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# Introduction

**You have been selected as a Mentor for a Brotha2brotha Club. Congratulations!**

This material has been developed specifically to guide and assist you to be an effective mentor to the adolescent boys & young men in your Club. The material will help you learn more about how to mentor, as well as about various themes that you will be responsible for discussing with the boys. All of this material is aimed at helping you help the members of your Brotha2brotha Club to be vibrant, confident, self-assured young men who will add value to their communities and their society.

It is important for you to remember that as a mentor you play a very different role in the boys' lives. You are not a teacher and you are not a parent. Similarly you are not a clinic sister and you are also not a best friend. Your role as a mentor is not to lay down rules and insist that things are done correctly. Also you are not there to allow the Club members to say and act as they like, thinking it is OK. Instead you have the role of guiding and assisting the boys to make their own decisions. You act as a sounding board to their ideas and thoughts. You are an ear willing to listen to their concerns, problems and fears. You are there to point them in the right direction and to walk with them in making that decision, should they ask for your help. You are there to help them grow, as themselves, and not as other people would like to see them. You are also supposed to help nurture their talent. This is particularly important when it comes to guiding boys to reach their full potential. Your job is to encourage them to achieve this full potential.

The most important component of the brotha2brotha Club, is the relationships that will form. There will be relationships between you and the boys that will form and might extend beyond the borders of the Club, and there will be relationships that will form between the boys themselves. Encourage the boys to establish trusting, confidential and caring relationships between themselves. One of the outcomes that is hoped will emerge from this programme, is a community of boys that are supportive of one another, understanding of the challenges that each other face, and are willing to sustain their relationships with one another.

## The Structure of this Manual

This Manual is separated into four parts:

1. A short description about the overall programme and your role and position in the programme.
2. Exercises and guidelines for running a brotha2brotha Club.
3. A reporting guide.

These four sections work together like this.

### **SECTION ONE ;**

- describes the overall programme and your role in the programme as well as answering some questions you may have about how to run the Clubs.

### **SECTION TWO**

- of the manual is filled with activities for discussion in the four thematic areas. In addition there is a fifth theme area – Building brotherhood Culture – that speaks specifically to building an atmosphere of trust and mutual respect within the brotha2brotha Club. The four other themes are Self Awareness: Knowing myself, Life skills and entrepreneurship, Building a responsible young man and substance abuse. The latter part of this section also provides some guidelines on how to plan and run a brotha2brotha Club, along with some suggested meeting agendas.

### **SECTION THREE**

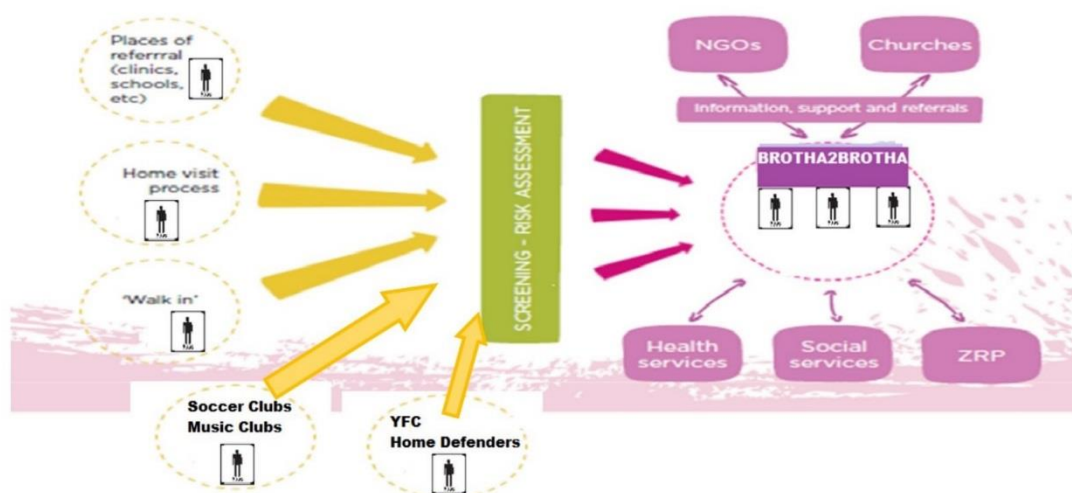
- contains the reporting format that you are expected to complete after each Club meeting and hand to your supervisor. We suggest that you also keep a copy of this report for your own records so that you can look back and see how things have progressed over the months that you meet with the boys.

## About the Programme:

### Why are we here, Boys left out of Programs How does it work?

You are already a coach in a sporting discipline and have been chosen to be a mentor in a brotha2brotha club. This means that you will be working with boys and young men and acting as a source of information and support for them.

Some of your participant will come from your sports clubs and Some of the Club members may be referred to you by other home visit BCFs working in your area, others may be referred to you by other programmes in the area; or by social workers, teachers and nurses that feel that the boy might benefit from being a member of the Club. Some may be “Home defenders”, boys who take drugs, boys that “chill around bridges” or boys whom society has labelled as delinquents. Still others might be boys that have heard about the Club and are interested in joining. The program also targets boys and young men who are affiliated with football clubs or academies, through their academy or club.



Do you see the arrows linking the Brotha2brotha Club with the various service providers? These arrows point in both directions. This means that there is a two way relationship with these service providers, meaning that you can refer Club members to these service providers for additional support or service and that you can draw on these service providers for support in helping run sessions at the Club, for example, by asking them to come and give a short talk to the Club members in one session.

There may be several types of Brotha2brotha Clubs, with members of the Clubs being grouped according to their needs. The diagram above suggests that there might be four different types of Clubs each meeting with a different set of members. Some of the circles overlap meaning that some of the Club members could belong to either group. It is your job as a mentor to make sure that you allocate the boys to the correct group, where he feels the most comfortable and where he will get the most benefit.

## What is a Brotha2brotha Club?

There have been several successes in Zimbabwean programmes recently resulting in a reduction of risky sexual behaviour in a number of population groups. However, there are still a number of challenges. As almost all programmes targeting youths and adolescents are aimed at young men, there has been a programming gap among young men in Zimbabwe as they appear to be neglected and yet HIV rates are high among them as there are many noticed vulnerabilities among them. The current programme is aimed at overcoming these challenges by providing young men with a place where they can come together to learn skills and techniques to assist them in overcoming their challenges. It is also envisaged that these Clubs will not only be “training” events but also places where the members of the Club can provide support to their fellow Club members. Whether this support takes the form of emotional, social or physical support is not important. It is more important that the Club members know that they are not facing their problems and challenges alone.

## Why have a Brotha2brotha Club?

The programme of which this project is a part has goals of improving responsibility, SRH knowledge, foster leadership as well as creative capable young men who are gender sensitive and contribute towards creating a better Zimbabwe.

Often when you have a Club or a group of only one gender the members of the group also feel more secure to share their feelings, their fears and their challenges. They feel that they can reveal struggles and ask questions that they may not feel comfortable doing within a mixed gender group. Often, members of the group are also more sympathetic and supportive of fellow members that are going through a struggle or overcoming a challenge that they might have already faced.

This is the atmosphere and culture that we hope to create in the brotha2brotha Clubs – one of mutual support and understanding – a place where a member of the Club can speak honestly about his challenges and expect to receive understanding and good advice in how to overcome the challenge. We hope that this culture will move with the boys from within the Club to supporting one another within the community as well.

## What will the Brotha2brotha Club do?

It is envisaged that the brotha2brotha Clubs will act as a place of mutual support and safety for young men who are facing similar challenges and have similar questions about the themes that you will address. The brotha2brotha Clubs will be places of learning where members can safely ask questions about their sexual and reproductive health, about support mechanisms that can help them address challenges that they are facing and where they can seek advice from peers that have faced and overcome similar challenges.

## Why does the Brotha2brotha Club have a mentor?

You as the mentor of the brotha2brotha Club will take responsibility for organising the meetings and preparing the exercises that you will present. You will act as the contact person for the brotha2brotha Club in case other boys want to join or in case parents or relatives of the members have questions about the Club. You will also be responsible for reporting on the activities of the Club, and for helping the members of the Club access services or assistance from other service providers in the community.

Being the mentor does not mean being the boss. You will act as a coordinator and as a facilitator. You will help guide the members of the Club, but will not be able to tell them what to do.

Your job as a mentor is about balancing what you know with the needs of the Club members. It is about drawing on the resources that you have been trained in, and other resources within the community, such as counselling services and health advice, and bringing these into the Club, to assist the boys.

## AS A MENTOR

A mentor does not try to “fix” or “lecture” Club members. Rather they share information that will help the boys make their own decisions

- ❖ You will hear a lot of stories from the boys. Remember that often you are only hearing one side of the story. Your role is to hear the boy’s side, support him in working through the situation and if necessary guide him to seek outside assistance. It is not your role to judge, to make decisions or to get directly involved in the process.
- ❖ You will maintain confidentiality. Elsewhere in the manual we talk about the semi-confidential nature of the Club. The reason it is semi-confidential is that you cannot guarantee that each member will not tell someone about Club events and discussions. However, you can assure the boys that YOU will maintain their confidentiality. This means that you are not allowed to tell anyone what the boys share with you. If you make this promise make sure that you keep it, as the boys will trust you.
- ❖ You will try to get to know the boys as individuals, try to spend some time with each boy every time you meet, even if you simply ask how their day has been. Be alert in the sessions to listen to and actively hear what each boy is sharing with the Club. Listen to the words that he uses, and the message that he is trying to share with you. If a boy has shared something with you and you have given him advice or a suggestion on how to deal with the situation, make sure that you follow up with his the next time you see him. Ask how he is coping with the situation. Ensure that he is not in company when you ask, as he companions may not know about the situation.
- ❖ You will share strategies that the boys can use to overcome the challenges they face. Sometimes the boys themselves will come up with strategies or suggestions. Your role in this case is to quickly assess these strategies to determine if they are appropriate and if not to guide against using them and to adopt another path of action.
- ❖ You will ensure that all of the boys feel involved and part of the Club. Some of the boys may be embarrassed about being asked to join the Club. Some may live in a different area of the community or attend a different school or church and as a result feel excluded from the group. Your role is to build the cohesion between the Club members to create a welcoming and open culture between Club members that is mutually supportive.
- ❖ Some of the things the boys share with you might shock or surprise you. It is important that you do not react negatively to this shock and that you remain supportive to the boys. In cases like this it is also important that you have someone to speak to on a regular basis to cope with any negative feelings you might have, and that will be able to give you advice on how to best assist the boys concerned. This is the role of your supervisor. Make regular appointment to meet with his and report on issues within the Club.
- ❖ **But REMEMBER – at all times you must retain the confidentiality of the boys involved, unless they are planning on physically hurting or endangering themselves or someone else.**
- ❖ You are a role model to the boys. As a mentor of the club, you are required to behave the way that builds positive attitudes and trust from the club members. For example, if you meet with the Club one day and explain that they should be calm but assertive in their communication, and the following day they see you fighting with your neighbour, they will quickly decide that you do not practice what you preach. If something like this does happen and one of the boys raises it at a meeting, the best way to deal with it is to explain that you sometimes make mistakes as well and that

## Section 1: All about the Program

you will continue to try and implement the lessons you teach. Explain to the boys that even if they fail once, they can still implement the lessons they learn. Failure once does not mean failure all the time.

- ❖ You are not a parent or an uncle or a grandfather to the boys. You are an older companion on their journey of growing up. They attend the Boy's Club voluntarily and are not there to be chastised or punished. The Club is a safe place for them. Be careful in the language that you use in addressing the boys. Do not call them "my children" or "my little ones", your job is about empowering them to make their own decisions.
- ❖ Do not be afraid to change your mind when you are in the middle of running sessions, if the need arises. For example, you might be running the communication sessions and were planning on running a session on self awareness. You sense a tension in the Club members, after some gentle questioning find out that one of the Club members is dealing with a crisis. You might choose to end the formal sessions at this point and rather deal with the concerns that the Club members have. Remember, the people are always more important than the process.



## Kinds of Behaviour Change & Sport Integration

We are asking you to help change others' behaviour in a positive way. But behaviour change is not a simple process – it moves through a range of stages and sometimes can even move backwards!

Remember, your job is to assist the boys to change their own behaviour, it is not to force them to change behaviour or to provide them with the medical or counselling services that they might need. You are part of a larger network of people and organisations that are willing to help. Make use of this network to give the services that you are not able to, or have not been trained to provide.

- **Short-term behaviour**

Short-term behaviours are those that can be achieved quickly and mostly involve a one-time effort on the part of the individual. For example, deciding to exercise or go to the gymnasium for a month, so that you might lose some weight or otherwise improve on your fitness for an event or tournament. After the event or tournament you can then revert to your usual habits.

- **Long-term behaviour**

Long-term behaviour change, on the other hand, requires a person to modify and sustain a particular behaviour over a period of time. Stopping smoking is an example of long-term behaviour change. In deciding to seek help or treatment for STIs or HIV, people will have to modify their behaviour. This is another example of longer term behaviour change.

## Learning and change

Helping people to change their behaviour is not just about providing them with knowledge. While information and facts are important, it is also important that people can appreciate the value in changing their behaviour and have the skills to make this happen.

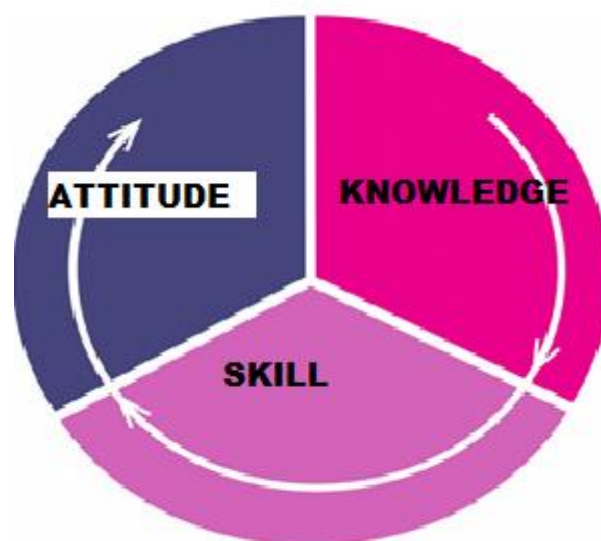
This training course is about equipping you to:

- Provide information to improve people's KNOWLEDGE
- Equipping people with SKILLS they need to make the change.
- Helping people adjust their ATTITUDE by showing them the value of change

These three components work together. Improving a person's knowledge gives them an opportunity to improve their skills, using their new found knowledge. Improving a person's skills can also improve or change their attitude towards a situation. Often, changing a person's attitude leads to them wanting to increase their knowledge. As a result there is an on-going process of behaviour change.

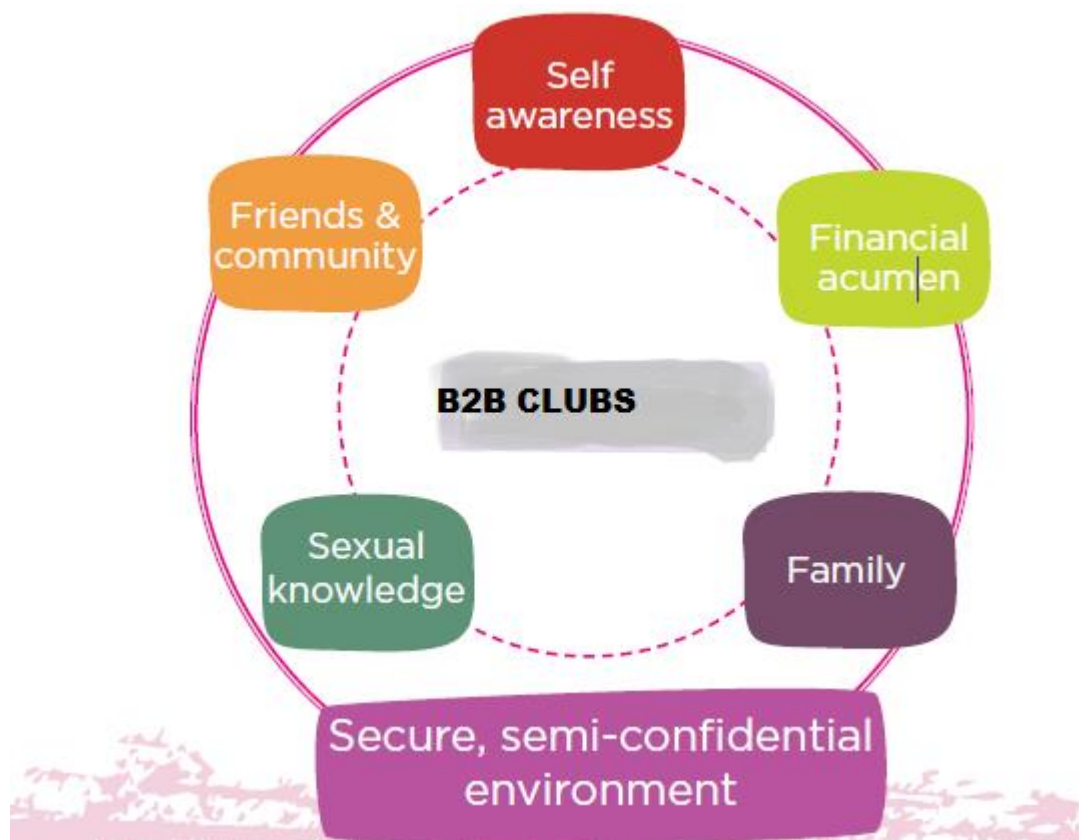
These three things are provided in a safe environment of the brotha2brotha Clubs. The Clubs provide a semi-confidential environment as well. This means that you request that no one tells others about the stories they hear in the Club, but that you cannot guarantee that this will happen. A semi-confidential environment will encourage the members of the Club to share their concerns and fears, in the hope of learning from others in the Club that have faced similar challenges.

Similarly, learning can cause change and change can cause learning. Your task is to prepare your boys to change behaviour and sustain this change successfully. The impact of learning will be seen in the boy's everyday experiences: do they change their high risk sexual behaviour, do they implement the objectives of the course, and do they become advocates for change?



The solution to this lies in the planning of the activities for the learning process. Some of the exercises in the next section focus on increasing levels of knowledge, others focus on changing boy's attitudes and some try to equip the boys with new skills. Club members are guided through sets of information and scenarios to understand and internalise the core values and attitudes, with an aim of empowering them to make responsible choices. Skills have to be practised for them to be able to capably implement these choices in their daily life.

The Club provides an opportunity not only for the boys to practice these skills but also to receive ongoing feedback from their mentor and their peers on their attempts to make these choices, in their daily life in between meetings. The aim is therefore to inspire your Club members to gather information, but also to guide them to experience a sense of meaning and density in terms of which choices, about sexual, financial and social behaviour can be made. The knowledge, skills and attitude of the Club members will be addressed according to certain themes. In keeping with the goals of the project it is important that the boys learn about their body and their reproductive systems. It is also important that they learn about themselves, their friends and their family. Finally, to be able to look after themselves and others for whom they are responsible, we think it is important for the boys to improve their knowledge, skills and attitudes towards money and financial decision making. All of this happens within the safe and semi-confidential environment, as illustrated in the diagram below.



### **Sports Integration**

Professional sports have proven to be a viable means of livelihood for boys and young men, and talented young men have benefitted from sports from scholarships, sustenance as well as guidance and counselling. The B2B groups will integrate sport, mainly soccer as a mobilization tool and as a means of equipping young men with sporting skill.

The B2B clubs will link the talented young boys with bursaries, to professional clubs in and out of Zimbabwe as well as to the provincial and national team where possible. The boy can be developed into professional soccer players. It can start with the talented boys being inked to junior leagues, clubs in division 3, division 2, division 1 or even the premier league. Eventually they can even get a chance to play abroad. The brotha2brotha structure seeks to link and invite former and current soccer players to the clubs for talks, exposure and scouting opportunities.

## Section 2: Conducting Sessions

### Planning a club session

Remember that you are running a Club with members that might not see one another that often. In some cases, the boys might see one another every day (e.g. at school & club sports session) but will not have time to chat together. In other cases, Club members might only see one another at these meetings. However, as a Club you are hoping that the members will support and learn from one another. For this reason it is important to provide an opportunity for the boys to reconnect with one another and to allow time for them to tell their peers about any important things that would have happened to them since their last meeting.

This also gives the boys a chance to reflect on their lives since the last meeting and provides them with an opportunity to identify anything that they think they might want to share or ask questions about.

- **What is interactive training? Why do we play games?**

Some people think that playing games is childish and a waste of time. Some people think that learning can only take place in a classroom or another formal setting. However, we learn all the time, no matter what the situation, and often as adults, we learn better by **DOING** rather than by **HEARING**.

Remember		
1	2	3
<p><b>You should always build in a time for reflection and for “catch up” early on in the Club session. Similarly because you are trying to build an atmosphere of communication and confidentiality, you should run a session on communication as well. These sessions (reflection and communication) might be the same exercise, or they might be two separate exercises</b></p>	<p>You need to change <b>ATTITUDES</b> and <b>SKILLS</b>, not just give information. People need time and space to practice new behaviour. They can start by doing this in the games and role plays that you have in these exercises. In many of the exercises there is an opportunity for the boys to actively practice the skills or attitudes that are explained in the lesson. Give them time to practice and exercise these new found skills.</p>	<p>Remember, these journals are confidential. You do not have a right to see them, but you can ask the boys to share their thoughts or ideas with you, especially if you have asked them to complete a task at home</p>

## Brotha2brotha

• **Issues relating to legislation** You need to be aware of what the law states regarding the health issues. Government regulations deal with things like anti-retrovirals, mother to child transmission, male circumcision, access to contraceptives and cancer treatment. Although we have tried to include information that is as up to date as possible, we strongly encourage you to link up with organizations in your community that are familiar with recent government policies and legislation to ensure that the material you train is as up to date as possible.

• **Time constraints** Whatever the overall objective you decide on, we would strongly suggest that you do not run more than you think your boys can handle. Even though you have planned for an hour, if after 35 minutes you find that your group are tired, do not try to finish the last 25 minutes. Important information from one training session can easily be lost through trying to facilitate a group that is tired. Rather have a good 35 minute session, than a longer session that the boys regret.

• **Issues of perspective** Given that we are dealing with people, they often have their own ideas and opinion, especially when it comes to issues relating to sexuality and gender relations. It is important to listen to these and to appreciate your Club members for who they are. You may disagree with their opinions and ideas, but the only thing you are allowed to correct them on is FACTS. Only facts are right or wrong. To antagonise someone by aggressively disagreeing with them over an idea or a perception will only serve to alienate you from the group. After such a disagreement nothing you say, even if the boys agree with you, will be taken seriously. The challenge for you is to convince your boys to listen to your ideas, opinions AND facts and in this way decide to change their own behaviour. While a number of the training interventions have been designed to ensure maximum personal input from the boys, their mental “buy-in” is vital to the success of the intervention. To achieve this, you as the facilitator, are encouraged to personalize the material as much as possible, use first person pronouns, (I, we, you), and apply the learning to yourself before asking the boys to apply it to their own families. In addition, your knowledge of the local environment is vitally important in the interpretation and setting of the material. In other words, make the material applicable to the boys by changing something in the material that makes it more realistic and appropriate for the boys to understand and engage with. You might want to change names to reflect names of boys in the Clubs. You might want to add local place names to make the stories more appealing and real. It is not your responsibility as a BCF to re-educate boys, but rather to re-inform them regarding the correct information and the importance of protecting their families and communities. In a number of cases, it may not be possible to assign a “right” or “wrong” value to an answer or situation. It will be more important to acknowledge the underlying principle or concern of the boy and acknowledge the possible unspoken fear relating to the issues.

### Potential embarrassment

The material relating to HIV and AIDS and reproduction might be regarded as sexually explicit, especially in more conservative settings. This may cause some discomfort and unease amongst the boys. Similarly some people feel quite embarrassed talking about money. It is important that for effective learning to take place that the boys feel secure in their environment. One of the most effective ways of transmitting this security is for you to radiate confidence in the training material. If you appear embarrassed by the words and materials used in the training, the boys might also appear uncomfortable with the material and learning objectives, thus hampering their ability to absorb and personalize the information. For this reason, we would encourage you to be more than familiar with the training material, the terminology and issues relating to all of the issues to be discussed. At all times in dealing with issues of culture, we ask you to be sensitive to the feelings of the boys. It is important for the messages to be heard, but it is also important that this is done in a manner that make the boys feel safe and secure.

You only have a limited time to meet as a Club. Plan your Club activities accordingly. If you have agreed to meet for two hours, plan for this. When you are running the session you might realise that you are going to run out of time. In this case, you might choose not to move onto the next session, because you would have to rush through it. Rather end a little early and keep the next activity until the next session

Remember: You are in control of the training, not the other way around. Make decisions that you think are best at the time, to ensure that you can assist the behaviour change process. You should NEVER leave the Club members in a worse position than when you arrived.

**Remember:**

You are not constrained by the curriculum; this is flexible enough to be used according to your needs

## What do I do during a Club Session?

The most important part of the Club sessions happens BEFORE the Club session. This part involves your planning for the exercises. Read through your material. If you need to prepare material, or have cards ready, then do this in advance of the session. Understand the message you are trying to communicate during the session. Try to anticipate some of the questions the boys may ask during the session and how you will handle dealing with these. (You might answer the questions, ask the boys to come up with answers, get the boys to debate the questions that have no right or wrong answer, for example). The more planning you do for your Club sessions, the more successful your sessions will be. Each session you plan will be different, depending on the needs of your Club members and your own expertise.

## **REPORTING**

One thing that you will also be required to do is report on your Club's activities. You should try and take 20 minutes on your own immediately after each session to simply record anything of significance that happened during the session. These notes will help you write up your report.

### **Some things that you will need to take special note of:**

- Has attendance dropped or increased dramatically? Sometimes outside events (e.g. popular soccer matches, harvest times, elections) can affect the attendance of your session; we need to know if this happens so that we can plan around such events in the future.
- Have there been any success stories? When the boys report on successfully implementing something they have learned, always report on this. These stories are the reasons the Club was established, so to report on them tell us that the Clubs are resulting in the outcomes we expect.
- Are there any issues of concern? Sometimes some of the boys may share things that are of concern, and that you as a mentor are not able to deal with on your own. Report these as soon as possible, so that these issues can be handled in the most appropriate manner.

Section 1: All about the Program

In each session, with the exception of the first session, we suggest that you run an agenda that looks something like this:

Part of the session	Comments	Time Suggested
<b>Welcome</b>		
<p>Reflection on the previous session</p> <p>What lessons did we learn? Has anyone had an opportunity to practice these? Has anyone had any difficulties in implementing these? Are there any success stories?</p>	<p>This gives an opportunity for the boys to remember what they have been taught, and gently encourages them to put into practice what they have learned. The questions are simply provided here as an opportunity to guide the discussion. You will find that as the Club matures, more boys will share during this section of the meeting.</p> <p>Take an attendance register, but do not make this a school like process. In fact you can simply ask who is not here today and find out the reason why. Record any absenteeism in your report.</p>	5 minutes
<p>Other news?</p> <p>Does anyone have anything else they would like to tell us?</p>	<p>Remember that the most important part of the Club is establishing relationships with one another. Although some of the news might be have been covered in the reflection, this provides the boys with an opportunity to share what is on their minds, what is important to them, concerns they may have, challenges they might be facing etc. Again, the questions are simply guidelines.</p>	5 minutes
<p>Exercises</p>	<p>We suggest that in the initial stages of the Club formation that the first exercise is a communication exercise to encourage the boys to communicate openly and confidentially, as well as to build Club culture.</p> <p>Both exercises should take up the bulk of the time allocated – about 45 minutes altogether.</p>	45 minutes
<b>Wrap Up</b>	<p>This part of the session concludes the Club activity. It is important that you make sure that any boys that need assistance have the contact details of the person or institution that can help. It is also important that you follow up with these boys BEFORE the next meeting and again at the next meeting.</p> <p>Encourage the boys to complete any exercises in their journal before the next session.</p> <p>Make sure that everyone knows when and where the next meeting will be held.</p>	5 minutes

### Section 3: The toolkit

Just like any normal toolkit has a number of tools, this one consists of a number of parts. This toolkit has the following:

- This manual
- Six erasable marker pens
- A cloth
- A set of cards (A4 size) for you to cut up.
- A set of envelopes to keep the cut up cards in order.
- A ball of wool or string.

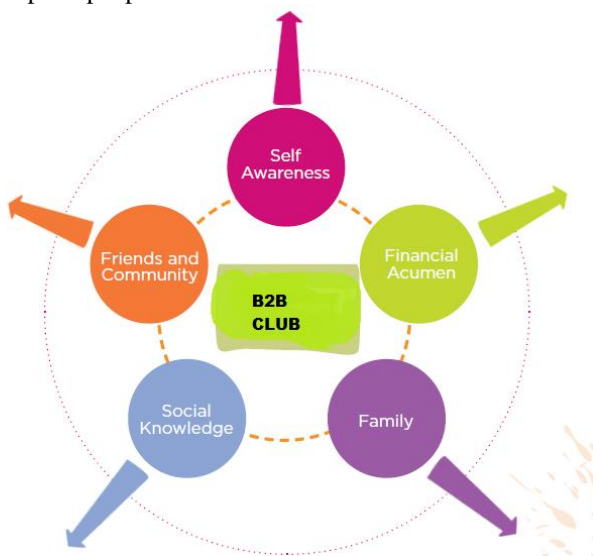
Please note that some of the sessions are similar to the sessions you have been trained in using the Home Visit Guide. That is because the Home Visit programme and this programme are inter-related. In the cases where the exercises are similar or the same, we have not given you a full breakdown of how to run the exercise, but simply directed you to the relevant page in the Home Visit Guide. In some cases, if we felt it was necessary, we have made recommendations on how to adapt the exercise.

### The exercises

As mentioned in the previous section there are five overall themes in this toolkit. You can choose to mix and match exercises to best achieve what you want within the household. Don't expect to get this mix right first time around. As you use this principle more, so you will use exercises that are the most appropriate without even thinking about it. Just as a reminder there are five themes that the exercises speak to:

- Building a brotherhood culture
- Self-Awareness: Knowing yourself
- Life skills and Entrepreneurship
- Building a responsible young man
- Substance Abuse

We have already spoken about the creation of a safe environment (a Brotherhood culture) for the boys. The diagram below illustrated the relationship between the themes that will be covered within the brotha2brotha Clubs. However, it is important to remember that it is not enough for these skills to be learned and attitudes changed only within the Club environment. It is important that all of these lessons are taken out into the "real world" and put to good use in the boys' own daily lives. In this way the boys learn what works and how to apply the lessons with different groups of people and within different situations.





**Manual Key:**

Exercise Number and Title	
Purpose	This section tells you why the exercise is important and provides you with some guidance about when to use it.
Objectives	This section tells you what the expected outcomes of the exercise will be.
Time Required	This tells you approximately how long the exercise will take. However, be aware that exercises often take longer with larger groups.
Setting	If you need to be outside to run the session or if you need a large room, this section will warn you of this in advance.
Other Require-	This section tells you what other materials you might need to use this exercise. Most of these materials have been included in your toolkit.
Method	This is the step by step process of how to run the exercise.
Processing	Processing is a follow on from Method, and it is in this section that the learning often takes place.
Hints, Suggestions and Challenges	<p>In this part we give you some advice of things to look out for when running this exercise, or problems that you might encounter, or suggestions about how to run the exercise slightly differently if you have a different audience.</p> <p>This section also details some insights that you might be able to ascertain from the boys in your Club as a result of this exercise. While the boys may not share everything with you verbally, they may mention things in exercises that is worth noting and addressing in a general fashion in a later session.</p>
Remember This	<p>Use this as a final thought to leave with the boys. Remember you are trying to change behaviour and part of this process is about the boys taking action for themselves.</p> <p>In this section get boys to think about SPECIFIC things they can do. Try to get them to think about actions that they as individuals might be able to take.</p> <p>This section might also identify any homework or actions you as a mentor would like the boys to consider before the next Club meeting.</p>

## **THEME 1: BUILDING A BROTHERHOOD CULTURE**

### *1 Welcome to a Brotha2brotha Club*

*time : 20 Minutes*

#### **PURPOSE**

This exercise serves as a foundation exercise. The brothas have joined a team, a support system and a family, hence they are to get introduced to one another and know that as team players, and they will have to depend on other as well as be depended on. This exercise will also serve to establish the ground rules of the club.

#### **OBJECTIVES**

The exercise will allow Brothas to know each other (introductions), help they say their expectations, establish a club identity as well as to establish ground rules for club exercises.

#### Other requirements

- Board / Flip Chart
- Chalk/ Marker

#### Setting

A room large enough for the group to stand comfortably in a circle

Or Soccer pitch centre

#### **Method and Process:**

- 1) The mentor gets the boys to sit in a circle and introduces himself to the brothas. After introducing himself, he will inform the brothas of the purpose and vision of the brotherhood.
- 2) The mentor will pair the brothas and get them to share the following information (in pairs)
  - Name
  - Favourite food
  - Favourite pastime or hobby
  - State their expectations from the brotha2brotha Club.
  - Dream job

After the brothers share the information in the pairs. Tell them that their task is to introduce their partner to the rest of the group.

- 3) Ask the brothas to decide who of the pair will be first and who will be second.
- 4) After everyone is introduced (and everyone has gotten a chance to speak, ask the brothas to establish the ground rules for the sessions.

#### **Ground Rules:**

Ask the boys to imagine what would happen if a soccer game were like this:

- a.) There were three balls in play at once.
- b.) One side has four times as many players as the other.
- c.) All teams wore exactly the same strip.

Explain the importance of rules to the brothas, and have them understand that in order for there to be fairness and order, rules are necessary. Ask the brothas to think of a situation where there were no rules.

## 2 Bet you didn't know this...

20 min

### Purpose

Sometimes we think we know someone, but they can still surprise us. This exercise builds greater trust within the Club by allowing the boys to share one, unknown thing about themselves. Run this exercise as a communication exercise, when the Club has been established for some time.

### Objectives

To understand that even when we think we know someone, there is always the possibility that they have parts to them that we do not know. To understand that there are always opportunities to learn about and appreciate other people.

### Other requirements

- Flipchart
- Journals

### Setting

- Space for the boys to sit on their own and then to sit in a circle

### **Method and processing**

1. Explain to the boys that all of them as Club members have come a long way learning about one another. Thank them for the opportunity to get to know them.
2. Tell the boys you hope they have built up a level of trust in one another and explain that you are going to give them an opportunity to share with one another.
3. Ask them to take a minute to think about things that are important to them.
4. Ask them to think of the one important thing that they think everyone will know about them.
5. Then ask them to think about the thing that they think no one will know about them.
6. When they have had time to think about these two things ask them to write them in their journal, or to simply remember them.
7. Ask the rest of the group to identify the known important thing in each boy's life, one at a time. Ask each boy to confirm whether the group got this correct or incorrect.
8. Explain that this exercise shows how well the group knows each member.
9. Then ask if any of the boys are willing to share the unknown important thing.
10. As the volunteers share these unknown important things, encourage the group to listen sensitively and ask questions about what make this the most important thing in the boy's life. Thank each volunteer for sharing.

### **Hints, suggestions and challenges**

This can be quite an emotional session, depending on when it is run in the Club sessions. If it is run early in the sessions, you can ask the boys to share a funny thing that no one would know about them, rather than something important.

# 3 Can I help you?

20 min

## Purpose

The purpose of this exercise is to show the boys how assistance or helpful advice can sometimes be confusing, and how there are other ways to assist people, but they require commitment.

## Objectives

Boys will learn that helping people can take a variety of forms and that sometimes too much help can be confusing.

## Other requirements

- *Two items that can be used as place markers, e.g. chairs or stones.*
- *A blindfold*

## Setting

- *Space for the boys to walk around*

## Method

1. Place the two chairs some distance apart.
2. Ask the boys to stand in one circle surrounding both chairs.
3. Ask for a volunteer.
4. Explain to the volunteer that he needs to walk from one chair to the other, but that you are going to blindfold him.
5. Explain to the boys that they are to keep absolutely quiet and not whisper or say a word while the volunteer is walking from one chair to the other.
6. Take the volunteer to one chair, blindfold him, spin him around three times and face him towards the other chair and ask him to walk.
7. He will likely stagger in the direction of the other chair but will not reach it.
8. Thank the volunteer and let him sit in the chair to recover, but do not remove the blindfold.
9. Ask him how he felt during the exercise, (Alone, isolated, abandoned, scared, etc)
10. Now explain to the boys in the circle that the volunteer is going to repeat the exercise and they are to shout direction and encouragement to him.
11. Repeat steps 6 – 8 while the boys shout directions.
12. Ask the volunteer how he felt during this exercise. (Confused, overwhelmed, disoriented, etc).
13. Now explain to the boys in the circle that the volunteer is going to repeat the exercise, but ask for a second volunteer.
14. Explain that the job of the second volunteer is to assist the first volunteer reach the chair by guiding him through words and touch. If necessary they can even hold hands or one can hold the other's arm.
15. Repeat steps 6 – 8.
16. Ask the volunteer how he felt during this exercise. (Guided, assisted, confident, self-assured, etc).

## Processing

1. Divide the Club members into smaller groups of four or five.
2. Explain that often when we face difficulties we feel we are blindfolded. We cannot see all the facts or solutions because we are blinded by emotions and by the situation. This is where friends who are not blinded can help.
3. Ask them to reflect on the exercise and to discuss the differences in the three exercises. Ask them to think about the following:

## THEME 1: Building a brotherhood Culture

- (a) Which type of assistance was most helpful?
  - (b) Which type of assistance do we as a Club give?
  - (c) What has to be in place to provide the third type of assistance?
4. Get feedback from the groups and summarise.
  5. End the session by pointing out that sometimes we think we are helping when we are just shouting from the sidelines. Sometimes we think we are helping and we are just keeping quiet. However, for the third type of assistance to work there needs to be a trust relationship between the people, and the person doing the helping has to know what he is doing. Imagine if he was also blindfolded!

### Remember this

Encourage the boys to try and offer assistance to their friends, family and Club members, by walking with them towards a solution and not simply shouting advice. Suggest that if any of the boys are facing a problem where they feel they are blindfolded to ask for help from someone they trust.

# 4 You scratch my back

TIME:  
As an energizer – 5 minutes  
As an exercise – 15 minutes

## Purpose

The purpose of this exercise is the same as that of Broken Telephone and it can be used in a similar manner. This is a fun activity that can be used as an energiser that illustrates how a simple message can be misinterpreted. You can use this activity as an energiser or you can use it as an opening exercise for a deeper discussion focussing on communication and the need to understand the whole message.

## Objectives

Miscommunication often results from mishearing or assuming things. This exercise illustrates this in an open manner. The objective of this exercise is to encourage the boys to not simply believe things that they hear (or think they hear) but to find the source of the story to find the truth.

## Other requirements

- A card with a four or five letter word written on it.
- Flipchart

## Setting

- Sufficient space for two teams to run

## Method

1. Divide the group into two teams
2. Ask the team members to space themselves out along the length of the venue.
3. Ask the team members to face the front of the venue.
4. Tell the group that you are going to work with the team members at the back of the each line.
5. Tell them you have a card with a short word written on it.
6. You are going to trace this word on the person's back. If they request it you will do it again for them. You will not say a word.
7. Their job is to go to the next person and trace the word they think they have received on the back of the person in front of them.
8. The last person to receive the word then goes to the flipchart and writes out the word they think they have received.
9. Show the teams the card with the original word.
10. See if the two teams' words have anything in common and whether they have anything in common with the original word.

**If you are using this as an energiser end the exercise here.**

## Processing

1. Divide the Club members into smaller groups of four or five.
2. Ask them to reflect on the exercise and to decide when they think the message was corrupted.
3. Get some feedback from the groups on this point. They should not be able to identify the point that the message was corrupted.
4. Ask the group to think about the following:
  - (a) What was the message the last person actually felt?
  - (b) Was it anything like the original message?
  - (c) What could this person have done to find out the original message?

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5. Ask the group to think about their daily lives;
  - (a) When do messages or stories sometime get confused?
  - (b) Do people confuse messages deliberately?
  - (c) What are the consequences of this?
  - (d) What can your Club members do to make sure they do not add to this confusion?

**Remember this:**

Ask the Club member to think about ways that they can improve their communication skills. How can they express their needs, wants and desires more clearly? How can they improve their listening skills? Ask them to record their thoughts regarding their own communication in their journals

## 5 Words of encouragement

20 minutes

### Purpose

Too often we underestimate our good qualities and things that other people find valuable in us. This exercise addresses this by giving us a permanent reminder of what other people see in us as valuable qualities. Do not run this exercise too early in the sessions of brotha2brotha Clubs; allow time for the Club members to get to know one another. This is a good exercise to run when the Club is about to close for a long period of time, before holidays, or in the last session that the Club will hold.

### Objectives

The boys will know what their peers see as valuable qualities in them.

### Other requirements

- *An A4 piece of paper and a pen or pencil for each boy*

### Method

1. Explain to the boys that we all have many qualities that make us valuable and worthy.
2. Many times the outside world places enormous emphasis on how a person looks, but we all know that a person is much more than just their appearance.
3. Ask the boys to share what qualities are important to them. Probe their answers to get them to identify good qualities.
4. Explain that too often we don't see these good qualities in ourselves and that this exercise is going to change that.
5. Explain that the Club is going to close for the holidays and this might leave a gap in some of the boys' lives. If the Club is going to close permanently then explain this, and explain that this is not for because of the boys.
6. Explain that you would like each of the boys to take something valuable from their Club experience. Although you understand that they have learned a lot from the Club and the lessons, you think the most valuable part of the Club has been the relationships that have been built or strengthened between the boys themselves during the Club experience. Explain that these relationships do not have to end simply because the Club is closing, but in fact can get stronger.
7. Explain that you would like each boy to take a reminder of their strong friendships with them.



## Processing

1. Ask the boys to sit in a circle.
2. Hand out a pen and a piece of paper to each boy.
3. Ask them to write their name on the piece of paper AT THE BOTTOM of the sheet.
4. Ask them to put all the pieces of paper in the middle of the circle.
5. Ask the boys to close their eyes and chose a piece of paper from the pile in the centre. Even if they choose their own piece of paper this is OK.
6. Ask the boys to look at the name at the bottom of the piece of paper, and to think about that boy in their group. Ask them to think about the positive qualities that this boy has.
7. Ask them to write one sentence at the TOP of the page describing the positive quality that the boy has. This should be a sentence that encourages them.
8. When they are finished they are to fold the paper over, so that just their sentence is covered.
9. When everyone has finished writing their sentence, ask the boys to hand the piece of paper to their right.
10. Repeat steps 6-9, until each boy has written in each piece of paper except him own.
11. Collect all the pieces of paper and then hand them back to the owner boy whose name appears at the bottom of the piece of paper.
12. Ask each boy to open their piece of paper and quietly read what is written. Explain that this is a reflection of what the boys in the group think of him, and suggest that each member of the group keep this paper in a special place and read it often.
13. Ask if there are any boys that would like to share some of the contents of their page with the rest of the group.
14. Thank the boys for their active participation in the Club.
15. Make contact with each individual boy, either shake their hand or give them a hug.
16. If it is appropriate, you might want to close this session with a song or a prayer.

# 6 Where am I going?

Time: 45 minutes

## Purpose

This is an individual activity for each boy to reflect on their life so far and to think about their future. Be aware that for some boys, this exercise may force them to relive unpleasant memories, and they may need some extra support during this time.

## Objectives

To take stock of the past in order to understand why the boy is in her current position, and more importantly to make plans for the future.

## Other requirements

- *Flip chart*
- *Journal*

## Setting

- *Enough space for boys to sit on their own.*

## Method

1. Explain to the boys that all of us are on a journey called life.
2. Ask them to think of the last time they went on a journey – may be to another country, maybe to the next town, maybe to the shop.
3. What did they do before they left on the journey?

They decided where they were going (or maybe someone decided for them), how they were going to get there (what transport they needed), and what they were going to do while they were there. Even if they went to the shop, they would have decided what they wanted when they got there, or who they wanted to see.

4. The journeys that we take in life are planned, but often our life is not planned.
5. Explain that this session is divided into two parts;
  - The first part deals with the past
  - The second part deals with the future
6. On the flipchart draw a line similar to the one in the journal.
7. Highlight events that have happened to you that you are proud of on this line.
8. Ask the boys to turn to the page in their journal entitled “My Journey” and to identify things that they are proud of and that are important to them. Things that have happened to them since birth. Some examples are provided in the Hints section, below.
9. Give the boys 10 - 15 minutes to reflect on this and complete their life lines.
10. Ask some of the boys to share their life lines with the rest of the group.
11. Now ask the boys to turn to the next page of their journal. Ask them to think about where they would like to be in five year’s time, and what things they want to achieve by then.
12. Ask the boys to complete this life line as well.

## THEME 2: SELF AWARENESS, WHERE AM I GOING

13. If there is time get some of the boys to share their dreams and aspirations with the rest of the group.
14. Suggest to the boys that they take time, when they are at home, to look at their future time line and to decorate it with pictures that they draw or pictures from magazines or leaves and flowers or words.

### **Hints, suggestions and challenges**

It is important that in completing their past journey that the boys reflect on things that they are proud of. These might include things they have done, or things that have been done for them. These might include achievements at school, the birth of a baby brother or sister, being a bridesmaid at a wedding, etc. Try to make sure they mention positive things and no other events over which they had no control (e.g. death of relatives).

#### Remember this

The future time line is a guide as to what you would like to achieve in the future. Spend some time thinking about this before the next meeting, and make changes to it to reflect your dreams and goals.

# 7 I am good, but I can get better

45 minutes

## Purpose

This exercise allows each boy to conduct an assessment of his own strength and weaknesses. It also allows him to identify areas where he thinks he needs help. As a mentor, when it comes to one-on-one conversations with the boys, this might be an exercise that you ask the boy to share with you, so that you speak directly to the boy's own perceptions and needs.

## Objectives

To allow the boys to identify their own strengths and weaknesses

## Other requirements

- *Flip chart*
- *Journal*

## Setting

- *Enough space for boys to sit on their own.*

## Method

1. Explain to the boys that all of us are good at some things, and in some areas we could improve.
2. Give an example; someone might be very good at sewing, but not so good at cooking. Another boy might be very good at maths, but not so good at reading.
3. Explain that the things we are good at are called our strengths, the things that we are not so good at are called our weaknesses.
4. It is up to us to do things that use our strengths and to improve on our weaknesses, but before we can do this, we need to know what they are.
5. Ask each boy to turn to the page in his journal that shows the "I am good but I can be better" page.
6. Draw a grid on the flipchart and explain that in the top left hand corner the boys should write all the things that they are good at doing. These might be practical things like cooking or writing or singing. Or they might be things like they are a good friend.
7. On the top left hand side the boys need to identify areas where they are not as strong. These things should be written in a positive manner; so ask them to start each sentence with "I can improve ...." Again these might be practical things such as "I can improve my cooking skills", or they might be social characteristics, "I can learn to be less shy", or "I can learn to gossip less about others".
8. On the bottom right hand side the boys need to identify people that can help them improve on their areas of weakness (top right hand side of the grid). Encourage the boys to identify people that they trust that they can approach for help.
9. On the last part of the grid the boys need to think of things or people that might stop them from improving.
10. When the boys have completed their grids, ask them to group themselves into groups of four or five.
11. Ask each boy in the group to share one area where they think they can improve, who they think can help them to improve and one thing that might stand in their way of improving.
12. Ask the other members of the group to suggest ways that they can approach the person that can help, and to think of ways of overcoming the challenge that might stop their friend from improving.

THEME 2: SELF AWARENESS, WHERE AM I GOING

13. Ask some of the boys for feedback on their own areas of improvement and who they can approach as well as the challenges they might face. NB They have to share their OWN areas of improvement not someone else in the group.

Hints, suggestions and challenges

If you have time, you might ask the smaller groups to choose one of the scenarios and to role play asking for help, and overcoming the challenge that has been identified. This exercise might be used by some boys to identify things that they can do as opposed to character traits they can improve. This is fine; as the group matures you might want to run the exercise again.

Remember this

Ask each of the boys to reflect on this grid during the next week and to complete it if they did not have time, or to think of other strengths they have. Encourage them to take action by approaching the person they have identified that can help them improve.

Note:

It is very important that each boy has some strong points about themselves. If any of the boys in the Club struggle to complete this section of the grid, you will need to spend some time working with them outside of the Club meetings, building up their self-confidence.

<p><b>Things I am good at ...</b></p> <p><b>I can run fast</b></p> <p><b>I am good at gardening.</b></p> <p><b>I do well at school.</b></p>	<p><b>I can improve on ...</b></p> <p><b>I am not very good at looking after my younger brother. I lose patience with him very easily.</b></p>
<p><b>Someone who can help me improve...</b></p> <p><b>My older brother might be able to help me. My brother might be able to help me as well, but he is likely to get angry with me because he thinks I should just do it because it is my job.</b></p>	<p>Someone who can help me improve...</p> <p>My older brother might be able to help me. My mother might be able to help me as well, but he is likely to get angry with me because he thinks I should just do it because it is my job.</p>

# 8 I love myself, I'm a real man

45 minutes

## Purpose

This exercise aims at allowing the boys to identify their social status as men and to allow them to identify what makes them special.

## Objectives

To acknowledge that boys play a vital and central role in the functioning of family, of community and of society and to identify areas where they might help girls and women who might be judged unfairly simply because of their gender.

### Other requirements

- Flip chart
- Journal

### Setting

- Enough space for girls to sit on their own and for short dramas.

## **Method and processing**

1. Split the boys into two groups. One group will be called "The Brotha2brotha Club" and the other group will be called "The Community".
2. Instruct each team that they are to adopt the perceptions and opinions of their group name. So "The Brotha2brotha Club" is to think as the Club, and "The Community" group is to think as ALL of the members of the community, including older people, leaders, and men.
3. Ask that each group prepare a two short (5 minutes each) dramas on how each group perceives and views i) boys and boys' roles & ii) girls and girls' roles within the family and community.
4. Instruct the groups to think about the following questions while they are preparing their drama: - --
  - What value do i) boys bring to the family or community? What value do girls bring to the family or community?
  - What do boys do that others are not interested in doing? What do girls do that others are not interested in doing?
  - 1. -What have they heard their peers (boys and girls) and community members say about girls? And What have they heard their peers (boys and girls) and community members say about boys?
  - 2. -What are girls interested in? What are girls interested in?
  - 3. -What do girls do better than others? What do boys do better than others?
5. Give the groups about 20 minutes to prepare their dramas and then present them. Ask the community group to present their drama first.
6. When both groups have presented, ask the boys to divide into groups of four or five people and to answer the following questions.
  - Are the Club views' VERY different to the community views?
  - If this is true, what are the implications of this?
  - Should the Club or the community change its views?
  - What can the boys do, and how can the boys act to change the perceptions and opinions of the community?
7. Get verbal feedback from the groups.

## THEME 2: SELF AWARENESS, WHERE AM I GOING

8. Remind the Club members that they are all responsible for their own behaviour, and that their behaviour reflects on the opinion of the community towards girls (and towards boys) generally. It is important that while their views on the role of boys (and girls) might differ from the views of the community, that leaders and elders in the community still needed to be treated with respect.

### **Hints, suggestions and challenges**

It is important to end this session on a positive note. While there may be considerable debate in the actual session that might include culture and social perceptions, it is important that the Club members understand that they are valuable as people in their own right.

#### Remember this

Think about how the community affects how you think about yourself and the role that you have to play in society. Do you simply accept some things or certain roles because that is how you have been told to think? Are there other views that you might want to consider? In the discussion at the end of the session, what did your group decide could be done to change the community's perceptions of girls & women and their role? Can you do any of these this week?

# 9 Power relations & Different types of Power

90 minutes

## Purpose

Power is often seen in a one-dimensional setting. It is either perceived as being “good” or “bad” depending on the situation or perception of the individual. At times, Power is seen as a negative quality as it is abused at times, yet it also enabling and can be used for good. This exercise shows that power can be positive and negative, and that both types of power can evoke a range of emotions. The exercises also illustrates that power relations are evident in all aspects of our lives and it allows the Club members to differentiate between the different types of power.

## Objectives

By the end of the exercises the Club members will be able to:

1. Identify the emotions associated with power and how they are affected by these emotions.
2. They will also be able to discuss the effect of these different roles, activities and tasks on relationships between men and women.
3. The boys should be able to differentiate between types of power and recognise the roles that these types of power play in their own community.

## Other requirements

- *Flip chart*

## Setting

- *Enough space for groups of boys to prepare a drama and present to the Club*

## Method and processing

1. Ask individuals to identify the most powerful person they know personally. (Tell them they are not allowed to mention anyone famous unless they know them personally).
2. Get the participants to consider the following: What do you admire about these people? What do you fear about these people?
3. Divide the flip chart into two columns and write these qualities on the flip chart under the respective headings.
4. Divide the group into pairs.
5. Ask each pair to produce a still image, like a statue. The image will show one person in a position of power and the other in a powerless position. Allow them a few minutes to prepare their statue. Ask the participants to swap around (so that the powerful figure become the powerless and vice versa) and prepare a second statue.
6. When they have prepared both statues, give each pair the opportunity to show both of their statues to the rest of the group. Ask for quick comments about what participants observe. Ask both members of each statue to express what they are feeling in one word (proud, scared or humble).
7. Ask participants to discuss the following in pairs. Allow 10 minutes for discussion and allow participants to report back to the big group. Which of the two positions felt more familiar to you?
  - a. Can you relate any of the emotions you felt to situations in your lives?
  - b. What did you feel for the powerless person when they were in the powerful position, and vice versa?
8. Ask the boys to think of any group of things, (e.g. fruit, cars, houses, and people).
9. Point out that even though all of these things together are called by the same name, they are different. Bananas are different to guavas and these are different to pineapples even though they are all fruit.
10. Explain that power is the same. There are different types of power. We often think of power as a negative thing because it is a quality that is often abused by the people that have it.



## THEME 2: SELF AWARENESS, WHERE AM I GOING

11. Divide the flipchart into four quarters.
12. Explain to the boys that each of these quarters represents a different type of power.
13. Ask the boys to name examples of “power”. It is likely that most of the example provided will relate to “power over” (See Hints and Suggestions). Write all of the examples that relate to “power over” in the same quarter.
14. When you have received enough examples, explain the other types of power to the boys. Note that “power within” can sometimes be a bit difficult to understand.
15. Write different examples in the different quarters of the page, and make sure that each quarter of the page is correctly labelled.

### Remember this

Remind the boys that there are different types of power, but that any types of power that are abusive or take advantage of other people are simply forms of violence.

### Remember this

Ask the boys what they might be able to do to change their own behaviour to encourage those in their family or community who may feel powerless. Ask them also to reflect on times when they themselves feel powerless, and to determine if there is anything they can do to change or avoid these situations.

## 10: Human Reproduction

### Purpose

In many settings, especially in families, people are reluctant to speak openly about parts of the body. This can be for cultural reasons or for reasons such as modesty, fear or shame. Often, families also have their own names for various body parts. However, for the boys to fully appreciate their sexuality, it is important they know their various body parts and how their body works. This exercise ensures that all of the boys are aware of the names of the various female and male body parts, and their functions.

### Objectives

By the end of this exercise, participants will have learnt about their own bodies and that of the other gender, using language that they are comfortable with.

### Setting:

Enough space for the groups to prepare a drama and present to the Club.

### Materials

- Outline of a body
- Body part cards

## Method and Processing

1. Begin by asking participants to sing any song that identifies body parts
2. Begin by encouraging your boys to speak openly about body parts, as the Brotha2brotha Club is an environment where they should feel safe with people they trust. Emphasize that they must still speak with respect for their own bodies, the bodies of others, and with respect to their culture
3. Give the card containing the body outlines to the group.
4. Ask the participants to indicate, by shading in the parts of the body that are most often visible and the parts that are most often covered by clothes.
5. Explain that because these areas are covered by clothes, we generally don't talk about them in public. We limit our conversation about these parts to people we trust, including our family members.
6. Ask participants to identify body parts they particularly like, then those which they dislike and to say why.
7. Ask the participants to draw or mention any body part that makes them feel uncomfortable or embarrassed.
8. Keep interacting with the participants and ask them to elaborate on answers from time to time.
9. Hand the body part cards to the groups.

THEME 2: SELF AWARENESS, WHERE AM I GOING

Man	Woman
Penis	Vagina
Testicle	Breast
Glans	Labia
Scrotum	Clitoris
Cervix	Foreskin

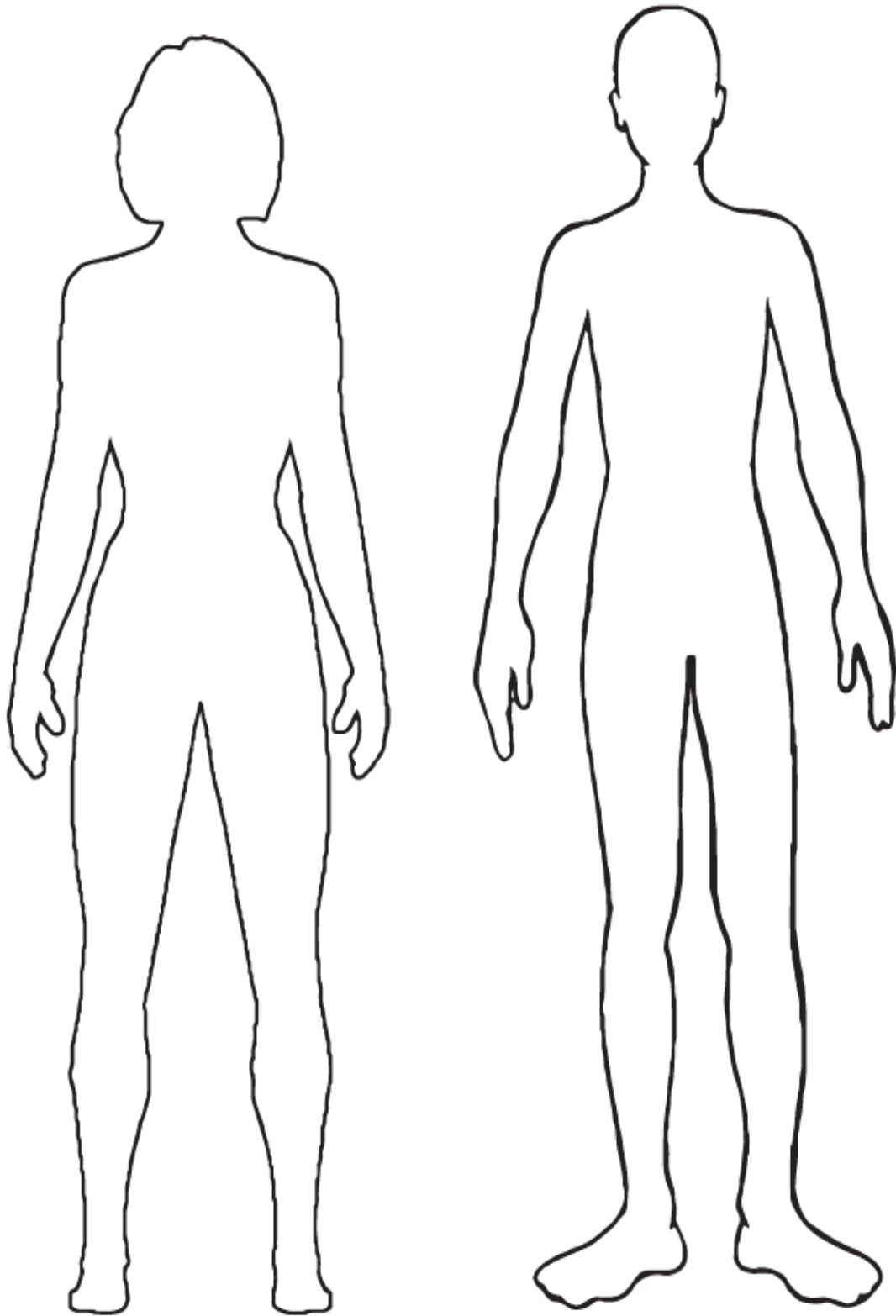
## THEME 2: SELF AWARENESS, WHERE AM I GOING

10. Ask the participants to show where these body parts are located on the body outlines.
11. Ask the participants to describe the body parts on the cards using slang or everyday words or phrases. Encourage them to use any words or phrases they know, in any language. As these words are mentioned write them on the flipchart. Once everyone has finished come together and read through the list carefully and slowly.
12. Ask the following questions:
  - a. Were you embarrassed to see, write or hear any of the slang words?
  - b. When do we use slang words and when do we use correct words? Why?
  - c. Do some of the words seem overly harsh or abusive? Which ones?
  - d. What does it mean when people use them?

### Hints, Suggestions and Challenges

Explain that this is an exercise to get us more relaxed talking about such topics. Encourage your boys to speak openly about these body parts, in environments where they feel free, safe and with people they trust (the team). Emphasize that they must still speak with respect for their own bodies, the bodies of others, and with respect to their culture

THEME 2: SELF AWARENESS, WHERE AM I GOING



## Male Reproductive system

### Purpose

To understand the parts that make up the male sexual and reproductive system, and its function.

### Objectives

By the end of this exercise, participants will be able to:

- Name the main internal and external parts of the male sexual and reproductive systems;
- Describe the functions of the penis, urethra, testes, prostate and seminal vesicles.

### Setting:

Enough space for the groups to prepare a drama and present to the Club.

### Materials:

- Flipchart paper
- Markers
- Tape and scissors or glue
- Poster; Male

### Preparation:

- Review the Facilitator Information so that you are able to add to what participants say without reading it as this will bore the participants.
- Before the activity, write the following parts onto separate pieces of paper and place them in a box or bag.

• Scrotum	• Testicles	• Penis
• Urethral opening	• Bladder	• Foreskin

### Methods and Processing

1. Put up the posters of the Male Sexual and Reproductive Systems, and ask participants to study it for a minute. How many parts can they name?
2. Explain that the names of the parts are on pieces of paper. Ask for volunteers to come up and take one piece of paper each. Tell them they will see if they can put the name on the correct part of the male sexual and reproductive systems. They can get help from others if they have difficulty.



**Answer Key:**

<b>1. Pubic Hair</b>	<b>2 Penis</b>	<b>3. Foreskin</b>
<b>4. Scrotum</b>	<b>5. Urethral Opening</b>	

Have one volunteer at a time put it in the correct place on the poster. If they have trouble, ask the other participants to help.

5. As each part is labelled, discuss its function. Use the Facilitator Information: The Male Sexual and Reproductive Systems to add to what they say, but **do not** read it.

**Note to Facilitator:**

The answers are shown above just below the diagram.

6. Ask the following questions:

- Where do the fluids in semen come from? (Answer: The epididymis (sperm), the seminal vesicles (nourishing fluid) and the prostate gland (lubricating fluids).)
- When do boys start ejaculating? (Answer: During puberty.)
- What happens during an ejaculation? (Answer: The sperm leave the epididymis and move through the vas deferens.

The mix with the fluid from the seminal vesicles and then with the fluid from the prostate and then they leave the body through the urethra.)

- When can a boy start making girls pregnant? (Answer: As soon as he starts ejaculating.)

**FACILITATOR’S INFORMATION: MALE REPRODUCTIVE ORGANS**  
**THE MALE REPRODUCTIVE ORGANS**

The reproductive organs of the male are those parts that are directly involved in sexual exercise; they consist of the external and internal parts.

**EXTERNAL REPRODUCTIVE ORGANS**

These are the male organs that are on the outside and can be seen or felt. They comprise the penis, the scrotum and the testes.

**THE PENIS**

The penis is the organ that carries the semen with the sperm during the process of ejaculation. The head or tip of the penis is known as the glans and is the most sensitive part of the penis. The foreskin covers the head of the penis. Usually the penis produces a whitish creamy substance called smegma, which helps the foreskin to slide back smoothly. When smegma accumulates under the foreskin, it causes a bad smell or even infection. It has three functions; urination, sexual pleasure and reproduction.

**SCROTUM**

It is a sack of skin containing the testes, found between the thighs. The scrotum protects the testes and helps regulate the temperature of the sperm.

**TESTES (TESTICLES)**

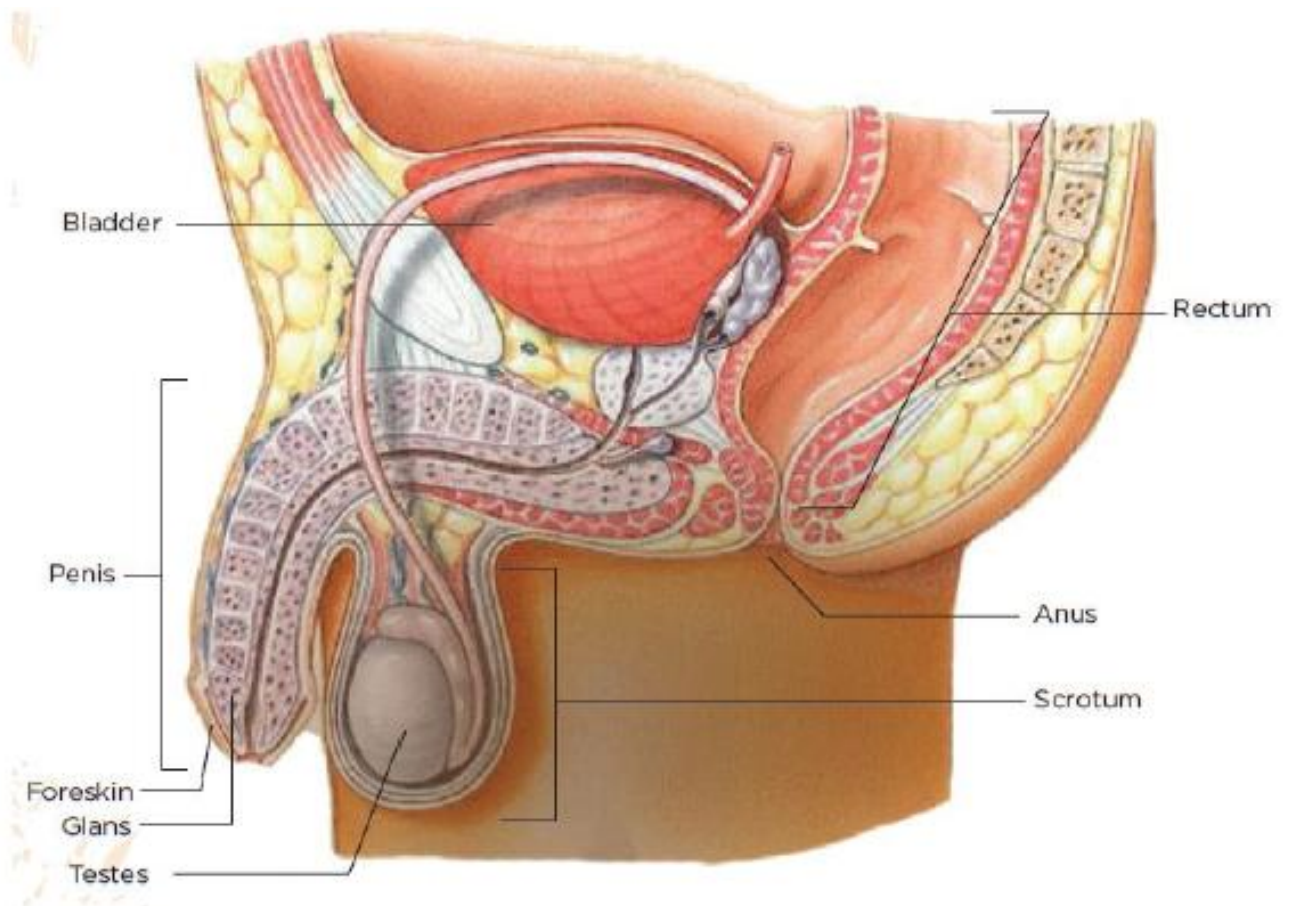
They are two sex glands that produce sperm and male hormones. The sperm fertilize the woman’s egg to start the process of reproduction.

**INTERNAL REPRODUCTIVE ORGANS**

The internal male reproductive organs lie within the lower part of the abdomen called the pelvis that is protected by the bones and muscles (see figure above). They consist of the epididymis, the vas deferens, the seminal vesicles, the prostate, and the Cowper’s gland.

**PROSTATE**

Situated below the bladder, the prostate produces fluid that makes up part of the semen; it helps create a good environment for the sperm in the penile urethra and vagina, aids movement of the sperm and provides nutrients for the sperm.



**Remember this** Encourage your boys to speak openly about these body parts, in environments where they feel safe and with people they trust. Emphasise that they must still speak with respect for their own bodies, the bodies of others, and with respect to their culture



## Female Reproductive system

### Purpose

To understand the parts that make up the female sexual and reproductive system, and its function.

### Objectives

By the end of the activity, participants will be able to name the main internal and external parts of the female sexual and reproductive systems while having a visual appreciation on the body parts as well as describe the functions of the clitoris, vagina, uterus, and ovaries

### Setting:

Enough space for the groups to prepare a drama and present to the Club.

### Materials:

- Flipchart paper
- Markers
- Tape and scissors or glue
- Poster: Female Sexual and Reproductive System, External
- Poster: Female Sexual and Reproductive System, Internal

### Preparation:

Review the Facilitator Information so that you are able to add to what participants say without reading it as this will bore the participants.

### Method and Processing

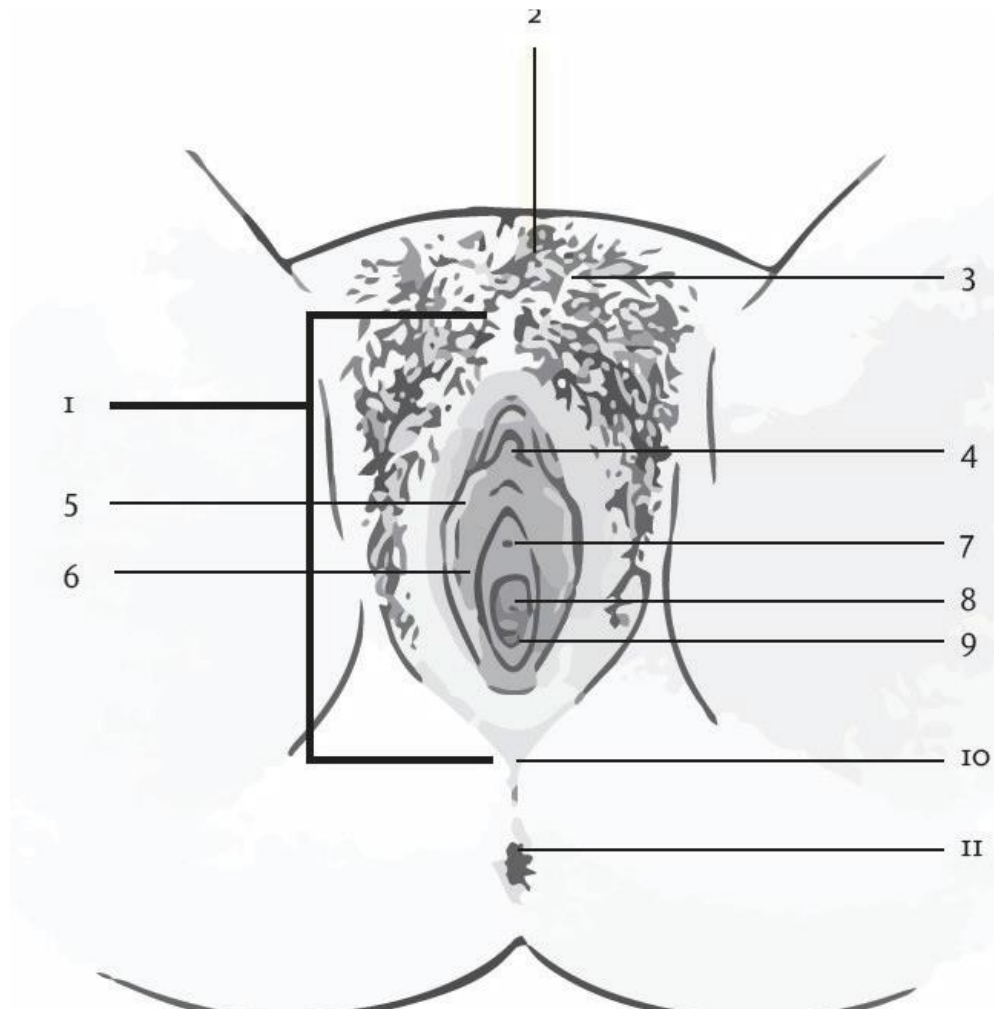
1. Brainstorm what the word 'reproduce' means. (Answer: to have children or offspring.)
2. Tell them that this activity is about the female reproductive and sexual system. Write the following words onto the flipchart:

- Vulva
- Mons pubis
- Outer lips
- Inner lips
- Clitoris
- Urethral opening
- Vaginal opening
- Hymen

Divide participants into groups of four or five. In their groups, they should discuss the words listed on the flipchart paper and label the parts on the picture.

**THE OUTER PARTS OF THE FEMALE SEXUAL AND REPRODUCTIVE SYSTEMS**

Discuss in your groups and write the names of the body parts in the diagram below.

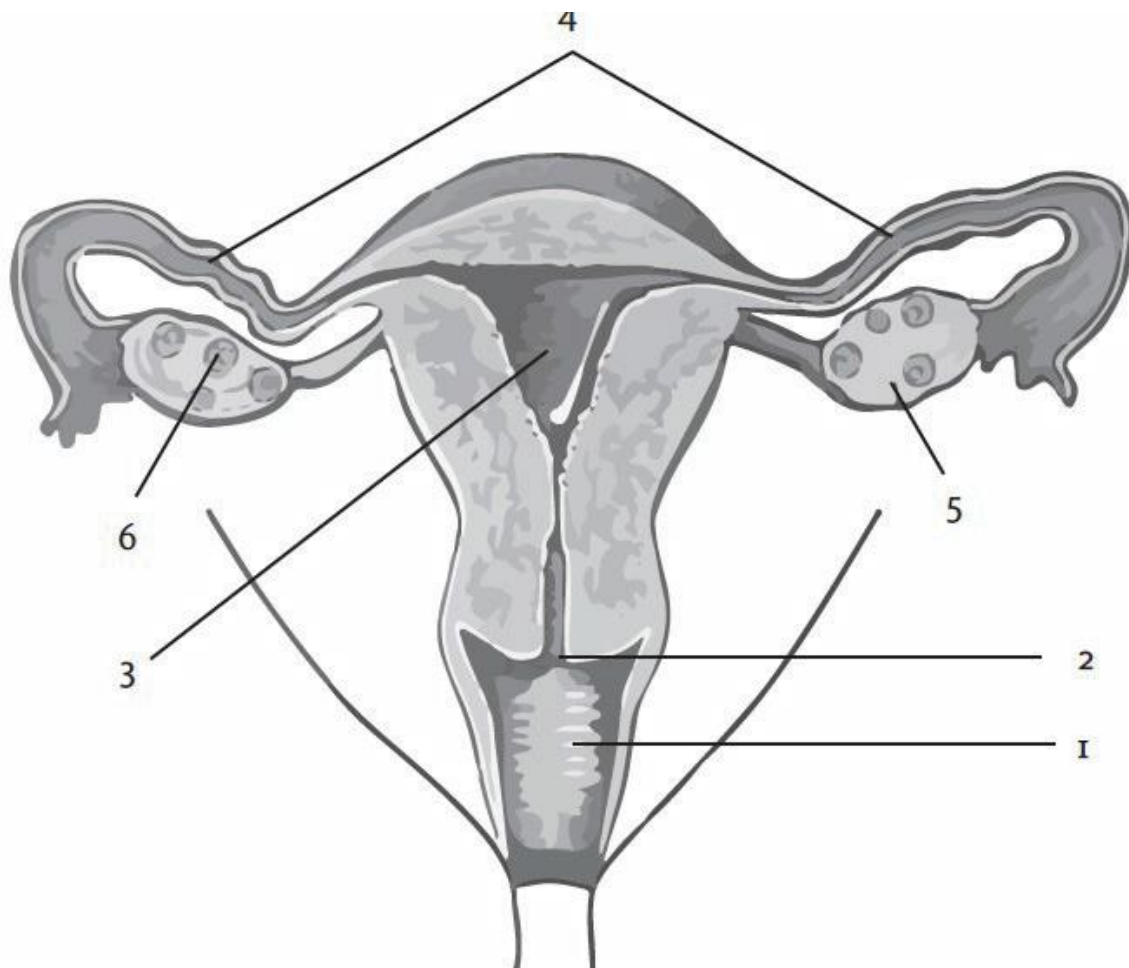


**Answer Key:**

1. Vulva	7. Urethral Opening
2. Pubic Hair	8. Vagina
3. Mons Pubis	9. Hymen
4. Clitoris	10. Perineum
5. Outer Lips or labia Majora	11. Anus
6. Inner Lips or Labia minora	

Put up the poster of the Female Sexual and Reproductive Systems. Go through each body part and generate a discussion on the functions of each part.

Use the Facilitator Information if needed but **do NOT read** the notes to the participants. Encourage questions as you go through the answers.



**Answer Key:**

1.Vagina	4. fallopian Tubes
2.Cervix	1. Ovary
3.Uterus	2. Ova

4. Put up the poster of the Female Sexual and Reproductive Systems. Go through each body part and generate a discussion on the functions of each part.

Use the Facilitator Information if needed but do NOT read the notes to the participants. Encourage questions as you go through the answers.

5. At the end of the discussion remind participants that if they have questions that they don't want to ask in front of others, they can put approach you afterwards.

6. Divide the participants into two groups. Tell them that you will ask each group to identify a different body part. Each correct answer will be awarded two points. If a group gets a body part wrong, you will ask the other group, and award one point to them if they get it right. The group with the most points wins the game!

- **The woman's sexual and reproductive organs are located inside and outside her body.**
- **The uterus is where a fertilized egg grows into a baby.**
- **The clitoris is the only organ whose sole function is sexual pleasure**

## FACILITATOR INFORMATION: THE WOMANS' SEXUAL AND REPRODUCTIVE SYSTEMS

### Outer sexual and reproductive parts

Vulva is the word for all of the sexual parts on the outside of a woman's body, between her legs. The vulva includes:

**Mons pubis** is the pad of skin and fat over the pubic bone. It protects the internal sexual and reproductive organs. It becomes covered with pubic hair in puberty.

**Outer lips** (also called labia majora) are the fatty folds of skin on the outside of the vulva. They protect the inner lips and the openings to the vagina and urethra. Hair grows on them in puberty.

**Inner lips** (also called labia minora) are the hairless folds of skin between the outer lips. They are sensitive to the touch. They swell and become darker during sexual excitement.

**Clitoris** is the small organ, shaped like a flower bud, at the top of the inner lips, above the urethral opening. It is made of spongy tissue and is covered with a protective hood. The tip of the clitoris is called the glans. It is very sensitive to touch. It fills with blood and becomes erect when a woman is sexually excited. It is the only body part whose sole function is to give sexual pleasure. Touching it and the surrounding area helps a woman to get sexually excited and have an orgasm.

**Vaginal opening** is the opening between the inner lips that is below the urethral opening and above the anus. The penis enters the vagina through this opening during vaginal sex. Menstrual blood leaves the body and babies are born through the vagina.

**Perineum** is the area between the vaginal opening and the anus. The perineum expands during childbirth to allow the baby's head to move through the vagina.

**Anus** is the opening of the rectum behind the perineum. Body waste (faeces) passes through the anus.

### Inner reproductive parts

The **vagina** leads from the vulva to the **uterus**. It is moist and self-cleaning so it does not need to be washed out. When a woman is sexually excited, the vagina lubricates; however, it does not have a lot of nerve endings and is not very sensitive. In vaginal intercourse, the vagina receives the penis. If the man ejaculates, the semen passes through the vagina to the cervix.

During menstruation, the menstrual blood leaves the body through the vagina, as does the baby in natural childbirth. The vagina is lined with folds of skin that stretch easily during sexual intercourse and when giving birth.

The **cervix** is the lower end of the uterus. An opening in the cervix connects the vagina and the uterus.

Menstrual flow passes out of the uterus through the cervix; and semen passes into the uterus through it. During birth, the cervix stretches open, allowing the baby to pass through. The cervix also protects the woman's uterus by making it impossible for objects such as fingers, the penis, condoms or a tampon to enter the uterus.

The **uterus** is a hollow muscular organ. It is about the size and shape of an upside down pear. The foetus grows here during pregnancy. The endometrium is the lining of the uterus. It thickens with blood and tissue during the menstrual cycle. During menstruation, this lining breaks down and leaves the body.

The **fallopian tubes** are two tubes, one on each side of the upper end of the uterus. They lead outwards towards the ovaries.

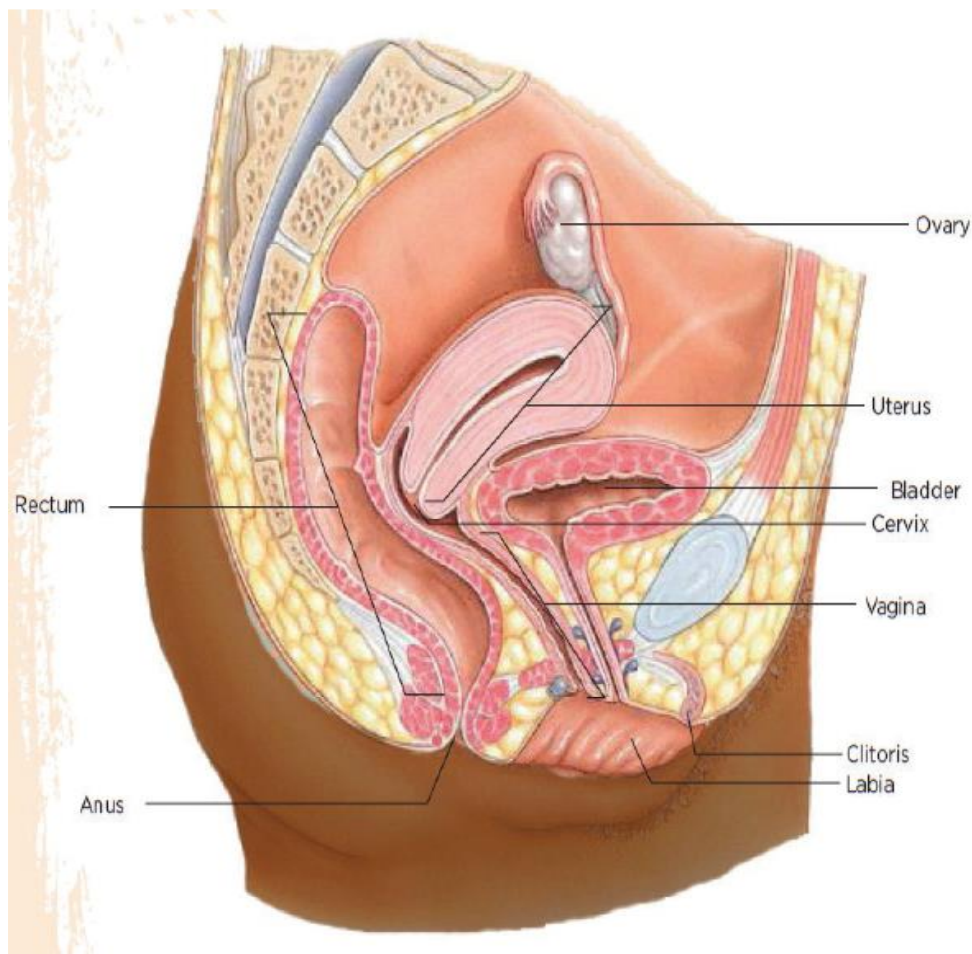
They are very narrow – only as wide as two hairs (not like in the picture). The fallopian tubes have ends like fingers (called fimbria) that pull the egg from the ovary into the tube. Fertilization or conception (when the egg and sperm join) happens in the upper third of a fallopian tube, near the ovaries. The fallopian tubes are lined with tiny hair-like cilia that move the egg slow down the tube towards the uterus.

The **ovaries** are two organs, the size and shape of grapes, which are found on each side of the uterus near the end of the fallopian tubes. The ovaries produce female hormones (oestrogen and progesterone), store immature eggs, and produce mature eggs

### Other (not part of the sexual and reproductive system)

**Urethral opening** is the opening to the urethra (urinary passage). It lies below the clitoris and above the vaginal opening. It is a short tube that carries urine from the bladder out of the body. It is not a part of the reproductive system but it is found in the vulva.

The **bladder** is the sac that collects and stores urine.



### Remember this

Remind the boys that men and women have different reproductive systems. Remind them that these differences should be respected whenever we speak about these body parts. Remind them to speak about body parts with respect for their own bodies and other people's bodies.

### Hints, suggestions and challenges

This session should enable the boys to decide on local names that are acceptable to use for the different body parts and an opportunity to mention, in discussion, body parts that are associated with sex with which the boys might otherwise have difficulty.

# 11 STIs and HIV Transmission

## Part 1 STIs

### Purpose

This exercise aims to raise awareness on how STIs are spread, signs and symptoms of STIs and how they can be prevented, and to discuss the effects and consequences of STIs. It also seeks to dispel the myths and misconceptions about STIs and to discuss proper channels to follow if one thinks he/she has an STI.

### Materials:

- Flipchart paper
- Marker pens
- Tape and scissors, Internal

### Objectives

By the end of the exercise, participants will be able to:

- Explain what an STI is and how STIs are transmitted.
- Name at least four types of STIs.
- List at least three signs or symptoms of an STI.
- Explain the link between untreated STIs and HIV.
- Name possible consequences of not getting treated when you have an STI.
- Describe what a person should do if they think they have an STI

### Method and Processing

1. Write 'STI' at the top of the flipchart paper. Ask the participants: What does STI stand for and how do you get an STI? Write their responses on flipchart paper.  
The answer should be 'Sexually Transmitted Infections'  
Explain that STIs are usually transmitted through unprotected sex, but some can be transmitted from skin to skin contact alone e.g., herpes and genital warts.
2. Ask the group to brainstorm the following and list their responses on the flipchart paper:
  - STIs they know
  - Any other names for those infections (slang)If any of the following are missing, add them: gonorrhoea; chlamydia; syphilis; herpes; genital warts; hepatitis B; pubic lice; and scabies.
3. If someone discovers that they have an STI, who do you think they SHOULD tell first? Why?
4. Ask participants to think about the possible consequences of disclosing an STI infection to a partner. Have participants brainstorm on the gender dynamics related to STI disclosure and treatment among couples or sexual partners. (Possible consequences of disclosure for women – GBV, rejection, abandonment/ marriage breakdown, stigma & discrimination)
5. Encourage participants to also think about the consequences of non-disclosure and discuss ways of increasing couple communication around STIs.
6. Make three signs marked 'True', 'False' and 'Don't Know' and post them side by side on the wall.
7. Point out the signs labelled 'True', 'False' and 'Don't Know/Unsure' that you posted on the wall. Ask the participants to stand up, and explain that you are going to read a statement and the participants should move to the sign that shows how they feel about each statement- if the participants think it is true, they will move to the "True" sign and so on.

THEME 2: SELF AWARENESS, WHERE AM I GOING

8. Read the statements below and give participants time to move. Ask each group why they are standing under that sign.

**Processing**

1. Give the correct answer and add to the explanations or information given by the participants as needed.  
Use the Facilitator Answer Key: STIs – True or False below as a guide to the answers. Give the explanations and additional information as you go through the answers.
2. Ask participants where people can get treated for STIs in their community (including their traditional practices) and identify any places that provide youth-friendly services. If they highlight traditional healers and practices, emphasise the importance of going to health care facilities for STI screening and treatment.
3. Go through the basic facts about STIs and emphasise early detection and treatment of STIs. Remind participants that anyone can get an STI if they have unprotected sex.

Statement	Answer	Explanation
an STI if you only have oral sex	<b>False</b>	STIs can be transmitted through oral sex. You can get gonorrhea in your throat, for example. Herpes and syphilis can also be spread through oral sex.
Only people who have lots of sex partners get STIs	<b>False</b>	Anyone who has unprotected sexual intercourse can get an STI, even if you have only one partner
You cannot get STIs from toilet seats	<b>True</b>	The germs that cause STIs cannot live in the open air or outside the human body so you cannot get an STI from a toilet seat.
Many STIs can be transmitted to babies during pregnancy or birth	<b>True</b>	Many STIs, including gonorrhea, chlamydia, syphilis, herpes, HIV, and hepatitis B and C, can be passed to a baby during pregnancy or birth. Human papillomavirus (HPV) and chancroid are however not transmitted to babies during pregnancy or birth.
You can have an STI even if you do not have any signs or symptoms	<b>True</b>	In more than <b>half of all cases</b> , a person with an STI has no signs or symptoms that they notice. Because many people do not have signs or symptoms that are noticeable, just looking at their genitals will not tell you if they have an STI or not. However, some people will have signs of STIs that you can see, like sores or warts
Some common signs of STIs on or around the genitals are unusual sores or lumps, itching, pain, pain when urinating, bad smells, and/or an unusual discharge	<b>True</b>	These are the most common signs of having an STI
Women have more noticeable signs and symptoms of STIs than men	<b>False</b>	Women are more likely not to have any noticeable signs or symptoms than men. They may have signs that are inside the vagina or they may have no signs at all
STIs caused by viruses cannot be cured	<b>True</b>	STIs caused by viruses (herpes, genital warts (HPV), hepatitis B and HIV have no cure (however they can be treated/managed). Those caused by bacteria (gonorrhea, chlamydia, and syphilis) or by parasites (pubic lice and scabies) can be cured.

## THEME 2: SELF AWARENESS, WHERE AM I GOING

Passing urine after sex protects you from STIs	<b>False</b>	During sex, the bacteria and viruses that cause STIs enter the body very quickly. Urinating does not eliminate them but can help protect women from urinary tract infections
If you have an STI, you are at greater risk of getting HIV and of spreading HIV to your partners	<b>True</b>	If you have an STI, the skin or mucous membranes of your genitals may have a sore or be inflamed, making it easier for HIV to enter the body. The risk increases if STIs are not treated for a long time. If you have an STI and HIV, it is also more likely that you will transmit the virus when you have sex. In addition, having an STI is a sign that you are not using condoms correctly every time you have sex
STIs cannot lead to cancer	<b>False</b>	Some STIs can lead to cancer. Some types of genital warts (HPV) lead to cervical cancer. Hepatitis B can lead to liver Cancer. STIs which are not treated for a long time also increases risks of cancers such as cervical cancer and cancer of the penis
STIs that are not treated can result in problems getting pregnant	<b>True</b>	Untreated STIs can cause infections in the upper reproductive tract of both men and women

### Facilitator's Information

## FACILITATOR'S INFORMATION

### Basic Facts About STIs

**How STIs are spread:** STIs are spread mostly through unprotected vaginal or anal sex. Some can be spread through oral sex, like herpes, genital warts and gonorrhoea. Some STIs, like herpes and genital warts (HPV), can be spread through skin-to-skin contact of the genitals. Some STIs, like gonorrhoea, chlamydia, syphilis, herpes, HIV, and hepatitis B and C, can be passed to a baby during pregnancy or birth. STIs are passed more easily from men to women than the reverse (because of a woman's anatomy).

**Types of STIs:** STIs are caused by bacteria, viruses and parasites. The most common STIs caused by bacteria are: gonorrhoea, chlamydia, chancroid and syphilis. They can be cured. The most common STIs caused by viruses are: human papillomavirus (HPV) or genital warts, herpes, hepatitis B and C, and HIV. They cannot be cured, but most can be treated. The most common STIs caused by parasites are: trichomoniasis, scabies and pubic lice. They can be cured.

**Signs and symptoms of STIs:** In more than half of all cases, STIs do not have any noticeable signs or symptoms. The most common signs and symptoms of STIs are on or around the genitals area: soreness, unusual sores or lumps, itching, pain, pain when urinating, bad smells, and/or an unusual discharge. Women have fewer noticeable signs and symptoms than men, this is because women's reproductive organs are largely internal (inside their body). Because STIs often don't have signs and symptoms, many people are not aware that they have one. So if you have had unprotected sex, you could have an STI and not know it.



**STIs and HIV:** STIs that cause sores (like chancroid, syphilis and herpes) or inflamed or irritated skin make it easier for HIV to be transmitted. When a person has HIV and an STI, they are more likely to pass the virus to their sexual partners.

**Consequences of untreated STIs:** Having an STI can be irritating, uncomfortable and very embarrassing. Because of shame and embarrassment, some people do not seek testing and treatment and hope the STI will go away on its own. This can lead to serious problems. When STIs are not treated early, they may cause problems like serious infection of the reproductive system (PID - pelvic inflammatory disease in women, inflammation of the testicles in men), infertility, cervical cancer (from HPV), liver cancer (from hepatitis B and C), serious damage to the nervous and cardiovascular system (from syphilis) and even death (from syphilis and HIV and AIDS).

**Preventing STIs:** Abstinence or not having sex is an effective way to avoid getting an STI. For those who are having sex, using male or female condoms correctly and consistently is an effective way of reducing the likelihood of getting an STI. There is also a vaccine for hepatitis B.

**If you think you may have an STI: Do the following:**

1. Go for testing and treatment as soon as you think something is wrong or you notice something that is not right or normal with your body.
2. Tell anyone with whom you have had unprotected sexual intercourse. Both of you must be treated to avoid re-infection.
3. Take all of the medicine given to you by the doctor, even if you feel better. You can start to feel better before the infection is completely gone. Go back for a check-up to make sure the infection is gone, even if you feel better.
4. Traditional medicine is usually not effective in treating STIs.
5. Avoid sex or use a condom each time you have sexual intercourse until you are cured. After you are cured, continue to use condoms to protect yourself from getting another STI.
6. If you get an STI, always tell your sex partners about the infection before you have sex with them and always use condoms. It is illegal to knowingly infect your sex partner with HIV or an STI.

## Part 2 HIV

### Purpose

This exercise will give participants the opportunity to assess their basic knowledge of HIV and AIDS, including HIV transmission, testing, treatment and prevention.

### Objectives

By the end of the exercise, participants will be able to:

- Demonstrate and understanding of the modes of HIV transmission
- Distinguish between what is true and what is false regarding HIV should do if they think they have an STI

### Materials:

- Flipchart paper
- Marker pens
- Tape and scissors or “sticky stuff” or
- Bag or other container

## How Much Do You Know About HIV?

This activity is designed to increase participants’ knowledge on how HIV is transmitted.

### Preparation:

Write the following statements for the game onto slips of paper (**without the answers**) and fold them up. Keep the three categories of statements separate by putting each into a separate bag or container. Label each bag so you know which is which.

### Statements about how you get HIV:

- A person can get HIV if they have sex without using a condom. (True)
- A person can get HIV by using needles or razors that were used by someone else. (True)
- A person can get HIV from a mosquito that bit someone with HIV before. (False)
- An HIV-positive woman who is pregnant can pass HIV to her baby. (True)
- An HIV-positive woman who breastfeeds can pass HIV to the baby. (True)
- HIV can be transmitted through witchcraft. (False)
- I can get HIV by being around people who are HIV-positive. (False)
- Condoms can spread HIV. (False)
- A person with a sexually transmitted infection can get infected with HIV more easily. (True)

### Statements about preventing HIV:

- Not having sexual intercourse is one way to protect yourself from HIV. (True)
- Using contraceptive injections is one way to protect yourself from HIV. (False)
- Always using condoms correctly with sex partners greatly reduces your risk of getting HIV. (True)
- Pulling the penis out before the man ejaculates is one way to protect yourself from HIV. (False)
- Having sex only with your regular partner will protect you from HIV. (False)
- If a person is not in a high-risk group, they don’t need to worry about getting HIV. (False)
- A person doesn’t need to worry about getting HIV because there is now a cure. (False)
- There is a vaccine to prevent HIV infection. (False)
- A person taking medicines for HIV cannot spread the virus. (False)
- A pregnant woman who is HIV-positive can take medicine to protect her baby from HIV. (True)
- If a person and their partner both have HIV, they don’t need to use condoms. (False)
- Having unprotected sex with a person who looks healthy and fit is safe. (False)

### Tiebreaker statements:

- If you have HIV, you will know you have it. (False)
- Getting circumcised will protect a man from HIV. (False)
- An HIV-positive woman can have a baby who does not have HIV. (True)

## THEME 2: SELF AWARENESS, WHERE AM I GOING

- HIV can survive outside the body for about a day. (False)
- If you have a negative HIV test, you may still be HIV-positive. (True)
- If you have HIV, you can get infected with HIV again. (True)

### Method and Processing

- 1) Tell the participants that they are going to play a game called '**How Much Do You Know?**' Have them form four teams. Have each team pick a name and write their names on a piece of flipchart paper in order to keep score.
- 2) Explain the game to the participants:
  - Each team will pick a statement out of the bag and read it out loud. They will consult with each other briefly and decide if the statement is true or false. After 15 seconds you will ask the team for their final answer.
  - If their answer is correct, they get one point.
  - The team with the most points remaining at the end of the game will win. If there is a tie, there will be tie breaker statements, until one team wins.
  - Ask if there are any questions and clarify as needed.
- 3) Explain that the first set of statements is about how HIV is transmitted. Have the first team pick a statement out of the bag and read the statement out loud. After 15 seconds, ask them for their final answer. Then have the next team pick a statement out of the bag and continue in this way. Praise correct answers. If there are incorrect answers, ask if anyone can explain why it is incorrect. If no one can, explain it. Keeps the game moving along quickly?
- 4) When all the statements have been taken from the first bag, tell them that the next set of statements is on how people can protect themselves from HIV. Have the next team pick a statement out of the second bag and continue in the same way.
- 5) After all the statements in the second bag have been answered, see which team has the most points. If you have a tie, tell them that they will now move on to the tiebreaker statements. Tell them that they now also have to **explain their answer correctly to stay in the game**. Any team that gives a wrong answer will be out!
- 6) Go through the tiebreaker statements until there is a winner. If there is still a tie by the end, tell them that you are very impressed – they have so much knowledge of HIV that you can't even declare a winner! If you have a prize, give it to the winning team or teams.

### Facilitator to Remember to Keep Time and Refer to information guide.

- 7) Have a participant read the statement on the fact sheet and ask the whole group for the answers. Write the correct answers on flipchart paper. Use the Facilitator Information below as a guide to the correct answers.
- 8) Ask the participants the following questions to generate a discussion:
- 9) We listed three ways you can get HIV. Are there any other ways of getting HIV that you heard about?
  - We listed five fluids that transmit HIV. Are there any other fluids that can transmit HIV? Any that you heard about and you aren't sure if it's true or not?
  - Do you have any questions about how HIV is and is not transmitted?
  - Do you have any questions about how you can protect yourself from HIV?
  - Do you have any questions about any behaviours and whether or not they transmit HIV?
  - If you were explaining to a friend which behaviours are risky and which ones are not, what would you say?

**Note to facilitator:** Discuss any things that they bring up and end by emphasizing that if they hear that you can get HIV in any other way – through mosquitoes, curses, witchcraft, living with someone who is positive, etc., it is not true!

**Note to facilitator:** Have the participants discuss any that they bring up. Emphasise that these are the **ONLY** fluids that transmit HIV. Tears, saliva, sweat, sneezing and coughing cannot transmit HIV

10) Ask participants what the main points of the activity were. Add any of the following points that they do not mention:

- **HIV can be transmitted through unprotected sex; through the exchange of blood (from sharing needles or other sharp cutting or piercing instruments); and from an infected mother to her baby during pregnancy, birth or breastfeeding.**
- **The five body fluids that can transmit HIV are semen, pre-ejaculate, vaginal fluids, blood and breast milk.**
- **Any time these fluids are exchanged between people there is a risk of HIV being transmitted?**
- **HIV can be prevented by not having sex or by using condoms correctly every time you have sex.**

## **FACILITATOR'S INFORMATION:**

### **BASIC FACTS ABOUT HIV TRANSMISSION AND PREVENTION**

HIV stands for human immunodeficiency virus. HIV is a virus that lives in humans and attacks the immune system. AIDS is acquired immune deficiency syndrome. AIDS is caused by HIV. A person is diagnosed with AIDS when his or her immune system is so damaged by HIV that it is too weak to fight off infections.

### **Transmission of HIV:**

The three ways that HIV can be transmitted are:

- 1. Through sex without a condom with someone who has HIV (vaginal, oral or anal sexual intercourse);**
- 2. Exchange of blood with someone who has HIV (usually from a used needle or something sharp, like a razor); and**
- 3. From an HIV-positive woman to her baby during pregnancy, birth or breastfeeding (Maternal to Child Transmission).**

You cannot get HIV from mosquitoes, curses, witchcraft or living or working with someone who has HIV. Mosquitoes do not transmit HIV because HIV does not survive inside a mosquito (it is digested); and mosquitoes take blood from a person when they bite them, but they do not inject blood into the person they bite. So, there is no exchange of blood.

### **The five body fluids that can transmit HIV are:**

1. Semen
2. Pre-ejaculate or pre-cum (the fluid that comes out of the penis when a man has an erection before he ejaculates)
3. Vaginal fluids
4. Blood
5. Breast milk

There is a risk of HIV being transmitted any time these fluids are exchanged between two people. For example, if there is an exchange of semen or vaginal fluids (with someone who is HIV-positive) during sexual intercourse without a condom, or an exchange of blood (with someone who has HIV) from sharing needles or other sharp instruments that have fresh blood on them. A person with a sexually transmitted infection (STI) can get infected with HIV more easily because STIs can cause sores and irritations of the skin that allow HIV to enter the body more easily. STIs also make it more likely that they will pass HIV on to their partners.

Therefore, it is important for anyone with an STI and their partners to get treated.

Anyone who exchanges these body fluids can get HIV, whether they are in a high-risk group or not. There is still no cure or vaccine for HIV. However, there are medicines called antiretrovirals that enable many people with HIV to live long, healthy lives.

Although medicines for HIV reduce the amount of HIV in the body fluids and therefore make it less likely that the person will transmit HIV, it does not eliminate the risk completely. So a person taking medicine for HIV can still transmit HIV.

## FACILITATOR'S INFORMATION:

### Protection from HIV

**Not having sex at all** (abstinence) prevents the sexual transmission of HIV. If you don't have sexual intercourse, semen, pre-ejaculate and vaginal fluids cannot be exchanged. However, the person may still get HIV from sharing needles or sharp, bloody instruments with a person who is infected.

**Condoms** are very effective protection when they are used correctly and consistently when you have sex since they prevent the transmission of semen and vaginal fluids. However, other contraceptive methods (including the pill and contraceptive injections) do not prevent the transmission of HIV.

**Having only your regular partner** prevents the sexual transmission of HIV ONLY IF that partner does not have HIV already and also has no other sex partners. You cannot be completely certain that another person does not have other partners. Many people have more than one sex partner and do not tell their other partners. Having only one partner does reduce the risk of getting HIV.

**Voluntary Medical Male Circumcision** reduces the man's risk of getting infected with HIV by 60%. Circumcised men are still encouraged to practice safer sexual practices – abstinence, correct and consistent use of condoms, being faithful to one partner, etc. A man who is circumcised can still get HIV if not practicing safer sex.

**To protect yourself from getting HIV from blood:** Do not share needles for injecting or drug use;

Do not get body piercings, tattoos, or get cut or pricked with needles, razors, or other **sharp objects that have been used and not sterilized;**

**Avoid direct contact with blood** by using gloves or plastic bags.

### How to know if a person is HIV-positive

It is impossible to know if a person has HIV by the way they look. Many people who are infected with HIV do not know that they are infected because they feel and look healthy. Many live for years without developing signs or symptoms of HIV infection. The only way for a person to know if they have HIV is to have an HIV test. Encourage the Club members to get tested and access HIV Testing Services.

Remember to offer the participants the name and contact details of the nearest healthcare service provider where they can access HIV Testing Services. Give out referral slips to the brotha2brotha Club Members where they are needed.

Time Required: 20 minutes



# 12 Condom & Contraception

## Purpose

This activity allows participants the opportunity to discuss reasonable counter arguments to excuses for not making use of condoms.

## Objectives

By the end of this activity, participants will be able to identify counter arguments to excuses for not wearing condoms

## Materials:

- Excuses on slips of paper
- Male and female condoms

### Method and Processing

1. Ask participants to explore the excuses that people make to avoid using condoms and why they are willing to take the risk of exposing themselves to HIV, instead of protecting themselves.
2. Put the pieces of paper in a hat or plate and tell participants that they are going to pick a paper, read out the excuse and then give a counter argument.

The first set of counter arguments are often similar to, "If you won't wear a condom, then you can't have sex".

Explain that this is not a counter argument and is likely not to work in real life.

3. Write their counter arguments on the flipchart paper.
4. After all the pieces of paper have been picked ask participants to role play the given excuses and counter arguments.
5. Emphasise the DUAL PROTECTION of condoms (protection against HIV or STIs and pregnancy prevention).
6. Demonstrate how to wear the male or female condom to participants using relevant dummies or demonstration devices. (**Condom demonstrations should only be done with participants above 16 years of age**).

### CARDS WITH EXCUSES

I don't know how to use a condom	The condom is not reliable and can be easily damaged
I am drunk and can't put on a condom	The condom is not reliable and can be easily damaged
I am drunk and can't put on a condom	Condom can get stuck inside the woman
The condoms are too tight	A condom has virus in it
There is no condom available	There are defective condoms, they break
"Don't you trust me?"	Buying a condom is embarrassing and is a sign of promiscuity
Condom decreases sexual pleasure / satisfaction It is like eating candy / banana with its cover	Condoms make people more promiscuous

Not one of my friends uses condoms, why should I?

Not one of my friends uses condoms, why should I?

**Counter arguments to excuses for not wearing condoms-**

Note that the counter arguments provided below are just examples. Counter arguments are given based on circumstances and context.

<b>Excuses</b>	<b>Counter Arguments</b>
I don 't know how to use a condom	No one was born with knowledge on how to do certain things. Bu you can learn from health workers how to use condoms correctly and consistently.
I am drunk and can't put on a condom	"If you are too drunk to put on a condom, you should not have sex and put me at risk. It's totally irresponsible not to practice safer sex.
The condoms are too tight	There are different condoms to accommodate different penis sizes, and you have to get the right condom that fits your size.
There is no condom available	Some condoms are available for free at most public places (health centres, beer halls, and public toilets), and also available for purchase at various supermarkets, pharmacies and service Stations at affordable prices.
"Don't you trust me?"	"Using a condom does not mean I do not trust you". It simply means you care enough to protect your partner and yourself from STIs, HIV and unintended pregnancy. Even if the partner is on another contraceptive method, they are not protected against STIs and pregnancy.
Condoms are unreliable and break easily	If condoms are kept in the recommended environment and used correctly, they are reliable and don't break easily.
"Why should I use a condom, I am not promiscuous"	One can use a condom with a partner and still be faithful. It shows that you are responsible.
"Condoms decrease my sexual pleasure I satisfaction" It is like eating candy/banana with its cover	There are different types of condoms that enhance sexual pleasure (e.g. some are ripped, extra thin and flavoured). Sex is just as pleasurable and arousing when condoms are used.
None of my friends use condoms, why should I?	If all of your friends are risking their lives and future, does this mean you should too? Avoid peer pressure.

**FACILITATOR'S INFORMATION: HOW TO USE A MALE CONDOM**

Practice putting a condom on by following these steps:

1. **Check the expiry date** on the package. **Squeeze the condom package** and make sure there is still air in it. If there is no air, there is a hole in the package. If it is too old or has no air in it, don't use it.



Step 1



Step 2



Step 3



Step 4

2. When the penis is hard or erect, **carefully open the condom package** along the side with the jagged edge (not the smooth side). Do not use your teeth or a sharp object, like a knife or scissors; this could accidentally damage the condom.
3. **Remove the condom and determine the correct side to unroll.** Make sure it looks like a hat, with the tip coming up through the rolled edges so it will roll down. **If the man is not circumcised,** make sure the foreskin is rolled down before putting the condom on.

**Tip:** To increase the man's feeling when using a condom, put a drop or two of water-based lubricant or saliva in the tip before putting it on. Do **not** use body lotion, oil or Vaseline – this could cause the condom to break.

4. Place the rolled condom on the head of the penis and **pinch or hold the tip of the condom tightly** to remove the air. Leave a centimetre of space for the semen to make sure the condom does not burst or break when the man ejaculates.
5. While pinching or holding the tip with one hand, **unroll the condom all the way down** to the base of the penis with the other hand. Smooth out any air bubbles. You are now ready to have sexual intercourse.



Step 5



Step 6



Step 7

6. After ejaculation and before the penis gets soft, **hold the condom firmly at the base of the penis and carefully withdraw** from your partner. This prevents the condom from coming off the penis when you pull out and any spilling of the semen.
7. **Put it into the rubbish bin or pit toilet. Don't try to flush it down the toilet.** Wipe any semen off the penis. Use a new condom every time you have sex.



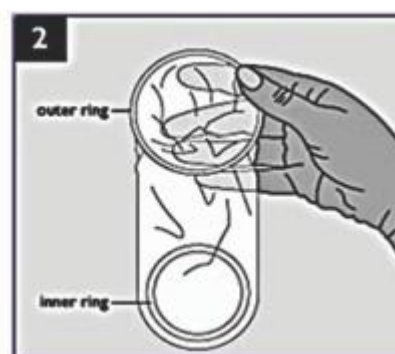
For the female condom, make sure the points below are mentioned, ensure they are

**FACILITATOR'S INFORMATION: HOW TO USE A FEMALE CONDOM**

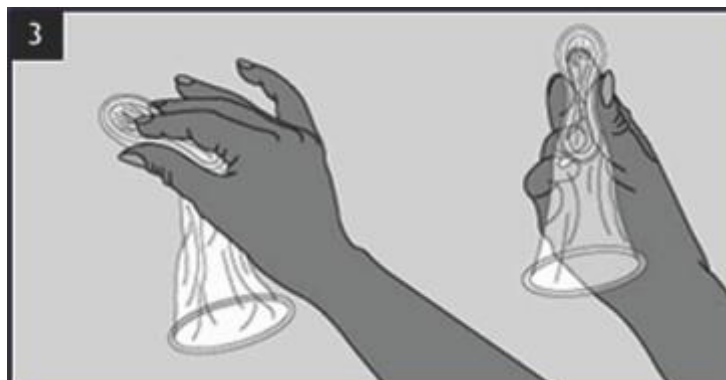
Follow these steps to use a female condom:

1. **Check the expiry date** on the package. **Squeeze the condom package** and make sure there is still air in it. If there is no air, there is a hole in the package. If it is too old or has no air in it, **don't use it**.
2. When you are ready to insert the condom (up to 8 hours before sex), **carefully open the package** and remove the condom. Tear the package at the notch on the top right – see picture 1. Do not open the package with your teeth or a sharp object like a knife or scissors.

The female condom is a long polyurethane bag with two rings. The outer ring is attached to the edge that opens. The inner ring is loose inside the bag. The outer ring will cover the area around the opening of the vagina. The inner ring is used for insertion and to help hold the condom in place during intercourse. **See picture 2 below**

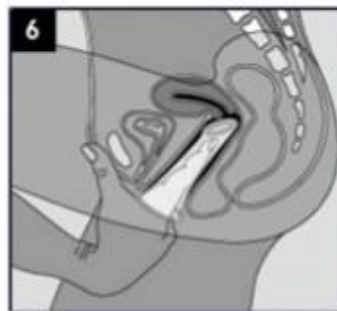
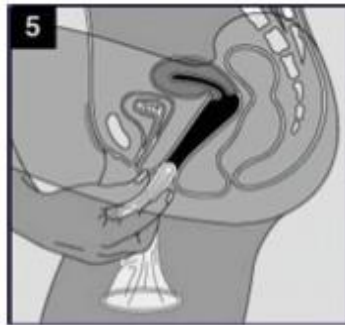


3. Hold the condom with the **open end hanging down** and **squeeze the inner ring at the closed end** with two fingers so it becomes long and narrow or turns into a figure eight. **See picture 3.**

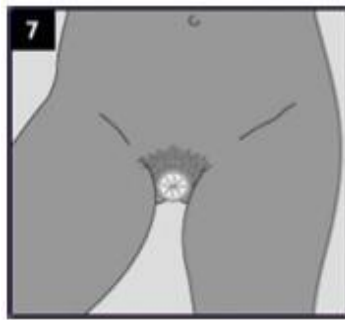


4. **Choose a comfortable**

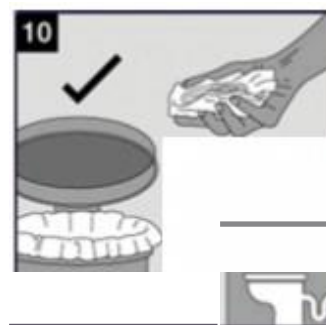
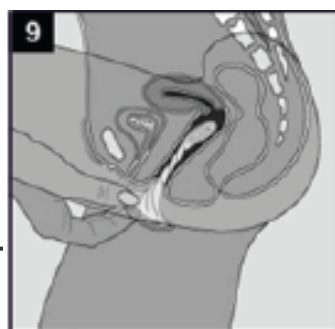
5. With your other hand, spread the lips open and **gently Insert the Inner ring Into the vagina**. Place your Index finger inside the condom, and **push the Inner ring up as far as it will go**. Make sure the outer ring is outside the vagina and the condom is not twisted. **See pictures 5 and 6.**



6. The condom is now in place – see picture 7. When you are ready to have sex, **guide the penis Inside the condom**. Be sure the penis does not go to the side of the condom and make sure it stays inside the condom during sex. **See picture 8.**



7. To remove the condom after sex, **squeeze and twist the outer ring** to keep the semen inside the pouch. **See picture 9.** Then gently pull the condom out of the vagina. Throw it away in a rubbish bin or pit toilet. Do not flush it down the toilet.



Remember :

To list all local places the boys can access condoms as well as to refer them to relevant service providers such as Youth Friendly Facilities, Health Centres, Local NGOs, social services, counsellors

## 13 Voluntary Male Circumcision

### Purpose

This exercise seeks to open discussion on voluntary medical male curcumin, amongst young men and make them aware of the benefits associated with the procedure.

### Objectives

By the end of this activity, participants will be able;

- To acquaint themselves with the concept and process of VMMC.
- To demystify the myths around VMMC and address concern regarding the procedure.

### Materials:

- Male Reproductive Organ Poster
- Pictures of circumcised, partially circumcised & uncircumcised penis.

### Method and Processing

1. Ask the participant to share what they know about circumcision (Traditional and VMMC). Show participants the pictures of the circumcised, uncircumcised and partially circumcised penis and ask them to describe what they see.
2. Explain that this session is going to be on discussing VMMC only.
3. Explain that the foreskin can move backwards and forward exposing the glans.
4. Explain that without proper hygiene, smegma accumulates around the penis and under the foreskin. The cells on the underside of the foreskin are very susceptible to infection and one way of protecting men against infection is to remove the foreskin through the process called circumcision.
5. Explain that this process simply involves removing the foreskin and it does not impair the man from having sex.
6. Explain that for the surgical method, the operation is short and that full recovery takes about 6 weeks or less. During this period of recovery, one should not have sexual intercourse.

It is important to note the fact that the younger one is, the quicker he heals from this process.

7. Share with the participants that there are other health benefits associated with circumcision.
8. Dispel the myths and misconceptions about male circumcision in their communities.

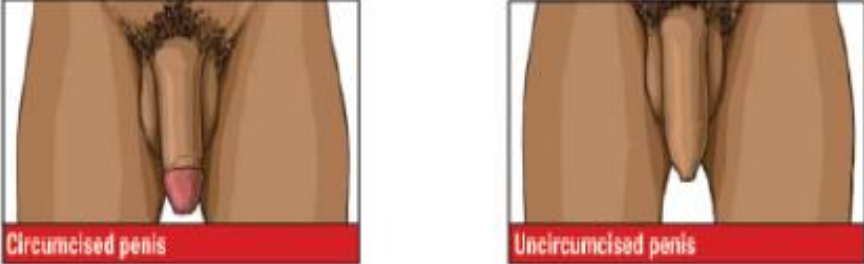
## THEME 2: SELF AWARENESS, WHERE AM I GOING

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**REMEMBER**

*Remember this:* HIV does not live under the foreskin. Emphasize that circumcised men and boys should not abandon condoms and engage in unsafe sex. Also warn the women that being circumcised does not guarantee a man's HIV status to be negative. In addition, circumcision does NOTHING to protect women from contracting HIV.

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### FACILITATOR'S INFORMATION

#### **BENEFITS OF MALE CIRCUMCISION**

Most benefits are preventative and as a result may only be realized long after the procedure.

Benefits of VMMC include: -

1. Improves personal hygiene.
2. Reduces risk of penile cancer
3. Reduces risk of cervical cancer for female partner.
4. Prevents inflammation of the glans and the foreskin.
5. Reduces the risk of STIs including syphilis and chancroid.
6. Reduces risk of contracting HIV by up to 60%.
7. Prevents the inability to retract the foreskin and the inability to return the foreskin to its original size.

#### **Key Messages to those who are circumcised:**

Abstain from sex for six weeks (42 days) after being circumcised – this is the healing period.

It is important for the client to keep the wound dry and the bandage in place for the recommended time

Avoid use of any medications (including herbs) on the wound

Follow the recommended review days after circumcision

Pay attention to how the wound is healing and contact the service provider for necessary care

Circumcision only reduces the risk of contracting HIV by 60%

After the healing period (6 weeks) use male or female condoms correctly and consistently during sex

Be faithful to one sexual partner

Continue abstaining from sex if not yet sexually active

#### **Myths and Misconceptions about male circumcision**

**MYTH:** Circumcision is a very painful procedure

**FACT:** For surgical circumcision, generally, there is some pain from the injection (local anesthetic)

## THEME 2: SELF AWARENESS, WHERE AM I GOING

and no pain during the circumcision procedure. After the procedure, every client is given pain killers for managing the pain during the healing process.

**MYTH:** The foreskins are used for other purposes after being removed.

**FACT:** Just like other human waste material, foreskins are disposed according to the Ministry of health and Child Care Policy. They are incinerated (burning at very high temperatures).

**MYTH:** When circumcised you can have unprotected sex with anyone

**FACT:** Male circumcision only offers partial protection from HIV, that is, up to 60% and hence correct and consistent condom use is important. Being faithful & abstinence to one sexual partner are also key

**MYTH:** Male circumcision results in reduced enjoyment of sex for men.

**FACT:** After circumcision, the man can continue to enjoy normal sexual activities. Some circumcised men actually have reported that circumcision prolongs their sexual pleasure.

### Remember to;

- offer the participants the names and contact detail of the local VMMC service providers as well as to refer the boys for services

**THEME 3: LIFE SKILLS AND ENTERPRENEURSHIP**

**Pre & Post Assessment (to be administered at the start and finish of this theme)**

Question	Response		
1. Point out the difference between ‘wants’ and ‘needs’	YES	NO	
2. Are you part of a “round” or “mukando”?	YES	NO	
3. Do you run your own business (size does not matter)?	YES	NO	
4. Are you in debt?	YES	NO	
5. If you owe money are you able to meet your debt	YES	NO	
6. Are you dependent on others for your income?	YES	NO	
7. It is okay to stay in an abusive relationship if you are getting gifts and rewards.	AGREE	DISAGREE	NOT SURE
8. A sugar daddy or boyfriend can be an appropriate source of income.	AGREE	DISAGREE	NOT SURE
9. Financial independence significantly reduces a guy’s vulnerability and increases him chances of Staying healthy.	AGREE	DISAGREE	NOT SURE
10. Planning, saving and budgeting is for adults.	AGREE	DISAGREE	NOT SURE
11. Name two steps to saving.	AGREE	DISAGREE	NOT SURE

## 14 Wants vs Needs

20 min

### Purpose

This exercise is a fun way for the boys to understand the difference between what we want and what we need. This understanding is often important to our saving and spending money.

### Objectives

By the end of this exercise, participants will understand the difference between wants and needs.

### Setting:

Space for the boys to practice and perform short dramas.

### Materials

- WANTS and NEEDS cards

## Method and Processing

1. Place a WANTS card on one side of the room and a NEEDS card on the other side.
2. Ask the boys to stand in the middle of the room
3. Explain that sometimes we think we NEED something but we only actually WANT it. Explain that a NEED is something we have to have to survive but a WANT is something that we would like to have.
4. Explain that you are going to call out various items.
5. Each boy must decide for himself if the item is a WANT or a NEED. Then he needs to run to that card.
6. If he is not sure he is must stay in the middle of the room.
7. Call out the items on the list in any order. Feel free to add on your own items that you think of.
8. When there is a division between the boys, ask the boys to explain their different points of view
9. Use these opportunities to explain that sometimes we think something is a WANT, but other people regard it as an essential. Explain that it is OK to have this difference of opinion.
10. Thank the boys for their enthusiasm in the game.

## Remember this

Ask the boys to think through a list of things that they would like to spend money on. Tell them to think of the difference

Clothes	Soccer boots	Soap
School Fees	Rent	Food
Transport Money	Church Offering	Snacks/ chips/ gango
Medicine	Books	Cold Drinks
Fuel for Cooking (wood/ Gas/ Paraffin)	Utilities (ZINWA/ZESA)	Gifts and presents Presents

## Exercise 15: Where does money come from?

20 min

### Purpose

This exercise allows you to understand where boys get their money and what they spend it on. It can also be used to understand other behaviours that involve resources coming in and going out, such as human resource planning, menu planning, etc. Be aware that not all the boys will be able to participate in this activity as they will have no source of income. You may have to make adjustments to the exercise as needed.

### Objectives

By the end of this exercise, participants will be able to

- Identify and track their income and expenses in a simple, visual manner.

### Setting:

Space for the boys to practice and perform short dramas.

### Materials:

- Flipchart
- Markers
- Picture of trees

### Method and Processing

1. Divide the boys into two groups and provide them each with a piece of flipchart paper and a few pens.
2. Ask them to hold the paper horizontally and fold the paper into three and then unfold it again.
3. Ask each group to draw a boy just like them in the centre panel of the paper, and to boy this boy a name.
4. On the panel on the left hand side of the boy ask the groups to write the title “Money In” and on the right hand panel ask them to write the title “Money Out”.
5. Ask the groups to discuss the various ways that boys like the one they have drawn in the picture, can earn or receive money. Ask them to write the sources of money on the left hand side of the boy.
6. When they have a list of sources of money, ask the groups to identify the three or four most common ways of earning money for their character.
7. Ask the groups to repeat the exercise by identifying ways in which the boy will spend money by recording the expenses on the right had side of the page under “Money Out”.
8. Show the boys the picture of the tree.
9. Confirm with them that they know that for the tree to bear fruit it needs water.
10. Ask if they can identify a source of water for the tree.
11. As they mention a source, tell a story of a person using that source of water to water the tree. E.g. “Ruth really wanted fresh mangos, so every day, he went to the river, filled his bucket and walked slowly to the mango tree. There he would empty the bucket onto the ground around the tree making sure the tree was never thirsty”.
12. Ask what would happen if that source of water dried up. The answer is to use one of the other sources.
13. Point out that even if one source of water dried up, Ruth was able to water the tree from other sources
14. Point out that the boys that have multiple sources of income are less vulnerable, just as a tree that has multiple sources of water is less vulnerable to drought.
15. Ask what would happen to the tree if one of the sources of water was poisoned.
16. Point out that it is also important that the water sources are pure and will not make the tree sick. Similarly, the sources of income for the boys must be free from risk for their health and security. (e.g. staying in an abusive relationship because of gifts and rewards; having a sugar daddy-older man as a sexual partner for financial security)
17. Ask the groups to return to their posters and see if any of the sources of income might be “poisoned”.
18. If any of the groups identify a “poisoned” source of income, ask them what the consequences would be of eliminating that source of income.

**Remember this:**  
It is important that the guys begin to track their expenditure, even if it is only a few dollars a month. Encourage them to use their exercise books to track their expenses and their income.



### Hints, suggestions and challenges

This exercise provides insights for the mentor into the financial habits and practices of the boys in his Club. From this exercise he should be able to conduct an initial assessment as to the financial vulnerability of his Club members, and whether any of them are at high risk in other areas of their lives for contracting STIs etc.

## Exercise 16: Livelihood and Resilience

### Purpose

Livelihood and resilience building are vital aspect of empowering adolescent boys and young men in all aspects of their lives. Securing a means of livelihood for the adolescents and young men is an important step in addressing other related social issues.

30 min

### Materials:

- Flipchart
- Markers

### Objectives

By the end of this exercise, participants should be able to:

- Explore ways of securing their own livelihood
- Articulate why it is important to secure their own livelihood as much as possible
- Identify potential means of livelihood for themselves
- Understand that dependence on one source of income increases their vulnerability.

### Preparation:

Gather information on local organisations and charities that assist young men with projects for their financial independence and livelihood. Banks normally give out loans for youth projects eg CABS.

### Method and Processing

1. Read Jonso's story to the participants
2. Ask the participants the following questions:
  - What do they think would have happened to Jonso if he had not begun his chicken rearing project?
  - Do they know any boys who were in a similar situation to Jasper? How about to Jonso? How did their stories turn out?
  - What could these boys have done to change their situation?

Engage the boys in a discussion on the availability of projects to promote their financial independence and livelihood.

3. Refer them to local organisations and institutions that can aid the boys in facilitating their projects.

## Jonso's Story

Jonso is 17 years old and comes from a poor family. Jonso's parents have always struggled to provide for him and his three siblings. Jonso has an older brother, Jasper, Jasper's girlfriend eloped after she got pregnant with his child and they now live together. They can't afford most of the basic things babies need like nappies or basic clothing and their parents buy that for them. What they get is not enough and they are struggling. Jonso is afraid that the same thing will happen to him, since he also has a serious girlfriend. Jonso's parents have already informed him that they will not support him if his girlfriend elopes.

Jonso confides in mdara Norman, a local BCF, who advises him about an organisation in the area that supports youth entrepreneurship. The organisation pays school fees and empowers youths with income-generating and livelihood skills. Jonso receives \$200 capital and starts his own small poultry-rearing project while he pursues his education. With the income from selling chickens, Jonso is able to complete his A-level education and support his siblings.

## Note to facilitator:

It is important that the participants understand why they should try and find sustainable ways to generate their own income. Unemployment is a major problem in Zimbabwe, and the Participants should take it upon themselves to develop projects that will allow them to take more control of their livelihood.

Poverty and low or no income generation are directly linked to harmful practices such as illicit drug use, theft or transactional sex. Even young girls are affected as young girls can be involved with sugar daddies and still have boyfriends of the same age group, hence putting the boys at risk as well. Young men can also have sugar mommies. All of these practices negatively impact a boy's sexual and reproductive health, as well as his general well-being. Financial independence significantly reduces a young people's vulnerability and increases their chances of staying healthy.

Issues surrounding livelihood are especially important for adolescents who have dropped out of school and youths who are heads of parentless homes. These boys are most vulnerable to practices that are the result of poverty and are detrimental to their health.

Some of the livelihood projects the boys can engage in include:

- Sewing and embroidery
- Building
- Metal work
- Sports for life
- Chicken rearing
- Micro-credit
- Peer education and assistance. Give out referral slips to the brotha2brotha Club Members where they are needed.

**Remember** to offer the participants the name and contact details of local organisations and charities that are assisting youths with funds and training for projects that create sustainable livelihood, as well as providing funding for the young people's education.

**Remember** to encourage the boy to think out of the box and develop new ideas to deal with the GAPS and DEFICIENCIES in their communities. These gaps are the sources of money. Get the boys to think of what is there? What can be done to solve the problem? How to make money with the solution.

## Exercise 17: Money flow Building

25 min

### Purpose

This exercise explores money flowing into and out of a person's life. The flow of money into and out of a person's life needs to be controlled in order for it to be used effectively

### Materials:

- Flipchart
- Markers

### Objectives

By the end of this exercise the participants will understand the concept of budgeting and saving

### Method and Processing

1. Break the group into smaller groups.
2. Draw a picture of a bucket on the flipchart. Make sure the bucket has a number of obvious holes.
3. Ask the boys what will happen if the situation is left as it is and water is poured into the bucket.
4. The bucket will obviously leak out all the water.
5. Ask what would happen if the bucket were placed under a tap.
6. The conversation should be that the bucket might fill up, depending on how fast the water is flowing from the tap and the size of the holes in the bucket.
7. Ask the groups to think of ways to fill the bucket. Solutions might include – repair the holes, turn on the tap, line the bucket with something, use another tap or bucket.
8. Summarise by pointing out that there are only two ways of filling the bucket – either stopping the water coming out or putting more water in than is coming out.
9. Compare the water in the bucket to money in the pocket
10. There are only two ways to get more money – use less and earn more.
11. Ask the groups to brainstorm about how they as individuals could spend less money
12. Ask the groups to brainstorm about how they as individuals could earn more money.

### Hints, suggestions and challenges

If you are dealing with a group of boys who are still in school, they will have limited opportunities to earn more money or to look at alternative income opportunities. Adapt the exercise by getting them to imagine that they are older and have these opportunities. The skills are important skills to learn early in life.

### Remember this

Finish by asking each boy to go home and look at their own "money bucket". Is there money leaking out somewhere that can be stopped? They can only effectively do this if they are tracking their expenses as explained in the previous exercise.



## Exercise 18: The money tree

30 min

### Purpose

Individuals who are financially insecure are also often financially vulnerable. One way of reducing this vulnerability is to entrench a culture of saving in the individual. This exercise is about beginning that journey towards saving

### Objectives

By the end of this exercise participants will understand the link between income and expenditure and that uncontrolled expenses can mean financial ruin.

### Materials:

- Flipchart
- Markers

### Method and Processing

1. Ask the brothers where they are taking their life? Where are they heading to? Ask them to reflect on their life so far and to think about their future.
2. Remind the boys that there are all sorts of goals that they can have. These goals could be related to their families, their education, their careers, their health, their financial situation or their faith. Explain that in this lesson you want to concentrate on the financial goals and aspirations.
3. Ask the boys to think of their financial aspirations or goals and give them a few minutes to think this through.
4. Ask two or three of the boys to share their financial ambition with the rest of the Club.
5. Then ask the boys (not just those that answered) what efforts they have been making in ensuring that their goals become reality?
6. Some will say when they have enough money while some may not be sure of when they will achieve this.
7. Let them know that careful use of money now will influence their ability to achieve this goal. One method that they can implement is to begin to save on a regular basis.
8. Tell the boys the story of the tree
  - It starts off as a small seed and grows into a tree.
  - It has roots and branches and fruit.
  - All of these parts grow in relation to one another.
  - Imagine a tree that has lots of fruit and a small thin root. What would happen?
  - Imagine a tree with deep roots but no branches or fruit. What would happen?
9. Explain that money in their life is just like the tree.
  - There are roots – these are income sources – ways that we earn money
  - There are branches – these are savings
  - There is fruit – these are expenses.
10. Divide the boys into smaller groups and ask them to use a page in their exercise books.
11. Show them the picture of the boy/tree.
12. Tell them that they are to duplicate this picture on the paper but they need to think about some things first.
13. Explain that this is a boy just like them.
14. The group needs to discuss what sources of income this boy has and to write these as roots of the tree.
15. Then they need to look to the trunk and the branches of the tree. These are the different ways that the boy can save or invest. They need to write these in as branches.

16. Then they need to think about what the boy spends money on. These are written into the picture as expenses.
17. Ask the groups to present their drawings to the rest of the Club.
18. Make the following observations:
  - If a tree has very few roots compared to the fruit it will not be able to withstand strong winds. Ask the boys what the strong winds might be.
  - If there is too much fruit (too many expenses) the tree may fall over.
  - To make the tree stronger, you can either increase the number of roots which means diversification of income sources or cut away some fruit that is not so important.
  - By implication, this means cutting away of unnecessary expenses. If this is done, the tree will be stronger.

## Hints, suggestions and challenges

If the boys are reluctant to share sources of income or what they spend money on, you can ask them to draw on the previous session that spoke about a similar subject.

### Sources of income (roots) might include:

- Pocket money
- Doing small jobs for neighbours
- Working part time
- Earning money from a small business

### Savings (branches) might include:

- Investment in their own business
- Savings in a bank or post office account
- Savings in a communal society
- Savings in a “round” or “mukando”.

### Expenses (fruit) might include:

- School expenses
- Personal hygiene items
- Clothes

## Remember this

If you spend more than you have, you will never have what you want. Encourage the boys to save for what they want rather than spending money that they don't have to make sure that they 'get it now'. Ask them to spend some time writing down their sources of income, their savings and their expenses in their exercise books





## Exercise 19: Budgeting

20 min

### Purpose

Being able to look after money is a skill that many people do not learn. Even if a person earns a lot of money, if they are not able to manage their money properly, they will find themselves without any money. This exercise exposes the boys to a basic skill needed to manage money – planning and budgeting

### Objectives

By the end of the exercise, participants will understand the need for them to plan for the future by managing their resources well.

### Materials:

- Flipchart
- Markers

### Method and Processing

1. Welcome the boys and ask them to open their exercise books and create a budget for school term.
2. Allocate the money to these goods:
  - Exercise books- \$0.25 each
  - Pens- \$0.20 each
  - Pencils - \$0.10 each
  - Rulers - \$0.30 each
  - Mathematical set - \$2.50 each
  - Scientific Calculator - \$10.00 each
  - Plastic covers - \$0.50 each
  - Khaki covers - \$0.45 each
  - "Sellotape" - \$0.50 each
3. Divide the Club into three or four groups.
4. Tell them that each group has to budget for a school and they have \$19.00 to spend.
5. Ask each group to duplicate the page on the flip chart paper in their exercise book
6. Give each group ten minutes to discuss and decide what to spend their money on.
7. Get each group to report on their planning by coming up to the poster and writing their costs on the poster in the grid.
8. Make sure that no group spends more than \$19.00.
9. Tell the group that planning for their own spending should follow the same process.
10. Ask the group if they were a family, living in the same house, what they would need to spend money on each month.
11. Ask them to write these on the flipchart paper on the left hand side of the paper.
12. Ask the group to estimate how much they would spend on each item and to place this value next to the line item.
13. Ask them to add up all the values and show them that this is the minimum amount of money that their family has to earn each month.
14. Identify the figure that that they have mentioned for groceries or food. Ask them to solve the following problem in their small groups:  
You have \$30.00 for food and groceries. You decide to go to the shop to buy groceries for the month and have this money in your pocket. When you are at the shop you realise that they have mealie meal

### THME 3: LIFE SKILLS AND ENTREPRENEURSHIP

and beans on special but you have to buy three bags of each. You only planned on buying one bag of each. If you buy the special offer, you will have enough for two months, but will spend more on food than you budgeted. What do you do?

15. Explain to the boys that even with their own personal shopping they have to make decisions regarding what they NEED to buy and what they WANT to buy.
16. Ask each group to give two examples of NEEDS and two examples of WANTS to show that they know the difference between the two.
17. Summarise the session by pointing out that we need to spend money on our NEEDS first and then on our WANTS.

## Exercise 20: The Seven Saving Steps

20 min

### Purpose

Savings are a vital part of learning to manage money. If we never save money, we will always be dependent on the money that we are earning or that people are giving us at this time.

### Materials:

- Flipchart
- Markers

### Objectives

By the end of this exercise, participants will understand the purpose of saving and will identify seven steps to implement a savings plan.

### Method and Processing

1. Divide the boys into groups.
2. Ask each group to number their members, 1, 2, 3, 4, 5, 6, and 7. Some boys may have more than one number.
3. Explain that most of us do not have enough money to buy everything that we want and need in life. In some cases, we need
4. to borrow money, but then we have to pay this back and we have to pay interest.
5. Another way of buying is to save enough money before we buy something.
6. Explain that there are three reasons we save money:
  - For personal or family expenses, e.g. to buy a present for a friend
  - For emergencies or accidents e.g. to pay for medicine if I get sick
  - For future plans or goals e.g. to pay for college
7. Ask the boys to quickly discuss in their groups the three types of saving and to think of times either their family or someone they know had to save. See if each group can identify at least one example of each type of saving.
8. Show the boys the flip chart you have prepared.
9. Ask the boy numbered “1” in each group to remember the first on the list
10. Ask the boy numbered “2” to remember the second item on the list
11. Repeat until all the items are allocated within each group. Some boys may have to remember more than one item.
12. Explain what each step means – See Hints and Suggestions.
13. Ask each group to come up with a dance or a song that illustrates all seven steps and ask that they verbally repeat all seven steps.
14. Ask each group to perform their dance or their song for the other groups.

## Hints, suggestions and challenges

The seven savings steps are

- 1) **Choose a Savings Goal** – in other words decide what you are saving for. Sometimes this will be a short term goal, “I am saving to buy a dress next month”, or a long term goal, “I am saving to pay for school fees”.
- 2) **Make a Savings Plan** – decide how much you are going to save each time you get money. Or you might decide to save each \$1 note you get in change. Or you might decide to save one half of every gift of money that you receive.
- 3) **Know the Difference between Needs and Wants** – spend on needs and limit your spending on wants.
- 4) **Control Spending** – simply agree with yourself that you will not take money to the shops every time you go. Or you will only take enough money to buy the items you plan to buy. Often we spend money because we have it, not because we really want what we end up buying.
- 5) **Think About the Future: Money In and Money Out** – more money out means less money in.
- 6) **Save Regularly!** – don’t just save once, make it a regular part of your life. If you get paid every week, put aside a portion of your weekly money each week for savings. If you only get money on your birthday, agree with yourself that you will save a portion of this money every year.
- 7) **Save in a Safe Place** – this could be an account with the bank or post office, or it might be in a “round”. You might even save money in a safe place at home, that only you know about.

## 21 BUILDING A RESPONSIBLE YOUNG MAN

Time : 40 Min

### **PURPOSE**

This session provides the boys with an opportunity to discuss issues related to Gender Based Violence (GBV) within the community. It challenges participants to think about gender stereotypes and to get them to think about how gender roles can be changed AND HOW THEY CAN BECOME RESPONSIBLE MEN.

### **Material:**

- Flip Chart
- Marker

### **OBJECTIVES**

By the end of the session, participants will be able to:

- Identify gender and power dynamics in the community
- Discuss how they want gender roles to change
- Explain at least two things they can do to challenge gender roles
- Describe ways to promote gender equality, prevent and report GBV in their community

### **STEP 1**

#### **Introducing Gender Based Violence topic.**

“Today, we are going to talk about how our culture, gender and power dynamics (inequalities) contribute to GBV and increases risk of HIV and other negative health outcomes. Elements of our culture such as patriarchy and ideas about masculinity and the status of women promote GBV. Our culture also encourages silence about GBV within communities, preferring that families handle cases on their own without involving the law. This leads to a culture of silence, where survivors and victims of GBV do not seek the relevant services that can help them cope with their trauma.

### **STEP 2**

Ask participants what they understand by “Gender Based Violence”.

**DEFINITION:** "Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical,

## **THEME 4: BUILDING A RESPONSIBLE YOUNG MAN**

sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private." (GBV IASC, 2015)

Ask participants to identify forms and contributing factors of GBV in their community

*NOTES:* Contributing factors may include:

- Cultural beliefs and practices;
- Religion;
- Poverty;
- Alcohol and substance abuse;
- Unemployment;
- Not conforming to societal expectation of how a man or woman should behave may be used as a justification of violence etc.)

### **STEP 3**

**Have participants discuss the following:**

- *Are boys and girls or men and women treated similarly in this community?*
- *What are the differences in roles and expectations between men and women or boys and girls?*
- *Have you ever been told to 'act like a man'? How did you feel about it? (For example, in Shona, it may be said to a man, 'Usaite kunge mukadzi' / 'Uri mukadzi';*
- *What is the role of culture in promoting gender inequality and power imbalances?*
- *What are the effects of gender inequality and power imbalances between men and women? Is the power that men have over women the cause of violence against women? Would violence against women cease to exist in the community if there is no power imbalance between men and women?*
- *Do any of the cultural expectations on how men and women should behave put them, at risk of GBV, HIV and STIs? How?*

### **STEP 4**

After 15 minutes, ask participants to present what they discussed in groups

## THEME 4: BUILDING A RESPONSIBLE YOUNG MAN

*NOTES: When men are valued more than women in the community, this allows men to freely use their power and influence over women. This inevitably makes women more vulnerable than men in relationships, and restricts women's power and ability to make decisions over their health and resources.*

### STEP 5

#### ACTIVITY:

#### CHALLENGING GENDER STEREOTYPES

Explain that this activity is called Fish bowl

- Young adolescent boys will sit in the centre-“in the fishbowl”- and discuss a topic. The others will listen. Then you will change the places. Tell them that the topic is gender.
- Start with the young boys. Make a circle in the centre,-just enough for each boy to sit. Ask the older boys to stand outside the circle.
- Tell them that you will ask them some questions and the young boys will discuss among themselves. The older boys will listen.

Ask the following questions one at a time and give them time to discuss when the discussion slows down ask the next question

- What is the most difficult thing about being a man in Zimbabwe?**
- What beliefs about men make you angry or frustrated?**
- What accurate information should replace those beliefs?**
- What do you wish boys understand about boys?**
- What kind of a man do you want to be?**
- What changes do you want to see in men's roles? In the behaviours that are expected of men?**

Have the young boys and older boys change places

*Explain that in order for society to develop and for everyone to enjoy all of the human rights, we need to work towards gender equality. Let's make a list now of the new men we want to see-what “transformed men will be like”*

#### CHALLENGING SGBV AND CHILD MARRIAGES

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*Refer to unit 8 and 9 of PCC manual/ make it a practical exercise where community talk about the issues in relation to their area.*

Discuss what SGBV is and child marriages and how they can be prevented

### **CHARACTERISTICS OF A TRANSFORMED BOY/MAN**

- **loving**
- **Show caring**
- **Communicate honestly**
- **Express their emotions appropriately**
- **Practice safer sex**
- **Treat partner with respect**
- **Treat both men and women with respect**
- **Speak out in favour of gender equality**
- **Shuns SGBV**
- **Speaks against child marriages**
- **Knows himself.**
- **Does not need to follow gender roles**
- **Works towards changing gender roles and gender-based inequality**

### **CONCLUSION**

- **How can you, in your own lives, challenge some of the ways boys/men are expected to act?**
- **What can we do to start changing gender roles? List their roles on a flipchart.**

**Each boy should come up with a commitment to change themselves using the following questions as guides: what have I learnt? What can I do to be a responsible young man? What have I done so far? What makes girls happy? What can I do to stop GBV?**



#### **THEME 4: BUILDING A RESPONSIBLE YOUNG MAN**

Ask participants: What should a person do if they or someone they know has been a victim of GBV?

Point out that many cases of GBV are covered up (hidden), and families and communities hardly speak out to protect the victim. Any form of violence **MUST** be dealt with and reported to responsible authorities (e.g. the Police Victim Friendly Unit and GBV clinics). Victims of GBV may access a package of services including PEP, STI screening and treatment, pregnancy testing and other referrals.

## 22 Social Media Safety

Time 60 min

### PURPOSE

To increase awareness of the risks of being on Social media and to know how to avoid those risks and to stay safe.

### Material:

- Flip Chart
- Marker

### OBJECTIVES

By the end of the activity the boys should be able to:

- Describe the positive impact of social media in their lives.
- To explain 2 undesirable things that can happen on social media.
- List at least three things to do to use social media safely.

### Preparation

- Find out from the boys what type/form of social media they use frequently. If they do not use Facebook or WhatsApp or some of the other apps that much, you may adjust the activity to focus on the ways they use social media. Most young people will have cell phones and will use them at the very least to take pictures and share or to text.
- Familiarise yourself with any websites or apps that they know about.

### Steps

1. Ask the participants how they communicate with their friends nowadays. Pick up on their answers related to using internet, social media and cell phones. Tell them this activity is on being smart when using social media.
2. Ask the participants the following questions;
  - What is social media? (Answer: Social media are websites and applications [apps] that allow users to create and share content with others or to find people with similar interests.
  - What are some examples? (Answer: Facebook, WhatsApp, Twitter, Instagram, Snap chart). Write their answers on flipchart paper.
  - Which ones do you use?

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- Why are you using social media? What do you use it for? List their answers on flip chart paper

Possible Answers:

- easier to maintain friendships especially those far away;
- quick dissemination and feedback; cheap to use;
- allows us to learn about ourselves;
- can be used for activism;
- makes distance feel closer;
- facilitates work and social assignments;
- easier to market or advertise

- What are the negative or bad things about using social media? List their answers on flip chart paper.

Possible answers:

- no control over your photos or video after they are posted or sent to others;
- reduced quality time spent with others, anti-social effect, concentrating more on Facebook than being together;
- time consuming;
- Revenge porn (distribution of sexually photos or videos without the person's permission)
- can affect self-esteem, may cause social anxiety disorder (Anxiety from participating in social media)
- copying someone's identity, identity theft
- promotes poor writing, spelling, grammar, handwriting
- less reading
- Security concerns and risks.
- Too much personal information is shared.
- Cyber Bullying
- Fake identities
- Cat fishing (predators fabricating online identities and entire social circles over a long period of time to trick people into romantic relationships)



## THEME 4: BUILDING A RESPONSIBLE YOUNG MAN

Now

6. Then ask:

- One of our human rights is the right to freedom of expression. However, it is not an unlimited right. At what point does your right to express yourself end? (Answer: It ends when it does not respect other's rights to privacy, dignity and reputation, or when it is hate speech. This is speech that offends, threatens, or insults groups of people).

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Explain that it is illegal to share information that damages another person's reputation on social media. You could be taken to court if the information is not both true and in the public interest

- What can you do if someone else posts an inappropriate photo of you on the internet?

7. Now have the participants brainstorm a list of social media safety rules. Ask: What can a person do to stay safe in the situations we discussed?

Write the ideas on a piece of a flipchart paper. Then compare their rules to those recommended in the information box. If there are new ones, discuss them and ask them if they think it should be added to their list.

### INFORMATION: SOCIAL MEDIA SAFETY RULES

1. Don't post or give out personal information online, like your name, address, phone number, email, passwords or location.
2. Do not share details about your life with people you don't know online.
3. Think carefully about what you say before you post something online. Don't post anything that you would not say in person. Respect other people's privacy and be polite when you post photos of or information about others.
4. Think carefully before posting or sending pictures or videos of yourself. Once you have put a picture of yourself online others can see it, download it, send it to other people and post it elsewhere. You don't control it anymore.
5. Don't post or send pictures or other content that may embarrass you or get you in trouble now or later in life. Once something is online, it can remain online forever.
6. Never send a picture of yourself to a stranger.
7. Keep your privacy settings as high as possible.
8. Don't accept or befriend people you don't know online.
9. Remember that not everyone online is who they say they are. A person who says she is a 15-year-old girl could be a 40-year-old man.
10. Don't meet up with people you've met online. You really don't know who they are or what they might do. If you ever do decide to meet with somebody in real life who you met online, meet in a group of at least 3 or 4 people and in a public, well hit and populated area during the daytime.
11. Don't bully or attack other people online. Don't post inappropriate photos of them. Respect other people's views. Even if you don't agree with someone else's views you don't need to be rude.
12. If you see anything online that makes you feel uncomfortable, unsafe or worried or if someone sends you a sexual picture or asks you to send them one of yourself, tell someone you trust about it immediately

8. Ask the participants to summarise the main things that they learned from this activity. Add any of the following points that they don't mention.

#### **THEME 4: BUILDING A RESPONSIBLE YOUNG MAN**

- **Social media helps us to stay in touch with our friends and family more easily**
- **Social media also has risks**
- **Think carefully about what you post online because it can remain there forever. Lots of people can see it, download it and share it. It won't be private anymore.**
- **Respect others online**
- **Don't become friends with strangers online or agree to meet someone you met online.**

## **THEME 5: ALCOHOL AND DRUG ABUSE**

### **PURPOSE**

- Build confidence among club members to be able to make informed decisions about the substances they take in their bodies.
- Push for harm reduction actions among club members and strengthen brotherhood support.

**Time Needed:**  
Icebreaker: 5 min  
Session: 30 min

### **OBJECTIVES**

- Make boys aware of the common types of alcohol and substance likely to be abused by adolescents.
- Make boys aware of the effects of alcohol and substance abuse such as increase in risk of STIs, HIV infection, unintended pregnancy (fatherhood), dependence on substance and poor conduct/crime.
- Empower boys to be to come up with personal plan of change to able to shun or stop drug abuse.

### **Material Needed:**

- Markers
- Flip Chart
- Glue
- Tape

### **Method and process**

1. Ice breaker: warm up exercise
2. Participatory approach
3. From the known to the unknown
4. Provision of practical examples
5. Film show (if resources permit)

## **WHAT ARE DRUGS?**

Facilitator note: ask participants to say what they think drugs are, giving examples..







Drugs are chemical substances that affect both your mind and your body. The prolonged use of drug may lead to **physical** and/or **psychological** dependence. An overdose of any drug may lead to **death**.

## TYPES OF DRUGS

*Facilitator note:*

1. Ask participants to list types of drugs they know
  2. Ask participants to mention drugs commonly used in their area.
- If some drugs on your list where not mentioned you add them.*

### STORY 1

#### A GIRL DRUGGED AND GANG RAPED :

Abigail is a 17 year old girl who has been hearing about the good times her friends are having at Passa passa/'pfonda' parties. For a long time she was scared to go but one day her boyfriend invited her to hang out on a Friday after school. Abigail was offered alcohol and convinced that it was the only way to enjoy herself. At first she could see everything that was going on but after a while she realized that she was on a bed in one of the rooms and her boyfriend was with some other guy touching her. She tried to stop him but she didn't have a lot of power and control. Abigail still remember one of the boys going on top of her and feeling pain in her privates in the morning. Abigail woke up and went home and did not tell anyone what had happened because she felt guilt that she is the one who had visited that place and she was also not sure what really happened.

### STORY 2

#### BOY GETS DRUNK AND PICKS SEX WORKER:

Jim a 16 year old boy succumbs to peer pressure and decides to go and hang out at a club that operates in the afternoon. The club also admits sex workers who then entice boys to have casual sex with them. Jim did not have any money for drinks so his friends offered him marijuana which they said would make him happy. Since it was Jim's first time to smoke weed he became extremely 'high' and started feeling like having sex. Jim left the club with a sex worker and had unprotected sex with her. Jim is now regretting the act.

### DISCUSSION

1. What did the two do that is putting them at risk?
2. Are these stories common in your community?

3. What are the risks related to abuse?
4. What lessons can we learn from the stories?

**FACILITATOR NOTES**

***SOME OF THE RISKS***

1. Physical risk-falling over, crossing the road without looking, getting involved in fights and getting beaten.
2. Sexual risk- when one is intoxicated it becomes difficult to make crucial decision for safe sex. Having unprotected sex, partaking in casual sex, having sex for favours, being raped or forced to have sex.
3. Social risk-doing embarrassing things like peeing in pants, defecating unexpectedly, sleeping anywhere or dancing uncontrollably, committing crimes, getting in trouble with police.
4. Financial risk-losing a cell phone, gambling, reckless spending on unnecessary things.
5. Physical effects: nausea, vomiting, hangover, crying, poisoning, drowning in own vomit, overdose, liver disease.

## 24 ENDING ALCOHOL AND SUBSTANCE ABUSE

TIME: 30 MIN

### Activity

Materials needed: 2 or more balls, blind fold.

### Instructions:

- i. Two boys stand on one side, the other two go to the other side facing the first two
- ii. Give each pair a ball
- iii. One member of the first pair should be blind folded.
- iv. Ask the two different pairs to start passing the ball to each other.  
 The pair with one person bling folded will struggle to pass at each other, this explains what drugs do.  
 Discussion: Ask participants what they observed and explain that the blinded folded partner is like someone under the influence of drugs. Drugs affect our participation and judgment.

### Making plans to stop substance abuse

Ask participants to get into groups and write out action plans.

Group presentations: Let participants present how they plan to take action to stop substance abuse

Current situation	Intended change	By when	By who