

YOUTHPower ACTION

YOUNG EMANZI TOOLKIT FOR MENTORING ADOLESCENT BOYS AND YOUNG MEN

PART II: MENTORS' HANDBOOK

SESSIONS I-16



FEBRUARY 2020

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February 2020

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* For the sessions marked with a star, adolescent girls and young women (AGYW) are invited to participate, so that the two groups can work together and improve communication on these topics.

INTRODUCTION

MENTORS' HANDBOOK

The Mentors' Handbook contains the comprehensive Young Emanzi curriculum. The handbook serves two purposes: (1) for trainers to use while training mentors and (2) for mentors to use as a reference when they are preparing to lead their sessions. The handbook includes guidance for implementing the 16 mentoring sessions and for planning a community celebration and graduation upon completion. It also includes supplementary materials in annexes, such as handouts for mentees.

Each session in this handbook includes objectives, session length, and step-by-step instructions for the mentors. For the sessions marked with a star, adolescent girls and young women will be invited to participate, so that the two groups can work together and improve communication on these topics.

In addition to this handbook, mentors will be provided with copies of the Young Emanzi Flipbook. The Young Emanzi Flipbook is the primary guide for the mentors to use during their sessions with mentees.

When you begin mentor training, introduce the flipbook and ask mentors to refer to it and use it throughout their training so they become familiar with it. When mentors are implementing the Young Emanzi program, they will rely on the flipbook and the ongoing supportive supervision provided by the Young Emanzi implementing partners, Village Health Team members, district health officials, or community development officers to guide them.

The Young Emanzi Toolkit* includes.

Part I: Trainers' Guide and Resources—for use by trainers to prepare mentors to implement the Young Emanzi program. The guide contains the instructions for trainers, training slides, and handouts. The guide is divided into two parts: Part A, Sessions 1-8 and Part B, Sessions 9-16.

➡ **Part II: Mentors' Handbook**—contains detailed instructions for mentors about how to conduct the 16 Young Emanzi sessions and the community celebration, as well as handouts for mentees. The handbook is to be used during the mentors' training and also by mentors as a resource when they are preparing to lead sessions with mentees.

Part III: Mentors' Flipbook—contains illustrated pages for mentees and summarizes the instructions for conducting the 16 Young Emanzi sessions. Mentors will use the flipbook as a job aid when conducting sessions. The flipbook has two parts: Part A, Sessions 1-8 and Part B, Sessions 9-16.

* Refer to the [Guidance Document for the Young Emanzi Toolkit](#) for more detail.

Guidance Document for the Young Emanzi Toolkit.

Available at: <https://www.youthpower.org/resources/young-emanzi-toolkit-mentoring-adolescent-boys-and-young-men>

SESSION 1

GENDER ROLES AND STEROTYPES

(Young Emanzi flipbook Part A p. 1)

1.1 INTRODUCTION TO YOUNG EMANZI

Objectives:

- Introduce the Young Emanzi program and explain what the young men can expect
- Help mentees get to know and feel comfortable with one another
- Define the role of the mentors
- Help mentees begin to develop trust in the adult mentors
- Develop ground rules to encourage respect for each other, active participation, and confidentiality

Time: 25 minutes

Note to mentors:

The text provided throughout these sessions is meant to guide you, but please adjust the language so that it feels right for you and your mentees.

1. Begin by introducing yourself and welcoming mentees to the Young Emanzi program. Explain that you graduated from a similar program called Emanzi, and it has helped you better look after your health and improve your homelife. You are trained to be a mentor to teach, provide advice, be a role model, and help the young men identify solutions for their problems by learning from each other.
2. Explain that your role as an adult mentor is to provide support and information to the mentees.
3. Explain that through a series of information sessions and activities, they will learn about effective communication, self-esteem, caring for their health, improving their relationships,

and strategies to save money. Tell mentees that you are very excited about the ideas you will be exploring together over the next 16 sessions and that you hope they'll have a good time and learn a lot!

4. Next, give mentees the opportunity to introduce themselves. Ask them to stand in a circle and then, one at a time, say their name and share a fact about themselves that other people may not know. You might go first to set an example.
5. After introductions, explain why the Young Emanzi mentoring program was started:
 - Young men may be less likely than their female peers to discuss health issues with adults, including their parents; however, a trained mentor may become a trusted adult who can fill this role.
 - When young men are positively involved in their own health, everyone benefits.
 - A mentoring relationship with an adult man can help provide young men and boys with support and information and become an important connection.
 - Young men can play a key role in helping their families and other loved ones access and use health services, such as HIV care and treatment and contraception.
6. Tell the group that Young Emanzi's specific goals are to:
 - Make connections among peers and mentors that will help them build their communication skills, develop and sustain healthy behaviors, learn about saving money, and plan for the future
 - Increase their understanding of gender—or how young men and women are viewed in the community and society—and how gender influences young men's and women's health risks and access to health services
 - Explore gender inequality, discuss how it is harmful to men and women, and increase gender-equitable attitudes among participants

- Teach skills that will increase self-esteem, self-control, problem solving, critical thinking, and decision-making

Let them know that they will meet for 16 sessions, 1.5 to 2 hours each, at [give time and location]. There will be lots of group activities, so their participation is important, not only for themselves but also for their fellow group members. Explain that it is very important to attend all the sessions. (Note to mentors: Keep track of attendance every week.) At the end of the program, mentees who have attended at least 14 of the 16 sessions will be recognized at a community celebration.

Next, describe the workshop topics, displaying the list of topics in the flipbook as you talk:

- Session 1: Gender Roles and Stereotypes
- Session 2: Effective Communication
- Session 3: Self-Esteem
- Session 4: Managing Stress, Anger, and Conflict
- Session 5: Steps for Saving Money
- Session 6: Budgeting and Dealing with Setbacks in Saving
- Session 7: Communication about Money*
- Session 8: Gender and Health*
- Session 9: Body Changes *
- Session 10: Pregnancy Prevention*
- Session 11: HIV Prevention and Condoms
- Session 12: Talking about Addiction and Alcohol Abuse
- Session 13: Violence Around Me
- Session 14: From Violence to Respect for Women and Girls
- Session 15: Relationships and Love Troubles
- Session 16: Defining Manhood and Discussing Change
- Community Celebration and Graduation *

7. **Say:** For the sessions marked with a star, we will be inviting girls and young women to participate, so that we can work together and improve communication on these topics.
8. **Say:** Before we begin our discussion for this week, let's develop some ground rules so that we can work well together and get the most out of the sessions.

Ask participants to name some ground rules that would be helpful. If they need suggestions, pick one or two from the list below to get them started. (Note to mentors: Some participants are likely to volunteer more than others. Without embarrassing anyone, try to involve the more quiet or shy participants also. You may do this by asking each person to take a turn speaking.) Add any that were not mentioned from the list below and ask if everyone can agree to abide by the guidelines.

Some suggested ground rules:

- No cell phone use during the session
 - Respect all mentees and their feedback
 - No fighting
 - Maintain confidentiality
 - Talk one at a time
 - Pay attention to get the most out of experience
 - Participate in all activities
 - No alcohol or drug use
 - Be on time
 - Finish on time
9. Divide mentees into two groups with one mentor for each group. This will be their “mentorship team.” Tell mentees they will be asked to divide into their teams at the beginning of every mentoring session, and potentially for other activities. However, most activities will be conducted with the full group of mentees.

10. Give each mentorship team five minutes to think of a team name. They don't have to decide today but should finalize it to share with everyone by next week.
11. **Say:** If you have any concerns about your mentorship team assignment, come speak with one of the mentors after the closing of this session.

1.2 ACT LIKE A MAN, ACT LIKE A WOMAN

Objectives:

- Help young men identify the differences between rules of behavior for young men and for young women
- Help mentees understand how gender norms affect the lives of young women and men

Materials: Pencil

Time: 25 minutes

1. Ask the mentees if they have ever been told to “act like a man.” Ask them to share some experiences of someone saying this or something similar. Ask: Why do you think they said this? How did it make you feel?”
2. Now ask the young men if they have ever been told not to “act like a woman.” Ask them to share some experiences of someone saying this or something similar.
3. **Ask:** Why do you think they said this? How did it make you feel? What does that say about how young women are valued in our community? Is it considered so bad to act like a young woman? Why?
4. Tell the young men that you want to look more closely at these two phrases. Explain that by examining the phrases, we can begin to see how the community and society create very

different rules for how young men and young women are supposed to behave. Explain that these rules are sometimes called “gender norms,” because they define what society says is normal for men and women to think, feel, and act. Explain that these rules restrict the lives of women, girls, men, and boys by keeping young men in their “act like a man” roles and young women in their “act like a woman” roles.

5. Ask mentees for some ideas about how young men should behave or how they are told they should behave. Look for examples in the Young Emanzi flipbook in the “Act Like a Man” activity (or in the box below) if necessary.
6. Once the group has brainstormed an “act like a man” list, ask the following questions:
 - How do these ideas about what it means to be a man affect a young man’s health and young women’s health, especially in terms of using contraception and avoiding HIV?
 - Which of the messages are bad for our health? Which are good for our health?
 - What happens to young men who don’t follow the gender rules (those who do not act like a typical man according to this list)? What do people say about them and how are they treated?
7. Ask mentees for some ideas about how young women should behave. If necessary, use some examples from the box below.

Once the group has brainstormed an “act like a woman” list, ask the following questions and discuss:

- Which of the messages on the “act like a woman” list are harmful? Why? (You can mark the ones that are identified as harmful with a pencil in your flipbook. You can erase this later when you do this activity again.)
- How do these ideas about what it means to be a woman affect a young woman’s health and a young man’s health, especially in terms of using contraception and avoiding HIV?

- What happens to young women who don't follow the gender rules (those who do not act like a typical young woman according to this list)? What do people say about them and how are they treated?
8. To conclude the activity, ask participants the following questions and discuss:
- Are our perceptions of the roles of young men and young women affected by what our families and friends think? How?
 - Do television, radio, and newspapers have any effect on gender norms? If so, in what ways? How do the media show young women? How do the media portray young men?
 - How can you, in your own lives, challenge some of the unequal ways that young men are expected to act? How can you challenge some of the non-equitable ways that young women are expected to act? (See the “transforming men and women” section in the box below for examples.)

Potential responses: Be loving, be caring, speak out in favor of gender equality, be faithful to one partner

Note: In the context of gender norms, when we say someone is “transforming,” we are referring to men and women who recognize unequal gender relations and use their own influence to take action and advocate for a shift in gender norms to reach gender equality.

Examples of responses for the “Act like a Man, act like a Woman” activity. This list is also included in the Young Emanzi flipbook.

Act like a boy/man	Act like a girl/woman
<ul style="list-style-type: none"> • Be brave • Do not cry • Be the breadwinner • Prove your manhood • Have a girlfriend • Offer security • Don't ask for help • Be aggressive • Drink alcohol • Smoke • Be daring • Ignore pain • Don't talk about problems • Join peer groups • Be courageous • Make decisions for others 	<ul style="list-style-type: none"> • Be passive and quiet • Be submissive • Date older men • Do house chores • Be the caretaker and homemaker • Act sexy, but not too sexy • Be smart, but not too smart • Follow men's lead • Don't complain • Don't discuss sex • Get married • Produce children • Be pretty • Be seen, not heard

Transforming men and women

- Be loving
- Be caring
- Communicate assertively
- Express emotions constructively and when appropriate
- Be honest with your sexual partner
- Get tested for HIV regularly
- Delay sexual activity until both people are ready
- Use condoms or other forms of protection if you engage in sexual activity
- Speak out in favor of gender equality
- Challenge others to recognize their harmful gender norms and change themselves

I.3 THE SPACE BETWEEN US

Objectives:

Raise mentees' awareness of how power has shaped our lives and experiences

Materials: Pencil

Time: 25 minutes

Say: In a few moments, I am going to ask you to line up beside another. I will then read a series of statements about life experiences. After each one of the statements you will move one step forward, backward, or stay where you are, based on your life experiences.

1. Ask participants to lineup side-by-side, leaving enough and equal space both behind and in front of them. Divide the line into two parts, one half of the mentees will take on the role of being a young woman for this game and the other half will remain as young men. They must keep their roles throughout the entire activity.
2. Ask them to all face one way (toward a wall or a line drawn on the floor).
3. Read the following statements, pausing between each to see if everyone understands. Remind the boys who were assigned to pretend they are girls to respond to these statements as they think girls would.
 - If most of the shop owners in your community are of the same sex as you (or the sex you've been assigned for this activity), move one step forward.
 - If you could continue school while your siblings of the opposite sex had to stop, move one step forward.
 - If a teacher has ever promised any of your friends of the same sex better school results in exchange for sexual favors, move one step back.

- If you can determine when and how many children you will have, move one step forward
 - If you share childcare responsibilities with your partner, move one step forward.
 - If you must rely on your partner to pay for your clothes and food, move one step back.
 - If you can ask your partner to use a condom when you have sex, move one step forward.
 - If you have been whistled or hooted at in public by the opposite sex, move one step back.
 - If most doctors, lawyers, professors, or other “professionals” are of the same sex as you, move one step forward.
 - If you have ever feared rape, move one step back.
 - If you could be beaten by your partner with little or no reaction from others, move one step back.
4. When you have finished reading all the statements, pause. Ask the mentees to remain where they are. Ask the mentees to look around to see where they are standing and where others around them are standing. Ask them to take a moment to silently reflect on their own position and the position of others.
5. Ask mentees the following questions:
- How did you feel doing this exercise?
 - How did you feel at the beginning when you were all in the straight line?
 - How did it feel to move forward? To move backward?
 - What did you think or feel when you saw where everyone was standing at the end of the game?
 - What does this exercise teach us about the unequal gender relations between girls/women and boys/men?

- What did you learn about your own influence? The influence of those around you?

6. **Say:** This influence over others is also called power. There are four types of power:



Power within is the strength that arises from inside us when we recognize the equal ability within all of us to positively influence our own lives and community.



Power over means the power that one person or group uses to control another person or group.



Power with means the power felt when two or more people come together to do something that they could not do alone.



Power to is the belief, energy and actions that individuals and groups use to create positive change.

Say: It is important to understand the different types of power and see how they affect men's and women's lives for better and worse.

1.4 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- Throughout their lives, young men and young women receive different messages from family and the community about how they are expected to act as men or how they should act as women, and how they are expected to relate to each other.
- Some of these expectations, or gender norms, are fine and help us enjoy our identities as men and women. However, some are harmful stereotypes.
- It can be difficult to talk about power—who has it and who does not—because it may remind us of uncomfortable situations that we have experienced.

- As we become more aware of harmful gender stereotypes, we can begin to question them and start to shape our own more positive gender roles. We can strive to live our lives transforming into young men and young women who treat everyone equally.
- Remind mentees that your role as a mentor is to help provide guidance when they encounter challenges related to gender roles. You may want to share your own experience of challenging traditional gender stereotypes as an Emanzi graduate.
- Tell mentees that you also have a list of organizations and agencies in the community that provide services for young people. These referral services are listed in the back of the flipbook. These are related to the topics you'll cover in the Young Emanzi program, including HIV, contraception, sexual violence, mental health, school violence, substance abuse, job skills and livelihoods training, and finances. Mentees can ask you about these support services any time.

1.5 CHALLENGE

Time: 10 minutes

1. Explain that at the end of each session mentees will be given a challenge to do in between sessions and practice something they've learned. This week the challenge is around gender norms.
2. Instruct mentees to consider the following questions over the course of the week and to come prepared to discuss them in the next session:
 - This week, reflect on all the different places or people who taught you about being a young man.
 - Who were the most powerful people in influencing you to behave a certain way? How or why were they so influential?

- Have you ever felt bad about being told to act like a man?
 - What are some of the things that are most helpful or healthy about acting like a young man?
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
 4. Thank the mentees for their participation and praise them for thinking hard about how men and women are expected to act, and how some of these expectations can be harmful.

SESSION 2

EFFECTIVE COMMUNICATION

(Young Emanzi flipbook Part A p. 17)

2.1 REFLECTION

Objectives: Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Welcome everyone to the session. Ask the mentees to share the names of their mentorship team with the larger group (if not done during the previous session).
2. Ask the large group to divide into smaller mentorship teams, each led by one mentor.
3. Encourage the mentees to share their reflections from last week's challenge on challenging gender norms.
4. Allow time for each boy who wants to respond to share; promote a discussion within groups about the challenge activity from last week.
5. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?

6. Introduce today's topic: effective communication
7. **Say:** Today we are going to learn about nonverbal communication and tips for effective communication.
8. Explain that mentees will remain in their mentorship teams for the warm-up.

2.2 WARM-UP: THAT'S ME

Time: 15 minutes

1. Explain that this game helps mentees get to know one another better and to see how they are different and alike.
2. Tell the mentees that in a moment you will read aloud a series of statements. When they hear something they identify with, they should stand up and shout, "That's me!"
3. Begin providing statements. These could include:
 - I live with my family.
 - I have many siblings.
 - I like to cook.
 - I like to dance.

Note to mentors: Add any other statements that are appropriate and can encourage friendship among the group members.

2.3 NONVERBAL COMMUNICATION

Objectives:

Identify forms of nonverbal communication.

Time: 20 minutes

1. Bring everyone together in one group.

2. **Ask:** What are some different ways to communicate?
3. Explain that much of communication is nonverbal. Nonverbal communication can express a variety of emotions.
4. Give some examples: someone can communicate agreement by nodding, smiling, laughing, waving, giving the thumbs-up sign, “talking” with their hands, writing, and singing.
5. Ask mentees to turn to their neighbor and take turns practicing the expressions listed below silently. Their partner should guess what is being communicated.

<ul style="list-style-type: none"> • Anger • Worry/Stress • Shyness • Regret • Rejection 	<ul style="list-style-type: none"> • Happiness • Excitement • Disappointment • Fear • Stop 	<ul style="list-style-type: none"> • Exhaustion/tiredness • Be quiet
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6. Invite three or four mentees to act out one of the feelings for the larger group without speaking. Ask the other mentees to guess what they are feeling.
7. Next, lead a discussion about nonverbal communication using the following questions:

What other gestures or expressions do we commonly use?

Potential responses: nodding, folding arms, crossing legs, standing with legs wide, smiling, rolling eyes

Why do people use nonverbal communication instead of expressing themselves verbally?

Potential responses: it comes naturally, to show they are listening, to react without interrupting, and so on

Is it possible not to use nonverbal communication?

Potential response: No, or at least it is very hard!

Can nonverbal communication contradict verbal communication?

Potential response: Yes, when a person is visibly upset but says he is “fine.”

2.4 TIPS FOR EFFECTIVE COMMUNICATION

Objectives: Demonstrate how to create an effective message.

Time: 25 minutes

1. Explain to the group that effective communication means communication that avoids misunderstandings and improves relationships.

Note to mentors:

Pause after reading each of the questions below to give mentees time to respond.

2. **Ask:** What do you think makes communication effective?

3. **Ask:** When you are trying to communicate, how does it feel to:

- Be interrupted or not be heard?
- Be criticized, called a name, or labeled?
- Be judged or made to feel guilty?
- Sense that the other person is trying to control the conversation?
- Receive negative nonverbal messages, such as being frowned at?

4. **Ask:**

- Are there differences between how boys and girls communicate their feelings? Can you give some examples?

- Do you feel that boys have an easier time expressing themselves to adults? Why might that be the case?
- Are there emotions that are easier for girls to express? What about boys?
- Are there certain things that people in your community feel are not appropriate for girls to discuss? Is this the same for boys? Why?

5. Say: Here are some tips for effectively communicating, particularly when you need to talk to someone about how something they've done has affected you. You can say:

- "I feel..." the emotion that you are experiencing; such as, "I feel scared and anxious."
- "When you..." what another person did that caused you to feel the emotion; such as, "I feel scared and anxious when you drive fast."
- "Because..." why the action caused you to feel the emotion, such as, "because I know bad accidents can happen when people drive too fast."
- "And I would like/want/need..." what you would like to have happen to feel better; such as, "and I would like for you to please try to drive more slowly in the future."

6. Say: Now I am going to read the story of Hakim and Omar to you. We will use this story to practice the communication tips I just described.

7. Read the following story.

Story: Everyday Hakim and Omar's mother asks them to tether the goats, bring them back inside in the evening, and collect water. Omar and Hakim share responsibilities for tethering the goats in the morning, but in the evenings Hakim (the older brother) brings the goats in and Omar goes to collect the water. Once the animals are back in, Hakim has time to meet his friends at the trading center to chat and play

games. For Omar, there is always a long queue at the water source, and he does not get back until late. Omar would also like to meet with friends at the trading center. The boys need to negotiate the situation so that Omar is not always going to the water source so late and has time to meet with friends.

8. **Say:** Let's think about how Omar can talk to Hakim about this problem.
 - "I feel..." the emotion that Omar is feeling
 - "When you..." what Hakim did that caused Omar to feel the emotion
 - "Because..." why the action caused Omar to feel the emotion
 - "And I would like..." what Omar would like to have happen to feel better
9. **Ask mentees:** How does communicating the emotions and feelings affect the outcome of the situation?

2.5 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- Explain that breakdowns in communication occur all the time, with consequences like hurt feelings, anger, ended friendships, and even violence. Mastering effective communication skills takes time and practice but can lead to a happy relationship with family and peers.
- Remind participants that you are here as a mentor, not as a teacher or parent figure. You are here to coach each member to be a future leader, to listen, and to help everyone reach his goals. Explain that you are available to support and advise members outside of these sessions, and you will always keep information that is shared private.

2.6 CHALLENGE

Time: 10 minutes

Give the session closure. Emphasize the following points:

1. Ask participants to notice nonverbal communication, of their own and others, between now and the next session.
2. Ask participants to practice the effective communication skills reviewed in today's session. Ask them to remember and use the sentences that begin with "I feel," "when you," and "because."
3. Tell participants that at the beginning of the next session, you'll ask for volunteers to share examples of any nonverbal communication they noticed or used, and instances when they practiced effective communication.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
5. Thank participants for working together so well!

SESSION 3

SELF-ESTEEM

(Young Emanzi flipbook Part A p. 31)

3.1 REFLECTION

Objectives: Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Welcome everyone to the session.
2. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
3. Encourage the mentees to share reflections from last week's challenge on practicing effective communication and using nonverbal communication.
4. Allow time for each boy who wants to respond to share; promote a discussion within the teams about the challenge activity from last week.
5. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, have you used any of the lessons learned from the Young Emanzi sessions?
6. Introduce today's topic: self-esteem.

7. **Say:** Today we are going to discuss what we admire about ourselves and what we would like to improve. We'll also talk about how self-esteem affects decision-making and review decision-making skills.
8. End the reflection and return to the larger group for the warm-up activity.

3.2 WARM-UP: TWO TRUTHS AND A DREAM

Time: 15 minutes

1. Explain that this game involves stating two truths about yourself and one thing that you dream of doing but have not yet accomplished.
2. Other members of the group must figure out which items are true and which item is a dream.
3. Give each mentee a chance to present his truths and one dream.

3.3 WHO AM I?

Objective:

Enable mentees to identify the qualities they most admire about themselves and areas they would like to improve.

Time: 20 minutes

1. **Say:** Take a moment to think about your own self-image. What do you like most about yourself? What are you proud of? How do you see yourself?

Potential responses: I am intelligent, I am a good friend to others, I am a good listener.

2. Invite mentees to turn to their neighbor. Tell them to take turns asking each other these questions:
 - How do you enjoy spending your time?
 - What are you proud of for yourself? For your family?
 - What five words or phrases best describe you?
 - If you could change something about yourself, what would it be?

Tell the mentees that this information will only be shared with their neighbor and not with the larger group.

3. Ask mentees to think about the way they described themselves. What makes them feel positive about themselves? Are there things they feel they need to improve?

3.4 SELF-ESTEEM AND THE STEPS FOR GOOD DECISION-MAKING

Objective:

Describe the links among self-esteem, assertive behavior, and steps for good decision-making.

Time: 30 minutes

1. Ask mentees what the term “self-esteem” means. Brainstorm for a few minutes with the group.

Potential responses: Believing you are worth a lot, personal strength

2. Explain that having strong self-esteem is an important part of developing good decision-making, communication, and thinking skills.

3. Ask: Where do you think self-esteem comes from?

Allow mentees time to answer. Then you can say some of these examples if they were not shared: how your parents raise or treat you; treatment by brothers, sisters, other family members; being good at school work, sports, or other activities.

4. Ask: Why is self-esteem important?

Allow mentees time to answer. Then you can explain that self-esteem helps boost confidence and the ability to make positive decisions for yourself.

5. Explain: Good decision-making skills can help someone avoid risky activities. For example, if you are thinking of trying an alcoholic beverage, you will have to decide between trying or not trying.

6. Ask what steps young people might take if they are deciding about something important.

- What should they do first? Next?
- Should they seek advice? From whom?
- What are the consequences? Think about both the positive and negative.
- How will they take responsibility for any negative consequences?
- Are they capable of handling the decision themselves?

Potential response: Step 1: Define the problem; Step 2: Determine if you should seek advice and from whom; Step 3: Think about both the positive and negative consequences of your possible decisions. Think about how to take responsibility for any negative consequences of your decision.

7. Tell the group that you are going to share a story. After that, you will discuss it together.

Story: Imagine that you are 16 years old and not enrolled in school. Along with helping your mother with household chores and taking care of your younger brothers and sisters, you try to earn extra money by working in the rice fields. You planned to buy books with the money so that you could continue to learn, even though you are not enrolled in school. One day your friend visits and sees the money under your mattress and tries to convince you to use the money to buy new jeans and shoes from the market.

8. After reading the story discuss the following:
 - Describe the situation; what is the conflict?
 - What steps would you follow in trying to reach a decision?
 - What do you think the 16-year-old should do?

There can be more than one decision. Emphasize that the actual decision the group reaches is less important than understanding the steps someone might go through to make a decision. Remind mentees of the steps that were just discussed.

3.5 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- Explain that self-esteem gives you the courage to try new things or make new friends. With self-esteem, you believe in yourself and know that good things can happen when you try. Self-esteem also helps you when things do not go your way and makes it easier to accept mistakes. For example, if you miss the football goal or lose your notebook, you do not get too mad at yourself. You try again. You find a way to do better.

- Remind mentees of the importance of accepting responsibility for their decisions and the consequences. Good decision-making skills can help them avoid negative consequences of decisions and can positively shape their lives.

3.6 CHALLENGE

Time: 10 minutes

1. Ask mentees to think—between now and the next time the group meets —about a decision that they made or need to make.
2. Ask them to remember the steps involved in decision-making and come prepared to share their process at the next session.
3. Remind mentees that the role of the mentor is to help with difficult decisions, and they may want to see if their mentor is available to talk after the session.
4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
5. Thank the boys for coming to the session and being so active.

SESSION 4

MANAGING STRESS, ANGER, AND CONFLICT

(Young Emanzi flipbook Part A p. 45)

4.1 REFLECTION

Objectives:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Welcome everyone to the session.
2. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
3. Encourage the mentees to share their reflections from last week's challenge on their decision-making processes.
4. Allow time for each boy who wants to respond to share; promote a discussion within teams about the challenge activity from last week.
5. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting ?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, have you used any of the lessons learned from the Young Emanzi sessions?

6. Introduce today's topic: managing stress, anger, and conflict.
7. **Say:** Today we are going to learn positive ways of dealing with situations that cause us stress, anger, and conflict.
8. End the reflection and return to the larger group for the warm-up activity.

4.2 WARM-UP: ANXIETY RELIEF PROCEDURE

Time: 15 minutes

1. Bring all mentees back together in one group.
2. Instruct everyone to sit in a relaxed, comfortable position. Tell mentees to take some nice slow, deep breaths.
3. Instruct mentees to think of something that makes them feel safe or calm.
4. As the mentees practice deep breathing, say: There is really no right or wrong way to relax; just do whatever feels right for you. Some of you may want to keep your eyes open and look at something in the room, while others may want to close their eyes. It is important to remember that you can comfort yourself by taking a few deep breaths. Look around you and realize that you are not alone and that others do believe in you and can help support you.

4.3 MANAGING STRESS, ANGER, AND CONFLICT

Objective:

Help the mentees learn how to successfully deal with situations that cause stress.

Time: 20 minutes

1. Ask mentees how they define the word “stress.”

After some discussion, explain that stress is the body’s reaction to a change that requires a physical, mental, or emotional adjustment or response. It is commonly experienced as a feeling of tension, anxiety, or pressure.

2. Ask the group the following questions. Allow mentees to answer first, and then you can add additional responses listed on the next page if they are not mentioned.

- What feelings do you have when you are stressed?
- What thoughts do you have when you are stressed?
- How do you behave?
- How does your body physically respond to stress?

3. **Ask:** Can you think of a time when you were under stress?

4. Divide the group into their mentorship teams, with one mentor for each group. Instruct the mentees to discuss different ways they can manage stress or ways they have observed their peers and other adults manage stress. Then say: “When you’re done, we will return to the large group and a representative from each team will share the stress management techniques discussed.”

Feelings	Thoughts
<ul style="list-style-type: none"> • Anxiety • Irritability • Fear • Moodiness • Embarrassment 	<ul style="list-style-type: none"> • Self-criticism • Difficulty concentrating or making decisions • Forgetfulness or mental disorganization • Repetitive thoughts • Fear of failure
Behaviors	Physical
<ul style="list-style-type: none"> • Stuttering • Difficulty speaking • Crying • Acting impulsively • Nervous laughter • Yelling at friends/family • Increased smoking, alcohol, or other drug use • More prone to accidents 	<ul style="list-style-type: none"> • Tight muscles • Cold or sweaty hands • Headaches • Back or neck problems • Sleep disturbances • Stomachaches • Jaw clenching • More colds and infections • Increased or decreased appetite • Fatigue • Rapid breathing • Pounding heart • Shaking hands • Dry mouth

5. Explain that there are many ways to manage stress, and everyone needs to find what works best for them. Share the following examples if they were not already talked about:
- **Take a deep, slow breath:** Stress often causes us to breathe shallowly and quickly, and this almost always causes more stress. Try taking a minute to slow down and breathe deeply. You can also stop and count to 10 before responding to a stressful situation.
 - **Talk to someone:** Keeping feelings inside can increase stress. Sharing your feelings with your mentor, trusted friend, family member, teacher, or church leader can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid more serious problems later.
 - **Take a “minute holiday”:** You cannot always get away, but you can dream. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells, and temperature.
 - **Pay attention to physical comfort:** We can’t always control our physical environment, but whenever you can, be as physically comfortable as the situation will allow. Wear comfortable clothing. If it’s too hot, go somewhere where it’s not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.
 - **Physical activity:** When you feel nervous, angry, or upset, release the pressure through physical activity. Try to find something you enjoy and make regular time for it. This can be anything from taking a walk to doing some regular physical work that you like doing. Playing sports or a game can relieve stress, give you energy, and allow your mind to be clearer. Remember, your body and mind work together.

- **Take care of your body:** Healthy eating and adequate sleep fuels your mind as well as your body. Avoid too much caffeine and sugar. Well-nourished bodies are better able to cope with stress; so, eat well.
- **Laugh:** Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you.
- **Manage your time:** Plan ahead. Make a realistic schedule for yourself and include time for stress reduction. Make a list of what you have to do, then do one thing at a time, checking off items as they're completed. Do the most important or unpleasant ones first, then the rest of your day will be less stressful.
- **Know your limits:** A major source of stress is trying to control things over which you have little or no power. When in a stressful situation, ask yourself: Is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, try to accept your decision or actions and move on.
- **Compromise:** Do you get upset when things don't go your way? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

4.4 WHAT DO I DO WHEN I AM ANGRY?

Objective: Enable mentees to identify the qualities they most admire about themselves and areas they would like to improve.

Time: 25 minutes

1. **Say:** Take a moment to think about your own self-image. What do you like most about yourself? What are you proud of? How do you see yourself?
2. Ask mentees to close their eyes as you read the questions below to the group. Ask them to think about their responses, but not say them out loud. Count slowly to eight, silently, in between each question to give mentees time to reflect.
 - Think of a recent situation when you were angry. What happened?
 - Now, thinking about this incident, try to remember two other feelings, besides anger, that you were feeling. (For example, maybe you were also feeling sad.)
 - How did you demonstrate your anger? How did you behave?
 - Would you respond differently now? If so, which of the positive ways we talked about might have been appropriate?
 - When you're finished, ask the mentees to open their eyes.

3. Ask:

What are some negative ways of reacting when we are angry?

Potential responses: Yelling, hitting, making fun of someone, name-calling, damaging property, throwing things, or refusing to help someone in need.

Positive ways of reacting when we are angry?

Potential responses: Try using or adapting the stress management techniques we just discussed. For example, you could calmly express an opinion, leave a confrontational situation, or count to 10 before reacting.

Have you noticed that sometimes people are quicker to get angry when they are hungry? What about when they have been drinking alcohol? Has this happened to you?

Say: If you are hungry and a situation arises that makes you start to feel angry, wait to deal with it until after eating something, not before! Alcohol has a similar affect. If someone has been drinking, they can become angry quickly, so you should avoid any difficult or emotional conversations until everyone is sober.

4.5 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- We all have stress. Sometimes we can feel stressed because of a bad interaction with someone, too much work, or not having enough money to buy something we really need. It is important to know how to manage the stress in your life and to use some of the techniques we talked about today.
- Sometimes stress can lead to anger, and it is important to remember that anger is a completely normal, and usually healthy, emotion. However, when it gets out of control and causes someone to become violent, it leads to problems.
- Sometimes anger and frustration are caused by very real, unavoidable problems in our lives. Not all problems have a solution. In these situations, try not to focus on finding the solution, but on how you can handle the problem using some of the techniques we talked about today.
- Avoid any mentally or emotionally draining tasks when you are hungry or have been drinking alcohol.

4.6 CHALLENGE

Time: 10 minutes

1. Between this session and the next meeting, ask participants to take note of a time that they feel angry.
2. Ask participants to practice some of the anger management skills they learned today and come prepared to share their experience at the next session.
3. Remind participants that anger is a normal emotion and your role as a mentor is to help them find effective strategies to manage anger.
4. Tell participants you are available to talk after the session to discuss anger management strategies or anything else that was discussed.
5. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
6. Thank mentees for coming to the session and sharing their thoughts and experiences.

SESSION 5

STEPS FOR SAVING MONEY

(Young Emanzi flipbook Part A p. 59)

5.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Welcome everyone to the session.
2. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
3. Encourage the mentees to share reflections from last week's challenge on using some of the anger management skills they learned.
4. Allow time for each mentee who wants to respond to share; promote a discussion within teams about the challenge activity from last week.
5. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting occurred?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?

- Outside of the challenge, have you used any of the lessons learned from the Young Emanzi sessions?
- 6. Introduce today's topic: steps for saving money.
- 7. **Say:** Today we are going to discuss the steps for savings and your personal savings goals.
- 8. End the reflection and return to the larger group for the warm-up activity.

5.2 WARM-UP: ACCENTUATE THE POSITIVE

Time: 15 minutes

1. Bring all mentees back together in one group.
2. Explain that this game is intended to improve self-esteem.
3. Ask mentees to pair up.
4. Instruct the pairs to share personal qualities about themselves with each other. They must say:
 - Two physical attributes they like about themselves
 - Two personality qualities they like about themselves
 - One talent or skill they have
5. After several minutes, tell the group that you hope it was easy for them to think of things they liked about themselves.

5.3 EIGHT STEPS FOR SAVING

Objective:

Understand the eight steps for saving money.

Time: 20 minutes

1. Say: I am going to say a series of statements and ask you to stand up for each one that is true for you.

Note to mentors: Everyone should sit down between statements.

- Never saved money before
- Like to spend money
- Know how much you spent on food last week
- Wish you had more money
- Are saving for something specific you want
- Think saving is important
- Think saving money is difficult

2. Ask: For those of you who think that saving is important, why do you think so?

Potential responses: Helps you use your money better; helps you depend less on other people; makes you feel secure when you have a problem and need money; helps you plan for the future and achieve those plans.

Ask: Why is saving money difficult?

Potential responses: Do not have regular income; do not have any extra money; give any leftover money to parents for household expenses; spend extra money on things like sweets; do not have a safe place to keep money aside.

Ask: What would make you want to save money?

Potential responses: Take care of personal needs/wants; avoid depending on other people; be able to make own decisions; help family with household needs.

Ask: What would make you not want to save money?

Potential responses: It is not safe to save; you can lose your money; there is not enough money to save; don't know how to save.

3. **Say:** Managing money involves saving money, spending money, planning how you will spend your money, and keeping track of how you spend your money.
4. Explain that since most of us do not have enough money to pay for everything we need and want, we have to make choices about what we will buy and what we will not buy. We try to save for things we will want in the future. We figure out how to stretch our money to cover the necessary expenses we face. It can be hard.
5. Show the flipbook with the “Eight Steps for Saving” listed and read them out loud.
 1. Choose a savings goal.
 2. Make a savings plan.
 3. Know the difference between needs and wants.
 4. Control spending.
 5. Think about the future: money in and money out.
 6. Save regularly.
 7. Save in a safe place.
 8. Deal with setbacks in saving.

5.4 IDENTIFYING NEEDS AND WANTS

Objective:

Understand the difference between needs and wants.

Time: 20 minutes

1. **Say:** We spend and save money for many things. Some of these things are necessary for our survival. These things are called NEEDS. There are other things that we don't necessarily need, but when we buy them, we feel happy. These things are called WANTS. Today, we are going to discuss the difference between the things that we want and the things that we need. One part of controlling what we spend is understanding this difference.
2. Ask for two mentees to volunteer: one to represent needs and one to represent wants. Ask each to stand in a different spot.
3. **Say:** I'm going to say an expense, something that we could spend money on. Your job is to decide whether this expense is a WANT or NEED. I am not going to wait for everyone to agree. If you think that the expense is a need, place yourself close to the person who represents NEEDS. If you think that the expense is a want and can never be considered a need, place yourself close to the person who represents WANTS. But if you are not sure, or you think that in some cases, the expense could be either a want or a need, place yourself somewhere between the two people.

Continue: For example, if I say "perfume," and you think that it is more of a want than a need, you can stand here. (Demonstrate by standing closer to the person who represents WANTS.) However, if I say "medicine," and you think that medicine is definitely a need, stand here. (Demonstrate by standing closer to the person who represents NEEDS.)

When you are sure everyone understands the game, read the following expenses, one at a time.

- Water
- A second pair of shoes
- Cell phone minutes
- Transport
- Food
- Rent
- Money to start a business
- Sweets
- Savings to help you in case of emergencies

4. After each expense, give the mentees time to place themselves near the person who represents wants or needs. After the mentees have chosen their place, ask one or two of them in different spots to explain why they chose to stand where they did.
5. Keep the group moving to maintain the energy! If you stop to discuss each statement, the time needed for this activity will increase greatly. When you have finished all nine items above, ask: Are needs and wants the same for everyone?
6. Tell the group that you are going to revisit the decision-making story and afterward the group will discuss it. Read the story below aloud.

Story: A 16-year-old boy is not enrolled in school. Along with helping his mother with household chores and taking care of his younger brothers and sisters, he tries to earn extra money by working in the rice fields. He planned to buy books with the money so that he could study, even though he is not in school. One day his friend visits and sees the money under his mattress and tries to convince him to use the money to buy new jeans and shoes from the market.

7. After reading the story discuss the following:
 - Describe the situation; what is the conflict?
 - What would happen if the boy spent his money on jeans and shoes?

- Is there a compromise between saving all his money for books or spending it all on jeans?
- What are the long-term implications of giving in to “wants”?

There can be more than one decision. Emphasize that the actual decision the group reaches is less important than understanding the steps someone might go through to make a decision.

5.5 WHAT ARE YOUR SAVINGS GOALS?

Objectives:

- Learn to identify and compare the savings goals of young people and adults
- Determine personal savings goals

Time: 15 minutes

1. Bring all the mentees back together in one group.
2. **Say:** Many of you hope to achieve something by saving. First, close your eyes and think of one savings goal you have that you can achieve in a relatively short time—say, within the next one to two months. Got it? That is your first goal. Okay—keep it in your mind for just a moment! Now, think about a different goal, something you want to be able to purchase or do that will probably take you a longer time to save for—about one to two years. Once you have those two things in mind, turn to your neighbor and share your two goals with each other.

Ask for a couple of volunteers to share their first and second savings goals.

3. **Next, say:** The first savings goal you thought of—the one that will take just a few months—is called a short-term goal. You can achieve short-term goals in a relatively short amount of time. The second savings goal you thought of—the one that will take a year or more—is a long-term goal. This goal is like a big dream that you may achieve sometime in the future.

4. **Ask:** How can having a savings goal help you to save? Explain that when we save for something we really want or that is really important to us, we are motivated to save and have more discipline to control our spending.

5.6 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- Developing and following a savings plan is an important part of planning for the future.
- Many young people do not think about or plan for savings until they become adults.
- Understanding the difference between a “want” and a “need” will enable young people to prioritize how to spend their money.
- Mentors were also once young people who had to learn how to save money. Mentors are available to listen and provide guidance.
- Let mentees know that the community development officer will be attending the next meeting to discuss how to start and register a village savings and loan association.

5.7 CHALLENGE

Time: 10 minutes

1. Share (or ask a fellow mentor to share) a brief story about how you began to save money, some of the challenges you faced, and the benefits you enjoyed from saving.
2. Ask mentees to consider the following over the course of the week and come prepared to discuss in the next session.
 - Identify something you want to save for. Is it a need or a want? (Either is fine, just identify it as one or the other.)

- Develop a savings goal for this month and a savings goal for this year.
3. Ask mentees to attend at least one other savings group meeting and to be prepared to discuss what they learned at the next session. Mentees can attend savings groups they have already joined or, if they do not belong to a savings group, they can be the guest of another Young Emanzi at his savings group.
 4. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
 5. Thank participants for coming and sharing.

SESSION 6

BUDGETING & DEALING WITH SETBACKS IN SAVING

(Young Emanzi flipbook Part A p. 75)

Preparation:

Invite the Community Development Officer (CDO) to participate in this session and be prepared to discuss how to start and register a Young Emanzi savings group. The CDO is the person responsible for registering all village savings and loan associations (VSLAs) at the subcounty and district levels. He/she should bring a sample constitution to discuss with the Young Emanzi after the session ends.

6.1 REFLECTION

Time: 10 minutes

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

1. Welcome everyone to the session.
2. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
3. Encourage the mentees to share reflections from last week's challenge on setting savings goals and attending a VSLA.
4. Allow time for each boy to share; promote a discussion within groups about the challenge activity from last week.
5. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?

- Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, have you used any of the lessons learned from the Young Emanzi sessions?
6. Introduce today's topic: budgeting and dealing with setbacks in savings.
7. **Say:** Today we are going to discuss how to make a personal savings plan, develop a budget, and deal with budget setbacks. We are going to stay in our mentorship teams for the warm-up.

6.2 WARM-UP: GOAL SHARING

Materials:

A small ball, crumpled paper, or another item that could be tossed from person to person (one per team)

Time: 10 minutes

1. Remain in the mentorship teams for this activity.
2. Find a small ball or other item (one per team) that can be tossed from person to person.
3. Each team's mentor should say: I am going to toss this ball to one of you. The person who catches the ball must tell the group one of his short-term or long-term savings goals. For example, a person might say he hopes to save money to go to secondary school, while another could share that he wants to start his own chapati business. After speaking, that person will toss the ball to another group member.

4. After all mentees have had a turn, ask them to turn to a partner to find out more about each other's goals.

6.3 MAKE A SAVINGS PLAN

Objective: Be able to develop individual savings plans.

Materials: Flip chart paper and markers

Time: 20 minutes

1. Bring everyone back together into one group.
2. **Say:** Today we will learn how to make a savings plan. A savings plan helps you figure out how much you will need to save for short-term and long-term goals. We will practice distributing savings across two goals with different lengths of time.
3. Ask mentees to think of an example together. For example, let's say that a boy like them has a savings goal to buy new jeans on market day.
4. **Ask:** How much might it cost?
 - Accept a reasonable answer, write it on the flip chart paper.
5. **Ask:** Where might a boy like you get that kind of money to afford the jeans?
 - Accept a few answers and write them on the flip chart paper.
6. **Ask:** How much money do you think a boy like you might be able to save each week?
 - Allow some discussion from mentees and come to an agreement on a realistic amount for an average young man to save each week. Write the weekly savings amount on the flip chart paper.
7. **Ask:** Now, how many weeks would it take for him to reach his savings goal?

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

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

8. **Say:** We have just made a savings plan for someone like us who wants to buy new jeans. Now, the group will do the same for one short-term and one long-term savings goal shared at the beginning of the session. Start with the short-term goal and then do the same for the long-term goal.
9. Divide into your mentorship teams. In each team, you will:
 - Decide how much money you will need for your savings goals in total.
 - Agree on how much money you could save each week.
 - Using that number, decide how many weeks you will need to save in order to reach your savings goals.
 - Decide what percent of the savings should go toward each goal.
10. Encourage mentees to use the calculator on their phones if they have them.
11. When the mentorship teams finish the activity, bring everyone back together into one group. Ask the following questions:

Is the amount needed to reach the goal realistic?

Is the amount they plan to save each week realistic?

What would happen if they could save more or less money each week?

Potential responses: Save more—they would reach their goal in fewer weeks; save less—it would take more weeks to reach their goal.

What could they do if they needed to reach their savings goal faster?

Potential responses: Save more each week; change the goal to be less costly.

What should they do if they decide to save money every day, instead of every week?

Potential response: Do the same calculations, but then they will know the number of days it will take to reach their goal instead of weeks.

How did they determine what proportion of the savings should be dedicated to their short-term goal versus their long-term goal? Was it an even 50%/50% split, 25%/75%, etc.?

How can a savings plan help them save?

6.4 INTRODUCE THE BUDGET

Objective: Build the skills to create a budget and track income and spending.

Materials: Paper and pens

Time: 20 minutes

1. Show the sample budget in the flipbook. Explain the different sections of the budget.
2. **Say:** This budget is an example of one we could all use to track our actual money in and money out over a typical week.

Ask the boys to split into their mentorship teams and explain they are now going to make a budget for the coming week.

Note to mentors:

The mentees can copy the sample budget from the two mentors' flipbooks.

MENTORS' HANDBOOK

PART A: SESSIONS 1 - 8

MAKE A BUDGET

Budget Worksheet—Example

Savings Goal	Total Cost of Item	Amount You Can Save Each Week	Number of Weeks to Reach Goal
Short-term: Ball	UGX 25,000	UGX 500	50 weeks
Long-term: Attend computer course	UGX 300,000	UGX 1500	200 weeks (almost 4 years)
Grand Total:	UGX 325,000	UGX 2000	

Tip: To find how many weeks it will take to reach your savings goal, divide the total amount of money you need by the amount you can save each week.

- Say:** Each of you will list what money you'll have coming in during the next week and where that money usually comes from (businesses, allowance), and provide a total for your income. Then, think about what you will spend next week (food, clothes, transport, school supplies, medicine, phone) and how much those things cost. Then total up your expenses.
- Give the mentees a few minutes to complete listing their incomes and expenses.
Say: Good job! A budget is something that you can use to plan and update as your money in and money out changes; that is, if you get money from new or different sources or if you spend it on different things or in different amounts. Practice at home, because making a budget and sticking to it takes practice.
- Remind mentees that if they don't have enough money coming in, they may have to reduce what they spend. If they have more money coming in than they need to spend, they can always save! Tell them not to worry if this seems hard. They should just start by writing down what they spend—that's the first step to making a budget.
- Say:** Think of your goal. Is this balance enough? What budget activities can be adjusted?

Potential responses: spend more time farming for others to earn money, buy chapati only once a day, go out dancing just once a month, spend less on phone air time.

6.5 EXPLORE CHALLENGES AND POSSIBLE SETBACKS IN SAVINGS

Objective:

Identify challenges and barriers to steady saving.

Time: 10 minutes

1. Tell the mentees to remain in their teams from the previous activity. Conduct this entire activity in the two groups.

2. **Ask:** What is a setback?

Potential response: A setback is an event that affects your plan and might even prevent your plan from working.

3. **Ask:** What are some examples of setbacks to a savings plan?

Some examples:

- During the holidays, John manages to raise UGX 50,000 working at the rice plantation to buy a school uniform at the beginning of the term. Suddenly, he discovers the price of the uniform has gone up by UGX 10,000.
 - Aziz, who lives with his mother and three younger siblings, has been saving UGX 15,000 each week so that he has money to start a business of selling clothes in the market. However, his house is broken into and now he needs to help his mother fix the door/lock and replace the furniture that was stolen.
4. **Say:** Many times people have setbacks that they have no control over. Unfortunately, this is not uncommon. You may need to adjust your savings plan and budget in the event of a setback.
5. Share with the group an example from your own life of a budget setback and how you dealt with it.

6.6 CLOSING

Time: 10 minutes

Give the session closure. Emphasize the following points:

- Developing a savings plan can help mentees achieve both short-term and long-term financial goals.
- Making and sticking to a budget can help mentees maintain their savings plans and help them with spending decisions throughout their lives.
- Explain that you (the mentor) were once a young person too, and you are available to meet with them to discuss how to develop a savings plan and budget.
- Invite the CDO to talk about starting and registering a VSLA at the subcounty level.
- Ask mentees who are interested in talking with the CDO in more detail about starting a VSLA to stay at the end of the session.

6.7 CHALLENGE

Time: 10 minutes

1. Instruct mentees to develop budgets for their short-term and long-term goals before the next session.
2. Ask mentees to think about a time when they might have a budget setback and to come to the next session prepared to share how they would deal with it.
3. Ask for final questions or comments. Remind mentees where and when the next meeting will take place, what topics will be discussed, and that adolescent girls and young women will be joining the next session. Also, let the mentees know that the next session is longer than the usual sessions and will last 2 hours.
4. Thank the mentees for their participation and praise them for planning for their financial future.

SESSION 7

COMMUNICATION ABOUT MONEY (JOINT SESSION)

(Young Emanzi flipbook Part A p.91)

Preparation:

Invite adolescent girls and young women (AGYW) who are active in other community groups, such as Anyaka Makwiri, village savings and loans groups, and DREAMS, to participate in this session. Ideally, there should be an equal number of AGYW and adolescent boys and young men. This will be the first of four joint sessions. Mentors should try to recruit the same group of AGYW to participate in each of the joint sessions to help with continuity, relationship building, and communication skills. In addition, ask the Anyaka Makwiri, village savings and loans, and DREAMS groups from which the AGYW were recruited to nominate one or two female cofacilitators. If no groups were used to recruit the young women, consider asking the Village Health Team worker to nominate a woman who is seen as a mentor for young women in the community. The mentors should review the session and activities with the female cofacilitators before the Young Emanzi group convenes and identify a facilitation role for the female cofacilitators.

7.1 INTRODUCTIONS AND REFLECTIONS

Objectives:

Learn the names of the AGYW; Develop ground rules to encourage respect for each other, active participation, and confidentiality. Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 20 minutes

1. Introduce yourself and welcome AGYW to the Young Emanzi program. Explain that you are trained to be a mentor to teach, provide advice, be a role model, and help young people identify solutions for their problems by learning from each other.

2. Explain that your role as an adult mentor is to provide support and information to everyone in this group.
3. Ask the AGYW and the mentees to introduce themselves to one another.
4. Explain that the AGYW are going to participate in activities with the mentees to learn about communication, saving money, transforming gender norms, and caring for their health.
5. **Say:** Before we begin our reflection for this week, let's develop some ground rules so that we can work well together and get the most out of the sessions.

Ask mentees to name some ground rules that have been established for the group. If they need to be reminded, read from the list below to get them started. Be sure to give the AGYW the opportunity to add any that were not mentioned from the list below and ask if everyone can agree to abide by the guidelines.

Some suggested ground rules:

- No cell phone use during the session
 - Respect all mentees and their feedback
 - No fighting
 - Maintain confidentiality
 - Talk one at a time
 - Pay attention to get the most out of the experience
 - Participate in all activities
 - No alcohol or drug use
 - Be on time
 - Finish on time
6. Ask the boys to divide into their smaller mentorship teams. Then request that girls select a team to join. There should be an equal number of girls in each mentorship team's group. Each group should have one Young Emanzi mentor and one woman mentor.
 7. Encourage the mentees to share their reflections from last week's challenge on developing a budget for their short- and long-term goals and potential budget setbacks.

8. Allow time for each mentee to share; promote a discussion within groups about the challenge activity from last week.
9. Ask mentees and AGYW if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?
10. Introduce today's topic: communication about money.
11. **Say:** Today we are going to discuss how to communicate about money, how young people earn money, and the outcomes of talking about money.

7.2 WARM-UP: THE WHISPER

Time: 15 minutes

Note to mentors: If AGYW and adolescent boys and young men do not feel comfortable doing this activity together, you can ask them to form same-sex groups to complete this activity.

1. This game demonstrates how easily the truth can be twisted.
2. Instruct mentees and the AGYW to sit in a circle. One mentor will start the game by quietly whispering a made-up remark into his neighbor's ear. If you need help thinking of a sentence to say, here are some examples:
 - A bunch of yellow bananas was tied to a boda boda.
 - I love eating roasted corn and rolex with red peppers.
 - Two tiny tree frogs ate fat flying flies.

3. Instruct the neighbor to then whisper what he or she heard into his or her neighbor's ear. The phrase can only be whispered once, so mentees and AGYW must pay close attention.
4. **Say:** The remark needs to be whispered and passed along the circle until the very end, and then the last person will stand up and say the statement out loud to the whole group.
5. Once the last person has delivered the statement, explain that most of the time, the final statement is quite different from the original because the truth can be distorted when it is passed from person to person. This is similar to gossip: it might not only be untrue but may be hurtful as well.
6. **Say:** It is important to keep things that people tell us in confidence to ourselves, to remember not to believe everything we hear, and to always go to the source of information to confirm the truth.

7.3 TRUE OR FALSE

Objective:

Introduce participants to different norms and beliefs about saving money.

Time: 10 minutes

1. Tell the mentees and AGYW that today you're going to continue to talk about money and savings and everyone will participate in the activities. Tell the group that you are going to start by playing a true or false game. Explain that the right side of the room represents TRUE and the left side represents FALSE.
2. **Say:** I will read a series of statements about saving. For each statement, you must decide whether you think it is true or false. If you think the statement is true, move to the right side of the room. If you think it is false, move to the left. If you are not sure, make your best guess. Let's do an example to make

sure everyone understands. I will read a statement. Think about the statement for just a moment, and then move to the side of the room that represents your answer—right for true, left for false.

“Saving money can help you in the future.”

3. When everyone has chosen a side, ask one mentee and one AGYW from the TRUE side, and one mentee and one AGYW from the FALSE side (if there are any) to explain why they chose that spot. Explain that the statement is TRUE because saving money helps you work toward a future goal. Then, continue with the activity.
4. Choose four to five of the statements below to read aloud. After each statement, instruct the mentees and AGYW to move to the side of the room that represents their answer. Ask a few mentees in different places to explain their choices. Then read the next statement.

You have to have a large sum of money to save any of it.

- **False**—you can save even small amounts of money.

Saving every week requires discipline.

- **True.**

Saving tiny amounts of money is a waste of time.

- **False**—even small amounts add up with time.

Boys and girls like us do not have enough money to save.

- **False**—most boys or girls have at least a small amount they can put aside to save.

Boys and girls should not have to save money; their parents should save for them.

- **False**—everyone has emergencies and future needs, so girls and boys should save too.

Only boys should save money; girls do not need to worry about money.

- **False**—it is important for both girls and boys to think about earning and saving money.

Note to mentors: During the activity, if you find that the discussions are taking a lot of time, cut down on the number of statements.

5. **Say:** Saving money is hard to do when there is not enough money to pay for all the things we need. However, saving can be easier when you decide to do it regularly. Even if you can only save a little bit on a regular basis, making saving a habit will slowly build up a sum of money and help you reach your goals.

7.4 IDENTIFY CURRENT WAYS THAT YOUNG PEOPLE EARN MONEY

Objectives:

Learn about the ways mentees and AGYW earn money; discuss ways to improve mentees' and AGYW's efforts to earn money.

Time: 25 minutes

1. **Say:** Let's play a game that will help us think about some of the current ways young men and young women like you earn money.
2. First, ask everyone who has ever earned money by doing a small job for someone else to raise their hand. Now choose a couple of people with their hand raised to tell what kind of small job they performed.
3. Next, ask everyone in the group who has ever earned money by buying and selling things to clap their hands. Now ask for a few of those people to tell what they bought and sold to earn money.

4. Next, ask everyone who has ever made something or grown something and then sold it to earn money to stomp their feet. Ask for volunteers from among that group to share what they grew or made to earn money.
5. Then ask: How many of you have had experience with all three ways of earning money (doing small jobs, buying and selling things, and making or growing something to sell)? Ask those individuals to stand up.

Say: You are good examples of how hard young men and women work to earn money to help their families and reach their own goals—and today we have a lot to learn from you.

6. Tell the group that now that you've explored their existing experience in earning money, you'll spend some time discussing ways they can earn more money doing these same kinds of activities.

Say: To help us get started, I want to tell you Douglas's story.

7. Read Douglas's story out loud:

Story: Douglas needed money to help buy food for his family and meet his personal goals, so he started a business of making chapati and selling it to people in the market. At first, business was good, but then more and more young people started to copy Douglas (even some of his friends), and business started to slow down. One thing Douglas noticed was that many customers bought water to drink from another vendor after buying his chapati—so he started to sell both chapati and water (giving a special price for people who bought both), and that helped grow his business again.

After a while other young people started copying Douglas's idea again. He decided to expand his offering to include rolex—cabbage, onion, and tomato wrapped in chapati. Next, he started to ask his customers, "What is the secret to the best rolex you have ever eaten?" One customer suggested dhania and peppers

and another liked adding chili. He added those options for his customers as well. This kept some of his customers more loyal to him and made it easier to sell more water too! Finally, Douglas paid close attention whenever he travelled to other markets to see if anyone was trying something new when it came to making rolex. That is where he first found out about a special grill that uses much less charcoal which reduced costs and thus increased profits for the vendor. Once he saw it, he knew he had to save up to buy one since the price of charcoal was always going up.

Now ask the group the following questions:

Why was Douglas trying to earn some money?

Potential response: To help buy food for his family.

What business did he start at first? And what challenge did he run into?

Potential response: Others copied his business and so his sales dropped.

What were some things he did to try and earn more money?

Potential responses: (1) adding variety to the product he was selling (water, different rolex toppings), (2) asking his customers about improvements he could make, (3) keeping his eyes and ears open for new ideas and improved methods.

8. Say: Next, let's see whether you could use one of Douglas's strategies to improve one of your own ways of earning money.

Ask the mentees and AGYW to work in pairs and talk about one of the ways they currently earn money. (Encourage mentees to pair with AGYW.) Ask them to think about how they could use one of Douglas' three strategies to increase their earnings. Remind the group that Douglas' strategies involved: (1) adding

variety to the product/service he was selling, (2) asking his customers about improvements he could make, (3) keeping his eyes and ears open for new ideas and improved methods.

9. After giving the pairs 10 minutes to work, ask for one or two volunteers to share their business improvement strategies.

7.5 POSSIBLE OUTCOMES WHEN WE TALK ABOUT MONEY

Objectives:

- Learn the possible outcomes of discussions about money
- Identify the dos and don'ts of good communication about money
- Discuss how gender dynamics affect conversations about money

Time: 25 minutes

1. **Say:** Our goal in this session is to find ways to make talking about money easier and more effective. We'll start by identifying the possible outcomes of talks about money. We are using the word "outcome" to mean the result of a conversation about the exchange of money.
2. **Ask:** When we finish talking about money with someone, is everybody involved always happy with the outcome?

Potential response: Participants will most likely answer "no."

3. **Say:** When we talk about money, sometimes both people involved end up happy since each gets something he or she wants. Sometimes neither gets anything—both lose. And sometimes, one person gets something he or she wants, and the other person does not. When we talk about money, there can be winners and losers.

4. Explain to the group that there are three possible outcomes when talking about money. Then, read aloud the possible outcomes below:
 - **Win–Win**
Both people (or groups) involved in the discussion get something or everything they want or need.
 - **Lose–Lose**
In the end, neither person (or group) involved in the discussion gets what he or she wanted.
 - **Win–Lose/Lose–Win**
In a win-lose or lose-win situation, one person (or group) gets what he or she wants, and the other gets nothing.
5. Explain to the participants that you will now read a few examples. Tell them that their job is to listen and decide if it is a win–win, lose–lose, or win–lose outcome.
 - **Read example:** A customer is discussing the price of a blanket with a vendor in the market. They cannot agree on the price, and the customer leaves the market without buying anything from the vendor.

Ask: Who was the winner at the end of this discussion?
[Correct response: neither person.]

Who was the loser?

[Correct response: both people.]

When someone answers correctly, explain the lose–lose outcome.

- **Read example:** Christopher wants his sister Mary to collect water for the household so he can spend time with his new girlfriend. Mary asks Christopher to pay her, but Christopher refuses. When Christopher threatens to punish Mary, Mary gives in and agrees to collect the water for nothing.

Ask: Who was the winner in this discussion?

[Correct response: Christopher.]

Who was the loser?

[Correct response: Mary.]

6. **Say:** Often, one person in the discussion gets what he or she wants, and the other gets nothing. These outcomes are called win–lose or lose–win. In these situations, the loser might be less willing to talk with the winner about money again!
7. **Ask:** What is another example of a win–lose/lose–win outcome?"
 - **Read example:** You need money immediately and cannot wait. You borrow money from a friend, and she will lend you money **ONLY** if you agree to pay back twice the original amount. In that case, you lose because you do not have time to wait and now owe twice the original amount, and your friend wins as she gets a large payback. It is a lose–win situation.
8. Ask two or three more people (mentees and AGYW) to provide examples of win–lose/lose–win situations. Finally, once it is clear that everyone understands this outcome, move on to win–win outcomes.
9. Read aloud the last example:
 - **Read example:** Angela wants to buy a bicycle. She talks to a salesman in the market about the price of a bike that is on display, but she cannot get the price low enough. She is about to leave when the salesman asks Angela to wait for a moment—he just remembered another bike he has behind his market stall. Angela likes it, and it is in her price range. Angela decides to buy the second bike.
10. **Ask:** Who was the winner at the end of this discussion?
[Correct response: both.]

11. Say: This outcome is a win–win situation. Both sides got something they wanted or needed, if not everything. In win–win outcomes, everyone comes away with positive feelings, and they are likely to talk to each other about money again.

12. Ask: What is another example of a win–win outcome?

- **Read example:** You want to buy food from a saleswoman, and you negotiate a good price together. You are happy with your purchase and your savings, and you recommend that your friends and family buy things from the same saleswoman. She gets more business because of her good offer to you, and you saved some money. You both win, so it is a win–win situation.

13. Give one mentee and one AGYW the opportunity to give win–win examples in order to determine the group's comprehension.

14. Say: Let's take a moment to think about the different ways in which men and women talk about finances. Men often receive messages that they should be the person that earns the most money or the only person that earns money in a relationship and be strong and assertive. Being forceful is often rewarded. When one person manages or controls money, this gives that person power over the other. Women are raised to avoid conflict and put other people's needs before their own. Women are told not to be assertive and often taught not to be involved in managing money. Women also do most of the unpaid household and caregiving work, such as cleaning the house and child-care. This means the way women and men talk about money may be different and that men often hold more power in a relationship because of money. How do you suggest Christopher and Mary change their discussion, so it is a win–win for both of them and the power is shared?

Potential responses: Christopher and Mary can agree to take turns collecting water. Christopher and Mary can negotiate an amount that they both agree on.

- 15. Say:** If we want a win–win outcome, what are some rules we should follow when we talk about money?

Allow several participants, both mentees and AGYW, to give their opinions. Add any of the dos below that they do not mention.

DOs for talking about money

- Listen to the other person.
- Try to see the other person's point of view.
- Show respect.
- Be flexible.
- Clearly state what you want.

- 16. Then ask:** Think about the lose–lose and win–lose situations. What should you NOT do when trying to communicate successfully?

Allow two mentees and two AGYW the opportunity to answer. Add any of the don'ts below that they do not mention.

DON'Ts for talking about money

- Get angry.
- Be rude or insulting.
- Reject the other person's ideas without listening.
- Lock yourself into one position.
- Raise your voice.

- 17. In conclusion, say:** Pay close attention to the money discussions that happen around you every day: at home, with friends, in the market. Ask yourself: Are there winners and losers in this discussion? Do both sides end with something they want? Does it matter if the conversation is with a man or a woman? Next time you have a conversation with someone, try and see if you can make it a win–win situation.

7.6 CLOSING

Time: 5 minutes

Bring closure to the discussion. Emphasize the following points:

- Communicating with confidence is the starting point for achieving good outcomes when talking about money. In real life, not all discussions about money result in a win-win outcome. Although we all hope for a win-win outcome, sometimes it is not possible because of the type of situation or the personalities and emotions involved.
- Remember that women and men communicate differently often because of gender norms, and this affects how they talk about money. But if you explain what you want clearly, listen to what the other person needs, keep calm, and look for a compromise, you are more likely to achieve a win-win outcome.
- It is important to recognize that with money comes power. And, the health of a dating or marriage relationship may be in jeopardy if one person holds power over another. Communication and sharing of financial responsibilities can help couples get along better and have a more equal relationship.

7.7 CHALLENGE

Time: 10 minutes

1. Instruct mentees and AGYW to think about a situation in which they won, but someone lost. What could they do differently to make it a win-win?
2. Ask them to try and have a win-win conversation with someone of the opposite sex and then prepare to share their experience with the group next week. It does not have to be about money.

3. Ask for final questions or comments. Remind mentees and AGYW where and when the next meeting will take place and what topics will be discussed. Also, let the mentees know that the next session is longer than the usual sessions and will last 2 hours.
4. Thank the mentees and AGYW for their participation and praise them for planning for their financial future.

SESSION 8

GENDER AND HEALTH (JOINT SESSION)

(Young Emanzi flipbook Part A p. 109)

Preparation: Invite adolescent girls and young women (AGYW) who are active in other community groups, such as Anyaka Makwiri, village savings and loans groups, and DREAMS, to participate in this session. Ideally, there should be an equal number of AGYW and adolescent boys and young men. This will be the second of four joint sessions. Mentors should try to recruit the same group of AGYW to participate in each of the joint sessions to help with continuity, relationship building, and communication skills. In addition, ask the Anyaka Makwiri, village savings and loans, or DREAMS groups from which the AGYW were recruited to nominate one or two female cofacilitators. If no groups were used to recruit the young women, consider asking the Village Health Team worker to nominate someone who is seen as a mentor for young women in the community. The mentors should review the session and activities with the female cofacilitators before the Young Emanzi group convenes and identify a facilitation role for the female cofacilitator(s).

8.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. This is a joint session with AGYW and adolescent boys and young men. Ask the participants to divide into the same two smaller groups as the last joint session. Each should have one Young Emanzi mentor and one woman mentor.
2. Encourage the mentees and AGYW to share their reflections from last week's challenge on having a win-win conversation.

3. Allow time for each mentee who wants to share; promote a discussion within groups about the challenge activity from last week.
4. Ask participants if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?
5. Introduce today's topic: gender and health.
6. **Say:** Today we are going to talk first about role models. Then, we'll discuss the links between how young men and young women are raised and the health risks they face. We are also going to understand and develop empathy for the experiences of the other gender.
7. End the reflection and return to the larger group for the warm-up activity.

8.2 WARM-UP: FAMILIAR AND UNIQUE

Time: 15 minutes

1. Divide all participants into six groups.
2. Instruct each group to find out what similarities the members share as well as a single unique trait for everyone in the group.
3. After the groups have identified this information, one person per group presents his or her findings to everyone else.

8.3 LEARNING FROM ADULTS WHO HAVE BEEN ROLE MODELS

Objectives:

- Invite participants to talk about positive experiences with role models.
- Promote the notion that men can play an important role in promoting gender equality by identifying gender-equitable men who have served as role models.

Time: 15 minutes

1. Ask mentees and AGYW to think of a man or woman they know or knew who is or was a role model to them.
2. Ask participants to identify the qualities this person possessed that made him or her a role model.
3. Ask mentees and AGYW to share two qualities that describe their role model.
4. Ask if anyone has a hard time identifying a role model.
5. If it is difficult for participants to name role models, explore their reaction to this. Ask what thoughts or emotions come up in response to not being able to name a role model. They may feel sad, angry, surprised. Note their reactions.
6. Ask participants to identify ways in which they serve as role models and to whom. Ask what qualities they would like to develop and how they plan on doing this.

Note to mentors: Mentees may have a hard time identifying positive role models. If a mentee is unable to identify a role model, that is OK. They can learn from the other examples in the group. In Uganda, many fathers work away from home as builders, plantation workers, and drivers and may get to spend very little time with their children. For other boys, their fathers may be absent or abusive. Explore with the group what effect they think “father absence” or violent fatherhood has had on

contemporary society. Refer to the qualities of a positive role model (identified in step 2) and help the group see that most of these qualities have to do with being responsible, respectful, compassionate, caring, and dependable. Point out that these qualities are not the standard ones that people associate with men. Those are usually qualities like strong, dominant, successful, independent, or tough.

7. Remind the mentees of the discussion from the previous sessions on gender roles and stereotypes and how many of the qualities they identified in their role models may not be traditional male or female qualities. Encourage them to think about what they need to do to honor their role models and to serve as role models themselves.

8.4 YOUNG MEN, GENDER, AND HEALTH

Objective:

Promote greater awareness of the links between how young men are raised and the health risks they face.

Time: 20 minutes

1. Tell participants that you are going to read aloud some questions, and they should discuss whether the response is “men,” “women,” or “both.”
 - Who has a shorter lifespan?
 - Who is more likely to consume alcohol and get drunk?
 - Who is more likely to have more sexual partners and more unprotected sex?
 - Who is less likely to make efforts to plan and space pregnancies?
 - Who is less likely to seek health services?
 - Who is more likely to refuse to use condoms?
 - Who is more likely to die from violence?
 - Who is more likely to go to jail?

2. Explore the responses of the group, asking them to explain their answers.
3. After the participants have presented all of their responses, explain that the correct answer for each question is “men.” Use the following questions to facilitate discussion:
 - Did you know that men are more at risk for these health problems?
 - Why do you think this is true?
 - Is it possible for young men to avoid these health problems? How?

Note for mentors: Although the answer to each of the questions is, in most contexts, “men,” in some settings the answer to some questions might be “women” or “both.” If this is the case, the facilitator should focus the discussion on the fact that the answer to most of the questions is “men.”

4. After discussing each question, ask the questions below to wrap up the session.
 - Do you see these patterns among young men in your community?
 - Are there other health problems that men are more at risk for than women?
 - During what age range are you most at risk for some of these problems?
 - Why do men face these health risks? What is the relationship between these risks and how young men are brought up?
 - What can you do to reduce these risks in your own lives? In the lives of your peers?

8.5 GENDER FISHBOWL

Objectives:

- Speak out and listen to others about their experience of gender issues.
- Develop a better understanding of and empathy for the experience of the other gender.

Time: 30 minutes

Instructions:

1. Divide the participants into a male group and a female group.
2. Ask the young women to sit in a circle in the middle of the room facing each other and the young men/mentees to sit around the outside of the circle facing in so they can observe and listen.
3. Begin a discussion with the young women by asking the questions listed below. The mentees' job is to observe and listen to what is being said. They are not allowed to speak yet.
4. Once the women have talked for 10 minutes, close the discussion. Then ask the mentees to switch places with the young women and lead a 10-minute discussion with the mentees while the women listen and observe. The questions for the mentees are also listed below.
5. Discuss the activity after both groups have completed the discussion. Discussion questions could include:
 - Was anything said that surprised them?
 - What did you learn about the experiences of the other gender?
 - How did it feel to be listened to?

Note to mentors: This activity works best with a mixed-gender

group of participants. However, you can run it with an all-male group. Simply divide the male participants into two smaller groups. Ask the first group to answer the first three questions from the list of questions for men. You might also ask a fourth question: “What do you think is the most difficult part about being a woman in Uganda?” Then ask the second group to answer the final four questions from the list of questions for men.

Questions for girls

- What do you think is the most difficult thing about being a girl/young woman?
- What do you find difficult to understand about boys/young men?
- How can boys support girls?
- How can girls support boys?
- What do you like about growing up as a girl in Uganda? What do you not like? What is difficult about being a girl?
- How do you avoid violence in your daily life?
- Who are some of the positive female influences in your life? What makes them positive?
- Who are some of the positive male influences in your life? What makes them positive?

Questions for boys

- What do you think is the most difficult thing about being a boy/young man?
- What do you find difficult to understand about girls/young women?
- How can boys support girls?
- How can girls support boys?
- What do you like about growing up as a boy in Uganda?

What do you not like? What is difficult about being a boy?

- How do you avoid violence in your daily life?
- Who are some of the positive female influences in your life?
What makes them positive?
- Who are some of the positive male influences in your life?
What makes them positive?

Time: 5 minutes

8.6 CLOSING

Give the closing summary. Emphasize these points:

- Many causes of death for men are associated with the aggressive and unhealthy lifestyle many men follow. Around the world, they are pressured to act in certain ways. For example, men often take more risks, have more sexual partners, and are more aggressive or violent in their interactions with others—all of which put them and their friends and family at risk.
- Being able to talk about your problems and seeking support are important ways to protect yourselves against various negative health outcomes such as substance abuse, unsafe sexual behaviors, and involvement in violence.
- Empathy is the ability to be aware of the emotions in others and to understand other people's perspectives. Practicing empathy helps you better understand the needs of people around you. You will find it easier to deal with the negativity of others if you can better understand their motivations and fears.
- Practicing empathy makes you a better leader, a better follower and, most important, a better friend.
- Remind mentees and AGYW that you have a list of support services available in the community—specifically for young people—that are related to the topics covered including HIV services, contraceptive services, care for

sexual violence, mental health counseling, school violence, substance abuse, job skills and livelihoods training, and financial services. Tell mentees and AGYW they can ask you about these support services at any time.

Time: 10 minutes

8.7 CHALLENGE

1. Instruct mentees and AGYW to consider the following questions over the course of the week and come prepared to discuss them in the next session.
 - Who is a role model in your life? Consider talking to him or her and sharing why you consider him/her to be a role model for you. You may also want to talk about what you are learning in Young Emanzi and ask questions you may have about topics we covered today or in previous sessions.
 - Think about your own life. Are there things you do that put your health at risk? What about things you do to put family members, girlfriends/boyfriends, and other people's health at risk?
 - For AGYW, what are the things you observe young men in your life doing that put themselves, their family members, girlfriends, and other young men's health at risk?
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Also, let the mentees know that the next session is longer than the usual sessions and will last 2 hours.
3. Thank the mentees for their participation and praise them for thinking about these important issues.

SESSION 9

BODY CHANGES (JOINT SESSION)

(Young Emanzi flipbook Part B p. 1)

Preparation: Invite adolescent girls and young women (AGYW) who are active in other community groups, such as Ankaya Makwiri, village savings and loans groups, and DREAMS, to participate in this session. There should be an equal number of AGYW and adolescent boys and young men. Try to recruit the same group of AGYW to participate in each of the joint sessions to help with continuity, relationship building, and development of empathy. In addition, ask the Anyaka Makwiri, village savings and loans, or DREAMS groups from which the AGYW were recruited to nominate one or two female cofacilitators. If no groups were used to recruit the young women, consider asking the Village Health Team worker to nominate someone who is seen as a mentor for young women in the community. The mentors should review the session and activities with the female cofacilitators before the Young Emanzi group convenes and identify a facilitation role for the female cofacilitators.

9.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. This is a joint session with AGYW as well as adolescent boys and young men. Ask the participants to divide into the same two smaller groups as the last joint session. Each should have one Young Emanzi mentor and one female cofacilitator.
2. Encourage the mentees and AGYW to share their reflections from last week's challenge on gender and health.
3. Allow time for each participant who wants to share; promote a discussion within groups about the challenge activity from last week.

4. Ask participants if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new and exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge how have you used any of the lessons learned from the Young Emanzi sessions?
5. Introduce today's topic: body changes of boys and girls.
6. **Say:** Today we're going to talk about the physical and emotional changes that boys and girls go through between ages 10 and 24.

9.2 WARM-UP: THE HUMAN KNOT

Time: 15 minutes

Note to mentors: Warn participants before beginning this game that they need to be very careful not to hurt anyone by twisting their wrist, stepping on them, and so on. If AGYW and adolescent boys and young men do not feel comfortable doing this activity together, you can ask them to form same-sex groups to complete this activity.

1. Clear a space in which to form one or more circles of about 8 to 10 people.
2. **Say:** In this game, it is very important to follow instructions and listen to each other carefully so that no one gets hurt.

3. Explain that everyone will stand in a circle and reach into the middle of the circle with both hands to take hold of the right hand of one person and the left hand of another. Then, without letting go, they must untangle the “rope” of people to re-form a circle without letting go of anyone’s hands.
4. **Say:** Go! Be sure to grab the right hand of one person and the left hand of another person.

Note to mentors: If the group gets very good at this, you can try variations such as no talking as they untangle the rope, or only whispering, and so on.

9.3 BODY CHANGES

Objectives:

Describe the different stages of puberty and adolescence, including the physical and emotional development in boys and girls.

Time: 60 minutes (approximately 25 minutes for boy’s physical and emotional development and 25 minutes for girl’s physical and emotional development)

1. **Say:** Today we will talk about puberty for boys and girls ages 10 to 24. Puberty is the period of time during which children’s bodies go through physical changes, maturing into adult bodies capable of sexual reproduction. We will discuss both physical and emotional changes that take place during puberty. I am happy to answer questions, but we also have a “parking lot” for those questions I cannot answer right now or that the midwife who is coming next week can answer better.

Note to mentors: You might come across reasons to “park” certain questions, discussion points, or concerns. This simple technique can help maintain focus and manage time while also attending to participant questions and concerns. Use the blank pages at the end of the flipbook to write the parking lot questions. As questions are answered, strike through them.

Reasons to use the parking lot might include:

- Some participants may not feel comfortable asking certain questions in the presence of others.
 - A participant may ask a question that you know will be addressed more completely in a later session.
 - A participant may ask a challenging question that can be deferred for later discussion.
 - A participant may ask a question at a point when there is inadequate time to address the question fully.
2. Divide the AGYW and mentees into separate groups. There should be one mentor with each group. If there is one female cofacilitator, she should join the AGYW's group. If there are two, one cofacilitator can join each group.
 3. Show the pictures of the boy/young man at ages 10–14, 15–19, and 20–24 years. Give participants time to brainstorm what they think the emotional and physical changes are for each age group.
 4. Thank participants for their contributions and read the information for changes in boys ages 10–14, provided below. Review answers not identified in the brainstorming.
 5. Read the information for changes in boys ages 15–19, provided below. Review answers not identified in the brainstorming.
 6. Read the information for changes in young men ages 20–24, provided below. Review answers not identified in the brainstorming.

Physical and Emotional Development of Boys

Note for mentors: A wet dream is when you ejaculate or secrete vaginal fluids during your sleep. While wet dreams are typically associated with adolescent boys, they are a common experience for both boys and girls from puberty through adulthood. Wet dreams are not an indication of illness.

This may also be an opportunity to talk more about erections. Notice that they are not part of this list—because erections don't start in adolescence; boys can get erections while still in their mother's womb. Parents accept this in a child, but as boys grow, social or cultural norms may make boys feel bad for having erections. Reinforce the idea that erections are normal and healthy.

It is also important to make sure that participants know that masturbation is a normal part of development for both boys and girls and does not cause health problems. Masturbation is defined as rubbing, stroking, or otherwise stimulating the penis, clitoris, vagina, and/or breasts to obtain pleasure. Both men and women masturbate for pleasure and learning and it is most appropriately done in private. The decision about whether, or how often, to masturbate is a personal one.



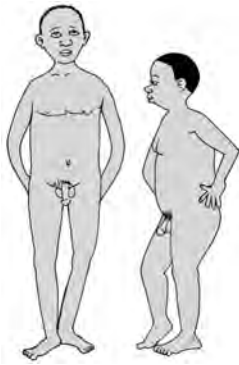
Physical Changes for Boys Ages 10–14

- Growth spurts occur; weight and height increases
- Muscles enlarge; broader chest and shoulders
- Voice deepens; but is also uneven, varies from high- to low-pitch
- Skin becomes oily; acne develops; perspiration increases and body odor appears
- Wet dreams may begin
- Begin to produce sperm and intercourse with a girl who has started menstruating can result in pregnancy

Emotional Changes for Boys Ages 10–14

- Values and beliefs primarily determined by family
- Experience mood swings, behavior is driven by feelings
- Confused about emotional and physical changes
- Begin to have romantic and

sexual feelings and curiosities • Begin to seek independence from parents and acceptance by peers • Compare own development to peers, become concerned with self-image



Physical Changes for Boys Ages 15–19

- Development continues • Genitals enlarge • Hair grows around genitals, under arms, and on face and chest • Able to get a girl pregnant

Emotional Changes for Boys Ages 15–19

- May challenge rules and test limits of norms, desire more control over life • Feelings contribute to behavior but do not control it, can analyze potential consequences • Compare own development to peers, become concerned with self-image • May want to experiment with or act on romantic and sexual desires
- Peers influence leisure activities, appearance, substance use, and initial sexual behaviors



Physical Changes for Young Men Ages 20–24

- Development usually finishes

Note for mentors: Some young men may continue to grow during this time.

Emotional Changes for Young Men Ages 20–24

- Develop more serious relationships, may commit and marry
- Understand consequences of behaviors • Struggle with adult roles and responsibilities, modern versus traditional values • Can make own decisions, peers have less influence, and partners may gain influence • Cope with the competing demands of school, family, partner, community, livelihood, and self

7. Ask: Will every boy in each age group experience all of the changes listed? Why it is important to segment or group different ages of young men?

Answer: Make sure to emphasize: We have discussed common changes for these age groups. Individual boys will develop physically and emotionally at different rates, some faster and some slower. This is normal and should not be a concern. We segment age groups because we understand that boys are experiencing different emotional and physical changes at different times. Our role as mentors is to help boys understand what is normal about their development and support them emotionally.

8. Tell participants that in the next section they will talk and learn about puberty for girls ages 10 to 24. Both physical and emotional changes will be discussed.
9. Show the pictures of girls at ages 10–14, 15–19, and 20–24 years. Give participants time to brainstorm what they think the emotional and physical changes are for each age group.
10. Thank participants for their contributions and read the information for changes in girls ages 10–14, provided below. Review answers not identified in the brainstorming.
11. Read the information for changes in girls ages 15–19, provided below. Review answers not identified in the brainstorming.
12. Read the information for changes for young women ages 20–24, provided below. Review answers not identified in the brainstorming.

Physical and Emotional Development of Girls

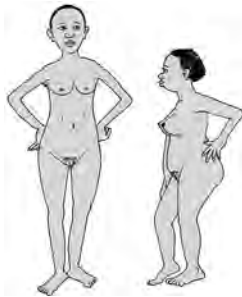
Physical Changes for Girls Ages 10–14



- Height and weight increases (often before boys); body fat increases • Breasts begin to enlarge • Hips widen • Skin becomes oily; acne develops; perspiration increases and body odor appears • Hair grows around genitals and under arms • Clear vaginal secretions start • Menstruation begins • Ovaries begin to produce egg cells and intercourse with a boy who has reached puberty may result in pregnancy

Emotional Changes for Girls Ages 10–14

- Values and beliefs primarily determined by family
- Experience mood swings, behavior is driven by feelings
- Confused about emotional changes, preoccupied with physical appearance
- Self-esteem determined by others
- Begin to seek independence from parents and seek acceptance from peers



Physical Changes for Girls Ages 15–19

- Development continues
- Breasts enlarge, hips widen, hair grows around genitals and under arms; vaginal wetness increases

Note for mentors: If the vaginal wetness is clear or white this is normal. However, if it smells, is thick, or changes color or texture, these are signs of infection and a girl should seek medical help.

Emotional Changes for Girls Ages 15–19

- Compare their development to peers, determine self-image
- May challenge rules and test limits of gender norms, desire more control over life
- Increased romantic and sexual desires, aware of own sexuality
- Desire to be loved may influence decision-making in relationships
- Peers influence leisure activities, appearance, substance use, and initial sexual behaviors



Physical Changes for Young Women Ages 20–24

- Development finishes
- Some women may have had children by this time

Emotional Changes for Young Women Ages 20–24

- Develop more stable relationships
- Understand consequences of behaviors, possibly prepare for parenthood
- Clearer about self in relation to others, including partner
- Cope with the competing demands of school, family, partner, community, livelihood, and self
- Able to recognize and seek help when needed

13. **Ask:** Will every girl in each age group experience all of the changes listed? Why it is important to segment or group different ages of young women?

Answer: Make sure to emphasize: These are common changes for these age groups, but individuals develop physically and emotionally at different rates, some faster and some slower. This is normal and should not be a concern. Our role as mentors is to help girls understand what is normal about their development and support them emotionally.

14. You may want to share something about your own experience during your youth, learning about body changes.

15. **Ask:** Are there any questions?

Note for mentors: Remember to use the parking lot for questions you are not able to answer or could be better answered by the midwife, Village Health Team worker, and/or in-charge who will be attending next week. Use the blank pages at the end of the flipbook to write the parking lot questions.

16. Thank participants for their contribution and remind them that all young people develop at their own pace.

9.4 CLOSING

Time: 5 minutes

1. Bring the two groups back together for the closing.
2. Thank participants for their contributions and acknowledge that talking about body changes and reproductive health can sometimes feel uncomfortable, but everyone experiences these changes.
3. Ask for one or two boys and one or two girls to share something new that they learned from today's session.

4. Remind participants that mentors can help answer questions about body changes, and you are available to the boys for questions in private. Refer the girls to their own mentors, or trusted adults.

9.5 CHALLENGE

Time: 10 minutes

1. Ask the participants to think of one or two questions about puberty to ask the health worker at the next session. Let them know they will have the option of writing their question on a piece of paper to give to the mentor at the next session if they do not feel comfortable asking in front of the group.
2. Ask for final questions or comments. Remind everyone where and when the next meeting will take place and what topics will be discussed. Also, let the mentees know that the next session is longer than the usual sessions and will last 2 hours.
3. Thank the everyone for their participation and praise them for being respectful of each other when talking about something as personal as body changes.

SESSION 10

PREGNANCY PREVENTION (JOINT SESSION)

(Young Emanzi flipbook Part B p. 13)

Preparation: Invite adolescent girls and young women (AGYW) who are active in other community groups, such as Anyaka Makwiri, village savings and loans, and DREAMS, to participate in this session. Ideally, there should be an equal number of AGYW and adolescent boys and young men. This will be the last of four joint sessions. Mentors should try to recruit the same group of AGYW to participate in each of the joint sessions to help with continuity, relationship building, and communication skills. In addition, ask the Anyaka Makwiri, village savings and loans, or DREAMS groups from which the AGYW were recruited to nominate one or two female cofacilitators. If no groups were used to recruit the young women, consider asking the Village Health Team (VHT) worker to nominate a woman who is seen as a mentor for young women in the community. The mentors should review the session and activities with the female cofacilitators before the Young Emanzi group convenes and identify a facilitation role for the female cofacilitators.

Coordinate with local VHT member to arrange for the midwife and in-charge from the nearest Health Center III that has been working with the implementing partner to attend. The VHT should also be invited to attend. These health experts should have up-to-date information on contraception and be youth friendly. They will answer questions from the parking lot from the previous session, and any new questions about pregnancy and contraceptives. Give them the questions from the parking lot ahead of the session so they have time to prepare responses.

10.1 REFLECTION

Materials: Paper, pens, and a jar or a hat

Time: 15 minutes

1. This is a joint session with AGYW and adolescent boys and young men. Ask the boys to divide into their smaller mentorship teams. Then request that the girls select a team to join. There should be an equal number of girls in each mentorship team's group. Each group should have one Young Emanzi mentor and one female cofacilitator.
2. Encourage the mentees and AGYW to share their reflections from last week's session. Also ask mentees and AGYW to write down any questions they have from the previous session, and then pass a jar or hat to collect them. Explain that they will be answered by the midwife and in-charge later.
3. Allow time for each mentee to share their reflections; promote a discussion within groups about the challenge activity from last week.
4. Ask mentees and AGYW if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?
5. Introduce today's topic: pregnancy prevention and contraceptive methods.

6. **Say:** In this session we're going to learn about different contraceptive methods with time for your questions, and talk about pregnancy and pregnancy prevention. This session will be two hours instead of one-and-a-half so that we have time to cover all of the topics, and the visiting health professionals can answer all of your questions.

10.2 WARM-UP: STRENGTHS FEEDBACK

Time: 15 minutes

1. Explain that this game encourages us to both give compliments and receive them. Being able to give and receive compliments is an important way to build relationships, and it can help build positive self-esteem and improve communication.
2. Ask mentees and the AGWY to sit in a circle alternating boy-girl-boy-girl. Instruct one person to begin by turning to the person on their right and giving that person positive feedback about what they have accomplished so far in the program. Consider giving an example or two.
3. Explain that the person receiving the compliment can only say "thank you," and then they turn to their right and compliment the next person.
4. Continue until everyone in the circle has spoken.

10.3 DISCUSSION ON PREGNANCY

Objective:

Participants will be able to ask questions and talk about pregnancy and pregnancy prevention.

Materials/Guests:

The VHT, midwife, and in-charge from the nearest Health Center III

Time: 20 minutes

1. **Say:** The discussion today will be about how women become pregnant and how young men and young women can prevent pregnancy.
2. **Ask:** How does a woman become pregnant?
 - Let any of the participants volunteer to explain how a woman or girl gets pregnant.
 - Write questions about pregnancy and pregnancy prevention, as well as myths and misconceptions, in the parking lot section of the flipbook to be addressed by a midwife later in this session.
3. Allow the midwife to respond and correct any myths or misconceptions.

Note to mentors: The midwife should respond to this question and all other reproductive-health-related questions. However, if you are asked about pregnancy outside of this session you can use this simple definition: Pregnancy happens when sperm meets up with an egg. The egg is then fertilized. Pregnancy starts when the fertilized egg implants in the lining of a woman's uterus. It takes up to two to three weeks after sex for pregnancy to happen.

4. Ask: How can pregnancy be prevented?

- Ask participants to work in groups of three to five people and discuss ways that young men and young women can prevent pregnancy.

5. Next ask participants to come back together as one group. Allow one of the members of each small group to present their group's main points. If no one mentions abstinence, be sure to include it as an option to prevent pregnancy.

6. Explain that it is not just a woman's responsibility to prevent pregnancy. Men have a role in how pregnancy happens, and they have a responsibility to prevent pregnancy.

7. Say: Next, the midwife will describe the contraceptive methods available in Uganda to prevent pregnancy. This will be followed by small group discussions between the young women and the midwife and young men and the in-charge to answer the parking lot questions and any other questions that came out of today's activities.

10.4 ALL CONTRACEPTIVE METHODS

Objective:

Introduce and describe contraceptive methods available in Uganda.

Materials/Guests:

Contraceptive methods handout, the VHT, midwife, and in-charge from the nearest Health Center III

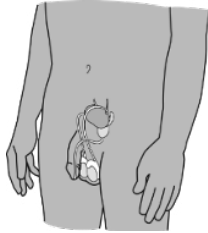
Time:

55 minutes (25 minutes to review contraceptive methods and the parking lot questions, 30 minutes for other questions and answers)

1. Introduce the midwife, in-charge, and VHT. Ask them each to say one or two things about themselves and their jobs.
2. Tell the group that the midwife will give a brief overview of the options available to prevent pregnancy. Inform the participants that there is not enough time to cover all the contraceptive methods in detail, but they can visit a VHT or clinic with further questions.
3. Distribute the contraceptive methods handout (explain that you will collect the handouts before the end of the session). Tell the participants to follow along as you discuss each method.
4. The midwife will display the pictures of permanent and long-acting contraceptive methods in the flipbook. The midwife will describe each of the methods briefly, using the key points given below. (The key points are also in the flipbook). Point to the picture of a method when you begin to describe it. Spend no more than two minutes describing each method. (10 minutes)

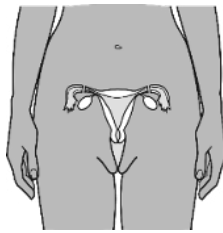
Long-Term Contraceptive Methods

Vasectomy



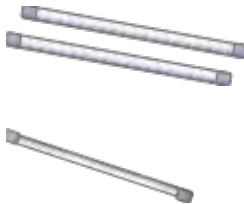
- Permanent, lifelong pregnancy protection—not reversible
- Involves a safe, simple surgical procedure
- Takes three months for procedure to become effective and start providing protection from pregnancy
- Does NOT affect men's appearance or their sexual performance

Tubal Ligation



- Permanent, life-long pregnancy protection—not reversible
- Involves a physical exam and minor surgery
- Does NOT affect women's appearance or their sex drive

Implants



- One or two small, flexible rods are placed just under the woman's skin of the upper arm
- Highly effective for three to five years
- Requires a trained health provider to insert and remove

IUD



- A very small, T-shaped plastic frame with copper wire around it; also known as the "copper T"
- Highly effective for 12 years
- Inserted into the uterus by a trained health provider
- Fertility resumes after IUD is removed



5. The midwife will display the pictures of short-acting contraceptive methods.
6. The midwife will describe each of the methods briefly, using the key points given below.
7. Take no more than two minutes per method. Point to the picture of a method when you begin to describe it. (10 minutes)
8. The midwife will then introduce the in-charge and VHT to the group, and they will review and answer the questions from the parking lot.
9. The midwife and in-charge will respond to the questions from the parking lot and the reflection this morning that are appropriate for a mixed-gender group (10 minutes).
10. Divide the young men and young women into two separate groups to discuss the remaining questions. The young women will go to discuss questions on pregnancy and contraception with the midwife. The young men will discuss their questions with the in-charge. The VHT will go with the group that matches his/her sex. (20 minutes)

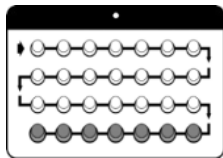
Short-Term Contraceptive Methods

Injectables



- Two types of DMPA are given by injection: (1) into the muscle (intramuscular) and (2) just under the skin (subcutaneous). They are also known as “Depo,” “the shot,” “Sayana®Press,” or “Depo-subQ.”
- Safe and effective pregnancy protection, lasts three months.
- Important to return for injections every three months for greatest effectiveness.
- Subcutaneous DMPA is a self-injectable contraceptive.

The Pill



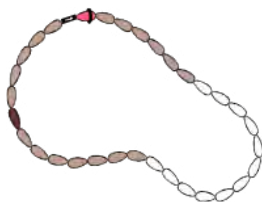
- Pills that a woman takes to prevent pregnancy.
- Must take one pill every day, whether or not the woman has sex that day.

Male Condoms



- Help protect against both pregnancy and sexually transmitted infections, including HIV.
- Require correct use with every act of sex for greatest effectiveness.
- Talking about condom use before sex can improve the chances one will be used.

Moon Beads



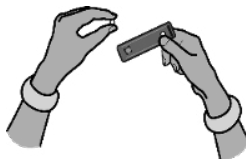
- Help women track their menstrual cycle and identify their fertile days (when they could become pregnant if they had sex).
- Woman must abstain from sex or use another method on fertile days.
- Require partner communication and cooperation.
- Mobile apps can help track menstrual cycles and fertile days.

Abstinence



- Partners agree not to have sex (or to delay having sex).
- Requires communication and cooperation.
- Emotions, hormones, peer pressure, and drug/alcohol use can make it hard to abstain.
- Partners can show affection in other ways (e.g., holding hands, hugging).

Emergency Contraceptive Pills



- Help prevent pregnancy when taken within the first five days after unprotected sex. The sooner they are taken, the more effective they are.
 - Do not disrupt an existing pregnancy (if accidentally taken by a woman who is pregnant).
 - Safe for all women.
-

10.5 CLOSING

Time: 5 minutes

- Collect the contraceptive methods handouts, if you have not already done so.
- Emphasize the following points:
 - Do not let common myths keep you from considering contraception. Contraception is safer than many people think.
 - Acknowledge that planning for and preventing pregnancy are complicated issues and that participants may have additional questions or concerns.
 - The VHT or health center can answer any questions they have about the wide range of available contraceptive methods.
 - Tell the participants that you are available to answer questions or help guide them to someone who can answer their questions on pregnancy and contraception.

10.6 CHALLENGE

Time: 10 minutes

1. Instruct participants to consider the following questions over the course of the week and to come prepared to discuss in the next session.
 - What would your life be like if you didn't have to worry about getting pregnant?
 - Have you ever talked to your girlfriend or boyfriend about contraception; or to your friend if you don't have a boyfriend or girlfriend?
 - What would your life be like if you had a child? Or if you had two more children than you have now?

2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Also, let the mentees know that the next session is longer than the usual sessions and will last 2 hours.
3. Thank the participants for their contributions to the activities. Give special thanks to the AGYW for joining the Young Emanzi boys for four sessions!

SESSION 11

HIV PREVENTION AND CONDOMS

(Young Emanzi flipbook Part B p.28)

11.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Welcome everyone to the session.
2. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
3. Encourage the mentees to share their reflections from last week's challenge on pregnancy and pregnancy prevention.
4. Allow time for each boy who wants to respond to share; promote a discussion within groups about the challenge activity from last week.
5. Explain that last week was the last joint session with the AGYW. Ask the mentees the following questions:
 - How did it feel to talk about these important issues with AGYW?
 - Do you think men and women communicate differently? Why is that?
 - What did you learn from this experience that you can apply to your current and future relationships?

Notes to mentors: You may need to remind mentees of the act like a man, act like a woman activity in the first Young Emanzi session.

6. Explain that men have all the same emotions as women, and they do not need to hide them. It is okay to ask for help and share emotions with each other; it does not make someone less of a man. Young Emanzi teaches us that we are free to create our own gender norms and how we choose to live our lives.
7. Ask mentees if there is anything else they would like to talk about.
8. Introduce today's topic: HIV and condom use.
9. **Say:** Today we are going to discuss HIV and AIDS, strategies for HIV prevention, and how to properly use and dispose of male condoms. This session is going to be two hours instead of one-and-a-half so that we have time to cover all the topics and practice using condoms.

11.2 WARM-UP: HIV/AIDS TRUE OR FALSE

Time: 10 minutes

1. Instruct the mentees to stand up and face forward, toward the mentor.
2. Explain that as part of this game, mentors will read a series of true or false statements to the group. If the statement is TRUE mentees put their hands on their head. If the statement is FALSE mentees put their hands on their bottom (or hips). After reading each statement, give mentees at least five seconds to decide where to put their hands. Everyone who guesses wrong sits down, everyone who guesses correctly remains standing. The last person (or people) standing is the winner!
3. Read the first statement. After the mentees have indicated their response, share the answer—TRUE or FALSE—along with the brief explanations provided. Repeat the process until all the statements have been completed.

HIV stands for human immunodeficiency virus.

Response = TRUE

H - Human (it affects only humans)

I - Immunodeficiency (it attacks the immune system making it more difficult to fight infection)

V - Virus (a germ)

HIV does NOT cause AIDS.

Response = FALSE

AIDS, acquired immune deficiency syndrome, is the disease caused by the damage that HIV does to your immune system. AIDS is the most serious stage of HIV, and it leads to death over time.

HIV can be transmitted by hugging, kissing, and using the same toilet.

Response = FALSE

HIV is not spread through casual contact with someone who is living with HIV. HIV is different from some other diseases because it does not pass through the air. We cannot become infected from being in the same room as an infected person, sharing food or drinks, or using the same fork or spoon. HIV is also not spread through holding hands, coughing, or sneezing.

HIV is found in blood, semen, vaginal fluid, and breastmilk.

Response = TRUE

HIV is carried in semen (cum), pre-seminal fluid (pre-cum), vaginal fluids, anal mucus, blood, and breast milk. The virus gets into your body through cuts or sores in your skin, and through mucous membranes (such as the inside of the vagina, rectum, and opening of the penis).

You can get HIV from having vaginal or anal sex, and sharing needles or syringes for injecting drugs, piercings, or tattoos with someone who has HIV.

Response = TRUE

HIV is usually spread through having unprotected sex. Using condoms every time you have sex and not sharing needles can help keep you and your partners from getting HIV.

Mothers cannot pass HIV to their babies during pregnancy or while giving birth; they can only pass HIV during breastfeeding.

Response = FALSE

HIV can be passed to babies during pregnancy, birth, or breastfeeding. A pregnant woman with HIV can take medicine to greatly reduce the chance that her baby will get HIV.

Blood transfusions are a common way that HIV is transmitted.

Response = FALSE

A long time ago, some people got HIV from transfusions with infected blood. But now, giving or getting blood in medical centers is totally safe. Doctors, hospitals, and blood donation centers don't use needles more than once, and donated blood is tested for HIV and other infections.

Notes to mentors: If there are just a few mentees remaining near the end of the game, you may need to get them to face opposite directions so they cannot see what the others are answering or get help from the mentees who are sitting down.

11.3 UNDERSTANDING HIV AND AIDS

Objective:

Build basic knowledge of HIV and AIDS.

Time: 15 minutes

1. Ask: How can you learn your HIV status?

Allow mentees to provide answers. Use the information below to add to or clarify the responses from the mentees.

Notes to mentors: If mentees provide incorrect answers, do not continue without giving the correct information.

- The only way to know that you have HIV is to get tested. You cannot tell if you have HIV just by the way you feel, because most people who get HIV do not have any symptoms for years.
- Testing is a good idea if you have had unprotected sex or if your partner tests positive for HIV. You should also get tested if you've shared needles with anybody (for injecting drugs, piercings, or tattoos). If your partner is pregnant, she will get tested for HIV at her first prenatal visit.
- When you get HIV, your immune system makes antibodies that try to fight off the infection. The most common type of HIV test looks for these antibodies in your blood or cells from your cheek.
- Rapid HIV tests give you results in about 20 minutes. Other tests take longer because they need to be sent out to a lab. HIV tests are usually painless—you just gently rub the inside of your cheek with a soft swab. Sometimes you'll give a blood sample for testing.

2. **Ask:** What are ARVs and how do they help prevent HIV?

- ARVs stands for antiretroviral drugs. They are medicines that slow down the effects of HIV in your body and can help you stay healthy for many years. They can also lower or even stop your chances of giving HIV to anyone else.
- ARVs lower the amount of HIV in your body (called your “viral load”) —sometimes to the point where HIV won’t show up on standard blood tests. If your HIV viral load is so low that certain tests cannot see it, it is called “undetectable.” When someone has an undetectable viral load, they cannot spread HIV to others during sex.
- It is important to remember that even with an undetectable viral load, HIV is still present in your body. If you stop treatment your viral load can go up, making it possible to pass HIV to others you have sex with. Your doctor or nurse can help you find the treatment that’s best for you to help keep your viral load low, so you can stay healthy.

3. Explain to mentees that:

- Having sexually transmitted infections (STIs) or being uncircumcised (for males) can increase someone’s chances of HIV infection.
- Some people with HIV infection do not get better with antiretroviral therapy, or ART, which is your daily regimen of ARVs. When a person does not get better, it usually means the virus has become resistant, and the medications are no longer effective. Resistance to ART can develop in those who do not take ART as directed or who skip doses.
- People who are living with HIV (PLHIV) need to be aware that they could re-infect someone who is already living with HIV. Even if both partners in a couple are HIV positive, each might have different forms of the virus, so having unprotected sex could lead to a second infection.

4. **Ask:** How can you prevent HIV infection?

- Allow mentees time to provide answers. Say: The best way to prevent HIV infection or any other STI is to abstain from sex or to use a condom every time you have vaginal, oral, or anal sex.
- **Say:** Pre-exposure prophylaxis, or PrEP, is a way to prevent HIV infection by taking a pill every day. Your doctor or nurse can tell you if PrEP is right for you.

11.4 LEARNING ABOUT VOLUNTARY MEDICAL MALE CIRCUMCISION

Objective:

Introduce participants to VMMC and the benefits for HIV prevention.

Materials: Knowledge of when the next VMMC day is at the Health Center III

Time: 20 minutes

1. Explain to mentees that another strategy to protect them from becoming infected with and transmitting the HIV virus is VMMC.

Note to mentors: It is important NOT to make any negative comments about the cultural or traditional circumcision practice, but to focus only on VMMC.

2. Ask mentees what they understand about voluntary medical male circumcision. After responses from three people, say: Male circumcision is the surgical removal of the foreskin, the thin layer of skin covering the penis. The foreskin of the penis has many cells that are vulnerable to HIV infection, so removing it can reduce HIV risk. Circumcision also reduces

the risk of smegma accumulation and removes the need to clean under the foreskin, which makes routine hygiene less complicated or time consuming.

Note: Smegma is a combination of shed skin cells, skin oils, and moisture in the folds of skin, especially under a man's foreskin.

3. Tell mentees that they are going to do some group work. Divide them into three small groups. Ask them to discuss the following questions:
 - What is VMMC? (Think about things such as who performs it? Where is it done? Is it painful?)
 - What are the benefits of circumcision?
 - How long does it take to heal afterwards?
4. After 10 minutes, ask each group to share what they discussed. Invite other mentees to comment on the presentation of other group members. If any items in the table below are not mentioned, be sure to cover them.
5. Explain where they can go for VMMC.

Voluntary Medical Male Circumcision
Done by trained medical personnel, such as qualified nurses and doctors.
Medicines are given to reduce and manage pain.
Medical examination before surgery and close monitoring and after-care reduce risks of infection.
Sterilized medical equipment avoids risks of infection.
Performed in a facility, where privacy and confidentiality are offered.
Female health workers may be present.
Patients make a free, informed choice about whether to have the procedure done.
VMMC is free of charge, all year round.
Full counseling provided to patients interested in VMMC.
Takes about six weeks to heal; sex and masturbation should be avoided during that time until the wound is healed.

11.5 LEARNING ABOUT CONDOMS

Objective:

Discuss myths and truths about condom use and provide basic information about correct condom use.

Time: 30 minutes

1. Read aloud the following statements and ask mentees whether the statements are truth or myth.

Condoms have tiny invisible holes through which both sperm and HIV can pass.

Answer: MYTH

As long as the expiration date has not passed and the wrapper is intact, condoms are completely watertight and do not let any fluids, sperm, or viruses through.

Condoms are tested for defects before they are packaged and sold. It is not possible for HIV to pass through a condom in any way. If someone uses a condom, but still contracts HIV or a pregnancy results, this is almost exclusively due to human error, such as using oil-based lubricants; using old, expired condoms; leaving the condom in the sun or a hot place (such as your pocket); or tearing them with your fingernails and teeth as you struggle to get them out of the package.

If a condom slips off during sexual intercourse, it will NOT get lost inside the women's body (womb).

Answer: TRUTH

Because of its size, a condom is too big to get through the cervix (the opening to the womb from the vagina).

Using two condoms at the same time means you are better protected.

Answer: MYTH

Using two condoms can create a lot of friction, which can make the condoms break more easily. People should use only one, lubricated latex condom for sexual intercourse.

A young man (or woman) who carries a condom in his (or her) pocket/purse is promiscuous.

Answer: MYTH

People who carry condoms are acting responsibly and protecting themselves and others against unintended pregnancy, STIs, HIV, and AIDS.

2. Lead a discussion with the group by asking the following questions:
 - Are condoms easily available in the community? Why or why not?
 - What are the reasons that lead young men, including those who know the importance of using condoms, to not use them?
 - How can you help to dispel some of the myths among young men and in the community about condom use?
3. Give one condom in its packet to each participant. Ask the participants to check that the condom is not past its expiration date. Then ask them to open the packet and take out the condom. Encourage them to stretch and play with the condom.
4. Divide participants into pairs. Ask one member of each pair to place a condom over his fist. (Tell them to beware of sharp fingernails!) Next, tell them to close their eyes and ask their partner to touch their fist with a finger. Ask the participants wearing the condoms:
 - Can you feel the other person's finger touching you?
 - How much can you feel through the condom?
 - How thick do you think the condom is now?

5. Have the participants stretch the condom as much as they can without breaking it. Ask if they can pull it over their arms or feet or blow it up. Ask the participants:
 - How long did the condom get?
 - How wide did it get?
 - What happened to the condom when it was stretched? Did it break?
6. Tell mentees that condoms should always be stored in a cool, dry place. Also, condoms should never be used with oil-based products like Vaseline, creams, or oils; these will cause the condom to break. Water-based lubricants are safe to use with condoms.

11.6 HOW TO USE A CONDOM

Objective:

Learn how to properly use and dispose of male and female condoms.

Materials:

Penis model borrowed from the VHT or health center, handout with steps for using a male and female condom (see Annexes), male and female condoms for distribution

Time: 15 minutes

1. **Say:** One of the reasons people do not use a condom is that they do not know how to use one. That is a poor reason to end up with a serious health problem or an unplanned pregnancy, so we are now going to learn the proper way to use a male condom. If you know how to use a condom, it does not necessarily mean that you are ready to have sex. However, it is better to know how to use a condom before

you need it instead of after you have sex, when it's too late. You should know how to properly put on a condom before sex, and you should know what to do with the condom after you use it.

2. Give each mentee a copy of the handout and explain that it shows the steps for using a male condom properly. In front of the group and using the penis model, follow the steps on the handout to demonstrate putting on a condom. Say each step aloud as you demonstrate:
 - Check the expiration date. Be sure the package and condom appear to be in good condition. Open the package at the corner, being careful not to tear into the condom. Sharp fingernails, teeth, or rough handling can damage the latex.
 - Unroll the condom fully, to the base of the penis, if possible. The proper feel is important and a lot of different sizes and styles are available. You may apply a water-based lubricant if needed. Do NOT use cooking oil, Vaseline or any other oil-based lubricant.
 - After intercourse, hold onto the base of the condom as you withdraw the erect penis from your partner to prevent the contents from spilling.
 - Carefully roll away from your partner to take off the condom so you do not spill semen on them. Throw the condom away safely. Put it in the rubbish bin, pit latrine, or bury it. Do not put the condom into a flush toilet, as it can cause problems with plumbing.
3. Ask for a volunteer to stand in front of the group to demonstrate proper condom use on the penis model. If you have more than one penis model, you can invite additional volunteers to practice at the same time.

4. Describe how to use a female condom using the illustrated steps from the Young Emanzi flipbook. If available, open a female condom packages and allow mentees to handle the condoms while the how-to-use steps are described. It is okay to use oil-based lubricants with female condoms. Describe where female condoms can be obtained (if locally available). Answer any questions that mentees raise about the female condom. If you do not know the answer, write it in the parking lot in the back of the flipbook and say you will find out about it later to share with the group.
5. If possible, have male and female condoms available for those who want to take some with them.

11.7 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- Simply knowing that condoms can help avoid pregnancy, STIs, and HIV infection is not enough. It is important to know how to use them correctly and to use them consistently—that is, every time you have sex.
- VMMC is one way to reduce HIV and STI risk.
- If you are having sex, you need to be able to talk to your sexual partners about the pros and cons of sexual intercourse.
- If you and your sexual partner decide to have sex, then you should discuss together how best to protect against unintended pregnancy or STI/HIV infection, including by using a condom.
- Remind mentees that you are available to answer questions about VMMC and condom use after the session, in private.

11.8 CHALLENGE

Time: 10 minutes

1. Ask participants to consider the following actions and questions over the course of the week and to come prepared to discuss in the next session:
 - Consider having a conversation with your VHT or clinic provider about getting tested for HIV.
 - Consider having a conversation with your VHT or clinic provider about VMMC.
 - Imagine having a discussion with a friend or girlfriend about using a condom? What would you say to begin the conversation?
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
3. Thank mentees for coming to the session and participating in all the discussions and activities.

SESSION 12

TALKING ABOUT ADDICTION AND ALCOHOL ABUSE

(Young Emanzi flipbook Part B p. 47)

12.1 REFLECTION

Objective: Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Welcome everyone to the session.
2. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
3. Encourage mentees to share their reflections from last week's challenge on talking to your friend or girlfriend about condom use.
4. Allow time for each boy who wants to respond to share; promote a discussion within groups about the challenge activity from last week.
5. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?

6. Introduce today's topic: addiction and alcohol abuse.
7. **Say:** Today we are going to discuss issues related to addiction and abuse of alcohol and other substances.

12.2 WARM-UP: THAT'S ME

Time: 10 minutes

1. Explain that this game allows mentees to find out what they may have in common with one other. Tell the group that even though they did this warm-up previously, in Session 2, you are having them revisit it now after the new information they have learned.
2. Explain that in a moment you will read aloud a series of statements. When they hear something they identify with, they should stand up and shout, "That's me!"
3. Mix some general statements with others that reflect the types of behaviors or attitudes that may have changed for the mentees after participating in Sessions 1-8. Here are some examples:
 - I help my parents or sisters cook.
 - I believe a woman can be the next Chief Administrative Officer (CAO) for our district.
 - I like to dance.
 - I am saving some money every month toward a goal.
 - I offer to do some chores at home.

12.3 WHAT IS ADDICTION?

Objective:

Understand dependency behavior.

Time: 15 minutes

1. Introduce the theme of this activity and stress that dependency and addiction include not only toxic substance use, but also other behaviors, such as eating too much of certain types of food or spending all your time watching television.
2. Ask mentees:
 - What things, substances, or activities make people become dependent or addicted?
 - Which of these forms is most common among young men?

Potential responses: Examples of illegal toxic substances as well as legal ones, such as smoking tobacco and alcohol, are almost certain to be named. Other examples might also come up, such as betting, coffee, phone, electronic games, the computer, TV, pornography, work, and certain types of relationships.

3. Ask the mentees to choose one type of dependence or addiction mentioned and discuss the factors that might lead a young man to depend on it or become addicted to it.
4. Ask the group the following questions:
 - Why does someone become dependent or addicted?
 - How does dependence or addiction affect that person? Physically? Emotionally?
 - How can addiction affect that person's family and friends?
 - What are the disadvantages of being dependent on or addicted to a substance, the phone, a food, or a person?

Explain that it is possible to use some substances moderately, but addiction can start at a young age. We will discuss this in the next activity. Emphasize that the ready availability of a substance—such as alcohol—increases the risk of abuse or addiction. Tell mentees that the next activities are going to focus on alcohol abuse and addiction.

12.4 TALKING ABOUT ALCOHOL AND ALCOHOLISM

Objective:

Address various myths related to alcohol use and alcoholism.

Time: 15 minutes

1. **Say:** I am going to read a phrase out loud. Your job is to decide if it is true or false. If you think it is TRUE, move to the right side of the room. If you think it is FALSE, move to the left side. But if you are not sure, place yourself somewhere in the middle.
2. When you are sure everyone understands the game, read the following statements. After all the mentees have moved to the “true” or “false” areas, reveal the answers.

Alcohol is not a drug.

Answer – FALSE. Alcohol is a drug in the sense that it affects someone’s central nervous system on which thoughts, emotions, and behavior depend. It can also cause dependence.

The only way alcohol can make you drunk is if you mix different kinds.

Answer – FALSE. What really determines whether someone will get drunk is the quantity of alcohol and the speed with which one drinks.

Alcohol is sexually stimulating.

Answer – FALSE. People think alcohol makes you feel less reserved or shy, but since alcohol has a depressant effect on the nervous system it ends up reducing these sensations and can affect sexual relations.

Alcoholism is an illness that only affects adults.

Answer – FALSE. The majority of alcohol-dependent persons are young men of working age.

It is OK to have sex with someone who is drunk.

Answer – FALSE. When someone is drunk they are unable to agree to having sex. Sex should always be between two people who both agree.

Drinking is necessary to have a good time.

Answer – FALSE. Drinking can lead to poor decision-making and risk-taking behaviors that you may regret and could harm you or others. For example, unprotected sex, drug use, driving or biking while drunk, not having good judgment.

12.5 LEARNING NOT TO DRINK TOO MUCH

Objective: Identify attitudes and values that can potentially protect a young person from addiction.

Time: 20 minutes

1. **Say:** Some people, including young people, drink alcohol excessively or use marijuana as part of their social life. This means it is important to know how to establish limits and protect ourselves.
2. Ask mentees to work in their mentorship teams to discuss practices or strategies (called “protective skills”) for controlling or reducing substance abuse. Let them know that they’ll have 10 minutes to discuss the topic.

3. The mentor leading each team will ask mentees what protective skills they know or can develop.

Note to mentors: The examples (see some in the table below) should be things that can be done at an individual level. You could also share a story with the participants about how you learned about drinking and drug use and how you have developed habits to prevent abuse and addiction.

Protective Skills

Do not drink alcohol or use another substance when you don't feel like it or because you feel pressure from others.

Do not pressure others to drink.

Try to maintain a group of friends who don't drink to excess, or at all.

If you feel pressure to drink, and don't want to, remove yourself from the situation.

Learn protective ways to use substances:

- Drink a small amount.
- Do not drink more than one drink an hour.
- Only take small amounts of hard liquor.
- Do not mix drinks with other drugs.
- Engage in another activity when drinking instead of only drinking, such as chatting, dancing, or eating something.
- Drink something nonalcoholic, like water or a soda.
- Do not drink on an empty stomach.

4. After the discussion, bring everyone back into one group. Ask the participants to present their conclusions. If any of the actions in the "protective skills" box are not discussed, be sure to cover them.
5. Ask two or three mentees to share a protective skill they learned today and to complete the following sentence: "One reason for not overdrinking is..."

12.6 CLOSING

Time: 5 minutes

Give the session closure. Emphasize the following points:

- Drinking puts you at risk for a variety of physical and emotional problems. It also affects and endangers the lives of those around you.
- Drinking increases the chances that you will engage in risky behaviors or do something that you will regret when you are sober.
- There are things that you can do to control or reduce the chances of a risky situation in relation to substance use.
- Tell participants that if they are worried about their own substance use or addiction, or that of someone in their family, they can talk to you after the session about how to get help. Offer a referral for counseling or treatment using your referral network at the back of your flipbook.

12.7 CHALLENGE

Time: 10 minutes

1. Instruct participants to consider the following actions and questions over the course of the week and to come prepared to discuss in the next session.
 - Would you feel out of place at a party if friends offered you a drink with alcohol and you decided not to have one? Why?
 - Do you think it's possible for a young person to lead an enjoyable social life without consuming alcoholic drinks or using drugs?
 - Can young men feel accepted without drinking? Why?

- What are some ways to have fun with your friends or girlfriend that do not include alcohol or substance use?
 - Consider asking a trusted adult about their protective skills and try practicing at least one of the protective skills we discussed today.
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed. Also, let the mentees know that the next session is longer than the usual sessions and will last 2 hours.
 3. Thank participants for coming to the session and participating in all the discussions.

SESSION 13

VIOLENCE AROUND ME

(Young Emanzi flipbook Part B p. 61)

Preparation:

- Before this session, meet with the community development officer and community linkages officers or social workers from local organizations that provide child protection and gender-based violence services to discuss reporting requirements and services available. Ask these experts to attend the two sessions on violence prevention. Also consult with them and the organization supporting implementation of Young Emanzi to clarify the ethical and legal aspects related to violence against people under 18. Specifically, if a child under 18 has been a victim of sexual abuse, you need to understand your country's reporting requirements and the referrals available to the child.
- When we talk about violence, we think mainly of physical aggression. It is important to discuss other forms of violence besides physical violence, such as emotional abuse. Also help young people think about the acts of violence that they perpetrate, because very often we think that its other people who are violent, rather than ourselves.
- Be sure to understand and acknowledge that boys are also victims of sexual violence, not just girls. Among 18- to 24-year-old Ugandans, one in three females (35 percent) and one in six males (17 percent) experienced sexual abuse during their childhood. One in three young adults experienced at least two forms of violence—sexual, physical, or emotional—during childhood. It is very likely some of the boys in your mentoring group will have had a personal experience with sexual abuse.
- Violence can be emotional, sexual, physical, economic, or gender-based:
Emotional violence may include humiliation; controlling what the victim can and cannot do; deliberately doing something to make the victim feel ashamed, such as name calling; isolating the victim from friends and family; or denying the victim access to money or other basic needs.

Sexual violence is when someone forces another person to engage in any sexual act (such as intercourse, touching, kissing) against his or her will.

Examples of sexual violence include (1) engaging in a sex act with someone who is unable to consent (because of illness, disability, or the influence of alcohol or other drugs, or due to intimidation or pressure); (2) unwanted sexual contact or sexual harassment (such as lewd comments or gestures).

Physical violence involves causing, or attempting to cause, physical harm; examples include scratching, choking, shaking, hitting, kicking, burning, or using a weapon.

Economic violence can include controlling, limiting, or denying access to financial resources.

Gender-based violence is any form of violence that is directed at an individual based on biological sex, gender identity (such as transgender), or behaviors that are not in line with social expectations of what it means to be a man or woman, boy or girl.

- Commenting on or talking about violence committed against mentees inside their homes is a sensitive matter. Some mentees may comment on domestic violence but do not want to go into details, so do not insist that they share. Talking about violence mentees themselves might have committed may be even harder.
- Check that the information about services for sexual and physical abuse in your referral network at the back of your flipbook is up to date.

13.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
2. Encourage mentees to share their reflections from last week's challenge on alcohol and substance use and abuse.
3. Allow time for each boy who wants to respond to share; promote a discussion within groups about the challenge.
4. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?
5. Introduce today's topic: different forms of violence and using their influence and power to stop it.
6. **Say:** Today's session is 2 hours. We are going to discuss different forms of violence and how young men can use their influence and power to stop it.

13.2 WARM-UP: TWO TRUTHS AND A DREAM

Time: 15 minutes

1. Explain that this is the same game we played previously. The game involves stating two truths about yourself and one thing that you dream of doing but haven't accomplished yet. Instruct mentees to provide different truths and a different dream than last time.
2. Other members of the group must figure out which items are true and which item is a dream.
3. Give each mentee a chance to present his truths and one dream.

13.3 VIOLENCE AROUND ME

Objective:

Mentees will be able to identify the forms of violence that they may have perpetrated or that might be committed against them.

Materials/Guests:

Arrange for the community development officer, a community linkages officer, or social worker to attend and cofacilitate the session; have your referral network updated with a list of services currently available in the district.

Time: 45 minutes

1. Introduce the community development officer, community linkages officer, and/or the social worker cofacilitating the session.
2. We have stressed that confidentiality is very, very important. However, sometimes, despite our best efforts, things that we discuss in this group might get out to others. So, if you are

concerned about this, you can either decide not to share your experience, or you could make your experience sound like it happened to someone else. For example: "I heard that some kids deal with bullies at school." Or "I had a friend whose father used to hit him when the father drank too much."

3. Explain that the purpose of this activity is to talk about the violence we use and the violence used against us and to talk about our feelings related to these experiences.
4. Explain that you recognize that some mentees may have experienced violence themselves, either in the past or present, or they may have witnessed violence in their home or community. You understand that this is a difficult topic and you are going to support them in discussing their feelings and provide referrals for help if they need it.
5. Remind mentees of the four types of power:



Power within is the strength that arises from inside us when we recognize the equal ability within us all to positively influence our own lives and community.



Power over means the power that one person or group uses to control another person or group.



Power with means the power felt when two or more people come together to do something that they could not have done alone.



Power to is the belief, energy, and actions that individuals and groups use to create positive change.

6. Ask mentees which types of power are associated with violence? And why?

Potential response: Power over because it is used to control another person or group; it leads to emotional and physical violence. It is used to maintain power in a relationship by one partner over the other.

7. Ask mentees to divide into small groups of five or fewer people. The groups will have five minutes to discuss each of these four topics (20 minutes total):

- Violence used against me or a friend
- Violence that I use
- How I feel when I use violence
- How I feel when violence is used against me or my friends

Explain they do not need to talk about anything they are not comfortable sharing. Or, they are also free to share but not provide a lot of details. Ask them to think about the idea of power and how it relates to violence.

8. Bring the large group back together.

9. **Say:** Although we tend to think of violence as physical, violence can also be emotional, sexual, gender-based or economic.

Physical violence involves causing, or attempting to cause, physical harm (e.g., scratching, choking, shaking, hitting, kicking, burning, using a weapon).

Emotional violence includes humiliation, controlling what the victim can and cannot do, doing something to make the victim feel ashamed, name calling, isolating the victim from friends and family, and denying access to other basic needs.

Sexual violence is when someone forces another person to engage in any sexual act (i.e., intercourse, touching, kissing) against his or her will; includes engaging in a sex act with someone who is unable to consent (because of illness, disability, or the influence of alcohol or other drugs, or due to intimidation or pressure); unwanted sexual contact or harassment (i.e., lewd comments or gestures).

Gender-based violence is any form of violence that is directed at an individual based on biological sex, gender identity (i.e., transgender), or behaviors that are not in line with social expectations of what it means to be a man or woman, boy or girl.

Economic violence can include controlling, limiting, or denying access to financial resources.

- 10. Say:** You do not need to share your specific experiences and examples with the group, but if you want to talk with the community development officer, counselor, or the mentors afterwards, they are available.
- 11.** Lead the group in a discussion, asking the following questions:
- What is the most common type of violence used against us by our peers?
 - How do we feel or imagine it might feel to be a victim of this type of violence?
 - What is the most common type of violence we commit against others?
 - Is there any connection between the violence we practice and the violence we are victims of?
 - How do we feel when we are violent?
 - How do we feel when we see violence against others in the community?
 - In general, when we are violent, when we suffer violence, or when we see violence against others, do we talk about it?
 - Do we report it? Do we talk about how we feel?
 - If we do not, why not?
 - Someone who is a victim of violence is more likely to commit acts of violence later. How can we interrupt this cycle of violence?

12. Explain that men are not naturally violent and that harmful gender norms that expect young men to be in control and to control others limit the expression of our full potential and the full potential of others as human beings. We can shift from using power over others to using the power within, power with, and power to for solving conflicts.

13.4 BYSTANDER PRACTICE

Objective:

Discuss safe and effective behaviors to prevent and interrupt violence in community settings.

Materials/Guest:

Community development officer, a community linkages officer, or social worker to attend and cofacilitate the session.

Time: 30 minutes

1. Ask participants the following question, and tell them that their answers will relate to the next exercise: “When you have done something wrong or made a mistake, such as hurt another person or created conflict in your family, how would you prefer that people let you know?”

Possible responses: If some of the following ideas are not mentioned bring them up for discussion:

- Someone takes me aside after it happens and speaks to me privately instead of embarrassing me in front of the whole community.
- Telling me what I can do better and how to do it better rather than just attacking me for what I did wrong.
- The person focuses their criticism on the behavior and rather than making personal attack on my character.

- Someone explains why the behavior is wrong, rather than just telling me I was wrong; this way I understand better understand and can avoid making the same mistake in the future.
2. Thank participants for sharing their personal experiences. Explain to the mentees there are four approaches to challenge a situation in which you see that someone is hurting someone else (emotionally or, in limited cases, physically):
- Direct approach:** Speak to the person calmly and ask questions to help the person realize what they are doing is a problem.
- Team up:** Recruit other young people or community leader to speak to this person with you.
- Distract:** If that person is cornering a someone, ask the person what time it is, or start some other distracting conversation so that the one being cornered has a chance to leave.
- Call an authority:** If the situation is dangerous, call for help from community members or police, and keep the person safe if you will not be in danger yourself.
3. Explain that you are going to share a story and they should think about how the intervention can be effective and safe, as well as prevent future violence. They should also keep in mind what we just discussed about how they like to be confronted when they have made a mistake or done something wrong.
- Story:** You and some friends are out at a night club. Your friend Robert is there with his girlfriend, Evelyn. He starts to accuse her of looking at other guys, getting angry, and grabbing her arm to make a point. Evelyn insists that it's not true and she's not interested in any other guys.

4. **Ask:** If you were with Robert and Evelyn, how could you intervene and stop the violence?

Potential responses:

Direct approach: Calmly ask Robert to explain why he is getting angry and grabbing Evelyn's arm. Pose questions and ask for clarification in a nonconfrontational way about what he is doing and why. This might help to change the dynamic and make Robert realize that he is behaving badly toward Evelyn.

Team up: If you do not know Robert well, if you think he may respond with violence or hostility, or if you think he will not be convinced by just one person, recruit another friend from this group to speak with him (either instead of you, or with you). Perhaps include someone whose opinion Robert values, such as a close friend, brother, or sister.

Distract: Some situations do not lend themselves to calm conversation—for example, if Robert is drunk or very angry, he might not listen to reason. Instead, you might be able to interrupt Robert and Evelyn by asking what time it is or some other distracting question. This might help interrupt Robert before he gets violent and possibly give Evelyn the chance to leave.

5. **Say:** It is also important for you to be safe and to remember that someone else's violent response or anger is not your fault. It is also Okay to ask an adult to help.
6. **Say:** There are some things that you should not do:
- Do not react with violence or too much force or with shouting and anger. This could escalate the situation, making it more dangerous for everyone.
 - If you fear that the person will use physical violence against you as well, then do not intervene alone. Instead, immediately alert the police or ask others in the community to help.

- Your first concern is the health and safety of the person who has been attacked. If it is necessary to keep the victim safe, then let the other person leave the scene while you help the victim.
7. Ask the mentees the following questions and be sure the community development officer is engaged and supporting the dialogue.
 - Ask mentees which of the bystander interventions they would feel comfortable doing. If they do not feel comfortable with any of them, ask them to consider what they would be comfortable doing.
 - Why might someone feel afraid to intervene in a situation of violence or conflict?
 - Why might someone feel able to intervene in a situation?
 - What are some ways that we can support ourselves and others to intervene in situations of violence and harassment?
 - How can we take what we learned today and apply them to our lives?
 8. **Say:** There are safe and constructive ways to prevent violence, which may differ based on the situation, personal preference, and safety.
 9. You (or the community development officer) may share a story about a time when you saw violence against someone else in your community and you were not able to intervene. Why did you not intervene? Would you do anything differently now?

13.5 CLOSING

Time: 5 minutes

- For the closing summary, invite the community development officer, community linkages officer, and/or social worker to talk about laws related to violence against people under age 18, child protective services available in the community for reporting abuse and receiving counseling, and other services.
- Remind mentees that you are available to help with a referral for support if they need it, or to talk more after the session.

Note for mentors: If a mentee asks you about the laws in Uganda, you can advise them that all forms of violence including sexual abuse and exploitation, child sacrifice, child labor, child marriage, child trafficking, institutional abuse, female genital mutilation, and any other form of physical or emotional abuse are against the law. It is not permitted to commit these types of violence and all can and should be reported.

If the mentee reports they are being abused and, if they consent, you can accompany him to a child protection organization, the police, or the local probation or social welfare officer to file a report and get medical forms if appropriate. He can also go to the health center for a complete medical exam and receive treatment and take the report to the police and open a case, if he consents.

Once a report is made to the child protection organization, probation and social welfare officer, police officer, or any other responsible person, that person(s) will ensure the safety and well-being of the child concerned. The probation and social welfare officer will monitor the progress of all matters reported.

You may also remind them that if anyone under 18 reports that he or she is suffering from any type of violence or abuse (including sexual abuse or routine physical abuse) to a social worker, medical provider, teacher or local counsel at the LC I level, that person must report this to the appropriate child protection authorities.

13.6 CHALLENGE

Time: 10 minutes

1. Ask mentees to keep a diary about the violence they see around them. Explain the idea of the “diary” is for them to note acts of violence or violent images they observe around them for one week. Suggest that they look for it in their schools, at home, in the street, in the workplace, in the community, on television and radio, in magazines and newspapers, and in other places they frequent.

The degree of detail in the diary is up to them. They could include information on what they saw, how they felt when they came across this violence, and ideas for addressing it. They can write a few words or phrases about feelings and thoughts that they had about the violence observed. They can also use pictures and make drawings instead of using words. They will not be asked to share their diary with others but can choose to share with their mentor if they would like.

2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
3. Thank the participants for their attention and participation and tell them that you appreciate their willingness to talk about a difficult subject.

SESSION 14

FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

(Young Emanzi flipbook Part B p. 77)

Preparations: Before this session, meet with the community development officer and community linkages officers of local organizations that provide child protective and gender-based violence services to discuss reporting requirements and services available. Consult these local experts and the organization supporting implementation of Young Emanzi to clarify the ethical and legal aspects related to violence against people under age 18. Specifically, if a child under 18 has been a victim of sexual abuse, you need to understand your country's reporting requirements and the referrals available to the child.

14.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
2. Explain to mentees that today they are going to reflect on the previous session's challenge.
3. Ask mentees to think of some forms of violence or images of violence that they recall seeing or hearing around them, including in the media.
4. Ask mentees what it was like keeping the diary and what kind of violence they observed. Tell mentees that if they experienced violence, they can share how they felt as well, but only if they want to.

5. Ask the mentees if any of them would like to share something from their diary. If no one wants to share, do not insist. Just continue with the activity.
6. Ask the following questions.
 - What are the most common types of violence that we see around us?
 - Where do we see the most violence?
 - Observing this violence or images of violence, were the violent people generally men or women? Young or adult?
 - What about the victims? Men, women, young, old?
 - How do we feel about observing this violence, whether in real life or in the media—such as films, music, and social media?
 - What are the effects or consequences of observing violence in our daily life?
 - What can we do when we see violence against others in our community?
7. Introduce today's topic: violence against women and girls, and how to promote relationships that are based on respect and free of violence.
8. **Say:** Today we are going to discuss the effects of violence against women and girls, discuss attitudes about violence in intimate relationships, and talk about ways to promote violence-free relationships based on mutual respect.

14.2 WARM-UP: ANXIETY RELIEF PROCEDURE

Time: 5 minutes

1. Instruct everyone to sit in a comfortable position. Tell mentees to take some nice, slow, easy breaths.
2. Ask mentees to think of something that makes them feel safe or calm.

3. As the mentees practice deep breathing, say: There is no right or wrong way to do this. Some of you may want to keep your eyes open and look at something in the room, while others may feel their eyes becoming heavy, and you may want to close them. Remember that any time you feel stressed, you can pay attention to your breathing and take a few deep breaths to help comfort yourself.
4. After the mentees have taken several deep breaths, ask them to look around.
5. **Say:** Understand that you are not alone and that you have built a group of friends here who can support you.

14.3 VIOLENCE AGAINST WOMEN IN DAILY LIFE

Objectives:

- Identify different types of violence that may occur in intimate relationships and communities
- Understand how women's and men's lives are affected by male violence and/or the threat of men's violence, especially sexual violence

Time: 20 minutes

1. Tell mentees this activity will consider a serious topic that affects their communities and might be difficult to talk about. The group will discuss violence against women. Explain that violence against women refers to acts that harm women or girls and that are meant to keep a woman or girl under the control of others.
2. Tell the group that if the discussion becomes difficult for them to participate in, either because they have experienced violence themselves or know someone who has, they can choose to leave and/or speak with one of the mentors after the session. Let them know that violence is common, and it

is likely that they know someone who has been a victim of violence. Remind them you are here to help and can provide referrals to services.

3. Facilitate a discussion by asking the following questions:

What were the most common forms of violence against women from the gender fishbowl activity? Against men?

Potential responses: Men are more likely to experience violence from strangers, from fighting with other men, or from armed conflict, while women are more likely to experience violence from a male partner.

Are only men violent or are women also violent?

Potential responses: Both men and women can commit acts of violence; however sexual violence is most often committed by men. The consequences of violence against girls and women are usually more severe because men are physically larger and stronger.

What kinds of violence most often occur in intimate relationships between men and women? What causes this violence?

Potential responses: Physical, emotional, and/or sexual violence that men use against girlfriends or wives, as well as violence that women may use against their boyfriends or husbands.

Does a man or woman ever deserve to be hit or suffer from some type of violence?

Potential response: No matter what the norm is, no man, woman, or child deserves to be hit or suffer from any type of violence. Session 4 on managing stress, anger, and conflict taught us that anger is a natural and normal emotion that everyone feels at some point. Violence is a way of expressing anger. But there are many other ways of expressing anger—better and more positive ways—than violence. For example,

you could calmly express your opinion, leave a confrontational situation, or count to 10 before reacting or calmly expressing your opinion.

4. **Say:** No matter what the norm is, we all have a human right to live free of violence. No one likes experiencing violence, and violence has negative consequences for individuals, families, and communities.
5. Tell the group that you'll now discuss the consequences of violence on individuals, in relationships, and in communities. To encourage discussion, ask these questions:

What are the consequences of violence in relation to condom usage?

Potential response: Women may be afraid they might be beaten if they ask their husband or boyfriend to use a condom.

What are the consequences of violence in relation to unwanted pregnancies?

Potential response: Fear of violence affects the intimacy of a relationship. If a woman fears violence from her husband or boyfriend, she is not likely to bring up the subject of family planning or to say no if she does not want to have sexual relations.

What are the consequences of violence in relation to HIV?

Potential response: Rape can put men and women directly at risk of HIV. Fear of violence can deter a woman from negotiating condom use, going for HIV testing, or telling her husband or boyfriend if she tests positive for HIV.

6. **Say:** Violence can be defined as the use of force, or threat of force, by one person against another. Violence is often used to control another person and to have power over them. Violence happens all over the world and often stems from the way people—especially young men—are brought up to deal with anger and conflict. At the root of violence against women and girls is the need for the person committing violence to have power and control.
7. Remind mentees about previous sessions, in which you discussed gender norms, how men may (or may not) express emotions, and how some gender norms might be harmful or contribute to violence against women and girls.
8. You may want to share an appropriate and brief story about a time you helped to draw attention to the need to prevent violence against women and girls. For example, perhaps there was a time when you spoke up to another man about his threatening behavior toward a woman.

14.4 ROLE PLAY

Objective:

Enable mentees to discuss attitudes about violence in intimate relationships and ways to promote relationships based on respect.

Time: 15 minutes

1. Ask the mentees to divide into their smaller mentorship teams. Each team will have 10 minutes to prepare a different skit:
 - Mentorship Team 1: Prepare a brief skit (two to three minutes) of an intimate relationship that involves violence. This violence can be physical or mental. Try to be realistic (while avoiding actual violence!), using examples of incidents and power that we have talked about during this session.

- Mentorship Team 2: Prepare a brief skit (two to three minutes) of an intimate relationship based on mutual respect that is free of violence or coercion. Show how the two people communicate and use power to handle a conflict or difference of opinion without using violence.
- 2. The mentors will work with their mentorship teams to prepare their skits, offer help as needed, and be sure that the skit stays within the time limit of two to three minutes.
- 3. Ask Mentorship Team 1 to present their skit that demonstrates violence.
- 4. After the skit, ask those who watched if they have any questions. Then ask what characteristics of the individuals or relationship portrayed led to violence.
- 5. Ask Mentorship Team 2 to present their skit that demonstrates mutual respect.
- 6. After the skit, ask what characteristics of the individuals or relationship portrayed indicated mutual respect.
- 7. Ask the following questions:
 - Were the examples used in the skits realistic?
 - Do you see these situations in your daily lives?
 - Were the examples of healthy relationships shown in the skits realistic?
 - Do you see such relationships in your daily lives?
 - How did it feel to play the woman in the first skit? What about the second skit?
 - What do you think the major differences are between relationships that are free of violence and those that are not?
 - Do you think it is possible to form an intimate relationship based on respect with shared power and decision-making?
 - What can we do individually to construct healthy intimate relationships?

14.5 EXPLORING CONSENT

Objectives:

- Define the concept of consent
- Apply the definition of consent to real-life situations
- Identify strategies to establish if consent exists
- Understand the gender dynamics that may exist related to situations when consent is given and being able to accept when consent is not given

Time: 20 minutes

1. **Say:** Two words that often come up when talking about intimate relationships are “responsibility” and “respect.” Both individuals in a relationship have a responsibility not only to set their own physical limits but also to respect the physical limits of others.

2. Ask the group to explain what consent means and why they think it is important.

Answer: Consent means that both partners have agreed to the same thing, and that this agreement is stated either by words or actions without pressure. Consent needs to be given for all types of physical intimacy and sexual contact, including touching, hugging, kissing, and sex.

3. **Say:** When a person makes an individual feel forced or pressured to do something he or she does not want to do, that person may be coercing the other individual. Coercion is the practice of persuading someone to do something by using force or threats.

4. Ask two or three mentees for an example of coercion when it comes to sex.

Possible responses:

- When someone reacts with anger or sadness if you say “no” or don’t agree to something.
 - If someone takes advantage of your feelings for them, saying something such as, “Sex is the way to prove your love for me” or, “If I don’t get sex from you, I’ll get it somewhere else.”
 - When someone makes you feel like you owe them sex—for example, because they spent money on you or bought you a gift, you went home with them, you are in a relationship with them, or you have had sex before.
5. **Say:** Sexual coercion is also the act of using alcohol, drugs, or force to have sexual contact with someone against his or her will. Sexual contact includes touching, hugging, kissing, as well as sex. Another form of coercion is hassling someone to have sex—which means trying more than once to have sexual contact with someone who has already refused.
 6. Ask two or three mentees for examples OR ask if they have questions about what coercion means.
 7. **Say:** Sexual coercion can mean someone verbally pressuring you; it can be someone physically forcing you to have contact with them; or it can be someone emotionally controlling you by saying things that make you feel pressure, guilt, or shame.
 8. Tell mentees that sometimes people very clearly state that they do not want to have sex. **We must all respect that “no” means no.**
 9. **Say:** On the other hand, sometimes people give nonverbal signals that show they may not be comfortable or not enjoying themselves in an intimate situation. And these signals

may be harder to read. In either case—whether a person is giving verbal or nonverbal signals—we must all make sure the other person “consents,” or agrees to be kissed or to have sex, without feeling pressured to do so.

- 10. Ask:** How do we make sure that our partner wants to be touched, kissed, or have sex and is enjoying it?

Potential responses: Reading nonverbal signals such as if the person is being quiet, seems nervous, uses body language that indicates they are uncomfortable or unhappy. Asking questions such as: Are you okay with this? Should I stop? Do you want to continue? Is this still turning you on?

- 11.** After everyone has had time to respond, review this table in the Young Emanzi flipbook.

Nonverbal signals:	Check-in questions/phrases:
Cold body language	Are you okay with this? I want you to enjoy this, too. Should I stop?
Being quiet	Is this still turning you on? Are you still interested?
Being nervous	Are you comfortable with this? Do you want to continue?
Crying	How is this making you feel? Should I stop?

- 12.** Divide the group into their mentorship teams. Their mentor will read them three sexual consent scenarios from the flipbook. For each scenario, ask the teams to first decide if consent is possible. For example, is the partner conscious and able to say “yes” or “no.” If so, have them share some ways they can “check in” on their partner to see if the partner is giving consent. Give mentees 10 minutes to review the scenarios and practice.

- **Scenario 1:** James asks his girlfriend, Angela, to come over to his house to make out, saying his parents are not home. They get to his house and they start kissing. However, when James starts taking off her clothes, her body language becomes rigid.
 - **Scenario 2:** Everyone says that Molly sleeps around. She tells people that she has been with a lot of men. She goes to a party at Michael's and drinks a lot of beer. Molly and Michael go up to his room and start to kiss and touch each other. Michael wants to have sex, but Molly is slurring her words and cannot hold herself up.
 - **Scenario 3:** Richard and his girlfriend, Beatrice, leave a night club together. She goes to his house in the compound. They start kissing, but after a few minutes Beatrice seems nervous.
- 13.** After each group has had 10 minutes to discuss the scenarios, bring the group back together. Lead a discussion using the following questions:
- How was it trying to think of ways to check in on your partner and make sure they were comfortable with the situation?
 - Why is it important to ask for or confirm consent? How can confirming or affirming consent from our partner make physical intimacy and sex more fun or enjoyable?
 - Why is it important for people to accept “no” for an answer? Does this always happen? Why not? What can we do if their response is unclear?
- 14. Say:** Consent means checking in and making sure your partner is comfortable. Observe body language—and to be sure, just ask. Physical intimacy and sex are more enjoyable when both partners are excited about what they are doing and who they are doing it with. And remember, consent cannot be granted if your partner is drunk, high, or unconscious. If someone cannot give consent, you should

I4.6 CLOSING

not touch, kiss, or have sex with that person.

Time: 5 minutes

Give the closing summary, emphasizing these points:

- Violence can be defined as use of force (or the threat of force) by one person against another. Violence is often used as a way to control another person, to have power over them.
- Violence happens all over the world and often stems from the way that individuals—especially men—are brought up to deal with anger and conflict. It is commonly assumed that violence is a “natural” or “normal” part of being a man. However, violence is a learned behavior and, in that sense, it can be unlearned and avoided.
- Both you and your partner should enjoy physical intimacy and sex. Checking in to make sure that your partner is also having fun is important and can make everything more enjoyable.
- Consent cannot be granted if your partner is drunk, high, or unconscious. If someone cannot give consent, you should not have sex with that person.
- Share with mentees the list of organizations and agencies in the community that provide services for gender-based and sexual violence.
- Tell mentees that they can ask you about these support services at any time and, if they want to discuss this topic privately, you are available after the session.

14.7 CHALLENGE

Time: 10 minutes

1. Consider the following actions and questions over the course of the week and come prepared to discuss in the next session:
 - Reflect on a situation in which you were aware of violence against a woman or girl.
 - How did it make you feel when you learned or heard about this situation?
 - How do you think it might feel to be a victim of violence?
 - Try thinking about what you can do to help prevent violence against women and girls. What is **ONE** thing you might be able to do?
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
3. Thank the mentees for their attention and contributions to this session. Acknowledge that it can be difficult to discuss violence against women and girls.

SESSION 15

RELATIONSHIPS AND LOVE TROUBLES

(Young Emanzi flipbook Part B p. 95)

Preparations: Mentees might disclose experiences of violence during this or any other session. It is critical that mentors are prepared to respond. Ensure that the referral chart you have created in the back of the Young Emanzi flipbook is updated and accurate.

15.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge

Time: 15 minutes

1. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
2. Encourage the mentees to share reflections from last week's challenge on violence.
3. Allow time for each boy who wants to respond to share; promote a discussion within groups about the challenge activity from last week.
4. Ask mentees whether there is anything else they would like to talk about. To encourage discussion, ask the following:
 - How much have you been able to save in your village savings and loans groups that you joined and/or started?
 - What projects have you done or do you plan to do with that money? How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?

- Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?
5. Introduce today's topic: positive romantic relationships.
 6. **Say:** Today we are going to discuss problems that may arise in relationships. This topic will give you the opportunity to reflect on what you value in a romantic partner.

15.2 WARM-UP: STRENGTHS FEEDBACK

Time: 15 minutes

1. **Say:** This game encourages us to both give compliments and receive them. We did this activity already, but we are practicing again since it is an important skill for building healthy relationships.
2. Ask mentees to sit in a circle. Instruct one person to begin by turning to the person on his right and giving him positive feedback about what he has accomplished so far in the program. It can be something that he saw him do or appreciated about him
3. Explain that the person receiving the compliment can only say "thank you," and then they turn to his right and compliment the next person.
4. Continue until everyone in the circle has spoken.
5. Ask two or three mentees what they noticed when they received a compliment. They might mention that the person made eye contact, had a friendly facial expression, called them by their name, or said something specific about something they had done well.

6. Ask two or three mentees to share how they felt when they received the compliment. Explain that receiving compliments may feel awkward at first, but that's OK. As for giving compliments, if your compliment is genuine, the receiver will feel the power of your words and see warmth in your smile. After you give someone a compliment, don't expect them to respond immediately.
7. Make the point that it is important to learn how to both give and graciously receive praise or a compliment. Being able to give and receive compliments is an important way to build relationships, and it can help build positive self-esteem and improve communication.
8. **Say:** Being able to give and receive compliments helps build strong relationships, create intimacy, and shape a supportive community.

15.3 LOVE TROUBLES

Objectives:

Identify strategies for dealing with problems in relationships and for ending relationships

Time: 45 minutes

1. **Say:** Today we will explore problems in relationships and will practice our communication skills. There will be some disagreements in every relationship. Working through a conflict can give couples a valuable opportunity to understand themselves better separately and as a couple, drawing them closer together rather than pushing them farther apart.
2. **Ask:** What are some of the troubles people commonly experience in their romantic relationships?

Possible responses: family involvement, pressure from peers, poor communication, unequal expectations or commitment, jealousy, and conflicts over money or decision-making power.

3. Ask the group to form pairs and discuss the questions that you will read. They will not be asked to share what they talked about so that they can have an open and honest discussion between them. After reading a question, give pairs two minutes before reading the next one.
 - Have you ever talked about some of the topics covered by Young Emanzi—such as gender roles, money, contraception or HIV—with a girlfriend, close friend, or trusted adult?
 - What has it been like to discuss these topics with your girlfriend, close friend, or trusted adult?
 - What makes it difficult to start these conversations?
 - What has made it easier to start these conversations?
 - How does it feel to have these conversations?
 - How have these conversations brought you closer to that person?
4. Bring the whole group back together and **say**:
 - In many cases people learn how to communicate in conflict from watching others. Think about some of the negative conflict management experiences you have seen and some of the positive conflict management experiences you have seen.
 - I will give you the beginning of a story about a relationship and you and your mentorship team should decide how to complete the story based on what you have learned from Young Emanzi.
 - Prepare to act out your ending in a skit that is less than five minutes. Two people should take the roles of the two partners, and the other mentees should give input or can take on other roles, for example, family members.
5. Read the story to the mentees and give them 10 minutes to practice. Explain that each group will use the skills they learned on communication and win-win scenarios in their role-play. Remind mentees that a win-win scenario is when

both people involved in the discussion get something or everything they want or need that does not hurt the other person.

Story: Michael and Angela have been partners for more than a year. They both work and like going out with their friends. Last night they went to a night club. Michael talked, laughed, and danced with their friends. Angela also danced with friends and had an interesting conversation with a man she just met. She thought she and Michael had a great time, but when they got home Michael was angry. He said, "I saw how you were talking with that man. I know you were interested in him. You were trying to attract his attention."

6. After the mentorship teams have had 10 minutes to discuss the story and develop their skit, ask them present.
7. After the skits are over, bring everyone back together to discuss these questions:
 - What problems or conflicts does this couple have?
 - How did they deal with their problems?
 - What do you think about how the teams resolved the situation? How realistic was this outcome?
 - Does anyone have another option to suggest?
8. Conclude by leading a discussion drawing from the following questions:
 - Put yourself in Angela's shoes. What would motivate her behavior?
 - As a transforming young man, what could Michael have done to make this a win-win while they were at the night club?
 - What are some signs that can warn of trouble in a relationship?
 - Where can a person turn for help to get support and counseling about a troubled relationship?

9. You may want to share a short story about your own experience with beginning to date or beginning a romantic relationship and the importance of communication.

15.4 CLOSING

Time: 5 minutes

Give the session closure, emphasizing these points:

- Remind mentees that good communication skills and clear expectations are important for developing a positive romantic relationship.
- Happy relationships are based on honest couple communication and mutual respect.
- Unhappy relationships, on the other hand, can mean poor communication and unequal decision-making. These characteristics of an unhappy relationship make it very difficult for partners to talk about sensitive topics, like sex and contraception, and thus put one or both people at greater risk for HIV, an STI, and unplanned pregnancy.

15.5 CHALLENGE

Time: 10 minutes

1. Instruct participants to consider the following actions and questions over the course of the week and to come prepared to discuss in the next session.
 - Are you in a dating relationship? And if so, have you ever asked your partner if they are happy in the relationship?
 - This week try to talk to your partner about one thing you like about them or your relationship.
 - Invite your partner to do the same.

- If you are not dating someone, think about what you might do to have good communication with a romantic partner one day. Or, talk to one of your friends about their relationship and ask them about their experience with communication. Even taking a small step toward better communication can be helpful!
2. Ask for final questions or comments. Remind mentees where and when the next meeting will take place and what topics will be discussed.
 3. Thank the mentees for their attention and contributions to this session.

SESSION 16

DEFINING MANHOOD AND DISCUSSING CHANGE

(Young Emanzi flipbook Part B p. 107)

16.1 REFLECTION

Objective:

Discuss the challenge from the previous session and guide mentees to identify any new learnings from their experiences with the challenge.

Time: 15 minutes

1. Ask the large group to divide into the smaller mentorship teams, each led by one mentor.
2. Encourage the mentees to share their reflections from last week's challenge on communication with their romantic partner.
3. Allow time for each boy who wants to respond to share; promote a discussion within groups about the challenge.
4. Ask mentees if there is anything else they would like to talk about. To encourage discussion, ask the following:
 - What is happening with the village savings and loans groups that you joined and/or started?
 - How have you been feeling recently?
 - Has anything new or exciting occurred related to what we discussed during the last meeting?
 - Is there anything you have been struggling with recently that you would like to share with the group?
 - Are there any events in the community that you think other mentees should know about?
 - Outside of the challenge, how have you used any of the lessons learned from the Young Emanzi sessions?

5. Introduce today's topic: defining manhood.
6. **Say:** Today is our last session before graduation. We are going to discuss how ideas about manhood affect our communities and how we are redefining manhood.
7. End the reflection and return to the larger group for the warm-up activity.

16.2 WARM-UP: REFLECTING ON WHAT WE HAVE LEARNED

Time: 15 minutes

1. Ask mentees to stand and form a circle.
2. Acknowledge how much the group has learned together and praise the mentees for sharing their thoughts throughout all the sessions. Explain that you would like each person to take a turn sharing what he has learned or achieved.
3. Start with the first person to your left and give each person a chance to speak, one by one. Tell mentees that they are not required to speak if they do not wish to.

16.3 REDEFINING MANHOOD

Objectives:

- Discuss definitions, ideas, and perceptions about what manhood is
- Consider how these perceptions affect people's behavior
- Explain why redefining manhood for young men at a transformational stage in their lives is so important

Materials: Paper, pens

Time: 45 minutes

1. Tell mentees this last session is, in a way, their last “challenge” of the program, and this challenge will continue throughout their lives as they become men. Open the discussion by asking the following questions:

- When does a boy become a man?
- What does he have to do to be a “real” man?

2. Give a few examples to get the conversation started, if necessary. Some examples or ideas:

Have sexual experience	Build his own home
Father a child	Move out of his parents' house
Get a good job and earn money	Drink tea until late
Feed his family	Reach a certain physical size
	Get respect (from his peer group)

3. Record all comments, being sure to use the language that the participants offer. Encourage each participant to add to the list. Do this brainstorming exercise quickly, without lingering over any of the comments.
4. For each item that you wrote down, ask the mentees to talk about how (or if) the experience or milestone is important in achieving manhood. (For example, how does a sexual experience turn a boy into a man?)
5. After the discussion, ask: What, if anything, do you think we should take off the list? Why?
6. Follow with these discussion questions:
 - Why do you think many young men relate their manhood to “managing” the women in their lives?

- What should we include so that all the different ways of being a boy or a man are represented?
- Has information from the Young Emanzi sessions affected your opinions about manhood? How?
- What does our new definition of manhood look like?

7. Say: Now that we have discussed the meaning of manhood as a group, think about your own personal definition of manhood.

Ask mentees to think about what characteristics best describe the man they want to be. They can choose from the list of potential manhood characteristics already developed (use the table below and provide the necessary instructions from the table) or develop their own ideas.

8. Explain that it's okay for everyone to have different ideas about manhood.
9. After about five minutes, ask three or four volunteers to share their definitions of manhood. Comment on similarities and differences in the definitions.

Note for mentors: The definitions of manhood should include examples of the positive messages for transformed men and woman talked about in the Young Emanzi sessions. These include: be loving; be caring; be an honest communicator; express emotions constructively and when appropriate; delay sexual activities until both people are ready; be faithful to one sexual partner, get tested for HIV regularly, use condoms regularly, ask for consent, speak out against violence and in favor of gender equality, and use power within, power with, and power to.

10. Close the activity by asking the following questions:

- Which of the characteristics that you selected from the list do you feel you already possess? Which do you want to develop?
- How much does your current behavior fit with your new definition of manhood?

Possible Characteristics of Manhood

The characteristics below represent qualities that mentees might list in defining their sense of manhood. On a blank piece of paper, construct your “Personal Definition of Manhood” by thinking about these and other possible characteristics of someone who has achieved manhood. Identify 10 characteristics that best define the man you want to be. Then put a star (*) next to the three characteristics that are most important to you.

Notes to mentors: Choose whether or not to provide this table to the mentees depending on the context.

<ul style="list-style-type: none"> • Affectionate • Stylish • Self-reliant: can cook, clean, wash clothes, etc. • Honest and assertive communicator • Athletic • Works to build the community • Competitive • Does what he says he is going to do • Confident • Well educated • Spiritual, religious • Takes responsibility for children • Faithful to one sexual partner • Able to talk about good and bad feelings • Asks for consent in relationships • Positive role model for children • Uses power to positively influence his life and the community • Protects family from harm • Challenges the leadership in a group situation • Goes for voluntary medical male circumcision • Flexible, able to compromise • Good listener 	<ul style="list-style-type: none"> • Teaches and guides children • Earns money to support family • Law abiding • Able to fix or repair things around the house • Hardworking • Delays sexual activities until both people are ready • Sensitive to the needs of others • Honest, trustworthy • Fun loving, has sense of humor • Able to get along with different kinds of people • Goes to the clinic when feels sick or is in pain • Respectful of self and others • Treats women as equals • Stands up for own rights • Takes pride in cultural heritage • Gets tested for HIV regularly • Speaks up against violence • Talks to other men and boys about being respectful to girls and women • Is a mentor to other young men • Uses condoms regularly
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16.4 CLOSING

Time: 15 minutes

1. Give the session closure. Emphasize the following points:
 - The definition of an ideal man is constantly changing in communities and in society. Young Emanzi men have the power to redefine what it means to be a man in their communities over time.
 - They are now well-equipped to ask important questions and to challenge ideas about men and women that actually harm young people, men, women, and families.
2. You may want to share a short story about something that you learned from being a mentor to these Young Emanzi men.
3. Inform mentees about the community celebration, including a brief description of the day and where and when it will be held. Tell mentees that the AGYW who participated in the four joint sessions will also be recognized at this special celebration. Encourage the mentees to invite their parents, family, and close friends.

CELEBRATION

COMMUNITY CELEBRATION AND GRADUATION (JOINT SESSION)

These instructions are for the Young Emanzi implementing partners, project staff, and mentors to help prepare for the community celebration and graduation.

Objectives of the community celebrations:

- To honor and recognize the Young Emanzi graduates and adolescent girls and young women (AGYW) who have successfully completed the Young Emanzi sessions.
- To provide an opportunity for the adolescent boys and young men (ABYM) to commit to the community that they will continue to live a healthy, violence-free life as young male role models.
- To enable other community leaders and members, including parents, who did not participate in the Young Emanzi sessions to gain insight into what the groups experienced during the sessions.

Preparations

- Meet with supervisors and key stakeholders to divide tasks. How will you work together to conduct this ceremony?
- Meet with mentees and AGYW to pick a session that they want to re-enact for their community. The session should reflect an issue that is affecting peers in their community.
- Plan a ceremony that is meaningful to your community. Request that a community and/or traditional leader who is familiar with Young Emanzi lead the ceremony. You could ask a music, dance, or drama troupe to perform. Ask a leader to talk about positive young male role models and the Young Emanzi program.

- Prepare the certificates and all supplies needed.
- Invite parents of the Young Emanzi as well as AGYW and their family members to the ceremony.

Introduction

- The leader of the ceremony will say: “Today, we as a community are celebrating the adolescent boys and young men who have completed Young Emanzi program. These Young Emanzi are making a public commitment to maintain the changes they’ve made in their lives and the positive behaviors they’ve adopted. They will continue to try to be Young Emanzi and be role models for other young men in their community. It is a time for the adolescent boys and young men to show the community what they have learned and be recognized by their families and community members for how they have grown.”

Ceremony

- The leader of the ceremony will say: “At this time, we ask Young Emanzi, AGYW, and mentors to come forward and demonstrate one of the activities they participated in and share what they learned in the program.”
- The mentors, mentees, and AGYW will re-enact the session that they practiced ahead of time.
- After the re-enactment the mentors and leader of the ceremony will ask mentees to come forward and receive certificates of completion. This will be followed by AGYW coming forward to be recognized for their participation.
- Congratulate the Young Emanzi, AGYW, mentors, and the community.

PART II: MENTORS' HANDBOOK

Annex: Young Emanzi Program Materials



YOUNG EMANZI PROGRAM MATERIALS

Mentors are encouraged to use the following materials to deliver the sessions to their mentees.

- ☐ Young Emanzi flipbook
- ☐ Flip chart paper
- ☐ Markers
- ☐ Small sheets of paper
- ☐ Pens
- ☐ Small ball or another item that can be tossed around the room
- ☐ List of community services available in the district (included as part of the flipbook)
- ☐ Male and female condoms (Session 11)
- ☐ Penis model (borrowed from the health center or VHT) (Session 11)

Handouts needed for the sessions:

- ☐ Sample budget (Session 5)
- ☐ Contraceptive methods handout (Session 10)
- ☐ Condom-use instruction handout (Session 11)

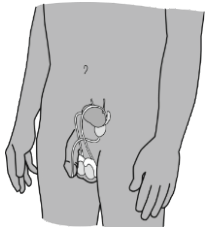
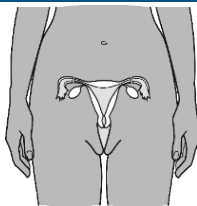
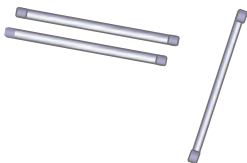
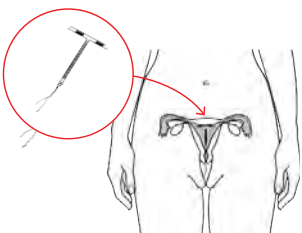
Monitoring and evaluation materials needed for each session:

- ☐ Participant attendance tracker

Annex: Contraceptive Methods

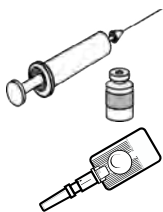


CONTRACEPTIVE METHODS

LONG-TERM CONTRACEPTIVE METHODS	
VASECTOMY	
	<ul style="list-style-type: none"> • Permanent, lifelong pregnancy protection—not reversible • Involves a safe, simple surgical procedure • Takes three months for procedure to become effective and start providing protection from pregnancy • Does NOT affect men's appearance or their sexual performance
TUBAL LIGATION	
	<ul style="list-style-type: none"> • Permanent, life-long pregnancy protection—not reversible • Involves a physical exam and minor surgery • Does NOT affect women's appearance or their sex drive
IMPLANTS	
	<ul style="list-style-type: none"> • One or two small, flexible rods are placed just under the skin of the upper arm. • Highly effective for three to five years • Requires a trained health provider to insert and remove
IUD	
	<ul style="list-style-type: none"> • A very small, T-shaped plastic frame with copper wire around it; also known as the "copper T" • Highly effective for 12 years • Inserted into the uterus by a trained health provider • Fertility resumes after IUD is removed

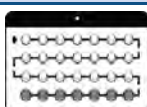
SHORT-TERM CONTRACEPTIVE METHODS

INJECTABLES



- Two types of DMPA are given by injection: (1) into the muscle (intramuscular) and (2) just under the skin (subcutaneous). They are also known as “Depo,” “the shot,” “Sayana®Press,” or “Depo-subQ.”
- Safe and effective pregnancy protection, lasts three months.
- Important to return for injections every three months for greatest effectiveness.
- Subcutaneous DMPA is a self-injectable contraceptive.

THE PILL



- Pills that a woman takes to prevent pregnancy.
- Must take one pill every day, whether or not the woman has sex that day.

MALE CONDOMS



- Help protect against both pregnancy and sexually transmitted infections, including HIV.
- Require correct use with every act of sex for greatest effectiveness.
- Talking about condom use before sex can improve the chances one will be used.

MOON BEADS



- Help women track their menstrual cycle and identify their fertile days (when they could become pregnant if they had sex).
- Woman must abstain from sex or use another method on fertile days.
- Require partner communication and cooperation.
- Mobile apps can help track menstrual cycles and fertile days.

ABSTINENCE



- Partners agree not to have sex (or to delay having sex).
- Requires communication and cooperation.
- Emotions, hormones, peer pressure, and drug/alcohol use can make it hard to abstain.
- Partners can show affection in other ways (e.g., holding hands, hugging).



EMERGENCY CONTRACEPTIVE PILLS



- Help prevent pregnancy when taken within the first five days after unprotected sex. The sooner they are taken, the more effective they are.
- Do not disrupt an existing pregnancy (if accidentally taken by a woman who is pregnant).
- Safe for all women.

NOTE: Your VHT can counsel about all methods and provide injectables, the Pill, condoms, and emergency contraceptive pills (ECPs). For the other methods please go to your health center.

Annex: How to Use a Condom



HOW TO USE A CONDOM

Male Condom Instructions

Step 1:

Use a new condom for each sex act.

Make sure it is not expired.

Step 2:

Before any contact, place the condom on the tip of the erect penis with the rolled side out.

Step 3:

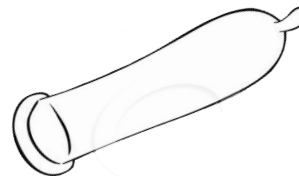
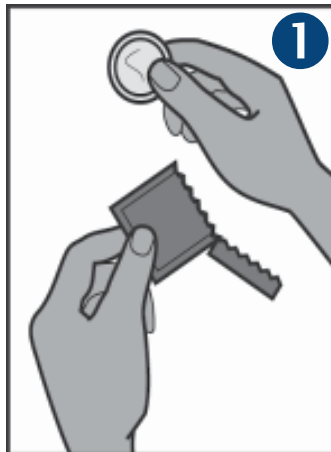
Unroll the condom all the way to the base of the penis.

Step 4:

After ejaculation, hold the rim of the condom in place and withdraw the penis while it is still hard.

Step 5:

Throw the used condom away safely.

**Remember**

- Use water-based lubricants only.
- Store in a cool dry place.
- Be careful not to tear when opening or putting on.
- Emergency contraceptive pills can be used if condom fails.

Female Condom Instructions

Step 1:

- Use a new condom for each sex act.
- Make sure it is not expired.
- Wash hands if possible.

Step 2:

- Insert condom before any physical contact.
- Can insert up to 8 hours before sex
- Hold ring at closed end and squeeze it.

Step 3:

- Insert ring into vagina as far as it will go.

Step 4:

- Insert finger inside condom to push it into place.

Step 5:

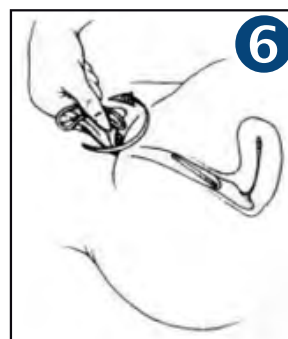
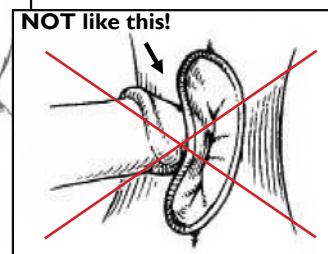
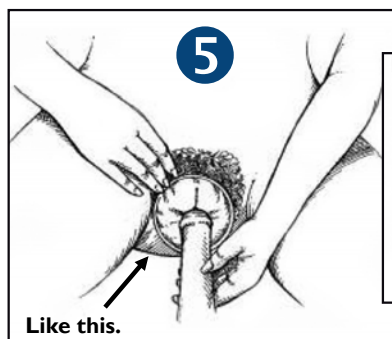
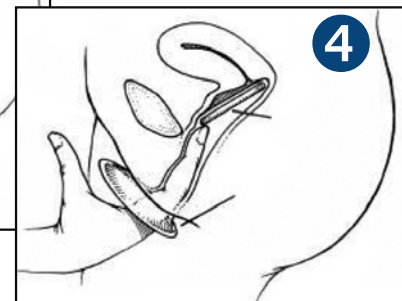
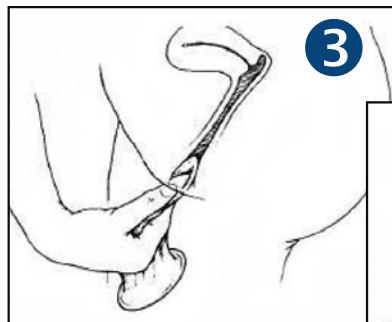
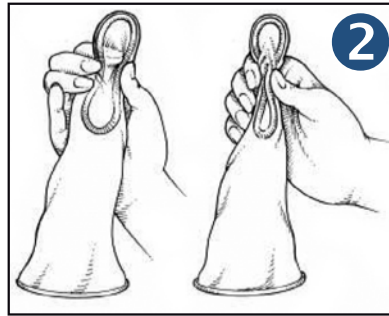
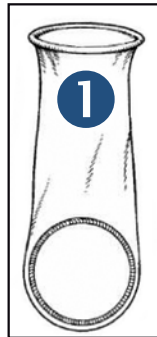
- Ensure that penis enters and stays inside condom!

Step 6:

- After man withdraws penis, hold outer ring, twist to seal in fluids, and gently pull condom out.
- Condom does not need to be removed immediately.
- Remove the condom before standing up, to avoid spilling semen.

Step 7:

- Dispose of used condom safely!



Remember

- Be careful not to tear condom when inserting.
- Emergency contraceptive pills can be used if condom fails.

Annex: Mentee Certificate





CERTIFICATE OF COMPLETION

*has successfully completed the Young Emanzi
Mentoring Program for Adolescent Boys and Young Men*

Presented by

Date

Annex: Worksheet for Establishing a Community Entry Plan



WORKSHEET FOR ESTABLISHING A COMMUNITY ENTRY PLAN

This worksheet will take you through the steps of developing a community entry plan. Work with your group to establish the steps you will take to introduce the Young Emanzi mentoring program in your community.

Step 1: Know the Community

Question	Answer	Where to reach them
What other organizations offer programs for ABYM?		
What other organizations offer RH services? Are these services available to youth? Are services and providers youth-friendly?		
Who are the individuals that will strongly support programs to empower ABYM? Will they actively support your program and speak in favor of it?		
Who are the groups or individuals that strongly oppose Young Emanzi? How can you work to overcome this opposition?		
What other community or parent groups do you think you should talk with in order to gain support? What is the best avenue? Provider presentation? Youth presentation? Small meeting with key stakeholders?		

Step 2: Involve ABYM

Question	Answer
How will you involve ABYM in the community engagement process?	
What role should ABYM have? Should ABYM talk to community members and youth groups to gain support?	

Step 3: Advocacy Statements

For each group or individual listed in steps 1 and 2, develop one or two messages to convince them to support and promote ABYM participating in the program.

Group or Individual	Persuasive Message

Step 4: Community Entry Plan

Now that you have identified key stakeholders, where to reach them, how to involve ABYM, and what you will say to them, you are ready to establish a community entry plan.

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

Annex: Child Protective Services and Gender-Based Violence Reporting Requirements in Uganda



CHILD PROTECTIVE SERVICES AND GENDER-BASED VIOLENCE REPORTING REQUIREMENTS IN UGANDA

1. Summary of Child Protective Services Reporting Requirements:

Policies for child protective services are often housed under one ministry or department within the country government. In Uganda, the Ministry of Gender, Labour, and Social Development creates policies for children's protection.

Look for national guidelines on what should be done if a child is a victim of abuse or neglect. Various sectors of the government may play a role—social welfare, education, health, and law enforcement can all be a part of the response.

In 2016, the Ugandan Parliament passed an amendment to the Children Act called “**Protection of children from all from of violence**” (**Children (Amendment) Act, 2016, § 11, 42A**)¹.

The policy states:

1. “Every child has a right to be protected against all forms of violence including sexual abuse and exploitation, child sacrifice, child labour, child marriage, child trafficking, institutional abuse, female genital mutilation, and any other form of physical or emotional abuse.”
2. “A person who on reasonable grounds believes that a child has been abused or is in imminent danger which may result in physical injury, sexual abuse, deliberate neglect, or is in need of care and protection may report to a designated child protection organization or authority.”
3. “...it shall be mandatory for the following persons to report on any matter which affects the wellbeing of a child under their charge—a medical practitioner; a social worker; a teacher; or Local Councilor at LC I level.”
4. “The designated child protection organization, probation and social welfare officer, or police officer or any other responsible person to whom a report has been made must—(a) Ensure the safety and well-being of the child concerned, if the child's safety or well-being is at risk; (b) Make an initial assessment of the report; (c) Unless the report is frivolous or obviously unfounded, investigate the truthfulness of the report or cause

¹ Protection of children from all from of violence (Children Amendment) Act, 2016, § 11, 42A. Available from: <https://ulii.org/system/files/legislation/act/2015/2016/Children%20%28Amendment%29%20Act%202016.pdf>

it to be investigated; and (d) If the report is substantiated by such investigation, initiate proceedings in terms under this Act for the protection of the child.”

5. “A designated child protection organization to which a report has been made must report the matter to the probation and social welfare officer.”
6. “Notwithstanding subsection (4), the probation and social welfare officer shall monitor the progress of all matters reported.”
7. “The designated child protection organization, probation and social welfare officer or a police officer who has conducted an investigation may- (a) Take measures to assist the child, or refer the child to protective services including counselling, mediation, prevention and early intervention services, family reconstruction and rehabilitation, behavior modification, and problem solving; or (b) Initiate action for the long term protection of the child if it is assessed that the current environment in which the child lives poses significant threat or risk to the child.”
8. “The designated child protection organization or probation and social welfare officer who has conducted an investigation must report the findings to the Police.”
9. “For the purpose of this section, the designated child protection organization includes Local Council, medical practitioner, probation and social worker.”

2. Gender-Based Violence Reporting Resources

Policies related to gender-based violence are sometimes housed under one ministry or department within the country government, or they may be housed across multiple sectors. In Uganda, the Ministry of Gender Labour and Social Development creates policies and strategies for prevention and response to gender-based violence in Uganda.

Look for national guidelines on what should be done if a person, especially a youth, experiences gender-based violence. Various sectors of the government may all play a role—social welfare, education, health, and law enforcement can all be part of the response.

Key Resources and Policies in Uganda: Domestic Violence Act² (2010)

- “Domestic violence” defined as “any act of omission of a perpetrator which

² Domestic Violence Act. Available from: <https://ulii.org/ug/legislation/act/2015/2010>

- Harms, injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the victim or tends to do so and includes causing physical abuse, sexual abuse, emotional, verbal and psychological abuse and economic abuse;
- Harasses, harms, injures or endangers the victim with a view to coercing him or her or any other person related to him or her to meet any unlawful demand for any property or valuable security;
- Has the effect of threatening the victim or any person related to the victim by any conduct mentioned above
- Otherwise injured or causes harm, whether physical or mental, to the victim
- The policy defines “victim,” “economic abuse,” “emotional, verbal, and psychological abuse,” “harass,” “intimidation,” “physical abuse,” and “sexual abuse.”

Prohibition of Female Genital Mutilation Act³ (2010)

- An act to provide for the prohibition of female genital mutilation, the offences, prosecution and punishment of offenders, and the protection of victims as well as girls and women under threat of female genital mutilation and to provide for other related matters.
- The act states that “a person who carries out female genital mutilation commits an offence and is liable on conviction to imprisonment not exceeding ten years.”
- Act also states that “a person who knows that a person has committed or intends to commit an offence under this act, shall report the matter to police or other authority for appropriate action.”

Domestic Violence Regulations⁴ (2011)

- Victims themselves may lodge complaints to the “chairperson, secretary or any other official appointed by the local council court for the purpose of receiving domestic violence complaints; police; or magistrate.”
- Complaints may be lodged on behalf of a victim.
 - Complaints made on behalf of the victim must have the following:

³ Prohibition of Female Genital Mutilation Act. Available from: <https://ulii.org/ug/legislation/act/2015/5-5>

⁴ Domestic Violence Regulations. Available from: <https://ulii.org/ug/legislation/act/2015/5-5>

- “Reason why the application is made on behalf of the complainant; the grounds on which the person believes that domestic violence”

The Children (Amendment) Act⁵ (2016)

- “Violence” means any form of physical, emotional or mental injury or abuse, neglect, maltreatment and exploitation, including sexual abuse, intentional use of physical force or power, threatened or actual, against an individual which may result in or had a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation;” (page 11)
- Section 42A: Protection of all children from all forms of violence
 - Reporting is required by “a medical practitioner; a social worker; a teacher; or Local Councilor at LC I level.”

The National Male Involvement Strategy for the Prevention and Response to Gender-Based Violence in Uganda⁶ (2017)

- “Gender-based violence will mean any act of gender-based violence which results in or is likely to result in physical, sexual or psychological harm or suffering to women and men including threats of such acts, coercion or are arbitrarily deprivation of liberty, whether occurring in public or private life.”
- “Gender-based violence takes five forms, namely;
 - Physical violence which includes battering and beating.
 - Sexual violence which includes rape, child sexual abuse, defilement and incest, sexual assault, sexual harassment, forced prostitution and trafficking in persons.
 - Harmful traditional practices such as female genital mutilation, early and forced marriage and bride price related violence, widow inheritance.
 - Economic violence such as denial of assets and economic livelihoods.
 - Emotional and psychological violence such as verbal abuse, humiliation, confinement.”
- “Male involvement will refer to the promotion of the role of men and boys in confronting

⁵ Children (Amendment) Act. Available from: <https://ulii.org/ug/legislation/act/2015/5-5>

⁶ The National Male Involvement Strategy for the Prevention and Response to Gender Based Violence in Uganda. Available from: https://uganda.unfpa.org/sites/default/files/pub-pdf/15_03_18_%20MALE%20INVOLVEMENT%20STRATEGY%2024%20JULY%202017.pdf

and transforming their own male privilege, power and status that perpetuates gender-based violence.”

Other important policies to consider when fully understanding response to and prevention of gender-based violence:

1. The National Policy on Elimination of Gender Based Violence for Uganda (2016)
2. The National Action Plan on Elimination of Gender-Based Violence 2016-2021
3. The National Action Plan on Women (2008)
4. National Referral Pathway for Prevention and Response to Gender Based Violence Cases in Uganda
5. Uganda Gender Policy (2007)
6. The Prohibition of Female Genital Mutilation (2010 and its regulations 2013)
7. The Prevention of Trafficking in Persons Act (2009)
8. The Penal Code Act (2007)
9. The Employment Act 2006
10. The Prohibition of Sexual Harassment Regulations (2012)

Annex: Referral Network



REFERRAL NETWORK

Organizations or clinics that provide HIV-related services

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide contraceptive services

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that provide STI treatment or screenings

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide care for victims of sexual violence

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide psychological or mental health counseling

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that work with adolescents

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

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

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that work with victims of bullying or school violence

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide substance abuse services and counseling

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Local financial services organizations (e.g. Village savings and loan associations, local banks, micro-credit organizations)

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Annex: Self-Care Assessment and Self-Care Wheel



SELF-CARE ASSESSMENT AND SELF-CARE WHEEL

Instructions:

1. This worksheet helps you assess your self-care and provides suggestions of activities for emotional and physical health.
2. Circle the activities you have done in the past month.
3. If there are activities missing from the list, please add them and circle them.
4. When you are finished, look for patterns in your responses. Are you more active in some areas of self-care but ignore others? Are there items on the list that make you think, "I would never do that"? Listen to your inner responses, your thoughts about making yourself a priority. Take particular note of self-care activities you would like to include more of in your life.
5. After you complete the assessment, fill out the self-care wheel with activities you are currently doing and that you want to start doing. Try to have at least two activities for each category.
6. After you fill in the wheel, share and discuss it with your neighbor to see if there are other things you may want to add or change.

Physical Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Eat regularly (breakfast, lunch, and dinner) | <input type="checkbox"/> Take time to be sexual - with myself, with a partner |
| <input type="checkbox"/> Eat healthy foods | <input type="checkbox"/> Get enough sleep |
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Wear clothes I like |
| <input type="checkbox"/> Get medical care | <input type="checkbox"/> Build a violence-free home |
| <input type="checkbox"/> Take time off | <input type="checkbox"/> Turn cell phone off |
| <input type="checkbox"/> Play sports | <input type="checkbox"/> Talk to someone you trust |
| <input type="checkbox"/> Take a walk | Other: _____ |
| <input type="checkbox"/> Kiss a loved one | Other: _____ |

Psychological Self-Care

- ☐ Take time away from phones, Facebook, WhatsApp
 - ☐ Make time for self-reflection
 - ☐ Read a book
 - ☐ Think about your positive qualities
 - ☐ Participate in a support group
 - ☐ Practice asking for and receiving help
 - ☐ Talk to a social worker
 - ☐ Relax in nature
 - ☐ Say no to extra responsibilities sometimes
- Other: _____
- Other: _____

Emotional Self-Care

- ☐ Spend time with a friend or relative whose company you enjoy
 - ☐ Stay in contact with important people in your life
 - ☐ Think or say something positive about yourself
 - ☐ Spend some time alone
 - ☐ Cry
 - ☐ Laugh
 - ☐ Say I love you
 - ☐ Watch one of your favorite movies
 - ☐ Be close with your partner
 - ☐ Practice forgiveness
 - ☐ Re-read a favorite book
 - ☐ Find things that make you laugh
- Other: _____
- Other: _____

Spiritual Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Make time for reflection | <input type="checkbox"/> Find or meet with a spiritual mentor |
| <input type="checkbox"/> Take a nature walk | <input type="checkbox"/> Take a bath to relax |
| <input type="checkbox"/> Sing | <input type="checkbox"/> Meditate |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Pray |
| <input type="checkbox"/> Play | Other: _____ |
| <input type="checkbox"/> Volunteer for a cause | Other: _____ |
| <input type="checkbox"/> Watch sunsets | |

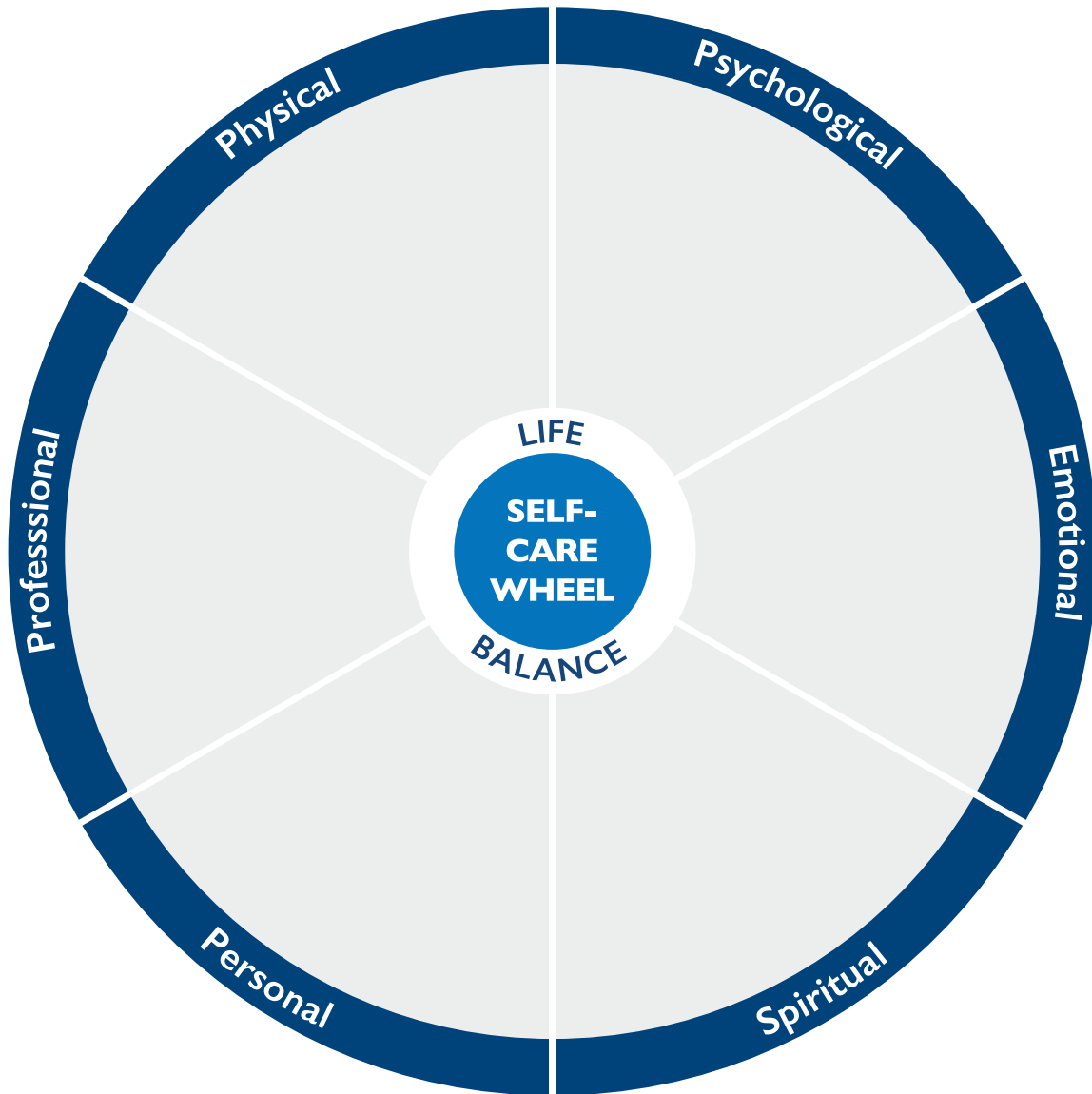
Personal Self-Care

- | | |
|--|---|
| <input type="checkbox"/> Plan short- and long-term goals | <input type="checkbox"/> Allow others to help you |
| <input type="checkbox"/> Spend time with friends | <input type="checkbox"/> Meet new friends |
| <input type="checkbox"/> Chat with your wife | <input type="checkbox"/> Ask for help when you need it |
| <input type="checkbox"/> Write in a journal | <input type="checkbox"/> Share a fear, hope, or secret with someone you trust |
| <input type="checkbox"/> Spend time with your family | Other: _____ |
| <input type="checkbox"/> Play an instrument | Other: _____ |
| <input type="checkbox"/> Play with your children | |
| <input type="checkbox"/> Call, check on, or see your relatives | |

Workplace or Professional Self-Care

- ☐ Take a break during the workday
 - ☐ Take time to chat with co-workers
 - ☐ Learn to say no to things you do not have time for
 - ☐ Take a class to improve or learn a new skill
 - ☐ Take time off work when you are sick
 - ☐ Do not work during your time off
 - ☐ Get support from co-workers
 - ☐ Get regular supervision
 - ☐ Make quiet time to complete tasks
 - ☐ Find projects or tasks that are exciting and rewarding
 - ☐ Participate in a peer support group
- Other: _____
- Other: _____

Other Areas of Self-Care that are Relevant to You



Annex: Participant Attendance Tracker



PARTICIPANT ATTENDANCE TRACKER

Names of mentors _____ District _____
 Subcounty _____

Start Date ____/____/____ End date ____/____/____ Health Center Name _____

Session number and theme _____

Target group (Circle):

- ☐ In school Boys and Young Men
☐ Out of school Boys and Young Men
☐ Both Boys and Young Men and Girls and Young Women

Group/school name _____

#	Name of participant	Sex	Age
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Topics of discussion (Detailed notes on what was discussed during the activity)**Information given/agreed steps/actions taken**

Annex: Young Emanzi Mentor Group Activity Observation



YOUNG EMANZI MENTOR GROUP ACTIVITY OBSERVATION

Instructions: This tool will be completed by Young Emanzi staff and/or a district-level trainer involved in the Young Emanzi Program. The first three pages will be submitted to the Young Emanzi project and the last page (p. 4) will be left with the Young Emanzi Mentor to provide guidance on ways to improve.

This tool will be used to provide supportive supervision to the Young Emanzi Mentor, as well as ensure fidelity to the curriculum. Each Young Emanzi Mentor will be observed five times during the implementation of the Young Emanzi curriculum as follows:

- First visit during Session 1
- Second visit during Session 6
- Third visit during Sessions 7-12
- Fourth visit during Session 13
- Fifth visit during Sessions 14-16

NO.	Question	Response
1.	Young Emanzi Mentor name and ID number	Name: ID and telephone contact:
2.	Date of observation	____/____/____ Day Month Year
3.	District	
4.	Subcounty	
5.	Village	
6.	Observer's name and designation	Name: Designation: Signature:
7.	Session number _____ Is the Young Emanzi Mentor following the correct session order of the Young Emanzi Curriculum?	Circle one: Yes No
8.	Number of participants	

Observations of the Young Emanzi Mentor during the session		Score: 1 = Low, 2 = Average 3 = High	
No.		Score	Comment
1.	Introduced self and explained the objectives of the session clearly		
2.	Registered participants in the Young Emanzi register		
3.	Started the discussion with the mentor check-in followed by the warm-up activity		
4.	Created a warm and welcoming environment and was respectful of others and their opinions		
5.	Explained the instructions for each activity clearly		
6.	Used the Young Emanzi flipbook during the session		
7.	Used probing questions to get deeper insights		
8.	Demonstrated active listening		
9.	Ensured that all boys/young men participated; one or two participants did not dominate the discussion		
10.	Kept the boys/young men focused on the session		
11.	Was knowledgeable of the contents of the session		
12.	Kept time (each session should be approximately 60 minutes)		
13.	Gave closing remarks using the information from the closing activity for that session in the flipbook		
14.	Established the date, time, and location for the next meeting with participants		

OVERALL COMMENTS

1. Mentor strengths:

2. Areas to be improved:

3. Action plan and timeline for next steps:

OVERALL COMMENTS TO LEAVE WITH YOUNG EMANZI MENTOR

Instructions: The observer providing the supportive supervision will rewrite the information from page 3 to discuss with the Young Emanzi Mentor. The observer will leave this copy with the Young Emanzi Mentor.

1. Mentor strengths:

2. Areas to be improved:

3. Action plan and timeline for next steps:

Annex: Monthly Mentor Support Meetings



MONTHLY MENTOR SUPPORT MEETINGS

Mentors are encouraged to meet at least once a month in a small group. Supervisors will attend these meetings to connect mentors to community services if needed. Find a time and place that works for all mentors in the small group.

Below is a sample agenda from a monthly support meeting for mentors. It includes time for discussion about mentors' health and well-being, successes, challenges, proposed solutions, experiences with sessions, lessons learned, and self-care. Mentors may request refresher trainings from the supervisors for upcoming session topics and supervisors may review the tracking tools at this time.

Time	Agenda Item	Facilitator
9:00-9:10	Welcome/Introduction	
9:10-10:10	Mentor Well-Being Check-In and Self-Care Each mentor in the small group has an opportunity to share about their own emotional, physical, and mental health. Mentors can share how they are taking care of themselves by referring to their self-care plans. Mentors can discuss ideas about new self-care activities.	
10:10-11:30	Program Updates Mentors can share their lessons learned, successes, challenges, proposed solutions, and other experiences from delivering the sessions to mentees.	
11:30-12:30	Review of Sessions and/or Tools Supervisors may review difficult session topics with the mentors upon request. Supervisors may also use this time to support mentors with challenges using the tracking tools.	
12:30-13:00	Community Connections Supervisors and mentors may link other mentors to community resources that provide support services of interest to mentees and/or mentors themselves.	

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