with girls that during the gathering today you will start by learning more about the characters on the journey and they will learn more about each other. They will also identify ways to appreciate each other and communicate with each other. Also, let girls know they should always feel free to ask questions. Say the following:

Welcome back girls! Here we are together again and today we are going to listen to more about the girls I introduced to you who are also on the journey to Nyampinga. But before we start once again, are there any questions that you have from our previous gatherings? Always feel free to ask questions and we will see if any of us can help with responses or finding out where we can get the responses. We are also going to spend some time today appreciating each other and communicating together as girls!

Continue with reading the story about the girls.

#### 2. Story of Angelique and Nadine as Friends Who are Different (20 min)

Invite girls to sit in a circle to listen to the story of Angelique and Nadine. The story is meant to surface ways girls may be concerned about being different from one another. Read the story of Angelique and Nadine below:

##### Story of Angelique and Nadine

Angelique lived in a simple home with her mother. Sometimes her aunt would also stay in the house. Angelique sometimes felt that other girls felt they were better than her because they had both their parents at home or because they had better looking homes. They never said anything to her but she felt badly.

One day when Angelique was in a gathering with other girls she met Nadine. She did not know much about her and then she heard that Nadine lived with both her parents and that she lived in a better part of town than some girls in the group. She thought that Nadine would judge her and not want to be her friend.



Angelique was friends with another girl in the group named Clarisse. Angelique felt that she could tell Clarisse anything and really liked that Clarisse listened to her and liked walking with her.

Nadine invited Clarisse to play with her one day and Angelique felt that Clarisse preferred to be with Nadine and that she was losing a good friend.

Invite girls to think about the story they just listened to and reflect on what could be happening for each of the girls. Invite the girls to work in three groups to describe what each of the girls may be feeling and give the following instructions on the role play they will create:

You listened to the story about Angelique, Clarisse and Nadine. We are going to describe what each of these girls could be feeling by acting out their feelings. I am going to count off 1 to 3 and all the number 1's will focus on Angelique, all number 2's on Clarisse and number 3's on Nadine. Once you think you know what the girl is feeling, come up with a short act to demonstrate how she feels. Each group will have 5 minutes to share their short skit.

Make sure that the girls all understand that they are asked to act out the feelings each of the girls in the story may have. Each group may decide to have a few girls represent them and do the skit. Give each group 15 minutes to come up with their skit. Check in with each group to make sure they are comfortable with their skits.

**Invite each group to share their skits by saying the following:**

Now let's watch each group share their skits. As each group presents let's keep in mind our drawing from our circle of friends that tells us that we should respect our friends when they are speaking.

As each group is presenting ask the other girls if they have any questions of the group. You need to observe the skits and listen to how the girls are able to come up with communication strategies for the three girls. You will notice that girls are able to identify ways to develop friendships across differences. This will help you in taking the following step.

### 3. Introducing How to Share Words with Each Other (15 min)

Share with the group that often girls may not understand what other girls think about them

and should therefore share how they appreciate others or wish to be treated or want to learn more about others so the misunderstandings don't grow. Share that the girls demonstrated some of the communication that can help improve the relationships.

**Appreciative Words:** Words that indicate you like someone and want them to know this.

**Assertive Words:** Words that are meant to communicate a preferred way of being treated or preference for having a choice or a preference for how to be friends.

**Learning about a friend words:** Words that invite another person to be friends or that ask a girl more about who she is so to get to know her better.

#### Share the following:

During our gatherings we are going to meet new friends and we are going to be getting to know each other. We will **appreciate** each other when we achieve something or share something to celebrate during our gatherings. We may also need to be **assertive** with each other. This means we may need to tell someone how we prefer to be treated or that we want to have a choice rather than being told what we are to do. Finally, from time to time we need to get to know someone and in doing so use **words to learn about a friend**.

Now that I have introduced these types of phrases or words, let's practice using them.

### 4. Using New Types of Phrases (20 min)

Share with girls that new types of phrases in talking with one another need to be practiced so that we are able to use them with each other and with others in our families and communities. Ask the girls to recall the story of Clarisse, Angelique and Nadine. Invite them to use the following scenarios to practice using celebratory, assertive or developing friendship phrases. You may have to read the story again so ask the girls if this is necessary.

Find two friends for this next activity. Remember the story of Clarisse, Angelique and Nadine. I will ask that three groups come up with something celebratory the girls can say to the others. Three groups will come up with something assertive one of the girls can say to the other and finally the last groups will come up with words related to developing a friendship.

Remember to tell us which girl is talking and what kind of phrase it is.

Invite three groups to share their phrases at the end of the group work.

### Appreciating the group (5 min)

Let the girls know how appreciated they are, connect to the next topic of the gatherings and sing a song.  
**Say:**

I just want to say how great it is to be able to meet with all of you each week. I think you are all very caring and bright girls. Next time we will gather to discuss staying healthy. Now, let's sing a song together now. Let's sing **Kanyoni keza ko ku mugezi, kamwe nakunze kakiri gato, Kamaze gukura nkarushaho. Jye nzakajyana iwacu I Rwanda. Iwabo w'abakobwa beza. Babareye ababyeyi babo.**



## 2.2 KEEPING HEALTHY

Mentor's Box	
Activity #	2.2
Activity Name	Keeping Healthy
Objectives	<ul style="list-style-type: none"> <li>▪ Girls are physically active</li> <li>▪ Girls articulate the kinds of foods that keep them healthy</li> <li>▪ Girls experience value of self-respect</li> </ul>
Time required	50 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Girls' Handbook</li> <li>▪ Markers</li> <li>▪ Flip chart/ block notes</li> <li>▪ Pens</li> </ul>
Preparation Required	This activity requires preparing a space to play the game. Also, mentors should be aware of what kinds of vegetables and fruits grown in gardens in their community and make a visit around the community. Mentors should spend 1 ½ days preparing for this gathering including practicing the instructions and asking questions of NGO staff.

### Steps:

#### 1. A Game of Cat and Mouse (20 min)

Invite girls to share one thing they recall from the first gathering. Take notes on what they share. Share with the girls that they will now play a game called Cat and Mouse. The game involves having a circle of girls who hold hands and whose objective is to protect girls who are the "mice" from the girls who are the "cats". The inside of the circle is the space where the "mice" can run into and be protected from the girls who are "cats". Make sure there is enough space to play the game. Invite two volunteers to be the cats and two volunteers to be the mice. Since there are two mice and two cats, this should be a fast moving game and lasts no longer than 10 minutes. **Say:**

What is one thing you recall from the last gathering and how have you used it?

Write down responses from girls.

We are going to play a game. Maybe you already know it because it is fun and involves moving around. It is called Cat and Mouse.

Let's form a circle and join hands together. I now need two volunteers to be the mice and two others to be the cats. Now the task of the

group remaining is to protect the mice from the cats. The cats can chase any of the mice so you have to watch carefully. Inside the circle the mice are safe and you can close the area where the mouse comes in to protect her from the cats. But remember the mouse has to be able to get out sometimes so you also have to be prepared to open the space so she can get out. Watch out for two mice trying to move at the same time! Let's play now.

Invite girls to think about the game and what they had to do to play the game and what movements the girls had to make. **Ask the following questions:**

What did you enjoy about the game?  
 What did you have to do to play the game well?  
 What parts of your body were moving when you were running around?  
 Did any of you get a little tired?

Take down the responses in your notebook and share that in order to play games and stay healthy, the body needs good foods. **Say:**

I noticed you all really enjoyed the game and that you were moving very quickly. Some of you did say you became a little tired. The body needs energy to keep moving and stay healthy. Let's talk about the foods that can help with that.

## 2. Keeping Our Bodies Healthy (20 min)

Invite girls to think about what kinds of things give their bodies energy and keep them healthy. **Ask the following:**

What foods do we need to give us energy and keep our bodies healthy? What kinds of foods will keep our bodies from getting sick?

Make sure you write down the responses girls give to the questions. You will be able to see that girls may know about many vegetables and foods that are common in their community. Start by acknowledging the ideas they have shared. You will notice that there are two options of what to say based on whether girls have mentioned more than 6 food items. If they shared more than this number **then say the following:**

Thanks for sharing your ideas about things that we can eat that can keep us healthy. You mentioned some foods that are vegetables, others that are fruits and other types of foods such as cereals. All of these are important for our bodies. A good mix of these is going to help us grow up healthy.

You will notice in your handbooks a picture of Clarisse with a basket that includes things she may eat in a day to keep her healthy. She knows that to stay healthy she needs to eat vegetables, fruits, cereals such as maize, wheat, and meat or beans and peanuts each day. She may eat red beans or eggs instead of meat.

If girls do not mention many foods, be sure to add some foods that other girls mention from other communities. **Say the following:**

Girls from other communities have mentioned many other foods as well such as vegetables including spinach, onions, and green beans. Fruits like bananas and oranges are also good for us and keep us healthy. Other girls also mentioned eggs as well as peas.

## 3. Preparing to Visit a Home Garden and Closing (10 minutes)

Share with girls that during their next gathering, they will be visiting a home garden. Share that they will do this visit with their mothers or sisters. Share that it will be an opportunity to see what grows in a home garden and what other things could be in there. **Say the following:**

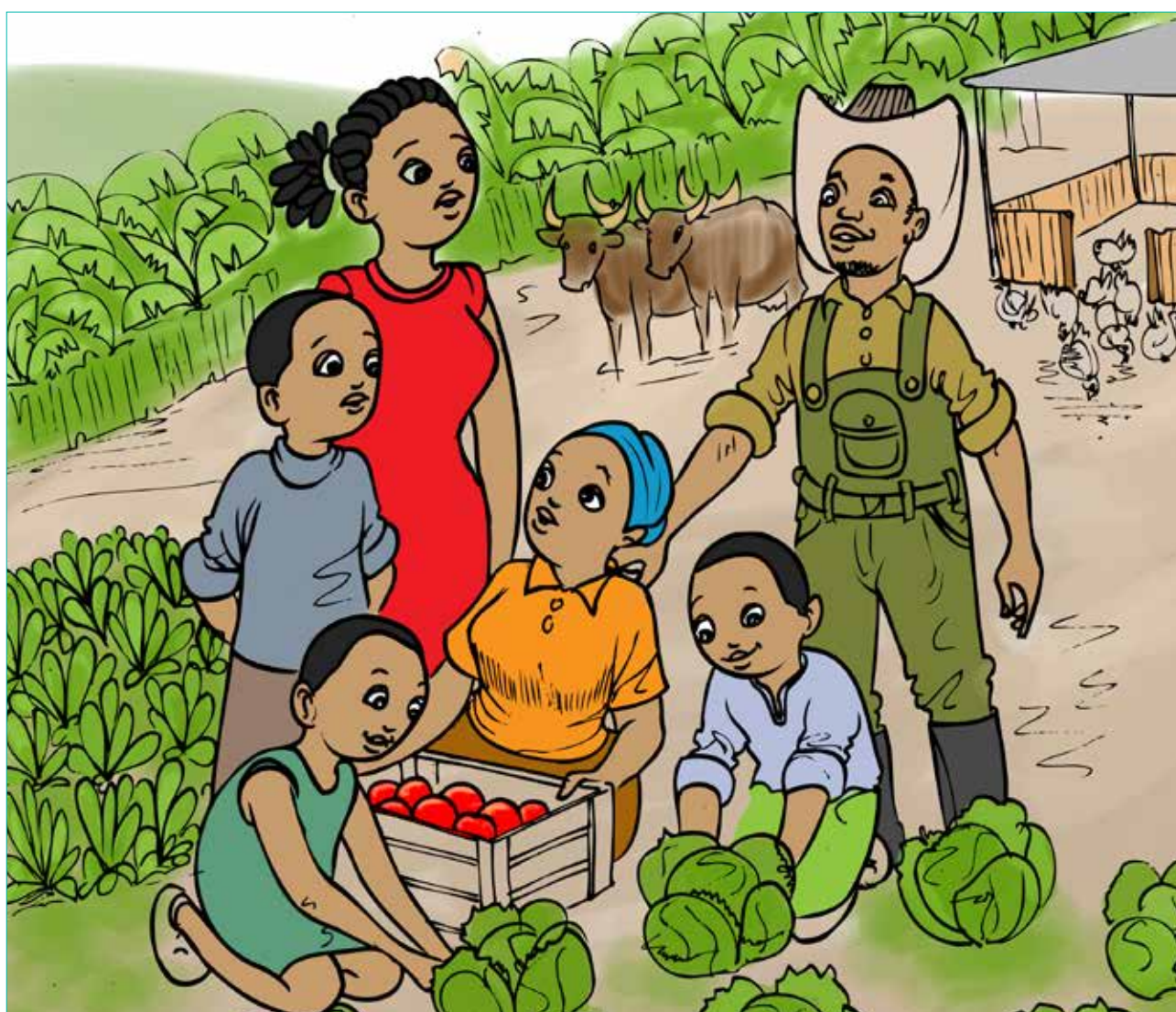
During our next gathering we will visit a home garden and see what is growing in it. We will invite our mothers and sisters to join us during this gathering so we can make the walk together. See you next time!





## 2.3 HOME GARDEN VISIT

Mentor's Box	
Activity #	2.3
Activity Name	Home Garden Visit
Objectives	<ul style="list-style-type: none"><li>▪ Girls are physically active</li><li>▪ Girls identify garden vegetables and fruits that are good for them</li><li>▪ Girls experience values of self-respect and responsibility</li></ul>
Time required	70 minutes
Materials	<ul style="list-style-type: none"><li>▪ Soft ball</li><li>▪ Girls' Handbook</li><li>▪ Pencils</li></ul>
Preparation Required	For this activity mentors will need to coordinate with a couple of the girls' mothers to visit their home gardens. Since the group will be large, it will be good to visit two gardens. 12 girls and their family members can go with one mentor and the other 13 girls and family members with another mentor. Mentors will spend up to 2 days preparing for this gathering.





## Steps:

### 1. Introduction to the Home Garden Visit (5 min)

Welcome girls and their mothers and sisters to the garden visit walk. **Say the following:**

Welcome everyone! I hope you are ready for a walk in the community. Since our group is large, we have arranged to visit a couple of home gardens in the community. One of us will go with 12 of you and your families and the other will go with 13 of you and your family members. Let's count 1 and 2 to know which group we belong to. Please stay in the group that you are assigned to and walk with the group.

As you visit the garden, check to see what is growing and be ready to come back and share with us what you found there. Each group will have 30 minutes to walk to the garden, identify what is growing there and how these foods can keep them healthy. They can all then return from the walk.

Assign each girl and her family to one of the two groups. One group should have 12 girls and the other 13.

### 2. Visiting Our Gardens (40 min)

As you walk to the garden, invite girls and their families to observe other things growing around them.

As we walk to the home garden we are visiting observe the kinds of things you see growing around you as well as any kinds of small livestock that could also be used by families as food. Share them with the person you are walking with as we go. Remember what you see as we will share in our larger group when we all return.

When you arrive at the garden, ask girls and their family members to identify what they see growing in the garden and to remember what they see as they will share back with their friends who visited the other garden. **Say:**

What do you see in the garden? Remember what you see growing in the garden. We will share with our friends who went to visit the other garden the kinds of foods we see growing in this garden. You are free to ask the owner of the garden what else she or he may grow here.

Once girls and their family members have noted what they see in the gardens and asked questions of the owner, the group can return to the space to meet up with the other group of girls and debrief on the visit.

### 3. Debriefing the Garden Visit and Connecting to Next Topic (25 min)

Upon returning from the garden visit, invite girls to share what they saw growing in the gardens and what may need to be added or purchased for them to stay healthy and strong if their garden does not grow it.

What kinds of foods did you see growing in the gardens?

What kinds of foods were not in the gardens?

What can you do to make sure you eat all the kinds of foods that you need to be healthy?

Write down the responses to these questions in your notebook. Share with girls that they will notice in their handbooks that Clarisse talks with her mother about growing other foods in their garden so they can be healthier and stronger.

Now let's look at our handbooks and see how Clarisse speaks with her mother about growing other foods in their garden so they can be healthier.

Together with our family members, let's draw some foods in our handbooks that are good for us and we should keep in mind for our own gardens.



## 2.4 KEEPING SAFE

Mentor's Box	
Activity #	2.4
Activity Name	Keeping Safe
Objectives	<ul style="list-style-type: none"><li>▪ Girls identify places they spend time in</li><li>▪ Girls articulate dangers that can occur in places where they spend time</li><li>▪ Girls articulate ways to prevent dangers</li><li>▪ Girls experience value of integrity and self-respect</li></ul>
Time required	65 minutes
Materials	<ul style="list-style-type: none"><li>▪ Soft ball</li><li>▪ Journey Poster</li><li>▪ Girls' Handbook</li></ul>
Preparation Required	Mentors should spend time gathering sticks and stones in the area for this gathering. Mentors should prepare for this gathering by practicing some of the steps and identifying ways to support girls to do the steps of the activity together. This gathering will take one day to prepare for.

### Steps

#### 1. Identification of Spaces Where Girls Spend Time (15 min)

Invite girls to sit together in groups of five with sticks and stones gathered ahead of time. They will use these to create a representation of their community. Ask each group to draw the places they spend time in their community. They can do this with the stones and sticks if there are no paper and pencils. Make sure they do this together as a group. This may be a challenge for young girls so support each group as they do this.

Hello girls! Today we are going to describe our communities using sticks and stones on the ground. I will make a circle around the space where the community is. As a group of five girls, use the sticks and stones to make the places that you as girls spend time in. Do this together as a group. Just take some time to make the community spaces using the stones and sticks that you have.

#### 2. Identifying Dangers in the Places Where Girls Spend Time (15 min)

Now that girls have identified the places where girls spend time and they have done this as a group, ask them to think of any dangers that they can see in these places where they spend time. Ask them to share the dangers they see in the locations they identified.

Now that we have identified the places where we spend time, let's think about any risks or dangers that we should be aware of either inside or around these locations. Let's mark these dangers with an extra stone. The group should identify all the possible dangers together. Together, let's name these dangers from the different groups.

Write down the dangers that the groups of girls shared. Thank the girls for sharing these.

#### 3. How to Address Dangers (15 min)

Share with girls the story of Clarisse and her friends dealing with dangers.

Each day Clarisse would walk to school with her friends. Clarisse walked the same path to school each day and did not pay attention to the road as she talked with her friends. One day, Clarisse and her friends were taking their usual path when Clarisse stumbled on a bottle that had been dropped on the path and was hidden by some grass. She fell and hurt herself.

Her friends helped Clarisse stand up and made sure she had no cuts. Clarisse and her friends then talked about being mindful of dangers around them.

Angelique shared that it is important to **pay attention to what is happening** around them so they can see if something has changed. Clarisse said that at home there are things that can happen too so it is important to have some **basic information on what to do with a cut and how to clean it**. Angelique shared that people can be dangerous too in some areas so the girls talked about **avoiding dangerous areas** or making sure they have an adult from their family to go with. Their friend Claudine also shared that it is important to know of a **person you can quickly go to** in case something happens and you feel afraid. This can be someone in the community that your family trusts. Clarisse also said that her sister **keeps information on the closest clinic in case they need it and also the police**.

Invite girls to share what kinds of things the friends in the story came up with to deal with dangers around them. **Say:**

Now that we heard the story about Clarisse and her friends thinking about what to do with dangers, what kinds of things do you recall they mentioned?

#### 4. Applying Strategies to Address Dangers (10 min)

Invite girls to think back to the dangers they indicated in their community and ask them to think about what kinds of ways they could deal with those dangers.

Now let's look back at the dangers we indicated in our community and think about ways we can deal with them

#### 5. Talking about Dangers at Home (10 min)

Share with girls that it is important to have a conversation with their families about being aware of dangers around them and ways to deal with them.

Thanks very much girls for sharing your ideas. Today's gathering touched on a topic that we should also discuss with our parents. Our families care about us so let's also ask them how they prepare to deal with dangers and share with them the things you know. Talking with our families about different things and figuring out how to do this differently each time is something we will discuss in our next gathering.

Invite girls to play a game together. The game is called, Ku nkombe Mu mazi. Girls are invited to line up in a row and think they are in water. When you say Ku nkombe, girls will jump forward. When you say mu mazi, they should jump back.

#### Let's play Ku nkombe Mu mazi!

Let's make one line of girls. When I say Ku nkombe, you all jump ahead. When I say mu mazi, you all jump back. When I say ku nkombe, there is no life jacket so you need to be on the shore. If I say mu mazi, a canoe is ready to leave the shore so you all have to be ready to jump in. If you do not leave shore or water right away then you are in danger.



## 2.5 KEEPING POSITIVE WHILE NEGOTIATING – PART 1

Mentor's Box	
Activity #	2.5
Activity Name	Keeping Positive While Negotiating- Part 1
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate negotiation skills</li> <li>▪ Girls seek out support for negotiation from family members</li> <li>▪ Girls experience values of integrity and respect for others</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	Mentors will need to review the story of Nadine and the different parts to become comfortable with what she negotiates effectively and what challenges she faces in negotiation. Mentors should check in with NGO staff members on anything they are uncertain about with the negotiation skills. It will take at least 1 day to prepare for this gathering.

### Steps

#### 1. Introducing Challenges Girls May Face with Some Asks of Family Members (20 min)

Invite girls to recall one thing they will apply from the last gathering. Write down girls' responses. Share with girls that they will now listen to a story about Nadine and how she wishes to spend more time with her friends. Share with the girls that this story is something that represents what many girls face. **Say:**

Hi girls, first let's share one thing we will be using from what we learned in the last gathering. What will you use?

Write down girls' responses

Today we are going to listen to a short story about our friend Nadine. She is a girl like all of you and wanting to spend more time with friends she is making. Let's listen to her story as she tries to figure out how to ask her parents for permission to spend more time with her friends.

#### Read the story of Nadine:

Nadine enjoyed spending time with her friends at school and she wanted to visit with them more during the week. She was not sure how her mother and father would react to her request for more time outside the house. She was aware that she had to complete school work and also help her mother with daily tasks. She wanted to talk with her mother and convince her that this could all still be possible if she was visiting with friends.

Invite girls to think about the story they listened to about Nadine. Ask girls to identify what Nadine wanted to be able to do and what she wanted to discuss with her parents. **Say:**

Let's think about what Nadine wanted to be able to do. What was she seeking from her parents? What kinds of things was she thinking about?

What do you think she was afraid of?

Capture the things that girls say in a notebook/flipchart.

#### 2. Introducing Negotiation Skills (25 min)

Share with girls that often asking permission to do something is not easy. Share that asking to be able to do something you really want to be able to do requires some skills specially if you are communicating with your family. **Say:**

There are a few skills that we can practice that will help us be successful with what we want to be able ask from family members. Some of you are aware of these already. These are the following:

**State your ask very clearly** so that your parent or other family member understands what the ask is.

**Listen carefully** to what is being said by a parent to show you want to understand your parent's concerns and questions.

**Use a calm voice** so that your parent does not become upset when you address their concerns.

**Be flexible** with your ask to promote a positive discussion.

All of these skills are called negotiation skills.





Share with girls that the next part of Nadine's story has her using these skills with her parents. **Say:**

Let's think about how these negotiation skills could help Nadine with her ask with her parents. Let's listen to how she uses these skills in her situation and then we can discuss what she did.

**Read the second part of Nadine's story.**

Nadine asked her parents for some time to sit together after dinner and said, "As you both know, since we moved to this part of the country, it has taken me some time to make friends and I like my new friends."



Her parents were both very happy for her and shared that it was good that she had friends at school.

Nadine then shared that she would like to spend more time with her friends and that it would be nice to do so one day a week.

Her mother immediately said, "How about your school work, how will you finish that if you are outside with your friends?"

Nadine listened to her mother. She wanted to yell and say "I want to see my friends!" but remained calm and then said, "I can go the day I don't have much school work."

Her father said, "But you need to help your mother with chores."

Nadine said to her father that she was upset and did not like doing chores so she was going to go anyways. Her father was upset too.

The conversation stopped and Nadine left for her room.

Ask girls to share which kinds of skills Nadine used well during her discussion with her parents. **Say the following:**

What skills did Nadine use well in her conversation with her parents? What skills could she have used?

Take down the responses from the girls.

### 3. Seeking Negotiation Advice at Home and Connecting to Next Gathering (10 min)

Share with girls that in their next gathering they will discuss what else Nadine could do to negotiate spending more time with friends and balancing that with home based chores. Invite girls to think about this and ask their fathers for advice as to how Nadine could negotiate with her father.



## 2.6 KEEPING POSITIVE WHILE NEGOTIATING – PART 2

Mentor's Box	
Activity #	2.6
Activity Name	Keeping Positive While Negotiating- Part 2
Objectives	<ul style="list-style-type: none"> <li>Girls practice using negotiation skills</li> <li>Girls experience values of integrity and respect for others</li> </ul>
Time required	45 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Journey Poster</li> <li>Girls' Handbook</li> <li>Notebook and flipchart paper</li> <li>Markers/pens</li> </ul>
Preparation Required	This gathering is practical and mentors should prepare to help girls use the negotiation skills introduced in the previous gathering. Mentors should spend a day preparing for this gathering.



### Steps

#### 1. Negotiation Ideas from Family Members (10 min)

Welcome girls back to the gathering. Share with girls that they will take some time to discuss ideas about negotiation shared by their fathers. **Say:**

Welcome back girls! Let's start by sharing with each other the ideas that your fathers suggested would be good for Nadine to use to negotiate with her own father. What did you learn?

Take note of responses from girls.

#### 2. Negotiation Skits (25 min)

Invite groups of five girls to put together skits of how they could negotiate in different scenarios. **Say:**

We are going to work in groups of five and I will number you off 1 to 5. When you are ready, you will prepare a skit on one of the following scenarios I assign to you on negotiation.

Group #1 will work on a skit that demonstrates negotiating with your friend playing a different game because you have played one game enough times.

Group #2 and #3 will develop skits that show negotiation with your mother on when to do household chores.

Group #4 will develop a skit that shows negotiation with your father on having more time to meet with friends.

Group # 5 will develop a skit that shows how a young woman negotiates a time to see her

friends with her husband.

I also want to remind you of the negotiation skills we talked about last time. These are:

**State your ask very clearly** so that your parent or other family member understands what the ask is.

**Listen carefully** to what is being said by a parent to show you want to understand your parent's concerns and questions.

**Use a calm voice** so that your parent does not become upset when you address their concerns.

**Be flexible** with your ask to promote a positive discussion.

You now have 5 min to prepare your skit and then each group will share their skit.

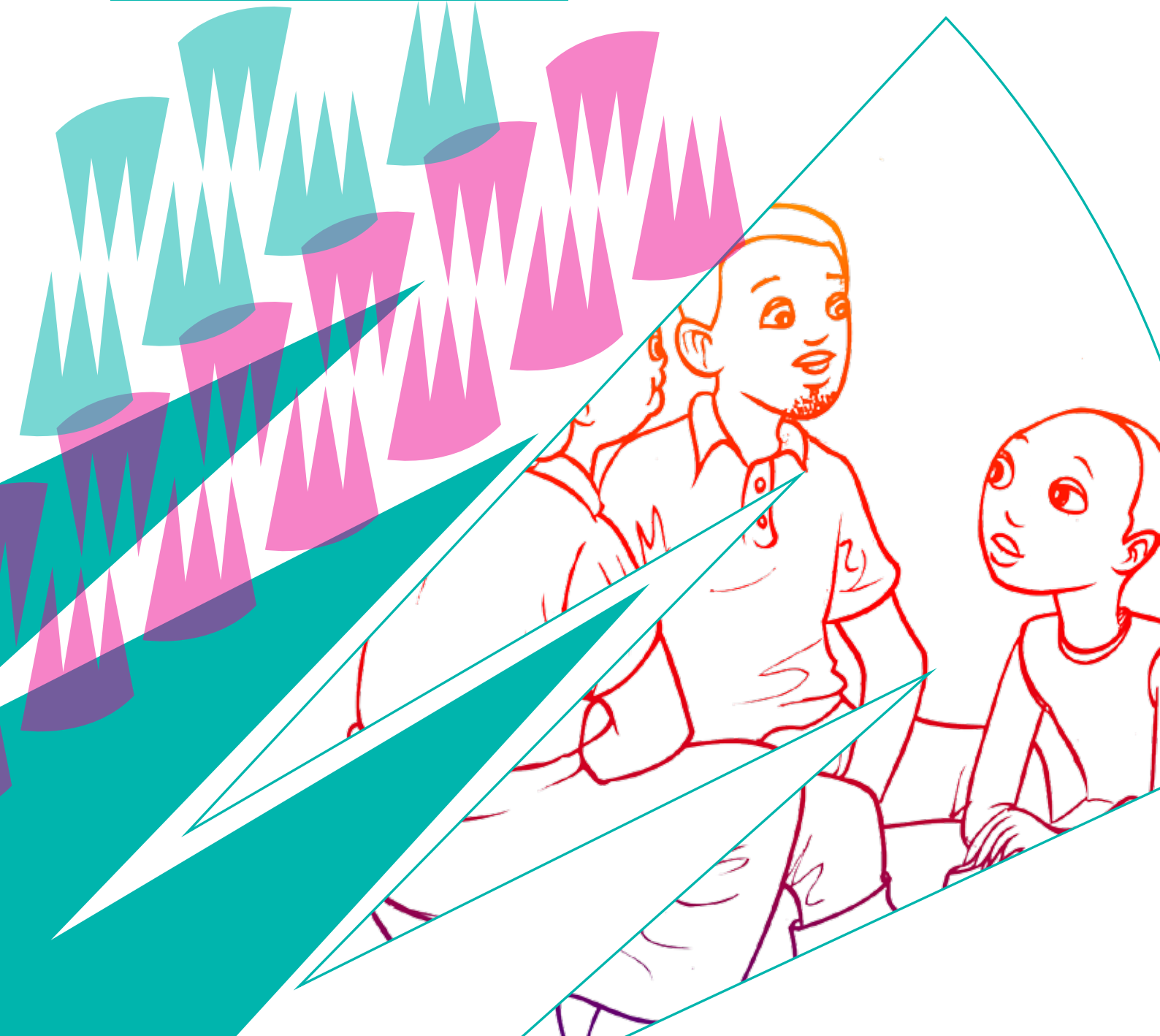
Invite girls to share their skits.

### 3. Planning to discuss Negotiation with Parents and Connection to Next Gathering (10 min)

Invite girls to think about the kinds of things they would like to be able to ask permission from their parents or negotiate with other family members like brothers and sisters. Invite them to draw the topics in their handbooks and share with a friend how they may do this. **Say:**

Let's now think about the kinds of asks we may have of our parents or someone else in our family and share these with a friend in the group. Talk with the friend about how you may discuss your ask with your family.

Share with girls that in the next gathering you will explore things that have letters and numbers in the home so to think about these.



## 2.7 READING IN MY HOME

Mentor's Box	
Activity #	2.7
Activity Name	Reading in My Home
Objectives	<ul style="list-style-type: none"> <li>▪ Girls identify items in their homes and community with letters and numbers</li> <li>▪ Girls appreciate importance of using letters and numbers</li> <li>▪ Girls experience values of hard work and responsibility</li> </ul>
Time required	70 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Note books/ Flipchart</li> <li>▪ Markers/pens</li> </ul>
Preparation Required	Mentors should spend some time visiting homes of girls to see what kinds of items with letters and numbers exist in homes and the community. Mentors can therefore more effectively prepare for this gathering. Mentors can spend up to 2 days preparing for this gathering.

### Steps

#### 1. Game of Numbers and Letters in My Community (15 min)

Divide up the group of girls into five groups of five girls by numbering them one to five. All the number ones will be together, same with two's, three's, four's and five's. Once there are five teams, let the girls know that they will be playing as a team with the girls in their groups. Say:

Welcome girls! Today we are going to play a game about numbers and letters in the community. First, let's count all of you from 1 to 5. Now we have five groups of girls ready to play!

Explain to the teams of girls that they have to come up with examples of places they see letters and numbers in their communities. Each of the groups has to come up with as many examples as possible and remember these. Each group also has to make sure no one else hears what the other says. Share with the group that the one to come up with most examples will win the game. **Say:**

Your teams will each need to come up with as many examples of places where you see numbers and letters in the community. You will do this in your teams and do so as quietly as possible so no one from the other teams hears you.

The team to come up with the most examples wins! I will go around and speak with each team to see what examples each team comes up with. Ok start!

Give the teams five minutes to come up with examples and then go around to the teams to find out what they came up with. Write down the number of examples each team came up with and identify the winning team.

Announce which team had the most examples and invite everyone to clap for all teams.

#### 2. Exploration of Household Items With Letters and Numbers (20 min)

Share with the group of girls that they will now listen to the story of Clarisse and her sister Chantal. **Read the story to the group:**

Clarisse could tell her sister wanted to be able to read and write more Kinyarwanda but had left school to take care of her and her grandmother. One day Clarisse watched her sister exploring all the things in their home that had letters and numbers. Chantal walked in to the house and started looking at the letters and numbers in the savings' book her grandmother had from the cooperative she was a part of. Chantal



also noticed the letters on the school book that belonged to Clarisse. Chantal saw that the cloth bag that her grandmother used to carry things had some letters on it. Chantal could read some of the words and numbers but she really wanted to be able to do more. She wanted to one day be able to travel to Kigali and get around by herself.

Invite girls to share what happened to Chantal as she entered her home one day. **Say:**

What did Chantal do one day when she arrived at home? What kinds of things did she notice had letters and numbers?

Why did Chantal want to learn about letters and numbers?

Note down what girls respond. Share with girls that being able to read and use numbers became important to Chantal.

Invite girls to team up with one or two other girls and share with each other what they remember in their homes that has letters and numbers. Give the girls 10 minutes to discuss this.

Now let's come together with one or two friends and share what we can remember has letters and numbers in our own homes. Take a few minutes to share this.

### 3. Where to Develop Reading Skills (10 min)

Invite girls to think about the ways girls who are out of school can learn to read and write.

What advice would you have for Chantal on ways she could learn to read and use numbers? What could she and her family do?

Note down girls' responses.



#### 4. Handbook and Introduction to Ni Nyampinga Magazine (20 min)

Share with girls that their handbooks have a few words in them and some numbers too. Invite them to take time to read with each other the section related to this gathering about letters and numbers. Sit with groups that are having a more challenging time with the words.

You will all notice that there are some words on page x. You will also notice that there are some numbers on page x related to organizing use of money. Let's first take a look at the words that are on page x and read to each other in pairs or groups of threes.

Provide each girl with the latest issue of the Ni Nyampinga magazine and introduce the magazine. Invite girls to identify words they like in the magazine. **Say:**

As I mentioned before Ni Nyampinga includes a magazine and radio program. The Ni Nyampinga magazine is a free magazine that is distributed across Rwanda every 3 months. It is written by 7 girl journalists' ages 15 – 26

years, who explore and write stories about girls and issues girls face. The Ni Nyampinga radio program is aired on 8 radio stations across Rwanda every Saturday, with a 1-hour live show every Thursday at 2pm. There are 9 radio producers and presenters all girls.

Today each of us has a copy of the magazine's latest issue. Let's take a look through it. What words are in there that you like?

Write down responses from girls.

#### 5. Connection to Next Gathering (5 min)

Share with girls that as they noted before, going to school is one important way for girls to learn to read and write and use numbers. Share with girls that at the next gathering they will prepare to visit junior secondary school grades in their community. **Say:**

As we noted during our gathering today, school is one place girls can learn to read and write and use numbers. We can learn more about schools and especially junior secondary grades by making a visit to them with our parents. In our next gathering we will prepare for this visit.



## 2.8 PREPARING TO VISIT JUNIOR SECONDARY SCHOOL GRADES

Mentor's Box	
Activity #	2.8
Activity Name	Preparing to Visit Junior Secondary School Grades
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate questions for junior secondary school students and teachers</li> <li>▪ Girls plan for inviting parents to the junior secondary school visit</li> <li>▪ Girls experience values of hard work and self-respect</li> </ul>
Time required	50 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Markers</li> <li>▪ Flipchart/notebooks</li> </ul>
Preparation Required	<p>This gathering requires that mentors prepare for the “find the person” game and practice playing it. Mentors should also add questions to the ones listed in the instructions if they have their own for this gathering. Mentors should visit secondary school grades and make arrangements for the visit to the school at a time convenient to the girl participants, students and teachers. Maybe asking the teacher and students to stay after school for 20 minutes may be the best option so no one misses school.</p>

### Steps

#### 1. Introducing the “Find the Person” Game (20 min)

Invite girls to play the “find the person” game. Share with girls that this game is about asking questions and moving around. Let girls know that they need to turn to page x in their handbooks to play the game. On this page they will find six boxes for names to be filled in. **Say:**

Hello girls, today we are going to play a game about asking questions and using our curiosity! You will be using page x in your handbook for this game. Once you have found the page we can start playing!

Give the girls the indication of the game so they can start playing. **Say:**

This is a game that requires listening to the instructions and filling out the boxes in your handbook with the name of the girl who fits the descriptions given out.

For example, let's use the girls from our journey together for an example. If I say, find a girl

who has an older sister and lives with her grandmother, which girl comes to mind?

You will each have limited time to fill out the pages and the girl who finishes within the time and first will win!

The girls should respond with the name of “Clarisse”. **Say the following:**

Let's start the game.

First, find a girl whose name has at least 6 letters. Search for a girl in the group and ask her to write down her name in your handbook. You have 2 minutes to find this girl. I will let you know when to stop.

Second, find a girl who has at least one brother. Search for this girl and ask her to write down her name in your handbook. You have 2 minutes to find this girl.

Third, find a girl who knows how to play football. Search for this girl and ask her to write down her name in your handbook. You have 2 minutes to find this girl.

Fourth, find a girl who can tell you how to arrive at the nearest school. Search for this girl and ask her to write down her name in your handbook. You have 2 minutes to find this girl.

Fifth, find a girl who can say three words in English. Search for this girl and ask her to write down her name in your handbook. You have 2 minutes to find this girl.

Sixth, find a girl who can teach you a game you have not played before. Search for this girl and ask her to write down her name in your handbook and the game she taught you. You have 5 minutes at most to find this girl.

When you are finished please let me know.

Review the handbook pages of girls who indicate they have completed their search. Announce the winner of the game when you finish reviewing. Share with girls that the game uses questions and invites curiosity in order to learn more about the other girls around them. Share that in a similar way they will ask questions of girls and teachers in junior secondary grades. **Say:**

This game was about using questions to learn more about our friends. The game makes us use our curiosity to learn more about those around us. In a similar way, we will be learning about girls and teachers in junior secondary grades. Let's prepare for that.

Move on to preparing for the interviews at the schools.

## 2. Preparing to Interview Girls and Teachers in Junior Secondary Grades (20 min)

Invite girls to think about the kinds of questions they would like to ask girls in the junior secondary school grades. **Ask:**

What are the things you would like to ask girls in secondary school grades? What are you curious about?

If girls share only one or two questions and say they have no others, **share with them the following examples:**

- What kinds of things do you learn in junior secondary grades?
- What are the things that make you stay in school?
- What do your parents think about you and school?

- What costs do you have when you go to junior secondary school?

- What are your friends like in junior secondary school?

- What are the challenges you face in school with other students?

Invite girls to think about questions they may have for the teachers of secondary school grades.

**Ask:**

Now that we have come up with questions we wish to ask the girls in those grades, what questions do you have for the teachers of those grades?

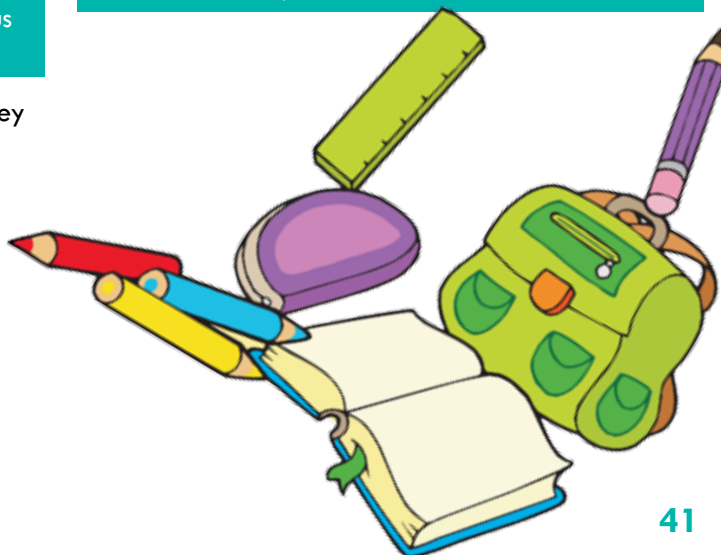
If girls only share one or two questions and say they have no others, **share the following ones with them as examples:**

- If I am not sure of what is asked of me, how can I ask for help in my studies?
- What are the kinds of things you like to teach?
- What do you do to make sure students learn well?
- How are girl students different than boy students?
- How do you prevent boy students from creating problems for girl students?
- What kinds of situations make you invite parents to speak with you?

## 3. Creating interview teams and preparing next gathering (10 min)

Invite girls to form groups of five girls. Share with girls that each of them should invite their mother or father to the next gathering as they will be interested in the answers to the questions as well. **Say:**

Girls I am going to ask you to form groups of five. Do this now please. Let's make sure we remember which questions we have for the girls and teachers in secondary school grades. Also, make sure to invite your mother and/or your father to come with us.



## 2.9 VISITING JUNIOR SECONDARY SCHOOL GRADES

Mentor's Box	
Activity #	2.9
Activity Name	Visiting Junior Secondary School Grades
Objectives	<ul style="list-style-type: none"> <li>▪ Articulate expectations in learning for junior secondary school grades</li> <li>▪ Clarify support that can be gained when facing difficulty in school</li> <li>▪ Girls experience values of unity and respect for others</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Markers</li> <li>▪ Flipchart</li> </ul>
Preparation Required	In preparing for this visit, mentors should have questions for students and teachers written down so they can remind the girls of these. Mentors should have times for the visit confirmed and also clear how long it will take them to get to the school. It may be necessary to organize transportation and mentors should be prepared to do so and organize with their Non-government organization. Preparing for this gathering should take 1-2 days.

### Steps

#### 1. Gathering for the Visit (15 min)

Welcome girls and their parents to the gathering. Invite them to review the questions that were prepared during the previous gathering and add two to three new ones if parents have them. **Say:**

Welcome back girls and good to see your mothers and fathers as well. Today we are going to visit junior secondary school grades close to us. We prepared some questions for girls who are in these grades and teachers as well. Let's review these together. What were the questions? As we say them, let's write down some words that will help us remember these in our handbooks.

Once girls have completed share the questions they have, ask parents if they would like to add any questions as well. **Say:**

Are there any questions our mothers and fathers would like to add now?

Once parents have added their 2-3 questions start the walk over to the school.

#### 2. Girls Interview Teachers and Students (30 min)

Organize girls into their interview teams and have four of them interview girls while the one other team interviews a teacher. Introduce the interview process to the students and the teacher. **Say:**

Thank you very much for making the time to speak with us. Our group of girls wanted to learn about both the lives of girls in secondary school grades and teachers of those students. They have prepared some questions and will be asking both students and teachers. Their mothers and fathers are also interested and have joined as well. I will now let the girls ask their questions.

Girls, as you ask the questions write down words or pictures that will help you remember what was said.

Once the teams have completed the interviews, thank the girls and the teacher for their time. **Say:**



Thank you very much for all your time again. I think we learned a great deal from the visit today. Let's all clap for the students and teacher to thank them!

After the celebratory clapping, debrief the interviews that took place.

### 3. Sharing of Interview Information and Connection to Next Gathering (15 min)

Invite girls to share what key things they learned from their interviews. **Say:**

What was one thing that you learned from the students and teachers today? You can share as both girls and parents.

Note down the responses from girls in your notebook. Share with girls that those girls who are not in school and their parents will have the opportunity to find out how to connect with a school in their community and go if they choose to. **Say:**

For those of you who want to learn about reconnecting with school and finding out how to go to school, we will be able to give you more information at the next gathering.



## 2.10 RECONNECTING WITH SCHOOL

Mentor's Box	
Activity #	2.10
Activity Name	Reconnecting with School
Objectives	<ul style="list-style-type: none"> <li>Girls and parents identify ways to reconnect with school if girls are out of school</li> </ul>
Time required	25 minutes
Materials	<ul style="list-style-type: none"> <li>Journey Poster</li> <li>Girls' Handbook</li> </ul>
Preparation Required	Mentors will need to collect information about the nearest school and how to register girls in school if the girls and parents wish to do this. The mentors will need to spend 1-2 days preparing for this gathering.

### Steps

#### 1. Welcome to Girls and Parents (5 min)

This gathering is for all girls and their parents or guardians. The gathering is organized to provide girls and their parents with an opportunity to learn about which school is nearby and how girls who are out of school can go back to school. **Say:**

Welcome everyone. As you know this gathering is meant to provide you information on the closest school available in this community in case you and your daughter decide to go and register at the school.

#### 2. Providing Information on School in the Area (20 min)

You will provide information on the nearest school available to girls and the name of the principal of the school that the parents may contact. You will explore if parents would like a mentor to accompany them to the school. You will make arrangements with any parents to go to the school and help them register their daughter.



## 2.11 NUMBERS AND WORDS COMPETITION

Mentor's Box	
Activity #	2.11
Activity Name	Numbers and Words Competition
Objectives	<ul style="list-style-type: none"> <li>▪ Girls will interact with mentors and teachers</li> <li>▪ Girls will practice use of numbers and words</li> <li>▪ Girls will experience values of self-respect and hard work</li> </ul>
Time required	90 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Words prepared on paper</li> <li>▪ Addition questions prepared on paper</li> </ul>
Preparation Required	Mentors should coordinate with two teachers or parents to organize this community event. Mentors should find a playground or school yard to use for this morning or afternoon event and invite community members to attend. Spend a day reviewing the games and instructions so the games are run smoothly. Organize availability of water for girls to be able to drink that day. This can be coordinated with a parent or teacher as well.

### Steps

#### 1. Introducing the Competition (10 min)

Welcome girls and their parents to the words and numbers competition. Share with girls and family members that this will be an opportunity for girls to demonstrate their abilities in simple addition and letter identification by participating in a competition.

#### Say:

Welcome everyone to the letters and numbers competition! During this competition you will be doing simple addition and identification of letters and words. Good luck!

Invite girls to split into four groups and let them know that two groups will be with one mentor and the two others with another. Share that the first two teams will be playing a letter and words competition and the other two teams will be playing math relay. **Say:**

We will be playing in four teams. Two teams will be playing with one mentor and the other two teams will play with me and then we will switch around so that everyone has the chance to play each of the games. Let's split into teams now.

The following instructions are for each of the games that each mentor will play.

#### 2. Math Relay Instructions

With two teams, invite them to each make a row of girls and stand about a meter from you and the volunteer teacher or parent. The first team member will run to you and you will show that person an addition question. The first person to answer gets to run back to their team and send another person. The other team member has to wait 3 seconds before running back. Each person will then have a different addition challenge and try to make up time for their team.

#### Say:

We have two teams, both teams will be lined up and the first person from each team will run towards me and respond to the simple addition questions. The first person to respond correctly can run back to their teams and send the next person. The other person will wait 3 seconds and then go back to send the next team member. Each time the person responds correctly they can run straight back to their team otherwise they need to wait 3 seconds.

Below you will find the addition questions you can use with the teams. You will notice that each person will need to have these questions so have them written down for your volunteer teacher. Remember not to give the answers. The questions are below:

What is  $1+2$ ? (Answer is 3)

What is  $2+1$  (Answer is 3)

What is  $3 + 2$ ? (Answer is 5)  
What is  $2 + 2$ ? (Answer is 4)  
What is  $3 + 1$ ? (Answer is 4)  
What is  $1 + 1$ ? (Answer is 2)  
What is  $2 + 4$ ? (Answer is 6)  
What is  $2 + 3$ ? (Answer is 5)  
What is  $2 + 6$ ? (Answer is 8)  
What is  $3 + 4$ ? (Answer is 7)  
What is  $4 + 2$ ? (Answer is 6)  
What is  $3 + 5$ ? (Answer is 8)

You will notice that there are enough questions for the teams to run through two times. Once they finish the race congratulate both teams!

### 3. Letters and Words Competition

Invite the other two teams to play the letters and words competition. This game involves using letters to come up with simple words. Each team will be given a group of letters and need to come up with as many words as they can together. The mentor or volunteer teacher will help count the words they come up with in 20 minutes and they cannot repeat words. **Say:**

Each team will receive a group of letters to make up as many words as you can! You can together identify the letters and use them to form words. Everyone can work together in each of the teams but you can only use a letter once at a time! You will have 20 minutes to make as many words as possible.

The group of letters are below and each team will receive the same letters. Hand out the letters. These should be written up and cut out for the game. Give the teams 20 min to make up their words.

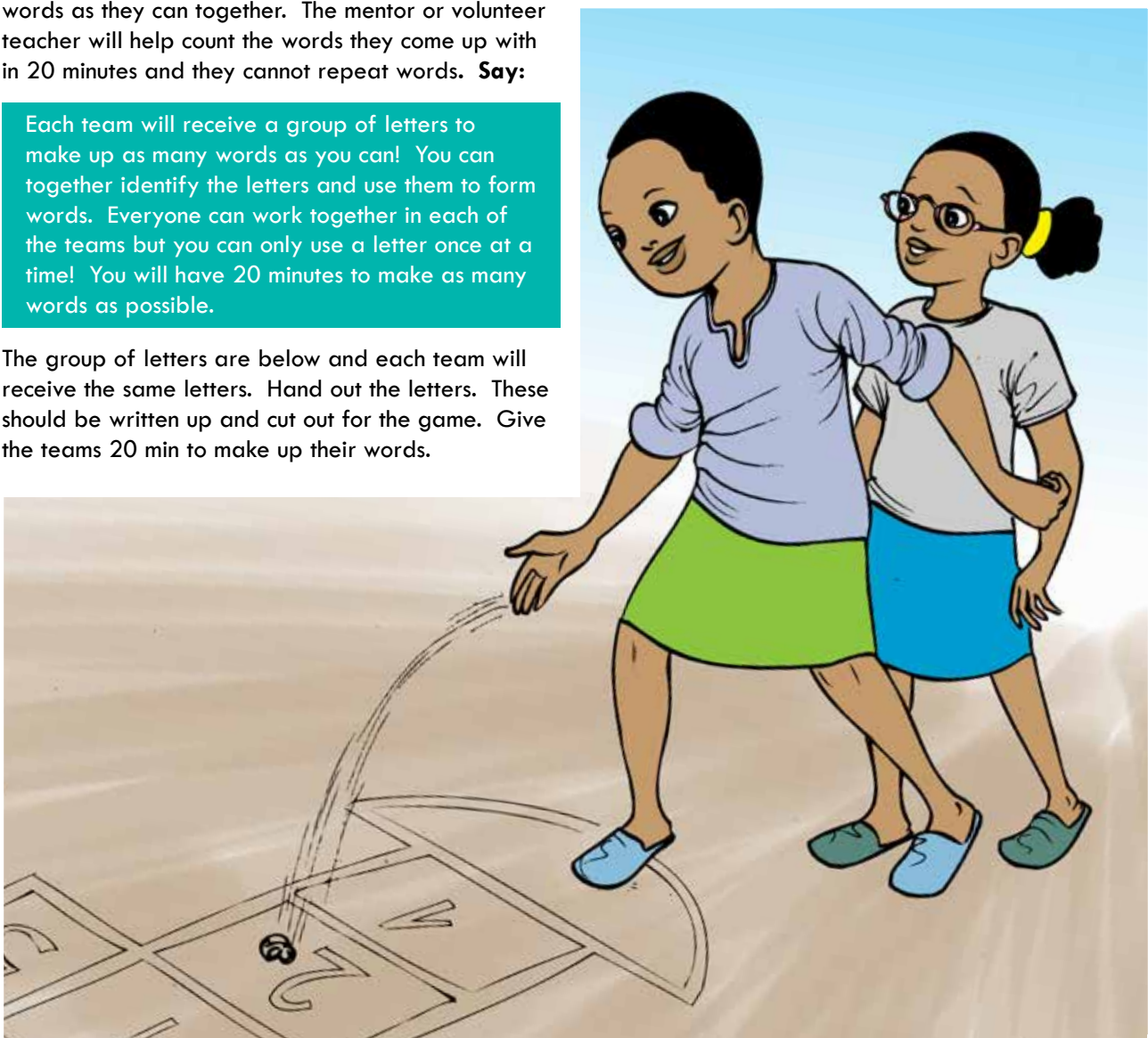
Once the 20 minutes are up, let them know their time is up. Invite one representative from each group to share the number of words they came up with and then which ones they came up with. Congratulate the team that came up with the most number of words and let the other team know that they made a great effort. **Say:**

### 4. Switching Teams Around

Invite teams to now switch areas of competition. Share with girls that those who were doing the addition can now move to the word competition and that those who were working on the words can now go to the addition competition. Play the games again with the teams.

### 5. Celebrate the Girls and the Community (15 min)

Once girls complete the competitions, invite everyone to clap and sing a song together. Invite a girl to suggest a song.





## 2.12 OUR JOURNEY SO FAR

Mentor's Box	
Activity #	12
Activity Name	Our Journey So Far
Achievement based objectives	<ul style="list-style-type: none"> <li>▪ Girls Reflect on their gatherings</li> <li>▪ Girls express key learning</li> <li>▪ Girls express moments of enjoyment</li> <li>▪ Girls experience value of unity and Team work</li> </ul>
Time required	35 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Markers/Pens/Pencils</li> <li>▪ Flip chart/ Note books</li> </ul>
Preparation Required	Mentors should be prepared to show the journey poster and also review the content from the gatherings in this module so they can probe specific parts of the content. Mentors should prepare for 1 day.

### Steps

#### 1. Reviewing the Journey Poster (10 min)

Invite girls to look at the journey poster and ask them to remember what the gatherings have been about so far. **Say:**

Write down what girls say they remember.

#### 2. Memorable Moments of the Journey so Far (25 min)

Invite girls to share the key moments they remember in their journeys so far. Invite them to draw a

picture or write down some words that relate to that moment. They can do this in the blank page in their handbooks. **Say:**

Invite 2-3 girls to share their symbols or words with everyone. **Say:**

Note down the responses from the girls. Share that the next gatherings will be another stop along the journey and involve thinking about girls' growing minds and bodies. Share with girls that they each have a word find game in their handbooks that cover the values from this part of the journey. **Say:**

### Word Find Game:

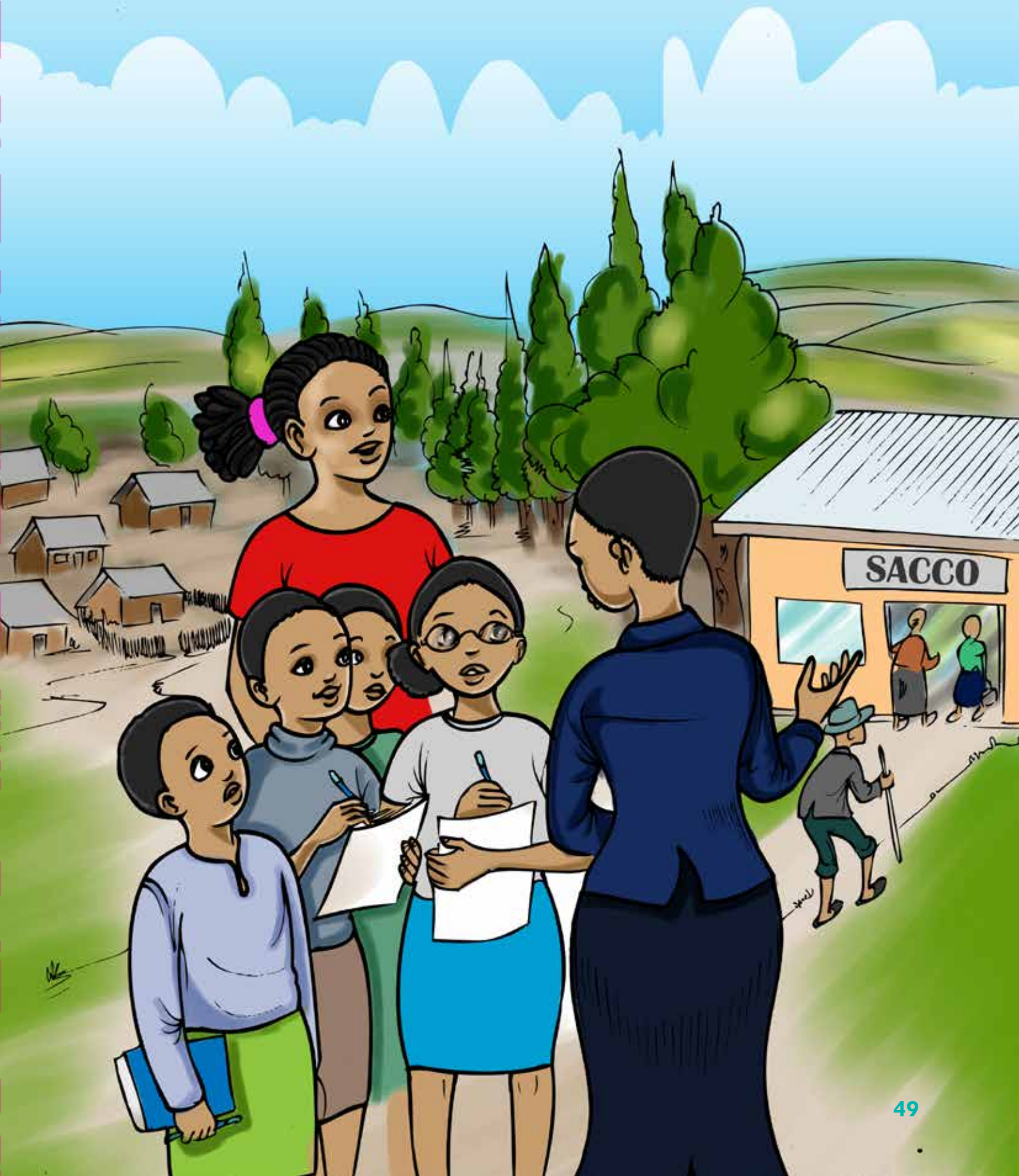
U	M	A	D	S	I	K	U	E	B	T	H	C	N
A	N	D	T	V	K	N	B	F	Q	Y	I	O	P
T	H	I	W	K	L	L	S	F	H	A	Q	E	J
C	P	A	T	R	I	O	T	I	S	M	D	O	P
H	Q	J	R	Y	C	V	E	D	H	J	V	B	I
L	I	B	I	D	V	E	T	A	P	R	E	O	N
M	H	T	F	B	W	H	I	H	W	T	F	L	T
O	P	L	V	N	R	O	Y	R	J	P	F	P	E
R	E	S	P	E	C	T	R	S	T	R	N	M	G
Q	T	W	Z	H	U	O	D	K	D	S	R	M	R
S	E	L	F	R	E	S	P	E	C	T	Z	P	I
R	E	T	O	D	J	M	X	L	P	D	W	Y	T
R	E	S	P	O	N	S	I	B	I	L	I	T	Y

Words: Unity, Self-respect, respect, responsibility, integrity, hard work, love, patriotism



# MODULE 3:

## WE ARE GROWING RWANDAN GIRLS





Wow! What a journey so far and am sure you are excited to see how girls are now a group of friends and how they are becoming more confident. At this time you will know each one of the girls and will know what their families are like. Great!

Onwards with the journey! You will now find yourself sharing discussions with the girls about growing up and developing as a girl both in body and mind. Our families and communities often find talking about developing bodies and sexual relations a challenge but they are part of our world! It is our responsibility as young women to invite girls to understand their growing bodies and taking care of them.

A girl's life is so connected, as you know, so one of the gatherings links the risks of early pregnancy to money. Not only is health at risk with an early pregnancy but a girl may find herself in economic uncertainty if she has a baby!

Just as learning, health and sexual relations are part of daily life in a community, so is the use of money. In this module you invite girls to explore the flow of money in the household so they become more aware of how money is earned and used within the family.

You will continue to explore the role of money in the life of the girl. You will invite girls to develop some basic money management skills that will help them prioritize use of money. These are decision-making skills that can be used for other things in life as well, such as time management. These skills also become useful as girls further explore threats of violence. You will accompany girls to visit a local financial institution as part of this module.

This module truly captures the theme of Growing Rwandan Girls!





### 3.1 OUR CHANGING BODIES

Mentor's Box	
Activity #	3.1
Activity Name	Our Changing Bodies
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate changes the body goes through in puberty</li> <li>▪ Girls practice expressing the changes the body goes through in puberty</li> <li>▪ Girls experience values of self-respect, responsibility and love</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Poster of Journey to Nyampinga</li> <li>▪ Handbook for each girl</li> <li>▪ Soft ball (even made out of banana leaf)</li> <li>▪ Notebook/flip chart</li> <li>▪ Pencils</li> <li>▪ Markers</li> </ul>
Preparation Required	This activity requires the mentor to prepare a game called Mingle and to study the body parts so that she is prepared to answer simple questions posed by girls. If a mentor has questions, she should consult with an Non-government organization staff person. Mentors should spend at minimum 2 days preparing for this gathering.

#### Steps

#### 1. Welcome Girls Back to the Gathering and Play Game of Mingle (15 minutes)

Share with girls that the gathering today invites girls to think about change and in particular how they are changing. First they will play a game together called Mingle that involves numbers. Say the following:

Welcome to the next part of our adventure! As I promised this next part also has games and stories. We are going to play a game called "Mingle". I will ask all of you to stand and walk around and when I say "Mingle in groups of 3", all of you need to make groups of three girls. If I say, "Mingle in groups of 5", all of you need to make a groups of 5 girls. If your group is not the size I call out, your group will be asked to sit down. Here we go!

Play the game with the girls and then invite them to sit together. At each turn make sure you ask girls not in groups of the right number to leave the space. Follow these instructions:

Girls, please Mingle in groups of 4!  
 Mingle in groups of 5!  
 Mingle in groups of 6!  
 Finally, mingle in groups of 3!  
 That was fun! Let's now sit together and talk.

#### 2. Story of Clarisse and Sister Chantal and Their Different Bodies (20 min)

Invite girls to sit in a circle to listen to the story of Clarisse and her sister Chantal. The story is meant to surface what changes about girls as they grow up. Read the story of Clarisse and her sister Chantal.

Clarisse looks up to her older sister Chantal. Clarisse is impressed by how Chantal takes care of the family. Since Clarisse shares a room with her sister Chantal, she notices that their bodies are different. She notices that Chantal's body has changed since she was younger. Clarisse understands this to be part of growing up. Clarisse also notices that Chantal has different emotions than her and also she is very private once a month and bathes more often. Clarisse felt that Chantal would sometimes be upset about things for no reason!

Invite girls to look at the pictures of Clarisse and Chantal and ask them what is different about their bodies. Say:

Let's take a look at both Clarisse and Chantal, what is different about their bodies? What changes do you see between them?

As girls share the differences they see you should note down what they share. They should share the following differences:

- Hair appears in the underarm and pubic area
- Hips broaden

- Breasts develop
- Pimples may form

If girls don't mention all these then you should mention any they have missed. Invite girls to also share what other changes Chantal has gone through. Say:

Remember that Clarisse also noticed that Chantal was going through other changes, what were these?

Note down responses from girls and if they don't mention one, mention to them:

- different emotions where a girl can become easily upset or sensitive
- menstruation
- feeling nervous about her appearance
- feeling attracted to boys

### 3. Summarizing Changes for Girls through Puberty (10 min)

Share with girls that many of the changes that Chantal has gone through and that Clarisse will go through are part of growing up. Share that girls are either going through these changes or will do so. Say:

Girls like Clarisse and Chantal go through changes and these changes are called puberty. Girls' bodies change as do their emotions. Girls notice that they go through another change called menstruation when some blood comes out of her vagina. This can happen at different ages of girls but is quite normal. Menstruating means that the body is changing and taking a step further to being that of a young woman!

### 4. Sharing Changes With Others in Our Lives and Connection to Next Gathering (15 min)

Invite girls to prepare a skit of how they would explain the changes a girl goes through to a younger sister. Share with girls that often younger girls are not prepared for puberty and need older sisters to be able to prepare them. Invite the girls to work in groups of five to do this.

Some of us have younger sisters or know younger girls in our community. Let's think about these girls and prepare a skit to demonstrate how we would talk with them about the changes girls go through in puberty. Let's spend 5 minutes preparing skits in groups of five and then we can share with everyone.

Invite groups of girls to perform their skits.

Let's see what groups have prepared as skits. After each performance we can ask each other questions about the skits.

Share with girls that in the next gathering they will explore how to take care of their changing and growing bodies. **Say:**

You are all amazing and talented! Am sure you will be able to share all this with other girls in your community and remember you have your handbooks for sharing of information. At the next gathering we will listen to another story and share thoughts on how to take care of our growing bodies!

Conclude by inviting girls to suggest a song they can all sing together!



## 3.2 TAKING CARE OF OUR CHANGING BODIES - PART 1

Mentor's Box	
Activity #	3.2
Activity Name	Taking Care of Our Changing Bodies - Part 1
Objectives	<ul style="list-style-type: none"><li>Girls articulate healthy ways to take care of their bodies</li><li>Girls experience self-respect, integrity and increased confidence</li></ul>
Time required	50 minutes
Materials	<ul style="list-style-type: none"><li>Soft ball</li><li>Girls' Handbook</li></ul>
Preparation Required	For this activity mentors should review the steps carefully and take a day to prepare.

### Steps

#### 1. Nadine and Angelique Take Care of their Bodies (15 min)

Invite girls to share one thing they used from the last gathering. Invite girls to listen to the story of Nadine and Angelique who talk about taking care of their bodies as they go through puberty. Say:

During our last gathering we talked about how our bodies are changing and growing. Name one thing you applied from the last gathering.

Write down responses.

Today we will listen to the story of Nadine and Angelique who talk about taking care of their bodies. Let's listen to their conversation.

Share the short conversation below. One mentor can be Nadine and the other can be Angelique.

Nadine: I just got my period last week and I notice that I am tired more.

Angelique: Really? You know that you should make sure to eat healthy foods like beans and chicken if you can. Our bodies need more of these types of foods. That is what my auntie shared with me and she works at the local clinic.

Nadine: Oh! I am definitely going to eat more beans, peanuts and chicken then since I need the energy to play and as you know, read my books!

Angelique: That is good. And I imagine you are bathing more these days too right?

Nadine: Yes for sure. I keep myself clean specially since we are so active at school. I told a friend that it was not true that it was risky to bathe more when you have your period. Not sure where that came from. I set her straight though!

#### 2. What it Means to Take Care of Our Growing Bodies (15 min)

Invite girls to think about the conversation that Nadine and Angelique had. Invite girls to think about both the types of foods that are good for girls during puberty and the hygiene care they need to consider. Say the following:

We heard Nadine and Angelique have a very good friends conversation. What was happening with Nadine?

What did Angelique suggest she do?

What did Nadine say other girls were saying was risky?

What do you think about that?

Write down the responses from girls. Share with girls the following summary of their responses.

Our bodies need more of a certain type of food when we go through puberty. This nutrient is called protein and foods that have this are peanuts, beans and chicken. Do you remember our game of cat and mouse where we used much energy? Well, when we go through puberty, our bodies need more good foods for us to be able to play and grow!

We also need to keep our bodies clean more since during puberty we have more body odour and specially need to bathe more when we have our periods. This will keep us healthy!

#### 3. Preparing to Share Our Learning with Family Members and Connecting to the Next Gathering (20 min)

Invite girls to prepare sharing their learning from the gathering with their mothers and other girls in their families. They can draw this in their handbooks or

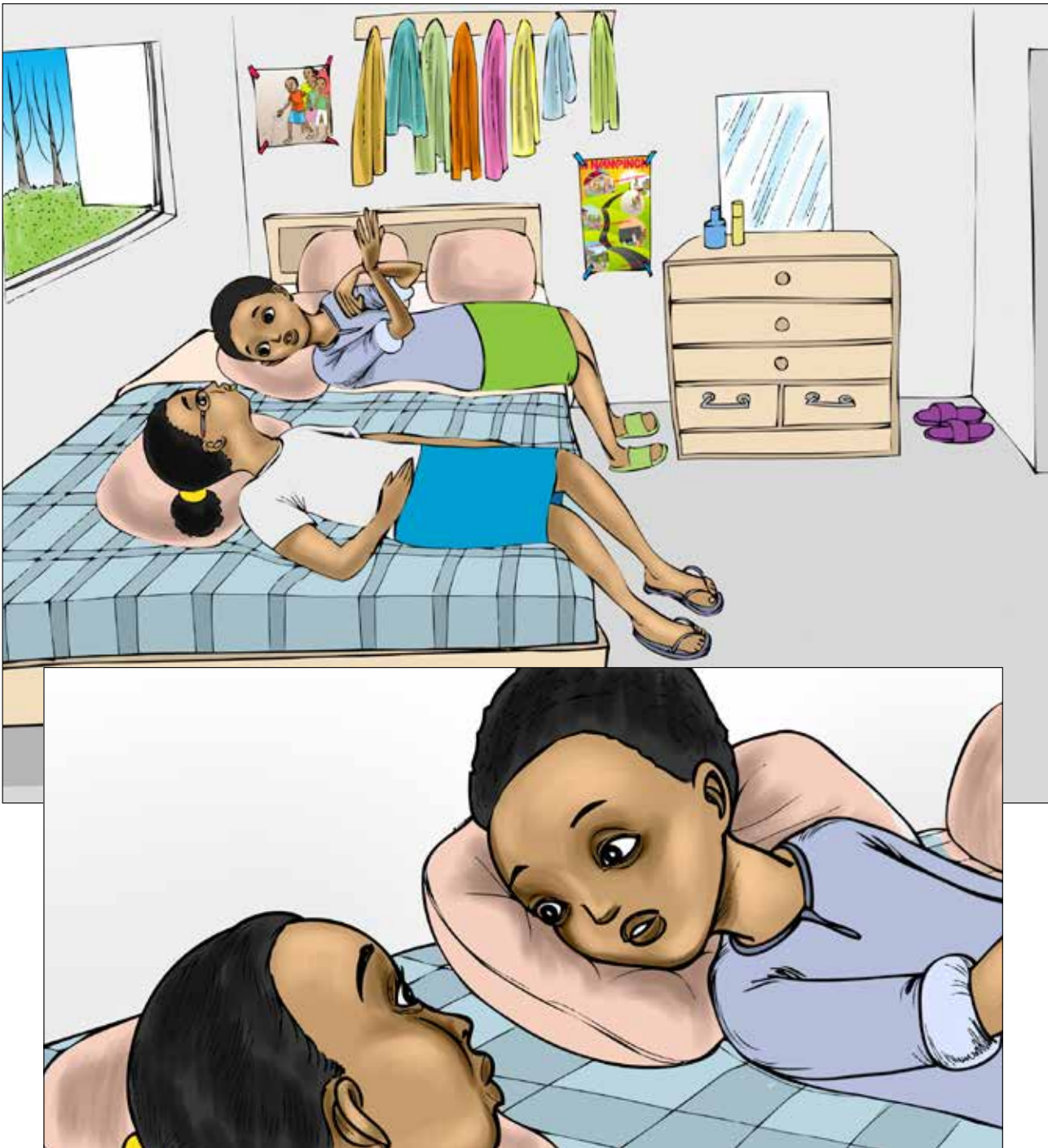
write down some key words. They will then share with one other friend in the group. Ask 2-3 girls to share how they plan to share their learning with family members.

After 15 minutes invite 2-3 girls to share how they will communicate their learning with family members and connect to the following gathering.

words or drawings in our handbooks so we can share learning from this gathering with our families. We will do this individually and then share with one of our friends.

Let's hear from a few of you as to how you will share the information with your family members.

Next week we will play more games and explore how we take care of ourselves more and hear how things went when you shared the information with your family!





### 3.3 TAKING CARE OF OUR CHANGING BODIES - PART 2

Mentor's Box	
Activity #	3.3
Activity Name	Taking Care of Our Changing Bodies - Part 2
Objectives	<ul style="list-style-type: none"><li>Girls identify the risks to their bodies as they change and ways to mitigate these risks</li><li>Girls experience self-respect, unity and increased confidence</li></ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"><li>Soft ball</li><li>Girls' Handbook</li><li>space for game of tag</li></ul>
Preparation Required	For this gathering mentors should practice playing the game tag and be comfortable explaining "safe" and "unsafe" touches. The mentors should take 1 day to prepare for this gathering.

#### Steps:

#### 1. Playing the Game Tag with Girls (20 min)

Invite girls to recall one thing they learned and used from the last gathering. Share with girls that you will play a game called "Tag" and that the game involves trying to reach "safe" locations and avoid being touched by the mentor. Place markers (paper or large sticks) in two locations in the space you are using and these will represent safe locations. If a girl is "tagged" she must stop where she was tagged until another girl touches her and she can run again to a safe location. Give the instructions of the game:

Welcome girls, what is one thing you do now as a result of the last time we came together.

Write down responses.

We are going to play a game called "Tagged". You will notice there are two indicators marking safe locations. Girls can run from one to the other. If a girl is touched by a mentor, she must sit where she was "tagged". If another girl comes by and touches her, she can run again to a safe location! Let's play the game.

Once you have played the game for a few minutes invite girls to sit in a circle together. Ask girls to think about the game and the kinds of touches that were used in the game. Say:

Let's recall what happened in the game! What happened when a mentor touched a girl?

What happened when a girl touched a girl?

Write down the responses from the girls and summarize their comments by saying:

So we saw that in the game the "tag" by the mentor was risky as it led to a girl needing to sit until another girl came by and touched her with a "safe" touch.

#### 2. Safe and Unsafe Touching (20 min)

Invite all girls to draw their bodies in their handbooks and a circle around themselves. Share with girls that there are people whom they would allow in their personal space. Ask them who those people would be.

Let's turn to our handbooks and draw a picture of our bodies. Once we have our bodies, draw a circle around your body. Think that you have created a border between yourself and others. There are people you feel safe with and that you allow to enter the circle. Who are they?

Take note of who girls mention are allowed into the circle. Share with girls that these are people they feel would give safe touches. Invite girls to describe these safe touches. Say:

There are safe touches who are given by people you know. What kinds of touches are these? Write down a symbol for these kinds of touches and think of who you would receive these from. Let's share some of these.

Types of safe touches include:

- A hug from a friend
- A hug from a grandma, mother or father
- Holding hands with a sister or friend
- A hug from an auntie

Now invite girls to think about what kinds of touches are unsafe touches. Say:

Now let's think about the kinds of touches that are not safe. What do you think these could be?

Write down responses from girls. Add any new ones from the list below:

- Hitting from anyone
- Someone touching private parts of your body such as breasts, vagina, buttocks, or belly
- Man forcing girl to touch his penis
- Forced kissing of any part of the body

### 3. Practicing Sisterly Hugging (15 min)

Invite a group of girls to form a large circle of 13 girls. Invite a second group of girls to form another circle inside the other. The groups of girls should face

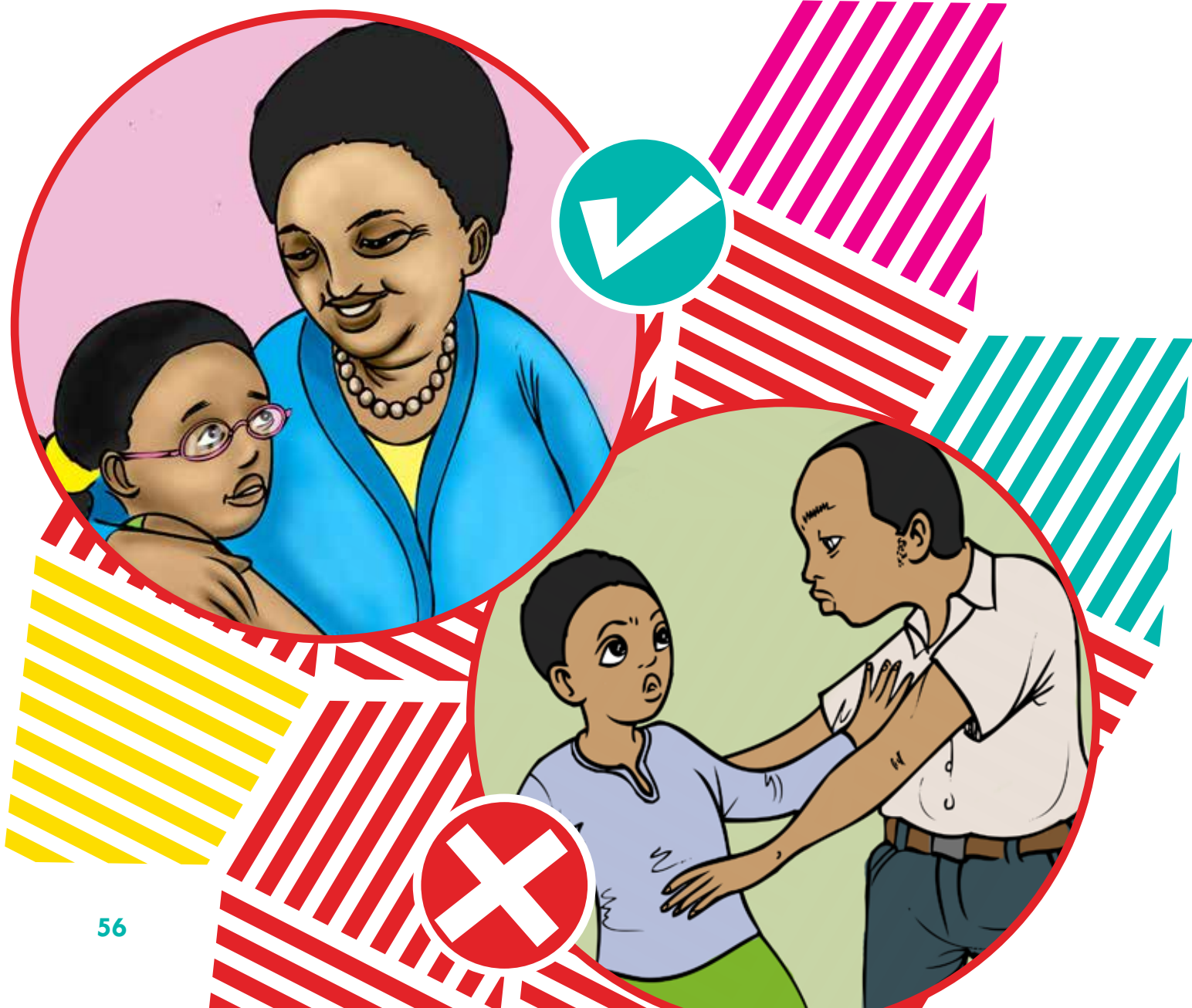
each other. They then practice giving each other sisterly hugs to each other. Say:

Let's form two groups of same number of girls. One group may have an extra girl. One of the groups will form a large circle and the other a smaller circle that fits into the other. Let's face each other and the inner circle will move around and each girl should face a new girl each time and give her a sisterly hug!

### 4. Connection to Next Gathering (5 min)

Share with girls that at the next gathering they will play another game!

We had a great time during this gathering and next week we will play another game that will get us thinking about what are facts or truths and what are myths or not truths that people sometimes talk about.



### 3.4 MYTHS AND FACTS ABOUT SEXUAL RELATIONS

Mentor's Box	
Activity #	3.4
Activity Name	Myths and Facts About Sexual Relations
Objectives	<ul style="list-style-type: none"> <li>▪ Girls are physically active</li> <li>▪ Girls articulate myths and facts about sexual relations</li> <li>▪ Girls experience respect for others, self-respect and improved communication</li> </ul>
Time required	45 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Space for the Myths and Facts game</li> </ul>
Preparation Required	For this gathering, mentors will need to review myths and facts about sexual relations and spend at least a day preparing for this gathering. Mentors may also wish to consult Non-government organization staff on the myths and facts and identify other resources on reproductive health education.

#### Steps:

#### 1. Game of Myths and Facts (25 min)

Welcome girls and share with them that they will be playing a game called Myths and Facts. Share that during this game, girls will need to determine if a statement is a myth or a fact. If girls think the statement is a myth, they step back. If they think the statement is true then they step forward.

Welcome everyone! Today's gathering involves a game called Myths and Facts. All of you will stand in a row. During this game you will hear some statements and if you think the statement is a myth or something that is not true, you will take a step back from where you are standing. If you think the statement is true or a fact, you will take a step forward from where you are standing. After each statement, I will clarify whether it is a myth or a fact. The statements are about sexual relations. There are many things that people say that are not true in our communities so let's find out what these are.

Invite girls to make a row and if the space does not allow for all girls to stand in one row, you can ask them to make two rows in front of each other. Share with girls that each time they will be asked why they either took a step forward or back. Once the girls are ready, you can continue with the statements:

- 1) HIV/AIDS can be passed by touching hands. (Myth: In a relationship, sexually transmitted diseases can be passed through sexual intercourse)
- 2) Sexual intercourse involves the male penis entering the female vagina. (Fact)

- 3) A girl can become pregnant if she kisses a man. (Myth: A girl becomes pregnant if she has unprotected sexual intercourse with a man)
- 4) Girls need to prove they can have sex by having sexual relations at an early age. (Myth: Girls do not need to prove this and they should refrain from early sex until a more mature age.)
- 5) Young women do not have to have sexual intercourse to prove they love someone. (Fact)
- 6) Girls can prevent having sexually transmitted diseases by having sex with an older man. (Myth: Having intercourse with any age of man can put a girl at greater risk of getting a sexually transmitted disease)
- 7) Young women can protect themselves from pregnancy and sexually transmitted diseases. (Fact: Young women can protect themselves by postponing sexual intercourse or ensuring that their partner uses a condom which is a cover to prevent body fluids exchange)
- 8) A young woman's body is ready for a baby at the age of 15. (Myth: The body of a 15 year old has not developed enough to have a baby at this age and this can result in difficulties with birth. The girl's life is at risk and so is the baby's)
- 9) Babies of girls under the age of 20 are at higher risk of death. (Fact)
- 10) A healthy looking person does not have sexually transmitted diseases. (Myth: Many sexually transmitted diseases do not show symptoms. It is possible for a person with a sexually transmitted disease to look healthy)

**11** A girl can have bigger thighs and breasts if she “plays house” with a boy as early as 10 years of age. (**Myth:** A girl’s body size is not dependent on whether she has sex as a child)

**2. Preparing to Share Myths and Facts at Home (10 min)**

Share with girls that often our parents and other family members are not prepared to speak with us about our changing bodies and the myths and facts about sexual relations. Share with girls that a summary of the myths and facts are visually captured in their handbooks and provide an opportunity for discussion at home. Offer to accompany girls in these discussions at home.

The topic of sexual relations is not easy to discuss and often our parents are not prepared to speak about it with us. As we shared in our first gathering, there will be topics that we want to make sure we discuss with our mothers or older sisters. Our handbook captures the myths and facts about sexual relations visually and should help us have the conversations we may need to have at home. Mentors are also ready to accompany any of you to have these conversations with your mothers.

**3. Connecting to Next Gathering (10 min)**

Share with girls that for the next gathering they should invite their mothers or older sisters to attend.

As you go home and have conversations with your mothers and older sisters about this gathering, please invite them to attend our next one. They will have knowledge about our next topic for certain! See you next time!





### 3.5 COSTS OF A BABY

Mentor's Box	
Activity #	3.5
Activity Name	Costs of a Baby
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate costs related to a baby</li> <li>▪ Girls articulate ways to plan for having a baby when a young woman is ready</li> <li>▪ Girls experience values of responsibility, integrity and self-respect</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	Mentors should review the story and be clear on the learning from it about costs related to having and raising a child. This gathering will take 1 day to prepare for. Mentors should visit the girls' homes to confirm mothers attend.

#### Steps

##### 1. Story of Angelique's Mother (15 min)

Invite girls to share one myth or one fact that they learned from last time. Invite girls and their mothers or older sisters to sit together and introduce the story of Marie, Angelique's mother.

Hello girls and family members! Today we are going to listen to the story of Angelique's mother. Angelique, if you can remember, lived with her mother who depended very much on men to pay for things. We are going to listen to how Marie, Angelique's mother, became so dependent on men and what she was like as a girl. Before we do that, I would like to invite girls to share one myth or fact from our last gathering.

Share the story of Marie:

##### Story of Marie

Marie was a dynamic young girl who liked to be with her friends and go to school. She enjoyed learning and wanted to be a teacher in the future. When Marie was 15 she met a boy and she began to spend time with him. She liked the way he made her feel with all the compliments he gave her. Marie was convinced the boy loved her and that she needed to prove that to him. She had sex with the boy and became pregnant.

She did not continue to go to school as she needed money to take care of her daughter. She began to work selling phone cards on the street. She did not realize that there would be so many costs associated with having a baby!

Invite girls and their mothers to reflect on the story and ask the following questions:

Let's think about the story of Marie. What did she and her boyfriend decide to do and what were the consequences? What was the consequence of being a single mother?

Summarize the responses from girls and their mothers by sharing that Marie had to face a number of consequences as a result of having unprotected sex with a boy. Share that consequences existed for her in terms of having to leave school to earn money. Share that Marie did not realize that there would be so many costs associated with having a baby. Say:

You noticed that Marie became pregnant as a result of having early and unprotected sex with a boy. You will all note that Marie ended up leaving school and having to earn money to take care of her baby.

##### 2. Brainstorm on Costs of a Baby (25 min)

Invite girls and their mothers to form groups of 10 (five girls with five mothers) and think through the costs of having and raising a baby. Ask each group to work on thinking about the costs of having and raising a child. One group will make a list of the costs for the years 0-3, the second a list for ages 4-6, next ages 7-9, next 10-12 and then 13-16. They can make a list of the things parents need to pay for during these ages and the prices of these.

Let's form groups of five girls and their mothers so we can talk more about what the costs are to have a baby and take care of a child as he or she grows up. Each group will make a list of costs associated with taking care of a child of a different age.



One group will make a list of the things needed for a child between 0-3 years of age. What does a newborn need until he or she is 3 years old? The next group will think of the things a child needs between 4 and 6 years of age. What are the costs of food and is the child needing anything special for school? The next group will think about a child between 7 and 9 years of age. What costs are associated with taking care of this age of child? The next two groups will think about children ages 10-12 and those 13-16 years of age. One person from each group will share back with the rest of us what these costs are.

When group representatives are ready they can share their lists. Summarize that at any age of a child there are costs associated for parents or family members caring for them. Share that as a result, it is important to be ready to have a child and think about when that would be.

As we see, having a child implies covering a number of different costs no matter what age. It is therefore really important to think about what we want to achieve before having a baby and when we might think would be the right time for us to have a baby.

### 3. Planning for a Baby when Ready (15 min)

Share that Angelique, Marie's daughter is 11 years old and has many plans. Invite each of the girls and her mother to prepare suggestions for Angelique to think about as she grows up and can understand the consequences of having a baby and how she should plan. Say:

Let's each take some time to turn to our handbooks and together with our mothers, make suggestions to Angelique as to what she should think about in planning for when she is ready to have a baby. What would you say to her? What kinds of things should she think about?

Invite 1-3 girls to share what they had noted down in their handbooks.

### 4. Connection to Next Gathering (5 min)

Share with girls that one of Marie's concerns was having enough money to take care of her baby. Share that it is good to understand more things about money and how money works in our homes and community.

Thanks very much girls and mothers for attending today. We have another gathering next week and during this gathering we will think about how a river flow is similar to money flows! See you next time!





### 3.6 MONEY FLOW IN THE HOUSEHOLD

Mentor's Box	
Activity #	3.6
Activity Name	Money Flow in the Household
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate the sources and use of money in their households</li> <li>▪ Girls experience values of hard work, patriotism and unity</li> </ul>
Time required	40 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Space for River Flow Game</li> </ul>
Mentors will need to review the river flow game to be able to make the connection to money flow for the household. This gathering will take 1 day to prepare for.	

#### Steps

##### 1. River Flow Game (10 min)

Invite girls to stand up and close together. Ask them to close their eyes and imagine they are each part of a river that flows down through their community. Invite them to move together in the same direction, simulating the river flow. Invite girls to think about where they come from and where they are going while doing this.

Hello girls, let's stand together in a group and close our eyes. Let's imagine we are all part of a river flowing in one direction. Let's flow in one direction together, keeping our eyes closed. Now let's imagine where we are coming from. Are we flowing down from a mountain? Are we flowing from another, larger river? Where do we come from?

Let's also think about where we are going. Where will the river's water end up?





Take note of some of the girls' responses.

## 2. Describing Money Flows in our Homes (15 min)

Share with girls that similar to a river flow, money that is used in our homes comes from somewhere and goes somewhere else. Invite them to describe these flows in their handbooks. **Say:**

Similar to a river flow, money can flow into our homes and flow to different people or places. Each of you will see in your handbook that there is a picture of a home in the community. Imagine this is your home. Make pictures or write down words to describe where this money comes from and where it goes. Take a few minutes to do this.

## 3. Questions to Ask our Parents about Money Flows (10 min)

Share with girls that it is good to ask our parents about money flows if we wish to learn more. Invite

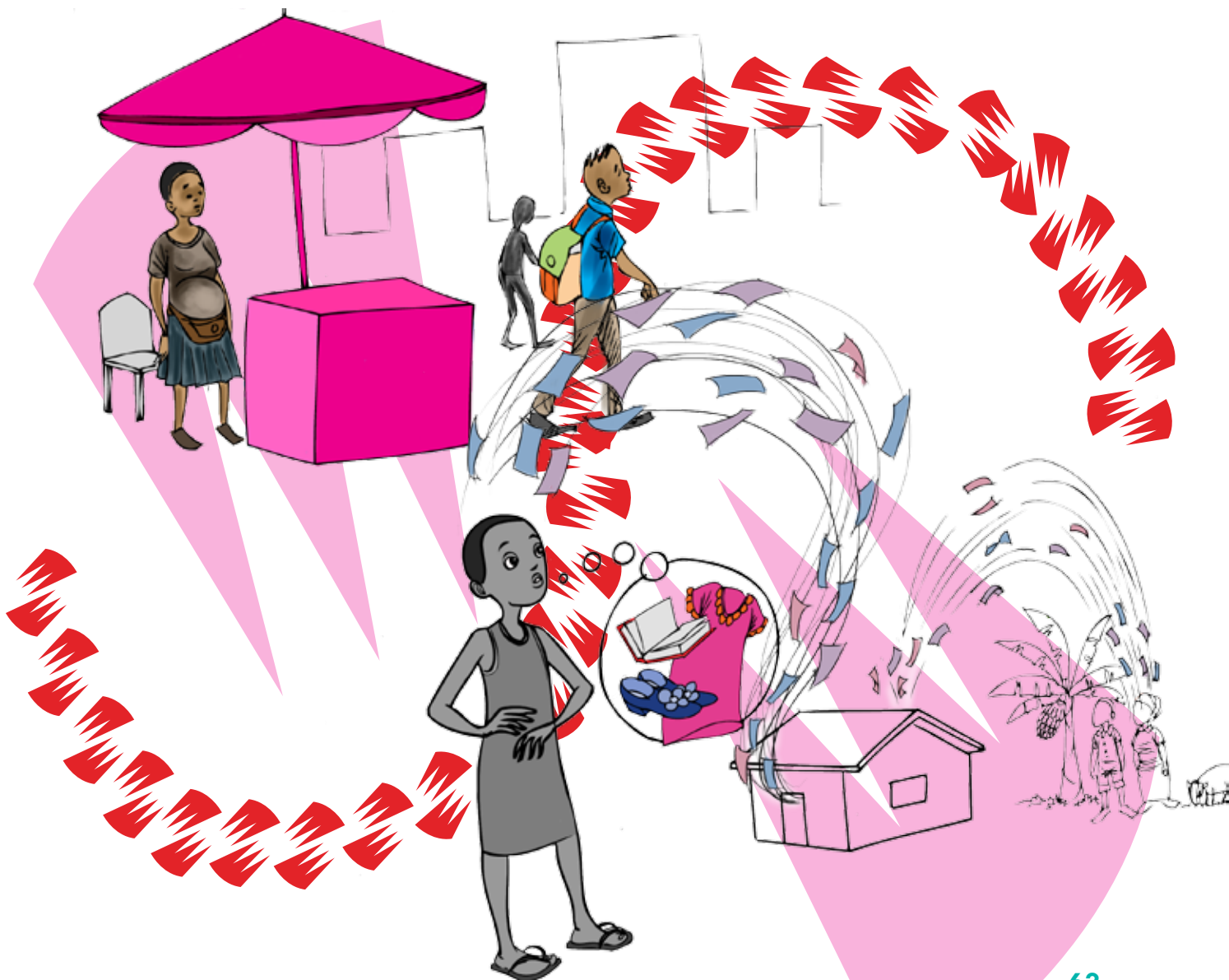
girls to write down words or symbols in their handbooks for questions they may have. **Say:**

You may feel that your money flow drawings for your homes are incomplete and in need of more information. It will be a good idea to complete these drawings with information from our parents and possibly older brothers or sisters. Please go ahead and take the drawings home and we can take a look at these again in our next gathering.

## 4. Connection to Next Gathering (5 min)

Share with girls that as girls they may need money for different things and that they may need to negotiate access to some money that flows in the house. **Say:**

When we meet next time, let's take some time to take another look at our money flow drawings in our handbooks and also explore what needs girls may have for money that they need to negotiate for in their home.



### 3.7 NEGOTIATING ACCESS TO MONEY IN THE HOME

Mentor's Box	
Activity #	3.7
Activity Name	Negotiating Access to Money in the Home
Objectives	<ul style="list-style-type: none"> <li>▪ Girls practice using negotiation skills to access and use money</li> <li>▪ Girls experience values of respect for others, integrity and hard work</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	This gathering is practical and mentors should prepare to help girls use the negotiation skills introduced in the previous gathering to negotiate access and use of money.

#### Steps

#### 1. Reviewing Additions to Money Flows (10 min)

Welcome girls back to the gathering. Invite girls to share anything new they added to their money flow drawing after going home and asking their family members for more information.

Welcome back girls! So let's share any new discoveries we have for our money flow drawings as a result of taking these home and asking our parents for more information.

Invite 3-4 girls to share this information with the larger group.

#### 2. Game of Recollection about Negotiation (15 min)

Show girls the stop where they first discussed negotiation and invite them to recall what skills they learned then. Say:

Today we are going to play the game of remembering. We will use our ball and toss it around to someone who we think can help us remember the skills of negotiation. I will toss it to a friend in the circle and they will remind me of one skill. This will help me so much! That person will then throw it to another friend whom she thinks can help both of us remember another skill. We will continue with this until we think we have recalled all the negotiation skills we need to capture. Let's begin!

Once the group has no further ideas summarize the skills they mention and add any of the following they may not have mentioned:

**State your ask very clearly** so that your parent or other family member understands what the ask is.

**Listen carefully** to what is being said by a parent to show you want to understand your parent's concerns and questions.

**Use a calm voice** so that your parent does not become upset when you address their concerns.

**Be flexible** with your ask to promote a positive discussion.

All of these skills are called negotiation skills.

#### 3. Money Negotiation Scenarios (25 min)

Invite groups of five girls to put together skits of how they could negotiate the following scenarios. Say:

We have three scenarios for groups of girls to role play how to negotiate access and use of money with their families. I will share each of these with the groups and you will then prepare a skit of how you would apply negotiation skills in the scenarios.

Share the following scenarios with groups of girls:

#### Scenario 1: Negotiating use of money for bathing soap and personal hygiene

Girls need to negotiate with their parents for use of money for bathing soap and personal hygiene care that they may require as they grow older and into puberty.

#### Scenario 2: Negotiation of access to money to put away for studies

Girls need to negotiate access to a small amount of money each month they wish to put away for needs of school or future studies.

#### Scenario 3: Negotiation of use of money to put into a community project with other girls

Girls need to negotiate access to a small amount of money to use towards a community project for keeping the space around the water pump clean. This project is something that a group of girls will work on together and is supportive of the community.

Share with girls that two groups will work on the first scenario, another two groups will work on the second scenario and the fifth group will work on the final scenario. Say:

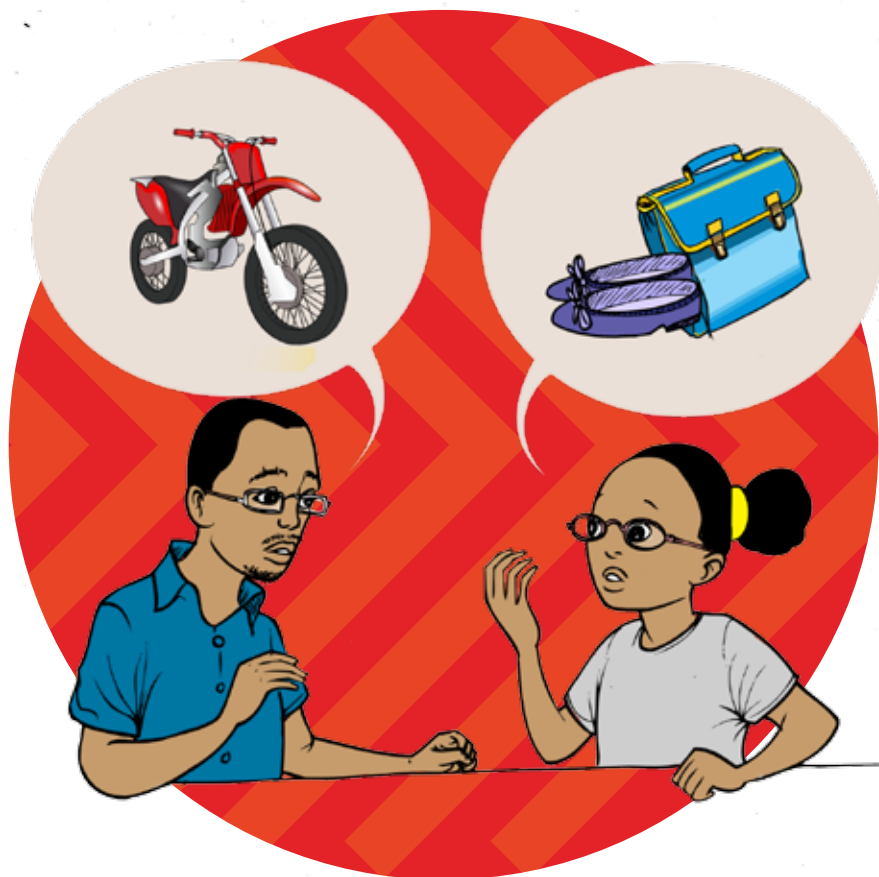
Now two groups will work on the first scenario separately and we will see how each group then applies skills of negotiation. Two more groups will work on the second scenario and finally the fifth group will work on the final scenario.

Invite the groups to present their skits.

#### 4. Summary and Connection to Next Gathering (10 min)

Share with girls that it was great to see them using their negotiation skills once again. Also, let girls know that at the next gathering they will explore ways to prioritize use of money they may access. Say:

Next time we will explore how we may decide to prioritize use of money we have in our hands. See you all next week.



### 3.8 SIMPLE BUDGETING: NEEDS AND WANTS

Mentor's Box	
Activity #	8
Activity Name	Simple Budgeting: Needs and Wants
Objectives	<ul style="list-style-type: none"> <li>▪ Girls practice differentiating between needs and wants</li> <li>▪ Girls experience values of hard work and responsibility</li> </ul>
Time required	65 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	Mentors should review the steps for this gathering and be prepared to facilitate ideas about financial decision-making but not judge girls' decisions. Girls are learning to make informed decisions and need the space to do this. Mentors should practice their facilitation skills and take a day to practice delivery of the content.

#### Steps

##### 1. Story of Claudine and Her Needs and Wants (15 min)

Invite girls to think about one thing they are now using as a result of taking part in the previous gathering. Invite girls to listen to the story of Claudine who receives some money from working with her father. Share that Claudine needs to make some decisions about how to use the little money she receives from her father. Say:

Welcome girls! Today we are going to listen to the story of Claudine. As you may remember, Claudine is a hard working girl who wants to go back to school some day. She helps her father with his business and takes care of her younger brother. Let's listen to Claudine's story and how she thinks about using some money she receives from her father.

Share Claudine's story with the girls. Share with them how Claudine needs to think about ways of spending money she has.

##### Story of Claudine

Claudine has dreams of going back to school and one day becoming a teacher. She is a smart girl and enjoys spending time with her friends as well. Her father gives her 1000 RWF a day for her help in his business. She is very pleased with herself when she receives this because she feels that she makes a contribution to his business.

Claudine would like to be able to go back to school and is putting away some money so when she does, she can buy the school uniform and have some money for snacks. She tries to put

away 500 or 1,000 RWF a week for this reason.

When she walks home from her father's business, a woman sells some sweets that she likes very much. Claudine likes the colours of the sweets and how each one has a different taste! A 1000 RWF can buy many of each colour! That would be so tasty! Each candy costs 100 RWF.

Claudine's friends tell her that she may need another pair of sandals since one of her sandals is broken and she keeps fixing it every day. A new pair would cost 5,000 RWF. Nadine also tells Claudine that she should get a new cloth wrap, one that has more colors than the one she has now. Nadine says that she can get another one from her cousin who makes them for RWF 2,000. Clarisse told Claudine that she liked her existing wrap.

Claudine tells her friends that she needs to buy her own soap for RWF 300 and she will need to do this soon.

Invite girls to think about the kinds of things that Claudine was thinking of spending her money on. Ask girls to think back to these. Say:

Let's think about Claudine and the things she was thinking about spending money on. What were they? Let's make a list in our handbooks using a symbol for each item.

If girls do not recall all of the items then add any missing ones:

School uniform

School snacks



Sweets

New pair of sandals

New wrap

Soap

## 2. Categorizing Needs and Wants (20 min)

Invite girls to think about which items Claudine needed to buy right away and which items could wait. Ask girls:

Now that we have listed the items that Claudine is thinking of buying, which ones do you think she needs to buy right away. Which things does she need to buy soon?

As girls indicate which items need to be purchased right away, ask them to categorize as “Needs” with a letter N. Ask girls why they categorized the items as “Needs”.

Let’s put the letter N beside the items that you think she needs to buy right away. Now tell me which items were “Needs” to you and why?

Remember that any item could be a need to a girl depending on her perspective. We are not judging what she is deciding but helping her understand why she is deciding that way. See the reasons for why these items could be categorized as “Needs”.

Item	Why It Could Be a Need
School Uniform	Saving for a school uniform means she will go back to school
School snack	Important to have some money for this for first few days of school
Sweets	A treat to have after work is important
New Pair of Sandals	The other pair is broken
New Wrap	A more colorful one would make Claudine feel better
Soap	Necessary for bathing

Now invite girls to look back at the list and think about which items could wait if Claudine did not have enough money for everything. Ask girls to categorize these items as “Wants” with a W. Say:

Let’s look back at the list again and put a “W” for “Wants” next to the items that Claudine can wait to spend her money on.

Again, girls will have their own reasons for deciding

whether something is a “Want”. See some of these listed :

Item	Why It Could Be a Want
School Uniform	Saving for a school uniform can wait until she goes to school
School snack	This can wait until she goes to school
Sweets	Treats are not necessary to survive
New Pair of Sandals	She can continue to fix the ones she has
New Wrap	She has one that is perfectly fine
Soap	She can borrow her brother’s

These are just example reasons but girls will have others. Ask them to share their reasons.

Share some of the reasons why you put a “W” next to some items.

Note down girls’ responses.

## 4. Defining Needs and Wants (15 min)

Share with girls that “Needs” are those things that you cannot wait to buy if you only have a certain amount of money. Share with girls that “Wants” are those items that can wait if one has a limited amount of money.

We can see that it is not easy to decide if something is a “Need” or a “Want”. However, it is easier to decide on a “Need” if you have a limited amount of money to spend. Claudine will need to decide what to spend on first - “Needs” if she only has a certain amount of money. She will then decide what are “Wants” or things that can wait.

## 5. Making A List of My Needs and Wants (10 min)

Invite girls to think about what may be “Needs” and “Wants” for them. Say:

Let’s each make a list in our handbooks on what can be needs and wants for each of us. We can use symbols or words to do this.

## 6. Connection to Next Gathering (5 min)

Share with girls that in the next gathering they will be helping Claudine decide what to prioritize her money on if she has a limited amount. Say:

Thanks for coming to this gathering which focused on our friend Claudine! Next time we will help Claudine decide how to prioritize use of her money if she has a certain amount and can’t pay for everything! See you all next time.

### 3.9 SIMPLE BUDGETING: PRIORITIZING USE OF MONEY

Mentor's Box	
Activity #	3.9
Activity Name	Simple Budgeting: Prioritizing Use of Money
Objectives	<ul style="list-style-type: none"> <li>Girls practice prioritizing</li> <li>Girls practice prioritizing use of a limited amount of money</li> <li>Girls move around and practice addition of numbers</li> <li>Girls experience values of integrity and responsibility</li> </ul>
Time required	50 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Journey Poster</li> <li>Girls' Handbook</li> </ul>
Preparation Required	Mentors should practice game of priorities and connecting the game to prioritizing use of money. A day is required to prepare properly for this gathering.

#### Steps

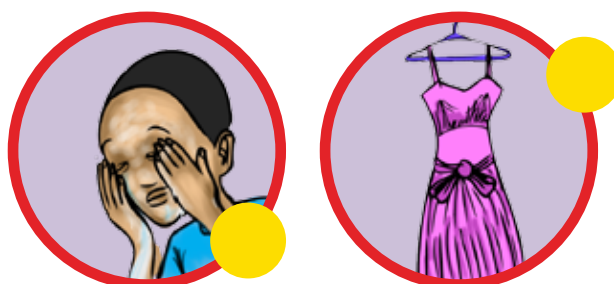
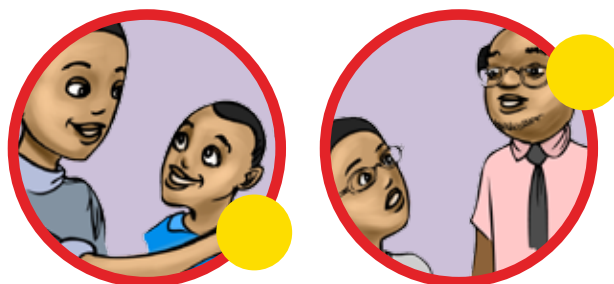
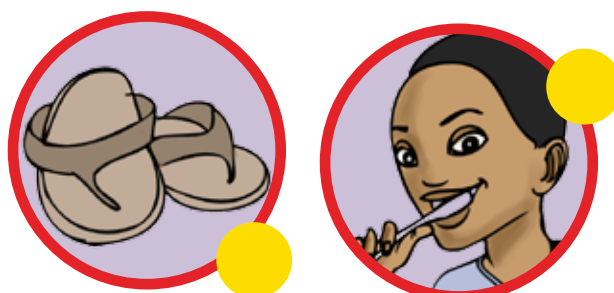
##### 1. Game of Priorities (15 min)

Invite girls to play the game of priorities. In this game girls will need to decide what to do first if they have limited time. There are a number of drawings on this page. Show the girls the drawings and share that Claudine is getting ready to go to work with her father. She has 30 minutes to get ready. What will she do first, what will she do next and after that. Say:

Welcome girls! Today we are going to play a game to help Claudine get ready to go and help her father. She only has 35 minutes to get ready today since she was late waking up. What will she do first and next after that? You will see that each drawing has some time associated with it. She will have to decide what will have to wait until end of day as well. Let's work in teams of five and then each team will choose a person to show us what she decides to do.

Drawings will be the following :

Task	Associated Time
Put on sandals	2 minutes
Bathe	10 minutes
Eat something	10 minutes
Put on clothes	8 minutes
Brush teeth	5 minutes
Tell her brother a story	10 minutes
Talk with her neighbor	5 minutes



You will see that the essential things she could decide to do are:

Bathe  
 Put on clothes  
 Put on sandals  
 Brush her teeth  
 Eat something

These total 35 minutes. She does not have time to do anything else. If girls decide she should not eat, for example, let them know Claudine will get tired at work. Give teams time to ask each other questions after they finish their presentations. Ask girls what made it hard for Claudine to do everything.

What made it hard for Claudine to do everything that she wanted to do that morning? So how did she decide what to do?

Share with girls that prioritizing what to do is something that can help them plan their time just like they may need to plan use of limited amount of money. Say:

We have seen that when there is limited time, Claudine needed to prioritize what she could do in that time. We may need to do the same in our own lives. We may also need to plan use of a limited amount of money. Let's first help Claudine do this.

## 2. Claudine's Money Priorities (20 min)

Invite girls to think about Claudine's story and to look back at the items Claudine had to decide whether were needs or wants. Say:

Let's look back in our handbooks to the list of "Needs" and "Wants" that Claudine had. Today we are going to look back at those items and help her decide which ones she will decide to use her money for.

Share with girls that Claudine has RWF 6,000 at the end of her week of helping her father with his business. Ask girls how Claudine may prioritize using the money she has on hand. Say:

Claudine has RWF 6,000 at the end of the week after helping her father at his business. She needs to decide how to use this money given the choices we discussed last week. So what would you suggest to Claudine? Each of you can make a plan for her with the associated amounts. We can then hear what some of you suggest.

Invite 3-4 girls to share their suggestions. Remember that there is no right or wrong response but rather girls have to give reasons for their choices and if they cannot share these then they should revisit their decisions.

Here is a possible scenario:

Claudine could decide to spend her money the following way:

Item	Cost	Reason
Sandals	RWF 5,000	The ones she has are broken and she cannot wait on these
School uniform and snacks	RWF 500	Important to continue to save and sometime soon go to school
Soap	RWF 300	Claudine should have her own soap and it is important to bathe
Some sweets	RWF 200	She can have a couple of sweets and enjoy a treat after work!

## 3. How Money Use is Prioritized at Home and Connection to Next Gathering (15 min)

Invite girls to think about how money is used in their home and how their parents may be deciding to use money. Invite girls to list the things their families prioritize in their handbooks. Say:

Let's now think about our own families and use of money in our homes. What are things our families prioritize for use of money? Let's make a list of these now in our handbooks.

Share with girls that priorities are different in each home and for each family. Share with girls that they can ask their parents the reasons for their priorities as we did for Claudine. Say:

Priorities on use of money will vary from home to home and family to family. Each family has its own priorities. It is important to know how our parents make these decisions so this is something to consult with them. Let's find out and share these at our next gathering.

### 3.10 KEEPING MONEY SAFE

Mentor's Box	
Activity #	3.10
Activity Name	Keeping Money Safe
Objectives	<ul style="list-style-type: none"> <li>▪ Girls identify benefits and possible challenges of savings options</li> <li>▪ Girls experience values of hard work, responsibility and trust</li> </ul>
Time required	50 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
<p>Mentors should identify options for putting money away in the community and do some research into what exists and what options may be used by girls themselves and other members of the community. It will take 1-2 days to prepare for this gathering.</p>	

#### Steps

#### 1. Reviewing How Families Prioritize Use of Money (10 min)

Invite girls to share the ways some families prioritize use of money at home. Ask 3-4 girls to share these.

Welcome girls! Last time we decided to ask our parents how they prioritize use of money at home. Let's share some of the things you heard at home.

#### 2. Options for Putting Away Claudine's Money (15 min)

Invite girls to think about how Claudine may keep the money that she wants to use for the school uniform and snacks. Ask girls where she may put the money:

Remember Claudine was needing to put some money away to buy a school uniform. If she lived in our community, where could she put away her money?

Write down the responses from girls on either flip chart or your notebook.

Some of the things girls may mention include:

- In clothes
- In a secret place in the house
- In a secret box

- In a hole in the ground
- With a savings group
- At a bank
- Give money to mother or aunt
- Keep money in a book
- Keep money in socks
- Keep money in a home basket
- Keep money under a mat or mattress
- Use mobile money

You can add any of these and others if they are relevant to your community.

#### 3. Benefits and Challenges of Options for Putting Money Away (15 min)

Now ask girls to think about the benefits and challenges of each of these options. **Say:**

Let's think about the options for putting money away that exist in this community which is like the one Claudine lives in. What are the benefits and challenges for each of these options? Let's use our handbooks to write down words for these benefits and challenges.



See the chart below for things that girls may share or things that you can share with them.

Option for Putting Money Away	Benefits	Challenges
In clothes	Money is close by	Girl at risk with money on her Money can be more easily spent
In a secret place in the house	Money is close by and accessible for emergencies	Someone can take the money in the house Money can be more easily spent
In a secret locked box	Money is in a locked place and close by	Money can be more easily spent if the secret box is in the house Someone can break the box and take the money
In a hole in the ground	Money is close by	The hole can disappear if there is a flood
With a savings group	Money is less accessible and easy to use Money is harder to steal	Money is further away in case of an emergency
At a bank/cooperative	Money is less accessible Money is harder to steal Money may earn something while in the bank	Less accessible in case of emergencies

If any of the options are mentioned, you can add any benefits and challenges not mentioned by girls. Share with girls that often people use more than one option because of the different benefits and challenges that the options have. **Say:**

It was great to think through the options that Claudine may use for putting her money away. As we could see, there are a number of options she could use and each has its benefits and challenges. In many cases people use more than one option because of the different benefits and challenges of each.

#### 4. Identifying Options for Putting Money Away and Connecting to Next Gathering (10 min)

Ask girls to think about what options they may use for putting money away and to draw what these options may look like in their handbooks.

What options do you think may work for you to put money away? Take a few minutes to draw some pictures of these options in your handbooks.

Share with girls that at the next gathering the group will play tag again so to be prepared! **Say:**

Next time let's play tag again! See you then.



### 3.11 “SAFE PLACES” AND “SAFE PEOPLE”

Mentor's Box	
Activity #	3.11
Activity Name	“Safe Places” and “Safe People”
Objectives	<ul style="list-style-type: none"> <li>▪ Identify safe people to turn to in case of threats of violence</li> <li>▪ Girls will experience values of self-respect and integrity</li> </ul>
Time required	50 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Markers</li> </ul>
Mentors should review the content on “safe” and “unsafe” touches and also do some research on who within the community would be safe people girls can turn to in case of facing violence in the community.	

#### Steps

#### 1. Replaying Tag and Revisiting “Unsafe Touches” (20 min)

Welcome girls to the gathering and ask them to think about one way they would put money away and why they would use that. Invite the girls to play another game of tag. **Say:**

Welcome back girls and now tell me one way you will be putting money away and why you would use that. Let's play another game of tag! We are going to explore more about “safe places” not just for our money but also for ourselves.

Play the game for 10 min and then ask girls to think back to the kinds of “unsafe touches” that they discussed in one of the gatherings. **Say:**

Remember we had talked about “safe” and “unsafe” touches and that in some cases the “unsafe touches” involved violence. For example, hitting or forcing someone to do something they don't want to do are demonstrations of violence.

#### 2. Identifying “Safe Places” and “Safe People” (15 min)

Share with girls that it is important, like in the game, to identify safe places to go to and safe people to turn to. Invite girls to identify safe places and people in their own community. **Say:**

Like with the game of “Tag”, it is important to identify safe places and people to go to in case we fear that we are at risk of violence in any way. What would those places and people be for you? Let's take some time to describe those in our handbooks with pictures.

#### 3. Sharing Ideas on “Safe Places” and “Safe People” and Connection to Next Gathering (15 min)

Invite girls to form groups of five and share with each other the safe places and people they came up with. **Say:**

Once you have your personal ideas for safe places and people, please make groups of five and share these with each other.

Share with girls that they will be preparing to visit a financial institution in their community at the following gathering. **Say:**

At our next gathering we will prepare to visit a financial institution so look forward to seeing you then!

### 3.12 PREPARING TO VISIT A FINANCIAL INSTITUTION

Mentor's Box	
Activity #	3.12
Activity Name	Preparing to Visit a Financial Institution
Objectives	<ul style="list-style-type: none"> <li>▪ Girls develop questions to ask of staff of a financial institution</li> <li>▪ Girls experience values of integrity and community appreciation</li> </ul>
Time required	40 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
<p>Mentors should learn as much about the community and be able to respond to the questions prepared for this gathering. Mentors should also identify a financial institution to visit. It will take at least 2 days to prepare for this gathering. Mentors should make sure to arrange a time that works for 3 staff of the financial institution to spend about 25-30 minutes with the girls and their family members.</p>	

#### Steps

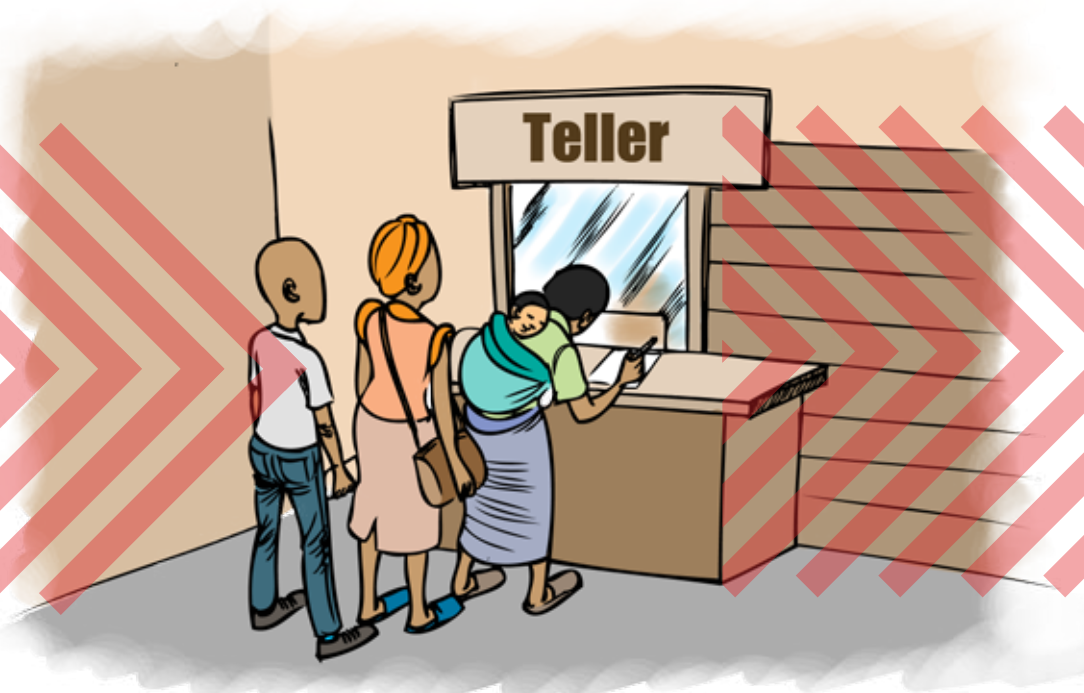
#### 1. Game of How Much do You Know about the Place (15 min)

During this gathering girls will prepare to visit a financial institution in the community. Girls will first play a game called "How Much Do you Know about the Place". You will divide up the group into two teams for this game which involves finding out how much the girls know about their community. **Say:**

Let's play a game today! During this game I will be asking a number of questions about our community and we will see which team of girls knows more about it! Let's divide up into two teams and start! A team member must be the first to put up her hand and answer the question correctly to get a point for her team.

#### Questions for teams:

- 1) Where is the school in this community?
- 2) What cooperatives exist in this community?
- 3) Who are people one needs to know in this community?
- 4) How does one travel from this community to Kigali?
- 5) Where is the health post in this community?
- 6) Where can girls and boys go to play games?
- 7) Where can you go to buy vegetables and fruit?
- 8) What kinds of things are sold in the nearest market?



- 9) Name a person you know who sells in the market.
- 10) Where is a local church or mosque?

Congratulate both teams!

## 2. Preparing Questions for Visit to a Financial Institution (15 min)

Invite girls to think about the kinds of questions they may have for staff at a financial institution they will visit in their community. Ask:

What would you like to learn from a financial institution. What questions would you have for the staff of the institution?

If girls share only one or two questions and say they have no others, share with them the following examples:

- 1) What does the financial institution do to make sure my money is safe?
- 2) What do I need to do to open an account with you?
- 3) What benefits do you offer a person who opens up an account with you?

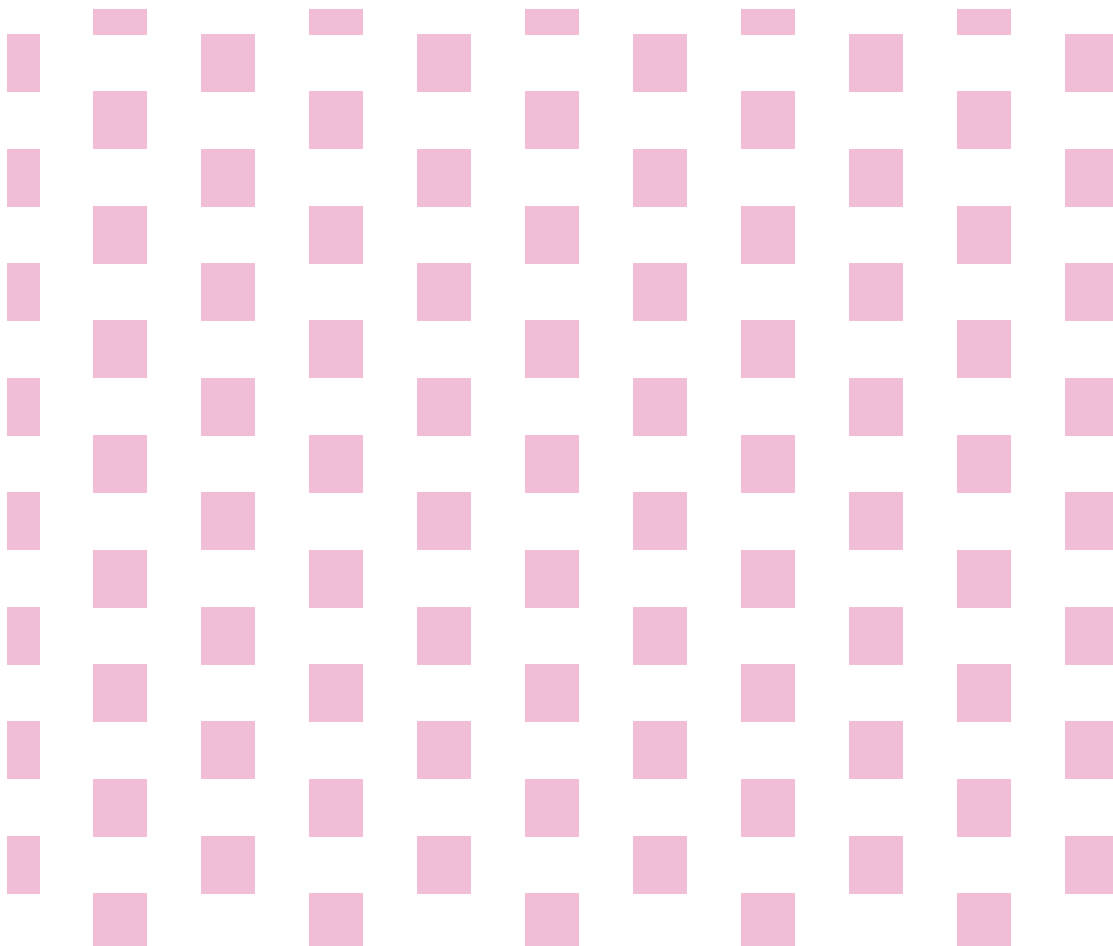
- 4) How much money do you charge for the account?
- 5) How much money do I need to have to open up the account?
- 6) What do you like about working for this financial institution?
- 7) What other services do you offer people in the community?

## 3. Creating interview teams and preparing for the next gathering (10 min)

Invite girls to form three groups of similar size. Share with girls that each of them should invite a parent to join them for the next gathering which will be a visit to a financial institution. **Say:**

Let's make three teams of girls of about the same size. All teams will ask the same questions of three different staff members at the financial institution. We have set a time to visit the financial institution. Please invite a parent to the visit as well. See you next time to go on the visit.

Share the time of the visit to the financial institution.





### 3.13 VISITING A FINANCIAL INSTITUTION

Mentor's Box	
Activity #	3.13
Activity Name	Visiting a Financial Institution
Objectives	<ul style="list-style-type: none"> <li>Girls and their parents learn about the workings of a financial institution in their community</li> <li>Girls experience value of integrity and community appreciation</li> </ul>
Time required	75 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Journey Poster</li> <li>Girls' Handbook</li> <li>Markers</li> </ul>
Preparation Required	In preparing for this visit, mentors should have questions ready just in case girls have forgotten them. Mentors should have times confirmed with the staff at the financial institution and appropriate time for the visit that also works for girls and their parents. It may be necessary to organize transportation and mentors should be prepared to do so and organize with their NGO's. Preparing for this gathering should take 1-2 days.

#### Steps

##### 1. Gathering for the Visit (15 minutes)

Welcome girls and their parents to the gathering. Invite them to review the questions that were prepared during the previous gathering and add two to three new ones if parents have them. **Say:**

Welcome back girls and good to see you brought a parent to join us on the visit as well. Today we will visit a financial institution in our community. We prepared some questions last time we were together. What were these? As we say them, let's write down some key words in our handbooks so we can remember the questions.

Once girls have completed sharing the questions they have, ask parents if they would like to add any questions as well. **Say:**

Are there any questions any parent would like to add now?

Once parents have added their 2-3 questions, start the journey over to the financial institution.

##### 2. Interviews with Staff at Financial Institution (45 min)

Organize girls and parents into their interview teams and have each team interview a different staff member of the financial institution. Introduce the interview process to the staff at the financial institution:

Thank you for making the time to speak with us. Our group of girls is really interested in learning more about how this financial institution works. Girls have some questions for you and parents may also ask questions during the next 25-30 minutes.

Once the teams have completed the interviews, thank the staff of the financial institution for their time. **Say:**

Thank you very much for your time. I think we learned new information about your institution today. Your responses were very helpful to the group.

##### 3. Sharing of Interview Information and Connection to Next Gathering (15 min)

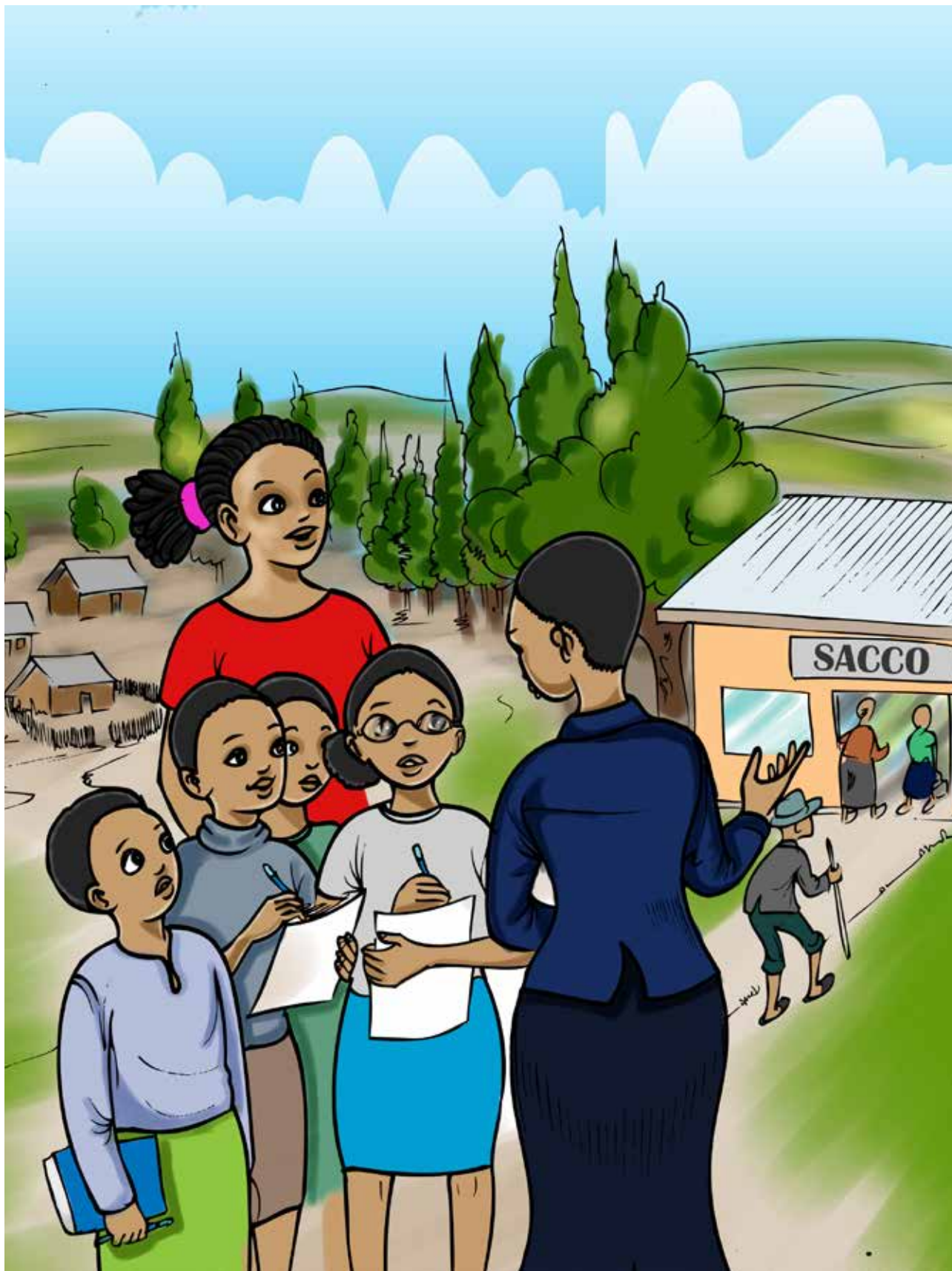
Invite girls and parents to share the key information they gathered from their interviews. **Say:**

What was one key thing that you learned from staff at the financial institution today?

Note down the responses from girls in your notebook. Share with girls that this information is helpful to think more about benefits that such an institution offers to girls and parents in the community. Share that girls may someday decide to use the services of the financial institution. Share that the next gathering will summarize another part of the journey taken so far. **Say:**

The information you gathered today should help you think about the benefits that such a financial institution offers to girls and parents in the community. You may someday decide to use the services of the financial institution.

We have been gathering now for several weeks and close to completing another part of our journey. At our next gathering, we will take a look back at the most recent part of our journey.



### 3.14 OUR JOURNEY SO FAR

Mentor's Box	
Activity #	3.14
Activity Name	Our Journey So Far
Objectives	<ul style="list-style-type: none"> <li>▪ Girls reflect on their gatherings</li> <li>▪ Girls express key learning</li> <li>▪ Girls express moments of enjoyment</li> <li>▪ Girls reflect on values learned in module</li> </ul>
Time required	30 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Markers</li> </ul>
<p>Mentors should be prepared to show the journey poster and also review the content from the gatherings in this module so they can probe on specific learning girls should take away. This gathering may take two days to prepare for.</p>	

#### Steps

##### 1. Reviewing the Journey Poster (15 min)

Invite girls to look at the journey poster and ask them to remember what the gatherings for this most recent part of the trip have been about. **Say:**

Let's take a look at our journey poster. As you all know, the journey poster marks our stops in our path. For this part of the journey we have taken, what are the things you remember?

Write down what girls say they remember.

##### 2. Memorable Moments of this Part of the Journey (15 min)

Invite girls to share the key moments they remember in their journeys so far. Invite them to draw a symbol or write down some words that relate to that moment. They can do this in the blank page in their handbooks. **Say:**

Now let's take some time to think about what part of our journey excited us most. Once you have that in mind, draw a picture or write down some words related to that part of the journey in your handbooks. Also draw a picture of a value you recall experiencing during the gatherings. Share a memorable moment with at least one person in the group.

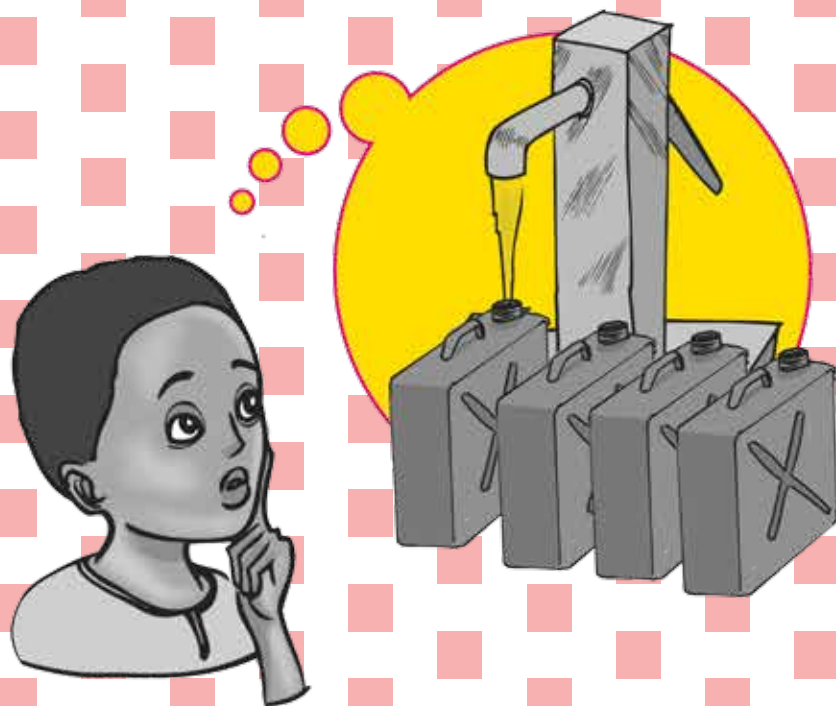
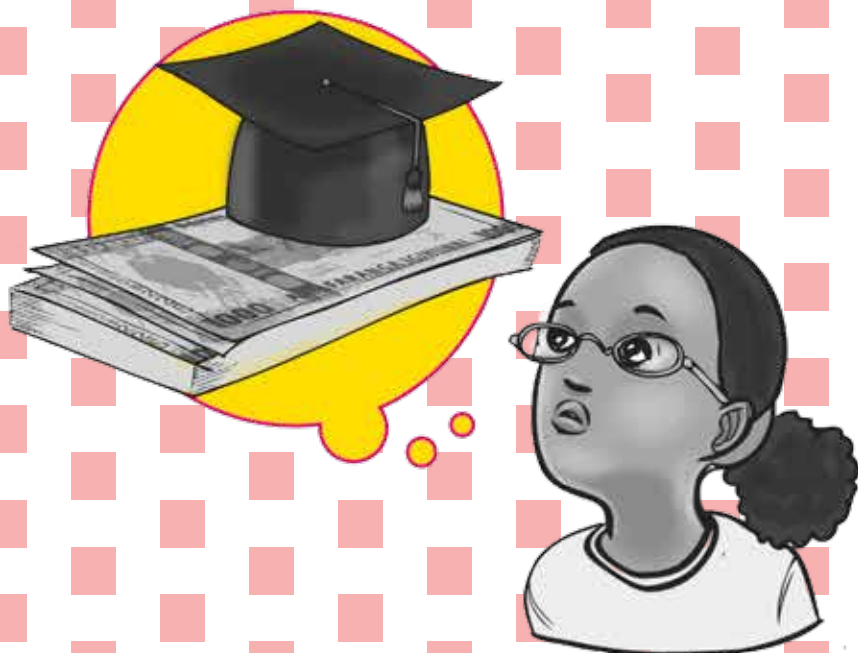
Invite 2-3 girls to share their symbols or words with everyone. **Say:**

It would be great to hear from a few girls on which part of this part of the journey was most exciting for you and what symbol you drew or what words you wrote. Who would like to share this?

Note down the responses from girls. Share that the next gatherings will be for another stop along the journey and involve exploring our Rwandan community. **Say:**

This last part of the journey was great to share with all of you! I hope you are having fun with the group and I very much look forward to our next set of gatherings. During these we will explore more about our Rwandan community!

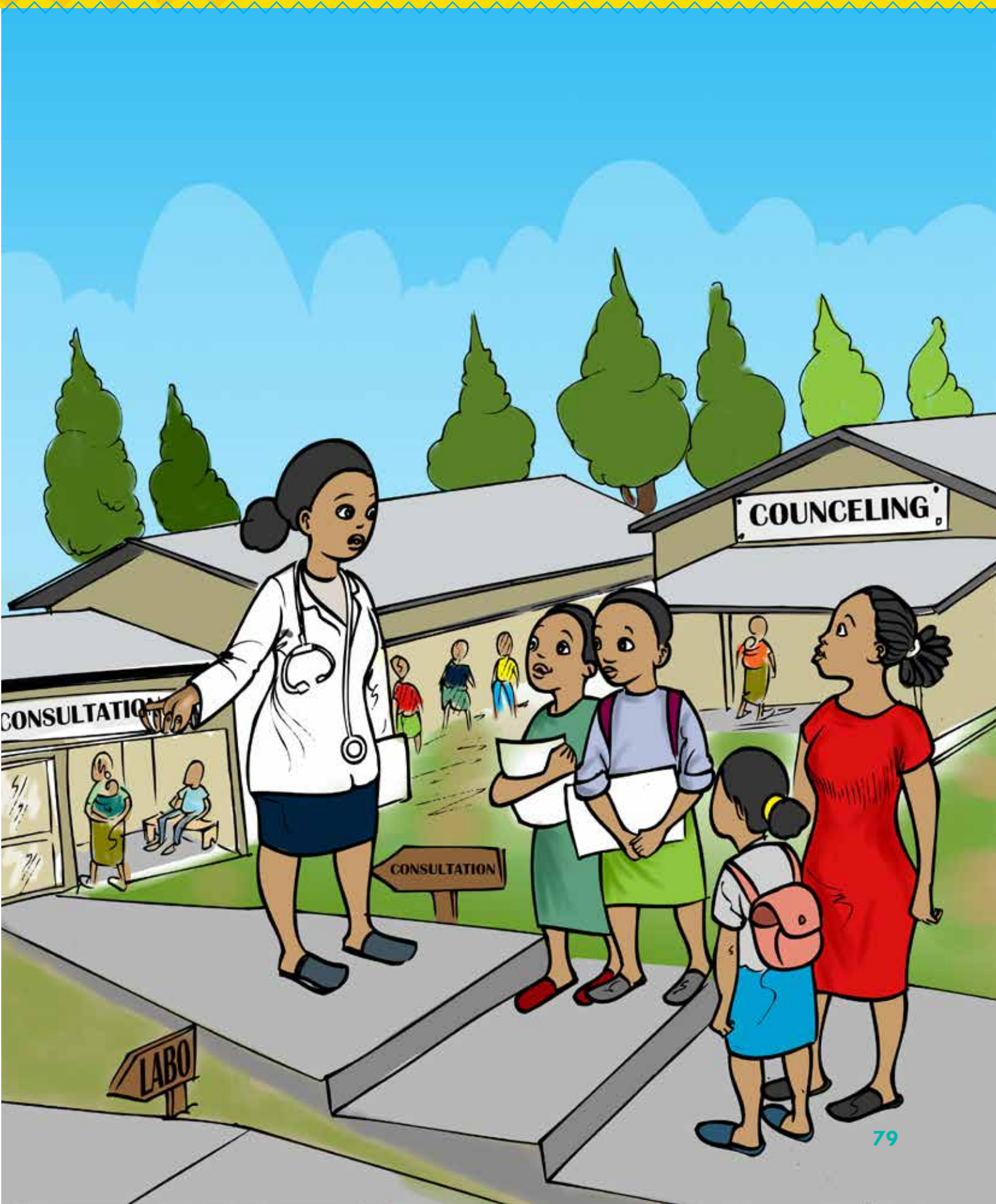
Sing a song with the girls. Sintintinya icyuma, sintinya kubaga, papa ni umuzungu, mama ni suzana abana n'ababikira, nanjye ndi umubikira. Kirisisi, kirisisi, ou ou. You can also invite girls to come up with their own song.





# Module 4:

## OUR RWANDAN COMMUNITY



You must be very proud! Girls are almost ready to take the lead in running their own gatherings and that is where you want to arrive in this journey.

In this module, you invite girls to move beyond friends, family and school to a fuller view of the services in their community. Girls explore the kinds of services they can turn to in case of health issues or threats of violence. Girls will develop knowledge about the location and types of services being offered. They will be able to share the availability of these services with others in the community.

You will invite girls to visit a local market and learn about how vendors work in the market. The visit to

the market also provides girls with an opportunity to interview young women working in the market and learn about the skills and knowledge they need to be able to work.

Earning money in the future is linked to having ongoing learning opportunities so you will invite girls to think about how they continue to learn within their community. Girls will also explore types of earning opportunities young women can prepare themselves for.

This module ends with you inviting the group of girls to take the lead in doing their own activities in the community!



## 4.1. MAPPING THE SERVICES IN MY COMMUNITY

Mentor's Box	
Activity #	4.1
Activity Name	Mapping the Services in My Community
Objectives	<ul style="list-style-type: none"> <li>Girls make a visual map of the services in the community</li> <li>Girls experience values of patriotism and respect for others</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>Poster of Journey to Ni Nyampinga</li> <li>Handbook for each girl</li> <li>Soft ball (even made out of banana leaf)</li> <li>Notebook/flip chart</li> <li>Pencils</li> <li>Markers</li> </ul>
Preparation Required	This activity requires the mentor to prepare by taking a walk around the community and identifying community services. Preparing for this gathering should take 2 days.

### 1. Welcome Girls Back to the Gathering (5 minutes)

Welcome girls back to the next part of the journey and share that this will be the last part of the journey together with the mentors. **Say:**

Hello girls, today we begin the last part of our journey together! This should not be the last gatherings. We will speak about how you can continue to gather together and look at the activities suggested in your handbooks in a few weeks. Now let's talk about our community.

### 2. Story about Girls and Community Services (15 min)

Invite girls to sit in a circle to listen to the story of Clarisse, Nadine, Claudine and Angelique. The story is meant to surface different types of community services that may exist.

Nadine and Clarisse were walking home from school one day and very excited that they were meeting their friends at Claudine's house. They were planning to play together. They had been all able to negotiate with their parents to have some time together today as long as they were spending it at Claudine's house. On their way to Claudine's house, they noticed

that a new health centre was opening near the school. The girls kept walking and noticed that the cooperative where their mothers saved their money had a new sign. They liked the colors! As they kept walking they noticed that Nadine's father was at the police station, telling the police that someone had stolen money from their house. Nadine was glad that her father was able to go to the police about this.

The girls finally reached Claudine's house and were able to plan for the games they were going to play!

Invite girls to think about the services that girls walked by in the story. **Say:**

What types of services existed in the community were Nadine, Clarisse, Angelique and Claudine lived?

As girls share the different types of services, you can complement with the ones below:

- health centers
- Sacco
- Police station
- School
- One Stop Center (where it already exists)

Share with girls that community services are those







that are available to community members in areas of health, safety, education and financial needs. **Say:**

Girls, you have seen that community services are those that are made available to community members in areas of health, safety, education and financial needs. They may differ from one community to another and it is good to know which of these exist in our own community.

### 3. Mapping the Services in Our Community (20 min)

Invite girls to think about their own community and ask them to share what other services may exist. They will do this by making a visual representation of their own communities in two groups. They will need some sticks and stones to do this. **Say:**

We saw what services existed in the community where our friends live. Now let's make a visual representation of these services. We will do this in two groups and then share what we come up with.

Once girls have completed their representations

of community services, invite one person from each group to give the other group a tour of the community services they mapped out. **Say:**

I will ask your group representatives to each give us a tour of the services that you have mapped out for our community.

Invite girls to think about what these community services offer members of the community. **Ask:**

What are these community services offering community members? Remember we talked about the market people and that they offered goods that people wanted, what do these services offer?

Write down girls' responses.

### 4. Taking Another Look in the Community and Connection to Next Gathering (10 min)

Share with girls that as they go home today and walk around each day they should look for community services and be aware of these. **Say:**



## 4.2 PREPARING TO VISIT A LOCAL HEALTH CENTER OR POST

Mentor's Box	
Activity #	4.2
Activity Name	Preparing to Visit a Local Health Center or Post
Objectives	<ul style="list-style-type: none"> <li>Girls articulate questions for a local health worker</li> <li>Girls will experience values of self-respect and appreciation of community</li> </ul>
Time required	40 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Girls' Handbook</li> </ul>
Preparation Required	For this activity mentors should identify the location of the local health clinic or health post and speak with the health worker about her work in the community to prepare for this gathering. This preparation should take 1-2 days.

### Steps

#### 1. Developing Questions for Local Health Centre Workers (25 min)

Share with girls that each of the parts of the journey so far has involved a visit somewhere. Share that so far girls have visited a local garden, a school, and a financial institution. Share with girls that each time you have prepared for the visits by developing questions for the visits. **Say:**

During our journey so far we have made a few visits. We visited a nearby garden, a school and a financial institution. Before we made each visit, we prepared by developing questions we could ask of students, teachers and those who worked at the financial institution.

Share with girls that they will now be preparing for a visit to a local health center or post. Invite girls to develop questions they can ask the health worker when they visit. **Say:**

This time around girls, we are going to visit a local health centre. Let's prepare some questions for the local health worker. Remember, we have talked about risks of violence, staying healthy and sexually transmitted illnesses. We should feel free and comfortable to ask the local health worker questions about these topics when we visit. You can prepare your questions now.

Give girls 10 minutes to come up with questions and then invite girls to share the questions they have prepared. **Say:**

Let's hear the questions you have all prepared.

Write down the responses from girls. Add the following examples to the questions the girls have developed.

- What hours is the Centre open?
- Where can a girl go if she has an emergency and the clinic is closed?

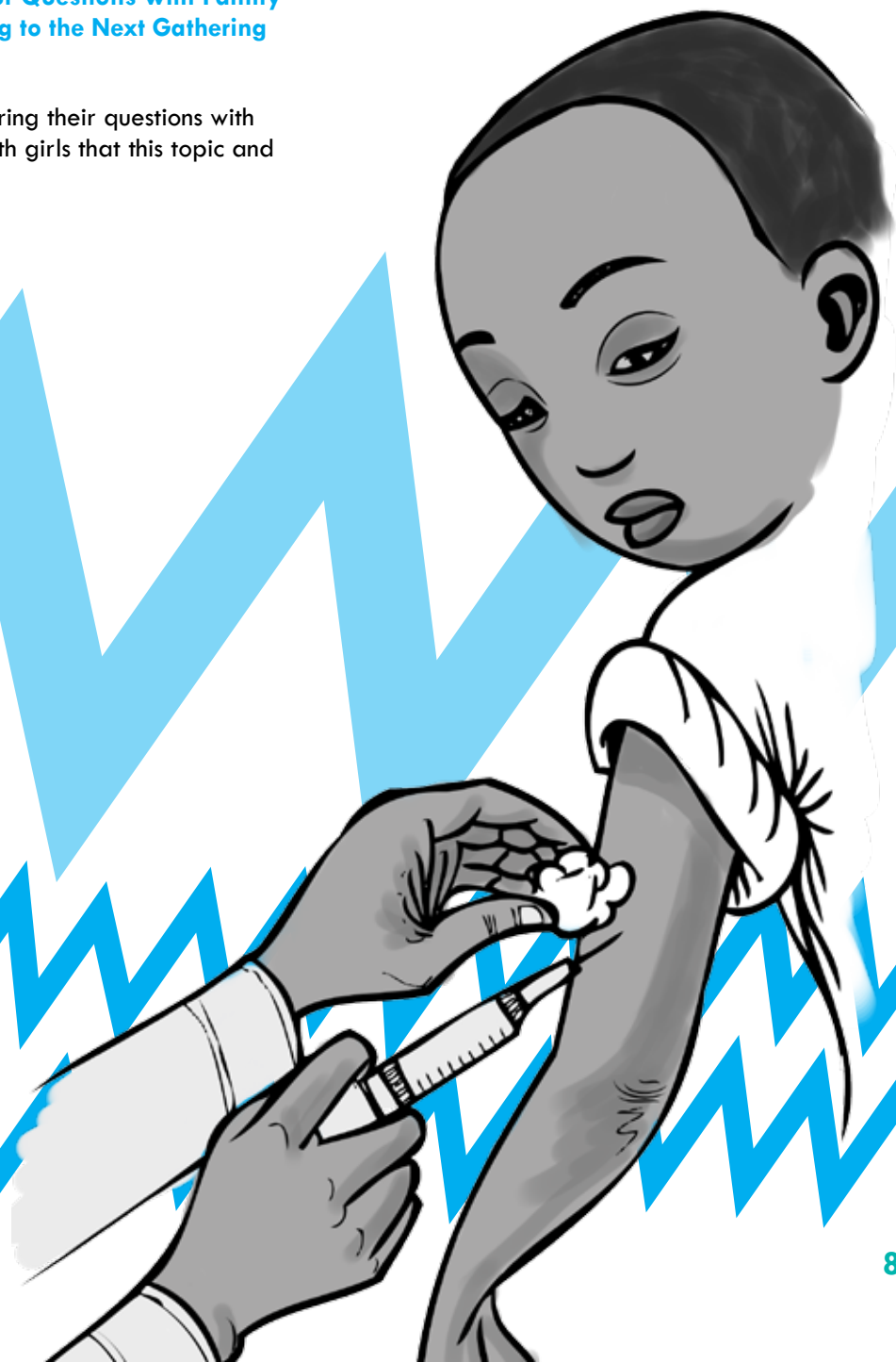
- What kinds of injuries can the health centre help with?
- Does the health Centre have services for a young woman who wants to prevent a pregnancy?
- What kind of information does a health worker provide to a young woman who is sexually active?
- What kind of information can a health worker provide to a young woman who feels weak and tired?
- If a girl or young woman have a health issue to speak about privately, when is the best time to discuss with a health worker?

visit may be one that is challenging for parents as health issues of girls during puberty is often not easy for parents to discuss. Let them know that they should feel free to come to you in case the discussion proves to be very challenging for them.

Girls, we need to prepare our parents for the visit to the health clinic. We will go either with our mothers or older sisters. Let's prepare for that by sharing with them the questions we came up with. You should feel confident that these were questions your own mothers had when they were your age but did not have a chance to ask anyone. Please feel free to come to me if you find it very challenging to have the conversation with your family members. Let's also invite them to join the visit to the clinic for our next gathering.

## 2. Preparing to Share Our Questions with Family Members and Connecting to the Next Gathering (15 min)

Invite girls to prepare sharing their questions with family members. Share with girls that this topic and



### 4.3. VISITING A LOCAL HEALTH CENTER OR POST

Mentor's Box	
Activity #	4.3
Activity Name	Visiting a Local Health Center or Post
Objectives	<ul style="list-style-type: none"> <li>Girls identify key learning about the work of the health worker in the community</li> <li>Girls experience values of community appreciation and self-respect</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Girls' Handbook</li> </ul>
Preparation Required	For this gathering, mentors should coordinate with the local health worker as to a time that girls and their family members can visit and identify a space outside the health post to do the interview. Transportation may be required for this visit so the mentors may need to coordinate with their Non-government organization for this.

#### Steps:

##### 1. Gathering for the Visit (20 min)

Welcome girls and their mothers or older sisters to the gathering. Invite them to review the questions that were prepared during the previous gathering and add two or three new ones if parents or sisters have them. **Say:**

Welcome girls and family members! It is really great to see all of you here. Many of you have already come and joined other visits we have made in the community. This time we are going to visit a local health clinic (or post) and have an opportunity to ask questions of a health worker. Let's all go through the questions we had developed for the visit.

Once girls have completed sharing the questions they have, ask parents and older sisters if they wish to add any others. **Say:**

Are there any other questions our mothers and older sisters may wish to add now?

Once parents and older sisters have added their 2-3 questions, start the walk over to the health clinic or post.

##### 2. Interviewing a Health Worker (20 min)

Introduce the interview process to the health worker and indicate that you will be facilitating asking of questions by girls and their family members.

Thank you very much for making time to speak with us. Our group of girls wanted to have some time with you to ask some questions about health services available in our community. Girls wish to take better care of themselves and want to be able to ask some questions in a safe space.

Girls, when you are ready, you can begin putting your hand up to ask a question.



When girls have asked the questions they had planned, thank the health worker for the time taken.

Thank you very much for all your time again. I think we have learned a great deal from the visit today. Let's all clap for our friend who helped us with all the health information to thank her!

### 3. Debriefing Information Learned and Connection to Next Gathering (20 min)

Invite girls to share one new thing they learned from the visit to the health Centre or post and the interview with the health worker. **Say:**

Girls and family members, let's take some time to talk about our visit today. What was something new you learned today either through observing the health clinic or from the interview with the health worker?

Note down the responses from girls in your notebook. Share with girls that they should make a symbol or write down a few words of something they wish to remember from the visit to the health clinic and connect to the next gathering. **Say:**

You may all wish to remember something important to you from this visit today. Draw a symbol or write down some key words in your handbooks. Now that we have talked about services in our community and spoken with a health worker, we will explore how these may help us and other girls in our next gathering.



## 4.4 THREATS OF VIOLENCE IN MY COMMUNITY

Mentor's Box	
Activity #	4.4
Activity Name	Threats of Violence in My Community
Objectives	<ul style="list-style-type: none"> <li>Girls articulate threats of violence in the community</li> <li>Girls experience values of self-respect and integrity</li> </ul>
Time required	75 minutes
Materials	<ul style="list-style-type: none"> <li>Journey Poster</li> <li>Girls' Handbook</li> <li>Space for the Myths and Facts game</li> </ul>
Preparation Required	For this gathering mentors will need to review the steps described for the gathering and carefully read through the questions they will ask girls about threats of violence. Violence is likely to be a very real situation for some girls and the mentor should be prepared to do some one on one listening and be prepared to refer some girls to special services. In order to do this, a mentor should speak with NGO staff and have a clear plan to take.

### Steps

#### 1. Recalling Visit to Health Center (10 min)

Invite girls to share one thing they recall from their visit to the health center and how they have shared that with other girls.

Hello girls, today let's start by sharing one thing that you recall from the visit to the health center and that you have shared with other girls. Let's spend a few minutes on that.

#### 2. Revisiting Game of Cat and Mouse (10 min)

Welcome girls and share with them that they will be playing the cat and mouse game again. Remind them of the instructions of the game and play again. The game involves having a circle of girls who hold hands and whose objective is to protect girls who are the "mice" from the girls who are the "cats". The inside of the circle is the space where the "mice" can run into and be protected from the girls who are the "cats". Make sure there is enough space to play the game. Invite two volunteers to be the cats and two volunteers to play the mice. **Say:**

Welcome everyone! Let's play cat and mouse again. Let's remember how to play Cat and Mouse.

Let's form a circle and join hands together. I now need two volunteers to be the mice and two others to be the cats.

Now the task of the group remaining is to protect the mice from the cats. The cats can chase any of the mice so you have to watch carefully.

Inside the circle the mice are safe and you can close the entrances close to the area where the mouse is to protect her from the cats. But remember the mouse has to be able to get out too so you will have to watch to provide the right level of protection for the mice. Let's play!

Play for 10 minutes.

#### 3. Threats of Violence in the Community (45 min)

Invite girls to think about what kind of threat real cats pose to real mice. **Ask what the cats would do if they found the mice.**

Let's think about real cats and mice. What would the cats do if they reached the mice? How do cats compare in size and strength to mice? Why do cats act this way?

Write down responses from girls.



**Summarize girls responses in the following way:**

As you shared, a cat is bigger and stronger than a mouse and more powerful. As a result the cat can do much harm to the mouse if the mouse is not protected. Cats are acting out of the instinct of hunger and can therefore be violent.

Invite girls to think about different sizes of people in the community. They can draw them in their handbooks.

Let's draw some different sizes of people in our community, both men and women.

Invite girls to think about how larger, stronger people in the community could be violent with smaller and less protected individuals. Ask girls to form groups of five to come up with ideas on this. **Say:**

Now that we have our drawings of different sizes of people in our community. Let's talk about what ways larger and stronger individuals could be violent with smaller individuals in the community. Let's think of ideas in groups of five girls. Also think about why this may happen.

Invite groups to present their ideas and reasons for violence.

**4. Summarize Reasons for Violence and Connect to Next Gathering (10 min)**

Summarize for girls that violence can happen in different ways and for different reasons. **Say:**

We see that in our community there are people who can harm others for different reasons. Reasons that men, who are often larger and stronger can harm women, are due to men drinking alcohol, men not respecting women, men and women growing up as violent individuals, men and women thinking violence is a way of educating someone or dealing with disagreement, and lack of ability for men and women to communicate well.

Violence is never acceptable and in our next gathering we will explore ways to protect ourselves in case of violence. I suggest inviting your mothers and older sisters to this as well.





## 4.5 PRACTICING WHAT TO DO IN CASE OF VIOLENCE

Mentor's Box	
Activity #	4.5
Activity Name	Practicing What to Do in Case of Violence
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate actions they can take in case they face a threat of violence</li> <li>▪ Girls experience values of self-respect and responsibility</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	Mentors should review the story and be clear on the learning from it about what to do in case of a threat of violence. Like in the preparation for the previous gathering, mentors should prepare to do some one on one support to girls and work with NGO staff to refer girls to the appropriate service.

### Steps

#### 1 .Story of Angelique and Threat of Violence (15 min)

Invite girls and their mothers or older sisters to sit together and introduce the story of Angelique and Violence.

Hello girls and family members! Today we are going to listen to the story of Angelique. Angelique, if you can remember, lived with her mother who depended very much on men to pay for things. We are going to listen to how Angelique's situation put her at risk of violence.

Share the story of Angelique and Violence:

#### Story of Angelique and Threat of Violence

Angelique came home one day to find that her mother had a new boyfriend who had moved into their house. He was a very tall and heavy man. She was immediately afraid of the man. Many times before her mother had brought boyfriends home but they had not moved into the house. This she felt was different and she felt uncomfortable.

Angelique went about her usual activities the following day. The man would start drinking in the morning as she left for school. When she came home he asked her to clean his shoes for him and told her that she needed to behave or he would hit her.

Angelique could tell that her mother was also becoming afraid of the man but would not ask

him to leave since he already hit her for saying something to him that he did not like.

Invite girls and their mothers to reflect on the story and share what was taking place in the story. Ask:

Let's think about the story of Angelique and the Threat of Violence. What was happening in the story?

Summarize the responses from girls and their parents by sharing that Angelique was afraid of the man being violent and that he had demonstrated many of the things discussed in the previous gathering. **Say:**

You noticed that the man was drinking alcohol, did not respect Angelique or her mother and thought that violence was the way to communicate with them.

#### 2. Addressing Threats of Violence in the Community (20 min)

Invite girls and their parents to form groups of 10 (five girls with five mothers) and think through the situation Angelique and her mother were facing. Invite them to come up with strategies for dealing with the threat of violence in their home.

Let's form groups of five girls with their mothers or older sisters. Invite each group to come up with suggestions for Angelique and her mother to deal with the violence they are facing now at home. Share with them that they have 10 minutes to do this.

Invite each group to share the strategies they came up with and then **summarize with the following:**





As we see, Angelique and her mother needed help to deal with the threat of violence at home.

We mentioned that they could invite a number of relatives to come to the house and ask the man to leave.

We also mentioned the police could help in making sure the man left the house.

An organization working on violence issues could also help Angelique and her mother.

### 3. Practicing Strategies in Our Community (25 min)

Invite girls to work in their groups again and come up with skits demonstrating how they would deal with violence in the community. **Say:**

Let's go back in our groups and come up with skits showing how your group would deal with a threat of violence in the community. Be sure to tell us what the threat is and how you deal with it.

Invite girls to share what they came up with.

### 4. Connection to Next Gathering (5 min)

Share with girls that knowing what services exist in the community and who to turn to is important. Share with girls that in the next gathering they will explore more what happens at their local market. **Say:**

You all have fantastic ideas about how to deal with threats of violence in the community. You all also know that in mapping the community we can understand what services exist that can help us deal with a threat of violence. For example, it is good to know where the local police are located and a health clinic.

During our next gathering we will explore more what happens in our local market and prepare to visit it.





## 4.6 PREPARING A VISIT TO THE LOCAL MARKET

Mentor's Box	
Activity #	4.6
Activity Name	Preparing a Visit to the Local Market
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate questions to ask local market vendors about their work in the market</li> <li>▪ Girls articulate questions to ask young women working in the market about what they do</li> <li>▪ Girls experience values of responsibility and hard work</li> </ul>
Time required	55 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> <li>▪ Space for River Flow Game</li> </ul>
Preparation Required	Mentors will identify local market vendors to speak with during the market visit and young women to interview. Mentors should coordinate with at least 5 vendors and 5 young women to interview at least two weeks ahead of the visit and then a few days ahead of the visit. Organize transportation with NGO staff if required.

### Steps

#### 1. Recalling Key Ideas (10 min)

Invite girls to recall one practice they will use to address threats of violence in the community.

Girls, what is one practice that you will now use to address a threat of violence in your community?

#### 2. What Could You Sell in the Market Game (20 min)

Invite girls to think about the market place, like they did for a previous gathering. Invite them to pretend they will be setting up a stall in the market as groups and selling something. Ask them to spend 5 minutes thinking about what they would sell and another 5 minutes organizing the group to sell in a pretend market the whole group will set up. Share with the girls that you will be the customer looking at what they are selling.

Hello girls, let's form groups of five girls and each group will be responsible for setting up a pretend stall to sell something in our pretend market. The groups have five minutes to come up with an idea of what to sell in the market and another five minutes to set up their pretend stall. In ten minutes we will come by and see what you have available in the "market".

If girls are hesitating ask them to think about what they have seen in the market and whether that is an idea they would use. Once the groups are ready, invite them to play the market game and pretend to sell to you and the other mentor.

Questions to ask girls are the following:

- 1) What is the price of what you are selling?
- 2) Why did you put that price on the item you are selling?
- 3) Who are you trying to sell to?
- 4) How do I know the product is good?
- 5) How does your product compare with that of someone else selling the same one?

Take note of some of the girls' responses.

#### 3. Preparing for a Market Visit (10 min)

Share with girls that the questions you just asked them during the Market game are the same ones they can ask vendors in the market. **Invite girls to add questions to the ones you used:**

We can use the questions that we asked you when we meet vendors in the market. We can add questions to these as well. Which questions do you wish to add?

Write down questions that girls wish to add.

### 3. Questions to Ask Young Women Working in the Market (10 min)

Share with girls that it is also good to find out what young women are doing in the market place. Share that girls can ask young women the same questions if they come across them and add questions about what they may need to know or do to be able to work in the market. **Say:**

Let's also make sure we spend time locating young women working in the market place and asking them about what kind of work they do there. Questions we may want to add for them include:

-What does a young woman need to know to do what you do?

-How did you start working in the market?

- If you needed to learn something, who did you learn it from?

- How much do you earn doing this work?

Invite girls to add any other questions they may have.

### 4. Connection to Next Gathering (5 min)

Share with girls that as girls they should invite their fathers or older brothers to the market visit. **Say:**

For our next gathering, let's invite our fathers and older brothers to join us. See you next time for our market visit.





## 4.7 INTERACTING IN THE LOCAL MARKET AND EXPLORING ACTIVITIES OF YOUNG WOMEN

Mentor's Box	
Activity #	4.7
Activity Name	Interacting in the Local Market and Exploring Activities of Young Women
Objectives	<ul style="list-style-type: none"> <li>Girls articulate key learning from interviews with market vendors and young women working in the market</li> <li>Girls experience values of responsibility and hard work</li> </ul>
Time required	60 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Journey Poster</li> <li>Girls' Handbook</li> </ul>
Preparation Required	This market visit requires confirmation of time to make the visit with vendors and young women in the market and may require organizing transportation with NGO staff. This visit requires at least 1 day of preparation.

### Steps

#### 1. Gathering for the Market Visit (10 min)

Welcome girls back to the gathering. Invite girls to review the questions they had put together for vendors and young women working in the market.

##### Say:

Welcome back girls! Let's recall the questions we had prepared for the market vendors and young women working in the market. Think back to them and then we will write them down before we go.

Invite parents and older brothers to add any other questions they may also have.

Are there any questions that fathers and brothers may wish to add to the questions we have?

Once fathers and brothers have added 2-3 questions, start the walk over to the market.

#### 2. Girls Interview Vendors and Young Women Working in The Market (30 min)

Invite girls to form interview teams of three and accompanied by their fathers or older brothers. **Say:**

We will be meeting at the entry to the market and each team will have three girls with their fathers or older brothers. We will leave each team with a vendor or young woman working in the market. We have arranged this time with vendors and young women so please interview only them. You have 20 minutes for your interviews.

Once the groups have completed their interviews, be sure to thank each of the vendors and young women

before leaving the market.

#### 3. Sharing of Learning from Interview and Connection to Next Gathering (20 min)

Invite girls to share key things they learned from their interviews. **Say:**

Name something new you learned from your interviews today. You can share from both interviews with vendors and young women.

Note down responses from girls in your notebook. Signal that at the next gathering you will be talking more about the options young women have to earn money in the community or outside it.

Next time we will further explore earning options young women may take up in the community or outside of it.



Mentor's Box	
Activity #	4.8
Activity Name	Exploring Earning Activities for Young Women
Objectives	<ul style="list-style-type: none"> <li>Girls articulate earning options for young women in their community</li> </ul>
Time required	65 minutes
Materials	<ul style="list-style-type: none"> <li>Soft ball</li> <li>Journey Poster</li> <li>Girls' Handbook</li> </ul>
Preparation Required	Mentors should identify different types of earning options young women may have in different fields and also ask NGO staff for ideas in this area that way girls can listen to a list of possibilities and expand their own options. This gathering may require up to two days of preparation.

## Steps

### 1. Story of Clarisse and Earning in the Community (20 min)

Invite girls to listen to the story of Clarisse and Earning in the Community. **Say:**

Welcome girls! Today we are going to listen to the story of Clarisse and Earning in the Community. As we know, Clarisse lives in Humure with her sister Chantal and with their grandmother. Clarisse has an older sister who has a market stall in the market selling vegetables she grows in their garden. Clarisse helps with the chickens every day as well so that Chantal sometimes is able to sell eggs in the market as well.

Clarisse sometimes thinks about what she would do as a young woman to earn money so she could continue her studies. She thinks about options both in her community and in the nearest larger town.

Invite girls to turn to their handbooks and fill out the thought bubbles around Clarisse with ideas as to how she could earn money when she is a young woman. The options could be in the community or in a larger town.

Let's turn to our handbooks and find Clarisse thinking about her options for earning money as a young woman. We can fill in options that are

in the community or in the nearest larger town. What could she do in the future to earn some money and continue to learn?

Give the girls 10 minutes to work on this on their own and then invite some of them to share their ideas. Invite 4-5 of them to share.

Let's hear what some of you came up with as ideas for Clarisse to earn money when she is older. What are your suggestions?

Girls may mention the following options and if they do not, you may complement with some of the following:

- Clarisse could join a cooperative and make innovative handicrafts to sell to tourists
- Clarisse could become a farmer and sell products that others are not selling
- Clarisse could move to nearby town and work at a shop
- Clarisse could become an early childhood development worker in her community (something new as a business)
- Clarisse could become a social worker in the community
- Clarisse could become a health worker in her community
- Clarisse could become a teacher in her community or elsewhere







- Clarisse could become a head teacher

## 2. Earning Options for Young Women in My Community (20 min)

Invite girls to think about earning options for young women in their community. **Ask girls:**

Now that we have listed earning options for Clarisse, let's think about earning options for young women in our community. What would these be? Make a symbol for each of these options in your handbook.

Invite a few girls to share their own lists. **Say:**

Let's hear from a few girls now in terms of the lists you have made of potential earning opportunities for young women in this community.

## 3. Connection to Next Gathering (5 min)

Share with girls that in the next gathering they will be exploring the skills and knowledge young women may need to prepare to do the work they have listed. **Say:**

During our next gathering, we will explore the skills and knowledge young women may need to develop for these work options and how they might do that.



## 4.9. IDENTIFYING ONGOING LEARNING OPPORTUNITIES IN THE COMMUNITY

Mentor's Box	
Activity #	4.9
Activity Name	Identifying Ongoing Learning Opportunities in the Community
Objectives	<ul style="list-style-type: none"> <li>▪ Girls articulate skills and knowledge young women need for earning opportunities</li> <li>▪ Girls identify where they can develop knowledge and skills in the community</li> <li>▪ Girls experience values of hard work, responsibility and self-respect</li> </ul>
Time required	70 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	Mentors will need to organize access to a ball to play soccer from someone in the community. Mentors should also review the instructions for the gathering and think of any others skills and knowledge they would add to the suggested list. It should take mentors 2 days to prepare for this gathering.

### Steps

#### 1. Soccer game description

Describe the soccer game to the girls. **Say:**

Two teams play soccer with equal number of players. There are 11 positions, 1 goalkeeper and 10 field players.

The ball is started at the center of the field and each team should aim to score at the opponents' goal. Each team has defense players to prevent opponents from scoring. The objective of the game is to score the most goals, the team with the most number of goals after a specific time-wins. The ball must cross the goal line to be a SCORE

#### 2. Game of Soccer (25 min)

Invite girls to play a quick game of soccer. **Say:**

Welcome girls! Today we are going to play a short game of soccer. We will have two teams of equal number of players. If we have an extra player, that person can help us referee the game. Let's play now!

After playing the game for 15 to 20 minutes invite girls to sit together to talk about the skills and knowledge needed to play a good game of soccer.

**Ask:**

Girls, you all played really well! Let's talk about what good soccer players need to be able to do to play the game well. What should they be able to do?

Write down what girls say. Some additional things players need to be able to do are:

- Kick the ball well
- Use their heads to hit the ball in a particular direction
- Take the ball from other players
- Guard the goal

Invite girls to share what knowledge soccer players need to know to be good players. **Say:**

What do good soccer players need to know?

Write down girls' responses and then complement with any of the following:

- Know the basics of playing soccer including the positions of players
- Know the objective of the game
- Know what the player's position requires
- Know where to practice
- Know what abilities or skills to practice to be come a better player





Summarize for girls that both skills and knowledge are needed to be good at something. **Say:**

We see that both skills - the things we need to be able to do and knowledge - things we need to know are required to do well at something. Let's see what skills and knowledge young women may need for different earning options.

### 3. Skills and Knowledge A Young Woman Needs for Work Options (20 min)

Share with girls that just like soccer players needs skills and knowledge to be good at the sport, young women need skills and knowledge to be good at earning activities. **Say:**

Young women, like good soccer players, also need to develop skills and knowledge to be able to succeed at their earning activities. Let's explore what these might be.

Invite girls to think about the work options they came up with at the last gathering and work in groups of five to recall a list of the earning activities young women may have as options. **Say:**

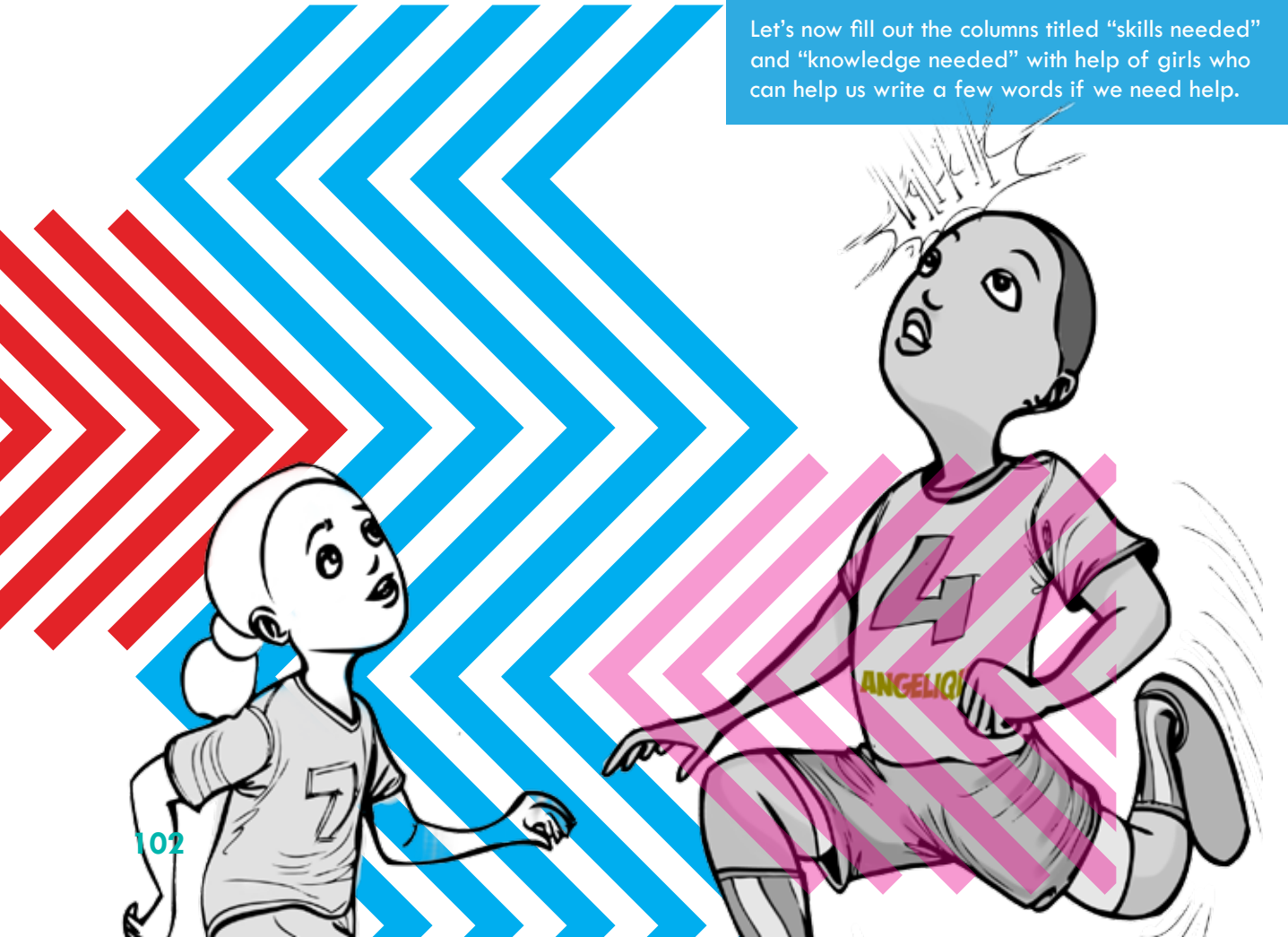
Let's recall some of the earning activity options we came up in our last gathering. Let's make a list together in groups of five. Let's also title two other columns "skills needed" and "knowledge needed."

The mentor can prepare a list that looks like this on an empty page of the facilitation guide and girls can use their handbooks:

Earning Activity	Skills Needed	Knowledge Needed
Working at a Market Stall		
Working as a farmer		
Working in a shop in town		
Health worker		

Invite girls to fill out the Columns titled "Skills Needed" and "Knowledge Needed". Below is a sample chart.

Let's now fill out the columns titled "skills needed" and "knowledge needed" with help of girls who can help us write a few words if we need help.





Sample Chart:

<i>Earning Activity</i>	<i>Skills Needed</i>	<i>Knowledge Needed</i>
Working at a Market Stall	Counting and making change Communication skills Negotiation skills How to read and write	Know something about what you are selling Know about pricing Know about customer service Know what location in the market may be best
Working as a Farmer	How to plant seeds How to weed the garden or field How to negotiate selling of crop How to read and write	Know how much water a crop needs Know how much space a crop needs to grow Know how much that crop sells for
Working in a Shop in Town	Counting and making change Communication skills Negotiation skills How to read and write	Know something about what you are selling Know about pricing Know about customer service
Health Worker	How to communicate with patients How to share information in a way someone in the community can understand How to listen to a patient	Knowing what medicine is needed for an illness Knowing how to heal cuts

**4. Where to Continue Learning or Developing Skills (20 min)**

Invite girls to think about where or from whom they can learn the skills and knowledge they listed so they are prepared as young women. **Say:**

Let's think of the places where girls can continue to develop the knowledge and skills they need for these options as well as the people they could learn from in the community. Let's write these options down in our handbooks.

Invite a few girls to share what they have written down. **Say:**

Let's hear from a few of you on the places girls can go in the community to learn some skills and knowledge and also people girls can learn from.

Places and people that you may wish to mention in addition to what girls say are the following:

- School

- Learn how to farm from a farmer
- Watch someone working in the market
- Volunteer for a health worker

**5. Connecting to Next Gathering (5 minutes)**

Share with girls that they will get to play another soccer match shortly and at the next gathering will celebrate the great time had together. Share with them that you will also tell them about some great projects they can do on their own. Ask girls to invite their parents to this gathering. **Say:**

We will play another game of soccer shortly. At our next gathering we will celebrate the great journey we have been on. We will invite you to start a new journey where you as girls will take the lead. We will suggest some activities you can take on in the community and it will be up to you to do them or others. You should invite your parents to the next gathering.

Alright, let's play another game of soccer!

## 4.10. STARTING A NEW JOURNEY

Mentor's Box	
Activity #	4.10
Activity Name	Starting a New Journey
Objectives	<ul style="list-style-type: none"> <li>▪ Girls identify key learning from the whole journey</li> <li>▪ Girls review options for girl led activities in the community</li> <li>▪ Girls experience values of patriotism, respect for others and increased self confidence</li> </ul>
Time required	55 minutes
Materials	<ul style="list-style-type: none"> <li>▪ Soft ball</li> <li>▪ Journey Poster</li> <li>▪ Girls' Handbook</li> </ul>
Preparation Required	Mentors should spend some time preparing for this celebratory gathering and be sure to invite parents personally for the gathering. Preparation for this gathering will take 2-3 days.

### Steps

#### 1. Reviewing the Nyampinga Journey (15 min)

Invite girls to review their full Journey to Nyampinga. Share with girls that they have made various stops along the journey to Nyampinga and that their journey included getting to know them as girls, getting to know their parents and exploring their community.

#### Say:

We can see now that we are at the completion of our fourth large stop of our Nyampinga journey! We have become good friends, gotten to know some girls in our journey - Clarisse, Angelique, Nadine and Claudine! Our parents have joined our journey and made visits with us and we have explored the community. Let's clap in celebration!

#### 2. Pictures to Draw for Good Moments (20 min)

Invite girls to identify their favorite moment in the journey and make a picture in their handbooks to represent the moment. **Say:**

Remember your favourite moment in this journey. Close your eyes and think back to when we started, we talked about making a journey,

had our family members join us at the beginning and then explored together. We met over several weeks and now here we are. We visited a local garden, a school, a financial institution, a health post, and a local market.

Keep your eyes closed and think back to the songs we sang and the games we played. Think also about the new friends we all have now.

So think back to all these moments and choose one that stands out in your mind. What is that moment?

Now open your eyes and draw a picture or write a few words that describe that moment in your handbook.

#### 3. Suggestions for a New Journey (15 min)

Now share with girls that they are about to start a new journey, one that will involve girls running the group themselves. **Say:**

We know that you will be able to continue gathering and can take turns facilitating the group gatherings. You are all very able and you can come up with ideas for the gatherings. However, included in your handbooks are some ideas for your new journey together. Let's read these together.

See the chart below for suggestions included in girls' handbooks.

Name of Gathering	Key Steps
Making Our Gardens Healthier	In groups of five girls, look at each other's gardens and see what plants can be exchanged to make each other's gardens healthier and have more diverse vegetables and fruits
Creating a Community Map of Services to Put up at the School	<p>Ask local government to provide further information on services available in the community</p> <p>Ask the school for some paper and pencils</p> <p>Draw a map with community services and ask the school principal for permission to put the map up in the school in a visible place</p>
Create a Buddy System for Girls	Create a network of girls in the group and beyond who can call on each other to walk together somewhere
Learn to Fix a Bicycle Together	Find someone who can fix bicycles in the community and ask him to teach the group how to
Write an article together for Nyampinga	<p>Think about an idea for an article and submit the article</p> <p>Share the article with your families</p>
Mentor a Younger Girl in the Community	<p>Identify a younger girl you would like to be friends with</p> <p>Each week share something you learned in the gatherings with her</p> <p>Listen to this girl's problems and just be there for her</p>
Organize a Health Campaign in the Community	<p>Meet with local health worker and ask about the most critical health issues in the community</p> <p>Ask the health worker which are the key health messages community members need</p> <p>During Umuganda, go family to family sharing the health messages</p>
Teach Someone to Read	Find someone in the community who cannot read and teach them to read by helping them make out words.

#### 4. Singing a Song Together (5 min) (Kamanyamanza, ko mbona wishimye)

Invite girls to sing a song together to close out the gathering. **Say:**

Please suggest a song and let's sing it together to celebrate our journey!

## ANNEX 1: 12+ PROGRAM SUBCOMMITTEE MEMBERS

### Content Subcommittee

N°	Names	Institution
1	Mugoboka Annette	Rwanda Education Board
2	Shakila Bishumba	National Children Commission
3	Joseph Ngamije	Care International- Rwanda
4	John Ntigengwa	Imbutu Foundation
5	Lisette Isugi Mugengano	Forum for African Women Educationalists (FAWE) Rwanda
6	Sarah Bawayo	National ITORERO Commission
7	Abera Fridah	Ministry of Local Government (MINALOC)
8	Pascaline Umulisa	Girl Guides Association (AGR)
9	Emmanuel Rucyahana	NYC- Youth Service Manager

### Mentorship Subcommittee

N°	Names	Institution
1	Jacques Habimana	Ministry of Education
2	Yvette Muteteri	National Women Council
3	JMV Nitegeka	Ministry of Youth and ICT
4	Geraldine Umutesi	Imbutu Foundation
5	Germaine Umuraza	Rwanda Girl Guide Association (AGR)
6	Omar Ndizeye	Never Again Rwanda
7	Julian Nyagahima	Akilah Institute for Women
8	Aline Niwemukobwa Furaha	National ITORERO Commission

### Vulnerability and Sequencing Subcommittee

N°	Names	Institution
1	Laetitia Mutirabura	Ministry of Gender and Family Promotion : Gender Unit
2	Alfred Mahirwe	Ministry of Local Government: Social Protection Expert
3	Sylvie Uwimbabazi	Ministry of Education: Expert from Cross Cutting Programs
4	Amadou Seck	UNICEF: HIV program/ Youth Specialist
5	John Ntigengwa	Imbutu Foundation
6	Melly Muhirwa	Ministry of Disaster and Management of Refugees (MIDIMAR)



## ANNEX 2: REFERENCES

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# NI NYAMPINGA

OUR RWANDAN COMMUNITY



WE ARE GROWING RWANDAN GIRLS



WE ARE RWANDAN GIRLS



ON A RWANDAN GIRLS' JOURNEY