



Children's Rights and  
Violence Prevention Fund

Ending Violence, Building Power



# This little light of mine

Life skills curriculum

**Module 3: Sexual and  
Reproductive Health**



This is the inside cover of the book.

You might need to have some text here explaining the module and legal or contact information.

Et, sit vent lanihite volupticides molut odit ommodig  
niminis quiaspe eaquid quam asitatur, tendi  
doluptas assunt. Vendis dolut aligent pe et aditi aut  
autem reprae od quae. Natur? Qui blaccati ute odita  
nonserferum aliquuntibus nonsed magnam abore,  
ipsum dolorerum faceperrum ilicaec atemquibea  
aliqui aligent facid eaquia que eum quaecab inus,  
verest ad quunt reperi optas ipsuntet lame nulluptat  
laudit as cum doluptibus endis delit voluptatqui renis  
et hilligendis por renis del ipsum dolor.e

© Children's Rights and Prevention Fund 2022.

# PREPARE: Reproductive Parts

## Lesson 10

## Time

## Objectives

Speaker and Song	5 min
<b>Let's Think About It!</b>	<b>10 min</b>
A1: The Female Body	30 min
<b>Make It Fun!</b>	<b>10 min</b>
A2: The Male Body	30 min
<b>A3: True or False</b>	<b>25 min</b>
Think Again	10 min

- Girls understand their reproductive system and parts
- Girls understand the male reproductive parts
- Girls understand ovulation
- Girls understand how pregnancy happens
- Girls feel more comfortable with their bodies and talking about their bodies

## Materials:

- Pictures for all in the group of:
- outline of female and male bodies
  - woman with reproductive parts
  - female reproductive parts
  - female reproductive parts with labels
  - male with reproductive parts
  - male's reproductive parts with labels

- Pictures of Thumbs Up, Don't Know and Thumbs Down  
Talking Stick

## WHY?

**In many cultures it is taboo to talk about the body, how it works, menstruation and sex.**

- Girls may not know what to expect as their bodies mature.
- They may not have a trusted person to help them learn about their bodies.
- It may be taboo to talk about the male body and how it works.

**Through learning the body parts and how the reproductive system works, girls learn about fertility and how pregnancy happens.**

- Girls gain power with this knowledge.
- This is the first step toward controlling when she gets pregnant.
- Knowing the truth about how the male body works helps her make good decisions

## CHECKLIST

This lesson has a lot of information, which is likely to be new to the girls. It is very important that you know the information and are comfortable presenting it.

- The best way to prepare for this lesson is to read it many times.
- Test yourself. Do you know the different body parts?
- Study the pictures.
- Do you have enough pictures for everyone in the group?
- If not, what is your plan?
- Only give the pictures with words on them if everyone can read.
- Can you explain how the parts work?
- Practice showing the picture and pointing to the parts.
- Can you name them all?
- Can you answer questions about how they work together?
- Practice the Make it Fun Activity!



# SHARE: Reproductive Parts

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is “Reproductive Parts.”

### 2. Sing Welcome Song.

*Parts of this lesson have been adapted from I Am Somebody: The Sierra Leone National Life Skills Curriculum, UNFPA, UNICEF, IRISH AID, 2016.*

## LET'S THINK ABOUT IT! (10 min)

**SAY:** “Maji is responsible for collecting eggs from the chickens every morning. She is nine years old. Her older sister, Sauda is pregnant. Maji does not want to be pregnant. She asks Sauda how she got pregnant. Sauda laughs and says one of her eggs “got in trouble.” Now Maji is afraid one of her eggs will get in trouble.”

**ASK:** “Does anyone know what Sauda meant by “one of her eggs got in trouble?”

## Activity 1: The Female Body (30 min)

**SAY:** “Today we are going to talk about the female and male bodies.

We are going to learn about our reproductive parts – what they are called and how they work.”

**Give each girl an outline of a woman’s and a man’s body.**

**SAY:** “Draw on the woman’s body, to show what it looks like when she is mature.”

**ASK:** “What parts can you see and what do you call them?”

**SAY:** “Just this once, use all the names you have heard, even ones you don’t like.”

**ASK:** “How does it feel to talk about a woman’s body?”

**ASK:** “Why do you think there are some words to describe a woman’s body that are not nice?”

**SAY:** “When a girl goes through puberty (maturation), her body changes.

We just drew and saw some of the outside changes.

These changes are caused by hormones.

Hormones are chemicals that send signals and cause changes.

Both girls and boys have hormones, but they are not all the same.”

**ASK:** “Can you name some of the other changes that happen when a girl matures?”

**(She may get pimples, hair may become oily, hips widen, she menstruates, she can get pregnant)**

**SAY:** “Now we are going to look at what is inside.”

**Give each girl the pictures of the reproductive parts of a woman's body.  
Point to the different parts of the body and ask the girls to say the names with you.**

**SAY:** "Some of these names are hard to say.

We can know the proper names for our own body parts.

It is one way to respect our body."

Now point to each part, **SAY** its name and **SAY** what it does.

### **1. "EGGS.**

Eggs are tiny reproductive cells that are only found in the female.

Females are born with thousands of tiny eggs.

### **2. OVARIES.**

Each woman has two ovaries, one on each side of the body.

The ovaries are sacks that keep the eggs safe.

Once a girl matures (has gone through puberty), one of the ovaries releases one egg about once every month.

We call this ovulation.

### **3. FALLOPIAN TUBES.**

The fallopian tubes connect the ovaries to the uterus (the same as the womb).

The tubes allow the egg to travel from the ovaries to the uterus.

### **4. THE UTERUS.**

The uterus is in kind of sack in a woman's abdomen.

Some people call it the womb.

When the egg leaves the ovary, it travels through the fallopian tube to the uterus.

If a girl has unprotected sexual intercourse, the egg may join with a sperm in the tube, travel to the uterus and grow into a baby.

The lining of the uterus gets thick like a nest to get ready for a baby.

The baby grows in the lining of the uterus for nine months.

if the egg does not meet a sperm, the uterus lining and the egg leave the body through the vagina through bleeding. This is the monthly period.

### **5. THE CERVIX.**

The cervix is the opening to the womb from the vagina.

It protects the womb from objects getting inside it.

Sperm and blood can pass through the cervix, but things like fingers or penises cannot.

### **6. THE VAGINA.**

This is the tunnel from the outside of the female body to the uterus.

When a girl or woman has her menstruation, the blood comes out of the vagina.

When a penis is in the vagina (during sex), and ejaculates (comes) semen comes out and it is possible for the female to get pregnant."

**SAY: "One other part of the female body is called the HYMEN.**

The hymen is a thin film that stretches across the vagina.

It does not play a role in reproduction.

It often tears when a girl has sex for the first time, and she may bleed a bit.

**BUT, the hymen CAN also tear when she is doing sports or other physical activity.**

**Some virgins will not bleed the first time they have sex."**

## Make It Fun! (10 min)

Stand in a circle so each girl can put her arms out to the side.

**SAY:** “I am going to show you how I learned the words for our reproductive parts!”

Stand in the middle of the circle with your arms out.

1. Wave your fingers and **SAY: EGGS.**
2. Keep your arms out and make fists and **SAY: OVARIES.**
3. Flap your arms and **SAY: FALLOPIAN TUBES.**
4. Put your hands on your low belly and **SAY: UTERUS.**
5. Put one hand on your low belly and flap it back and forth like you are opening a door at the bottom of your uterus and **SAY: CERVIX.**
6. Put your hands together between your legs, fingers pointing down and **SAY: VAGINA.**

**SAY:** “Now, let’s all do it together!” Do this it several times.



## Activity 2: The Male Body (30 min)

**SAY:** “Now, go back to the picture of a man.

Draw on his body to show what it looks like when he is mature.”

**ASK:** “What parts can you see and what do you call them?”

**SAY:** “Just this once, use all the names you have heard, even ones you don’t like.”

**Give the groups 5 minutes to do this.**

**ASK:** “How does it feel to talk about a man’s body?”

**ASK:** “Why do you think there are some words to describe a man’s body that are not nice?”

**Give the girls a few minutes to answer.**

**SAY:** “When a boy goes through puberty (maturation), his body changes.

We just drew and saw some of the outside changes.

These changes are caused by hormones.

Hormones are chemicals that send signals and cause changes.

Both girls and boys have hormones, but they are not all the same.”

**ASK:** “Can you name some of the other changes?”

**(Answers: he gets pimples, broader chest, voice gets deeper, he gets erections.)**

Now we are going to look at what is inside.”

Hand out the picture of a man’s reproductive parts and body.

**ASK:** “Does anyone the names of the reproductive parts in the picture?”

**Point to the different parts of the body and ask the girls to say the names with you.**

**SAY:** “Some of these names are hard to say.

We can know the proper names for boys’ and men’s body parts.

The more we know about our bodies and our husbands’ or sons’ bodies, the more we are able to take care of ourselves, protect ourselves and keep ourselves and families healthy.”

Now point to each part, **SAY** its name and **SAY** what it does.

**1. PENIS.**

Male part that lets semen or urine leave the body.

It is usually soft and folded up.

When a boy or man is sexually excited, the penis fills with blood, stretches out and becomes hard.

This is called an erection.

This is the part that goes inside the woman's vagina in sexual intercourse.

**2. SCROTUM.**

This is the sack behind the penis that holds the testicles.

**3. TESTICLES (TESTES).**

Male reproductive glands, which produce sperm.

**4. SPERM.**

A male reproductive cell.

When sperm meets an egg inside a girl's body, she can become pregnant.

A boy is not born with sperm.

He begins to produce it when he matures.

Most men produce millions of sperm every day.

As a man ages, however, he may produce less semen, which carries the sperm.

**5. VAS DEFERENS.**

This is the tube that carries the sperm from the testicles to the urethra.

**6. SEMEN.**

Fluid that carries sperm cells and leaves a man's penis when he ejaculates (comes).

**7. URETHRA.**

Tube that carries urine from the bladder (the place where urine is collected in the body) to the opening at the tip of the penis.

In males, the urethra also carries semen when he ejaculates.

Males cannot urinate and ejaculate at the same time.

**SAY:** "Let's learn more about boys and men and their reproductive system."

1. "A boy usually reaches maturity any time from the age of 12 to 14.  
As you drew and discussed, his body changes.  
Inside, his body is changing too.  
That is when his testicles start to produce sperm.
2. When a boy begins puberty, his semen may be slightly clear or yellowish.  
As he grows into a man, he will make more sperm.  
His ejaculation will become whitish.  
When a male has sexual intercourse with a female, and ejaculates into the woman's vagina, she may become pregnant.
3. Ejaculation is when semen comes out of a male's erect penis due to sexual excitement.  
A male does not have to ejaculate every time he has an erection.  
If he waits, the erection will go down on its own without causing any harm.
4. When the penis is erect, it is difficult for a male to urinate, because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate.

5. Erections happen sometimes when boys think about sexual things. Sometimes erections happen for no reason.
6. It is common for boys to wake up with an erection.
7. When he sleeps at night, a boy's penis will probably get erect and go down about five to seven times. This is normal and healthy.
8. If a boy has an erection, it does not mean he has to have sex.
9. Many males are circumcised. Circumcision is removal of all or part of the foreskin. It is often done right after birth, but later in some cultures. Sometimes it is done when a boy reaches puberty. Circumcised males have less chance of getting STIs. Circumcised males have 60% less chance of getting HIV than uncircumcised males.

### Activity 3: True or False (25 min)

If you have the pictures of Thumbs Up and Thumbs Down and Don't Know, put them up at the front of the area or ask 3 girls to show them with her hands.



**SAY:** "I am going to tell you something. If you think it is true, go to the thumbs up. If you think it is false (not true), go to the thumbs down. If you are not sure, go to the middle."

**After the girls move, ASK at least one girl from each group to say why she is there. BE SURE THE GIRLS KNOW THE CORRECT ANSWER BEFORE YOU MOVE ON.**

**SAY:**

1. If a boy has an erection, he has to have sex or he will get sick.  
**(FALSE - Erections can go down without having sex, or through masturbation. Either way, a boy will not get sick.)**
2. Girls will produce eggs all their lives.  
**(FALSE - A girl is born with eggs and stops releasing them at menopause (usually in her 40s -50s). Menopause is when a woman stops menstruating. We will talk more about this in the lesson about menstruation.**

3. Tampons can get into the uterus if they are pushed too high in the vagina.  
**(FALSE - The cervix prevents anything from entering the uterus from the vagina.)**
4. If a boy has an erection and does not ejaculate, the sperm will make his penis or testicles burst. **(FALSE)**
5. Wearing tight pants can stop a boy from having erections.  
**(FALSE - Tight pants are not good for boys or girls, as they can interfere with blood flow in their genitals (their private parts).**  
Tight pants can also increase the collection of sweat and chances for infection.
6. Boys who are circumcised get more sexually transmitted diseases (STIs).  
**(FALSE - BOYS who are circumcised have less risk of getting STIs. GIRLS who are circumcised have greater risks of getting STIs)**
7. If a boy is with a girl and gets an erection, he has to have sex or he will be in terrible pain.  
**(FALSE - no one HAS to have sex. Erections can cause discomfort, but not pain. If an erection causes pain, the boy should go to a health center; he should NOT have sex.)**
8. Once a boy begins ejaculating, he is able to get a girl pregnant. **(TRUE)**
9. If a boy does not start ejaculating by the time he is 14, he will never have children.  
**(FALSE - boys and girls reach sexual maturity at different ages.)**
10. The younger a girl has a baby, the healthier that baby is likely to be.  
**(FALSE - even though a young girl can get pregnant, it does not mean her body is ready to give birth. She is likely to have a premature baby who has a low birth weight. This baby may have more health problems.**

#### **NOTE TO FACILITATOR:**

Some girls may be pregnant in your group.

Others may be teenage mothers.

If so, SAY: "We are not here to look back.

We are here to make healthy, positive decisions going forward!"

SAY: "Teenagers can have healthy pregnancies if they attend antenatal clinics, eat well and follow the advice of health care workers.

A baby born to a teenage mother can also be healthy with good feeding and health care.

### **THINK AGAIN (10 min)**

Sit in a circle.

**SAY:** "Some people say "knowledge is power."

**ASK:** "Do you feel more powerful knowing about female and male reproductive parts and how they work?"

**SAY:** "Let's pass the talking stick and when you get it, if you would like to, share something that surprised you today."

# PREPARE: Menstruation

Lesson 11	Time	Objectives
Speaker and Song	5 min	<ul style="list-style-type: none"> <li>• Girls understand menstruation</li> <li>• Girls know how to count a menstrual cycle</li> <li>• Girls know ways to prepare for, deal with and cope with any pain from menstruation</li> <li>• Girls feel more comfortable with their bodies and talking about their bodies</li> </ul>
<b>Let's Think About It!</b>	<b>10 min</b>	
A1: Menstruation	20 min	
<b>Make It Fun! #1</b>	<b>10 min</b>	
A2: More About Menstruation	45 min	
<b>A3: True or False</b>	<b>20 min</b>	
Think Again	10 min	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Picture of female reproductive parts</li> <li>• Cloths to show how to fold and a panty</li> <li>• Pictures of Thumbs Up, Don't Know and Thumbs Down</li> <li>• Calendars for 4 groups</li> <li>• Talking Stick</li> </ul>

## WHY?

### Many girls were or are not prepared for menstruation.

- They may have felt shame and fear when they first had their period.
- They may still feel unclean and ashamed.
- Without advice about how to handle their menstruation, they may miss school and stay out of sports activities when they are menstruating.

### Talking about menstruation together is a good way for girls to gain trust in each other and learn from each other.

- Girls will see they are not alone.
- They will hear that their experiences are likely normal.
- They will learn tips to help with menstruation.
- They will also learn when they may have a problem or be pregnant.

## CHECKLIST

This lesson has a lot of information, which is likely to be new to the girls. It is very important that you know the information and are comfortable presenting it.

- The best way to prepare for this lesson is to read it many times.
- Test yourself.
- Study the picture.
- Practice showing the picture and pointing to show how menstruation happens.
- Do you have the picture of the female reproductive parts?
- Do you have the calendars?
- Remember to mark the calendars!
- Do you have cloth to show how to fold into a pad? A panty?
- Do you have a talking stick? If not, what will you use?

# SHARE: Menstruation

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is “Menstruation.”

### 2. Sing Welcome Song.

*Parts of this lesson have been adapted from I Am Somebody: The Sierra Leone National Life Skills Curriculum, UNFPA, UNICEF, IRISH AID, 2016.*

## LET’S THINK ABOUT IT! (10 min)

**SAY:** “Zahra is 12 years old. She stays with her granny and some cousins. One of her cousins, Jomo teases her that she now has big breasts. No one has told Zahra about puberty. One day when she is cooking outside, she sees blood on the ground where she is kneeling. She is afraid she is very sick. Jomo sees the blood and points at it and laughs.”

**SAY:** “When Jomo laughs at Zahra, she is ashamed and afraid to go to her granny.”

**ASK:** “What is happening to Zahra?”

## Activity 1: Menstruation (20 min)

**ASK:** “What is menstruation?”

**If a girl knows the answer, invite her to use the picture of female reproductive parts to show what happens.**

**Review using the picture and point as you explain.**

**SAY:** “Hormones are chemicals in our bodies that give directions.

Hormones cause the development of our reproductive parts.

We said, once a girl matures, each month one of her ovaries releases an egg.

This is called ovulation.

The egg travels through the fallopian tube to the uterus.

The uterus has been thickening its lining in case it has to prepare for a baby.

When the egg reaches the uterus and it has not been fertilized (no unprotected sex), the lining and the egg come out through her vagina.

This is her monthly bleeding.”

**SAY:** “It is also called menstruation or menses or a monthly period or a period.”

**ASK:** “What do you like to call it?”

**SAY:** “During menstruation, girls and women usually bleed about three to six days a month. Some may bleed a little more.”

**SAY:** “Even if we may think it is inconvenient, it is normal and healthy. It happens when a girl is becoming a woman.”

**SAY:** “A girl who menstruates can become pregnant, if she has sexual intercourse and does not use protection.”

**SAY:** “Because a girl can get pregnant, does not mean she is ready to become pregnant.”

**SAY:** “Most girls get their period between 10 - 16 years of age. It is normal to start at different ages.”

**ASK:** “Is there a set number of days between periods?”  
**(No, but periods usually come every 21 to 30 days).**

**SAY:** “When your period first starts, it may not be regular. You may get your first one, and then the next one comes 6 weeks later. The next one may come 4 weeks later. But after a few months, your period will fall into a pattern.”

**ASK:** “Who can remind us of what a pattern is?”  
**Give the girls time to answer.**  
**(Something that repeats and repeats in the same way)**

**SAY:** “We call the pattern of our menstruation our cycle.”

**ASK:** “How do we measure our menstrual cycle?”  
Give the girls time to answer.

**SAY:** “Let’s be sure we all know how to measure our menstrual cycle.”

**SAY:** “Your cycle starts on the first day of your last period. You then count the number of days until the day before your next period.”

**SAY:** “Let’s try and count a cycle together.”

Abbo begins her period on January 1.

Her next period begins on January 30.”

**ASK:** “How many days are in Abbo’s cycle?”

**(Answer: Counting from her first day (January 1) to the day BEFORE her next period (January 29) is 29 days.)**

**ASK:** “If you get your monthly period, how many days go between them?”

**Give girls time to answer**

**ASK:** “Why is it important to know?”

**Give girls time to answer**

**(So girls can plan and have something with them to catch the blood.**

**It may also signal when a girl is pregnant, or has a problem.)**

## **Make It Fun! (10 min)**

**Divide the girls into four groups.**

**Give each group the paper with two calendars (which you have already marked).**

**SAY:** “You each have two calendars on your paper.

I have put a red spot on the first day of the period in the first month.

I have also put a red spot on the day before the next period in the following month.

Your group needs to count the number of days in this girl’s menstrual cycle.

Be ready to show the group and explain.”

**Give the groups about 5 minutes.**

**Then have each group present to the whole group and show how they got to the number of days in the cycle.**

## Activity 2: More about Menstruation (45 min)

---

**ASK:** “Can anyone remember what OVULATION is?”

**Give girls time to answer.**

**SAY:** “To be clear, ovulation is when the egg leaves the ovary and travels to the uterus.

This takes about 24 hours.

A girl can only get pregnant when she is ovulating.”

**ASK:** “Can a girl get pregnant before she has her first monthly period?”

**SAY:** “The answer is YES.

**Use the picture of the female reproductive parts and point as you talk.**

**Take your time to explain this.**

**It is very important!**

**SAY:** “Here’s why:

**“Before a girl starts to menstruate, one of her ovaries releases an egg.**

This is her first ovulation.

SO, if a girl has unprotected sex during the days before her first monthly period – when the egg is in the fallopian tube (when she is ovulating), she can get pregnant.”

**While the egg is only “good” for 24 hours, sperm can live inside a woman’s body for up to SIX DAYS.”**

**SAY:** “We will talk more about fertility and pregnancy in another lesson.”

**ASK:** “Does a woman have her monthly periods when she is pregnant?” **(No)**

**ASK:** “Why not?” **(The uterus is “busy” with the fertilized egg.**

**Hormones (chemicals in our bodies) stop the ovaries from sending eggs until after the baby is born.**

**Then a woman begins to menstruate again, sometimes after a few months.)**

**ASK:** “Do you have any questions about menstruation or the female reproductive parts?”

**Give girls time to question.**

**SAY:** “Remember, we are in a safe space and questions help EVERYONE learn!”

**If you don’t know the answer,**

**SAY:** “Good question and I need to do some homework to get you the right answer!

I will find out and tell you next time we meet.”

**SAY:** “Some of us have been having our period for many years, others may start soon.”

**SAY:** “Remember Zahra from the beginning of the lesson.

She did not know about or expect her monthly period.”

**ASK:** “How do you think she felt?”

**ASK:** “Can some of you share some tips about menstruation?”

**Give the girls time to share.**

**If the tips below have not been mentioned, then share them.**

## HELPFUL TIPS:

- **Some girls have pain during menstruation (called cramps).**  
That is because the muscles of the uterus are working to expel the egg and the lining.  
You can show your fist squeezing and releasing.
- **Exercises, deep breathing, rubbing the belly and back, and painkillers can help ease the pain.**
- **To keep clean, girls and women use something to catch the blood when they have their period:**
  - **Cloth** - Some tear up cloth into pieces and fold them and put them in their panties.  
These cloths should be changed often.  
Carry extra and a plastic bag for the soiled ones.  
Wash the cloths with salt or soap and rinse them well.  
Dry them in the sun if you can.  
This helps prevent infections.
  - **Sanitary pads** - These are store-bought pads that are placed in the panty.  
They may only be used once.
  - **Cotton wool** - Some pads are made of cotton wool.  
Some girls use pieces of cotton wool, but it is important not to let bits stay in the vagina.
  - **Toilet Paper** - If girls use toilet roll, they should take care that bits are not left in the vagina, because they can cause infection.
  - **Tampons** - these are tubes of cotton wool, which are inserted into the vagina to capture the blood.  
Tampons **MUST** be changed regularly to prevent infection.  
On the last day of her period, a girl should check to be sure she does not leave a tampon inside.  
Using a tampon does **NOT** affect a girl's virginity.
- **Do not throw any of the things you use for your period into a flush toilet except toilet paper.**  
The other things will clog the toilet.
- **To be prepared for your period, know your cycle and bring something with you on the days before you expect your cycle to start.**
- **Bring a plastic bag to put your used pads, cotton or cloth in.**
- **Throw it in the rubbish or bring it home to wash, as appropriate.**
- **It is important to wash at least twice a day during periods.**
- **When possible, girls should drink a lot of water and eat foods such as beans, green vegetables, peas, meat and fish during their period, to replace iron lost in the blood.**
- **It is normal for some girls to feel moody, sad or irritable just before their period begins.**

**ASK:** "Do any of you have an easy way to count your cycle days you can share with us?"

**Give the girls time to share.**

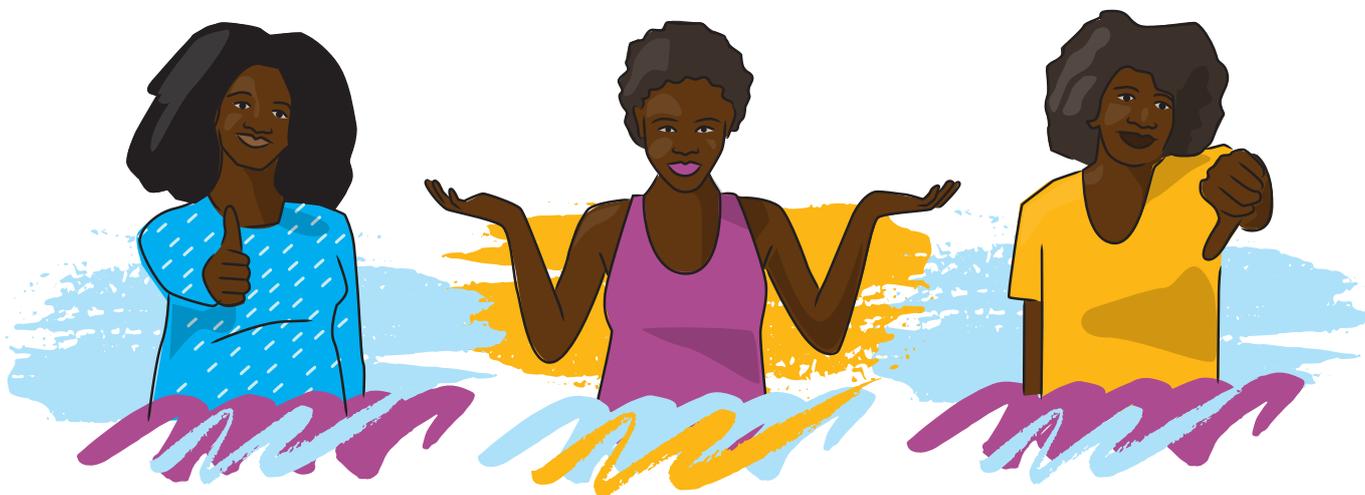
**ASK:** "What do you do to be sure you are ready for your period?"

**Give the girls time to share.**

**SAY:** "Sometimes girls feel moody or sad or easily upset right before their period begins. Their breasts may be sore. This is caused by hormones."

### Activity 3: True or False (20 min)

If you have the pictures of Thumbs Up and Thumbs Down and Don't Know, put them up at the front of the area or ask 3 girls to show them with her hands.



**SAY:** "I am going to tell you something.  
If you think it is true, go to the thumbs up.  
If you think it is false (not true), go to the thumbs down.  
If you are not sure, go to the middle."

**After you read a statement, and the girls move,  
ASK at least one girl from each group to say why she is there.  
BE SURE THE GIRLS KNOW THE CORRECT ANSWER BEFORE YOU MOVE ON.**

**SAY:**

1. A girl cannot get pregnant if she has sex before her first period.  
**(FALSE - a girl will ovulate before her first period.  
If she has unprotected sex around that time, she will be able to get pregnant.)**
2. A girl cannot get pregnant if she only has sex once.  
**(FALSE - once a girl has had her first ovulation, she can get pregnant if she has unprotected sex.)**
3. Girls are unclean or impure when they are having their period.  
**(FALSE - menstruation is natural. It is not "dirty."  
However, girls should continue to bathe and keep themselves clean while menstruating.)**
4. If a girl does not bleed the first time she has sex, it definitely means she is not a virgin.  
**(FALSE - A small bleed happens when the hymen is first torn. This usually happens the first time a girl has sex. But it CAN also happen other ways - through physical activity or even riding a bike.)**
5. If a girl does not start menstruating by the time she is 15, she will never mature.  
**(FALSE - girls begin menstruating at different ages, some as early at 10, some at 16)**
6. A woman usually stops menstruating between the ages of 40 and 50.  
**(TRUE - this is called menopause.)**

7. Right before a girl's period, she may feel sad and her breasts may feel sore.  
**(TRUE - this is caused by hormones. Usually once the period starts, a girl begins to feel better, although she may have cramps.)**

8. If a girl's cycle is 28 days and she does not see her period for 50 days, she may be pregnant.  
**(TRUE - when a girl has a regular cycle and nearly two cycles pass without a period, she may be pregnant. She should go to a clinic or see a health care worker to find out the cause.)**

9. Girls cannot play sports when they have their periods.  
**(FALSE - girls can do all their regular activities, unless they feel unwell. For active sports, girls should prepare to manage their blood flow.)**

10. Tampons destroy a girl's virginity.  
**(FALSE - Virginity is only broken through penile penetration (sex where the penis enters the vagina.)**

### THINK AGAIN (10 min)

---

Sit in a circle.

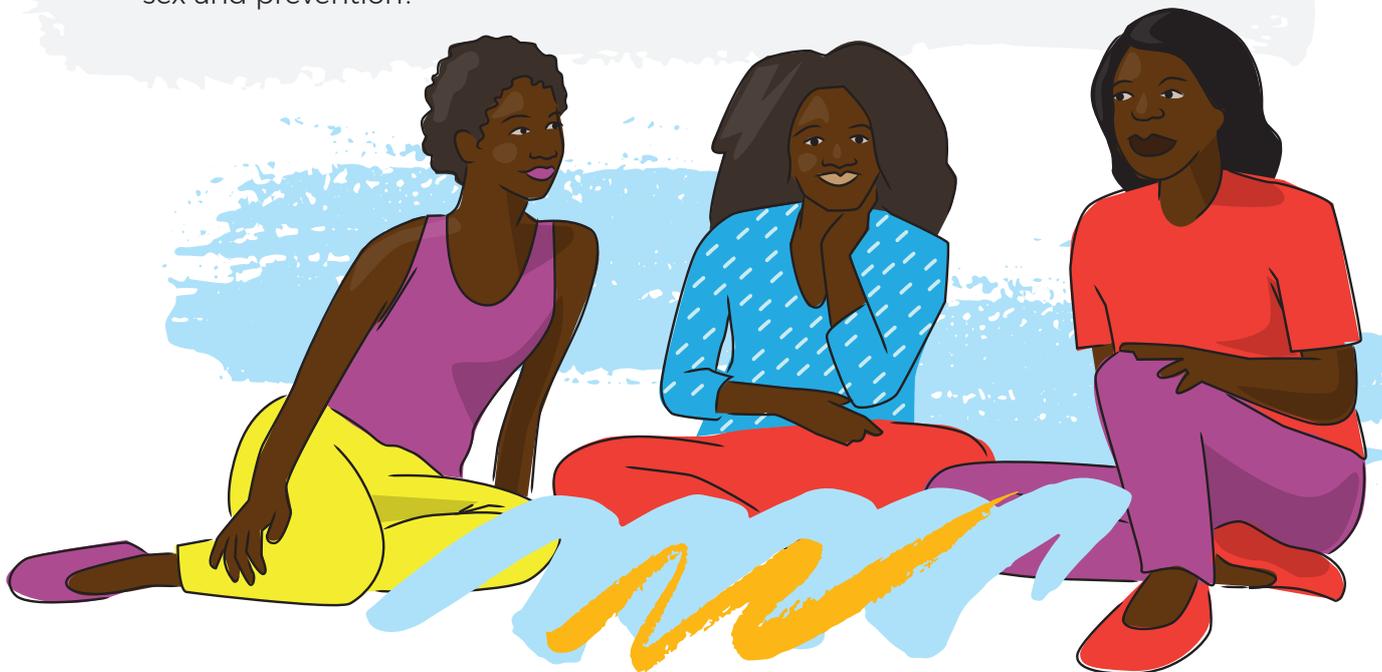
**SAY:** "In many cultures, talking about menstruation is taboo."

**ASK:** "Why do you think that is?"

Raise your hand if you would like to talk.

Now let's go around the circle and answer this question:

**ASK:** "If it was up to you, how would girls learn about their bodies, menstruation, sex and prevention?"



# PREPARE: Prevention 1

## Lesson 12

	Time
Speaker and Song	5 min
<b>Let's Think About It!</b>	<b>10 min</b>
A1: Fertility and Calendar	15 min
<b>A2: Conception and Pregnancy</b>	<b>10 min</b>
A3: Prevention: Birth Control Pill	25 min
<b>Make It Fun!</b>	<b>10 min</b>
A4: Prevention: The Injection	25 min
<b>Make It Fun!</b>	<b>10 min</b>
Think Again!	10 min

## Materials:

- Picture of internal female reproductive parts
- Fertility Calendar Pictures
- Picture of tablets and injection
- Pictures of Thumbs Up, Don't Know and Thumbs Down
- Piece of Paper to make a ball

## Objectives

- Girls understand fertility
- Girls understand how conception happens
- Girls learn there are many kinds of prevention
- Girls learn all about the birth control pill
- Girls learn all about the injection
- Girls learn where they can go for family planning/birth control

## NOTE:

- PLAN FOR A HEALTH PROFESSIONAL WHO IS VERY FAMILIAR WITH FAMILY PLANNING TO JOIN YOU IN THIS LESSON.**
- **SHARE THE LESSON WITH HER.**
  - **ASK HER TO HELP YOU PRESENT AND TO HELP ANSWER QUESTIONS.**
  - **ASK IF SHE CAN BRING SAMPLES OF BIRTH CONTROL PILLS TO SHOW AND EXPLAIN.**

## WHY?

### Girls have a right to know about their bodies and their reproductive system.

- Like menstruation, family planning or birth control is often a taboo subject.
- Girls may not know how to learn about fertility, pregnancy and prevention.
- They may be afraid to ask family members or even health professionals.
- They may believe myths about different methods.
- They may be pressured not to use birth control because they are not informed.

## CHECKLIST

This lesson has a lot of information, which may be new to the girls. It is very important that you plan for a health professional to help with this lesson. Review the lesson with her.

**BEFORE THE LESSON, FIND OUT WHERE GIRLS CAN GET BIRTH CONTROL IN YOUR AREA. CHECK THESE PLACES TO FIND OUT IF THEY ARE YOUTH-FRIENDLY!! YOU NEED TO KNOW THIS FOR THE LESSON!**

**Read this lesson many times.**

- Study the picture of the reproductive parts, **plan and practice** how you will show fertilization.
- Study the fertility calendars and make sure you can explain them.
- Do you have the picture of the female reproductive parts?
- Do you have the fertility calendars?
- Do you have pictures of the birth control pills and injection?
- Do you have a piece of paper to mash into a ball?



# SHARE: Prevention 1

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is "Prevention."

### 2. Sing Welcome Song.

*Parts of this lesson are adapted from Great Activity Cards, Older Adolescents, USAID, The Republic of Uganda and Pathfinder; I Am Somebody: The Sierra Leone National Life Skills Curriculum, UNFPA, UNICEF, IRISH AID, 2016, and from Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People, International HIV-AIDS Alliance, 2008.*

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Malia is 16 years old. She is a petty trader. Her boyfriend, Omo does day labor. He wants to have sex without using any protection. Malia has been having her period for four years. She is sure she knows when she ovulates. She says they can have sex without protection. Malia gets pregnant. Omo gets angry."

**ASK:** "How could Malia have gotten pregnant?"

## ACTIVITY 1: Fertility and the Calendar (15 min)

**ASK:** "Who can remind us when a girl is fertile?"

**(Once a month, starting just before her first menstruation.**

**One of her ovaries releases an egg.**

**It lives for 12-24 hours.)**

**ASK:** "Who can remind us when a boy is fertile?"

**(Once a boy reaches maturity (he gets erections and ejaculates), he is fertile.**

**If he has unprotected sex with a girl, millions of sperm enter her.**

**SPERM CAN LIVE UP TO SIX DAYS INSIDE A GIRL'S BODY!"**

**Split the group into two.**

**Give each group a calendar and explain the pictures.**

**The picture of two people is to show sex without prevention.**

**The shaded pink part is when the girl has her period.**

**The egg is when she ovulates.**

**Ask them to decide if the girl could get pregnant.**

**Give them a few minutes, then have each group present.**

**Make sure that everyone knows the correct answer.**

**(The correct answer for April: Yes she could be pregnant because she had sex two days before she ovulated and sperm can live up to six days inside the girl.**

**The correct answer for May: Yes she could be pregnant because she had sex four days before she ovulated and sperm can live up to six days inside the girl.)**

## ACTIVITY 2: Conception to Pregnancy (10 min)

---

**SAY:** “Conception is when sperm and egg meet in the fallopian tubes. If they survive together and make their way to the uterus and attach to the lining of the uterus, this is the beginning of pregnancy.”  
Use the picture to show as you talk.

**SAY:** “Let’s review:

Pregnancy can happen when a boy and girl have sexual intercourse where the boy’s penis is inside the girl’s vagina and he ejaculates (comes).

When a boy ejaculates, semen comes out carrying millions of sperm, which swim up the girl’s vagina.

The sperm go into her fallopian tubes, looking for an egg.

If one sperm finds a ready egg, this is called CONCEPTION.

This fertilized egg then swims to the uterus.

If the fertilized egg sticks to the lining of the girl’s uterus, the girl is now pregnant.

If all goes well, the fertilized egg will grow into a baby in nine months.”

## ACTIVITY 3: Prevention: Birth Control Pill (25 min)

---

**ASK:** “What is contraception?”

**Give girls time to answer.**

**SAY:** “Contraception is a method, medicine or thing people use to prevent pregnancy.”

**ASK:** “What are some other names for contraception?”

(prevention, family planning, birth control and the names of the types of contraception)

**ASK:** “Does anyone know the types of prevention girls and women use in this area?”

**Give girls time to answer.**

**(Go over the names of the types of birth control that are available in the area, which may include: the birth control pill, injections, implants, IUDs, “natural” family planning, emergency pill, male and female condoms)**

**SAY:** “It is important for girls and women to know about prevention.

It gives you more control over your body and your choices. Today we are going to look at the different types of contraceptives.”

**SAY:** “Let’s start with the birth control pill or tablet.”

**SAY:** “This is how it works:

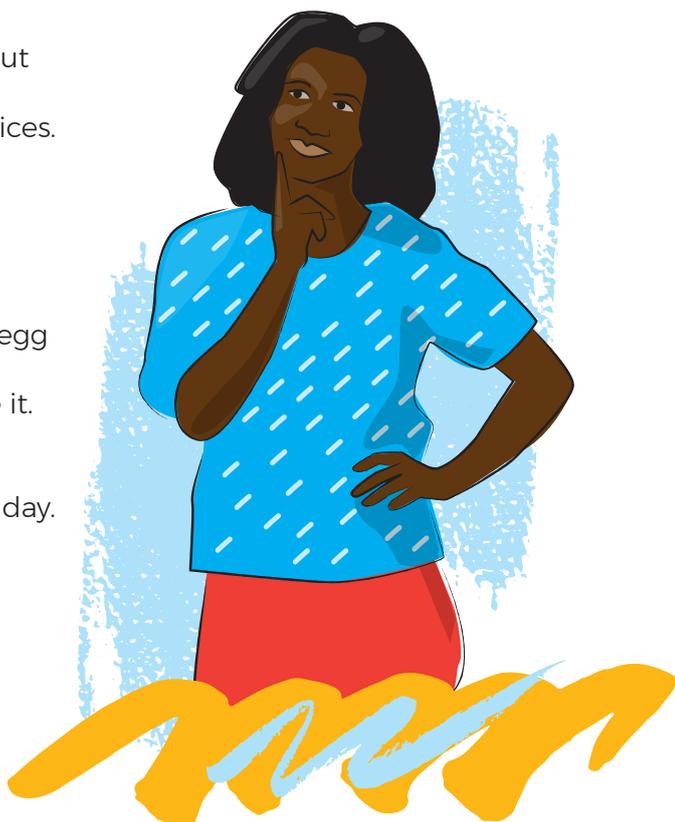
The hormone in the pill stops the release of the egg each month.

When there is no egg, the sperm cannot fertilize it.

This prevents pregnancy.”

**SAY:** “The pill should be taken at the same time every day.

- When a girl takes the pill properly, it will prevent pregnancy 99% of the time.
- BUT the pill does not protect against STIs and HIV.”



**ASK:** “Why do you think some girls and women use the pill for birth control?”

- The pill is safe and works 99% of the time to prevent pregnancy WHEN TAKEN PROPERLY
- It makes periods lighter, more regular and less painful
- Sometimes it helps stop pimples on the face
- Girls/Women can become pregnant again right away after stopping the pill
- It decreases the risk of cancer in the female private parts
- It gives the girl control over her body. It is not up to the boy if she becomes pregnant.
- She can stop taking the pill at any time, without a health worker’s help
- It helps keep a girl or woman safe from pregnancy if she is a victim of unwanted sex
- No one else has to know that a girl or woman is using contraception

**NOTE TO FACILITATOR:**

Not every girl may understand percent.

If you believe even one girl does not understand, explain.

**SAY:** “When I say the pill works 99% of the time, that means out of 100 times, at least 99 of those times, the pill will work.”

**SAY:** “If you have sex 200 times, at least 198 times you will be safe.”

**SAY:** “Almost every time the pill does not work, it is because the girl forgot to take it!”

**ASK:** “Do you know of any challenges that come with taking the pill?”

- The pill must be taken every single day at the same time to work best
- For some girls, it is hard to take the pill in privacy
- It can be hard to always have a supply of pills
- The pill does not protect against STIs and HIV. To protect against STIs and HIV, you still have to use a condom.
- It may be hard to get the pill

**SAY:** “I am going to share some more important information about the pill:

- You do not have to be married to take the pill
- Safe means that the pill cannot cause birth defects, abortions or harm to the girl
- The pill only works when taken properly. if you miss a pill, you must take the pill immediately.
- But if you miss a pill, for the rest of that month, you should use other contraception as well, like condoms until you start your next cycle (next set of pills)
- If you take the pill, you should have your blood pressure checked from time to time
- Some girls get headaches, sore breasts, feel depressed or put on weight when they take the pill. This usually stops after a few months.
- Some girls feel like vomiting or bleed lightly through the month when they are on the pill. These problems usually go away after a few months

## Make It Fun! (10 min)

---

**Put the Thumbs Up, Don't Know and Thumbs Down pictures at the front of the area or have three girls show the gestures for them.**

**SAY:** "I am going to say something about the pill.  
If you think it is true, go to Thumbs Up.  
If you think it is false (not true) go to the Thumbs Down.  
If you are not sure, go to Don't Know."

**Ask at least one girl from each area to explain what she thinks.  
Make sure all the girls know the correct answer.**

1. A girl should only take the pill when she is about to have sex.  
**(FALSE - a girl must take the pill every day at the same time).**
2. The pill can make a girl infertile.  
**(FALSE - the pill does not affect a girl's fertility when she stops taking it.)**
3. When taken correctly, the pill prevents pregnancy 99% of the time.  
**(TRUE)**
4. Some girls take the pill to help regulate their periods.  
**(TRUE - taking the pill can help some girls have regular, less heavy periods. It also helps some reduce pimples (spots) for some girls.**
5. Taking the pill can change your monthly bleeding.  
**(TRUE - when a girl first starts taking the pill, her bleeding may be a bit irregular. But after a few months, it will be regular and usually lighter than her blood flow before she took the pill).**

## Activity 4: Prevention: The Injection (25 min)

---

**SAY:** "Another type of prevention is an injection.  
The most common type of injection in Kenya, Tanzania, Ethiopia and Uganda is **Depo Provera**.  
**Depo Provera** contains a hormone that prevents pregnancy for three months.  
Like the pill, the hormone in the pill stops the release of the egg each month.  
When there is no egg, the sperm cannot fertilize it."

**SAY:** "The injection is given in the upper arm of the FEMALE every three months.

- It prevents pregnancy 99% of the time when taken every three months.
- It is safe, easy to use, and when someone stops taking it, she can get pregnant.
- Girls and women, married and unmarried can safely get the injection.
- Girls can get the injection privately without anyone knowing about it.
- Some girls do not get their periods for many months when on the injection.
- Some girls bleed a bit between their periods. This is normal when on the injection.
- Girls must get the injection every three months for it to work.
- They must go to a clinic or other health provider every three months.

**ASK:** "Why do you think some girls and women use Depo Provera (the injection) for prevention?"

- Injections are safe and are 99% effective in preventing pregnancy.
- A girl only has to get the injection every three months (four times a year) and she does not need to worry about prevention the rest of the time.

- Many kinds of health workers can give the injections.
- Girls can privately get the injection. She has control.
- Some girls don't get their periods or have light periods while on the injection.

**ASK:** "Do you know of any challenges that come with taking the injection?"

- Some girls put on weight.
- The girl has to remember to see a health worker every three months to get the injection.
- After stopping the injection, it can take several months to get pregnant.
- Some health workers do not like to see adolescent girls getting injections.
- Some girls and women experience heavy bleeding during their periods.
- Some women say it makes them feel dry in their vagina.

### Make It Fun! (10 min)

Put the Thumbs Up, Don't Know and Thumbs Down pictures at the front of the area or have three girls show the gestures for them.

**SAY:** "I am going to say something about the pill.

If you think it is true, go to Thumbs Up.

If you think it is false (not true) go to the Thumbs Down.

If you are not sure, go to the Don't Know."

Ask at least one girl from each area to explain what she thinks.

Make sure all the girls know the correct answer.

1. A girl who gets injections can become barren from them.  
**(FALSE - it may take a girl some months to get pregnant after taking the pill, but it does not affect her fertility after that)**
2. Injections protect against STIs and HIV.  
**(FALSE - Injections DO NOT prevent against STIs and HIV. To get that protection, a condom must be worn by the male.)**
3. Injections are the most common form of contraception in Uganda, Tanzania, Ethiopia and Kenya. **(TRUE)**
4. Injections can change your monthly bleeding.  
**(TRUE - Some girls will have very light periods, or no periods. Others may have heavier periods. And some girls will have spotting (a bit of blood between periods.)**
5. It is not safe for girls under 20 to get the injection.  
**(FALSE - it is safe for adolescents and women, married and unmarried.)**
6. The injection prevents pregnancy 99% of the time when a girl gets the shot every three months. **(TRUE)**

### THINK AGAIN (10 min)

Sit in a circle. Roll up a piece of paper.

Toss it to a girl and

**SAY:** "Share something you learned today and then toss the ball to someone else."

Continue as time allows.

If someone shares something that is incorrect, thank her for sharing and be clear about the correct information.

# PREPARE: Prevention 2

## Lesson 13

Speaker and Song

5 min

**Let's Think About It!**

**10 min**

A1: Review

5 min

**A2: Condoms**

**40 min**

Make It Fun!

20 min

**A3: No Condom, No Sex!**

**20 min**

Make It Fun!

10 min

**Think Again!**

**10 min**

## Objectives

- Girls learn the facts about condoms
- Girls learn how condoms should be used
- Girls know that only condoms work for both pregnancy and STIs/HIV protection
- Girls are able to speak with their partners about condom use
- Girls know where to go for condoms

## NOTE:

**PLAN FOR A YOUTH-FRIENDLY HEALTH PROFESSIONAL WHO IS FAMILIAR WITH FAMILY PLANNING TO JOIN YOU IN THIS LESSON.**

- Share the lesson and ask her to help you present and answer questions.
- Ask if she can bring samples of condoms to show and explain.

## Materials:

- Condoms and bananas (if permitted)
- Picture of how to use a condom
- Picture of condoms with expiration dates

**IF YOU ARE WORKING WITH SCHOOL GIRLS AT A SCHOOL, YOU MUST CHECK WITH THE SCHOOL FOR PERMISSION TO DO THE CONDOM DEMONSTRATION WITH A CONDOM AND A BANANA.**

## WHY?

### Only condoms protects against pregnancy AND STIs and HIV.

- In Uganda, Kenya and Tanzania between 4-6% of adults (over 15), are HIV+.
- That is nearly 6 million people.
- In each of those countries, about 25,000 people a year die of AIDS.
- In Ethiopia, about 750,000 people are HIV+, and 20,000 die of AIDS each year.
- The rate of other Sexually Transmitted Diseases (STDs) is much higher.

- Girls do not know or seek treatment for STDs as often as boys, and can get much sicker and even become infertile without early treatment.

### Girls have the right to know the facts. There are many myths about condoms.

- They do not ruin sex for the boy or the girl.
- They cannot get lost in the girl's vagina or uterus.
- They cannot be reused.

## CHECKLIST

- Before the lesson, find out where girls can get condoms in your area.
- Check these places to find out if they are youth-friendly!!
- Read this lesson many times.
- Do you have the picture of HOW TO USE A CONDOM?
- Do you the pictures of condoms with expiration dates cut up?
- Do you have condoms and bananas if you are going to use them?

# SHARE: Prevention 2

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is "Prevention."

### 2. Sing Welcome Song.

*Parts of this lesson have been adapted from Great Activity Cards, Older Adolescents, USAID, The Republic of Uganda and Pathfinder; I Am Somebody: The Sierra Leone National Life Skills Curriculum, UNFPA, UNICEF, IRISH AID, 2016, and from Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People, International HIV-AIDS Alliance, 2008, and Go Girls! Community-Based Life Skills for Girls: A Training Manual; USAID and Johns Hopkins University.*

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Jamila is 16. She is a hairdresser. She has just started seeing Abdul, who is 17 and is a mechanic. Jamila wants Abdul to use condoms. She is not ready to get pregnant, and she wants protection against STIS and HIV. Abdul says it ruins sex and he is sure he is safe.

**ASK:** "What do you think Jamila should do?" Remember smart thinking? What questions might you ask Jamila?"

## Activity 1: Review (5 min)

**ASK:** "What is another word for prevention?"

**(Contraceptives, birth control, family planning)**

**ASK:** "What kinds of contraceptives did we learn about last time?"

**(The birth control pill (tablet) and the injection (Depo Provera))**

**SAY:** "Let's learn about some other methods for birth control."

## Activity 2: Condoms (40 min)

**ASK:** "Can anyone tell us what a condom is?"

**SAY:** "Condoms are made of latex (a very, very thin kind of rubber).

They are like a one finger glove for the penis.

They can be used when a male has sex.

When his penis is hard or erect, the condom is rolled down over it.

When he reaches orgasm, he ejaculates (comes) into the condom.

(Remember, ejaculation is when the sperm comes out of the penis.)

The condom prevents the sperm from going into the vagina and swimming to the fallopian tubes in search of an egg.

So, condoms prevent the sperm from meeting the egg.

This prevents pregnancy."

**SAY:** "Some girls feel uncomfortable talking about condoms, so let's get our sillies out. Call out any names you have heard people use to talk about condoms."

**SAY:** “Condoms used properly prevent pregnancy.”

**ASK:** “What else do condoms prevent?”

**(They stop the spread of STIs and HIV)**

**SAY:** “Condoms are the ONLY form of contraception that protect against pregnancy and STIs and HIV.”

**SAY:** “But condoms are only effective if they are used properly.

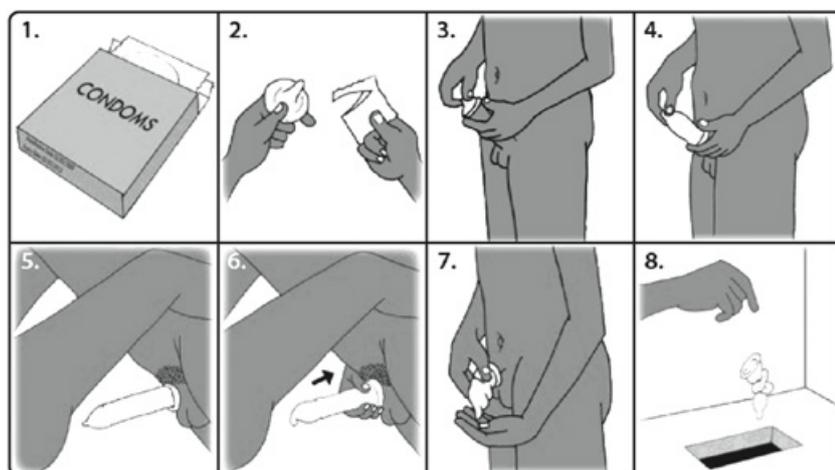
To use a condom properly starts from putting it on and ends with taking it off.”

**SAY:** “It is not only up to the boy to know how to properly use a condom.

If he does not use it properly, it is the girl who can become pregnant!”

**Show the picture and go over the steps to use a Male Condom correctly.**

*(Adapted from Go Girls! Community-Based Life Skills for Girls: A Training Manual; USAID and Johns Hopkins University)*



### STEP 1:

**SAY:** “Check the condom package to make sure it is not spoiled.

Check the date on the package to make sure it is still good (not expired).

The expiration date is the date that tells you when the condom is no longer good.

For example, if the expiration date is March 10, 2022, do not use the condom after that date.

Throw it away.

Make sure the condom does not stick to the packet.

If it does, DO NOT USE THE CONDOM.

If the date has already passed, DO NOT USE THE CONDOM.”

### NOTE TO FACILITATOR:

If someone cannot read, or is not familiar with looking at dates, she may not know if the condom has expired.

If you have condom packets, pass them around.

If not, use the pictures.

Show the different ways the expiration date are printed.

Have girls work together to look at the dates.

Ask a few girls to show their packet and explain the expiration date.

Be sure it is correct!

## STEP 2:

**SAY:** “Carefully open the condom package by pushing the condom to one side. Tear the package on the top or bottom where there are edges like this:  Do not try to open on the straight sides of the package.

Do not use your teeth or fingernails to open the package.”

**IF THE CONDOM RIPS WHEN YOU ARE TRYING TO OPEN THE PACKAGE, DO NOT USE IT.**

Push the condom up through the package until it comes out where you opened the package.”

## STEP 3:

**SAY:** “Squeeze the tip of the condom to push out any air.”

## STEP 4:

**SAY:** “When the penis is hard, place the condom on the tip of the erect penis.

While holding onto the tip, unroll the condom all the way down the penis.

Do this by putting your fingers around the penis and pushing the whole condom down.”

## STEP 5:

**SAY:** “After sex, remove the penis immediately after ejaculation (release or come).

Hold the condom at the bottom of the penis and remove the condom while it is still hard.

This is very important.

If the penis gets soft while still inside the vagina, some semen may escape the condom.”

## STEP 6:

**SAY:** “Tie a knot in the condom to avoid spilling.

Throw it in a latrine or bury it.

**Do not put it in a flush toilet.**

**Condoms can clog flush toilets.”**

**SAY:** “Here are some important tips:

- Only use one condom at a time.
- Using two can make them rub against each other and break.
- Do not use cooking or vegetable oil, baby oil, hand lotion or petroleum jelly to make it glide. These will ruin the condom and can hurt the woman.
- If a condom breaks, do not use it!
- NEVER use a condom more than one time!

## IF YOU HAVE PERMISSION TO DEMONSTRATE USING A CONDOM, DO THIS:

**ASK:** “May I have a volunteer who will show us how to open the package?

Remember how we said to open it!”

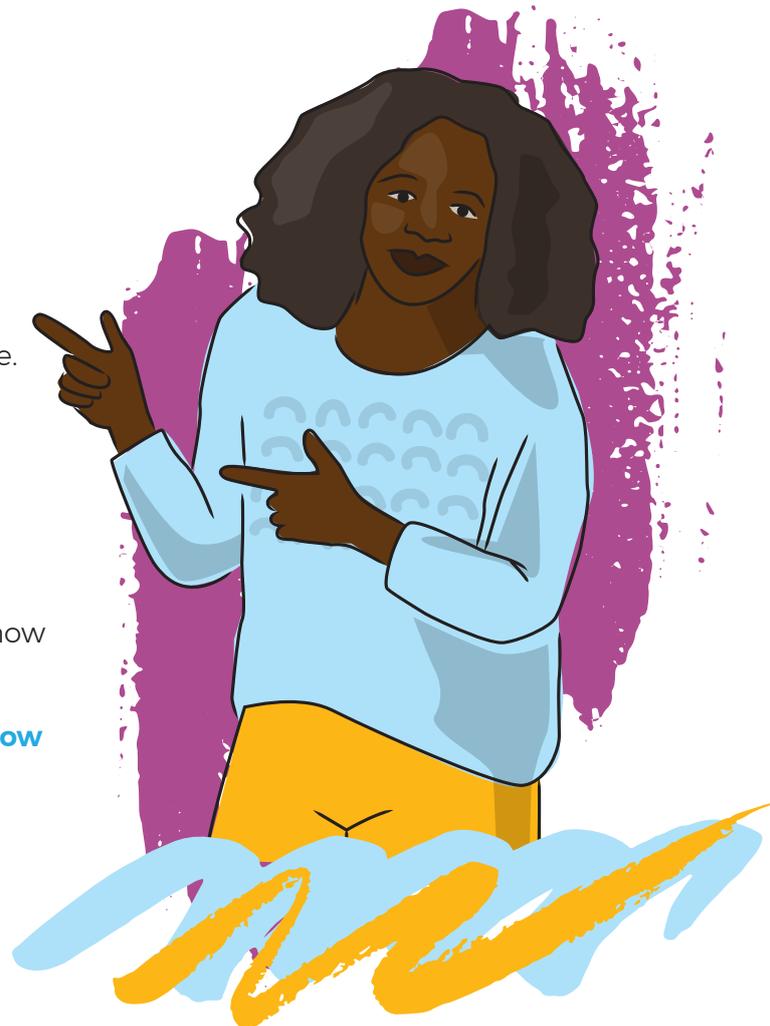
**Give another girl the banana and ask her to show how to put the condom on the banana.**

**Have another girl show how to take it off.**

**Let several girls try this.**

**ASK:** “How do you feel talking about condoms? Touching them?”

**Give girls time to answer.**



**ASK:** "Where can you get condoms?"

**Name the places you have found that are friendly to young women.**

**Do not name any that are not in your area.**

**Answers may include the following.**

Health Centers

Marie Stopes

Maternal and Child Health Posts

Shops

Some youth friendly centers

Community Health Workers

Planned Parenthood

Hospitals

Pharmacies

PAS

## Make It Fun! (20 min)

**Divide the girls into four groups.**

**SAY:** "I am going to ask some questions about condoms.

Each group must come up with their answers.

The group that gets the most correct answers win!

AND your group can get extra points for a good explanation!"

**Take turns asking the groups a question.**

**Use a piece of paper, or a chalk board to keep score.**

1. Is it true that condoms can get lost inside the vagina? **(No)**
2. Why can't a condom get lost in the vagina? **(because the cervix prevents it from entering the uterus)**
3. Do you get more protection if you use two condoms at the same time? **(No; this can cause the condoms to break)**
4. Is it true that boys cannot enjoy sex if they use a condom? **(No; Boys can enjoy sex with condoms, although it may feel slightly different. Some boys may even prefer it because they are able to last longer)**
5. Aren't girls or women who have condoms all prostitutes, because they will have sex with anyone? **(No; prevention and protection are every girl's and every woman's responsibility. Many married couples use condoms. Many boyfriends and girlfriends use condoms.)**
6. Isn't it true that if a boy has condoms, he sleeps with many girls? **(It could be. It could also be that he cares about his health and his partner's health. Wearing a condom protects against getting a girl pregnant AND against passing STIs and HIV.)**
7. If you are going to have sex, what is the only form of birth control that protects against STIs and HIV? **(Condoms)**
8. Should you use vaseline or hand cream when using a condom, to make it easier or more comfortable? **(NO! Vaseline or hand cream can ruin the condom! They can also give girls vaginal infections.)**
9. Is it okay to use your teeth to open a condom package? Why or Why not? **(No! Teeth can rip the condom.)**
10. Can you use a condom more than once? **(No)**
11. How do you take off a condom after it is used? **(The penis should still be hard, and the condom should be rolled down and tied with the semen inside.)**
12. Shouldn't you flush a used condom down the toilet to avoid messes? **(No. Condoms - used or unused can clog a toilet.)**

### Activity 3: No Condom, No Sex (20 min)

---

**Bring the girls back together in a group.**

**Count off, 1, 2, 1, 2, around the circle.**

**SAY:** "All the ones are girls.

All the twos are boys.

Turn to each other and do this role play:

The boy wants to have sex.

The girl does, too, but only if they use a condom.

The boy resists.

The girl tries to persuade him."

**After about five - seven minutes,**

SAY: "Switch roles."

**After about five - seven minutes,**

**ASK:** "Do we have any volunteers who would like to do their role play for the group?"

**After a few girls have done the role plays for the group,**

**ASK:** "Why is it so hard to ask a boy to use a condom?"

**Give the girls time to answer.**

### Make It Fun! (10 min)

---

Stand in a circle.

**SAY:** "Let's each of us take a turn going into the circle and say a new way to say, **"No Condom, No Sex!"**"

You may need to suggest a few to get the girls started:

- No Raincoat, No Rain.
- No Glove, No Love.

At the end,

**ASK:** "Which one did you like best?"

### THINK AGAIN (10 min)

---

Sit in a circle.

**SAY:** "Let's go around the circle and show a Thumbs Up if you liked today's lesson.

Show a Thumbs Down if you did not like it.

Show both, if you liked some parts and not others.

Please share why."



# PREPARE: Prevention 3

## Lesson 14

Speaker and Song

5 min

**Let's Think About It!**

**10 min**

A1: Review

5 min

**A2: The Implant**

**35 min**

A3: IUDs

25 min

**Make It Fun!**

**10 min**

A4: Emergency Contraception

20 min

**Think Again!**

**10 min**

### Materials:

- Picture of implants and IUDs
- Contraceptive Clue Cards

### Objectives

- Girls learn the facts about Implants and IUDs
- Girls learn about Emergency Contraception
- Girls consider their responsibility in prevention

### NOTE:

**PLAN FOR A YOUTH-FRIENDLY HEALTH PROFESSIONAL WHO IS FAMILIAR WITH FAMILY PLANNING TO JOIN YOU IN THIS LESSON.**

- Ask her to help you present and to help answer questions.
- Ask if she can bring samples of implants and IUDS to show and explain.

## WHY?

**Many girls and young women want to control their reproductive choices.**

- They want and deserve choices that will fit their lifestyle, their goals and their bodies.
- When girls have given birth and want to stop having children for a period of time, they need to know about longer term solutions, like implants and IUDs.

**Girls have the right to stop an unwanted pregnancy that was forced upon them.**

- They have a right to know about Emergency Contraception (EC).
- It is important for them to know about the EC pill and Copper IUDs to make good choices in difficult situations.

### CHECKLIST

- Before the lesson, find out where girls can get implants, IUDs and Emergency Contraception in your area.
- Check these places to find out if they are youth-friendly!!
- If there are restrictions to access because of age or being single, be sure to include that in the lesson.
- Confirm the day and time for the health professional who will help with the lesson. Be sure she has seen the lesson.
- Ask her to bring samples of IUDs and Implants if she is able to.
- Read this lesson many times
- Do you have the pictures of implants and IUDs?

# SHARE: Prevention 3

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is "Prevention."

### 2. Sing Welcome Song.

*Parts of this lesson are adapted from Great Activity Cards, Older Adolescents, USAID, The Republic of Uganda and Pathfinder; and from Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People, International HIV-AIDS Alliance, 2008, and Go Girls! Community-Based Life Skills for Girls: A Training Manual; USAID and Johns Hopkins University and International Sexuality and HIV Curriculum Working Group, 2009. It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV and Human Rights Education. Edited by Nicole Haberland and Deborah Rogow .*

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Salma and Charity are talking about prevention. Charity says Salma should use the injection because it lasts one year. Salma heard that it lasts 6 months. She also heard that there is some kind of plant you can eat that lasts five years."

**ASK:** "What is the problem with this conversation? Are the girls using smart thinking?"

**ASK:** "What are some smart thinking questions for these girls?"

## Activity 1: Review (5 min)

**ASK:** "What is another name for the injection?" (**Depo Provera**)

**ASK:** "How long does it last?" (**Three months**)

**ASK:** "What kind of plant do you think Salma is talking about?"

(**She is talking about the IMPLANT. It is not a plant that is eaten.**)

**SAY:** "Let's learn about the implant today."

## Activity 2: The Implant (35 min)

**SAY:** "Implants are tiny tubes with female hormones inside. These small tubes are about the size of a matchstick.

**The Jadelle Implant** consists of two tiny tubes that are placed in the upper arm in the shape of a V.

**The Implanon Implant** is one tiny tube that is placed in the upper arm.

The hormones inside the tubes prevent ovulation - no egg is released.

The hormones also thicken the mucus (slippery, thick fluid) in the cervix, so the sperm cannot enter."

### **SAY:**

- "Girls must have an examination by a trained health care worker before they get an implant.
- Implants must be inserted by a trained health care worker.
- The tiny tubes are put under the skin of a girl's upper arm through a small cut.
- A little jab is given to numb the arm, so it does not hurt when the implant is inserted.
- It becomes effective about 24 hours after insertion, but to be safe, wait a week before you trust it as the only birth control. For example, use condoms in that first week after insertion.

- They are 99+% effective.
  - A girl with a sexually transmitted infection (STI, including HIV) cannot get an implant.
  - **They do not protect against STIs and HIV.**
  - Girls have lighter periods.
  - Some girls have irregular periods and some girls' periods stop while they have the implant.
  - Sometimes there are difficulties in removing the implants.
- Some young women with implants sometimes get headaches, weight changes, and nausea.
  - **Implants do not move to other parts of the body.**
  - Many women choose implants after they have had children.
- The **Jadelle Implant** protects from pregnancy for a **period of five years**.
  - The implants should be removed and replaced in the last months of the fifth year.
  - BUT, if a girl or woman wants to get pregnant before the end of the five years,
  - the implant can be removed, and she can safely get pregnant.
  - They can be removed at any time.
- The **Implanon Implant** (and similar implants called **Nexplanon and Implanon NXT**)
  - protect from pregnancy for a **period of three years**.
  - The implants should be removed and replaced in the last months of the third year.
  - BUT, if a girl or woman wants to get pregnant before the end of the three years,
  - the implant can be removed, and she can safely get pregnant.
  - They can be removed at any time.

### Activity 3: IUDs (25 min)

---

**ASK:** "Has anyone heard of an **IUD**?"

**SAY:** "In English, the **I is for Intra**, which means inside.

The **U is for Uterine**, which means it is in your uterus

And the **D is for Device**, which means thing.

So, an **IUD is a thing inside your uterus**, which stops you from getting pregnant.

**SAY:** "Some people call it a **loop**."

Some people call it a coil.

Some just say **IUD**."

**SAY:** "Let's learn about it."

- The IUD is effective 99% of the time.
- It works by stopping sperm from meeting with an egg.
- There are two different kinds, but they both stop pregnancy:
  - One has copper inside.
  - Another one has hormones.
- An IUD is put in a girl's uterus by a health professional, usually a doctor or nurse.
- It is effective for many years.

**SAY:** "Here are some Advantages:

- Once in, it lasts a long time.
  - Some last three years. Some last ten 10 years.
- Once it is in, a girl does not need to do anything else to protect against pregnancy.
- For some girls, it reduces cramps.
- For some girls, their periods are lighter.
- Girls can check if it is in place, by feeling if the tiny string is in the top of their vagina.
- Boys do not feel the IUD during sex.
- It is a private choice.

- When it is removed, a girl can get pregnant again.
- Once it is paid for, there are no more expenses for several years.
- COPPER IUDs can be used as emergency contraception if inserted up to 5 days after a girl has had unprotected sex. However, if there is a risk of an STD, it cannot be used.

**SAY:** “Here are some Disadvantages:

- There is a risk of infection when the IUD is inserted.
- **It cannot be used if a girl has an STI or HIV.**
- If a girl gets an STI when she has an IUD, it can lead to infection.
- **It does NOT protect against STIs and HIV.**
- For some girls, their periods get heavier.
- For some girls, their cramps get worse.
- If girls have many sex partners, the IUD can increase the risk of getting STIs.
- There is a very, very small chance the IUD will move or be out of place.
  - This usually happens in the first few months.
  - Girls notice it because they can feel it or something changes – like heavy bleeding, fever, or they cannot find the string.
  - If this happens, the girl should see a doctor right away.

### Make It Fun! (10 min)

---

Divide the girls into four groups.

**SAY:** “I am going to give each group clues.

The more clues you need, the more points you get.

In this game, you want to end up with the FEWEST points!

That means you didn’t need many clues!

Use the CLUE CARDS and take turns giving the groups clues.

Use a piece of paper, or a chalk board to keep score.

*\* This game is based on a game developed by Healthy Child Manitoba, Sexuality Education Resources Centre, MB.*

## Activity 4: Emergency Contraception (20 min)

---

**ASK:** “What is emergency contraception?”

Give girls time to answer.

**SAY:** “Emergency contraception is a method used after a girl has had unprotected sexual intercourse (sex in the vagina).

- Girls use this when a condom rips or was used incorrectly.
- Girls use this when they have had unprotected forced sex (rape).
- Girls use this when they realize they have not been taking their birth control pills properly.

**SAY:** “There are two main types of emergency contraception.

### 1. Emergency Contraceptive (EC) pills

- a. Are most effective when taken as soon as possible after unprotected sex
- b. Sometimes two pills are taken 12 hours apart
- c. Sometimes called the “Morning After” pill
- d. Can be taken up to 5 days after unprotected sex, but the longer the period, the less effective the pills may be
- e. Are considered 90% effective if taken soon after the unprotected vaginal sex

### 2. Copper IUDs as Emergency Contraception

- a. Must be inserted by a trained health care worker (usually doctor or nurse)
- b. Can be inserted up to 5 days after unprotected vaginal sex
- c. Works 99% of the time
- d. Cannot be used if there is a risk of an STD

**SAY:** “When I read a sentence about emergency contraception, go to the left side of the area if you think it is true (point to where) and go to the right side (point to where) if you think it is false.

If you are not sure, stay in the middle.”

1. Girls don't need to use contraceptives, because they can always get the Morning After pill if they want to. **(FALSE - The Emergency Contraceptive (EC) pills are only for emergencies. Girls are responsible for themselves and should be prepared to prevent pregnancy.)**
2. Emergency Contraceptive (EC) pills also stop HIV. **(FALSE)**
3. Any kind of IUD will work as Emergency Contraceptive. **(FALSE - it must be a copper IUD)**
4. Any girls can get a copper IUD as Emergency Contraceptive if she needs it. **(FALSE - if a girl currently has an STD, or is at high risk for an STD, she cannot get an Emergency Contraceptive)**
5. A girl can take the EC pill any time in the two weeks following unprotected sex and it will work. **(FALSE - the EC pills work best in the 12 - 24 hours after unprotected sex, but may work up to 5 days afterwards)**

## THINK AGAIN (10 min)

---

Sit in a circle.

**SAY:** “We have talked about many methods of prevention over the last few lessons.

**SAY:** “A very successful African American writer, Alice Walker, said this:

“The most common way people give up their power is by thinking they don't have any.”

**ASK:** “What do you think she means, and why is it important when we think about prevention?”

# PREPARE: Teenage Pregnancy

## Lesson 15

Speaker and Song

5 min

### Let's Think About It!

10 min

A1: Why Teenage Girls

### Get Pregnant

20 min

Make It Fun!

15 min

### A2: The Effects of Teenage

Pregnancy

20 min

### A3: Teenage Pregnancy and Fistulas

20 min

A4: Fighting Fistulas

20 min

### Think Again!

10 min

## Objectives

- Girls consider why so many teenagers get pregnant
- Girls learn facts and risks of teenage pregnancy
- Girls know about fistulas and reconsider risks of teen pregnancy
- Girls learn where they can get help for fistulas

## NOTE:

TRY TO FIND A YOUTH-FRIENDLY HEALTH PROFESSIONAL IN YOUR AREA WHO IS FAMILIAR WITH FISTULAS- WHERE AND HOW TO GET SURGERY AND SUPPORT, AND INVITE HER TO ATTEND AND HELP IN THE LESSON.

## Materials:

- Many chairs, or cups filled with water, or books or heavy rocks
- Teenage Pregnancy and Fistula Fact Sheet

## WHY?

### Many girls and young women do not know the risks that come with teenage pregnancy.

- They may not know that their lives and the lives of their babies are at risk.
- Some families and husbands may not know the risks, and girls need the facts to discuss with them.
- While some girls may have little choice, others can avoid pregnancy.
- Girls should consider who will have the responsibility for the baby and for herself.

### Girls need to know about fistulas.

- They have a right to know that girls who give birth before they are 16 are at the highest risk for fistulas.
- They have a right to know that when a girl has a fistula, the baby is very likely to die.
- They need to know that there is treatment for fistulas.
- They need to know that girls who have fistulas repaired can live normal lives.

## CHECKLIST

- BEFORE THE LESSON, FIND OUT WHERE GIRLS CAN GET FISTULAS REPAIRED.
- YOU MUST KNOW THIS FOR THE LESSON!
- Read the Teenage Pregnancy and Fistulas Fact Sheet
- Find out the process, the costs and how to get support for these girls.
- Invite a health professional familiar with fistulas to help with the lesson.
- Confirm the day and time for the health professional who will help with the lesson. Be sure she has seen the lesson.
- For the Make it Fun! Activity, you will need at least 15 items, like chairs or heavy rocks, or cups filled with water.
- Be sure to practice how you will talk about teen pregnancy if you have pregnant girls or teenage moms in your group.

# SHARE: Teenage Pregnancy

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is "Teen Pregnancy."

### 2. Sing Welcome Song.

*(The information about fistulas comes from Working Together to Stop Obstetric Fistula: A Village Health Worker Handbook by Katharina Gref, published by Hesperian Health Guides.*

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Layla is 11 years old. She loves school. One day she comes home from school and her father is waiting for her with an old man. Her father says, "This is Mr. Onyango. He is going to be your husband!" Layla's father receives 14 cows for her. The next year, Layla has a still birth in her 8th month of pregnancy. After that, she leaks urine and cannot control it. Mr. Onyango brings her back to her family and demands his cows back."

**ASK:** "Why do you think Layla had a still birth and leaked urine?"

**ASK:** "What would you do to change Layla's story?"

## NOTE TO FACILITATORS

If you have pregnant girls and/or teenage moms in your group, be sensitive to their feelings. Some of the girls may also have or have had fistulas. This lesson is not to judge their behavior or to scare them.

**SAY:** "Some of you may be pregnant right now and still a teenager. Some of you are already moms.

When we talk about what happens for teenage moms and babies, it is not to scare you or scold you.

We all need to learn about teenage pregnancy and babies born to teenage moms. Maybe you can help talk about some of the challenges and how you have dealt with them."

## Activity 1: Why do Teenage Girls Get Pregnant? (20 min)

**SAY:** "In our part of the world, Sub-Saharan Africa, girls get pregnant more than anywhere else.

- In Uganda, 25% of girls get pregnant or have had a baby by the time they are 19.
- In Tanzania, 27% of girls get pregnant or have had a baby by the time they are 19.
- In Ethiopia, 13% of girls get pregnant or have had a baby by the time they are 19.
- In Kenya, 18% of girls get pregnant or have had a baby by the time they are 19."

**ASK:** “Why do you think so many girls get pregnant here?”

**Give the girls time to answer.**

**You may need to prompt by asking some of these questions.**

**Use the 20 minutes for the girls to discuss.**

- “How do girls learn about sex?”
- How do girls learn about prevention?
- What does this community think about teenage pregnancy?
- Do we pay bride price here? Is it higher for a younger girl?
- Do parents want their girls to use prevention?
- Are there places girls must go (to get water, to the fields, through parts of town or city, even to schools) where they are not safe?
- When a teenage girl is married, can she refuse sex?
- Do girls get to choose if they get married young?
- Do you think girls feel pressured to have unprotected sex to keep a boyfriend?
- Do you know that some girls are forced to have sex for money by their families?
- Are some girls interested in sex because of social media?
- What about peer pressure?
- Are there places to go around here where a girl can get prevention privately?
- Do some girls feel it will make them a woman to have a baby?
- Do some girls want to have sex, but don’t know where or how to get prevention?”

### **Make It Fun! (15 min)**

**SAY:** “Let’s think about what happens when a girl gets pregnant.

May I have two volunteers to come to the front?

One of you will be the boy, “Solomon” who is in Form 3,

He impregnated the girl here, “Maliah.”

“Maliah” is 14 and in Form 1.”

**SAY:** “Now the group has to think of what happens from the time the girl gets pregnant to when the baby is six months old.

Raise your hand and tell us something that happens and say if the impact is on the girl or the boy.

If it is on the boy, bring “him” a chair\* to hold.

If it is on the girl, bring her a chair to hold.”

**SAY:** “For example, I might say, the girl throws up in the morning, and I would bring a chair for the girl to hold.”

#### **Hints:**

*Can Solomon stay in school?*

*Can Maliah stay in school?*

*Will Maliah’s family let her stay there?*

*Who will go to ante-natal visits?*

*Who gives birth?*

*Whose life is at risk?*

*Who can get a fistula?*

*Who will breastfeed?*

*Who will likely care for the baby?*

*Whose future is now completely different?*

*\*You can use chairs or heavy books, or heavy stones or cups filled with water. You will need at least 15 items.*

*The idea is to show how the girl has to “carry and balance most of the load.”*

## Activity 2: The Effects of Teenage Pregnancy (20 min)

**SAY:** “In this group, we learn the facts. Knowing the facts helps give us power. Every girl deserves to know about her body, and how to take care of herself. Later we will learn about our rights, and that will help make us stronger, too!”

- SAY:** “Let’s learn the facts about teenage pregnancy.”
- Many teenage girls have difficulty delivering a baby.
  - Their pelvis is too small.
  - Sometimes, the teenage mother has to have a caesarian delivery – where they cut the girl open to deliver the baby.
  - Many teenage girls die while trying to give birth. Sometimes, the baby dies, too.
  - Babies born to teenage mothers are often premature - born before they have fully developed.
  - Many babies born to teenage mothers are very small and cannot put on weight.
  - Many teenagers have complications during childbirth and get a fistula.
    - A fistula is a tear or hole in the vagina.
    - When a girl has fistula, urine and feces leak out of her body without her control.
  - Many girls try to stop pregnancy (abortions) by going to traditional healers, unlicensed doctors, or even trying to end the pregnancy by themselves.
  - Sometimes girls die during these unsafe abortions or become infertile.

**SAY:** “Let’s take a moment to think.”

**ASK:** “If you don’t want to get pregnant as a teenager, (or get pregnant again until you are older), what can you do?”

**Give the girls time to answer and discuss.**



### NOTE TO FACILITATORS

Girls may name problems without knowing the solutions.

Let them know they can work on those problems in this group.

Ask the group if they would like to focus on one of the problems together.

If so, plan to use a lesson for the girls to do problem-solving on that problem.

### Activity 3: Teenage Pregnancy and Fistulas (20 min)

---

**SAY:** “A fistula is a hole in a girl’s vagina that causes urine or feces to leak into her vagina and then to leak out of her body.

- Fistulas happen most often to girls under the age of 16.
- Fistulas also happen to women who have more than 6 children.
- Fistulas are usually caused by very long labors when girls are giving birth.
- When the labor lasts many, many hours, the baby can press against the wall of the vagina for a long time and make a hole.
- The hole can be between the vagina and the bladder (where urine is stored).
  - When this happens, the girl will leak urine from her vagina, and will not be able to control it.
- The hole can also be between the vagina and the rectum (where feces is stored).
  - When this happens the girl leaks feces from her vagina, and she will not be able to control it.

**SAY:** “Sadly, when a girl has a fistula during childbirth, the baby usually dies.

- Girls are more likely to have a fistula during childbirth if they have not eaten well and taken vitamins during their pregnancies.
- They are more likely to have a fistula if they are not attended by a trained health professional like a nurse, doctor, or professional midwife.
- They are more likely to have a fistula if their labor goes on for more than a day.

**SAY:** “Let’s think about it.

- A young girl is forced to marry, like Layla was.
- She is forced to have sex before her body is ready for sex or pregnancy.
- She gets pregnant, like Layla and loses the baby and gets a fistula.
- Her husband does not want her because she leaks urine and smells.
- Maybe her family does not take her back.
- Maybe she faces stigma in her community.”

**ASK:** “Do you think Layla’s mother and father knew about the risks of fistulas? Do you think Layla’s husband knew about the risk?”

**ASK:** “What is stigma?”

**Give girls time to answer.**

**SAY:** “Stigma is like discrimination.

It is like a person has a stain on them and people don’t want to be near them or associate with them.

Because most people do not know that fistulas are not the girl’s fault, AND that they can be fixed,

many girls with fistulas suffer stigma.

They are often shunned by their community.

Sometimes they are shunned by their family and friends.”

**SAY:** “It is important that you know the truth about fistulas.

- **It is not true** that fistulas are the result of a curse.
- **It is not true** that fistulas are a punishment from God or Allah.
- **It is not true** that if a girl has a fistula, she cannot have children.
- **It is not true** that only prostitutes get fistulas.”

**SAY:** “Think about this:

- **It is true** that girls who wait to get pregnant until they are at least 19 years old have a very small chance of getting a fistula.
- **It is true** that girls who use prevention before they are 19 are protecting themselves.

- **It is true** that the more you know about fistula and the more you share with others, more people will begin to understand that girls should not get pregnant before they are 19.
- **It is true** that a girl has a better chance of avoiding a fistula if she goes to a health facility to deliver her baby.”

**SAY:** “Here’s the good news! Fistulas can be fixed!

- Fistulas can be fixed with surgery that repairs the hole in the vagina.
- Husbands, families and friends should be kind to a girl with a fistula and encourage her to have surgery.
- They should support her recovery from the surgery.
- People should help girls with fistulas, because they can happen to any girl or woman.
- After surgery and recovery, girls and women can have normal lives.
- Girls with repaired fistulas can still have children. They should get medical advice before getting pregnant again.

### NOTE TO FACILITATORS

Be sure pregnant girls in your group have support and know where to get help. Share information about where girls with fistulas can get help in your area.

## Activity 4: Fighting Fistulas (20 min)

**Divide the girls into four groups.**

**SAY:** “In each of your groups, come up with a plan on how to prevent fistulas in this community.

Your plan should also include how to stop stigma for girls who have fistulas.”

**SAY:** “Hint – one of the best ways to prevent fistulas is for girls to wait to get pregnant until they are older.”

**After a few minutes, give each group a few minutes to present.**

### THINK AGAIN (10 min)

Sit in a circle.

**SAY:** “This has been a serious lesson today.

Let’s go around the circle and say WHY this lesson is important.”

Take time to do that.

**ASK:** “Now, I want you to think about these two questions:

If you could save your own life, would you?

If you could save a baby’s life, would you?”

**ASK:** “What did you learn today that could save your life and a baby’s life?”

# PREPARE: STIs

## Lesson 16

	Time
Speaker and Song	5 min
<b>Let's Think About It!</b>	<b>10 min</b>
A1: What is an STI?	15 min
<b>A2: How to Avoid STIs</b>	<b>45 min</b>
A3: STI or NOT?	15 min
<b>Make It Fun!</b>	<b>20 min</b>
Think Again!	10 min

### Materials:

- STI Game Sheet and Score Sheet
- List of places to get STI testing and treatment in the area

## Objectives

- Girls can identify normal and abnormal discharge
- Girl know about STIs - how they are transmitted, how and where to get tested, how to prevent them
- Girls practice talking about testing and prevention of STIs with friends, partners, husbands
- Girls know about other infections they may get and where to get treated

### NOTE:

**TRY TO FIND A YOUTH-FRIENDLY HEALTH PROFESSIONAL IN YOUR AREA WHO IS FAMILIAR WITH STIs - WHERE AND HOW TO GET TESTED AND TREATED AND INVITE HER TO ATTEND AND HELP IN THE LESSON.**

## WHY?

### Many girls and young women do not know about STIs.

- They may not know that many STIs do not have symptoms for girls for a long time
- They may not know that if some STIs are not treated, they can lead to infertility
- They need to know that abstinence (not having sex) and using condoms properly are the only ways to protect against STIs (unless both the girl and the boy are the only sex partners they have or have ever had)

### Girls have a right to protect themselves from STIs.

- Girls need strategies and practice to talk about STIs with their partners

- Girls need practice talking to their friends about STIs
- Girls have a right to know where and how to get tested and treatment

### Girls need to know about UTIs, yeast infections and bacterial infections in the vagina.

- When girls know the signs and symptoms of these infections, they can get early treatment
- When girls know they have these infections, they do not have to worry they have an STI
- When girls learn about these infections, they know strategies to prevent them

## CHECKLIST

- BEFORE THE LESSON, FIND OUT WHERE GIRLS CAN GET TESTED AND TREATED FOR STIs AND OTHER VAGINAL INFECTIONS.**
- MAKE A LIST AND BRING IT WITH YOU TO THE LESSON.**
- Invite a health professional familiar with STIs, who is friendly to youth to help with the lesson.
- Confirm the day and time for the health professional who will help with the lesson. Be sure she has seen the lesson.
- For the Make it Fun! Activity, be sure you have the Game Sheet and Score Sheet.



# SHARE: STIs

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is “STIs.”

### 2. Sing Welcome Song.

*This lesson was adapted from Life Skills Training Guide for Young People: HIV/AIDS and Substance Use Prevention, UN 2003 and I Am Somebody: The National Life Skills Manual, the Republic of Sierra Leone, UNICEF, UNFPA, Irish Aid, 2016. The Make It Fun Activity is based on a game by the Alberta Health Services, Canada © 2012 teachingsexualhealth.ca*

## LET’S THINK ABOUT IT! (10 min)

**SAY:** “Abbo is 14 and in love with Akello, who is 15. Abbo has sex with Akello – her first time. Akello says he doesn’t want to see her again. Akello has an STI and blames Abbo, but doesn’t tell her. He tells other people she is a prostitute. About 6 months later Abbo has a pain in her low belly and some smelly stuff coming from her vagina. She asks her friend, Prossy what to do. Prossy says not to worry and gives her herbs. Abbo gets sicker. Her mother takes her to the hospital. At the hospital, the nurse yells at Abbo and tells Abbo she has an STI and give her antibiotics. Now Abbo’s mother tells Abbo she is a prostitute and should leave the home.

**ASK:** Who is responsible in this story?

each person in this story has a responsibility – make sure the girls name them all and say what their responsibility is)

**ASK:** How could this story have ended differently?”

## Activity 1: What is an STI? (15 min)

**ASK:** “What is an STI?”

**(Answer – Sexually Transmitted Infection. Explain the letters stand for the words in English.)**

**SAY:** “Sexually means that it is through sex.

Transmitted means to pass along

Infection is something in the body that causes disease or harm.”

**SAY:** “Some people call these sicknesses Sexually Transmitted Diseases or STDs.”

**SAY:** “STIs and STDs are the same thing.”

**ASK:** “Can anyone name some STIs we have here?”

**(Gonorrhea, Syphilis, Chlamydia, HPV, Herpes, HIV/AIDS, Genital Warts, Crabs)**

**ASK:** “Can anyone name some of the signs and symptoms for STIs?”

- burns when you urinate (piss)
- pain in the low belly
- smelly liquid from the vagina that has a color like yellow or brownish
- discharge from the penis that is not semen or urine
- blisters, sores or swelling on or around the penis or vaginal area
- warts around the penis, vagina or anus

**ASK:** “Does a girl or woman always know when she has an STI?”

**(No, in fact many STIs do not have signs or symptoms in girls/women at all.**

**Some will show signs and symptoms after a long time, when the disease has done damage! But boys will often have signs and symptoms. It is important to look for these BEFORE having sex.)**

**ASK:** “If there are not always signs and symptoms, how do you know if you have an STI?”

**(You have to get a test by a health care provider. Tests are usually done through a urine or blood sample)**

**ASK:** “Where can young people get tested around here?”

**(Facilitator - you should know this so you can answer!)**

**ASK:** “Can all STIs be cured?”

**(Syphilis, gonorrhea, chlamydia, genital warts, and crabs can be cured if diagnosed early. BUT HIV, Herpes, HPV and Hepatitis B cannot be cured. They can be treated, so a person has a normal life.)**

**ASK:** “When we say STIs are passed through sex, what does that mean?”

**(There are many ways to have sex)**

**SAY:** “Let’s talk about three ways people have sex where it is possible to get or give an STI.

1. The first kind is **vaginal sex**.

In vaginal sex, the penis enters the vagina

2. The second kind is **oral sex**.

In oral sex, one person kisses or sucks the other person’s penis or

one person kisses or sucks in and around the other person’s vagina and clitoris.

3. The third kind of sex where it is possible to get an STI is called **anal sex**.

The anus is the hole in a person’s buttocks where feces comes out.

Anal sex is when the penis enters the anus.”

**SAY:** “Sometimes a thick fluid comes from the girl’s vagina that is NOT a sign of an STI.

If the fluid is clear and there are no other signs or symptoms, THIS IS NORMAL.

• There is some fluid in the vagina to keep it moist and healthy.

• Sometimes before or during sex, more of this fluid develops.

• Sometimes this is simply known as “wet.”

• IT IS NORMAL and healthy – and makes vaginal sex more comfortable for the girl.

## Activity 2: How to Avoid STIs? (45 min)

---

Divide the group into four groups and separate them, so they cannot hear each other.

### To Group One

**SAY:** “Your job is to do a role play.

Milimo and Monde are sweethearts. They are both 15.

Their friend, Alima has heard they are having sex.

Alima had an STI before. She did not get treated for over a year and she got very, very sick.

She does not want her friends to get STIs.

She tries to convince them to be careful.

Alima should think of all the ways that her friends can avoid getting an STI.

When you do the role play, tell the group the names of the characters, how old they are and their relationship to each other.”

### To Group Two

**SAY:** “Your job is to do a role play.

Josiah is 16. He likes to have sex with many girls.

Now he is interested in Sasha.

She is 14 and has not had a boyfriend before.

Josiah convinces Sasha to have sex.

Josiah has an STI. He has some sores around his penis.

Sasha does not know about prevention. She does not know about STIs.

She talks to her older sister, Patience and tells her what happened.

Patience gives Sasha advice about pregnancy and STIs.

When you do the role play, tell the group the names of the characters, how old they are and their relationship to each other.”

### To Group Three

**SAY:** “Your job is to do a role play.

Mariam and Kofi have been married two years. She is 14 and he is 26.

Kofi realizes he has an STI.

He does not want to tell Mariam.

He thinks it is none of her business.

He talks to his friend, Abraham.

Abraham tries to convince him to get treated, tell Mariam and take her for treatment.

When you do the role play, tell the group the names of the characters, how old they are and their relationship to each other.”

### To Group Four

**SAY:** “Your job is to do a role play.

Kakenya is 18 and married to Leboo, who is 29.

They have three children.

Kakenya has only had sex with Leboo.

One day she notices that Leboo has sores around his penis.

She asks him about it and he gets angry and beats her.

Kakenya hears some of Leboo’s other wives whispering one day in the fields.

They are talking about Leboo’s sores.

She approaches them and they all talk together about what to do.

When you do the role play, tell the group the names of the characters, how old they are and their relationship to each other.”

### Activity 3: STI or Not (15 min)

---

**SAY:** “Sometimes girls have infections that are not sexually transmitted but affect their vaginal area.

**These are not STIs, but they may make it easier to get an STI if they go untreated.**

**SAY:** “Girls do not have to have sex to get these kinds of infections:

**Yeast infection (sometimes called thrush or candidiasis)**

- A fluid comes from the vagina and it may look yellow or brownish.
- The fluid may have a bad smell.
- It may cause the girl to feel itchy there.
- Her genital area may be red, swollen or sore.
- Sometimes girls who are taking anti-biotics get yeast infections.
- Yeast infections can be easily treated.

**Bacterial vaginosis**

- A fluid usually comes from the vagina that is yellow or greenish.
- It has a bad smell.
- The fluid may increase during sex or menstruation.
- The infections may cause itching and soreness.
- Sometimes there are no symptoms, but the infections still need treatment.

**Urinary Tract Infection or UTI**

The **U** is for Urinary (like urine)

The **T** is for Tract (like path)

The **I** is for Infection.

- Girls usually notices these infections because it burns or hurts when they urinate
- They may need to urinate very frequently.
- They may feel the need to urinate even when they have just finished urinating.
- Sometimes they will see blood in their urine.
- UTIs can be treated and do not cause any damage when treated immediately.
- Girls who have sex frequently are more likely to get a UTI.

**ASK:** “How can girls prevent these infections?”

- Do not put anything inside the vagina to clean it (do not douche)
- Do not drink herbs to make the vagina dry or tight – this can also increase chances of getting STIs, as well as the other infections
- After using the toilet, always wipe from front to back – this helps prevent any feces from coming into or near the vagina
- Wear cotton panties
- Do not use any perfumed products in the genital area

## Make It Fun! (20 min)

---

**Divide the girls into two teams.**

**SAY:** “I am going to give each team a question.

The team can discuss for a couple of moments, then answer.

If the answer is correct, your team gets the points.

Your team can choose how hard the question will be:

The easy ones are 100 points.

The harder ones are 200 points.

The hardest ones are 300 points.”

*Use the STI Game Sheet and Score Sheet to do this Activity.*

## THINK AGAIN (10 min)

---

Sit in a circle.

**SAY:** “There are many things we girls have to think about to take care of our bodies and our futures.

**ASK:** “Thinking about your children, or any children you may have in the future, do you think you should tell them about sex, prevention and STIs?

If so, why and at what age?

If no, why not? How would you like them to learn?”



# PREPARE: HIV/AIDS

## Lesson 17

Speaker and Song

5 min

### Let's Think About It!

10 min

A1: What is HIV?

30 min

### A2: Testing

20 min

A3: HIV to AIDS

15 min

### A4: True or False

30 min

Think Again!

10 min

## Objectives

- Girl know about HIV – what it is, how it is transmitted, how and where to get tested, counseled and treated
- Girls know that HIV left untreated becomes AIDS
- Girls recognize myths about HIV/AIDS
- Girls know how to prevent getting and giving HIV
- Girls know they can give birth while HIV+

## Materials:

- Country Fact Sheet About HIV/AIDS
- Thumbs Up, Thumbs Down, Don't Know Pics

## NOTE:

**TRY TO FIND A YOUTH-FRIENDLY HEALTH PROFESSIONAL IN YOUR AREA WHO IS FAMILIAR WITH HIV - WHERE AND HOW TO GET TESTED AND TREATED AND INVITE HER TO ATTEND AND HELP IN THE LESSON.**

## WHY?

### Many girls and young women do not know about HIV and AIDS.

- They may not know that they are at the highest risk for getting HIV.
- They may not know that HIV may not produce signs and symptoms for a long time.
- They may not know that if HIV is not treated, it will become AIDS.
- They may not know that with treatment, people with HIV can live normal lives.

### Without knowledge about HIV and AIDS, girls will not know the importance of prevention and treatment

- Girls need to know that certain practices – like dry sex and sex with many partners puts them at higher risk.
- Girls need to know that condoms must always be used for any kind of sex to prevent HIV.
- Girls need to understand the need for testing and for their partners to get tested.
- Girls have a right to know where and how to get tested, counselling and treatment.
- Girls need to know that if they are HIV+, they can still have children IF they take the treatment properly.

## CHECKLIST

- BEFORE THE LESSON, LOOK AT YOUR COUNTRY'S FACT SHEET.**
- ADD SPECIFIC PLACES IN YOUR AREA WHERE GIRLS CAN GET TESTED, COUNSELED AND TREATED FOR HIV and AIDS.**
- Be sure you have the answers to the following:
  - What does it cost to get tested?
  - How old do you have to be to get tested without your parents' consent?
  - Will your test results be confidential (private)?
  - Are home HIV tests available here?
  - What should you do if you get a positive test result?
  - Where do people go for treatment and counseling?
  - What are the costs for treatment?
- Invite a health professional familiar with HIV, who is friendly to youth to help with the lesson.
- Confirm the day and time for the health professional who will help with the lesson. Be sure she has seen the lesson.



# SHARE: HIV/AIDS

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is "HIV/AIDS."

### 2. Sing Welcome Song.

*This lesson was adapted from Life Skills Training Guide for Young People: HIV/AIDS and Substance Use Prevention, UN 2003 and I Am Somebody: The National Life Skills Manual, the Republic of Sierra Leone, UNICEF, UNFPA, Irish Aid, 2016. The Make It Fun Activity is based on a game by the Alberta Health Services, Canada © 2012 teachingsexualhealth.ca*

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Zuwena has a new boyfriend, Kofi. They are both 17. Both Zuwena and Kofi have had other partners. They are together and hear a song about AIDS. Kofi asks Zuwena if she could have HIV. Zuwena says, "I did have it before. I got it from a boyfriend, but we only kissed, no sex! Then I went to a traditional healer and drank medicine for 3 months. Now I am healed. No worries." "What about you?" she asks Kofi. "I don't have to be tested because I am circumcised," Kofi says. They decide they can have sex without condoms because Zuwena is on the pill."

**ASK:** "What problems do you see in this story?"

## Activity 1: What is HIV (30 min)

**SAY:** "Today we are going to talk about a very serious STI, called **HIV**."

**H is for Human** because people get this infection.

**I is for Immuno-Deficiency.**

**Immune** means resistant. It means you are safe from disease.

When your body is immune to a disease, you cannot get it.

**Deficiency** means you don't have something you may need.

**Immuno-Deficiency** means the body does not have what it needs to fight diseases.

**V is for Virus.** A virus is a tiny, tiny living thing that causes infections.

You cannot see a virus with the human eye. It is too little.

**SAY:** "So, HIV stands for Human Immuno-Deficiency Virus."

**SAY:** "HIV is a virus that gets into a person's body and destroys the body's ability to fight infections.

That means a person may get many different infections because their body cannot fight them off."

**ASK:** "We say that HIV is an STI, so how do you think it is passed?"

**Give girls time to answer. Be sure they name vaginal, oral and anal sex.**

**ASK:** "If it is passed through sex, how does it get from one body to another?"

**Give girls time to answer. Be sure they name semen, blood and other vaginal fluids, and fluids in the anus."**

**SAY:** “But HIV is not only an STI.

- It can be passed through blood (an open wound, injections)
- It can be passed through breast milk (if the mom is not being treated)
- It can be passed from a mom to her baby any time during her pregnancy (if the mom is not being treated)
- It can be passed through sharing needles.

A needle that has been used for an injection – of illegal drugs, or even legal drugs – that has not been sterilized can carry HIV from one person to another.”

**ASK:** “Do we have HIV here?”

**(Yes. Use the fact sheet to give the girls information about your country).**

**ASK:** “Who is most likely to get and have HIV?”

**(Answer: Use the fact sheet – young women are much more likely to get and have HIV than any other group. The exact numbers for your country are on the fact sheet.)**

**ASK:** “Why are young women the most likely to get or have HIV?”

Give girls time to answer. Then take time to go over the answers below.

Use your country’s facts and services sheet to give facts about your country.

- early marriage and therefore unprotected sex at a young age
- unprotected sex makes girls more vulnerable because it is easier to pass vaginally
- sexual violence including rape
- female circumcision makes girls more likely to get all kinds of STIs including HIV
- in cultures where dry sex is encouraged, this causes small tears in the vagina, making it easier to get infections including STIs, and HIV
- lack of power in a relationship to insist on condoms
- boys and men who are circumcised are actually somewhat protected against STIs and HIV
- marriage to older men (who have had many partners)
- sex for money – many partners and no condoms
- Sugar Daddies or Blessers (who have had or have many partners)

## Activity 2: Testing (20 min)

---

**ASK:** “How do you know if you are HIV positive? What about any partner you may have sex with?”

**ANSWER: The only sure way to know is by getting a test.**

- There is a ‘window period’ from the time someone is infected with HIV to the time when the body has produced enough antibodies to show on an HIV antibody test.
- This period is usually between 6 weeks and 3 months.
- This means if you have just been infected and get a test, it may likely test negative, because your body has not started to produce antibodies to HIV.
- BUT you can still pass on HIV.
- In fact, right when you get infected is when you are highly infectious.
- It is very important that you use protection to prevent spreading HIV then.
- If you suspect you may have gotten HIV, you should get tested after 6 weeks to 3 months.

**See fact sheet to let girls know the risk for them in your country. Discuss why this is so.**

Then review the answer to these questions with the girls.

It is very important!

**ASK:** “Where can we get tested in this area?”

What does it cost to get tested?

How old do you have to be to get tested without your parents’ consent?

Will your test results be confidential (private)?

Are home HIV tests available here?

What should you do if you get a positive test result?

Where do people go for treatment and counseling?”

### Activity 3: HIV to AIDS (15 min)

---

**ASK:** “What is the difference between HIV and AIDS?”

**Give girls time to answer. Be sure this is clear:**

**SAY:** “HIV is an infection, a kind of virus. **AIDS is a condition.**

**AIDS** stands for **Acquired Immuno-Deficiency Syndrome:**

- **Acquired** – something you get or have gotten.
- **Immuno-Deficiency** means the body does not have what it needs to fight diseases.
- **Syndrome** means a set of conditions, usually related to a disease.

**SAY:** “If HIV is not treated, it leads to AIDS.

- AIDS develops when HIV has caused serious damage to the immune system, so it cannot fight off infections.
- AIDS is a very serious condition with no cure.
- Because AIDS develops when the body cannot fight infections, symptoms may be different in different people.
- Many people with AIDS get tuberculosis, pneumonia and certain kinds of cancers.

**SAY:** “When people with HIV get treatment and stick to the treatment, they do not develop AIDS.

**They can live long, normal lives.**

**The treatment is called Antiretroviral Therapy. We call it ART.” (sometimes ARV)**

**SAY:** “Because HIV does not have symptoms sometimes for years, many people do not get tested.

- By that time, they may already have AIDS.
- Once a person has AIDS, it is harder to treat, and they may not live as long.
- That is why it is so important to get tested for HIV and to begin treatment right away.
- When HIV is treated, it does not become AIDS.”

## Activity 4: HIV/AIDS True or False (30 min)

Put up the pictures of Thumbs Up, Thumbs Down and Don't Know at the front of the area. If you don't have the pictures, ask three girls to come to the front and each show a gesture.



**Say:** "I am going to say some things about HIV and AIDS.  
If you think what I say is true, go to the Thumbs Up.  
If you think it is false, go to the Thumbs Down.  
If you don't know, go to the Middle."

It is very important that you are VERY CLEAR about the FACTS.  
Review them after this activity.

1. You cannot tell if a person has HIV/AIDS just by looking at them.  
**(TRUE- many people show no symptoms of HIV for a long time.  
People who are HIV+ (HIV positive) and take ART may show no symptoms.  
People living with AIDS who take ART may show symptoms of other illnesses, but no specific set of signs and symptoms for AIDS that is treated.)**
2. A girl or woman with HIV can still have children.  
**(TRUE - When a girl or woman gets pregnant, she should get an HIV test.  
If she is HIV+, she can begin treatment (ART) right away.  
She will take that treatment through her pregnancy and after she gives birth.  
This protects the baby from getting HIV more than 99% of the time.)**
3. Some traditional healers can cure HIV and AIDS. You just have to find the right one.  
**(FALSE - HIV and AIDS have no cures.  
They can be treated with ARTs, but traditional healers cannot cure or treat HIV/AIDS.)**
4. HIV/AIDS comes from prostitutes and men having sex with men. No one else has to worry.  
**(FALSE. Anyone can get and give HIV.  
These days mostly young people, girls and women are most likely to have HIV in our area.)**
5. You cannot get AIDS from a curse.  
**Traditional African doctors cannot reverse an AIDS curse or cure the disease.  
(TRUE. HIV and AIDS have no cures. HIV is a virus; it is not caused by curses.  
HIV is passed in body fluids during sex or from needles, during pregnancy or through breast milk.  
Traditional healers cannot cure or treat HIV/AIDS or bounce back the disease.)**

6. If someone tests positive for HIV and begins ARTs right away, they are likely to live a normal life.

**(TRUE. ARTs prevent HIV from becoming AIDS. They must be taken properly to work.)**

7. Using condoms properly and every time you have sex can protect against HIV. **(TRUE)**

8. You can share your dishes, cups, spoons, and forks with someone who is HIV+ without getting sick.

**(TRUE. That is not one of the ways that HIV is spread.)**

9. If a girl and boy get tested for HIV and they are both negative, they can have unprotected sex without worrying about HIV.

**(FALSE. It can take up to three months after infection for HIV to show up on a test. Both partners could be positive and not yet know it. The safest thing to do is to use condoms!)**

10. If someone has HIV, they can live to be old.

**(TRUE - There is treatment for HIV.**

**When people get treatment and take it properly, they can live normal lives.**

**They can have children, too.**

**It is only when people do not get treatment that HIV becomes AIDS, which is a serious condition that can shorten peoples' lives.)**

11. Since testing is private, if I am HIV positive, I don't have to tell anyone, even my husband or boyfriends.

**(FALSE - Anyone who is HIV+ should tell their sex partners they have HIV and encourage that person to get tested. That person has a right to know about his health.)**

12. Circumcised boys and men have less chance of getting HIV than men who have not been circumcised.

**(TRUE - In males, circumcision removes the foreskin, a flap of flesh that goes over the tip of the penis. The foreskin can be a good place for infection to grow and hide. When it is removed, the risk of getting and giving infections goes down.)**

## THINK AGAIN (10 min)

Sit in a circle.

**ASK:** "Since girls are at the highest risk for getting HIV, what can we do to prevent it and take care of ourselves if we get it?"

**also ASK:** "How can we support each other?"

# PREPARE: Pregnancy and Young Mothers

## Lesson 18

Speaker, Introduce Guest and Song

## Time

5 min

## Objectives

- Girl know what happens to the baby (fetus) during pregnancy
- Girls know what happens to their bodies during pregnancy
- Girls understand critical importance of Ante-natal visits
- Girls know how to take care of themselves and their fetus
- Girls know how to make a birth plan

## Let's Think About It!

10 min

A1: Baby and Mama During Pregnancy

40 min

A2: Ante-Natal Visits

40 min

## Make It Fun!

10 min

Think Again

30 min

## Materials:

MAKE SURE YOU HAVE THESE PICTURES!

1. Lesson 18- First Antenatal Pictures
  2. Lesson 18 – Second Antenatal Pictures
  3. Lesson 18 – Third Antenatal Pictures
  4. Lesson 18 – Fourth Antenatal Pictures
  5. Birth Plan Pictures
  6. Picture of Women Getting Tetanus Vaccine
  7. Tetanus Schedule for Pregnant Women
- THREE PIECES OF ROPE, COTTON, OR FABRIC AT LEAST 3 METERS LONG EACH

## NOTE:

**NOTE: INVITE A YOUTH-FRIENDLY HEALTH PROFESSIONAL WHO WORKS IN ANTE-NATAL CARE TO ATTEND AND HELP IN THE LESSON. MAKE SURE SHE KNOWS TIME AND PLACE AND HAS SEEN THE LESSON!**

## WHY?

**Like sex, discussion of pregnancy may be taboo and girls may not know what to expect or do.**

- Some may not recognize the signs and symptoms of pregnancy early on
- They may engage in risky activities, like drinking or taking drugs that endangers their babies

**Without knowledge about Ante-Natal Care, teenage girls can put themselves and their babies at risk.**

- Girls need to know importance of each ante-natal visit – where to go and when
- Girls need to know about good nutrition, folic acid, and tetanus vaccinations
- Girls need to know warning signs in pregnancy, like high blood pressure
- Girls need to have a birth plan

## CHECKLIST

- BEFORE THE LESSON, INVITE A HEALTH PROFESSIONAL TO PARTICIPATE.**
  - **SET TIME & PLACE AND GIVE HER THE LESSON TO REVIEW.**
  - **LET HER KNOW THERE WILL BE Q & A AT THE END OF THE LESSON WITH HER.**
- FIND OUT WHERE GIRLS CAN GO FOR ANTE-NATAL VISITS**
- BE SURE YOU HAVE ALL THE PICTURES!**
  1. Lesson 18- First Antenatal Pictures
  2. Lesson 18 - Second Antenatal Pictures
  3. Lesson 18 - Third Antenatal Pictures
  4. Lesson 18 - Fourth Antenatal Pictures
  5. Birth Plan Pictures
  6. Picture of Women Getting Tetanus Vaccine
  7. Tetanus Schedule for Pregnant Women
- REVIEW THE PICTURES AND BE SURE YOU KNOW WHAT EACH PICTURE REPRESENTS!**
- BE SURE YOU HAVE THE 3 PIECES OF ROPE. IF YOU DON'T HAVE ROPE, WHAT WILL YOU USE?**



# SHARE: Pregnancy and Young Mothers

## WELCOME (5 Mins)

1. **Choose Speaker.**  
The topic is "Pregnancy and Young Mothers"
2. **Introduce your guest and say she will take questions at the end of lesson.**
3. **Sing Welcome Song.**

## LET'S THINK ABOUT IT! (10 min)

**SAY:** "Aida and her best friend, Lela are 14 years old. Lately, when they walk to the fields in the morning, Aida vomits. They both wonder if she is sick but forget about it as the day goes on. One day Lela says her back hurts because she has her period. Aida says, "I haven't seen my period in four months." One month later, when they are walking to the fields, Lela again complains about feeling poorly because of her period. Aida says, "I still haven't seen my period." Lela looks at her and says, "Well at least you stopped vomiting. Maybe your body is just recovering from the sickness."

**ASK:** "What is happening to Aida? Why do you think she is unaware of being pregnant? Why is this a problem?"

## Activity 1: Baby and Mama During Pregnancy (40 min)

**ASK:** "How long does it take a baby to fully develop during pregnancy?"

**(40 weeks. Some people say nine months.**

**Pregnancy is usually counted from the first day of a woman's last period, which is about two weeks before conception occurs.)**

**ASK:** "Has anyone ever heard the term, 'trimester'?"

**SAY:** "Tri means three.

Pregnancy is divided into periods - each one lasts about 12 -13 weeks."

**ASK:** "Can anyone tell us one change that happens in a girl or woman's body in the first 12 weeks of pregnancy (the first trimester)?"

**Give girls time to answer. If needed, prompt for:**

- **Menstruation stops**
- **Breasts swell and can become tender**
- **Nipples may get darker and larger**
- **May be nauseated and vomit, often in the mornings, but can be any time**

- **May feel very tired and want to sleep more**
- **May need to urinate more frequently (as growing baby begins to press against bladder)**
- **May have some changes in digestion – gas, heartburn, constipation**
- **May have mood swings – cry easily, be excited, afraid, and other feelings**

**SAY:** “That’s what is happening for mom.”

**ASK:** “What should mom do to take care of herself?”

**Give girls time to answer. If needed, prompt for:**

- **Drink plenty of water**
- **Eat leafy green vegetables like kale, rape, spinach and beans and nuts (and eggs and meat, if possible)**
- **Do not drink alcohol or take drugs – this can harm the baby!!!**
- **Go to the clinic for check-up**
- **Begin taking folic acid**

**SAY:** “We call the baby a ‘fetus’ while it is inside the mom’s body during pregnancy.”

**ASK:** “What is happening for the fetus in the first 12 weeks/trimester?”

**Give girls time to answer. If needed, prompt for:**

- **In the first month, the heart and lungs begin to develop**
- **In the first month, arms, legs, brain and spinal cord and nerves begin to develop**
- **At this time (end of first month), the baby is about the size of a PEA.**
- **In the second month, the baby begins to develop ankles, wrists, fingers, eyelids, bones, and genitals begin to develop.**
- **The fetus is now about the size of a LARGE BEAN.**
- **By the end of the second month, the fetus will have formed most of its main organs, though some many not yet work**
- **In the third month, fingers and toes begin to develop as well as bones and muscles.**

**ASK:** “Can anyone tell us one change that happens in a girl’s or woman’s body during weeks 13 – 28 of pregnancy (the second trimester)?”

**Give girls time to answer. If needed, prompt for:**

- **Begins to have more energy**
- **Not as likely to feel nauseated or to vomit**
- **May see “baby bump” begin to develop**
- **Still likely to need to urinate more**
- **May feel some pressure in her pelvis or lower back pain**
- **May begin to feel some fluttering inside as baby begins to kick, turn and move around**

**ASK:** “What should mom do to take care of herself?”

**Give girls time to answer. If needed, prompt for:**

- **Drink plenty of water**
- **Eat leafy green vegetables like kale, rape, spinach and beans and nuts (and eggs and meat, if possible)**
- **Do not drink alcohol or take drugs – this can harm the fetus!!!**
- **Go to the clinic for check-up**
- **Tell your health care provider if you notice extreme swelling in your hands, feet, or ankles, because this could be a sign of pregnancy-caused high blood pressure**
- **Continue taking folic acid**
- **Make a birth plan**

**ASK:** “What is happening for the fetus in weeks 13-28 /second trimester?”

**Give girls time to answer. If needed, prompt for:**

- **Fetus is now about as long as a girl’s hand (3 to 5 inches or 10-13 centimeters)**
- **Eyebrows, eyelashes, fingernails and the neck form**
- **Arms and legs can bend**
- **Kidneys begin working and the fetus urinates**
- **In the fourth month (about 20-22 weeks) the fetus can hear and swallow.**
- **In the fifth month, the fetus begins to wake and sleep.**
- **In the sixth month, the fetus starts growing hair, opens and closes its eyes.**
- **Also in the sixth month, the brain is developing quickly.**

**ASK:** “Can anyone tell us one change that happens in a girl’s or woman’s body during weeks 28 - 40 of pregnancy (the third trimester)?”

Give girls time to answer. If needed, prompt for:

- May find it a bit harder to breathe as the fetus grows
- Breast may begin to leak a bit of fluid (not yet milk)
- Hands, feet, ankles and face may swell – should see a health professional
- Will likely need to urinate more, as the fetus presses against the bladder
- May have lower back ache and/or ache in hips
- May be hard to find a comfortable way to sleep, so may be more tired
- Will put on weight and feel tired

**ASK:** “What should mom do to take care of herself?”

**Give girls time to answer. If needed, prompt for:**

- **Drink plenty of water**
- **Eat leafy green vegetables like kale, rape, spinach and beans and nuts (and eggs and meat, if possible)**
- **Do not drink alcohol or take drugs – this can harm the fetus!!!**
- **Continue taking folic acid**
- **Go to the clinic for check-up**
- **Tell your health care provider if you notice extreme swelling in your hands, feet, or ankles, because this could be a sign of pregnancy-caused high blood pressure**
- **Review your birth plan**
- **Have clean towels, blankets and wraps ready for baby**

**ASK:** “What is happening for the fetus in weeks 28 - 40/third trimester?”

**Give girls time to answer. If needed, prompt for:**

- **Fetus is active, kicking and stretching**
- **Fetus can hear and respond to music and other sounds**
- **Bones are becoming harder, though skull (head) remains somewhat soft**
- **The fetus gains weight more and more**
- **Brain and lungs are fully developed**
- **Fetus turns so its head is down – preparing itself to come out during birth**

## Activity 2: Ante-Natal Visits (40 min)

---

**ASK:** “Who can tell us what an ante-natal visit is?”

**Give girls time to answer. Make sure they get this:**

**SAY:** “It is a visit to a clinic before (ante) you give birth (natal).”

**ASK:** “How many ante-natal visits should you have when you are pregnant?”

**SAY:** “If you are healthy and don’t have any strange symptoms, you should go to FOUR ante-natal visits.”

**SAY:** “I am going to divide you into five groups.

Each group will get some pictures that show what usually happens at an ante-natal visit.

One group will talk about the Birth Plan.

Discuss these with your group and prepare to tell everyone what happens at the visit.

Be sure to say which visit it is (first, second, third or fourth).

When you get the pictures, if you have questions, raise your hands.”

**Divide the girls into five groups and hand out the pictures.**

**Make sure each group knows what the pictures represent.**



## Here is your key to the pictures.

### Ante-natal Visit 1 (8-12 weeks)

1. Pregnancy Test – are you pregnant?
2. Other screening tests – HIV, other STDs, anemia (iron poor blood)
3. Estimate your due date (EDD)
4. Get Folic Acid and start taking it
5. Get advice about eating well – fruits, vegetables, eggs, nuts, beans, milk, chicken, fish
6. Make a Birth Plan
7. Ask questions, get advice

### Ante-natal Visit 2 (24-26 weeks)

1. Check on Mom and Baby's health
2. Check for anemia (iron poor blood) – give iron supplements if needed
3. Check for high blood pressure (PIH - pregnancy-induced high blood pressure)
4. Advice on preventive care – like getting lots of rest
5. Check on your birth plan and make an emergency plan
6. Ask questions, get advice

### Ante-natal Visit 3 (32 weeks)

1. Check on Mom and Baby's health
2. Check for anemia (iron poor blood) – give iron supplements if needed
3. Check for high blood pressure (PIH - pregnancy-induced high blood pressure) and preeclampsia
4. Check for multiple babies
5. Advice on preventive care – like getting lots of rest

6. Check on your birth plan and make an emergency plan
7. Ask questions, get advice

### Ante-natal Visit 4 (36-38 weeks)

1. Check on Mom and Baby's health
2. Check for anemia (iron poor blood) – give iron supplements if needed
3. Check for high blood pressure (PIH - pregnancy-induced high blood pressure) and preeclampsia
4. Check for multiple babies
5. Check for correct positioning (the baby's head should be down, not up)
6. Advice on preventive care – like getting lots of rest
7. Check on your birth plan and make an emergency plan
8. Ask questions, get advice

### Birth Plan

1. Due date
2. Name of the health facility for delivery
3. Plan for transport to the health facility
4. Supplies to take to the health facility
5. Who will accompany the woman to the health facility
6. Who will take care of the home while the mother is away

**Ask the groups to present in the correct order (first ante-natal visit through the fourth one and then the birth plan).**

---

**Now Show the picture of the pregnant women sitting in a clinic and one woman getting an injection, and the chart that shows when pregnant women get their tetanus injections.**

**SAY:** “If you haven’t had a tetanus injection, you will also get at least one at your ante-natal visits.

It depends on if this is your first pregnancy or not.

**SAY:** “Tetanus is a disease caused by bacteria. It is sometimes called lockjaw. It causes severe muscle spasms, stiffness, difficulty breathing and can lead to death. Getting tetanus vaccinations protect you and your baby.”

**SAY:** “Remember, if you find out in your ante-natal visit that you are HIV positive, you can still have a healthy pregnancy and a healthy baby and a good life. You will begin treatment, and your baby will get treatment when he or she is born.”

## Make It Fun! Race with My Baby (10 min).

---

Ask for 6 volunteers.

Tie the first volunteer's legs together (one person has both her legs tied together)

Do the same for volunteers 2 and 3.

**Do not tie the other volunteers' legs.**

Now line them up facing you and step back about 6 meters.

**SAY:** "You are going to race. The goal is to be the first one to reach me."

**SAY:** "1, 2, 3, GO!"

The people with their legs together cannot win, but they will make it to you.

**ASK:** "How is this race like having a baby when you are a teenager?"

**ASK:** "Did everyone reach the goal?"

"Was it harder for some people?"

"How did the people whose legs were tied reach the goal?"

**ASK:** "Did the people whose legs were tied together give up?"

Did they change the goal?"

What can you learn from this about being a teenage mom?"

## THINK AGAIN (15 min)

---

Sit in a circle.

If you have a health professional, use this time for the girls to ask questions.

If you don't, still invite the girls to ask questions.

If you don't know the answer, take down the questions and let the girls know you will find out and get back to them.

# PREPARE: Young Mothers

Lesson 19	Time	Objectives
Speaker and Welcome Song	5 min	<ul style="list-style-type: none"> <li>• Girls know about breastfeeding</li> <li>• Girls know importance of immunizations – where and when to get them</li> <li>• Girls understand their responsibility for baby’s health – hygiene, nutrition, touch and communication and safety</li> <li>• Girls consider ways to encourage father of baby’s involvement</li> </ul>
<b>Let’s Think About It!</b>	<b>10 min</b>	
A1: Breastfeeding	15 min	
<b>A2: Vaccinations</b>	<b>10 min</b>	
Make It Fun!	10 min	
<b>A3: The Truth About Vaccinations</b>	<b>20 min</b>	
A4: Caring for My Baby	40 min	
<b>Think Again</b>	<b>10 min</b>	
<b>Materials:</b>		
<ul style="list-style-type: none"> <li>• Lesson 19 – Your country’s immunization (vaccination) schedule</li> <li>• Thumbs Up, Thumbs Down, Don’t Know Pictures</li> </ul>		

## WHY?

**Breastfeeding is one of the best and most available things a mother can do for her baby.**

- It gives baby important nutrition.
- It helps build baby’s immune system (system for fighting diseases).
- It provides physical and emotional connection between baby and mama.

**Immunizations (or vaccinations) protect babies from diseases that are dangerous and sometimes deadly.**

- Girls need to know importance of vaccinations.

- Girls need to know that even if they give birth at home or with a TBA, baby still needs and can get her vaccinations.

**Girls need to know their responsibilities to keep baby safe, clean, well-fed and cared for**

- Talking together about these responsibilities connect girls to each other and help them support each other.
- Girls also consider how to involve the baby’s father – and problem-solve challenges.

### CHECKLIST

- FIND OUT WHERE GIRLS CAN GO FOR BABY WELL-CARE - VACCINATIONS!
- BE SURE YOU HAVE YOUR COUNTRY’S IMMUNIZATION SCHEDULE

# SHARE: Young Mothers

## WELCOME (5 Mins)

### 1. Choose Speaker.

The topic is “Young Mothers”

### 2. Sing Welcome Song.

## LET'S THINK ABOUT IT! (10 min)

**SAY:** “Liya is 17 years old. Her boyfriend, Ahmed is 18 years old. Now Liya is pregnant. She is afraid to tell Ahmed, but he is happy to hear about the baby. He is very proud. He tells his family, and a quick wedding is arranged. Liya moves in with Ahmed’s family. Ahmed’s mother takes Liya to a traditional birth attendant (TBA) and says Liya will give birth at home. Ahmed’s mother says her babies were born with this very same TBA and so it must be this way. Liya wants to give birth at a nearby clinic and go there for care before the baby is born. Ahmed admits to Liya that his mother lost 3 babies before he was born.

**ASK:** “What should Liya do?”

## Activity 1: Breastfeeding (15 min)

**SAY:** “Last time we met, we talked about pregnancy and taking care of ourselves and the baby inside.

Today we are going to talk about parenting as a young mother.”

**ASK:** “What is the first thing a new mother can do to help her newborn baby?”

**(Breastfeed)**

**ASK:** “When can a mother begin breastfeeding?”

**(Immediately after giving birth)**

**ASK:** “Do all mothers immediately produce milk?”

**Give girls time to answer.**

**SAY:** “Right after a mother gives birth, her breasts will start to produce “first milk” or colostrum. This is a super-rich food for baby, full of nutrition and disease-fighting qualities.

It looks a bit more yellow than milk.

Mothers may produce colostrum for up to three days before their regular milk comes in.

This is very good for baby!

After the “first milk,” regular milk will come in.”

**ASK:** “Does anyone have questions about breastfeeding?”

**If you have moms in the group, let them help answer. But be sure they are giving FACTS.**

**Some Q & A girls may have:**

- Is it possible I won't have breastmilk? **(Very, very rare. It may take time for the milk to come)**
- What do I do if my breast hurt and feel like stone? **(This is called engorged. It is normal; don't worry. Use a warm cloth and gently massage the breast. As baby sucks, she will help the milk to flow and your breast will feel better, usually by the second day. You can also take paracetamol.)**
- How long should I breastfeed my baby? **(for the first 6 months, feed her only breastmilk. Introduce soft food at 6 months, but keep feeding baby breastmilk for about two years if you can)**
- If my breasts are small, will I run out of milk? **(No, milk is produced to meet baby's needs. It does not matter the size of the breast or nipple)**
- Can I breastfeed my baby if I have malaria? **(Yes, almost always. Be sure to drink lots of water, so you keep producing milk)**
- Can I stop breastfeeding when my baby starts eating solid food? **(NO! Breastmilk is still the best food for your baby. Continue to nurse your baby until she is at least 18 months if you can.)**

## Activity 2: Vaccinations (10 minutes)

---

**ASK:** “What is the second thing a mother can do to help her newborn baby?”

Give girls time to answer. If needed, prompt for:

**SAY:** “Make sure the baby gets her vaccinations!”

**ASK:** “What is a vaccination?”

Give girls time to answer. If needed, prompt for:

**SAY:** “A vaccination makes a person's body develop immunity to a specific disease.

Immunity means protection from getting that disease.

So, vaccines protect against diseases.”

**SAY:** “Vaccinations protect babies from diseases that are dangerous and often deadly.”

## Make It Fun! (10 min)

---

**Ask for 5 volunteers.**

**Call the first volunteer Mary and tell her to stand in the middle of the room.**

**Call all the other volunteers Polios and tell them to stand around the room.**

**Everyone else watches.**

**SAY:** "When I say go, all the Polios should try to reach Mary as soon as they can and tap her on the shoulder."

**SAY:** "Mary, you cannot move, but you can try to protect yourself."

**SAY:** "1, 2, 3, GO!"

Now ask for 8 other volunteers.

Tell them to make a circle around Mary and to hold hands.

**SAY:** "The new volunteers are named Vaccines."

Your job is to keep the Polios out.

**SAY:** "When I say go, all the Polios should try to reach Mary as soon as they can and tap her on the shoulder."

**Bring the whole group back together.**

**ASK:** "What happened when no one protected Mary from "the Polios"?"

**ASK:** "What happened when Mary was protected by "the Vaccines"?"

**SAY:** "The Polios represented germs that carry diseases, like polio."

The Vaccines are the protectors that your body develops when you get a vaccination!"

## Activity 3: The Truth About Vaccinations (20 minutes)

---

**Take out your country's immunization schedule and review it with the girls.**

**Put up the pictures of Thumbs Up (True), Thumbs Down (False) and Don't Know.**

**If you don't have the pictures, ask girls to stand and show the gestures.**

**SAY:** "I am going to tell you something."

If you think it is true, go to the thumbs up.

If you think it is false (not true), go to the thumbs down.

If you are not sure, go to the middle.

**After you read a statement, and the girls move,**

**ASK at least one girl from each group to say why she is there.**

**BE SURE THE GIRLS KNOW THE CORRECT ANSWER BEFORE YOU MOVE ON.**

**SAY:**

1. "If you give birth at home or with a Traditional Birth Attendant, you cannot bring your baby in for vaccinations at a health facility." **(FALSE - EVERY BABY CAN GET VACCINATED!)**
2. "Babies who get vaccinated have a much better chance of living until they are five years old than babies who do not get vaccinated." **(TRUE)**
3. "If no one else in my village gets their baby vaccinated, my baby does not need to either." **(FALSE - THAT IS WHY YOUR BABY NEEDS TO BE VACCINATED. SINCE THE OTHER BABIES CAN GET THE DISEASES, YOUR BABY CAN CATCH DISEASES FROM THEM!)**
4. "If you don't get your vaccinations when you are baby, you CAN get them later. **(TRUE - CHILDREN AND TEENAGERS AND EVEN ADULTS CAN GET VACCINATIONS THAT ARE USUALLY GIVEN TO BABIES IF THEY NEVER GOT THEM.)**

5. It should be the husband who decides if the baby is vaccinated. He is the man of the house. **(FALSE - BOTH MOTHER AND FATHER ARE RESPONSIBLE FOR THE BABY'S HEALTH)**

**ASK:** "What can a girl or woman do if the baby's father does not want the baby vaccinated? Who can help?"  
Give the girls time to discuss.

### Activity 4: Caring for My Baby (40 minutes)

---

**SAY:** "We are going to divide into four groups. Each group will have a parent's responsibility to consider. Remember to consider the mother and the father. Your group's job will be to show or tell about the responsibility. What happens if you **neglect the responsibility?** What happens if you **take responsibility?** Is your baby healthy? Why or why not? Does your baby survive?"

Divide the girls into four groups.

To group one, **SAY:** "Your job is to show or tell about being clean."

To group two, **SAY:** "Your job is to show or tell about protecting baby from danger."

To group three, **SAY:** "Your job is to show or tell about eating and nutrition."

To group four, **SAY:** "Your job is to show or tell about communicating and touching baby."

Give the girls about 5-10 minutes to prepare their presentation or role plays. After each group presents, take a few minutes for the group to discuss.

### THINK AGAIN (10 min)

---

Sit in a circle.

**SAY:** "We have talked a lot about what mothers can do to help their babies survive and grow and develop."

**ASK:** "How can we involve baby's father in taking an active role in babies' development?"

How can we help each other?"









**Children's Rights and  
Violence Prevention Fund**  
Ending Violence, Building Power