

PSYCHOSOCIAL WELLBEING SERIES

EmPowering Girls

A manual on life skills, sexuality, assertiveness and self-defence training for teenage girls



SAY NO TO GENDER BASED VIOLENCE



Psychosocial Wellbeing For All Children

REPSI (the Regional Psychosocial Support Initiative) is a non-profit organisation working to lessen the devastating social and emotional (psychosocial) impact of poverty, conflict, HIV and AIDS among children and youth. Our aim is to ensure that all children have access to stable care and protection through quality psychosocial support. We work at the international, regional and national level in East and Southern Africa.

We believe that the best way to support vulnerable children and youth is within a healthy family and community environment. We partner with governments, development partners, international organisations and NGOs to provide programmes that strengthen communities' and families' competencies to better promote the psychosocial wellbeing of their children and youth.

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Contents

Introduction to the Peace Trilogy	5
What is Gender Based Violence?	5
Why do we need to empower girls?	5
How to run the EmPowering Girls workshops	6
The physical self defence activities	7
Referring and counselling after and during the workshops	8

Session 1:

Introducing the workshops and getting to know and trust one another	9
--	----------

Activity 1: Introducing the workshops	11
Activity 2: Explaining gender based violence	13
Activity 3: I am empowered	18
Activity 4: Step forward and say NO	20
Activity 5: Loading the cart	21
Activity 6: What do you think?	23
Activity 7: Real for you	25

Session 2:

My beautiful body	26
Activity 1: We are all different	28
Activity 2: Changing parts of my body (Auntie Nomsa)	30

Session 3:

About sexual reproduction	33
Activity 1: How babies are made (sperm – egg - foetus)	37
Activity 2: Quiz	39
Activity 3: Abstinence	40

Session 4:

Sexual violence	42
Activity 1: Be a defender	46
Activity 2: What is sexual violence	48
Activity 3: Say it out loud	50
Activity 4: Sometimes you cannot walk away or shout	51
Activity 5: It is not my fault	52

Session 5:

Listen to your feelings about places, people and situations	53
Activity 1: Feelings	57
Activity 2: Your inner voice	58
Activity 3: Using your feelings and inner voice	61

Contents

Session 6:

Where am I vulnerable, what do my feelings and inner voice say	63
Activity 1: My body	68
Activity 2: You need my permission	70
Activity 3: How close should they be	71
Activity 4: Role play	74
Activity 5: Listen to your feelings and inner voice in your environment	75
Activity 6: Listen to your feelings and inner voice in your relationships	77

Session 7:

Self Defence 1	78
Activity 1: What is self defence?	83
Activity 2: Warm ups	84
Activity 3: Stand with strength	85
Activity 4: Protecting	86

Session 8:

Self defence 2 – Shocking and defending	87
Activity 1, shocking	92
Activity 2, Using the eyes and voice to shock	93
Activity 3, Aiming at the vulnerable parts	95
Activity 4, Using the nose punch to shock and defend	97
Activity 5, Using the shin/tibia kick to shock and defend	98
Activity 6, Using the heel stamp to shock and defend	99
Activity 7, Using a bum push to shock and defend	100
Activity 8, A game to put all the pieces together	101

Session 9:

Self defence 3 – Freeing yourself	102
Activity 1, Freeing hands from the front	108
Activity 2, Freeing hands from the back	110
Activity 3, Practicing freeing hands through a game	111

Concluding the workshops and continuing to practice the skills	117
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Foreword

Nearly everyone wants peace in their lives, in their homes and in their communities. Girls do not want to experience sexual harassment, sexual violence or any other form of violence coming from boys or men. Boys do not want to be bullied by other boys, be this at school or in the community. Community members want to live in a place that is safe for themselves and for their children. For these reasons REPSSI has developed three programmes *Say No to Gender Based Violence*, all aimed at promoting peace and decreasing violence. The first two programmes are called *EmPowering Girls – EG – (for girls)* and *Peace is a Decision – PiaD – (for boys)*. The main aim of *EmPowering Girls* (as the name suggests) is to empower girls to stand up to men and boys who treat them unfairly and who threaten their safety. The main objective of *Peace is a Decision* is (as the title suggests) for boys to think about how they act towards girls, what it means to be a man, and to choose peace in their relationships with girls.

The third programme in the trilogy is aimed at the broader community and should involve some of the boys and girls who have been through the *PiaD* and *EmPowering Girls* programmes. However, this third component called the *Community Conversation about Peace and Safety* should also include other community members who can play a role in keeping the peace in the community in different ways. These community members might be teachers, police officers, faith based leaders, parents and caregivers. The girls and boys who participate in

EmPowering Girls and Peace is a Decision need to participate in inviting the adults they want to attend the Community Conversation. The Community Conversation is split into two parts. Day 1 takes place before PiaD and EmPowering Girls. Days 2 and 3 takes place after PiaD and EmPowering Girls.



Noreen Masiwa Huni
Chief Executive Officer
REPSSI

The REPSSI *Say No to Gender Based Violence* Package

This manual is part of the REPSSI Child Safety and Protection Package. It has three accompanying manuals, 'EmPowering Girls' for use with young women and 'Making our Communities Safer for Children – a Community Conversation' and a Facilitator's Guide (part of the Journey of Life series). Before using the manuals you should attend a REPSSI training on how to facilitate the workshops. Contact REPSSI for details of training in your area:

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Introduction

What is Gender Based Violence

Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. GBV violates a person's right to; life, liberty, security, dignity, equality between women and men, non-discrimination and physical and psychosocial wellbeing. Gender-based violence reflects and reinforces inequalities between men and women.

Gender-based violence and **violence against women** are often used interchangeably as most gender-based violence is inflicted by men on women and girls.

Violence against women may be defined as 'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women.'¹

Why do we need to empower girls?

This manual includes some information on self-defence, but it is taught in the context of empowerment through information.

Ruth Kawale Kamwendo, the Executive Director of the Malawi Girl Guides Association explains why they run EmPowering girl's workshops like the ones in this manual:

'If girls are to be empowered in this time of HIV and AIDS, in this time of violence, they need knowledge. Girls need to understand how their bodies work, about sexual violence, about where they are vulnerable in their environment and how to protect themselves from sexual violence.'

It is important for girls to know about their bodies so they can make wise relationship choices and be healthy and happy. But knowledge also protects girls in a context of violence.

When we were writing this manual we spoke to two young women who facilitate EmPowering Girl's Workshops with their Girl Guide groups in Malawi. They told us why they thought a manual like this one is needed.

¹ <http://eige.europa.eu/content/what-is-gender-based-violence>

'For me I think that teaching girls to have power, to defend themselves is useful as it teaches girls to know themselves. It teaches them the risks of rape and other violence, but also how to avoid these things. It is teaching us how to recognise a risky situation and to get out of it quickly.'

(Chisomo Msonthi, 16)

'These workshops gave me something that is inside my heart.

It gave me the knowledge that I can do things!

I believe in myself!

(Tamandani Ngwale, 14)



The purpose of EmPowering Girls

- To teach girls to be more assertive
- To teach girls about their bodies, sex and sexuality so they can make wise relationship choices and be healthy and happy
- To teach girls about gender equality
- To teach girls basic self defence skills

How to run the EmPowering Girls workshops

This manual includes exercises on how to be prepared physically for an attack should it occur (we sometimes call this self-defence). These important self defence skills may be used in the event of an attack by a man primarily to give the girl or woman a chance to escape. But, the manual and training also look at knowledge that empowers such as knowledge about sexuality, confidence building, heightened alertness, self control and the ability to listen to one's instincts (the inner voice) at all times. This helps girls to see themselves as taking charge of their lives rather than viewing themselves as victims and weak.

Each session in this 'EmPowering Girls' manual is about one hour long and can be used over a period of time (depending on how often you meet) in a club. If you meet once a week for one to two hours each time it should take you about two months to complete.

You can also run the workshops in a more concentrated way in a residential workshop over three days.

Recapping what was learned before at the start of every session

At the beginning of every session, there are 3 characters (Beatrice, Thandi and Elizabeth) who remind the girls what was learned in previous sessions. Allow participants (one girl per character) to read these bits out but only once you have asked them what they remember from previous sessions.

No lecturing!

This programme has been designed with child participation in mind and we want to avoid the situation where adult facilitators “lecture” the child and youth participants even if they feel the need to. We are asking you to monitor yourself and avoid this pitfall. The instructions in the manual are “short and sharp” and we ask you to just give them and then take a step back and observe the process. Remember - “no lecturing!”

The group

You should not have more than 20 girls in a group and the facilitator:girl ratio should be 1:10. The girls who participate should be over 13 years old. Younger children need a different kind of training.

The facilitator

The facilitator should:

- have been trained in this approach
- be comfortable talking about sex and reproduction

Ideally there should be two facilitators so that they can compliment each other and balance each other’s knowledge gaps.

The activities

Each activity is followed by a set of discussion questions. Make sure you use these as this allows the young people to learn from the activity. We have given you a set of learning points. Make sure these ideas come up in the discussion and if they don’t, please introduce them.

Ice-breakers and warm ups

It is recommended that at the start of each activity, before getting into the more “serious” material, the facilitator engage the girls in an ice-breaker to lighten the mood and prepare them for the activity.

The physical self-defence activities

The physical techniques you will find in this manual come originally from various martial arts. If you have seen martial arts on TV you may think you have to be very strong to do this, but most martial arts use skill rather than size and weight.

‘I learned that self-defence is not about you being powerful, it is about avoiding conflict and only using the skills in an emergency.

It is not just about how to fight.’

(Chisomo, 16)

You need to find a self defence expert (preferably a woman) to teach the girls the self defence moves in the manual, and you must invite this self defence expert to sessions 8, 9 and 10 but make sure you show them these sessions in the manual so that they know what is expected of them and can prepare. If you are not a self-defence expert, do not try to teach the girls these self-defence moves from the manual, this can result in more harm than good. It is very important that this instruction comes from a self-defence expert. It is also important that you allow the girls enough time to learn and practice the self-defence moves because “just a little” bit of self-defence knowledge and skill might put them in danger rather than protect them.

'We asked around town and found a young man who was good in karate and we asked him to help us with the physical exercises. We showed him the manual in advance and he planned with us and then ran the physical activities. It is usually easy to find someone local who does karate, judo or aikido – any one of the martial arts will do. I think if the person is part of a school of martial arts you know they are capable.'

(Ruth Kawale Kamwendo, Executive Director,
Malawi Girl Guides Association)

You also need to make sure that you have a large open space away from the eyes of others to conduct the workshops contained in this manual. If you do not have gym mats to work on you can use a lawn or a sandy place for the physical exercises.

If you cannot find a self-defence expert to teach self defence skills, you can still empower girls using the other activities.

Referring and counselling after and during the workshops

It is very important that you **refer** young people who need more specialised help. **Before you begin** doing these activities with girls you need to make sure that you have a social worker, school guidance counsellor or experienced counsellor to whom you can refer young people for additional support if they should disclose past sexual violence in a session. You must remember that you are duty bound to report, to the police, any sexual abuse that is presently occurring. Before running the workshops, contact a local social worker, or policeman or policewoman, or someone you think is the appropriate person, who is experienced in abuse issues for advice about the steps to take to refer a young person who is in need of such support. Write these steps down and make sure everyone who is facilitating has a copy.



Photocopying

For certain activities you (the facilitator) need to photocopy pictures or worksheets before the session so that you can hand these out in the sessions. Every time you see this symbol you need to do this. Next to the symbol you will also see how many copies of the pictures or worksheets you need to make so as to be prepared for the session.

Session



1

Introducing the workshops
and getting to know and
trust one another



Session Objectives

- To explain what the series of workshops are all about.
- To introduce the guides to the girls.
- To explore what gender based violence is.
- To introduce the girls to each other / to build trust.
- To introduce the idea of assertiveness and self-defence.

Some logistical and ethical matters

Make sure that all of the participants understand that they should come to all of the workshop meetings. They should not drop out half way through. Ask them to make a commitment to attending by signing a form that says they commit to attending the whole course. Then discuss how they can support each other to attend by walking together to the meeting or reminding each other that the meeting is taking place.

Make a few ground rules, especially ones related to acceptance of each other and to confidentiality, such as 'we will respect each other and not laugh when other people speak' and 'we will not gossip about what we hear here'.

Tell them that we may discuss things in the workshop that make them feel sad. If this happens there is someone who will talk to them. If you can, bring in the social worker or counsellor you have asked to be on stand by and introduce them. Explain that if they disclose abuse you have a duty to report it and to get help for them. Explain that you will do this with their participation.

Then ask the girls what are their expectations of the workshop and to share these in the big group.

Activity 1: Introducing Elizabeth, Thandi and Beatrice



Activity Objective

To explain what the EmPowering Girls workshop is all about.

Introduce these three characters who you can explain will be “co-facilitators and guides” for the workshops. Explain that after each session you will ask for volunteers to read out a summary by these three girls of what has been learned so far.

Hi my name is Elizabeth.
I am 14 years old.
I am going to be one of your guides
for this programme.



Hi I am Thandi. I am 15 years
old. I am another one of your
guides. I am passionate about
self defence for girls.



Hi I am Beatrice.
I am 14 years old. I will help
you remember what has been
done in
previous sessions.



Before you begin the activities, explain the purpose of the workshops to the girls. We have summarised the purpose of the workshop below:



The purpose of EmPowering Girls

- To teach girls to be more assertive
- To teach girls about their bodies and sex so they can make wise relationship choices and be healthy and happy
- To teach girls about gender equality
- To teach girls basic self defence skills

When introducing this programme you can also share these comments.

'If girls are to be empowered in this time of HIV and AIDS, in this time of violence, they need knowledge. Girls need to understand how their bodies work, about sexual violence, about where they are vulnerable in their environment and how to protect themselves from sexual violence.'

(Ruth Kawale Kamwendo, Executive Director,
Malawi Girl Guides Association)

'For me I think that teaching girls to have power, to defend themselves is useful as it teaches girls to know themselves. It teaches them the risks of rape and other violence, but also how to avoid these things. It is teaching us how to recognise a risky situation and to get out of it quickly.'

(Chisomo Msonthi, 16)

'These workshops gave me something that is inside my heart. It gave me the knowledge that I can do things! I believe in myself!'

(Tamandani Ngwale, 14)

Then explain that this workshop is part of a 3-part series. The overarching title of the 3 workshops is – *Say No to Gender Based Violence*.

Activity 2: Explaining what Gender-based violence is



Activity Objective

To explain what Gender-based violence is.

1. Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It violates a person's right to; life, liberty, security, dignity, equality between women and men, non-discrimination and physical and psychosocial wellbeing. Gender-based violence reflects and reinforces inequalities between men and women.
2. Gender-based violence and **violence against women** are often used interchangeably as most gender-based violence is inflicted by men on women and girls.
3. Violence against women may be defined as 'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women.'¹



Tip to facilitator: To make this explanation (above) more participatory divide the girls into groups of 5. Give each group a piece of paper with an aspect of the definition of GBV on it and ask them to read it and then to 1) read it out loud to the rest of the group, 2) to explain in their own words what it says on their piece of paper to the rest of the group.

Then show the girls the following pictures and ask them to say whether or not each picture is an example of gender-based violence and to explain why.



Tip to facilitator: These drawings, even though they are just drawings might upset girls who have experienced Gender Based Violence. It is important here to talk to girls about why GBV occurs and emphasize that it is not girls or women's fault that this problem exists, and that it is a problem associated with male dominated (patriarchal) societies.

¹ <http://eige.europa.eu/content/what-is-gender-based-violence>



A



B



C



D



E



F



Key learning points

- Gender-based violence (GBV) is violence that is directed against a person on the basis of gender.
- Gender-based violence reflects and reinforces inequalities between men and women.
- Gender-based violence and violence against women are often used interchangeably as most gender-based violence is inflicted by men on women and girls.
- Gender-based violence towards women results in, physical, sexual, psychological or economic harm or suffering.

Activity 3: I am empowered



10 minutes



Activity Objective

To introduce the group to each other and to introduce the idea that eye contact is an important part of empowering girls.



Ask participants to stand in a circle. The facilitators must be part of this activity. You can repeat it when you introduce a new person to the group, such as the self-defence facilitator.

1. Ask participants to think of a name they like to be called (their real name or a nickname).
2. Have the girls think of a woman who has power or who is empowered, a woman whom they respect and then have them say: 'My name is (for example Lindiwe)..... and the woman I respect and who is empowered is I feel she is empowered because
3. As she says all of this she must speak loudly and clearly and look the person standing next to her in the eye.
4. The next person receives Lindiwe's information also making eye contact, then she turns to the person on the other side of her and says, "This is Lindiwe and the woman she respects is, she respects this woman because". This continues around the circle until the activity comes round to Lindiwe again.
5. Then the next person says her name and who she respects and why.

Look at the learning points below to find out why it is important for them to look directly into each other's eyes.



Tip to facilitator: *Ensure that there is eye contact between the two people as they pass the name. Everyone must 'handle' the name of each person carefully as if it is precious.*

NB! Always sit down in a circle where you are RIGHT AFTER the activity to have a discussion about it.

Discuss the activity:

- What does this activity teach you about yourself?
- Was it easy or difficult to look people in the eyes?
- What does it mean to look someone in the eyes in your culture?
- How can you show someone (especially a male) that you have confidence and power?
- If you said it was difficult to look someone in the eyes talk about why it was difficult.
- Does our culture say anything about looking people in the eye?
- Is it sometimes right to do something to keep safe no matter what our culture teaches us?



Key learning points – make sure you bring these up in the discussion

- We can all be empowered and we look up to others as role models of empowerment.
- Looking someone right in their eyes shows that you have some power – it is as if you are saying 'I am a person and I am worthy, I have the right to be treated properly – do not treat me badly.'
- Sometimes we are taught by our culture that it is bad behaviour or rude to look people in the eye. But sometimes in special situations (for example when our safety is threatened) we need to do things to protect ourselves, no matter what our culture says. Looking someone in the eye reminds them that you do have some power and you do have the right to be treated properly.

Activity 4: Step forward



Activity Objective

To reinforce the learning of names of the group and to practice assertiveness (using the voice and the body).

1. Ask participants to stand in a circle.
2. Each participant places one foot into the circle, looks at others in the circle in the eyes and says their own name.
3. After everyone has done this once, they should do it again but this time they step forward and introduce themselves **weakly and fearfully**.
4. Now do it a third time, but this time do it **strongly**.
5. **Lastly instead of saying your name, say the words "STOP" and "NO" strongly.**



Tip to facilitator: Encourage those who find it hard to speak up strongly to try and do this. Gently ask them to do it again and praise them for even small progress they make. Make sure you keep the atmosphere light and fun.

Discuss the activity:

- How easy was it to say your name and the words "STOP" and "NO" strongly?
- If it was difficult, why was it difficult?
- What would you say "STOP" and "NO" to?
- Do you think boys would find this activity easier? Why or why not?



Key learning points

- Sometimes we are taught that it is not good behaviour for girls to speak out, loudly.
- It is especially difficult for girls to do this as we have been taught that girls should be quiet and respectful.
- But sometimes girls need to show their power, no matter what you have been taught by your culture. For example, if someone is trying to make you do something that makes you feel uncomfortable you need to look them in the eye and tell them with a big voice to 'STOP!' or to say "NO!" This is how you show that you have some power. This may make them leave you alone.

Activity 5: Loading the cart of womanhood



Activity Objective

To explore and question gender based ideas around what a “real woman” should be.

1. Write the words “Real woman” to symbolise the picture below on a large piece of paper and form a circle around it.
2. **Say:** The idea of a real woman exists in almost all societies and communities. But we can question and challenge this idea in itself. We can choose what kind of woman we want to be which might not fit with society’s ideas of what a real woman is. This is an empty cart. The cart carries all the things people say about how girls must behave if they are to be a **real woman**. When you are born – the cart is really empty – it quickly fills up (is loaded). Let’s all talk about the things people say about how girls must behave so they will be real women. Imagine that this big piece of paper on the floor is the cart.’
3. As the girls call out the things that they are told by society that make a real woman, the facilitator is to capture each one of these things on a separate small piece of paper and place it on the large piece of paper on the floor (cart) with the words “Real Woman” written on it.

Here are some examples which the facilitator can contribute if they are not mentioned by the girls, ‘Real women must be quiet and stand behind the men’, ‘Real women must not be too strong’, ‘A real woman’s place is in the home’, “Real women must hide their sexuality.”

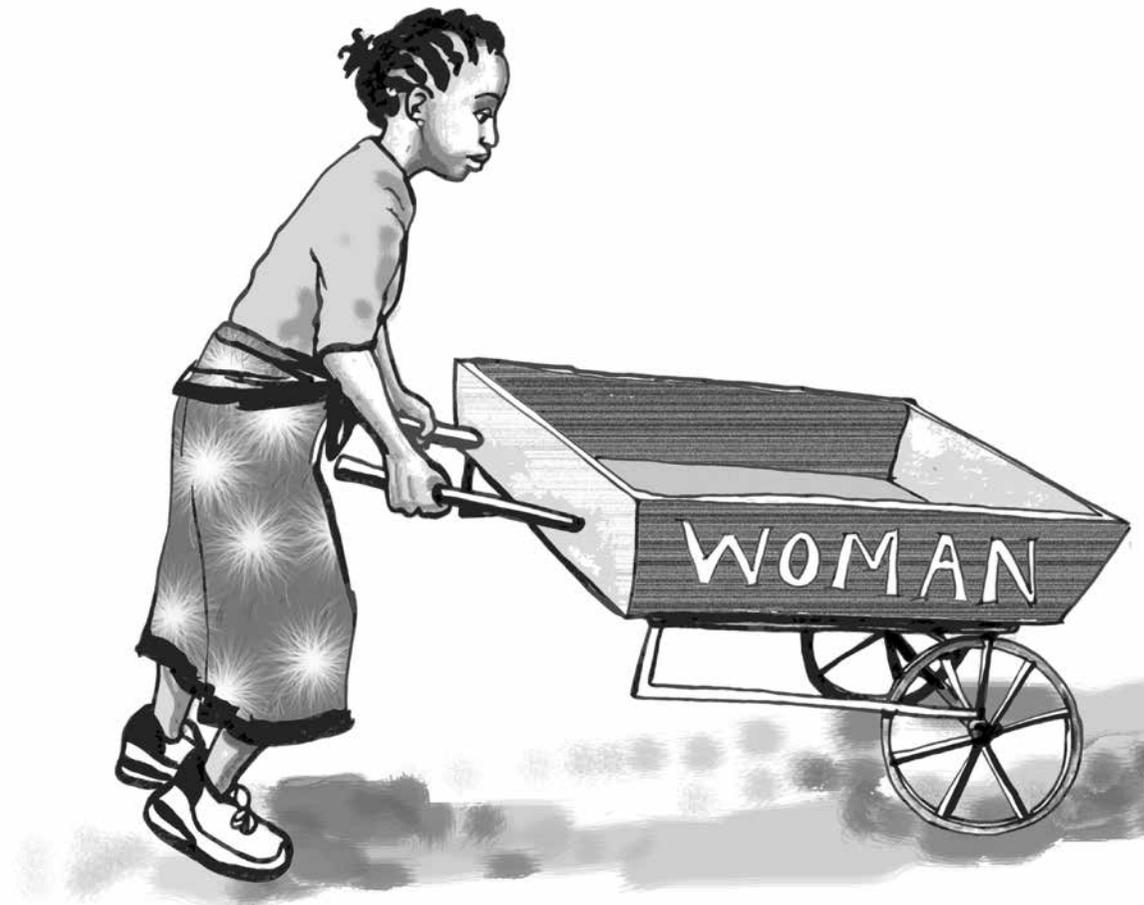


Key learning points

- **Society tells girls what it means to be a “real woman”.**
- **Some of these messages make it difficult for girls as they become women.**
- **Girls have the choice to choose what values they want to hold as real women.**



Picture code 2 Number of copies: 1 for each group of 4-5 girls



Activity 6: What do YOU think?



Activity Objective

To explore how women and men should behave.

1. Make a copy of the table on the next page for each girl. They must read through it and decide if the quality or activity described is that of a 'real man' or a 'real woman' and tick in the appropriate box.
2. If they think that the quality/activity can be part of a 'real man' AND a 'real woman' they must tick both columns.
3. If they think none of the qualities or activities show a 'real woman' or 'real man' then they should not tick it at all.
4. If there are "real woman" qualities from the list that are not in the cart, write them out and add them.
5. Discuss the lists in a large group once everyone has ticked their lists. Explore what it feels like to have to be a "real woman". Does the cart feel light or does it feel heavy?



Key learning points

- Make sure that the girls talk about these points below. If they don't you need to point them out at the end of session.
- You will see that you think differently about what men and women should do – in fact women and men can do all of these things.
- The last point shows that when a man expresses his sexual desire and or boasts about his sexual victories or successes he is called a "real man" but if a woman does the same she is called a "loose woman" or a prostitute.
- There are many things society expects of women and men, some are fair and some unfair and boys and girls might feel this burden.



Make copies of this page for all of the girls

QUALITY OR ACTIVITY	REAL MAN	REAL WOMAN
Care for other people (children, sick people, old people)		
Producing food for the family		
Producing income for the family		
Being physically strong		
Expressing love		
Being eligible for village chairperson, parliamentarian, local councillor		
Has a profession		
Being friendly		
Being supportive when somebody is in difficulties		
Managing the household (cooking, washing, etc.)		
Being honest		
Defending his or her opinion with force		
Keeping cattle, goats		
Being smart		
Being intelligent and having education		
Caring for children		
Show their sexual desire as well as prove their sexual "successes".		

Activity 7: Real for you?



Activity Objective

To give each girl an opportunity to explore the qualities of a "real woman."

1. Look at the cart with the parcels in it. The girls are to talk together with you in the large group - about which of the parcels (pieces of paper) they want in their own cart and which they do not want. Those that they do not want must take out of the cart.
2. As they take them out the cart ask to read them out loud and to say, for example, "I can still be a real woman without having to be quiet all the time,"
3. Then they should talk about any behaviours that they would like to do that people say are not qualities of a real woman, for example, girls can be assertive and say what they think and what they want. Think of some of these and write them on pieces of paper, add them to the cart.



Key learning points

- If you want to be a real woman you can be assertive and confident.
- You do not have to accept the social norms placed on you by other people.
- If you wish to be a certain type of woman you may have to choose to be different from the way everyone says you should be.

Session



2

My beautiful body



Session Objectives

- To get the girls talking about their bodies towards acceptance of and pride in their own bodies.
- To promote acceptance of difference.
- To promote empowerment through knowledge by sharing basic information about body changes in puberty.

RECAP OF PREVIOUS SESSION: Ask participants to try and remember what they did in previous session then ask for volunteers to each take a different character and to read from script below.

Hi, I am Elizabeth. So far we have learned what the purpose of the EmPowering Girls workshop is. Then we learned what gender based violence is. We also learned that we can all be empowered and that we look up to others as role models of empowerment. We learned that looking someone right in their eyes shows that you have some power – it is as if you are saying ‘I am a person and I am worthy, I have the right to be treated properly – do not treat me badly. Sometimes we are taught by our culture that it is bad behaviour or rude to look people in the eye. But sometimes in special situations (for example when our safety is threatened) we need to do things to protect ourselves, no matter what our culture says. Looking someone in the eye reminds them that you do have some power and you do have the right to be treated properly.



Hi I am Thandi. Sometimes we are taught that it is not good behaviour for girls to speak out, loudly. It is especially difficult for girls to do this as we have been taught that girls should be quiet and respectful. But sometimes girls need to show their power, no matter what you have been taught by your culture. For example, if someone is trying to make you do something that makes you feel uncomfortable you need to look them in the eye and tell them with a big voice to ‘STOP!’ This is how you show that you have some power. This may make them leave you alone.

Hi I am Beatrice. We also learned about loading the cart of womanhood and how there are things that society expects of us as women but that we can question these demands and be any kind of woman we want to be. We don’t have to be silent and hide behind men but we can be empowered and have our voices heard.



Activity 1: We are all the same but we are also all different



Activity Objective

to explore the reality that we are all the same but that we are also all different and to help support girls to come to accept how they look and are different to each other.

Before you do this activity, you need to make copies of Worksheet 1 for everyone.

1. Sit in a circle. Hand out Worksheet 1.
2. Talk about all the things that make up our bodies – the things that make us who we are, such as our eyes, hair, voice, weight, skin, hips, face, the way we walk, the way we talk, how patient or impatient we are, how tolerant or intolerant we are, how kind or unkind we are.
3. Now talk about each of the things on the worksheet. Start by discussing the different ways a girl's voice can be (for example, it could be quiet, loud, squeaky, low). Then talk about hair (girl's hair can be straight, curly, frizzy, lighter or darker). Talk about breasts (they can be small, large). **You can make jokes as you do this – do not make fun of anyone though.**
4. Now ask each girl to fill in Worksheet 1.
5. Discuss the statement at the end of the worksheet.

Have girls walk (proudly) across the room, saying (loudly), "I am special, there is no one just like me". Make sure they do this "loudly and proudly."



Key learning points

- We are all different and unique
- Most people have things they like and things they don't like about their bodies, this is normal
- We can make a decision to accept who we are loudly and proudly



Make copies of this page for all of the girls

Hair can be _____
and MY hair is _____

Breasts can be _____
and MY breasts are _____

Weight can be _____
and MY weight is _____

Skin can be _____
and MY skin is _____

Noses can be _____
and MY nose is _____

Hips can be _____
and MY hips are _____

The face can be _____
and MY face is _____

Height can be _____ or _____
I am _____

The inside is more important than the outside, for example people can be kind or selfish, tolerant or intolerant. On the inside I am _____

I am unique – there is no one just like me!

Activity 2: Changing parts of my body



Activity Objective

to answer and explore questions about sex, sexuality and gender relations.

Facilitator to say to group: Now we are going to play a game in which you read out questions to Auntie Nomsa. I will play the part of Auntie Nomsa. The questions are about sex and sexuality. We will also discuss the questions and Auntie Nomsa's answers.

Card 1



Dear Auntie Nomsa

My name is Margaret. I am a 13-year-old girl and my body is beginning to change. I am growing hair under my arms and between my legs, and my breasts are beginning to grow. I have no one to discuss this with and need to understand what is going on. Is there anything else I can expect with regard to changes in my body?

Talking points

- Do you and your friends ever find yourselves in the same situation as Margaret?
- What changes have occurred in your body?
- Why do you think your body is changing in these ways?
- Have you begun bleeding in this way?
- What is your understanding of this bleeding from the vagina and what is your understanding of the word "menstruation?"

Answer

Dear Margaret

A girl starts to menstruate when she is about 13 or 14 years old or sometimes younger. Menstruation is the process in which a female's unfertilized eggs and part of the uterus wall begin to be discharged **in the form of** blood and mucous through the vagina. At around this age (13 or 14 years) girls also develop breasts and begin to grow pubic hair around their vaginas. These changes mean that their bodies are now able to grow and feed a baby. However this does not mean that a girl's body is completely ready to have babies. At this age a girl's hips are not wide enough to give birth and a girl of this age is also not emotionally mature enough to give birth and to raise a child. Girls under 18 are at risk of birth complications because their bodies are **NOT** completely ready to have babies yet even though it is possible for them to have babies as soon as they begin menstruating.

Discussion points

What do you think of Auntie Nomsa's reply?

Is there anything else you think Auntie Nomsa should have said?

Here is a list of changes girls can expect during puberty. The facilitator can use this list to introduce any points that have not been discussed.

Gets taller

Breasts get bigger

Hips widen

Hair grows under arms

Hair grows around genitals

Monthly periods (menstruation)

Discharge from vagina

Sweats more

Card 2



10 minutes

Question

Dear Auntie Nomsa

I have noticed that boys are beginning to show an interest in my body and to be honest I am suddenly more interested in their bodies and want to spend more time with them than I used to. What is going on?

Yours truly,

Ella

Talking points

- Are you or girls of your age beginning to become more interested in boys?
- Are boys beginning to become more interested in girls?
- How do the boys show this interest?

Answer

Dear Ella

Boys and girls will start to get more interested in the opposite sex during puberty and it is important that they find out about the opposite sex through friendships. We have chemicals in our bodies called hormones, which begin to become active during puberty, and these hormones are responsible for making us more interested in sex. The hormone for boys is called testosterone and for girls oestrogen.

Discussion points

What do you think of Auntie Nomsa's reply?

What else should she have said?

Card 3



10 minutes

Question

Dear Auntie Nomsa

Last week I was kissing a boy and he told me that he cannot control his sexual desire so I must not blame him if he forces me to have sex with him. Is it true that boys cannot control their sexual desire?

Yours truly,

Lucy

Talking points

- What do you think? Do you think boys can or cannot control their sexual desire?
- In groups of 3 develop a role play in which you explore this theme of boys saying they cannot control their sexual desire and how girls can respond to this.
- What do you think Auntie Nomsa is going to say?

Answer

Dear Lucy

Many people think that as boys grow up **they cannot control their sexual desires**. This is **NOT TRUE**. Boys and men (and girls and women) can control their desire to have sex or engage in sexual activities and many do. Boys and men should not use this idea to force girls to have sex. If a girl says 'NO' at any point (even if she has said yes to being kissed, for example) the boy or man must totally respect the girl's decision.

Discussion and role play

- What do you think of Auntie Nomsa's reply?
- In groups of 4 develop a role play in which a boy wants to go further than kissing but the girl does not want to. Role play what the girl can do or say. Perform all the role plays and then have a discussion about them all – drawing out the lessons from each one.

Dear Auntie Nomsa

I am 13 years old and my body is beginning to change in many ways. I was wondering if boys' bodies are also beginning to change at this age?

Masego

Dear Masego

This is a very good question and it is only natural you are curious about this. Around the age of 13 boys (just like girls) begin to develop pubic hair that is hair around their genitals (penis for boys, vagina for girls). The voices of boys begin to deepen around this age and their penises lengthen. Also around this age boys begin to produce sperm in their testicles and may have what are called "wet dreams" in which their penises shoot out sperm while they sleep.

Here is a list of changes boys can expect during puberty

Hair grows on face and around genitals

Sweats more

Pimples

Skin gets more oily

Chest and shoulders get wider

Voice "breaks" and deepens

Penis and testicles get bigger

Produces sperm

Session



3

About sexual reproduction



Session Objective

To learn about reproduction and sexual intercourse.

If possible invite a health care practitioner to attend this session and to briefly present on this topic as well as to answer any questions that might arise.

RECAP OF PREVIOUS SESSIONS: Ask participants to try and remember what they did in previous session then ask for volunteers to each take a different character and to read from the script below.

In session 1 we learned what the purpose of the EmPowering Girls workshop is. Then we learned what gender based violence is. We also learned that we can all be empowered and that we look up to others as role models of empowerment. We learned that looking someone right in their eyes shows that you have some power – it is as if you are saying ‘I am a person and I am worthy, I have the right to be treated properly – do not treat me badly. Sometimes we are taught by our culture that it is bad behaviour or rude to look people in the eye. But sometimes in special situations (for example when our safety is threatened) we need to do things to protect ourselves, no matter what our culture says. Looking someone in the eye reminds them that you do have some power and you do have the right to be treated properly.



ELIZABETH



THANDI

Sometimes we are taught that it is not good behaviour for girls to speak out, loudly. It is especially difficult for girls to do this as we have been taught that girls should be quiet and respectful. But sometimes girls need to show their power, no matter what you have been taught by your culture. For example, if someone is trying to make you do something that makes you feel uncomfortable you need to look them in the eye and tell them with a big voice to 'Stop!' This is how you show that you have some power. This may make them leave you alone.



BEATRICE

We also learned about loading the cart of womanhood and how there are things that society expects of us as women but that we can question these demands and be any kind of woman we want to be. We don't have to be silent and hide behind men but we can be empowered and have our voices heard.



THANDI

In session 2 we learned that we are all different and unique and that most people have things they like and things they don't like about their bodies. This is normal. We also learned all about the body changes that take place during puberty for girls as well as boys. In particular we learned about menstruation for girls and wet dreams for boys. One other important thing that we learned was this – boys should not use the “fact” that they cannot control their sexual desire as an excuse to sexually abuse girls – it is not true, sexual desire is definitely something that can be controlled. We also learned how to call our sexual and reproductive organs by their real names, as well the changes we are going through during puberty. We were also asked to think and talk about where we get our information about sex. Is it from your friends? Is it from social media? Is it from parents? Or from somewhere else and to think about whether we got accurate information in a supportive way that left us feeling good and empowered?

Activity 1: How babies are made



Activity Objective

It is important that girls know about sex if they are to protect themselves. You can empower them by teaching them the facts. There are many useful materials to teach young people about sex – some of these are listed at the back of this manual. We have given you one activity below that will allow you to talk about sex in a simple way. You can add other information from other resources if you wish.

Card 4



Question

Dear Auntie Nomsa

I have heard that one gets a baby from having sex but I don't understand how this happens? Please can you explain.

Erin

Answer

Dear Erin

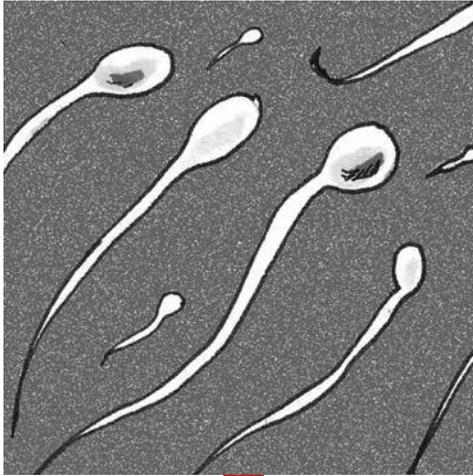
This is an important question and I am going to explain it using these pictures. Let us begin with a man. When a man becomes sexually excited he gets an erection, which means his penis, becomes hard enough to insert into a woman's vagina. After this sperms are released from his penis into the vagina (show picture 1). The sperm then swim up the vagina and meet the woman's egg in the womb (show picture 2). Many sperm will make this journey but only one (the strongest one) will be accepted by and will fertilize the egg in the womb (show picture 3). The fertilized egg will then begin to grow into a foetus, which is a developing human being (show pictures 4-5). During this time the baby is fed by the umbilical chord, which joins it to the mother at the belly button of the developing child.

Discussion points

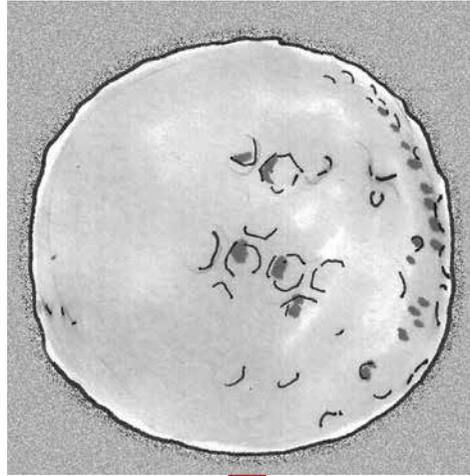
What do you think of Auntie Nomsa's reply?



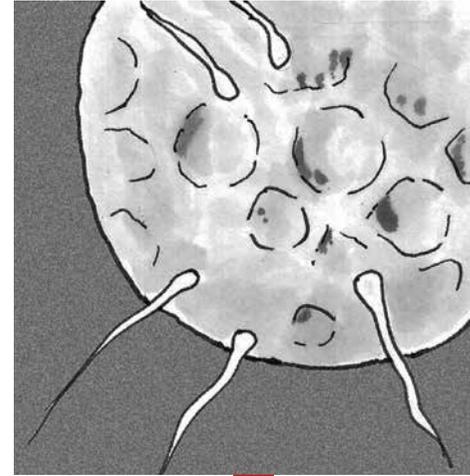
Picture code series 3 Number of copies: 1 for each group of 4-5 girls



A



B



C



D



E

Activity 2: Quiz and Auntie Nomsa



20 minutes



Activity Objective

to reinforce issues and knowledge about reproduction

After showing and discussing the pictures you can engage the girls in a quiz (see below).

Quiz

Either write the questions on a flip chart, or provide the questions as a handout, or just do it as an oral quiz. You can also have them divide into groups or teams to answer the questions.

A Quiz!

1. To make an egg of a woman to grow into a baby it is necessary that _____ meet the egg.
2. Who has eggs in their body? _____
3. Who has sperms in their body? _____

4. At what age do people start to produce eggs and sperms?

5. Sex is to make a baby but it is also for two people to show

6. The only way to stop giving each other HIV (if one of you is infected) during sexual intercourse is to use a male or female condom.

Finally allow time for discussion and questions.



Tip to facilitator: *Invite a local clinic sister to teach the young women how female and male condoms are used. Emphasize that girls can be empowered to insist on a condom being used and that the female condom allows them even more control to prevent pregnancies and sexually transmitted infections. The reason for this is that the female condom is worn by the female so in this way a female remains in control of the contraceptive device.*

Activity 3: Abstinence



Activity Objective

For girls to seriously consider abstinence as a strategy to prevent pregnancy, HIV and AIDS and other sexually transmitted infections.

<http://mg.co.za/article/2006-11-29-can-a-condom-protect-your-heart>

Say to the girls, “anti HIV campaigns usually stress 3 points, referred to as ABC, “(A) Abstain, (B) Be faithful and (C) Condomise.” However not enough attention is put on the first point concerning abstinence. Abstinence refers to abstaining or waiting to have sexual intercourse until you are married or in a stable adult relationship.

We think it’s more realistic to encourage young people to abstain or wait to have sex at least until they have finished school. The consequences of falling pregnant or of having to deal with HIV or other sexually transmitted infections during your school years can be very disruptive both to your education and to your life.

Get into groups of 4 and read the story below, then discuss what you think of abstinence as a strategy for yourself. Remember, even if you have already had sex you can decide to abstain till you have finished school.

‘Can a condom protect your heart?’

29 November, 2006, Rebecca Harrison, Mail and Guardian

Hip-hop songs pound, coloured lights flash and hundreds of teenagers scream as two young men stride onto the stage.

“We’ve come all the way to tell you guys how great sex can be,” they yell into the microphone, drawing whoops of delight from the crowd gathered in Eldorado Park.

But they don’t mean any old sex, they mean sex once you are married or in a stable adult relationship. This is part of a drive to get millions of youngsters in Aids-hit South Africa to guard against HIV by vowing chastity (not having sex).

The Christian-backed Silver Ring Thing abstinence campaign has already made headlines in the United States and Britain by urging thousands of teenagers to say no to sex until they get married.

Now South Africans have launched their own version, “The need in South Africa is absolutely incredible. People are dying every day,” 23-year-old Andrew Serfontein, a leader on the South African Silver Ring Thing team, told Reuters.

The movement’s aim is to make virginity cool, and to turn abstaining into a real choice for teenagers under pressure from peers and the media to have sex—lots of it—and to start young. After showing teenagers video clips and role plays about the dangers of sexually transmitted diseases and the emotional consequences of having sex, the team urges them to buy silver rings that symbolise a pledge to abstain until marriage.

“The world is saying everyone is having sex,” 22-year-old Dee Mokoka tells the teenagers in Eldorado Park. “But that’s a lie—I’m not doing it and you don’t have to.”

“I’m sick of the word condom,” shouts team member Buck Matyila (20) during the show. “Can a condom protect your heart? Can a condom protect your mind? Can a condom protect your virginity? So are condoms safe?” “No!” yell the teenagers.

Many in South Africa question the wisdom of an abstinence only message in a country where one in nine people are infected with HIV. Some say it is unrealistic and downright dangerous.

“Young people are exposed to media that is very sexual, and they are going through a developmental phase where they might want to experiment, and they need to know how to protect themselves,” said

Aadielah Makur, senior manager of Soul Buddyz, a health education programme for children.

“We wouldn’t advocate an abstinence only programme.”

Mvulane argues thousands of campaigns telling young people to wear a condom have failed and that if South Africans want to halt HIV and save the next generation they must simply have less sex with fewer people.

Wearing hipster jeans and funky accessories, Edwina Van Rooyen (15) and her friends chatter excitedly after the show in Eldorado Park as they wait to buy the simple silver ring they plan to wear until their wedding day.

“It’s really difficult to abstain from sex, especially with all the peer pressure, but I value my life and I wouldn’t want to get HIV,” Van Rooyen said.

Questions to be discussed in small groups:

Appoint a spokesperson who can then share the main points of your discussion with the larger group.

1. What do you think of the silver ring campaign?
2. What do you think of abstinence?
3. Do you think it’s more realistic to abstain until you are married or just until you have finished school?
4. What do you think of the other parts of the ABC campaign, *Abstain, Be Faithful, Condomise*?
5. What role do you think testing for HIV before you decide to have sex plays in HIV prevention?

Session



4  1 hour

Sexual violence



Session Objectives

- To explain what sexual violence is.
- To learn that sexual violence is not acceptable in any form.

RECAP OF PREVIOUS SESSIONS: Ask participants to try and remember what they did in previous session then ask for volunteers to each take a different character and to read from the script below.

In session 1 we learned what the purpose of the EmPowering Girls workshop is. Then we learned what gender based violence is. We also learned that we can all be empowered and that we look up to others as role models of empowerment. We learned that looking someone right in their eyes shows that you have some power – it is as if you are saying ‘I am a person and I am worthy, I have the right to be treated properly – do not treat me badly. Sometimes we are taught by our culture that it is bad behaviour or rude to look people in the eye. But sometimes in special situations (for example when our safety is threatened) we need to do things to protect ourselves, no matter what our culture says. Looking someone in the eye reminds them that you do have some power and you do have the right to be treated properly.



ELIZABETH



THANDI

Sometimes we are taught that it is not good behaviour for girls to speak out, loudly. It is especially difficult for girls to do this as we have been taught that girls should be quiet and respectful. But sometimes girls need to show their power, no matter what you have been taught by your culture. For example, if someone is trying to make you do something that makes you feel uncomfortable you need to look them in the eye and tell them with a big voice to ‘Stop!’ This is how you show that you have some power. This may make them leave you alone.



BEATRICE

We also learned about loading the cart of womanhood and how there are things that society expects of us as women but that we can question these demands and be any kind of woman we want to be. We don't have to be silent and hide behind men but we can be empowered and have our voices heard.



ELIZABETH

In session 3 we learned how after sexual intercourse a baby is made, how the sperm meets the egg and then how the embryo grows in the womb. We also learned about condom use, both the male and female condom. With both of these the girl or woman should be empowered to insist on its use and should know how to negotiate this. With the female condom, the girl or woman has even more power over contraception and prevention of infection because it is the female who wears it. We also learned about abstinence, that is deciding not to have sex until we are married or finished school and how it can be cool to be a virgin, that is someone who does not have to worry about pregnancy or sexually transmitted infections, someone who feels empowered to make the decision to abstain from sex until they are ready. We read an article in which the question was asked – can a condom protect your heart – pointing to the emotional side of sex. We also learned how sex can be used not only to make babies but for pleasure and to express love between mature people. We also learned how a condom and other contraceptives can be used to prevent a woman falling pregnant.



THANDI

In session 2 we learned that we are all different and unique and that most people have things they like and things they don't like about their bodies. This is normal. We also learned all about the body changes that take place during puberty for girls as well as boys. In particular we learned about menstruation for girls and wet dreams for boys. One other important thing that we learned was this – boys should not use the “fact” that they cannot control their sexual desire as an excuse to sexually abuse girls – it is not true, sexual desire is definitely something that can be controlled. We also learned how to call our sexual and reproductive organs by their real names, as well the changes we are going through during puberty. We were also asked to think and talk about where we get our information about sex. Is it from your friends? Is it from social media? Is it from parents? Or from somewhere else and to think about whether we got accurate information in a supportive way that left us feeling good and empowered?



Safety note to facilitator:

- The session may bring up memories of sexual violence, in which case you need to be prepared for this and be willing to let them talk about the experiences if they want to.
- Don't push anyone to tell their own stories of sexual violence, let them choose to talk only if they want to.
- If, in the session, someone seems re-traumatized by talking about their own experience of sexual violence, make sure you have someone who can counsel them after the workshop.

What do I do if a girl discloses sexual abuse or rape

- Say:** 'I believe you.'
'You were brave to tell us.'
'It was not your fault.'
'If it is still happening now we will have to tell someone so we can help it stop.'

Refer them for further help after the session to the social worker or counsellor you have on standby.

Activity 1: Be a defender



15 minutes



Activity Objective

To demonstrate that we are far less vulnerable and more able to prevent an attack when we move about in groups rather than alone.

You need some plastic or wooden clothes pegs or some sticky stuff / press stick for this game.

If you can't find laundry pegs or sticky stuff the attacker can just touch the victim with her thumb.

This game shows the girls what a defender is and what an attacker is. Describe the game before you begin so everyone understands what to do.

1. Give one peg / small piece of sticky stuff to each of five volunteers. They will be the attackers.
2. Choose one girl and tell her she is the person being attacked. The attackers are going to try and put the pegs / sticky stuff on to her clothing.

3. The rest of the group are the 'defenders' and they must try and stop the offenders getting to the victim with their pegs / sticky stuff.
4. Tell both the attackers and defenders they are not allowed to be too rough.
5. Call out 'attack' and the attackers try to put the pegs on the victim while the defenders try and protect her.
6. Do the activity a few times changing roles each time.





Tip to facilitator: *Make sure the one being defended is not squashed or hurt by the attackers.*

Discuss the activity:

- How did the person who was being 'attacked' feel?
- How did it feel to defend? What strategies worked well; what would you do differently next time?
- What things did you have to do when you defended the person?
- Was it useful to have more than one defender? Why?
- How did it feel to be an attacker - the person with the pegs?
- Have you ever been an attacker and made anyone feel very small. You may have used words and not pegs or violence to attack?
- Which role would boys like to play? Why?
- Can girls be defenders?
- Can boys be defenders?
- Have you ever seen a boy defending?
- Have you ever seen a girl defending?



Key learning points

- When we are bullied or attacked (even if it is by words and not stones or fists), we can feel very powerless and small. It is never your fault if this happens to you. You have a right to live a life free of violence.
- To be a defender, you have to show and use your power. You may have to use your body to defend yourself or someone else – to stop an attacker.
- Defending especially as part of a group can be very effective. You are much safer moving around in groups rather than by yourself.
- This game shows that you do have power in your body.

REMEMBER: We cannot always stop an attacker with our bodies but we might be able to fight back just enough to escape. Some attacks are very violent and we cannot defend ourselves. Sometimes we also just have to do as the person tells us because we fear for our lives. But sometimes we can stop an attack happening because we can show our power in our bodies, in our eyes and in our speech.

Activity 2: What is sexual violence?



Activity Objective

To explore what sexual violence is.

Make sure you work in a private place for this activity. Sit close together in a circle so that everyone feels safe.



1. Have a discussion. Introduce it by saying: 'Sex is a way for two people who are older and who love each other to show their love. It can show that you trust another person so much that you allow them to be close to your body. But sex can also be bad and unpleasant. It can hurt you and can be offensive. When this happens we call it "sexual violence". What kinds of things do you think are sexual violence?'
2. Let the group come up with ideas and as they do list them on a flip chart. If they don't mention these things you can ask questions like this: (allow for discussion before giving the answer to those questions which have a yes or no answer.)
 - Is calling loud comments about a woman's body or declarations of "love" sexual violence? (yes)
 - Is pinching buttocks or grabbing breasts sexual violence? (yes)
 - Is rape sexual violence? (yes)
 - Is showing someone private parts sexual violence? (yes)
 - Can boys and girls experience sexual violence? (yes)
 - What should girls do when they have experienced sexual violence?
 - What do you do when you tell your mother or father or caregiver and they do not believe you?
 - What can you do when the one who has committed sexual violence is a close relative e.g. uncle or father or even a teacher?
 - What do you do when you have been threatened and told that you will be harmed if you tell anyone?
 - What do you do if the perpetrator is a bread winner?

Some things you can do if Gender Based Violence occurs.

- Talking about your pain and thoughts with someone you can trust e.g. a Pastor, friend, Social worker, Teacher. Find someone to talk to
- Know that it is not your fault; abuse of women has a history and it happens to girls and women all over the world.
- When you feel better and stronger you can help other girls to also recover.
- Report the injustice that has been done to you even if it is a relative that has done it so that the person will not hurt other girls.
- Seek medical attention and counselling as quickly as possible.
- Try to let go of the experience and do not allow it to stay in your mind and rule your life.
- Know that no matter what your experience is, you are not damaged goods. YOU are BIGGER and GREATER than the abuse you have been subjected to.

3. Make sure everyone understands that **any action or words that make us feel uncomfortable or that forces us to do something we do not choose is sexual violence.**
4. Now ask the group (still sitting) to say this: **"My body belongs to me!"** Tell them "Only you can decide what is done to and with your body. If someone wants to touch you and do things that make you feel bad, you can say NO loudly and clearly."

Discussion points:

Allow group to share what they have learned in this activity, allow for discussion.



Key learning points

- **Sex is a way for two people who are older and who love each other to show their love.**
- **But sex can also be bad and unpleasant. It can hurt you and can be offensive. When this happens we call it "sexual violence."**
- **There are many forms of sexual violence which range from-calling loud comments about a woman's body sexual violence – to – rape.**

Activity 3: Say it out loud



Activity Objective

To build assertiveness

Ask the group to stand in a circle and as they step forward they should each say (very loudly!) 'My body belongs to me!'

This will break the intensity of the session and help everyone to have fun and also make the point that we can say no to people who try to touch our bodies when we do not want it.

Activity 4: Sometimes you cannot walk away or shout



Activity Objective

To explore the idea that sometimes it is safer not to fight back if you are sexually assaulted

1. Sit again in your circle and ask this question:
Can we always walk away or shout or not obey when someone is sexually violent towards us?
2. Let the group discuss this and give examples of when it is safer to do as we are told. Say something like this:
*'Sometimes we cannot get away because the man is stronger or he has a knife or a gun. Sometimes children are very young when sexual violence happens and they do not understand. Even if someone cannot walk away, or shout out loud, **sexual violence against them is NEVER their fault! It is the fault of the attacker'***

Discussion points

- Allow group to share times it is safer not to fight back if they are sexually assaulted
- Allow group to discuss the statement - sexual violence against me is NEVER my fault! It is the fault of the attacker.'



For the facilitator:

Make sure you say this at some point in this session:

'When a person experiences sexual violence they can feel like washing all the time, they might feel dirty, disgusted. Sometimes they do not even want to eat anymore, or they sleep badly, often they might feel fearful all the time. What happened to them will often come up in their memory and thoughts – even when they do not expect it. This is very normal. They are not crazy. They should not feel ashamed – it is the person who did the sexual violence who must feel ashamed.'

'It is important for anyone who has experienced sexual violence to talk to a trustworthy person about what happened to them.'

Spend some time in the group discussing who is a 'trustworthy person' that girls could talk to in their community. Make the point that sometimes people don't believe girls when they tell about sexual violence. If this is the case, then they must tell someone else. Keep telling until someone listens. Remember sexual violence is a criminal offence and the offender deserves to be punished.'



Key learning points

- Sometimes we cannot get away because the man is stronger or he has a knife or a gun. Sometimes children are very young when sexual violence happens and they do not understand. Even if someone cannot walk away, or shout out loud, sexual violence against them is NEVER their fault! It is the fault of the attacker.'
- It is important for anyone who has experienced sexual violence to talk to a trustworthy person about what happened to them.

Make sure you play this game (activity 4) at the end of the session!

Activity 5: It is not my fault!



Activity Objective

To convey the message that sexual assault is never the fault of the victim.

Play Activity 2 from Session 1 again. This time as they step forward they should each say (very loudly!) 'It is not MY fault!' Make this game fun and playful so you end on a happy and strong note.

Session



5



1 hour

Listen to your feelings about
places, people and situations



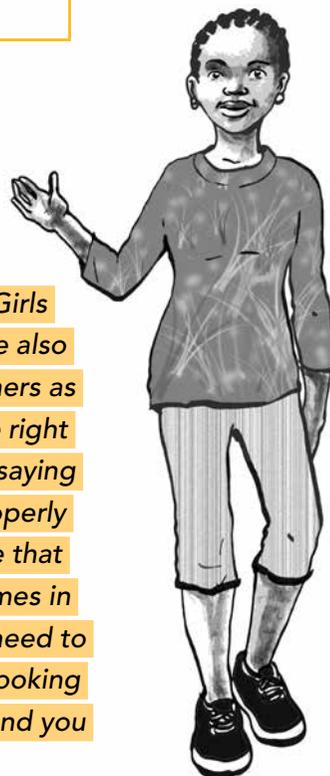
Session Objectives

This session teaches the very important protective skill of listening to our feelings. Our feelings can often warn us that we are in a dangerous situation and it is time to get out, but often young people do not know how to recognise or listen to a feeling or that they have the power to act on them. Activity 1 teaches how to recognise feelings and Activity 2 how to listen to them.

RECAP OF PREVIOUS SESSIONS: Ask participants to try and remember what they did in previous session then ask for volunteers to each take a different character and to read from the script below.

In session 1 we learned what the purpose of the EmPowering Girls workshop is. Then we learned what gender based violence is. We also learned that we can all be empowered and that we look up to others as role models of empowerment. We learned that looking someone right in their eyes shows that you have some power – it is as if you are saying ‘I am a person and I am worthy, I have the right to be treated properly – do not treat me badly. Sometimes we are taught by our culture that it is bad behaviour or rude to look people in the eye. But sometimes in special situations (for example when our safety is threatened) we need to do things to protect ourselves, no matter what our culture says. Looking someone in the eye reminds them that you do have some power and you do have the right to be treated properly.

Sometimes we are taught that it is not good behaviour for girls to speak out, loudly. It is especially difficult for girls to do this as we have been taught that girls should be quiet and respectful. But sometimes girls need to show their power, no matter what you have been taught by your culture. For example, if someone is trying to make you do something that makes you feel uncomfortable you need to look them in the eye and tell them with a big voice to ‘Stop!’ This is how you show that you have some power. This may make them leave you alone.



ELIZABETH



THANDI



BEATRICE

We also learned about loading the cart of womanhood and how there are things that society expects of us as women but that we can question these demands and be any kind of woman we want to be. We don't have to be silent and hide behind men but we can be empowered and have our voices heard.

In session 2 we learned that we are we are all different and unique and that most people have things they like and things they don't like about their bodies. This is normal. We also learned all about the body changes that take place during puberty for girls as well as boys. In particular we learned about menstruation for girls and wet dreams for boys. One other important thing that we learned was this – boys should not use the “fact” that they cannot control their sexual desire as an excuse to sexually abuse girls – it is not true, sexual desire is definitely something that can be controlled. We also learned how to call our sexual and reproductive organs by their real names, as well the changes we are going through during puberty. We were also asked to think and talk about where we get our information about sex. Is it from your friends? Is it from social media? Is it from parents? Or from somewhere else and to think about whether we got accurate information in a supportive way that left us feeling good and empowered?



THANDI

In session 3 we learned how after sexual intercourse a baby is made, how the sperm meets the egg and then how the embryo grows in the womb. We also learned about condom use, both the male and female condom. With both of these the girl or woman should be empowered to insist on its use and should know how to negotiate this. With the female condom, the girl or woman has even more power over contraception and prevention of infection because it is the female who wears it. We also learned about abstinence, that is deciding not to have sex until we are married or finished school and how it can be cool to be a virgin, that is someone who does not have to worry about pregnancy or sexually transmitted infections, someone who feels empowered to make the decision to abstain from sex until they are ready. We read an article in which the question was asked – can a condom protect your heart – pointing to the emotional side of sex. We also learned how sex can be used not only to make babies but for pleasure and to express love between mature people. We also learned how a condom and other contraceptives can be used to prevent a woman falling pregnant.



ELIZABETH



BEATRICE

In session 4 we learned about sexual violence. First we learned that if girls stick together in groups they are much more able to defend themselves against sexual violence than if they are alone. We also learned that calling loud comments about a woman's body is sexual violence, as well as pinching buttocks or grabbing breasts. Of course rape is also sexual violence and might be considered the worst kind of sexual violence. We also learned that sometimes we cannot get away because the man is stronger or he has a knife or a gun and that the safest thing to do to stay alive is to do what the man says. We also learned that sometimes children are very young when sexual violence happens and they do not understand. In these cases we must understand that if we are or have been victims of sexual violence it is NOT our fault.

Activity 1: Feelings



Activity Objective

To help participants listen to their feelings.

You will need flip chart paper and marker pens. Make a copy of the Worksheet 2 below for every girl in the group and have a pencil or a pen for each girl.

1. Sit in your close circle again but this time place a piece of flip chart paper on the floor in the middle of the circle.
2. Ask the group to think of these 3 comfortable **feelings** - happy, excited, proud, and 3 uncomfortable feelings – scared, angry and jealous. Write the feelings down on the flip chart.
3. As the girls call out the feelings, ask them to close their eyes and think about that feeling – how does their body feel when they have that feeling? Ask them to act out what their body feels – this can be fun and keep the discussion light. For example they can show what their body does when they are afraid – maybe their heart beats faster, their hands may shake, their knees may shake, they may screw their eyes tightly shut – ask them to show the group. Have fun with this activity by exaggerating the body reactions.
4. Now say this: 'It is good and helpful to listen to your feelings and to follow them! If you notice an uncomfortable feeling in your body you need to act.'

For example, if you feel afraid you need to listen to the feeling and act – you need to get out of the situation that is making you afraid.

But sometimes we find it hard to know **what** we are feeling and to act on the feeling. For example, we can easily tell when we are happy but sometimes we cannot tell when we are sad – we just feel that “things are not right for me today” or we do not want to see anyone. If we do not know we are sad, we cannot take action to help ourselves feel better, by going to play ball or going to talk to friends or listening to the radio. Or we may feel angry but think that we should hide that feeling because good children should not show they are angry.'

Discussion points

- What did you learn from this activity?
- Are you someone who is “in touch with their feelings?”



Key learning points

- **It is good and helpful to listen to your feelings and to follow them! If you notice an uncomfortable feeling in your body you need to act. For example, if you feel afraid you need to listen to the feeling and act. You need to get out of the situation that is making you afraid.**

Play an active, outside game to break the discussion and to lighten the mood.

Activity 2: Your inner voice



Activity Objective

To introduce the idea of an inner voice.

Tell the girls:

We all have a special voice which can warn us and tell us what we should do or not do. We call this voice sometimes the "inner voice" but actually it may be more of a feeling or an alarm than a voice. Your inner voice can tell you that something is wrong even before this becomes a clear thought.

1. Come back into your discussion circle and show the group this small story (on the following page. It shows a girl walking home and coming across a group of boys who make her feel afraid. She then listens to her inner voice and makes a decision – the group needs to tell what happens in the final frame of the story.
2. After talking about the story, say:
'Many people – friends, parents or foster parents, teachers, siblings etc., tell us what we should do and what we should not do. Who tells you how you should behave?' Let them name people who tell them what to do. 'But what about ourselves? As mentioned before, we also have a special voice which

can warn us and tell us what we should do or not to do. We call this voice sometimes the "inner voice."

3. Show the story of the girl again. Ask, "Where is her inner voice?"
'Listening to your inner voice can protect you and help you to avoid dangerous situations. But our inner voice is often very low and soft. One way to be aware that your inner voice is speaking is to listen to the alarm system in your body. Our body can tell us when we are in a dangerous situation. For example, our heart beats fast, we get short of breath, we sweat and we can even tremble.' What is the girl's body doing?"
4. Say: "Sometimes we have to think hard to hear our inner voice. Close your eyes and breathe deeply in and out. Listen to your inner voice. How is it feeling now? What is it saying to you?"
5. Divide the group into pairs and they must talk with their pair about a situation where they heard their inner voice and acted.
6. Now get into groups of 4-5 and develop role plays about an unsafe situation in which you "hear" your inner voice. Allow each group a few minutes to perform their role plays.
7. End the activity by getting the group to applaud themselves for listening to their inner voices and acting.



What is the girl feeling?



What is her inner voice telling her?



What will she do next?



Key learning points

- We all have a special voice which can warn us and tell us what we should do or not do. We call this voice sometimes the "inner voice".
- This inner voice can act as an alarm or early warning system to tell us to be alert and to watch out for danger.

Activity 3: Using your feelings and your inner voice



Activity Objective

To teach participants that they can categorise three kinds of inner voices.

1. You will need flip chart paper and a red, green and yellow or orange marker pen. The colours are similar to the colours in a traffic light. Red for STOP, Green for GO, Orange for BE CAREFUL. The colours will help remind the girls of possible actions they can take. Before the activity begins, copy the information below onto a flip chart or piece of paper or cardboard. Try and write each column in the appropriate colour (but if you don't have different coloured pens that is ok).

If you can't get markers of different colours don't get stuck – just write in one colour.

GREEN	ORANGE	RED
Everything is okay	I feel tense	I feel afraid
My inner voice is calm	I feel embarrassed	The situation is very dangerous
I feel relaxed	I feel that the situation is unpleasant	It is very painful
I feel happy	I am beginning to feel afraid	My inner voice is saying 'Get out now!!! Run!!! Shout!!!!'
I feel excited	This is feeling a bit painful	
	I am beginning to feel angry	
	My inner voice is saying 'You need to beware!'	

2. Play a game to teach them the traffic light colours. Let them run around the room. When you call RED they must stop and freeze. When you call GREEN they can carry on running. When you call ORANGE they must walk slowly and carefully, creeping along and looking out. Have fun with this game.
3. Go back to the circle and place the chart you have made in the centre.
Say: 'I am going to teach you a good way to listen to your inner voice and to your feelings. If you look at this table you will see that there are three kinds of feelings. These are green, orange and red feelings.'
4. Then let them practice saying what each colour stands for. They can also play a guessing game in which someone turns away from the chart and someone else calls out a situation (for example, I am walking along a quiet, dark road and five drunk men are coming towards me and calling out rude words) and the person must try and identify it as a green, orange or red situation.

Then say, 'In the next few activities you will get lots of opportunities to practice express feelings and listening to your inner voice.'



Key learning points

- **We can understand our inner voice in terms of the 3 colours of a traffic light (RED means STOP and DANGER, GREEN means GO and EVERYTHING is OK, ORANGE means BE CAREFUL, THERE MAY OR MAY NOT BE DANGER BUT REMAIN ALERT).**

Session



6

Where I am vulnerable,
what do my feelings and
inner voice say



Session Objectives

- To learn to name the sexual and reproductive parts of their bodies.
- To use what they have learned about feelings, colour codes and their inner voice to think about where they can be touched.
- To practice telling someone that they cannot touch you or that they are coming too close.
- To explore where it is safe and unsafe to go in their communities.

RECAP OF PREVIOUS SESSIONS: Ask participants to try and remember what they did in previous session then ask for volunteers to each take a different character and to read from the script below.



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In session 5 we learned how empowering it can be to be in touch with our feelings and be able to name them. We also learned about our inner voice and that we can listen to our feelings when and even before we get into a bad situation and that we can give our feelings colours. Red means beware, get out of here, this is very dangerous. Orange means watch out, this might be dangerous. And Green means everything seems safe and ok.



THANDI

Activity 1: My body



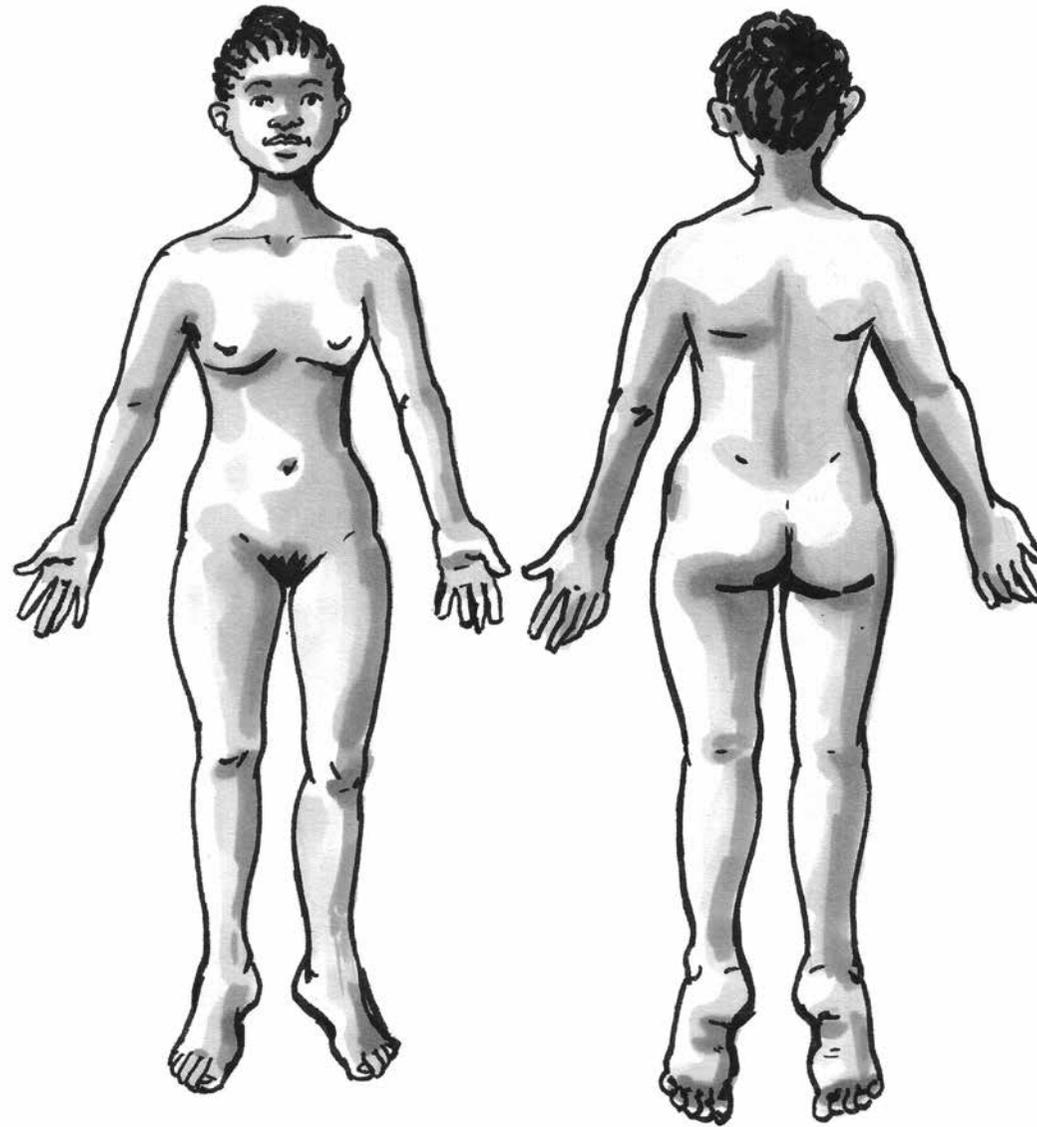
Activity Objectives

- To get the girls to refer accurately to their bodies in particular to their breasts, vaginas and thighs.
- To encourage open talk about human bodies, something the girls will need when they are in a relationship.

Divide girls into groups of 4-5 and make copies of the drawing below so that each group has one drawing. You will find a large copy at the back of this manual. Ask girls to name all the areas they can see on the drawing. (Apart from the arms and legs, etc make sure that they refer to the vagina, breasts and thighs by name.)



Picture code 5 Number of copies: 1 for each group of 4-5 girls



Activity 2: You need my permission

Divide the large group into small groups of three or four. Give each one a copy of the body drawings and red, orange and green colours for each small group. If you cannot find these coloured pens it is ok. Just use one colour and write the name of the colour code i.e., red, orange or green.

Now say: We all have parts of our body which we need to keep private unless we give permission.

REMEMBER:

- RED means NO, YOU CAN ONLY TOUCH THERE WITH MY PERMISSION
- ORANGE also means you need my permission.
- GREEN means it's ok to touch me there without my permission (like shaking hands).
- Remember that what is GREEN for one person might be RED for another.

On the drawing of the female body, show which areas are red, orange and green.

Discuss the activity:

Discuss the areas marked as red, orange and green asking the girls to give their reasons for their choices.



Key learning points

- Your body belongs to you – you have a right to decide where you are touched. If someone is touching you and your inner voice and feelings are telling you that the situation is ORANGE!!!! or RED!!!!!! and you can get away, then get away quickly.
- When you are older and you have a long-term partner you can give them permission to touch you if your feelings say GREEN. You must decide!

Activity 3: How close should they be?



Activity Objective

To introduce the idea of "personal space."

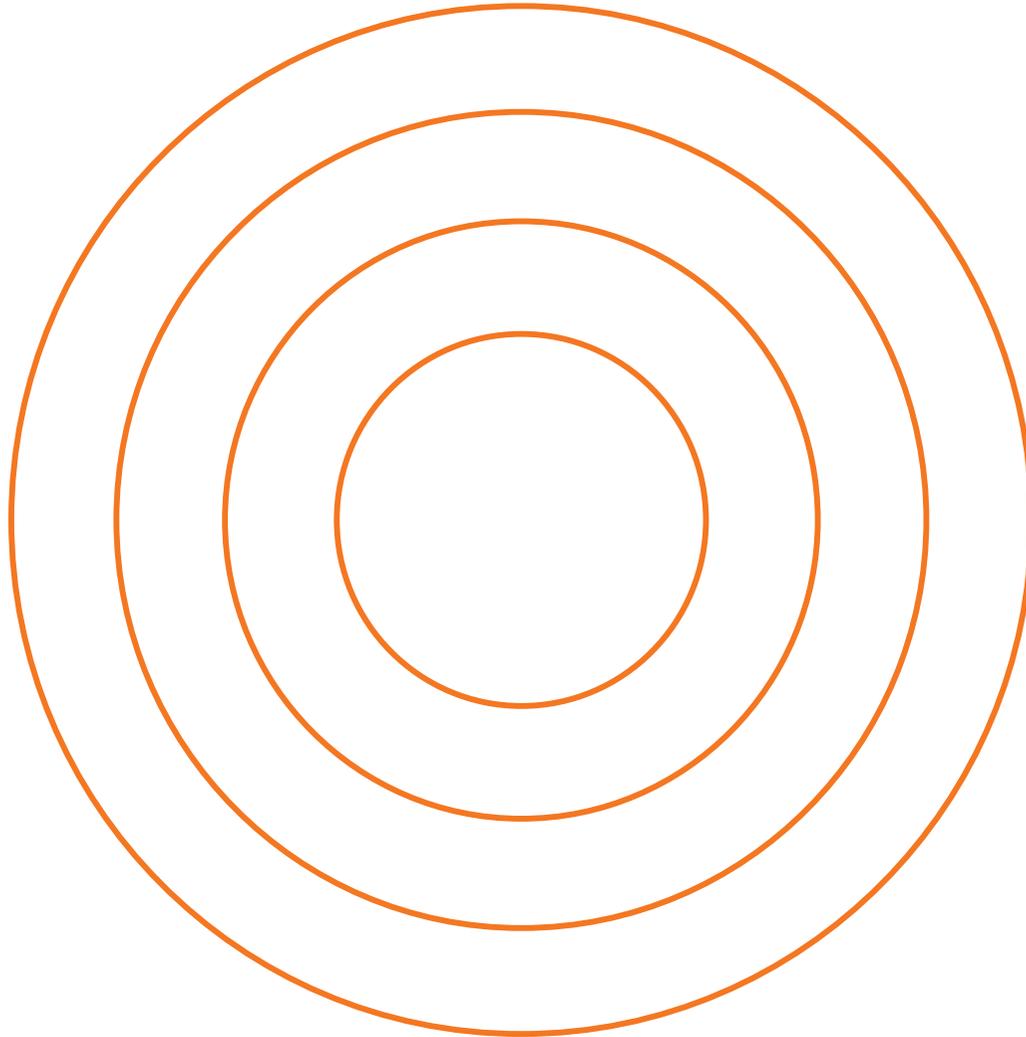
You will need to make a copy of the circles on Worksheet 3 for everyone and also have red, green and orange marker pens ready.

1. Play this game to introduce this activity.
Stand with hands raised in a small circle. A volunteer stands in the middle of the circle, with both feet firmly on the ground, body straight and eyes closed, they 'fall over' so that the raised hands of the circle catch and support them. The group gently pushes the player this way and that. Do this with a few volunteers.
2. Give everyone a copy of Worksheet 3 with the circles drawn on it and a pencil.
Say: 'We all just stood really close and some of us even allowed ourselves to be pushed this way and that by the others. But we have been working closely together and we know each other so maybe we felt comfortable doing that. Perhaps we did not mind being close to each other's bodies. What were you feeling in the circle – RED, GREEN or ORANGE?'
3. Look at the circles on the paper. 'Another way that we can use the colours and our feelings and inner voice is when we feel people come too

close to us. We feel comfortable having some people close to us, like our small sisters and brothers or our grannies, or a special friend. Some people we do not like to have close to our bodies at all. Choose the right colour and write the names of the people who you feel happy to have close to you in the inner circle. Choose people you do not want close and write their name in the outer circles, choose the right colours for them. You will not have to show this to anyone but it will help you think about your feelings. Listen to your feelings and your inner voice when you decide who you want close to you!"



Make copies of this page for all of the girls



Discuss the activity:

Ask the group to talk in pairs about what they learned from the activity and then to share what they have discussed with the whole group. They do not have to share experiences, just what they have learned.



Key learning points

- We can choose who we want to be close to us.
- If a person is getting too close to you, and your feelings and inner voice tells you it is uncomfortable or unpleasant, then you should move away and go to a place where some friends or a trustworthy adult are.
- Listen to your feelings and your inner voice!

Activity 4: Role play



Activity Objective

To rehearse telling someone to “back off”.

It is one thing for us to know that we want someone to move away, but quite another to have the words to say it politely. This is especially true for young girls who may not have a lot of practice with expressing themselves in this manner. So practice here is important.

It is always best to communicate negative messages to someone else by using ‘I’. Say, ‘I feel uncomfortable when you stand so close to me.’ Don’t say ‘You are a dirty old man and you make me feel uncomfortable...’ This might make them angry which you want to avoid if possible because it might lead to violence.

1. Divide the group into small groups of four or five. Each group must make up a role-play about a girl who feels someone is too close to them. She must look them in the eye and tell them politely but firmly to move away.
2. Let the groups present their role-plays and discuss how the girls asked the person or people to move.
3. Introduce the learning points below into the discussion.

Discuss the activity

- What different ways did people use to communicate what they were feeling?
- Which ways do you think worked best?



Key learning points

- **We can choose who we want to be close to us. If a person is getting too close to you, and your feelings and inner voice are telling you it is uncomfortable or unpleasant, then you should say something or move away and go to a place where some friends or a trustworthy adult are. Listen to your feelings and your inner voice!**
- **It is always best to communicate negative messages to someone else by using ‘I’. Say, ‘I feel uncomfortable when you stand so close to me.’ Don’t say ‘You make me feel uncomfortable...’ This sounds like you are blaming them and might make them angry which you want to avoid if possible.**
- **Sometimes you cannot talk, you just have to move away and go somewhere where there are other people that make you feel safe.**

Activity 5: Listen to your feelings and inner voice in your environment

30 minutes



Activity Objective

To help participants to map safe and unsafe places in their environments.

Give everyone a large piece of paper – flip chart paper works well. Have crayons available – wax crayons and oil pastels work well.

1. **Say:** 'Draw a map of all of the places you go in a week. Think about places where you meet different people too. You may want to draw some of these places and people on your map – think of all the places you go. As they work you can call out these places to remind them:

Home School Places you meet and play with friends
Place you fetch water Place you go to get firewood
The market The shops The railway line
The road Local factories Taverns or shebeens or bars
Neighbours houses Friend's houses Fields



2. **Now say:** 'On your map use the three colours (RED, ORANGE and GREEN) to show how you feel when you are in these places.' Remind them of the three colours and what they stand for.

Discuss the activity:

- What places make you feel GREEN? What does your inner voice say at these places? What do you feel?
- What places make you feel ORANGE? What does your inner voice say at these places? What do you feel?
- What places make you feel RED? Why do you feel RED in these places? What does your inner voice say at these places? What do you feel?
- What do you already do to stay safe in the RED places?
- What else could you do? Brainstorm ideas for staying safe, like walking in a group or asking an older sister to talk to an adult who harasses you.



Key learning points

- **You need to listen to your feelings and inner voice about places that are RED or ORANGE on your map. Maybe you need to talk to a grown up you trust about these places. Make sure you avoid these places if you can. Use the ideas you brainstormed.**
- **Remember the feeling at the RED places as you may need to listen to this feeling another time in a new place – practice listening to your inner voice.**

Activity 6: Listen to your feelings and your inner voice in your relationships



Activity Objective

This activity allows young women to think about their inner voice and feelings when or if they are in a relationship with a boy.

1. Work in three groups. One group is to think of a situation where you would feel GREEN with a boyfriend
Another group will think of a situation that would make them feel ORANGE with a boyfriend.
The third group is to think of a situation that would make them feel RED with a boyfriend.
2. Now each group shares the situations they have thought of.

Discuss the activity

Did any of you think differently about a situation? Did some of you call a situation GREEN while others thought it was ORANGE? Discuss these differences. Talk about what you could do to avoid the RED or ORANGE situations happening. Talk about at what age it is acceptable in your culture to have a boyfriend and to have sexual intercourse.



Key learning points

Even in a relationship with someone you love you can get into a situation where your feelings and inner voice say RED or ORANGE. One way to avoid these is to follow some of these rules in any relationship you have with a boy:

- When you are young, boys should be your friends and not boyfriends – you can play sport together, study together, talk together but be just friends! How old do you think you can be to manage having a boyfriend?
- When you are older you can have a boyfriend but it might be a good idea to wait until you have finished school before you decide to have sex.
- Talk about these ideas with boys before you get into a RED situation.
- Make sure you do things in a group with friends – do not spend time alone with a boyfriend.
- If a boy is pressurising you to be his girlfriend and your feelings and inner voice tell you that you do not want this, tell him 'No' with a firm voice. You should role play this so the girls can practise it.
- If he will not leave you alone, then talk to a grown-up you trust about the problem.
- You have a right to decide what is done to your body.

Session



7

Self defence 1



Session Objective

To introduce the basics of physical self-defence.

Keep in mind that even if young women never use these physical tactics, just learning them and being physically active can build confidence and assertiveness. A programme in Zimbabwe found that when young women practiced saying 'no', the teachers noticed that they held their heads higher and looked straight ahead instead of on the ground. Boys were frustrated because they didn't find it so easy to get the girls to be their girlfriends and have sex with them.

Another important point is that the main value of these self defence exercises might not be to "beat up" a man or boy who attacks you BUT just to fight back enough to give you an opportunity to escape.

You need to find a person who has trained in self-defence or martial arts to help you with this session (preferably a female).

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We also learned about loading the cart of womanhood and how there are things that society expects of us as women but that we can question these demands and be any kind of woman we want to be. We don't have to be silent and hide behind men but we can be empowered and have our voices heard.



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BEATRICE

Activity 1: What is self-defence?



Activity Objective

To explain what self-defence is.

Begin by explaining what self-defence is.

Say: 'Sometimes when you feel you are in an ORANGE or RED situation you can solve the problem by just walking away. In a RED situation you sometimes have no choice and because it is dangerous you have to do as the person who is hurting you tells you. It is not your fault if you cannot defend yourself – you need to listen to your inner voice and if it is telling you to just be still and do as you are told then do what your inner voice says.

But sometimes **we can do** something to defend ourselves. Today we are going to learn some things that girls can do.

Here is one important rule:

Self-defence skills should not be abused, they are for protection not for fun or power play. They are for use only in emergency cases – that is RED or ORANGE situations.

Activity 2: Warm ups



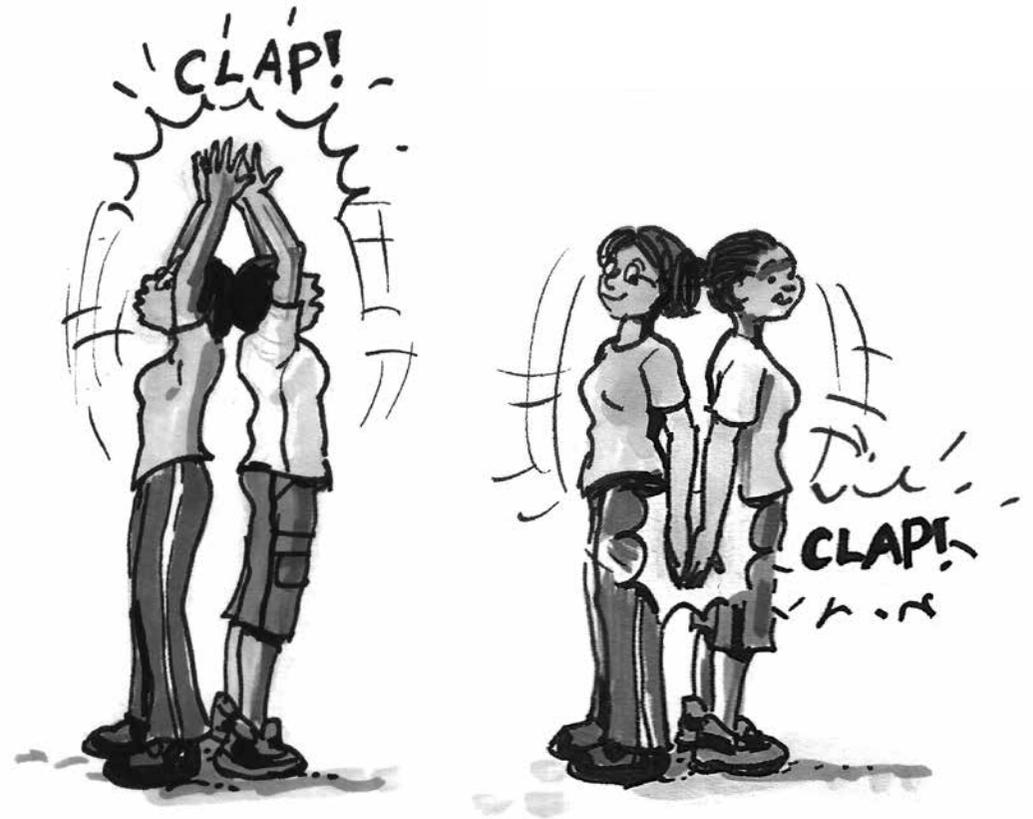
Activity Objective

To engage participants in warm up exercises.

Warm Ups – to do before you try any of the physical activities below
Begin by walking slowly in a large circle and slowly warm up to a run.



Stand in pairs back to back with someone who is more or less the same height as you and clap your hands together over your heads and then with your hands at your sides.



Activity 3: Stand with strength



Activity Objective

To teach participants how to stand still and strong.

All of the physical activities you will do in this session should start with you standing still and strong. Face the front of the room where the facilitator is standing.

FEET – Must be flat and as wide apart as the hips

HIPS – Must be stable and straight

KNEES – Put one knee in front as if you are taking a small step and bend your knees slightly

UPPER BODY – Must be straight

SHOULDERS – Must be down not up and ready to be pushed forward. This gives a lot of power

HEAD – Must be straight

Practice standing like this – run around the room and when the facilitator claps get into the correct body position.



Tip to facilitator: *Make sure that the girls' feet are firmly on the ground, ready to react but firm and stable.*

Activity 4: Protecting



Activity Objective

To teach participants how to protect themselves.

The first kinds of self-defence activities are things you can do to protect yourself.

Protecting your head

If someone tries to attack you they will aim for your head. This is how you protect your head. Place your hands at the back of your head with your elbows out. This will stop the attacker getting to your head. You can then push the attacker away and run away. Practice this.

Protecting your hair from being pulled

When someone goes up and tries to grab your hair the first thing to do is to grab your attacker's hand. You do this using both of your hands. The next step is to put your elbows together to protect your face. This protects your face from any attacker.

From there you can escape under the arm by stepping back and twisting away. Practice this.

Protecting your body

If you are on the ground, roll up into a ball to protect your body and head. Practice this.



Session



8

Self defence 2



Session Objective

To introduce more self defence skills.

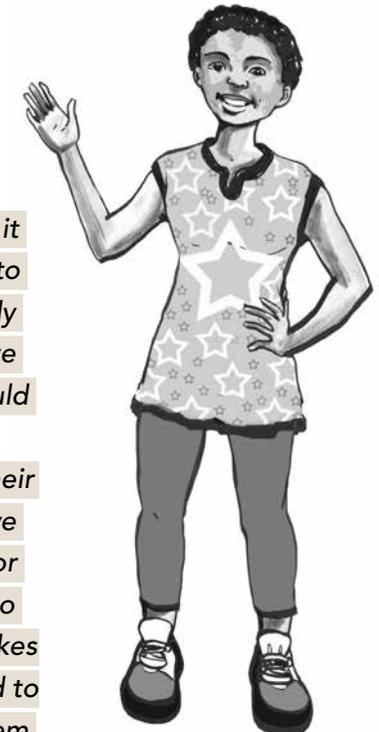
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ELIZABETH

Sometimes we are taught that it is not good behaviour for girls to speak out, loudly. It is especially difficult for girls to do this as we have been taught that girls should be quiet and respectful. But sometimes girls need to show their power, no matter what you have been taught by your culture. For example, if someone is trying to make you do something that makes you feel uncomfortable you need to look them in the eye and tell them with a big voice to ‘Stop!’ This is how you show that you have some power. This may make them leave you alone.



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We also learned about loading the cart of womanhood and how there are things that society expects of us as women but that we can question these demands and be any kind of woman we want to be. We don't have to be silent and hide behind men but we can be empowered and have our voices heard.



BEATRICE

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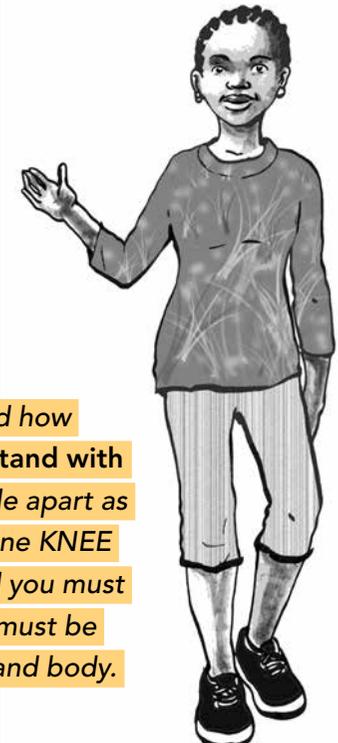
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ELIZABETH

Activity 1: Shocking



Activity Objective

To teach participants how to use shock tactics to frighten the attacker away.

The second thing you can do to defend yourself is to use shock tactics to frighten the person away.

- 1. Begin by** making sure that everyone understands what 'shock' means. Explain that: 'A shock technique is when you use surprise – something unexpected – to escape from someone who is trying to hurt you.'
2. Ask participants to list any ideas they have for shock techniques and their purposes. Record them on a flip chart. Then introduce the following shock techniques:

Activity 2: Using your eyes and voice to shock



Activity Objective

To teach participants to use their eyes and voice to shock.

You can use your voice and eyes to shock people.

1. Sometimes it is enough to look someone in the eye.
 - Look straight in the eyes of the offender or at his forehead.
 - Don't look down!
2. Tell them to stop what they are doing.
 - Have a commanding/strong voice for the offender to understand what you are saying.
 - Your voice should come from your stomach and not your throat – don't screech and squeal, use a BIG voice.

In pairs, look each other in the eye and practice saying, 'STOP!' Use a strong voice that comes from your stomach, not your throat. You can play the game in Activity 2 Session one for practice – say 'STOP!'

A yell or a shout can be a shock tactic.

Using the voice to shock

Divide participants into 3 groups

1. Each group should form a circle with one participant who will stand in the middle of the circle acting as a Defender and who will shout, 'STOP!'
2. The Defender in the centre must call other participants one by one to act as offenders against her.
3. As they approach her she calls out 'STOP!'
4. The group gives feedback to the Defender on how she performed noting how she used her voice, the position of her arms and use of eye contact.



Activity 3: Aiming at the vulnerable parts



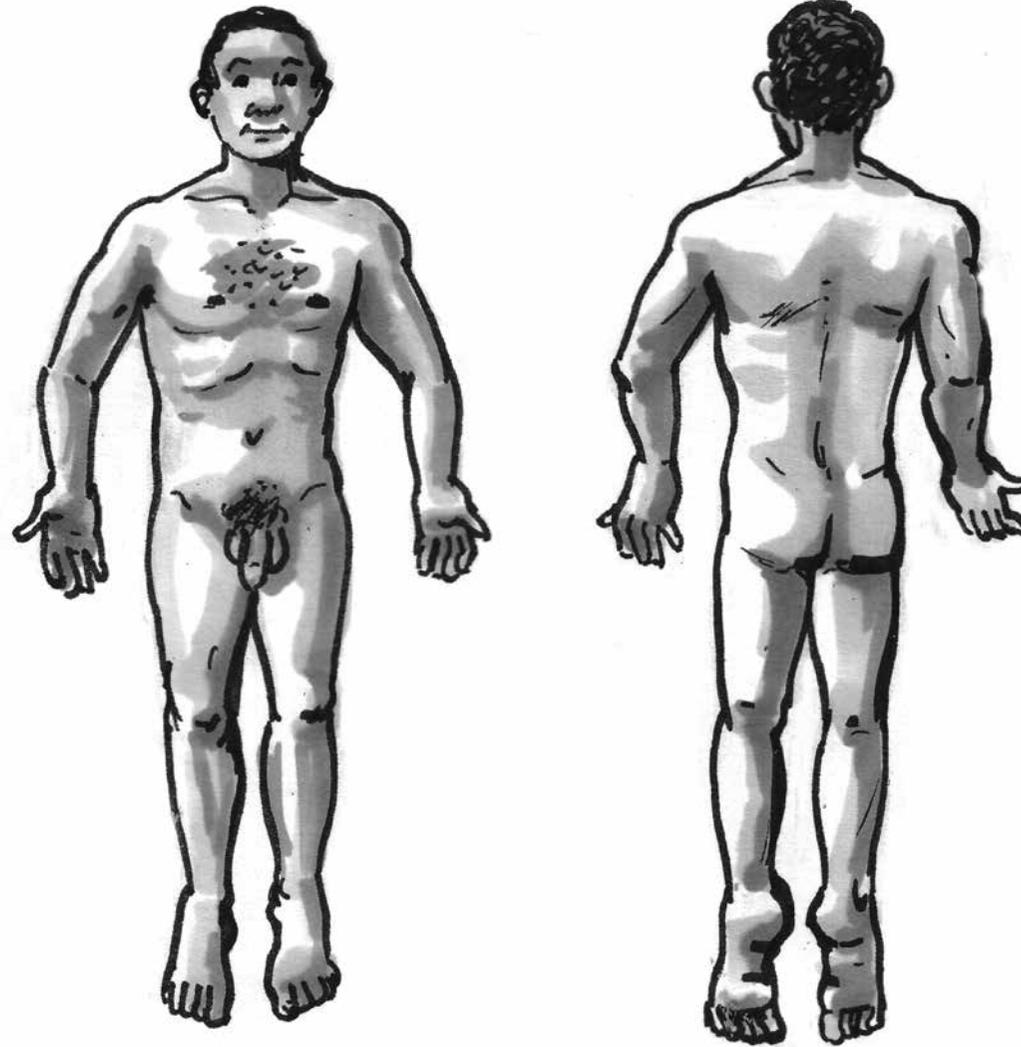
Activity Objective

To teach the participants to aim at the attacker's vulnerable parts in the event of an attack.

1. Show the picture of the man's body and ask what parts are vulnerable. (Vulnerable points include the genitals, the shins, the back, the throat, the nose and the eyes)
2. Explain that aiming a kick or a fist or a poke at a vulnerable point can also be used as a shock technique.
3. Talk about
 - A Scratch/poke
 - A bite
 - Throwing water
 - Pulling hair
 - A kick to the shin



Picture code 6 Number of copies: 1 for each group of 4-5 girls



Activity 4: Using the nose punch to shock and defend

 10 minutes



Activity Objective

To teach participants to punch the attacker's nose in the event of an attack.



Note to facilitator: *Pass around your manual so that the girls can see the illustrations of the different self defence moves just before they are taught how to do them.*

1. Imagine the offender is in front of you.
With one hand and then two hands, try to punch the nose of the imaginary offender.
2. You can also practice this technique by asking one participant to hold a telephone directory, or an old book, or a bundle of sacks (what we will call a shield) in front of her and then practice hitting the shield imagining it is the offender's nose.



Activity 5: Using the shin/tibia Kick to shock and defend

 10 minutes



Activity Objective

To teach participants the shin/tibia kick.

1. Imagine the offender is in front of you
2. Try to kick him/her on the tibia bone
3. Ask one participant to hold a shield over her tibia bone and practice the 'tibia kick'



Activity 6: Using the heel stamp to shock and defend



Activity Objective

To teach the participants the heel stamp.

1. Ask participants to be in pairs, one acting as an offender while the other one acting as a defender.
2. The offender grabs the defender from the back while applying pressure on her.
3. The defender frees her hands and (pretends to) stamp hard with her heel on the offender's toes/foot.



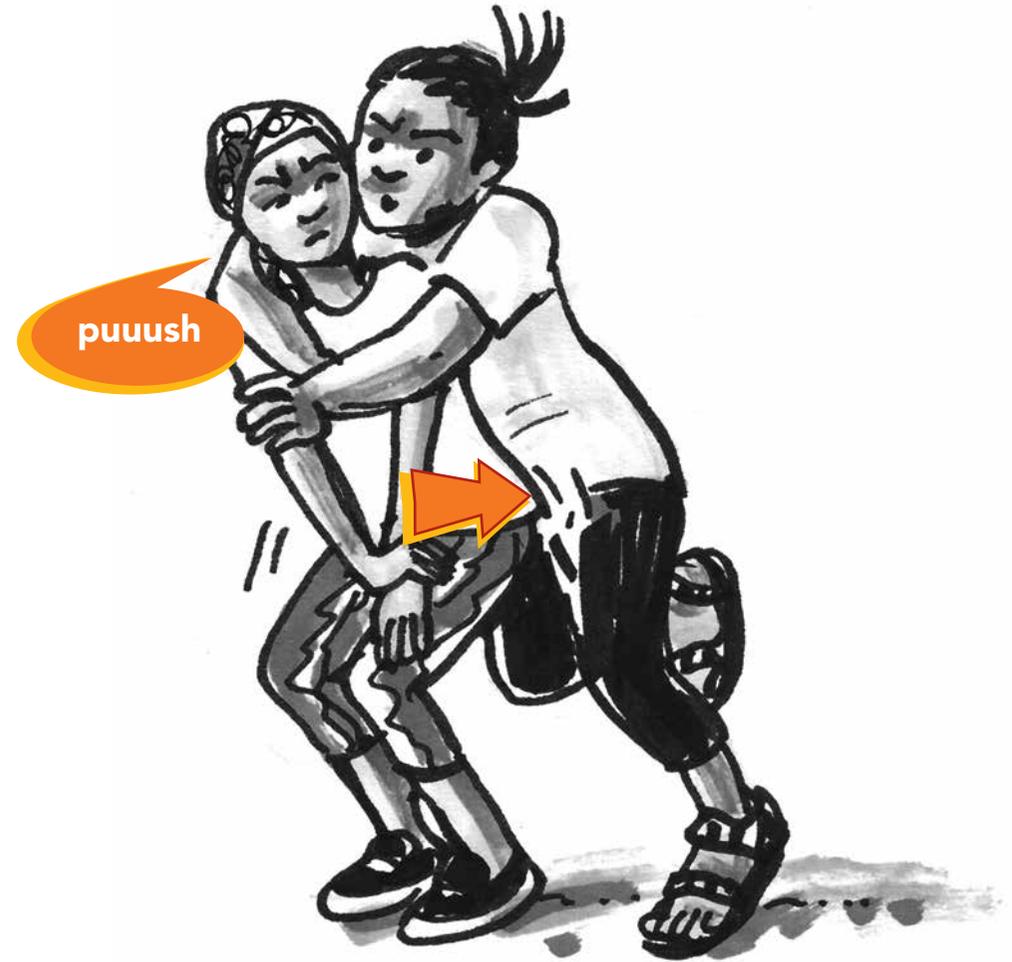
Activity 7: Using a bum push to shock and defend



Activity Objective

To teach how to use a bum-push to shock and defend.

1. Ask participants to be in pairs, one acting as an offender while the other one is acting as a defender.
2. The offender grabs the defender from the back while applying pressure on her.
3. The defender frees her hands and applies a bum-push on the offender
4. [designer: add the word 'puuush' coming from defender's mouth with an arrow in that region]



Activity 8: A game to put all of the pieces together

 30 minutes



Activity Objective

To play game that puts all the pieces thus far together.

1. Divide participants into groups of six and each form a small circle.
2. Ask one participant to be in the middle of the small circle to act as a defender, the rest of the group are offenders.
3. One offender grabs her from behind while applying pressure.
4. The defender applies either her Voice or a Heel Stamp, then frees her hands, keeps a distance and hits him with a Nose Kick if the offender is still approaching.
5. Repeat the activity with another offender attacking the defender.
6. Put someone else in the centre.



Session



9

Self defence 3
Freeing Yourself



Session Objective

To introduce more self defence skills.

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THANDI



BEATRICE

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ELIZABETH



BEATRICE

In session 8 we learned about shocking that is using different parts of the body to shock an attacker giving you enough time to escape. When you shock you can use your eyes and voice, or just your voice, or a nose punch, or a shin kick, or a bum push, or a heel stamp. We also played a game to try out all of the different shocks.

Freeing hands

Another self-defence skill is to free yourself if a person grabs you. The self-defence facilitator should demonstrate all of these skills first.

Activity 1: Freeing hands from front

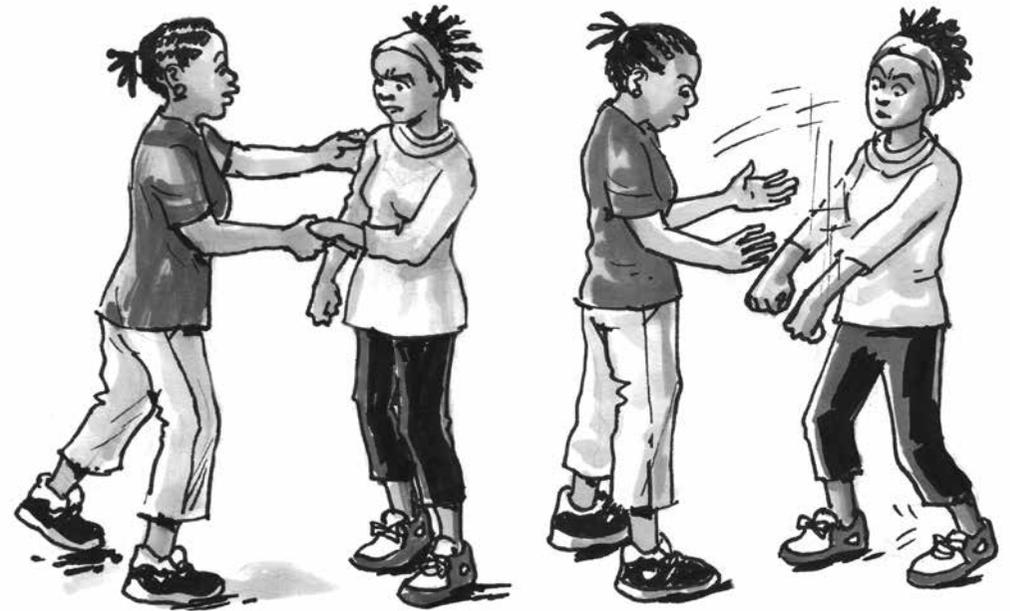


Activity Objective

To teach participants how to free their hands from the front.

Divide participants into pairs:

1. One should act as an 'offender' while the other one acts as a 'defender'.
2. The offender grabs the hands of the defender and the defender frees herself by pulling her hands down sharply.
3. Participants exchange roles.



Application of freeing hands from front

Divide participants into groups of 4:

1. One person stands in the middle.
2. The others try to grab her hands randomly.
3. Defender frees herself concentrating on one person at a time using the freeing hands skill from above.
4. Defender practices this while her eyes are closed.
5. Participants exchange roles.



Activity 2: Freeing hands from back



Activity Objective

To teach how to free hands from the back.



Note to facilitator: *This could be a bit scary for some girls so explain it before anyone grabs them from behind.*

Divide participants into pairs one standing with her back to the other's front.

1. The one behind acts as the offender and grabs the other from behind.
2. The defender tries to free herself by:
 - a. Pushing with her bum.
 - b. Stepping one foot backwards.
 - c. Slipping through the offender's arms and freeing herself.



Activity 3: Application of freeing hands through a game



Activity Objective

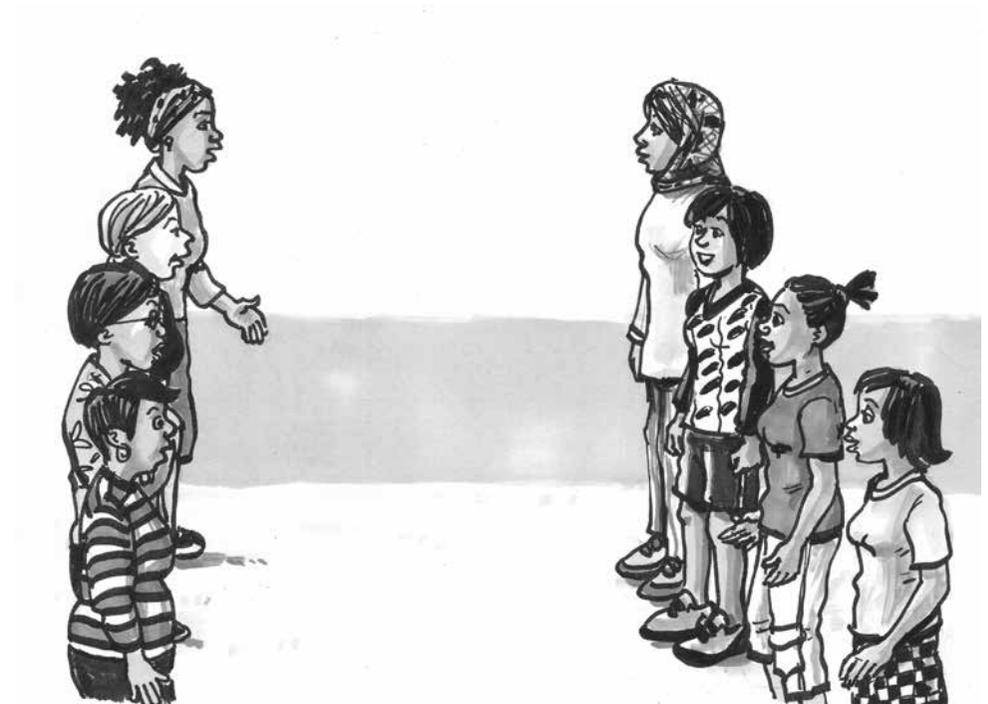
To play a game involving the freeing of hands.

WHO IS AFRAID OF THE BAD MAN – NOBODY!

Participants are divided into pairs.

1. Ask participants to form two rows facing each other and at opposite ends of the room.
2. Everyone stands in the correct body stance (as in Skill 2).
3. One row is the offenders and they shout 'Who is afraid of the Bad Man?' The other row act as defenders and shout 'Nobody!' in a big loud voice.
4. Offenders start chasing and grabbing the defenders while defenders run and then use the hand freeing techniques they have been taught to free themselves.
5. The rows swap roles.

Remember to cool down your bodies after this kind of physical activity by doing something like walking in a circle.



Recap of whole course

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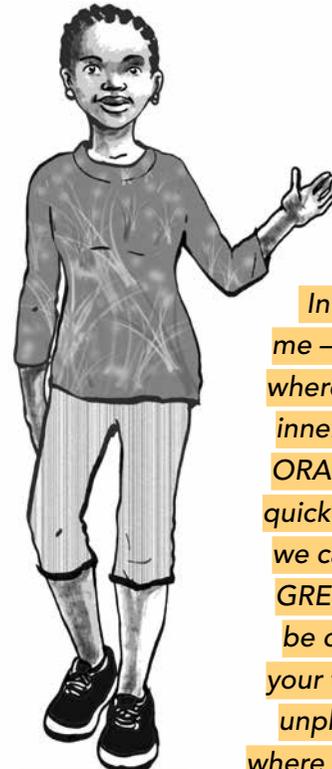


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In session 7 we learned what self defence is and how important it is to do warm ups.

We also learned to stand with strength which means FEET must be flat and as wide apart as the hips, HIPS – must be stable and straight and one KNEE must be in front as if you are taking a small step and you must bend your knees slightly, and your UPPER BODY must be straight. We also learned to protect our head, hair and body.

In session 8 we learned about shocking that is using different parts of the body to shock an attacker giving you enough time to escape. When you shock you can use your eyes and voice, or just your voice, or a nose punch, or a shin kick, or a bum push, or a heel stamp. We also played a game to try out all of the different shocks.



THANDI

In the final session – session 9- we learned hand freeing skills. How to free our hands from the front and then from the back.

All in all I feel much more empowered, how about you?

Concluding the workshops and continuing to practise the skills

You should end the workshops or camp you have held with a celebration and graduation. Invite parents and teachers and other community members.

Let the girls demonstrate some of the things they have learned. They could also talk about what they have learned.

Then award them badges that say something like, 'My body belongs to me!' or "Say No to Gender Based Violence". Remind them of the following:

- We cannot always stop an attacker with our bodies. Some attacks are very violent and we cannot defend ourselves. Sometimes we just have to do as the person tells us because we fear for our lives. But sometimes we can stop an attack happening because we can show our power in our bodies.
- Self-defence skills should not be abused, they are for protection not for fun or power play. They are for use only in emergency cases – that is RED or ORANGE cases.
- Practice listening to your inner voice.
- Your body belongs to you – you have a right to decide what happens to it.

Continuing to practise

Once young women have learned some of the skills in this manual it is important to help them practice them. Tamandani and Chisomo, who you met on the first page of this manual, run weekly club meetings in the schools in their area to help young women practice the skills. They begin with warming up and then work through the different physical skills they have learned. They then spend some time talking together about their lives and the challenges they face.

'We stay fit and physically active and that is fun and we also support each other to be strong and confident. The girls we work with love to come and they never miss a meeting. It is fun!'

(Chisomo)

'Every time we have a community meeting or an event the girls come and demonstrate the self-defence skills. Sometimes we have a group of over fifty all doing the skills in unison – it is like a dance. It is good because it shows the community that girls can do things for themselves. Even if the girls never have to use the skills, and I do hope that they will not need to defend themselves, it does build their confidence and it makes the community take them seriously – don't treat our girls badly!'

(Ruth Kawale Kamwendo,
Executive Director of the Malawi Girl Guides Association)

Resource list

Soul City Institute for Health and Development

Soul City is an organisation that produces easy-to-read print resources. Ask them about resources on gender violence. They also produce useful printed resources on sexuality. Their resources are free. They are based in South Africa, but have partnerships with organisations in eastern and southern Africa.

Tel: 0861 768 524

E-mail: soulcity@soulcity.org.za

Quaker Peace Centre

This organisation is based in Cape Town, South Africa. They have a good booklet that will help children deal with bullying in schools.

Tel: +27 21 685 7800

E-mail: qpc@qpc.org.za

www.qpc.org.za

Gender-Based Violence (GBV) Prevention Network

The GBV Prevention Network (www.preventgbvafrica.org) has over 400 organisational and individual members in the Horn, East and Southern Africa. The Network aims to highlight innovative GBV prevention efforts, connect activists, strengthen skills for quality prevention, and foster a broader movement on GBV prevention. They are based in Kampala, Uganda.

Tel: +256 414 531 1186

E-mail: info@preventgbvafrica.org

www.preventgbvafrica.org

Raising Voices

Raising Voices is a non-profit organisation working toward the prevention of violence against women and children in the Horn, East and Southern Africa. They are involved in activism and also run training programmes and produce resource material. They are based in Kampala, Uganda but work all over the region.

Tel: +256 414 532 183 / +256 414 531 186

E-mail: info@raisingvoices.org

www.raisingvoices.org

MenEngage Alliance

This is an alliance of organisations in Africa who work with men and boys to reduce violence against women. Many of the organisations have publications and run training workshops for men and boys.

www.menengage.org

No Means No Worldwide

No Means No Worldwide is a comprehensive rape prevention organisation for girls and boys. It has a school-based programme that uses the IMpower system of violence prevention training. They work in Kenya.

Address enquiries to info@nomeansnoworldwide.org.

www.nomeansnoworldwide.org



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