

YOUTHPower ACTION

YOUNG EMANZI TOOLKIT FOR MENTORING ADOLESCENT BOYS AND YOUNG MEN

PART III: MENTORS' FLIPBOOK

PART A: SESSIONS 1–8



FEBRUARY 2020

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INTRODUCTION

MENTORS' FLIPBOOK—SESSIONS 1–8

The Mentors' Flipbook is a job aid that mentors use to facilitate the activities described in the Young Emanzi Mentors' Handbook. The flipbook is used by mentors as a guide when conducting sessions with mentees. Mentors receive instruction from trainers about how to conduct sessions using the flipbook and have multiple opportunities to practice using it.

The flipbook includes two types of pages: (1) pages for the mentors which show the session objectives, session length, and brief step-by-step instructions, and (2) illustrated pages for mentees which help them to focus on the activity. Mentors use the flipbook during every session to keep the activities on track and to orient the mentees. As needed, mentors consult the Young Emanzi Mentors' Handbook to find detailed descriptions of the activities and seek assistance from supervisors during regularly scheduled observations.

The Young Emanzi Toolkit* includes these components:

- 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 a resource for mentors to use 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.

Instructions for printing the Mentors' Flipbook:

Print the document two sided. Orient the pages such that both the mentees (image pages) and the mentors (instruction pages) can read the activity pages if the flipbook is placed in the shape of a tent on a table. Spiral bind the pages at the top (long edge) of the page so that mentors can easily turn the pages when moving from one activity to the next.



WELCOME!

YOUNG EMANZI MENTORING PROGRAM FOR ADOLESCENT BOYS AND YOUNG MEN

Session 1

(Young Emanzi Mentors' Handbook Part A p. 1)

SESSION 1

GENDER ROLES AND STEREOTYPES

1.1 Introduction to Young Emanzi | Time: 25 minutes

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.

INSTRUCTIONS:

1. Introduce yourself. Welcome mentees to the Young Emanzi program. Explain how Emanzi helped improve your health and homelife.
2. Describe your mentor role: you will teach, provide advice, be a role model, help them identify solutions and learn from each other.
3. Explain that during the 16 sessions, they will learn about effective communication, self-esteem, caring for their health, improving their relationships, and strategies to save money—it's an exciting program—they will have a good time during the activities and learn a lot.
4. Ask mentees to stand in a circle and then, one at a time, say their name and share a fact about themselves. Go first to set an example.
5. Explain why the Young Emanzi mentoring program was started:
 - Young men may be less likely than young women to discuss health issues with adults, including their parents; however, a trained mentor may become a trusted adult who can help provide young men with support and information and become an important connection.
 - When young men are positively involved in their own health, everyone benefits.
 - 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.



YOUNG EMANZI WORKSHOP SESSIONS

- 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 *

* indicates session that adolescent girls and young women will attend

1.1 Introduction to Young Emanzi (continued)

6. Tell the group that Young Emanzi's specific goals are to:
 - Make connections with peers/mentors, build communication skills, develop and sustain healthy behaviors, learn about saving money, and plan for the future
 - Increase understanding of gender—how society views young men/women, how gender impacts health risks and service access
 - Explore gender inequality, discuss how it is harmful to men and women, and increase gender-equitable attitudes
 - Teach skills that will increase self-esteem, self-control, problem solving, critical thinking, and decision-making
7. Explain there are 16 sessions, 1.5 to 2 hours each, at [give time and location]. There will be lots of group activities—their participation and attendance at all sessions is key. [Note: 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.
8. Describe the workshop topics. Display and point to the list of topics in the flipbook as you talk. Mention that young women will be invited to the sessions marked with a star, so that we can work together and improve communication on these topics.
9. Set ground rules. Explain that ground rules will help them work well together. Ask the group for suggestions. Suggest these:
 - 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
10. Divide mentees into two groups; one mentor per group. This will be their “mentorship team.” Tell mentees they will be asked to divide into their teams at the beginning of every session and for several other activities. If a mentee is concerned about their team assignment, ask them to speak with one of the mentors after the session.
11. Give each mentorship team five minutes to think of a team name; share with the other team (or delay sharing until next session if team name not decided).



HOW ARE MEN TOLD TO BEHAVE?



1.2 Act Like a Man, Act Like a Woman | Time: 25 minutes

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

INSTRUCTIONS:

1. Ask the mentees: Have you ever been told to “act like a man?” Ask them to share some experiences. Ask: How did it make you feel?”
2. Ask: Have you ever been told “not to act like a woman?” Ask them to share some experiences. Ask: Why do you think they said this? How did it make you feel? Why is it considered so bad to act like a young woman?
3. Say: Let’s look more closely at these two phrases to see how society creates very different rules for how young men and young women are supposed to behave.
4. Explain that these “rules” or “gender norms,” define what society says is normal for men and women to think, feel, and act. These rules keep young men in their “act like a man box” and young women in their “act like a woman box.”
5. Point to the image of the man and ask: How should young men behave? Probe for examples similar to those in the Mentors’ Handbook.
6. After the group has brainstormed their list, ask these questions and discuss:
 - 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? What do people say about them and how are they treated?



HOW ARE WOMEN TOLD TO BEHAVE?



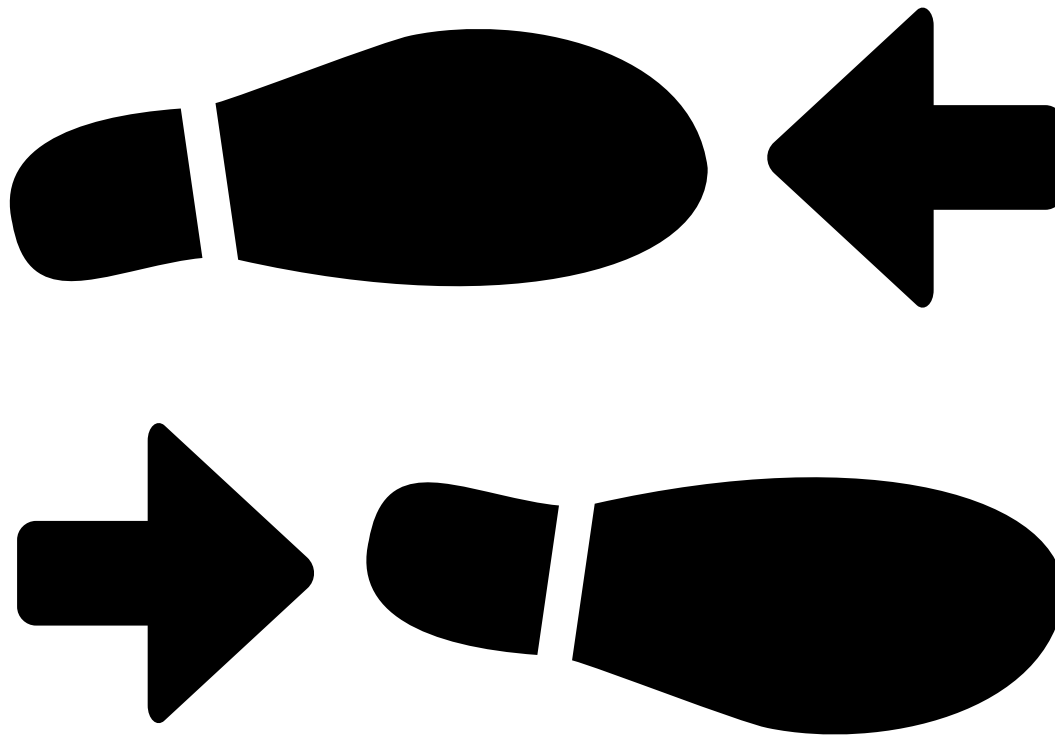
1.2 Act Like a Man, Act Like a Woman (continued)

7. Point to the image of the woman and ask: How should young women behave? Probe for examples similar to those in the Mentors' Handbook, page 8.
8. After the group has brainstormed their list, ask these questions and discuss:
 - Which of the messages on the “act like a woman” list are harmful? Why?
 - 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? What do people say about them and how are they treated?
9. To conclude the activity, ask participants these 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? Probe for examples similar to those in the “transforming men and women” section in the Mentors' Handbook.

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	
<ul style="list-style-type: none"> • 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 	



ONE STEP FORWARD, TWO STEPS BACK



1.3 The Space Between Us | Time: 25 minutes

OBJECTIVE:

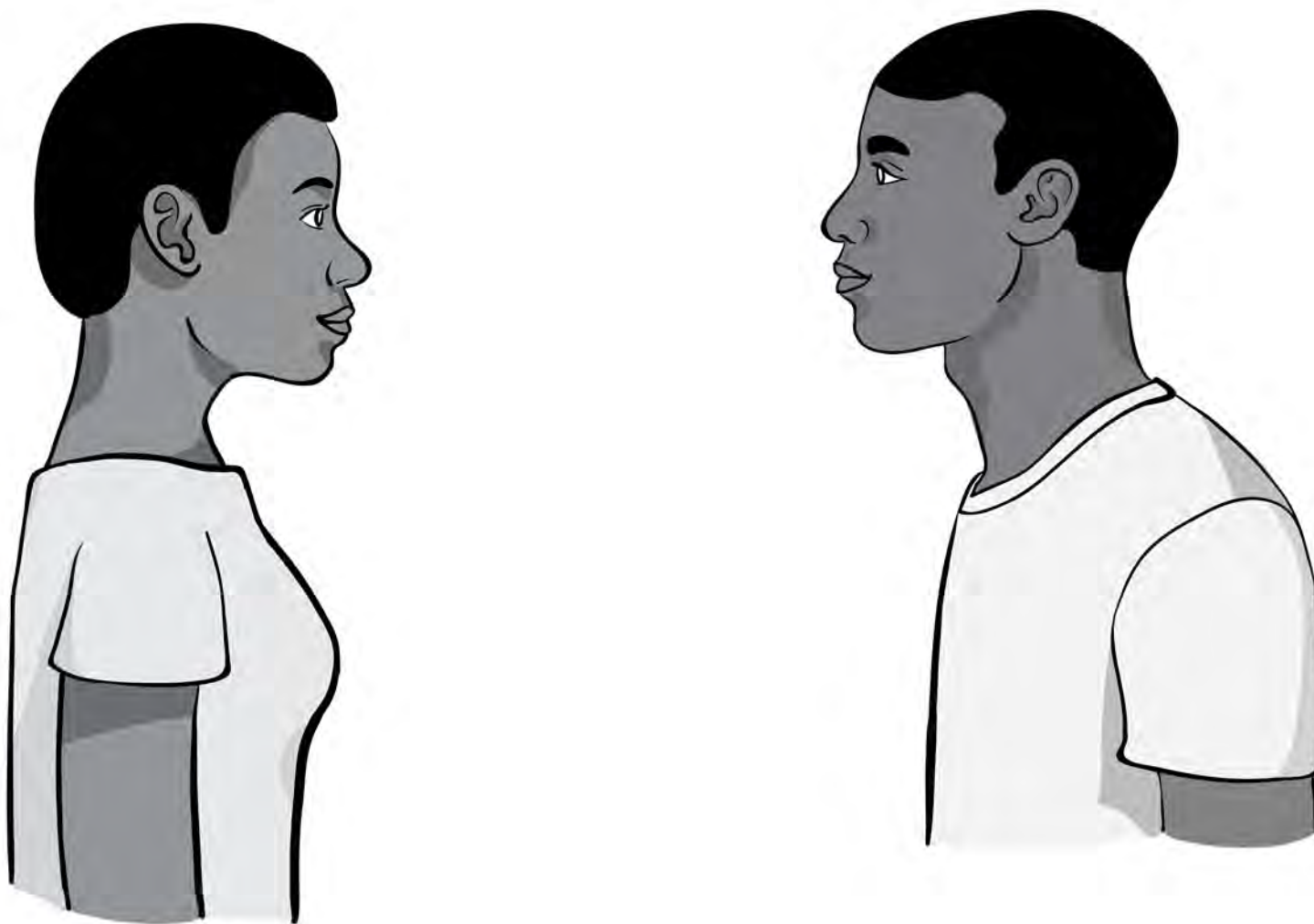
- Raise mentees' awareness of how power has shaped our lives and experiences

INSTRUCTIONS:

1. Explain: Shortly, 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.
2. Line up side-by-side, leave enough equal space both behind and in front of you. Instruct them to all face one way (toward a wall or a line drawn on the floor). Divide the line into two parts, one half will take on the role of being a young woman, the other half will be young men. Keep your roles throughout the entire activity.
3. Read each statement below, pausing between each, to ensure everyone understands. Boys who were assigned to be girls should respond as they think girls would:
 - If most of the shop owners in your community are of the same sex as you, 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**. ⬅



THE SPACE BETWEEN US



1.3 The Space Between Us (continued)

4. After reading all the statements, pause. Ask the mentees to remain where they are and look around to see where they are standing. Ask them to silently reflect on their own position and the position of others.
5. Ask these 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.
7. Say: It is important to understand the different types of power and learn how they affect men's and women's lives for better and worse.



SESSION 1 CLOSING



I.4 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize

INSTRUCTIONS:

I. Emphasize:

- Young men and women receive different messages from family and society about how to act and relate to each other.
- Some expectations, or gender norms, are fine and help us enjoy our identities; however, some are harmful stereotypes.
- Talking about power—who has it and who does not—can be difficult; it may remind us of uncomfortable experiences.
- Becoming more aware of harmful gender stereotypes allows us to question them and start to shape our own more positive gender roles. We can transform into young men and young women who treat everyone equally, get tested for STIs/HIV regularly, use condoms, speak out for gender equality, and are loving, caring, good communicators, able to express emotions constructively, and be faithful to one partner.
- Explain 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 have a list of organizations and agencies that provide services for young people. The services are related to Emanzi topics 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. [Keep your list of resources at the back of the flipbook current.]



SESSION 1 CHALLENGE



1.5 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned

INSTRUCTIONS:

1. Explain that at the end of each session mentees will be given a challenge to do in between sessions to practice something they've learned. This week the challenge is around gender norms.
2. Say: Consider the following questions during the upcoming week and be ready to discuss them in the next session:
 - 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.
4. Remind mentees where and when the next meeting will occur and what topics will be discussed.
5. Thank mentees for their participation and praise them for thinking hard about how men and women are expected to act, and how some of those expectations can be harmful.



EFFECTIVE COMMUNICATION

OPENING REFLECTION

Session 2

(Young Emanzi Mentors' Handbook Part A p. 14)



SESSION 2

EFFECTIVE COMMUNICATION

2.1 Reflection | Time: 15 minutes

OBJECTIVE:

- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. Welcome everyone to the session.
2. Ask the large group to divide into smaller mentorship teams, each led by one mentor. Ask mentees to share the names of their mentorship team with the larger group (if not done during the previous session).
3. Encourage mentees to share reflections from last week's challenge related to gender norms. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees if there is anything else they would like to talk about.
4. Introduce today's topic: effective communication.
5. Say: Today we are going to learn about nonverbal communication and tips for effective communication.
6. Say: Remain in your mentorship teams for the warm-up.



THAT'S ME!



2.2 Warm-Up: That's Me | Time: 15 minutes

OBJECTIVE:

- Help mentees get to know one another better and to see how they are different and alike.

INSTRUCTIONS:

1. Explain that this game helps mentees get to know one another better and to see how they are different and alike.
2. Tell mentees 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. Read these statements:
 - I live with my family.
 - I have many siblings.
 - I like to cook.
 - I like to dance.

Add any other statements that are appropriate and can encourage friendship among the mentees.



SAYING SOMETHING WITHOUT TALKING



- Anger
- Worry/Stress
- Shyness
- Regret
- Rejection
- Happiness
- Excitement
- Disappointment
- Fear
- Stop
- Exhaustion/tiredness
- Be quiet

2.3 Nonverbal Communication | Time: 20 minutes

OBJECTIVE:

- Identify forms of nonverbal communication.

INSTRUCTIONS:

1. Bring everyone together in one group.
2. Ask: What are some different ways to communicate?
3. Explain that much of communication is nonverbal; it can be used to express a variety of emotions. Give examples: someone can communicate agreement by nodding, smiling, laughing, waving, giving the thumbs-up sign, “talking” with their hands, writing, and singing.
4. Ask mentees to turn to their neighbor and take turns practicing these expressions silently. Their partner should guess what is being communicated:

• Anger	• Regret	• Excitement	• Stop
• Worry/Stress	• Rejection	• Disappointment	• Exhaustion/tiredness
• Shyness	• Happiness	• Fear	• Be quiet
5. 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.
6. Lead a discussion about nonverbal communication using these 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
 - Is it possible not to use nonverbal communication?
Answer: 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.”



COMMUNICATE EFFECTIVELY

- **I feel...**

“I feel scared and anxious.”

- **When you...**

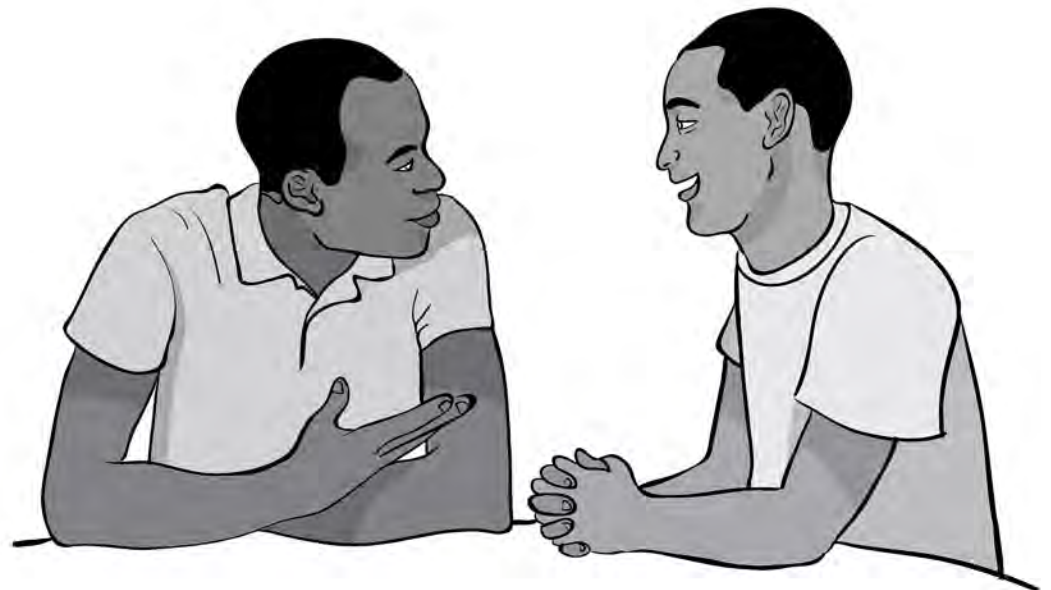
“when you drive fast.”

- **Because...**

“because I know bad accidents can happen when people drive too fast.”

- **I would like/want/need...**

“and I would like for you to please try to drive more slowly in the future.”



2.4 Tips for Effective Communication | Time: 25 minutes

OBJECTIVE:

- Demonstrate how to create an effective message.

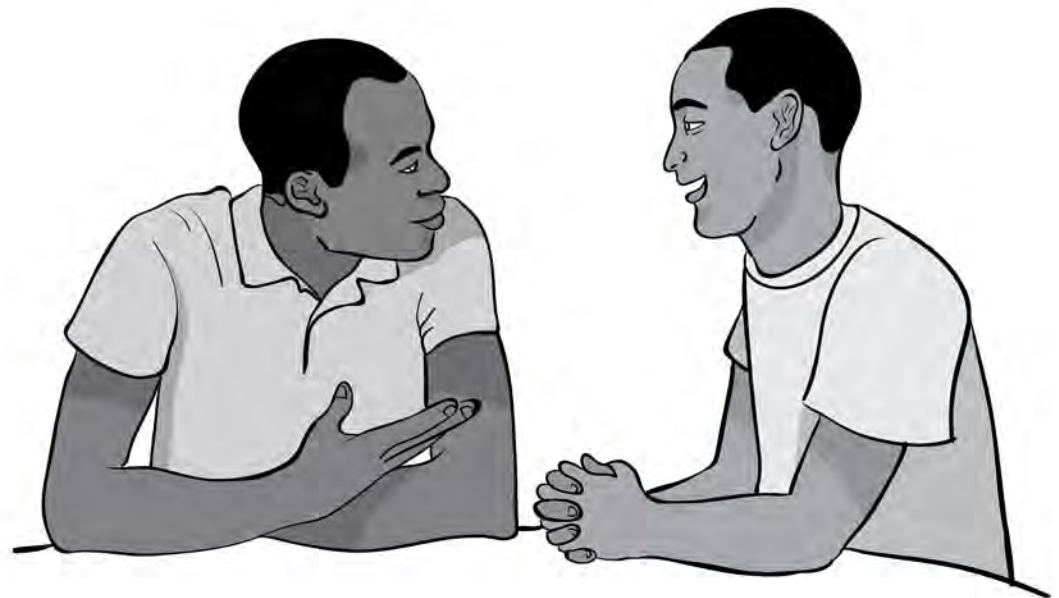
INSTRUCTIONS:

1. Say: Effective communication means communication that avoids misunderstandings and improves relationships.
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. Discuss the differences in how boys and girls communicate; ask these questions:
 - 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 things that people in your community feel are not appropriate for girls to discuss? Is this the same for boys? Why?
5. When you need to talk to someone about how something they've done has affected you, 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."



COMMUNICATE EFFECTIVELY

- **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)
- **I would like/want/need...**
(what Omar would like to have happen to feel better)



2.4 Tips for Effective Communication (continued)

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

7. 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
8. Ask: How does communicating the emotions and feelings affect the outcome of the situation?

SESSION 2 CLOSING



2.5 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

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



SESSION 2 CHALLENGE



2.6 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned

INSTRUCTIONS:

1. Ask mentees to notice nonverbal communication, of their own and others, between now and the next session.
2. Ask mentees 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 mentees 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.
5. Remind mentees where and when the next meeting will occur and what topics will be discussed.
6. Thank mentees for working together so well!



SELF-ESTEEM

OPENING REFLECTION

Session 3

(Young Emanzi Mentors' Handbook Part A p. 21)



SESSION 3

SELF-ESTEEM

3.1 Reflection | Time: 15 minutes

OBJECTIVE:

- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. Welcome everyone to the session.
2. Ask the large group to divide into smaller mentorship teams, each led by one mentor.
3. Encourage mentees to share reflections from last week's challenge to practice effective communication and use nonverbal communication. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees if there is anything else they would like to talk about.
4. Introduce today's topic: self-esteem.
5. 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.
6. End the reflection and return to the larger group for the warm-up activity.



TWO TRUTHS AND A DREAM



3.2 Warm-Up: Two Truths and a Dream | Time: 15 minutes

OBJECTIVE:

- Allow mentees to learn more about each other's experiences and hopes.

INSTRUCTIONS:

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.



WHO AM I?

- 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?



3.3 Who Am I? | Time: 20 minutes

OBJECTIVE:

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

INSTRUCTIONS:

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?



SELF-ESTEEM AND THE STEPS FOR GOOD DECISION-MAKING



3.4 Self-Esteem and the Steps for Good Decision-Making | Time: 30 minutes

OBJECTIVE:

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

INSTRUCTIONS:

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 to answer. Share these examples if not mentioned: 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 to answer. Explain that it 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 should young people 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.



PRACTICE MAKING GOOD DECISIONS



3.4 Self-Esteem and the Steps for Good Decision-Making (continued)

7. Say: I am going to read a story; listen carefully and think about what you would do.

Read the 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. Discuss the story using these questions:

- 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?

9. Emphasize: There can be more than one decision. 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.

SESSION 3 CLOSING



3.5 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

- 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.
- It is important to accept responsibility for your decisions and the consequences. Good decision-making skills can help you avoid the negative consequences of poor decisions and can positively shape your lives.



SESSION 3 CHALLENGE



3.6 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned

INSTRUCTIONS:

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.
5. Remind mentees where and when the next meeting will occur and what topics will be discussed.
6. Thank mentees for coming to the session and being so active.



MANAGING STRESS, ANGER, AND CONFLICT

OPENING REFLECTION

Session 4

(Young Emanzi Mentors' Handbook Part A p. 27)



SESSION 4

MANAGING STRESS, ANGER, AND CONFLICT

4.1 Reflection | Time: 15 minutes

OBJECTIVE:

- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. Welcome everyone to the session.
2. Ask the large group to divide into smaller mentorship teams, each led by one mentor.
3. Encourage mentees to share reflections from last week's challenge to use their decision-making processes. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees if there is anything else they would like to talk about.
4. Introduce today's topic: managing stress, anger, and conflict.
5. Say: Today we are going to learn positive ways of dealing with situations that cause stress, anger, and conflict.
6. End the reflection and return to the larger group for the warm-up activity.



REDUCE ANXIETY AND STRESS



4.2 Warm-Up: Anxiety Relief Procedure | Time: 15 minutes

OBJECTIVE:

- Allow mentees to learn and practice a procedure to help them relax.

INSTRUCTIONS:

1. Instruct mentees to sit in a relaxed, comfortable position.
2. 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 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.



SIGNS OF STRESS

Feelings

Behaviors or actions

Physical reactions

Thoughts



4.3 Managing Stress, Anger, and Conflict | Time: 20 minutes

OBJECTIVE:

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

INSTRUCTIONS:

1. Ask: How do you 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 respond.
 - What **feelings** do you have when you are stressed?
 - How does your body **physically** respond to stress?
 - How do you **behave**?
 - What **thoughts** do you have when you are stressed?
3. Mention these examples if not raised by the mentees:

Feelings

- Anxiety
- Irritability
- Fear
- Moodiness
- Embarrassment

Behaviors

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

Physical

- 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

Thoughts

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



MANAGING STRESS



4.3 Managing Stress, Anger, and Conflict (continued)

4. Divide the group into their mentorship teams, with one mentor for each group.
5. Say: Think of a time when you were under stress and discuss the ways you managed stress or observed your peers and adults managing stress. When you're done listing ways to manage stress, return to the large group; a member from each team will share your group's list.
6. 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 shared by the teams:
 - **Take a deep, slow breath:** Stress often causes us to breathe shallowly and quickly which can cause more stress. Take a minute to slow down and breathe deeply or stop and count to 10 before responding to a stressful situation.
 - **Talk to someone:** Keeping feelings inside can increase stress; share your feelings with someone you trust so you can see your problem in a new way. Ask for help soon after a problem occurs to avoid more serious problems later.
 - **Take a “minute holiday”:** You cannot always get away, but you can dream. Close your eyes and imagine a place where you feel relaxed and comfortable and experience the pleasant sounds, smells, and temperature.
 - **Pay attention to physical comfort:** We can't always control our environment, but when you can, be as comfortable as possible. Wear comfortable clothing, cool off, find a comfortable seat. Do not wait until your discomfort becomes a problem.
 - **Physical activity:** When you feel nervous, angry, or upset, release the pressure through physical activity. Do something you enjoy—taking a walk, doing physical work that you like, playing sports.
 - **Take care of your body:** Healthy eating and adequate sleep fuel your mind and body. Avoid too much caffeine and sugar.
 - **Laugh:** Maintain your sense of humor; laugh at yourself. Share jokes and funny stories with your friends.
 - **Manage your time:** Plan ahead. Make a realistic schedule 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.
 - **Know your limits:** Don't try 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.

WHAT DO I DO WHEN I AM ANGRY?



4.4 What Do I Do When I Am Angry? | Time: 25 minutes

OBJECTIVE:

- Help mentees learn how to identify when they are angry and how to express their anger in a positive way.

INSTRUCTIONS:

1. Explain: Many young men confuse anger and violence. Anger is a normal emotion that everyone feels. Violence is a way of showing anger. There are better, more positive ways to express anger. Expressing anger appropriately is better than allowing anger to bottle up.
2. Ask mentees to close their eyes as you read these statements and questions aloud. Ask mentees to think about their responses. 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 that incident, try to remember two other feelings, besides anger, that you were feeling.
 - How did you demonstrate your anger? How did you behave?
 - Would you respond differently now? If so, which of the positive ways for managing stress and conflict 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, damaging property, throwing things, or refusing to help someone in need.
4. Positive ways of reacting when we are angry?
Potential responses: Try using or adapting the stress management techniques we discussed—calmly express an opinion, leave a confrontational situation, or count to 10 before reacting.
5. 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?
6. Say: If you are hungry and a situation arises that makes you feel angry, wait to deal with it until after eating. Alcohol has a similar effect. If someone has been drinking, they can become angry quickly; avoid any difficult or emotional conversations until everyone is sober.



SESSION 4 CLOSING



4.5 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

- 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.



SESSION 4 CHALLENGE



4.6 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned

INSTRUCTIONS:

1. Between this session and the next, ask mentees to take note of a time that they feel angry.
2. Ask mentees to practice some of the anger management skills they learned today and come prepared to share their experience at the next session.
3. Remind mentees that anger is a normal emotion and your role as a mentor is to help them find effective strategies to manage anger.
4. Tell mentees 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.
6. Remind mentees where and when the next meeting will occur and what topics will be discussed.
7. Thank mentees for coming to the session and sharing their thoughts and experiences.



STEPS FOR SAVING MONEY

OPENING REFLECTION

Session 5

(Young Emanzi Mentors' Handbook Part A p. 36)



SESSION 5

STEPS FOR SAVING MONEY

5.1 Reflection | Time: 15 minutes

OBJECTIVE:

- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. Welcome everyone to the session.
2. Ask the large group to divide into smaller mentorship teams, each led by one mentor.
3. Encourage mentees to share reflections from last week's challenge to use some of the anger management skills they learned. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees if there is anything else they would like to talk about.
4. Introduce today's topic: steps for saving money.
5. Say: Today we are going to discuss the steps for saving and your personal savings goals.
6. End the reflection and return to the larger group for the warm-up activity.



EMPHASIZE THE POSITIVE

Tell your partner:

- **Two physical attributes** you like about yourself
- **Two personality qualities** you like about yourself
- **One talent or skill** you have



5.2 Warm-Up: Accentuate the Positive | Time: 15 minutes

OBJECTIVE:

- Help mentees improve their self-esteem.

INSTRUCTIONS:

1. Explain that this game is intended to improve self-esteem.
2. Ask mentees to pair up.
3. 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
4. After several minutes, tell the group that you hope it was easy for them to think of things they liked about themselves.



EIGHT STEPS FOR SAVING

- 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.**

5.3 Eight Steps for Saving | Time: 20 minutes

OBJECTIVE:

- Understand the eight steps for saving money.

INSTRUCTIONS:

1. Say: I am going to read a series of statements and ask you to **stand** up for each one that is **true for you**. Instruct mentees to sit down between statements. [Note: Do not show mentees the flipbook page for this activity until the last step.]
 - 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 others; makes you feel secure when you have a problem and need money; helps you plan for the future and achieve those plans.
3. 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.
4. Ask: What would make you want to save money?
Potential responses: Take care of personal needs/wants; avoid depending on others; be able to make your own decisions; help family.
5. 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.
6. Say: Managing money involves saving, spending, planning, and keeping track of how you spend. Since most of us do not have enough money to pay for everything we need and want, we have to make choices. We try to save for things we will want in the future and figure out how to cover the necessary expenses we face. It can be hard.
7. Show the flipbook with the “Eight Steps for Saving” listed and read them out loud.



IDENTIFYING NEEDS AND WANTS

Needs:
necessary for
survival

Wants:
not essential but
make you happy



5.4 Identifying Needs and Wants | Time: 20 minutes

OBJECTIVE:

- Understand the difference between needs and wants.

INSTRUCTIONS:

1. Say: We spend and save money for many things. Some are necessary for our survival; these are **NEEDS**. There are other things that we may not need, but when we buy them, we feel happy; these are **WANTS**. We are going to discuss the difference between wants and needs. One part of controlling what we spend is understanding this difference.
2. Ask two mentees to volunteer: one to represent needs and one to represent wants. Ask them to stand on opposite sides of the room with space in between.
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 it is a need, move close to the person who represents **NEEDS**. If you think that it is a want and can never be considered a need, place yourself close to the person who represents **WANTS**. 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 in between. Demonstrate where to stand using these examples: perfume (want) and medicine (need).
4. When you are sure everyone understands, read the following expenses, one at a time.

• Water	• Transport	• Money to start a business
• A second pair of shoes	• Food	• Sweets
• Cell phone minutes	• Rent	• Savings in case of emergencies
6. After reading each expense, give mentees time to place themselves near the person who represents wants or needs or in between. After mentees have chosen their place, ask one or two of them in different spots to explain why they chose to stand where they did. Keep the group moving to maintain the energy!
7. When you have finished all nine items, ask: Are needs and wants the same for everyone?



IDENTIFYING NEEDS AND WANTS



5.4 Identifying Needs and Wants (continued)

8. Tell mentees that you are going to revisit the decision-making story from the earlier session and discuss it afterward. Read the 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.
9. Discuss using these questions:
 - 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”?
10. 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.

WHAT ARE YOUR SAVINGS GOALS?

Tell your partner:

- Short-term goal
- Long-term goal



5.5 What Are Your Savings Goals? | Time: 15 minutes

OBJECTIVES:

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

INSTRUCTIONS:

1. 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 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 longer 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.
2. Ask for a couple of volunteers to share their first and second savings goals.
3. 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.



SESSION 5 CLOSING



5.6 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

- 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” enables young people to prioritize how to spend their money.
- Mentors were 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 (CDO) will be attending the next meeting to discuss how to start and register a village savings and loan association (VSLA).



SESSION 5 CHALLENGE



5.7 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned.

INSTRUCTIONS:

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 during the next 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 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.
5. Remind mentees where and when the next meeting will occur and what topics will be discussed.
6. Thank the mentees for coming to the session and sharing their ideas.



BUDGETING AND DEALING WITH SETBACKS IN SAVINGS

OPENING REFLECTION

Session 6

(Young Emanzi Mentors' Handbook Part A p. 45)



SESSION 6

BUDGETING AND DEALING WITH SETBACKS IN SAVINGS

6.1 Reflection | Time: 10 minutes

OBJECTIVE:

- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. Welcome everyone to the session and introduce the community development officer (CDO).
2. Ask the large group to divide into smaller mentorship teams, each led by one mentor.
3. Encourage mentees to share reflections from last week's challenge to set savings goals and attend a VSLA. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees if there is anything else they would like to talk about.
4. Introduce today's topic: budgeting and dealing with setbacks in savings.
5. Say: Today we will discuss how to make a personal savings plan, develop a budget, and deal with budget setbacks.
6. End the reflection but stay in the mentorship teams for the warm-up activity.



GOAL SHARING



6.2 Warm-Up: Goal Sharing | Time: 10 minutes

OBJECTIVE:

- Allow mentees to reflect on their savings goals.

MATERIALS:

- One ball for each group.

INSTRUCTIONS:

1. Remain in the mentorship teams for this activity.
2. Use 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 mentee who catches the ball must tell the group one of his short-term or long-term savings goals. For example, a mentee 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 mentee 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.



MAKE A SAVINGS PLAN



6.3 Make a Savings Plan | Time: 20 minutes

OBJECTIVE:

- Be able to develop an individual savings plan.

MATERIALS:

- Flip chart paper and markers

INSTRUCTIONS:

1. Bring everyone back together into one group. Have flip chart and makers ready.
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: 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 mentees to discuss and agree on a realistic amount for a 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 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 this tip (equation) on the flip chart paper:
$$\text{What I plan to save} \div \text{What I can save each week} = \text{Number of weeks I need to save to meet my savings goal}$$
8. If necessary, demonstrate how to solve the equation.



MAKE A SAVINGS PLAN



$$\frac{\text{Amount needed}}{\text{Amount I can save each week}} = \text{Number of weeks to meet my savings goal}$$

6.3 Make a Savings Plan (continued)

9. Say: Earlier, we made a savings plan for a young man who wanted to buy new jeans. Now, you will do the same for one of your short-term goals and one of your long-term goals. Start with the short-term goal and then do the long-term goal.
10. 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 (portion) of the savings should go toward each goal.
11. Encourage mentees to use the calculator on their phones if they have one.
12. When the mentorship teams finish the activity, bring everyone back together into one group. Ask these 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—reach their goal in fewer weeks; save less—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 similar calculations to find the number of days 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?

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.			

6.4 Introduce the Budget | Time: 20 minutes

OBJECTIVE:

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

MATERIALS:

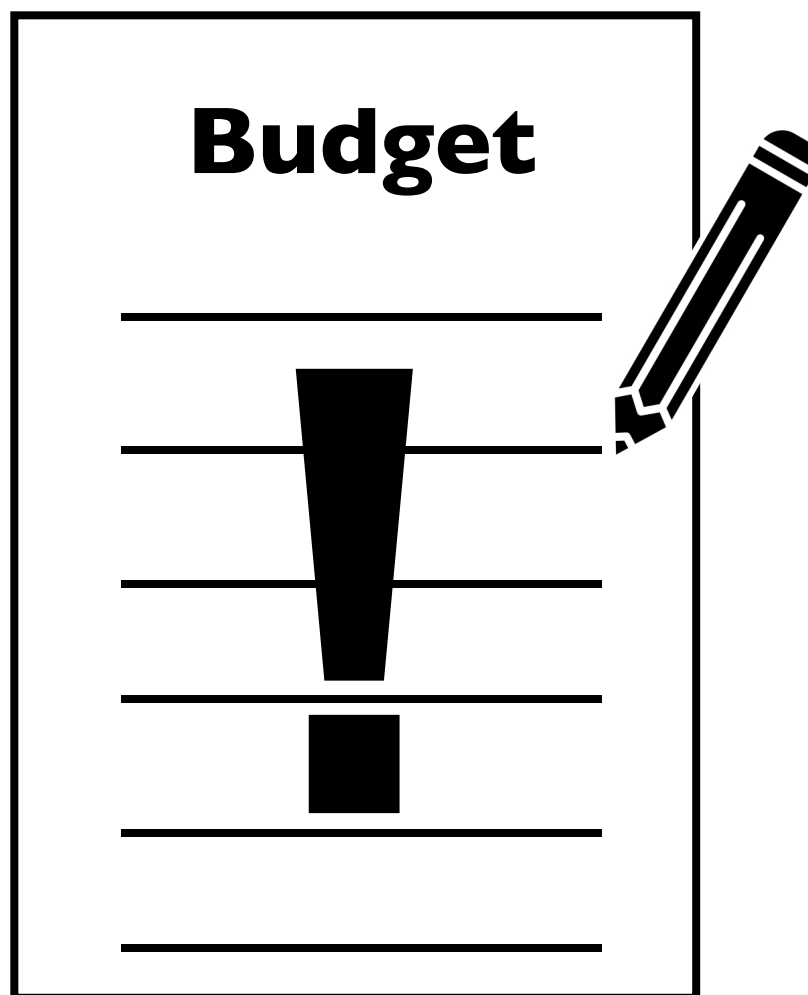
- Paper and pens

INSTRUCTIONS:

1. Ask mentees to split into mentorship teams. Have paper and pens for the mentees.
2. Show the sample budget in the flipbook. Explain the different sections of the budget.
3. Say: This is an example of a budget you could use to track your actual money in and money out over a typical week. You are now going to make a budget for the coming week. [Note: Mentees can copy the sample budget from the two mentors' flipbooks.]
4. 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). Total your income from all sources. Give mentees several minutes to list and total their income.
5. Say: Think about what you will need to buy (food, clothes, transport, school supplies, medicine, phone) and how much those things cost. Add all of your expenses. Give the mentees several minutes to list and total their expenses.
6. Say: Good job! A budget is something that you can use for planning. Update your budget if your money coming in (you get money from new or different sources) and money going out changes (you spend it on different things or in different amounts). Practice at home; making a budget and sticking to it takes practice.
7. 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.
8. Say: Think of your goal. Is this balance enough? What budget activities can be adjusted?
Potential responses: earn money by spending more time farming for others, buy chapati only once a day, go out dancing just once a month, spend less on phone air time.



CHALLENGES AND POSSIBLE SETBACKS



6.5 Explore Challenges and Possible Setbacks in Savings | Time: 10 minutes

OBJECTIVE:

- Identify challenges and barriers to steady saving.

INSTRUCTIONS:

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.



SESSION 6 CLOSING



6.6 Closing | Time: 10 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

- 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, 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.



SESSION 6 CHALLENGE



6.7 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned.

INSTRUCTIONS:

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.
4. Remind mentees where and when the next meeting will occur and what topics will be discussed, and that adolescent girls and young women (AGYW) 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.
5. Thank the mentees for their participation and praise them for planning for their financial futures.

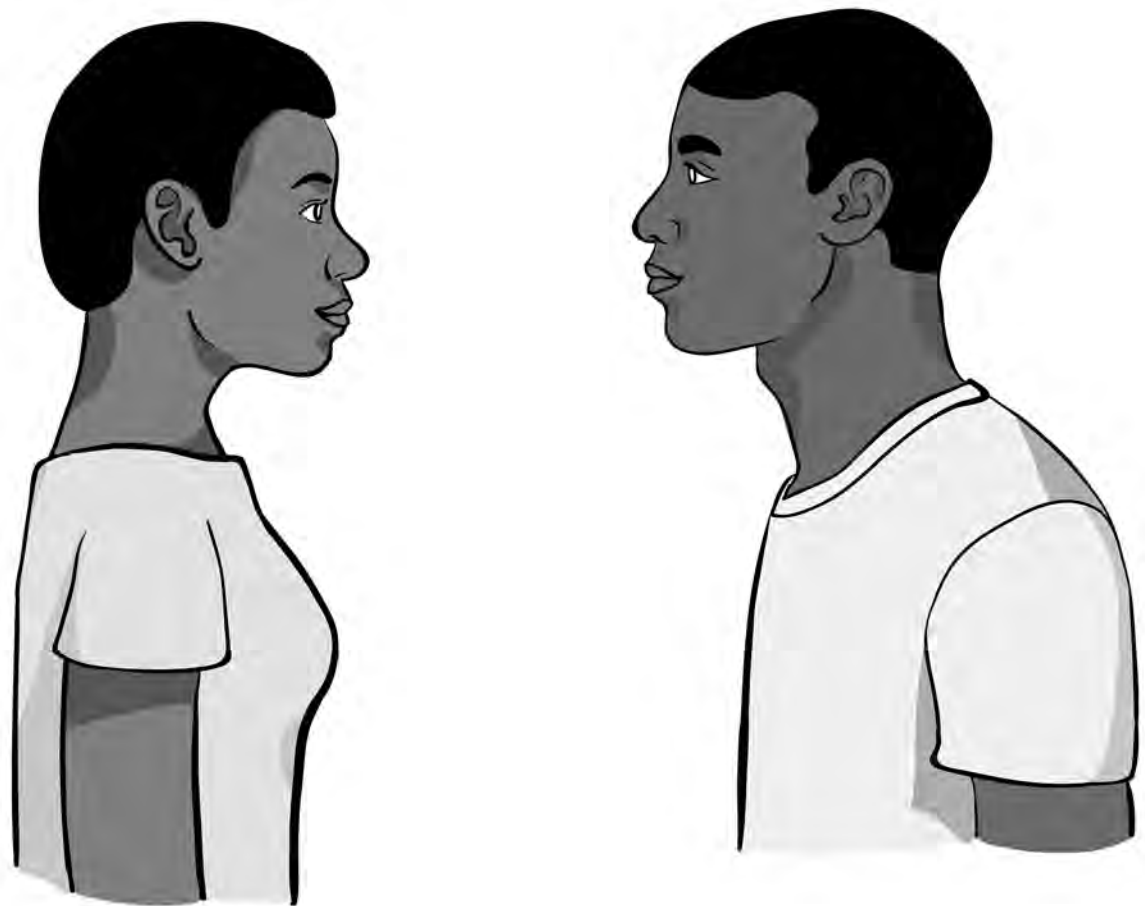


COMMUNICATION ABOUT MONEY

INTRODUCTIONS AND REFLECTIONS

Session 7

(Young Emanzi Mentors'
Handbook Part A p. 53)



SESSION 7

COMMUNICATION ABOUT MONEY

7.1 Introductions and Reflections | Time: 20 minutes

OBJECTIVES:

- Learn the names of the AGYW; develop ground rules to encourage mutual respect, active participation, and confidentiality.
- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. Introduce yourself and welcome AGYW to the Young Emanzi program. Describe the role of the mentors: you will teach, provide advice and support, be a role model, help them identify solutions, and learn from each other.
2. Explain: The AGYW are going to participate in activities to learn about communication, saving money, transforming gender norms, and caring for their health.
3. Conduct a quick, fun activity to allow the AGYW and mentees to learn each others' names.
4. Say: Let's identify some ground rules to help us learn together. What suggestions do you have? Ensure everyone agrees on the rules.
5. Ask the boys to divide into their mentorship teams and divide the girls evenly onto the teams; led by one male and female mentor.
6. Encourage mentees to share reflections from last week's challenge: develop a budget for their short- and long-term goals and consider how to manage potential budget setbacks. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees what else they would like to talk about.
7. Introduce today's topic: communication about money.
8. Say: Today we are going to discuss how to communicate about money, how young people earn money, and the outcomes of talking about money.



THE WHISPER



7.2 Warm-Up: The Whisper | Time: 15 minutes

OBJECTIVE:

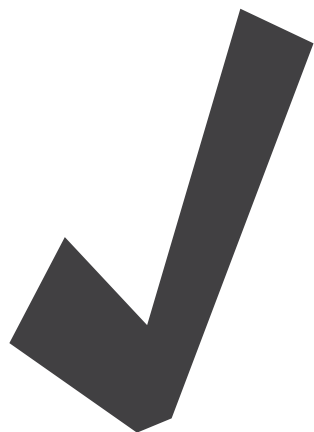
- Demonstrate how easily the truth can be twisted.

INSTRUCTIONS:

1. Explain this game shows how easily the truth can be twisted.
2. Instruct mentees and the AGYW to sit in a circle. [Form same-sex circles if the boys and girls aren't comfortable in the same circle.] One mentor will start the game by quietly whispering a made-up remark into his neighbor's ear. Here are examples to use:
 - A bunch of yellow bananas was tied to a blue 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.



TRUE OR FALSE



TRUE



FALSE

7.3 True or False | Time: 10 minutes

OBJECTIVE:

- Introduce participants to different norms and beliefs about saving money.

INSTRUCTIONS:

1. Say: We're going to continue talking about money and savings; starting with a true or false game. Explain that one side of the room represents TRUE and the other FALSE. [Use the flipbook page to indicate the True and False sides of the room.]
2. Say: I will read a series of statements about saving. For each statement, you must decide whether it is true or false. Move to this side [point] if you think the statement is true, move to this side [point] if you think it is false. If you are not sure, make a guess. Let's try one now: "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 any) to explain why they chose that spot. Explain that it is TRUE; saving money helps to achieve goals.
4. Choose four or five statements to read aloud. After each statement, instruct the mentees and AGYW to move to the side that represents their answer. Ask a few mentees and AGYW in different places to explain their choices. 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 a small amount they can 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: If the discussions are taking a lot of time, reduce the number of statements.]

6. 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.



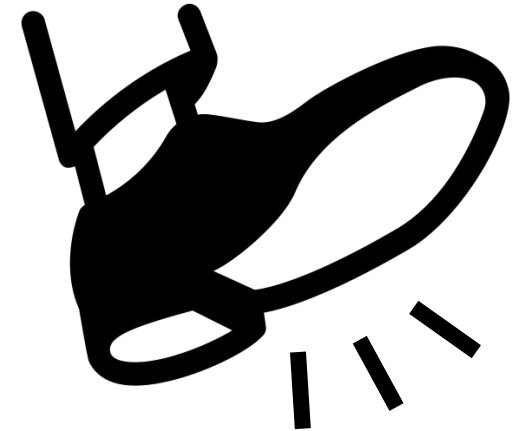
HOW DO YOUNG PEOPLE EARN MONEY?



do a small job for
someone



buy and sell
things



make or grow
things to sell

7.4 Identify Current Ways that Young People Earn Money | Time: 25 minutes

OBJECTIVE:

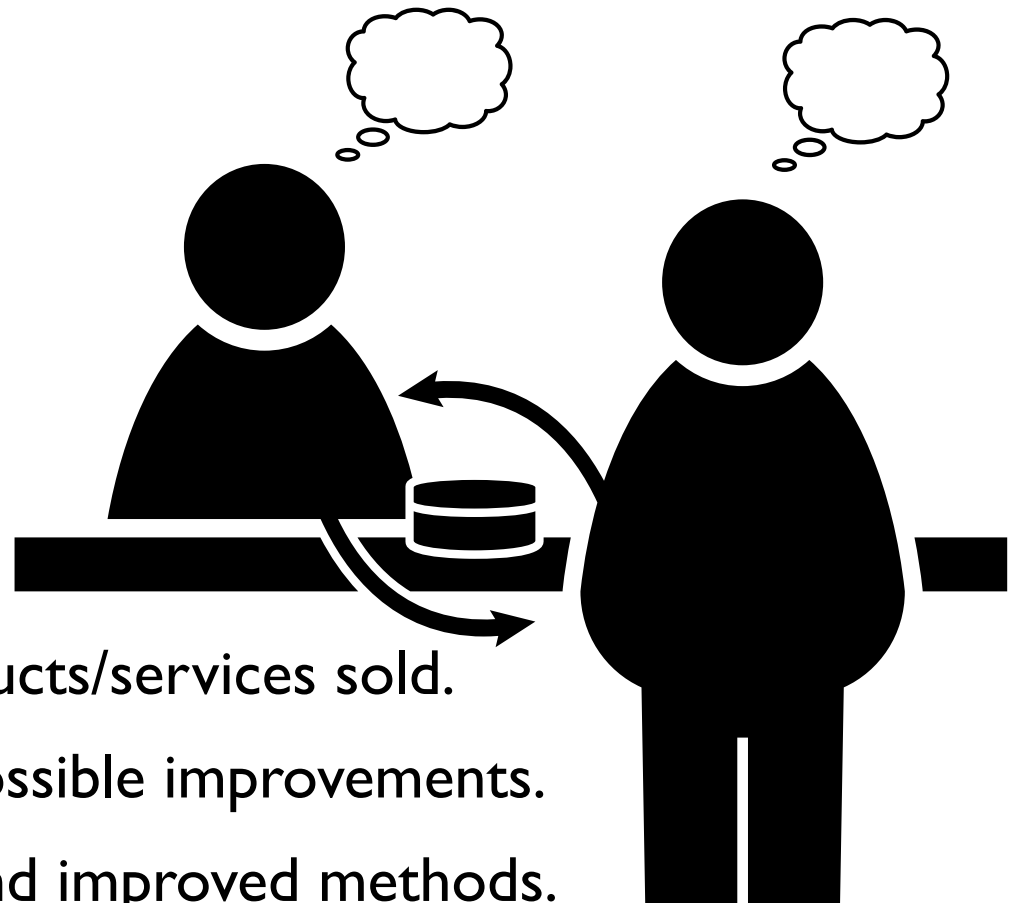
- Learn about the ways mentees and AGYW earn money; discuss ways to improve efforts to earn money.

INSTRUCTIONS:

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. Say: Raise your hand if you have ever earned money doing a small job for someone. Ask several people to say what job they did.
3. Say: Clap your hands if you have ever earned money by buying and selling things. Ask several people what they bought and sold.
4. Say: Stomp your feet if you have ever made something or grown something and then sold it to earn money. Ask several people to share what they grew or made to earn money.
5. 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 experiences earning money, you'll spend some time discussing ways they can earn more money doing these same kinds of activities.



HOW CAN YOU EARN MORE MONEY?



1. Add variety to the products/services sold.
2. Ask customers about possible improvements.
3. Be open to new ideas and improved methods.

7.4 Identify Current Ways that Young People Earn Money (continued)

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

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.

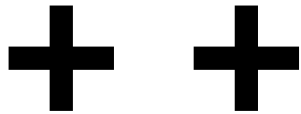
8. Discuss the story using these questions:

- Why was Douglas trying to earn some money? Potential response: To help buy food for his family.
- What business did he start at first? What challenge did he run into? Potential response: Others copied his business 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.

9. Say: 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.

10. Give the pairs 10 minutes to work; ask one or two volunteers to share their business improvement strategies.

MONEY TALK–POSSIBLE OUTCOMES

**Win-Win**

Both people (or groups) get something or everything they want or need.

**Lose-Lose**

Neither person (or group) gets what he or she wanted.

**Win-Lose**

One person (or group) gets what he or she wants and the other gets nothing.

7.5 Possible Outcomes When We Talk about Money | Time: 25 minutes

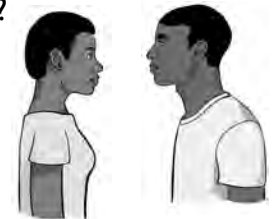
OBJECTIVES:

- 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.

INSTRUCTIONS:

1. Say: Let's find ways to make talking about money easier and more effective. We'll start by identifying the possible outcomes of talks about money. We use 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? Response: "No."
3. Say: When we talk about money, there can be winners and losers. There are three possible outcomes when talking about money:

<ul style="list-style-type: none"> • Win–Win Both people (or groups) get something or everything they want or need. 	<ul style="list-style-type: none"> • Lose–Lose Neither person (or group) gets what he or she wanted. 	<ul style="list-style-type: none"> • Win–Lose/Lose–Win One person (or group) gets what he or she wants, and the other gets nothing.
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4. Say: I will describe some situations; listen and decide if it is a win–win, lose–lose, or win–lose outcome.
 - A customer is discussing the price of a blanket with a market vendor. They cannot agree on the price and the customer leaves. Ask: Who was the winner? [Correct response: neither person.] Who was the loser? [Correct response: both people.] Say: This is a lose-lose outcome—neither person is satisfied. Ask: What are other examples of lose–lose outcomes?
 - 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 he refuses and threatens to punish her, 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.]
 - 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. Ask: Who is the winner and loser in this situation? [Correct response: You lose because you owe twice as much; your friend wins. It is a lose–win situation.] Say: When one person gets what he or she wants and the other gets nothing, these are called win–lose or lose–win outcomes—the loser might be less willing to talk with the winner about money again! Ask: What are other examples of win–lose outcomes?
 - Angela wants to buy a bicycle. She talks to a salesman but cannot get the price low enough. She is about to leave when the salesman asks her to wait for a moment—he 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. Ask: Who was the winner? [Correct response: both people.] Say: This outcome is a win–win.



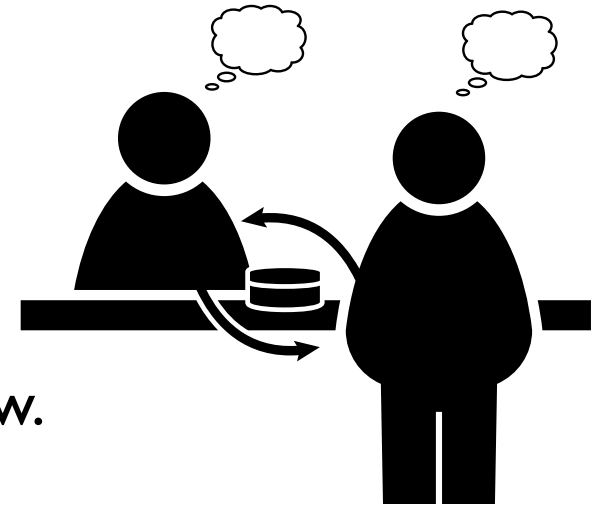
TALKING ABOUT MONEY

DO:

- Listen to the other person.
- Try to see the other person's point of view.
- Show respect.
- Be flexible.

DON'T:

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



7.5 Possible Outcomes When We Talk about Money (continued)

- 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. Ask: Who was the winner? [Correct response: both people.] Say: This outcome is a win–win; both sides are satisfied and come away with positive feelings. They are likely to talk with each other about money again. Ask: What are other examples of win–win outcomes? Allow one mentee and one AGYW to give an example.
5. 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.
- Ask: 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.
6. Ask: 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.
7. Ask: Think about the lose–lose and win–lose situations; what should you NOT do when trying to communicate successfully? Allow several participants, both mentees and AGYW, to give their opinions.
8. Show the flipbook page and describe the DOs and DON'Ts for talking about money.
9. 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 up 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.

SESSION 7 CLOSING



7.6 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

- 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, 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.



SESSION 7 CHALLENGE



7.7 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned.

INSTRUCTIONS:

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 mentees and AGYW to try and have a win–win conversation with someone of the opposite sex and 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.
4. Remind mentees and AGYW where and when the next meeting will occur and what topics will be discussed. Also, let the mentees and AGYW know that the next session is longer than the usual sessions and will last 2 hours.
5. Thank the mentees and AGYW for their participation and praise them for planning for their financial future.

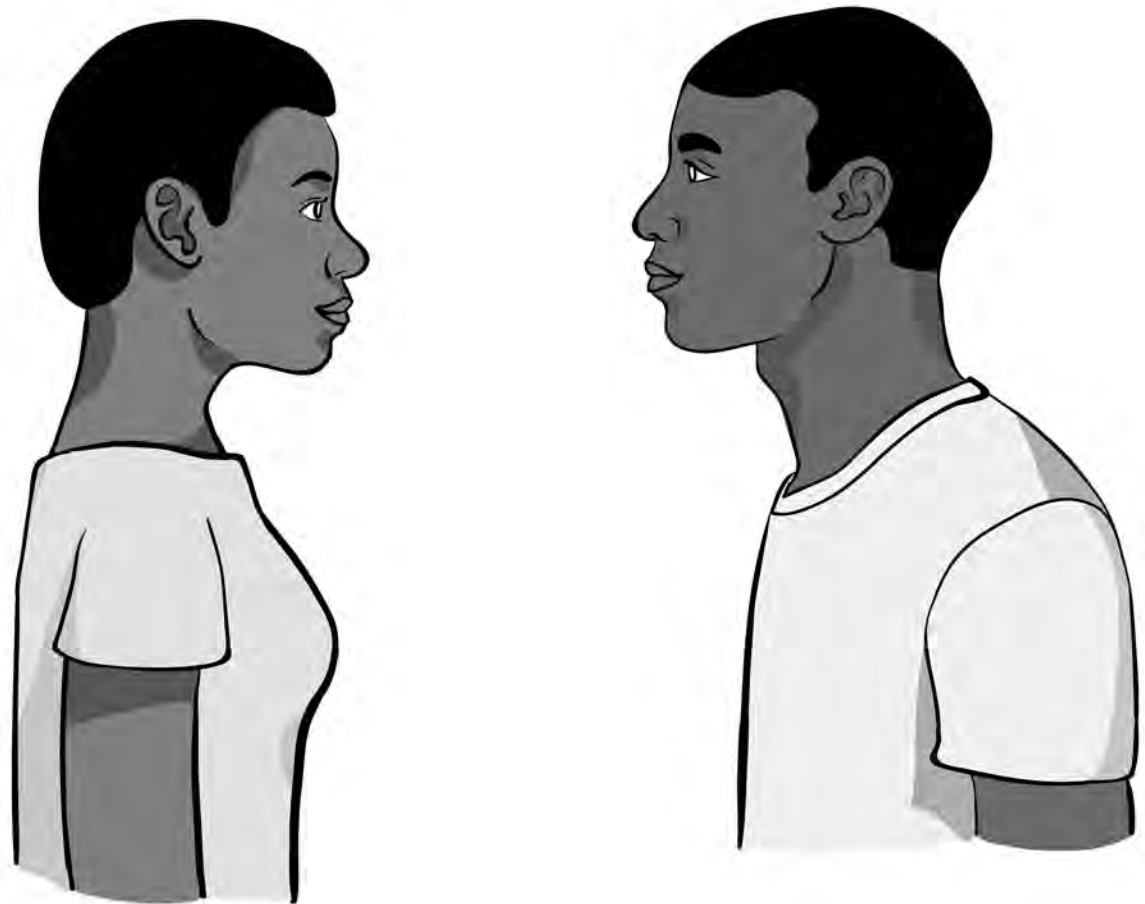


GENDER AND HEALTH

OPENING REFLECTION

Session 8

(Young Emanzi Mentors'
Handbook Part A p. 68)



SESSION 8

GENDER AND HEALTH

8.1 Reflection | Time: 15 minutes

OBJECTIVE:

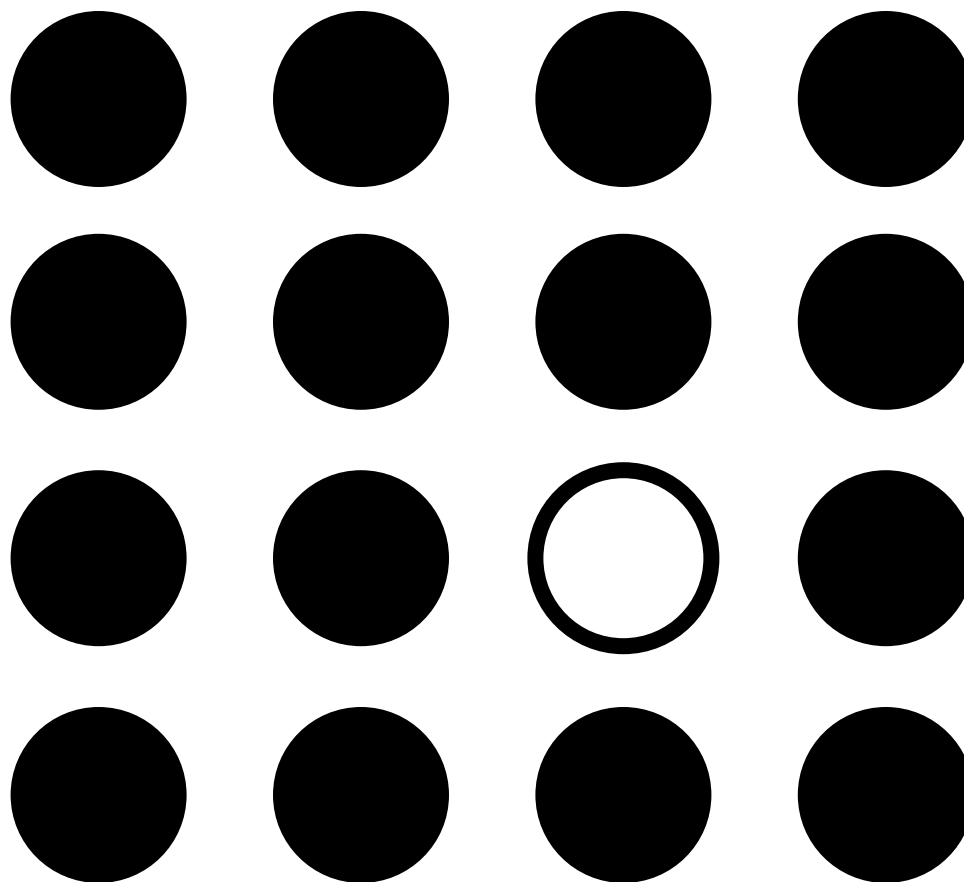
- Discuss the challenge from the previous session; guide mentees to identify new learnings from experiences with the challenge.

INSTRUCTIONS:

1. This is a joint session with AGYW. Ask participants to divide into the same two smaller groups (mentorship teams) as the last joint session. Each should have one Young Emanzi mentor and one female mentor.
2. Encourage the mentees and AGYW to share their reflections from last week's challenge: having a win-win conversation. Promote a discussion within groups. Ask these questions:
 - 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?Allow time for each mentee who wants to respond to share. Ask mentees what else they would like to talk about.
3. Introduce today's topic: gender and health.
4. Say: Today we are going to talk about:
 - role models
 - the links between how young men and young women are raised and the health risks they face and
 - understanding and developing empathy for the experiences of the other gender
5. End the reflection and return to the larger group for the warm-up activity.



FAMILIAR AND UNIQUE



8.2 Warm-Up: Familiar and Unique | Time: 15 minutes

OBJECTIVE:

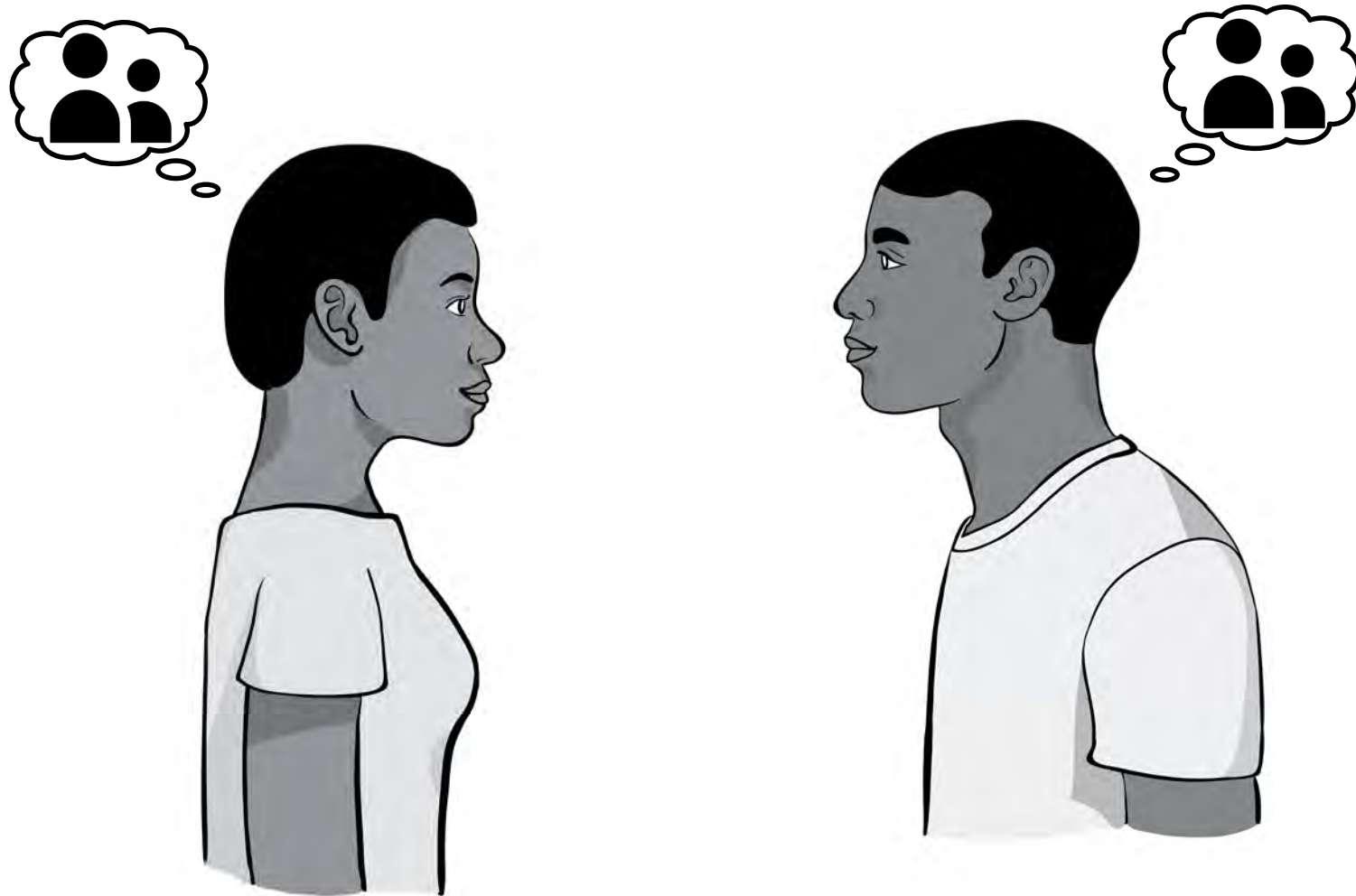
- Identify similarities and differences among the participants.

INSTRUCTIONS:

1. Divide all mentees and AGYWs into six mixed groups with equal numbers of participants in each group.
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.



QUALITIES OF ADULT ROLE MODELS



8.3 Learning from Adults Who Have Been Role Models | Time: 15 minutes

OBJECTIVES:

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

INSTRUCTIONS:

1. Say: Think of a man or woman who is or was a role model to you.
2. Ask: What qualities did this person possess that made him or her a role model?
3. Say: Please share two qualities that describe your role model. [Allow each participant to quickly share. If anyone is having a hard time identifying a role model, ask: what thoughts or emotions come up in response to not being able to name a role model? Note their reactions; they may feel sad, angry, surprised.*]
4. Ask:
 - In which ways do you serve as a role model and to whom?
 - What qualities would you like to develop and how do you plan to do this?

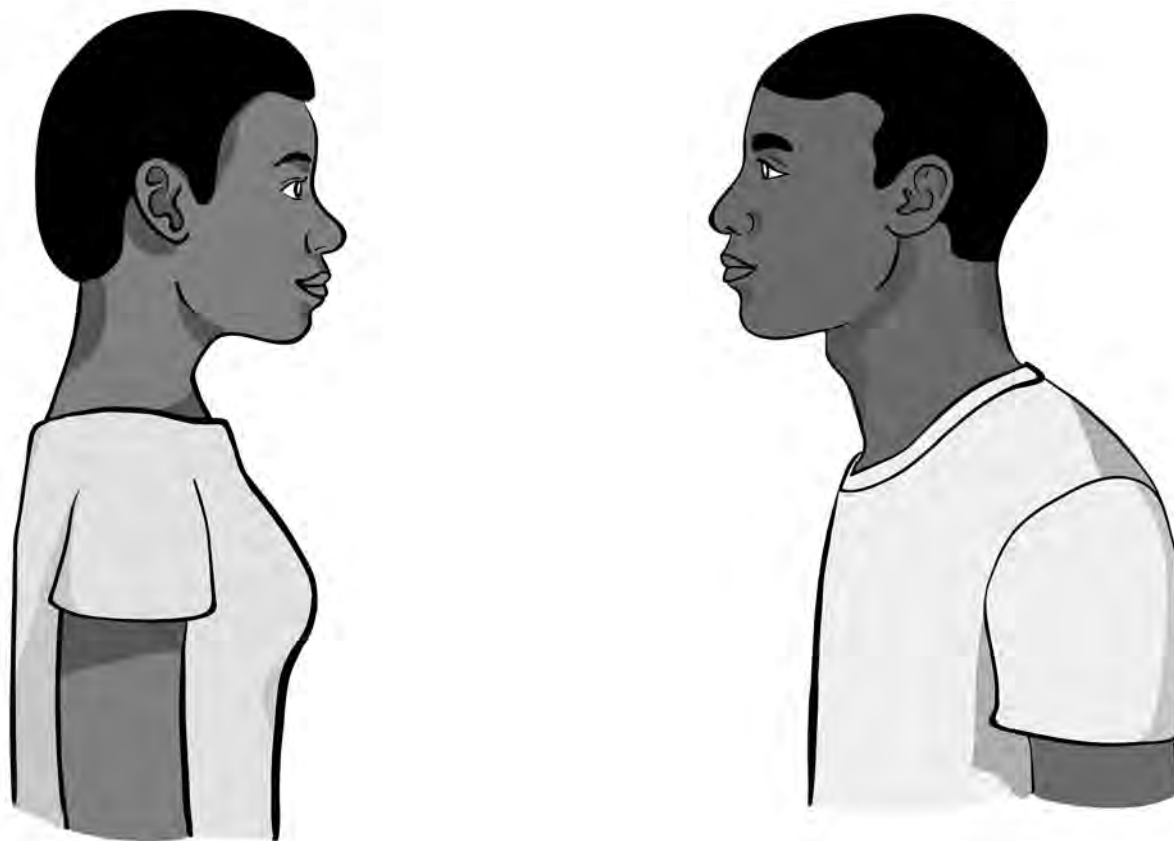
* If a mentee is unable to identify a positive role model, they can learn from the examples provided. In Uganda, many fathers work away from home and may spend little time with their children. For others, their fathers may be absent or abusive. Explore with the group what effect they think “father absence” or violent fatherhood has had on contemporary society.

Refer to the qualities of a positive role model—being responsible, respectful, compassionate, caring, and dependable—qualities that are not typically associated with men. Qualities typically associated with men include strong, dominant, successful, independent, or tough.

Remind the mentees of the discussions on gender roles and stereotypes and how 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.



GENDER AND HEALTH



Who is most at risk?

8.4 Young Men, Gender, and Health | Time: 20 minutes

OBJECTIVE:

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

INSTRUCTIONS:

1. Say: I am going to read aloud some questions and you decide 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?

The answer to each of the questions is, in most contexts, men. However, in some settings the answer to some questions might be women, or both. If this is the case, focus the discussion on the fact that the answer to most of the questions is men.

2. Explore the responses of the group; ask them to explain their answers.
3. Explain that the correct answer for each question is “men.” Use these questions to facilitate a 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?
4. Use these questions 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?



GENDER FISHBOWL

What is it like to be a girl?



What is it like to be a boy?

8.5 Gender Fishbowl | Time: 30 minutes

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.

INSTRUCTIONS:

1. Divide participants into a male group and a female group; ask the AGYW 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.
2. Use the Questions for Girls to conduct a discussion with the AGYW. The mentees' observe and listen to the AGYW without talking. Allow the AGYW to talk for 10 minutes; close the discussion.
3. Ask mentees to switch places with the AGYW; lead a 10-minute discussion with the mentees using Questions for Boys while the AGYW listen and observe.

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?

4. Discuss the activity after both groups complete their discussions. Questions may include:
 - Was anything said that surprised you?
 - What did you learn about the experiences of the other gender?
 - How did it feel to be listened to?



SESSION 8 CLOSING



8.6 Closing | Time: 5 minutes

OBJECTIVE:

- Bring closure and summarize.

INSTRUCTIONS:

I. Emphasize:

- Many causes of death for men are associated with the aggressive and unhealthy lifestyle many men follow. Men are often pressured to act in certain ways—to take more risks, have more sexual partners, be 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.



SESSION 8 CHALLENGE



8.7 Challenge | Time: 10 minutes

OBJECTIVE:

- Encourage mentees to apply what they learned.

INSTRUCTIONS:

1. Instruct mentees and AGYW to consider these questions and be 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. 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.
3. Remind mentees and AGYW where and when the next meeting will occur and what topics will be discussed. Also, let the mentees and AGYW 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 thinking about these important issues.



REFERRAL NETWORK

RESOURCES FOR MENTEES AND AGYW

Organizations or clinics that provide HIV-related services				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations or clinics that provide contraceptive services				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations that provide STI treatment or screenings				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations or clinics that provide care for victims of sexual violence				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations or clinics that provide psychological or mental health counseling				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations that work with adolescents				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations that provide information and training related to jobs skills, livelihood, or education				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations that work with victims of bullying or school violence				
Name of Organization	Address	Telephone	Contact Name	Email Address

Organizations or clinics that provide substance abuse services and counseling				
Name of Organization	Address	Telephone	Contact Name	Email Address

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

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