
GREAT Activity Cards

Activity cards very young adolescents

(10 –14 years old)



The Republic of Uganda



This activity card set includes:

Dish washing relay race

How we are changing discussion

Drawing maps of our bodies

Staying safe game

Staying in school drama and song

When laughing is not funny drama

Male and female roles game

When I grow up interviews

How alcohol feels game

Solving problems discussion

Ask the health worker game

Menstruation at school story

Dear auntie and uncle discussion

Sharing chores game

Activity cards: instructions for use

What are activity cards?

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

Who can use the activity cards?

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

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

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

Who can lead the activities on the cards?

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

When can we use the cards?

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

How do we use the cards?

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

Suggestions for leading groups

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

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



Dish washing relay race

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



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



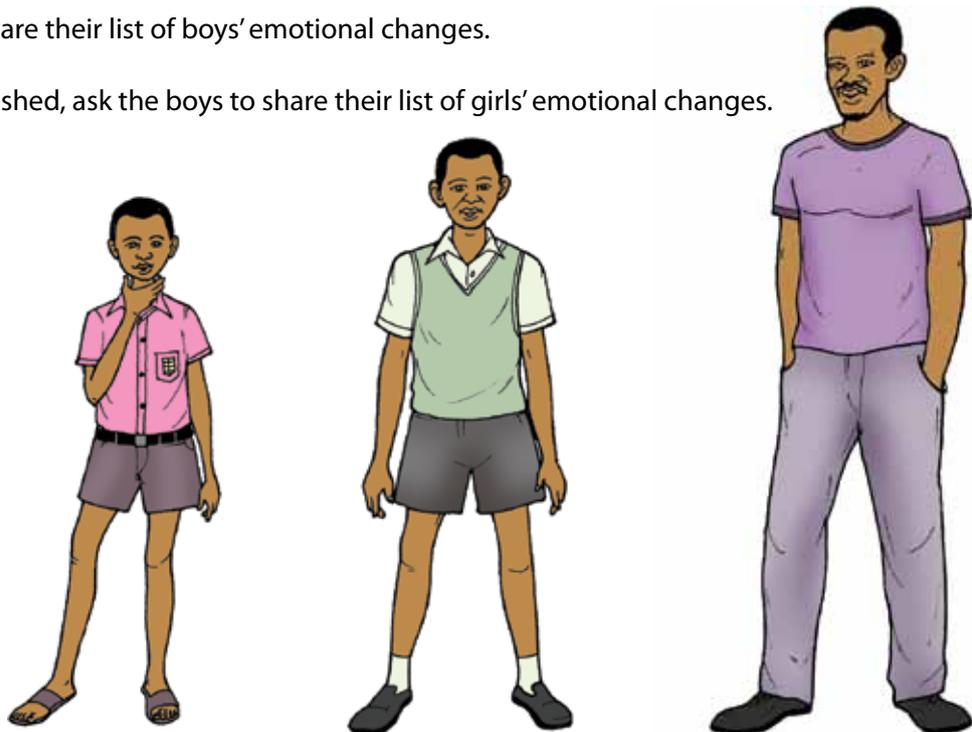
- Did you enjoy the game? What did you enjoy?
- Who normally washes the dishes in your home?
- Would the boys in your house be allowed to help the girls with dishes and other chores?
- Why do you think it would be important for boys and girls to share chores at home?
- What are some other chores that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

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

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

How we are changing discussion

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



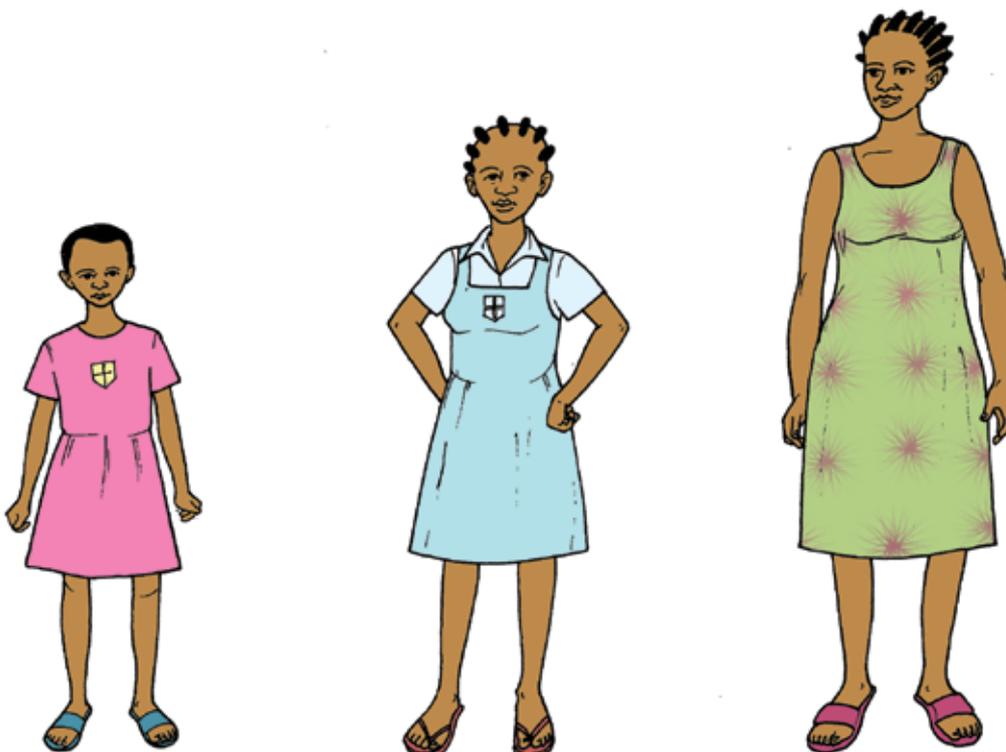
13 Discussion. Ask these questions. Make sure everyone is participating and give the group time to think about and discuss their answers before moving onto the next question



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

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

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



Drawing maps of our bodies

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

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

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



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

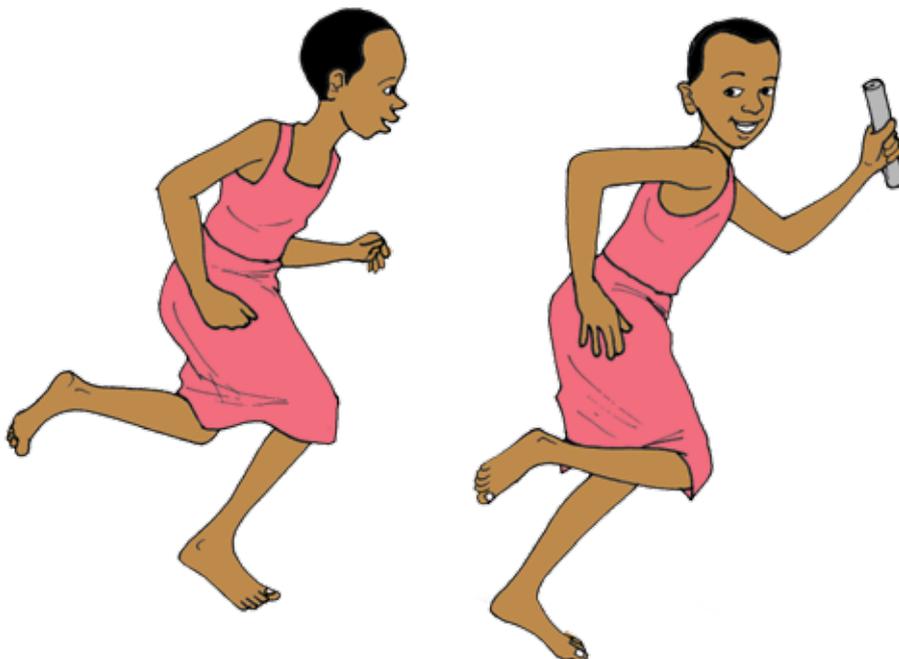
11 Closing. Read this out loud: *Knowing about your body and the changes that your body will go through is an important part of growing up. These changes do not mean that you are an adult. They do not mean that you have to start working or that you should start having sex. These changes are just the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

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

Staying safe game

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

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



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



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

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

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

Staying in school drama and song

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



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



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

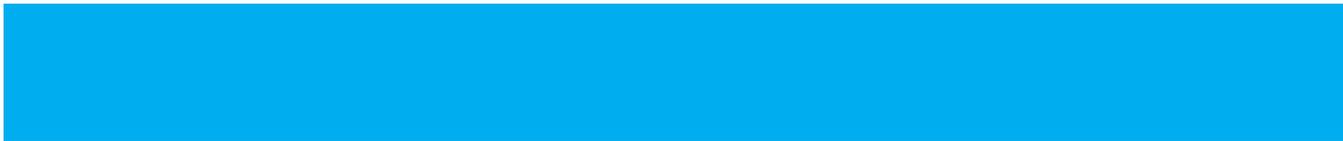
12 Closing. Read this out loud: *GREAT communities are those that work to keep their boys AND their girls in school. When girls stay in school, they grow up to have more job options and raise healthier and more successful families. It is important that girls have time to do their homework everyday. Boys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

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

When laughing is not funny drama

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




8

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



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

9

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

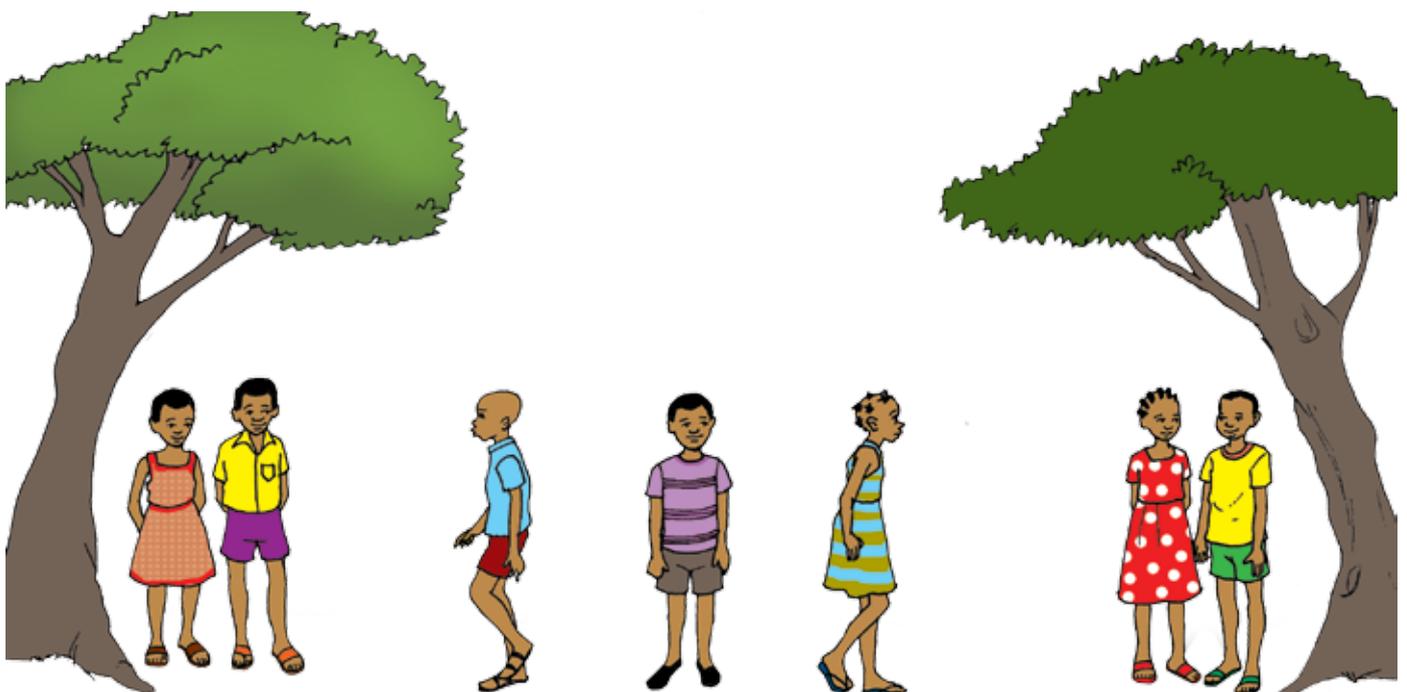
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Commitment. Read this out loud: *Go around the circle and name one thing that you are going to do in the future to stop your age mates from teasing others because of their body changes.*



Male and female roles game

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



Word list

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

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



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

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

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

When I grow up interviews

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

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



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



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

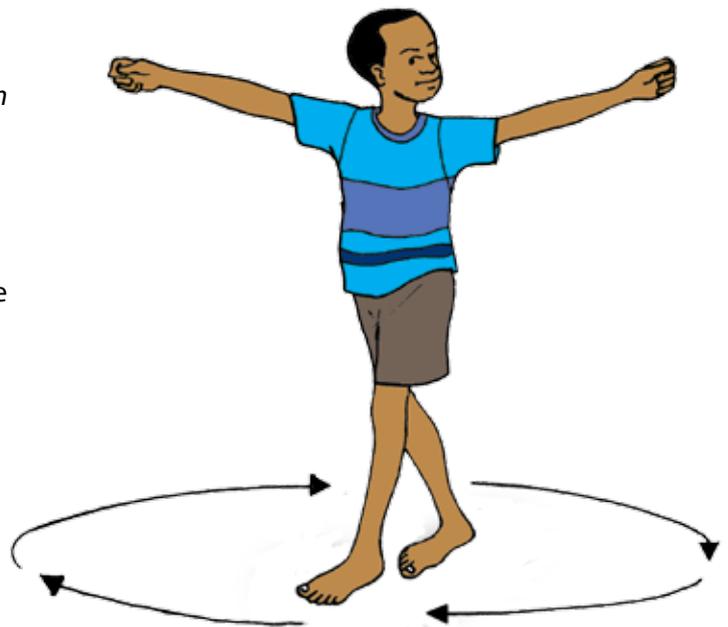
7 Closing. Read this out loud: *It is important to have goals in life and to think about what you want your life to look like in the future. It is also important to share your goals with your peers and adults so that they can support you as you grow older. Talking about your goals will help you achieve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

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

How alcohol feels game

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

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



14 Discussion.

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



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

15 Closing.

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

16 Commitment.

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

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

Solving problems discussion

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



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

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

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

8 Discussion.

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



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

9 Closing.

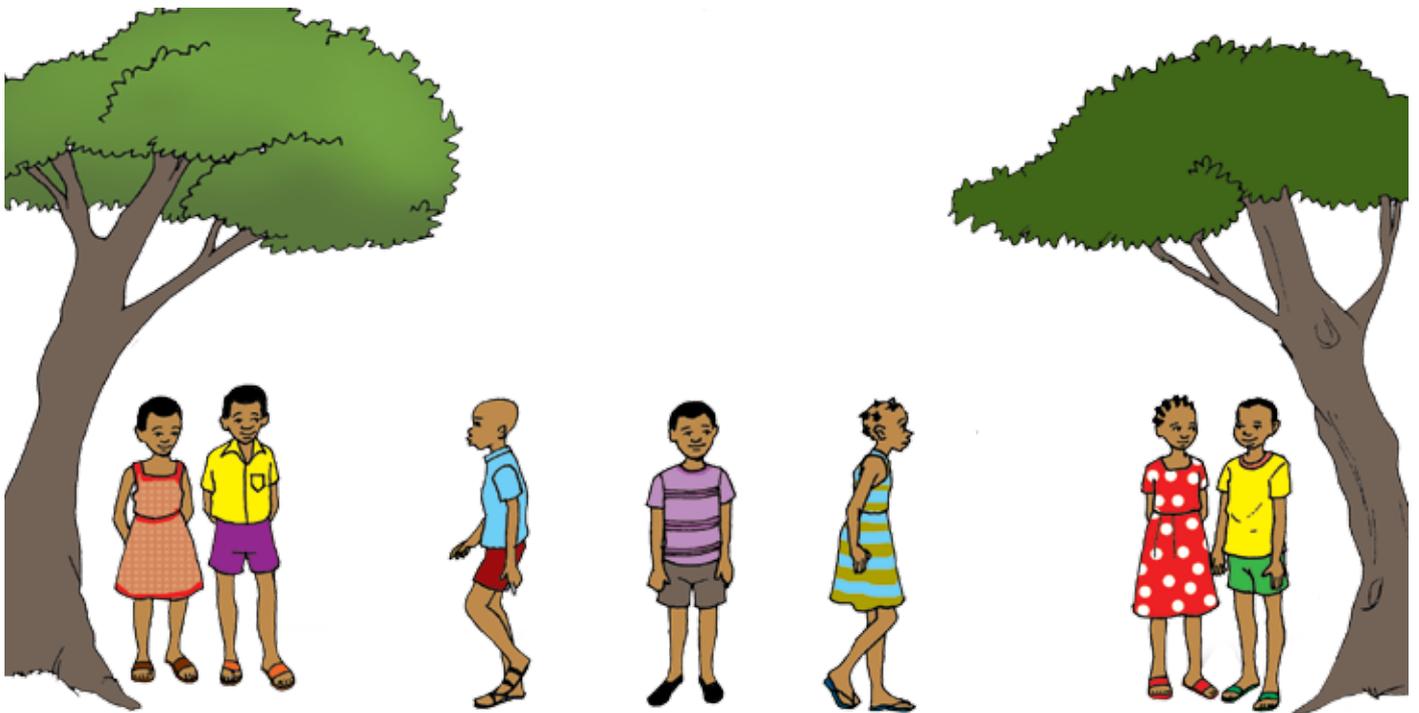
Read this out loud: *Using hurtful words or violence when there are problems in the family can be very harmful and often does not solve the problems. Solving problems takes a lot of talking. When you are able to talk to your family members about what is bothering you, you are able to come up with solutions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

10 Commitment.

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

Ask the health worker game

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

Menstruation at school story

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

2 Read this story to the group:

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

3 Read the story again.



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



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

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

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

Dear auntie and uncle discussion

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

Dear Auntie,

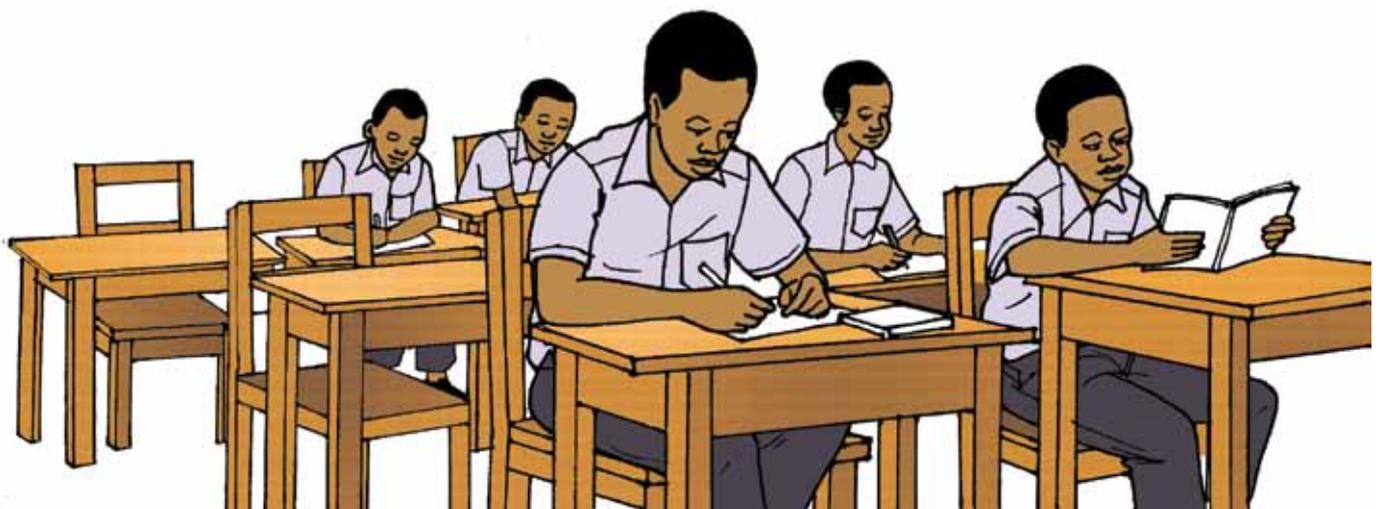
Every day when I look around the classroom, I see another girl missing from school. The boys are always there, but many of my female friends have had to drop out. Just yesterday, I overheard my parents talking. They were saying that they do not have much money this year, and that school fees are costly.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

Kipwola

Dear Uncle,

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

Opio



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



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

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

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

Sharing chores game

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



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



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

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

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

GREAT scalable toolkit fact cards

for very young adolescents (10-14 years)

These fact cards contain information about:

Male puberty changes body map

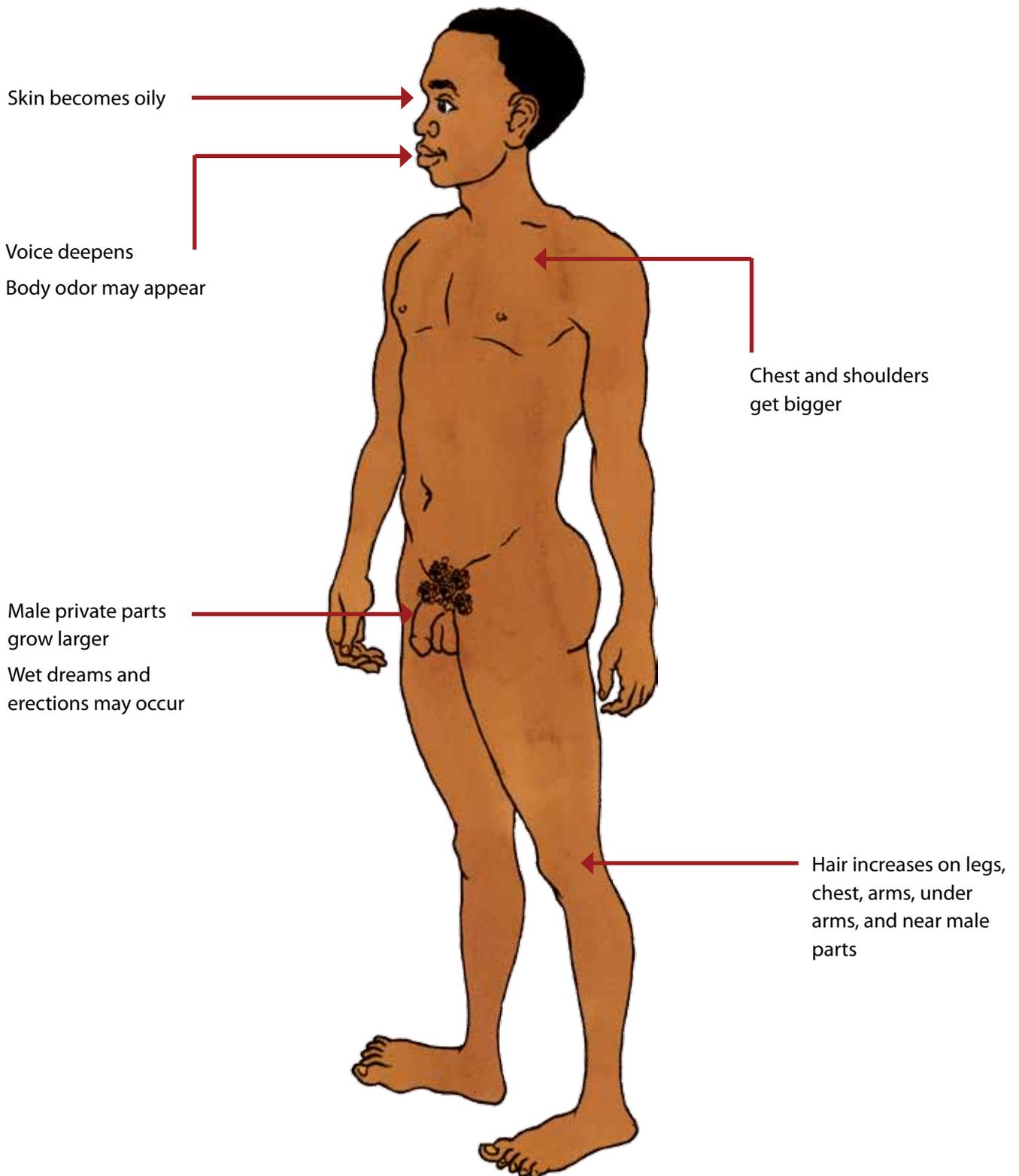
Female puberty changes body map

Common questions and answers



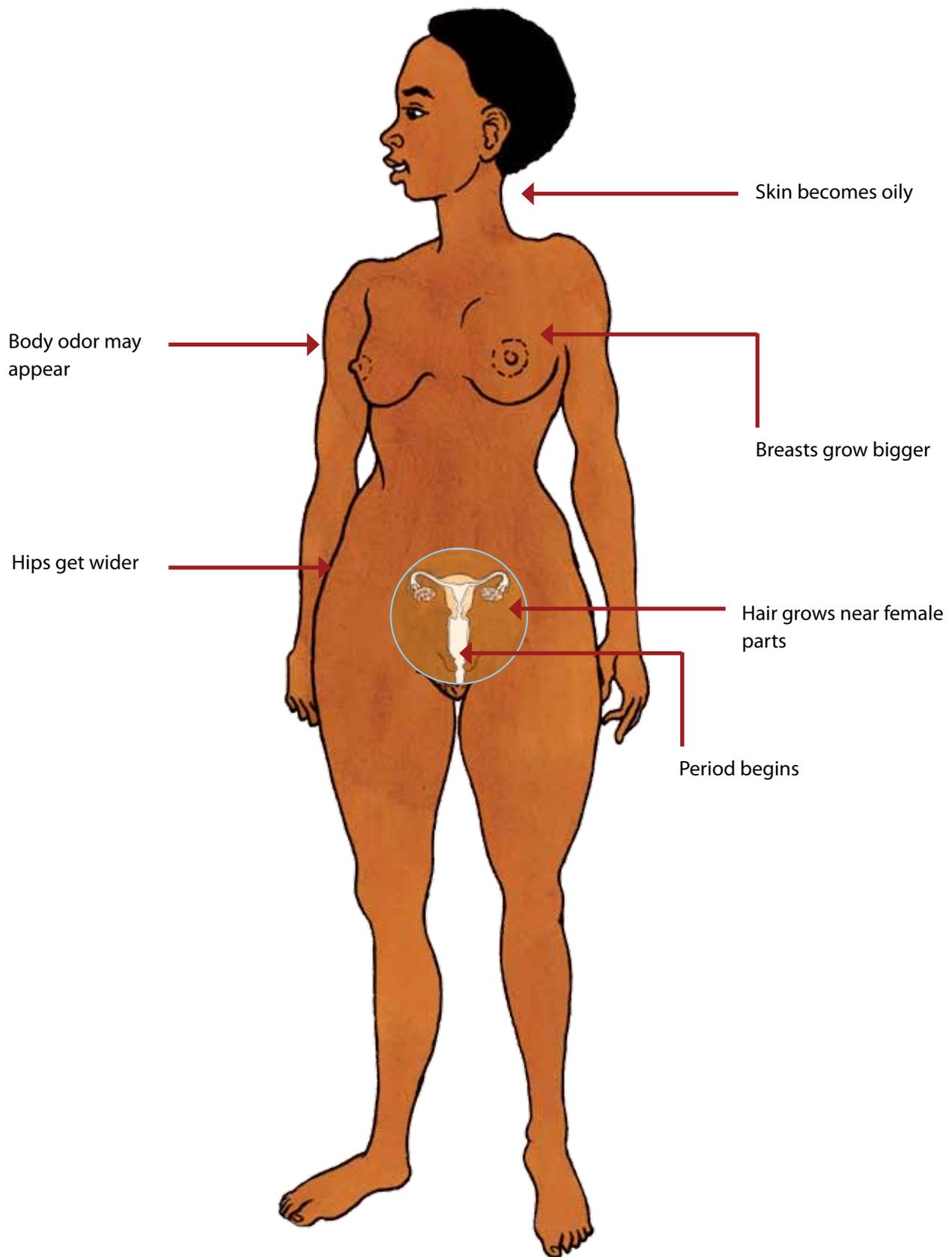
Male body map

To be used with Activity Cards for adolescents 10-14



Female body map

To be used with Activity Cards for adolescents 10-14



Common questions and answers

What is puberty?

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

At what age do boys and girls go through puberty?

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

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

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

What is monthly bleeding?

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

What is the monthly bleeding cycle?

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

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

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

What is ovulation?

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

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

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

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

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

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

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

What is an erection?

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

What is male circumcision?

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

What is semen and sperm?

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

What is a wet dream?

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

What is the normal size of the penis?

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

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

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

How should the penis or male private part be cleaned?

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

What is masturbation?

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

Can masturbating cause health problems?

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

Can girls masturbate?

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

What is needed for pregnancy to occur?

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

From what age can a girl get pregnant?

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

How can pregnancy be prevented?

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

Can adolescents use any method of contraception?

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

Can a girl get pregnant during monthly bleeding?

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

Why are there some women that cannot get pregnant?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What are lubricants?

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

What is gender-based violence?

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