



TRAINING OF TRAINERS MANUAL

PROGRAMME DEVELOPMENT

WITH A FOCUS ON
SEXUAL AND REPRODUCTIVE
HEALTH AND RIGHTS

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PROGRAMMES TO PROMOTE S2C

The African YMCAs are based around the philosophy of *from Subject to Citizen*, or S2C. This change model is created to empower young people, unlocking their potential and equipping them with the skills and confidence needed to transform themselves and other young people. During the move from Subjects to Citizen, the youth is transforming from someone who is a passive subject in the society, not having a Voice, Space or the Ability to create positive changes for themselves and their community, to someone who becomes an active citizen, understanding the root causes of problems, are able to articulate viewpoints and are part of positive changes.

One of the most effective ways of helping young people to move from subjects to citizens is by providing them with a Voice, a Space and the Ability to create positive changes in the world. This Manual is part of this process as it is one of the tools that the youth can use to inform other young people on the topics which are important to them and their local environment. By providing the youth with the knowledge they need to take informed decisions, and creating a safe space in which they can discuss and talk freely about issues affecting them in the society, we are building them up, providing them with the ability to influence and create positive changes in their societies.

To elaborate this further, we can use the example of developing a programme related to Sexual and Reproductive Health Rights (SRHR). By implementing a programme on the topic, using this manual, you will provide the young people with a safe space in which they can learn in a youth-friendly environment. Here they will get access to accurate and scientifically based information on SRHR that they might not get access to at other forums in the society. Issues will be explained in their own language, using activities which are of interest to them. After going through the programme, the youth will have a much wider understanding of the topic, being able to make the right choices for themselves, as well as influencing decision-makers in the community to make decisions that will have positive effects on the young people's SRHR.

PLANNING: FIRST STEPS TO CREATE A PROGRAMME

TOPIC AND DESIGN OF PROGRAMME

To plan for the programme the first thing you have to think of is which kind of programme you should set up. This depends upon the needs in the area, and the interest of the young people there. *The programmes should be designed with two things in mind.* First of all, the programmes should focus on a *topic* of interest for young people in the area. The topic will be the basis for the focus of the programme, and should try to resolve a problem faced by young people in the area, or by the community as a whole. E.g. health, politics, entrepreneur skills and such. Secondly, the programme should have *activities* which makes the young people interested to participate. By activities we mean the way that the different sessions are built up/the different activities that will be undertaken. For example the sessions can use activities such as dance, debates, movie showings, discussions, theatre or much more depending on the interest of the young people.

WHICH PROGRAMMES ARE ALREADY RUNNING AT THE BRANCH?

By establishing which programmes are already running at the branch and the popularity of each programme, you will be able to get a better understanding of which programmes are of interest to the young people, and gaining a clearer picture of which programmes might be lacking at the branch.

WHICH PROGRAMMES DOES THE YOUNG PEOPLE AT THE BRANCH WANT TO PARTICIPATE IN, AND WHAT ARE THE MAJOR YOUTH ISSUES IN THE AREA?

To access the situation it can be good to hold a meeting with the young people, inquiring what they think is lacking in their communities, and which types of programmes they would like to participate in.

HERE ARE SOME QUESTIONS THAT YOU CAN ASK THE YOUNG PEOPLE TO HELP YOU FIND OUT WHICH PROGRAMME TO IMPLEMENT AT YOUR BRANCH;

What are the biggest concerns for them in their daily lives?

What are the biggest challenges for young people in their community?

What are their interests? How do they like to spend their free time?

Which are the programmes they would like to do?

Which programmes are they willing to help to set up?

How can we make these programmes more attractable to the young people?

Share examples to get their minds thinking on the different possibilities of topics and the activities that it is possible to build programmes on.

SUGGESTIONS ON TOPICS FOR PROGRAMMES THAT CAN BE STARTED:

Sexual and Reproductive Health Rights (SRHR)	Entrepreneurial skills
Global Issues affecting youth locally	Environment
Farming	Unemployment
Health	Mental health
Stigmatization	Education
Family life	Drugs/alcohol abuse
Transformative Masculinity	S2C/Empowerment and participation
Security in the community or internationally	Terrorism
Politics	Materialism
Poverty	Early maturity
Juvenile delinquency	Gang activities
Medias impact on youth	Human Rights
Street children	Youth and leadership

SUGGESTIONS FOR ACTIVITIES FOR PROGRAMMES:

Arts or sports events/tournaments/contests, Game days (games related to the topic of the programme, truth or false quiz on topic, quiz), Debates/Discussions, Human Library, Visit to institutions of importance to the topic (Museum, Court house, Prison, Clinic, Police station), Community conversations, Lectures (guest speakers), Music (Band, Musical, Quire, Positive text writing, Analysis of music on topic), Painting (Course in any painting technique, Spray-painting, Cartoon making, Drawings, Sketches), Theatre (Skits, Theatre play, Improvisation, Stand-up), Dancing (Course in any dancing style), Self-defense courses, Movies, Advocacy, Community action (Cake sale for good cause with small note with information on the topic, street theatre, letter to government officials with signatures, postcard bombardment on topic to influential person on topic), Use of media on topic (monthly newspaper, blog, pictures, twitter talks, articles, making of videos)

After choosing a topic for the programme, it is time to figure out which activities to use as means of conducting the different sessions of the programme. A programme can be made by using one or more of the activities as a means of spreading knowledge on one of the topics.

Using one activity: E.g. a band can be positive in the way they focus on music which is related to issues concerning young people today like unemployment, healthy relationships, SRHR and so on. The same can be true for other programmes. You can for example have a painting course where you focus on paintings which are related to one or more of the diverse youth issues. In this way, you develop both the young people's talents, as well as contributing positively to their societies and becoming more aware of certain issues that they are facing in the society.

One can also make a programme using many different activities to look at the topic: E.g. a programme on entrepreneurial skills can be put together of 7 sessions with various activities consisting of; 1. a Human Library, 2. Debate, 3. Lecture from guest speaker, 4. Performance of a Skit and a Discussion, 5. Advocacy activity, 6. Analysis of music on topic and 7. Game day non topic. Programmes containing a variety of activities are good as they do not require any special skills of the young people, and thus are inclusive in that they can gather youth from all the other programmes running at the branch.

Young people learn best through programmes where they can participate and use all the actions of hearing, seeing, talking and doing. It is therefore important to create programmes that are interactive so that the young people themselves also can contribute and take an active part during the sessions. Make the sessions as interactive and fun as possible. Include some icebreakers, energizers, group tasks, activities, discussions and such to make them more interesting. Be creative. Seek inspiration online, in books or from people around you. On many topics it is also possible to find books that have activities which are specifically related to a topic.

NAMING OF THE PROGRAMME

Another important aspect of creating a programme that will spark the interest of the young people is the naming of the programme. The name should be interesting and create curiosity among the youth. As the name of a programme is the first thing that people will hear about it, it will immediately create an image in people's minds of what the programme is about and if it will be something that they will be interested to take part of. There should therefore be given good consideration of the name chosen for the programme. Be creative and find a name that will stick to people's minds and that they find interesting.

HOW MANY SESSIONS WILL THE PROGRAMME HAVE, AND WHICH SUB-TOPICS TO USE IN THE DIFFERENT SESSIONS?

Before finalizing the activities of the programme it is important to have a clear view of how many sessions the programme will consist of. This will depend on a variety of things ranging from the topic and the availability of the participants.

- How many sessions do you need to get a good understanding of the topic? Is this a topic that can be explored in 5 or 10 sessions, or will it require 20 sessions?
 - By conducting research on the topic you will be able to find out how many sub-categories of the topic that you should go through during the sessions. This will be determined by looking at what will be the most important topics of the subject, especially in relation to young people in the local context that the programme will be implemented in.
 - The length of the programme also depends on the type of activities the programme will have. E.g. If the programme will be based on a theatre play, the group will use many sessions to prepare for the play. There is also a limit to how many sub-topics that can be tackled during each play. However, this is a programme which can run for many years, and each play can look at one of the sub-topics that is related to the main topic of the theatre group. The group can thus become advocates for their particular topic, setting up plays at schools, churches, community centers and such to spread their message in relation to their topic. On the other hand, a

programme focused around debates will easily use sub-topics to find the right number of sessions for the programme.

WHAT TIMES AND DATES WILL BE BEST TO CONDUCT THE SESSIONS?

- When are the young people available to participate in the sessions?
 - Is it better with a programme running once a week, or a more intensive one running every day of the week?
 - Which times of the day are the young people available to participate in the sessions, during day-time or in the evenings?

When all these questions are answered, you should have an overview of how the programme will look like including the topic, the activities that will be used to spread information on the topic, the length and times of the week that the programme will be running for.

GETTING THE 'RIGHT' CONTENT

One of the most important things one has to think about while setting up a programme like this is that the content of the sessions are good and based on facts. Because we cannot be experts in all the fields that we would like to set up programmes around, we will have to rely on other people and organizations to help us to fill the programmes with accurate, deep and good knowledge. Before contacting anyone for help, it is important to do some research on the topic to get some general knowledge on the field. From then you will have to find out who are the leaders in the field in your community, and conduct some more research on that person/organization to make sure that they are going to be giving good information which is in accordance with the Human Rights, and are youth friendly.

RESEARCH ONLINE

Internet is a great way of getting knowledge on topics, as well as on organizations and people that you might want to work with during the programme. However, while being online it is important that we are critical to the content we find, and use information that comes from reliable sources. Such reliable sources can take the form of pages from well-known organizations that have been internationally recognized for their work on the topic, the encyclopedia, research sites, universities related papers, statistical pages, governmental pages and so on.

WORKING WITH THE PROGRAMMES DEPARTMENT AT THE BRANCH

Another important aspect while setting up a programme developed by the young people themselves is to have a good line of communication with the programmes department at the local branch. Before implementing the programme, you should communicate with the programmes department of the kind of programme you wish to set up, the duration and time of the programme, also making sure that you will be able to acquire the accommodation needed. Further, as the programme goes along, you should send all reports written from the programmes to the programmes department so that they are able to register the activities that have been going on in the branch. Also, make sure that you have a contact person in the programmes department that you can get in touch with in case of any problems or questions that you might run into during the programme.

WORKING WITH OTHER ORGANIZATIONS

To conduct most of the programmes above, one needs to work together with other organizations, both in relation to getting the right content for the programmes and when it comes to requiring facilitators that are good and

knowable on the topic of the programme. This can be done either by giving them a call, or by writing an email. Many times, it might be good to write an email first so that you will be able to give a full description of the programme and your vision for the partnership and their possibilities of contributing to it. This will give them a possibility of getting to know your organization, and time to think of how they might be able to help, before you take contact by phone.

MOBILIZATION

PROMOTION OF PROGRAMMES TO INCREASE MEMBERSHIP

In addition to increasing the knowledge and life-skills of young people and moving them from S2C, these kind of programmes are also a great way of mobilizing young people and increasing the membership of YMCA. Creating publicity around a new and exciting programme can be a great way to attract new young people to the YMCA.

Through the use of, social media, TV, radio, posters, presentations, newspapers, speeches, word-of-mouth, events and such, one can spread the word about the new programme. Nonetheless, the best way to mobilize youth is to actually go out and meet them where they are at, talking to them directly and explaining the programme and the benefits of joining the YMCA. By going out to schools, churches, sports clubs, football-fields, youth events, youth centers, community centers, other organizations and such, one will be able to locate young people and tell them about the opportunities that the YMCA can provide for them. While contacting the young people at these forums, it is a good idea to bring a registration form so that you can do a follow-up just before the programmes starts, making their attendance much more likely. Alternatively, the use of a teacher, priest, trainer or others in regular contact with the young people can be helpful to remind the youth of the programme a day or two before it starts.

To introduce new members to the YMCA and give them an understanding of what the organization is about and what it can offer them, the first day of any programme should include a short introduction to the YMCA, the programmes that are running at the local branch, and the advantages of becoming a member. Registration of new members should also be available throughout the programme for anyone interested to join. It is therefore important to be aware of these aspects, before going out to recruit young people. Make a list stating the advantages of becoming a YMCA member, be aware of all the programmes running at the local branch and have a clear understanding of what the YMCA is about, including its visions and philosophies.

RETAINING ACTIVE MEMBERS THROUGH PROGRAMMES

However, just as important as recruiting new members is to make sure that the youth who are already members, continues in the YMCA also in the future. This will only happen if the young people find activities there that they are interested to take part in. Because of this, it becomes important to make sure that the programmes running are based on the wants and needs of the youth in the area. Make sure that the programmes are fun and let the young people try out new things. At the same time, the programmes should also be based on increasing the young people's life-skills, as this can create opportunities for them now and in the future, being a good motivation for the youth to participate. Further, the programmes should create a space in which the young people can get together and create friendships. Make sure that there is time for the youth to get to know each other, and create a team feeling.

Generally, youth will remain committed to an organization or project if:

They feel appreciated.

They receive private and public recognition.

They can see that their presence makes a difference.

There is a chance for advancement.
 There is opportunity for personal growth.
 They feel capable of handling the tasks offered.
 There is a sense of being a part of a team.
 They have opportunities for input.
 Their personal needs are met.

CREATING SAFE-SPACES

It is important to make sure that the young people are provided with safe spaces where they can talk freely about issues concerning them and the society at large. During the programmes there should be a focus on the importance of not judging each other, and on keeping sensitive information within the group. No question is a bad or stupid question, and the youth should feel comfortable that they can share their thoughts without being judged. It is therefore important that the facilitator takes charge to uphold these values in the group. A safe space is a space where anyone can relax and fully express themselves without fear of being made to feel uncomfortable, unwelcome or unsafe.

ACTIVITY CHECKLIST

Activity	Who is responsible?	By when?
Develop an overall plan for the programme		
Develop a detailed plan for each session		
Find facilitators and other resource people needed for each session		
Check suitability and availability of the venue		
Develop materials to advertise for the sessions		
Mobilize for the programme (at branch, social media, webpages, local churches, the community and so on)		
Make sure you have access to all materials required to conduct each session (chairs, flip-chart, marker, tape, projector, sound or whatever is necessary)		
Try out exercises beforehand		
Check that the learning material is up to date and based on scientific facts from reliable sources. (All material should be welcoming of all people, not discriminating because of any reason. They should not violate the principles of the Human Rights.)		

IMPLEMENTATION: MANUAL FOR 8 WEEKS SRHR PROGRAMME

E.G. OF GOOD AND RELIABLE LEARNING MATERIALS WHICH CAN BE USED ON SRHR:

Online International Rights: The Declaration of Sexual Rights:

http://www.worldsexology.org/wp-content/uploads/2013/08/declaration_of_sexual_rights_sep03_2014.pdf

Online Book: It's all one curriculum: Volume 1: *Guidelines* for a unified approach to sexuality, gender, HIV and human rights education. (Provides good and reliable information/knowledge on SRHR.)

http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf

Online Book: It's all one curriculum: Volume 2: *Activities* for a unified approach to sexuality, gender, HIV and human rights education. (Provides a lot of activities on a variety of topics on SRHR.)

http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

Online Curricula: Curricula and other educational materials on youth sexual and reproductive health (Provides guidelines on how to set up theatre on HIV, Good curricula on HIV, How to conduct peer-education on SRHR and a lot more.)

<https://www.fhi360.org/sites/default/files/media/documents/Curricula%20and%20Other%20Educational%20Materials%20on%20Youth.pdf>

Online Training Manual: Sexual and Reproductive Health Training Manual for Young People

https://www.k4health.org/sites/default/files/DSW_training%20manual_Eng_0.pdf

INTRODUCTION ON SEXUAL AND REPRODUCTIVE HEALTH RIGHTS (SRHR); HUMAN LIBRARY

ACTIVITIES

Lecture on SRHR and Human Library.

2 hours and 15 minutes

YOU WILL NEED:

- Facilitator for the introduction on SRHR
- Flip-chart with paper and marker
- 'Books' (people) for the Human Library that are either 'Academic Literature Books' (specialists in the topic at hand), or 'Biography Books' (have a personal relationship to the topic)
- Seats for the Human Library
- 'Book-covers' with 'titles' for the 'books' (paper, tape and marker)

INTRODUCTION LECTURE ON SRHR (15 MIN)

- ❖ Start the session with an introduction lecture into the different aspects of SRHR.
 - Definitions of the four components of SRHR, namely; Sexual Health, Reproductive Health, Sexual Rights and Reproductive Rights.
 - Explain why SRHR is an important topic for young people in this community.
 - Ask the young people to mention the most important SRHR issues they face in their community, and write them down on a flip-chart.
 - Take questions from the young people.

The lecture should be done by someone that have good knowledge on the topic of SRHR. This could be the same person representing an 'Academic literature book' in the Human Library afterword.

HUMAN LIBRARY (2 HOURS)

After the foundation is put and everyone knows what SRHR entails, the young people will be able to explore some of the more specific areas of SRHR through the Human Library.

At a Human Library the 'books' are people and 'reading' is a conversation. The 'books' can be divided into two different categories; 'biography' and 'academic literature' where the first category of 'books' are giving their personal stories related to their SRHR topic, and the latter are looking at the topic from a more professional point of view.

- ❖ Start with introducing the concept of a Human Library, and the importance of respecting the 'Human Books' as they are participating of their free will, exposing themselves on issues which for many are personal and difficult to talk about.
- ❖ Then, introduce each of the human books, giving them 1 min each to explain their SRHR topic, and their relation to their topic.

EXAMPLES OF 'BIBLIOGRAPHY BOOK TITLES' FOR THE HUMAN LIBRARY RELATED TO SRHR; Survivor of Gender Based Violence (GBV), Lesbian, Gay, Bisexual, Transgender/Transsexual and Intersexed (LGBTI), person that has undergone an abortion, survivor of sexual assaults, person that has or have had any type of Sexually Transmitted Infection (STI), HIV positive person, survivor of early/forced marriage, survivor of rape, survivor of/person living with obstetrical fistula, person that has gone through Female Genital Mutilation (FGM), young mother, person or couple using any contraceptives, ex-offender of SRHR crime, ex-substance misuser in relation to SRHR or ex-prostitute.

EXAMPLES OF 'ACADEMIC LITARATURE BOOK TITLES' FOR THE HUMAN LIBRARY RELATED TO SRHR; Gender Based Violence (GBV) expert/counselor, Lesbian, Gay, Bisexual, Transgender/Transsexual and Intersexed (LGBTI) representative/activist, gynecologist, pro safe abortion activist, sexual assaults in relation to rights and legislations (lawyer, police, judge, NGO-worker), midwife and Female Genital Mutilation (FGM) expert amongst others.

- ❖ Place each 'Human Book' on a seat with some distance from each other and place some five chairs around each 'book'. Each Book should get a 'book-cover' (piece of paper) explaining their 'title'. The young people are then allowed to move freely around and talk to the books of their interest.
- ❖ Each of the books should give a 5 min introduction about themselves and their experiences in relation to their SRHR topic, and after that, the youth can ask any question they may have on the topic of the 'book' they are 'reading'.

The youth should be encouraged to move around, thus being able to get information from many of the 'books' available at the 'Library'.

PLANNING

While planning for the session, you will need to contact a variety of people to contribute as 'Books' for the 'Library'. You will need at least 6 Books for the Library, but this will depend upon how many young people you are expecting to participate in the event. For each 5 participants, there should be at least one Human Book. To get the books that you will need for the session it will be a good idea to contact a variety of organizations specializing within the different fields of SRHR. Many will be able to help you find both biographies as well as academic literature books on the different subjects. If you have a network of friends, relatives or acquaintances that you know will be open and comfortable to be a book on one of the topics, then you can also ask them to help you out.

(Look at the section 'Contacting organizations/people' to see how you can contact people/organizations to help you during the programme.)

If you have acquired contact with an organization or person that is willing to help you with the project, the next step is to inform them more specifically on the Human Library and how they can contribute to it. You should send them a more detailed description of the Human Library and the books that you would like for them to help you find. Further, you should communicate the expectations of the books; Each book should prepare a 5 min story about themselves in relation to their SRHR topic that will be used as an introduction to get the conversation going with the people 'renting the book'. The books should be aware that they might be photographed and put on social media. All books should be comfortable talking about their SRHR topic openly.

After getting feedback from people/organizations, there should be made a list of all the books and the topics, making sure that the number is enough and that a variety of topics within SRHR are covered. From this list, 'book covers' showing the 'title' of each 'book' should be made on a piece of paper, ready to be taped on the 'books' before the library opens.

There also needs to be identified a person that will be conducting the introduction lecture on SRHR. This person should be informed of the expectations for the content of the lecture. He/she should send an outcast of the major topics and how he/she will address them during the lecture for quality check.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ Facilitator for introduction lecture on SRHR and ready lecture.
- ✓ Books for the library on a variety of SRHR topics. Both biographies and academic literature. Ready with 5 min introduction each.
- ✓ 'Book covers' with 'titles' of the 'books'.
- ✓ Seating for all 'books' and 'readers'.

FAMILY PLANNING; VISIT TO YOUTH FRIENDLY HEALTH CLINIC (YFHC)/SET-UP OF MOBILE YOUTH FRIENDLY CLINIC (YFC) AT YMCA

ACTIVITIES

Lecture on Family Planning and visit to youth friendly health clinic/set-up of mobile Youth Friendly Clinic at YMCA.
2 hours and 15 minutes

YOU WILL NEED:

- Facilitator for the lecture on Family Planning
- Flip-chart with paper and marker
- A Youth Friendly Health Clinic in the vicinity of the YMCA where the programme is held and a guide/doctor/nurse from the clinic, or a mobile Youth Friendly Clinic set-up at YMCA for the day.

INTRODUCTION LECTURE ON FAMILY PLANNING (1 HOUR)

- ❖ Start the session with an introduction lecture into the topic of Family Planning.
 - Definition of Family Planning.
 - What is a Youth Friendly Health Clinic?

- Different types of contraceptives; Long-term, short-term, natural methods.
- Why use of contraceptives? Contraceptives can also be used for other reasons than family planning such as; they can be of great help for young girls struggling with menstrual pains, acne and such, and for the postponement of the menstrual cycle.
- The best family planning option for one person might not be the same as for others, so it is important to find one that is good for you. It is also importance to consult a health care professional to help in the selection of the right option for each person.
- Effects of lack of family planning options for the community and individuals.
- Take questions from the young people.

The lecture should be done by someone that have good knowledge on the topic of Family Planning and Youth Friendliness. The facilitator could be the same person showing the youth around at the local Youth Friendly Health Clinic later in the session.

VISIT TO YOUTH FRIENDLY HEALTH CLINIC/SET-UP OF MOBILE YOUTH FRIENDLY CLINIC AT YMCA (1 HOUR)

After the foundation is put and everyone knows what Family Planning is, and the options available in Kenya, the young people will be able to get to know their local Youth Friendly Clinic while visiting one such facility, or in the case that no Youth Friendly facility exists in the area, visit the pop-up clinic that the YMCA is setting up in cooperation with an organization providing such services.

By exposing young people to the local YFHC, or a YFC in general, we are hoping to make it less frightening for them to go for a visit there the next time they are in need to.

Visit to TYFHC:

- ❖ Walk from YMCA to nearest YFHC.
- ❖ Get a tour from one of the doctors/nurses at the clinic, explaining the family planning methods that are available at their facility.
 - Showing the different methods and explaining short about them. Also give an introduction to the costs of the methods and for other services offered.
- ❖ The doctor/nurse to answer any question that the young people might have.

Set-up of mobile YFHC at YMCA:

- ❖ Get a tour and description of how the clinic works and an introduction to the organization and the services they offer.
 - Explain the Family Planning Options that they offer. Showing the different methods and explaining shortly about them. Introduction to other YFHC that the organization have in the country, costs of family planning and other services.
- ❖ The representative of the clinic/organization to answer any question that the young people might have.
- ❖ Keep the clinic and its services open for the young people for some hours after the session in case they want to use the clinic.

The youth should be encouraged to use the chance to get tested for sexually transmitted infections including HIV while they are at the YFHC.

PLANNING

The first thing you will need to do to prepare for this session is to localize the nearest YFHC to your YMCA. If the clinic is far away, a solution might be to find an organization that provides mobile YFCs (E.g. Family Health Options Kenya) that you can partner with. After localizing the clinic you wish to use, you will need to contact them to see if they are willing to partner with you in the programme. The best approach to reach the local clinic is probably to go and visit them, telling them about your plan, and asking if they are willing to help you out. (For more tips on contacting organizations to help you during the programme see: 'Contacting organizations/people')

If the organization agrees to help out during the programme, you should send them a more detailed description of your expectations from the visit to the YFHC/set up of the mobile YFHC, and the introduction lecture. For the lecture, he/she should send an outcast of the major topics and how he/she will address them during the lecture for quality check.

When it comes to the YFHC and the person holding the lecture, it is important to check/make sure that they really are youth friendly, and that their teaching is based on science and facts.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ Facilitator for Family Planning and ready lecture.
- ✓ Contact and ready YFHC to visit/mobile clinic to be put-up.
- ✓ The YFHC has all the family health options ready to be shown.

SEXUALLY TRANSMITTED INFECTIONS (STI'S); GAME DAY

ACTIVITIES

Lecture on Sexually Transmitted Infections (STI's) and games related to STIs.
2 hours

YOU WILL NEED:

- Facilitator for the lecture on Sexually Transmitted Infections (STI's)
- Flip-chart with paper and marker
- Facilitator for game/games on STIs and equipment needed for the games

INTRODUCTION LECTURE ON SEXUALLY TRANSMITTED INFECTIONS (1 HOUR)

- ❖ Start the session with an introduction lecture into the topic of STI's.
 - Definition of STI
 - How can a person get an STI
 - Symptoms of STI's. Most people having an STI does not have any symptoms at all.
 - Different types of STI's; Bacterial STI's, Parasitic STI's and Viral STI's. Show pictures of the different STI's for better impact.
 - Where can someone go for STI testing?
 - Take questions from the young people.

The lecture should be done by someone that have good knowledge on the topic of Sexually Transmitted Infections. Could be a Gynecologist, Nurse or other. But have to be Youth Friendly.

GAMES RELATED TO STI'S (1 HOUR)

After the foundation is put and everyone knows what STI's are, how it spreads and how to protect oneself from them, the young people will play some games that will further show the quick spread of some of the infections, as well as the importance of not judging people based on their status, and that people can have an STI without looking sick from the outside.

Choose one or more of the games described underneath (or create game(s) for yourself) depending on time and convenience:

1. Theme: Who has an STI?

- ❖ Organization: Divide the participants into two straight lines facing each other. Participants in each group stand close together with their hands behind their backs. Participants close their eyes and the facilitator gives one participant in each group a small stone to hide in their hands. This must remain a secret. The participants open their eyes and keep their hands behind their back so that no one knows who has the stones.
- ❖ Facilitator points: The facilitator has to make sure that the participants don't cheat by opening their eyes.
- ❖ Discussion questions: The facilitator explains that the stones represent an STI: The participants who are holding a stone have an STI. Can you guess who in the other group has an STI just by looking?
- ❖ Organization: The facilitator selects one participant from group A who has to guess who in the group B has an STI. The participant in group B shows their hands to confirm whether or not they have an STI. Next, that participant has to guess who in group A has an STI.
- ❖ Facilitator points: Participants should not point with their hands, they should tell the facilitator who in the other group they think has an STI (the stone). Continue the game until each group's participants with the stone has been found: if one group's participants has already been found, they continue to guess who on the other team has the stone (who has an STI).
- ❖ Discussion questions: Can you know just by looking who in the other group has the stone? What about whether a person has an STI? What is the only way to know whether someone has an STI? Do myths exist in your community about how you can know who has an STI or HIV?
- ❖ Answers: You cannot tell just by looking who in the other group has the stone, in the same way that you cannot tell just by looking who has an STI. There are many myths about how you can know if someone has an STI or HIV. However, they are not true: the only way to know if someone has an STI or HIV is to get tested.
- ❖ Length of game: 15-30 minutes.
- ❖ Learning outcomes: The only way to know whether someone has an STI or HIV is by getting tested. If you are going to be sexually active with a person, you should get tested together.

2. Theme: How fast STI's and HIV can spread in a community?

- ❖ Organization: Mark up an area of the outside area/use a room. The marked area represents the participant's community. The facilitator whispers in each participant's ear "positive" or "negative": This represents the participant's HIV status. Participants walk around the marked area and hug each other: this represents having sex. When participants hug each other they whisper in each other's ear their status: if one is positive and the other is negative, then the negative player becomes positive and has to say "positive" the next time they hug someone.
- ❖ Facilitator points: At the start of the game, there should be only one or two participants that are HIV positive. So, the facilitator only whispers "positive" in the ear of one or two participants and "negative" to all the other

participants. At the end of the game, many participants should have become positive. Facilitators should be mindful of the language they use while talking about HIV so as to not reinforce stigma: it is the HIV virus that wants to spread and infect more people, not the person.

- ❖ Discussion questions: How many participants at the end of the game are HIV positive (raise hands)? How many participants at the beginning of the game were HIV positive (raise hands)? What does this show us about HIV in our community?
- ❖ Answers: Many participants at the end of the game are HIV positive even though only one or two participants were HIV positive at the beginning of the game. This shows how fast HIV can spread in the community if no good choices are made to protect against infection from the HIV virus.
- ❖ Organization: Next, add the choice that players can say “No” or “Not before we get tested together” instead of hugging. Play the game again: The facilitator whispers positive or negative into each participant’s ear. The facilitator stands in the marked area and represent a testing centre. When a participant says, “Not before we get tested together”, the two players have to go to the facilitator and disclose their current status, which represents getting tested together. After they learn the other participants status, the participants can then make the decision to or not to hug.
- ❖ Facilitator points: Participants must not invent their status, but must say the status the facilitator gave to them at the beginning of the game, unless their status has become positive while playing the game. There should be fewer players at the end of the game who are “positive”.
- ❖ Discussion questions: How many players at the end of the game are HIV positive (raise hands)? How many players at the beginning of the game were HIV positive (raise hands)? How does this compare to the first time we played the game? What does this show us about HIV in our community? What good choices can we make to stop the spread of HIV in our community?
- ❖ Answers: Fewer participants at the end of the game are HIV positive than the first time the game was played. This shows how the spread of the HIV virus can be controlled by making good choices such as getting tested together or saying “No”. By using condoms, one will also protect oneself against HIV and most STI’s.
- ❖ Length of game: 15-30 minutes.
- ❖ Learning outcomes: HIV can be spread very fast in a community. Bad choices such as unprotected sex can have devastating consequences for the community such as very high HIV rates whereas good choices can limit the spread of HIV in the community. Getting tested together is one good choice to protect yourself against the HIV virus. Using a condom in the right way will also protect you against HIV.

3. Theme: Good choices for HIV prevention

- ❖ Organization: Divide the participants into groups of 5-10 participants. Each group forms a circle around a participant that stands in the middle. The ball represents an STI. The outside participants throw the ball towards the middle and the middle players tries to avoid being hit by the ball.
- ❖ ++++++

These games and more can be found in the manual:

Coaches Across Continents; World AIDS Day, 1 December: Football Resource Packet by Emmanuel Adebayor

The youth should be encouraged to get tested for sexually transmitted diseases including HIV.

PLANNING

The first thing you will need to do to prepare for this session is to organize for a facilitator for the lecture as well as one for the game part of the session. This can be either the same person or two different ones. The person conducting the lecture on STI’s will have to have good and deep knowledge on the topic, and be youth friendly.

This can for example be a gynecologist. (For tips on how to contact people/organizations to help you during the programme see: 'Contacting organizations/people'). The game part can for example be conducted by the organizers of the sessions.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ Facilitator for Sexually Transmitted Infections (STI's) and ready lecture.
- ✓ Facilitator for games related to STI's ready with games and equipment for games.

SEXUALITY AND GENDER; PANEL DEBATE

ACTIVITIES

Panel debate on Sexuality and Gender
2 hours

YOU WILL NEED:

- Debate leader
- Panelists
- Seating for panelists

INTRODUCTION TO SEXUALITY AND GENDER (5 MINUTES)

- ❖ Start the session with a short introduction to the topic of Sexuality and Gender by the debate leader.
 - Definition of Sexuality and Gender
 - How is Sexuality and Gender viewed in your country and area, also in relation to the rest of the world? What is accepted, and what is not accepted?
 - Use an example that is relevant in your community right now (a story that has been on the news or social media lately)

The debate should be led by someone that are used to leading debates, can be neutral, lead the debate in the right direction, is good at getting the discussions going by posing somehow controversial and thought provoking questions and statements.

PANEL DEBATE ON (1 HOUR AND 55 MINUTES)

After the foundation is put and everyone knows what Sexuality and Gender is, the session will continue with the panel debate to get deeper into some of the issues related to the topic.

- ❖ Each panelist gets 5 minutes to introduce themselves, their relation to the topic and their main views on the case.
- ❖ Panel Debate
 - The debate leader gives one question for all panelists to answer in relation to the example he used in the introduction on a topic that is of relevance in the country at this time. Each gets to answer and comment on each other's answers.

- The debate continues with questions that should show the different views of the panelists.
 - After a while, the audience should be able to ask questions directed to either one or more of the panelists. All questions, or as many as there is time for should be asked. Each of the panelists will then in turn be given some time to answer all questions related to them. The questions that are left can be asked in another question round from the audience.
 - The panelists will answer all questions. If there are not that many, the debate leader continues with his questions after the ones from the audience has been answered. After each of the panelists has had their turn, the other panelists will be given time to comment on each other's answers.
- ❖ Each panelist will be given 3 minutes each at the end of the debate to give their closing arguments.
 - ❖ At the end of the Panel Debate, the debate leader will give a short summary of the debate, focusing on the importance of accepting people's differences and of inclusion of everyone into the society, and on some of the ways in which this can be done.

PLANNING

The first thing you will need to do to prepare for this session is to choose a more specific topic that the Panel Debate will be focused around. This should be something which is relevant to the area and youth-related issues at the moment.

POSSIBLE TOPPICS FOR THE MOVIE/SKIT: Girls that like to do 'boy-stuff', Boys that like to do 'girl-stuff', Women or men that are expressing their sexuality, Women or men that are denied to express their sexuality, A man trapped in a women's body, Women trapped in a man's body, LGBTI community, Exclusion/inclusion of Gay people in the society, Sexuality and Youth, Forbidden love,

From here, you will have to find a person to lead the debate, as well as the panelists that will be in the panel. The debate leader should be someone that is used to leading debates, can be neutral, lead the debate in the right direction, is good at getting the discussions going by posing somehow controversial and thought provoking questions and statements. He should be able to tie the discussion together, ending up at a point for the audience to bring home. This point should be related to the importance of inclusion in the society, and that differences are positive. To find someone that can lead the debate, you can contact organizations that focuses on Sexuality and Gender and ask if they know anyone that will be a good candidate/find a social media person that is used to lead debates, or others. Some of the questions should be narrated into small stories related to news-stories or other Sexuality and Gender related topic that have been in the eyes of the community lately.

E.G. IF THE QUESTION IS: SHOULD WOMEN BE ABLE TO FREELY EXPRESS THEIR SEXUALITY WITHOUT CONSEQUENCES? THE QUESTION CAN BE ASKED LIKE THIS: During the last year several women in Kenya have been stripped by passing men on the streets. The men have accused the women of wearing what they call inappropriate clothing that is showing too much skin. Because of this, the men have taken the cases into their own hands, tearing the clothes of the women to punish them. Is it Ok for these men to punish women for dressing in a certain way? Who should be in charge of deciding what is appropriate clothing or not, where should the line be drawn? Would these men still think that such behavior is appropriate if it was done to their wives or sisters?

The choice of panelists will be of huge importance to the way that the debate will go. It is good to get representatives from all sides. Some being pro the topic, and some being against. However, we would want the debate to end in favor of promoting openness and acceptance of all Genders, and of not suppressing peoples Sexuality. There should be between 4-6 panelists (For tips on how to contact people/organizations to help you during the programme see: 'Contacting organizations/people').

EXAMPLES OF PANELISTS RELATED TO SEXUALITY AND GENDER: Social Media Activist related to Sexuality and Gender, Christian Representative, Muslim Representative, Representative from the Police, A Traditional leader, A counselor dealing with Sexuality and Gender, A person representing the youth in the community, A person working in an organization focusing on Sexuality and Gender (E.g. LGBTI), A Gay, A Lesbian, A Trans Gender, A prostitute/ex-prostitute, A 'Tom-boy' girl, A feminine man, A judge dealing with cases of Sexuality and Gender, A lawyer dealing with cases of Sexuality and Gender (on victims, accused or both sides), A Human Rights representative, and so on.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ A god and relevant topic.
- ✓ Debate leader.
- ✓ Panelists.

GENDER BASED VIOLENCE AND SEXUAL ASSAULT; VIDEO AND DISCUSSION/SKIT AND DISCUSSION

ACTIVITIES

1. Video and discussion on Gender Based Violence (GBV) and Sexual Assault (SA), alternatively:
 2. Setting up a skit and discussion on GBV and SA
- 2 hours and 30 minutes

YOU WILL NEED:

- A video on the topic of GBV and SA/Manuscripts or topics for skits related to GBV and SA
- A projector, sound system and video player/Any equipment needed for the skit
- A facilitator for the introduction to the movie/set-up of skit, and discussion afterwards

INTRODUCTION ON THE TOPIC GENDER BASED VIOLENCE AND SEXUAL ASSAULT AND THE MOVIE/SKIT (5 MINUTES)

- ❖ Start the session with a short introduction to the topic of GBV and SA
 - What is Gender Based Violence?
 - What is Sexual Assault?
 - Short introduction of movie/skit.
 - Remind participants that they should take note of anything in the movie/skit that is related to the topic, as this will be the focus on the debate after the movie.
 - Movie: If the movie is a bit explicit; inform participants that they can leave at any time if they feel uncomfortable.

SHOWING OF MOVIE/DEVELOPING SKIT ON THE TOPIC OF GENDER BASED VIOLENCE AND SEXUAL ASSAULT (2 HOURS)

- ❖ Showing of movie/developing skit related to the topic of GBV and SA
 - The movie/skit should give good grounds for discussions afterwards in relation to GBV and SA
 - The movie/skit should be appropriate for the age group of the participants.

- The movie/skit should not be too long so that it will still be time for a discussion at the end of the session.
- Skit: The participants should be divided into two or more groups that will practice on different skits. These can be based on manuscripts, or on story lines given to them by the facilitator. Each participant should be given a role in the skit. The first part of the session should be used to create and practice the skits. Then, the groups will perform the skits for each other.

EXAMPLES OF TOPICS FOR GENDER BASED VIOLENCE AND SEXUAL ASSAULT: Societies view of GBV and SA, Abusive relationships, Violence against women, Discipline of women, Religions and its effects on GBV and SA, Disrespect leading to GBV, GBV to show love, Women's role in the household, Emotional violence leading to physical violence, Culture promoting GBV, Violence against men, girl-child more protected than the men, GBV and SA concern for men, Women as perpetrators of GBV, punishment for GBV and gender differences in punishment, Report of GBV by men, Women as disrespectful to men, Women beating their husbands, Reporting of GBV to the police, Police/Judicial handling of GBV, Low conviction rates on GBV, My Dress My Choice; revealing clothes means she wants it, Violence against LGBTI community, Bringing another wife into the marriage, High rates of GBV compared to the rest of the world because...? And so on.

DISCUSSION ON GENDER BASED VIOLENCE AND SEXUAL ASSAULT USING THE MOVIE/SKIT AS AN EXAMPLE (25 MINUTES)

- ❖ After showing/preforming of the video/skit, there should be a debate on GBV and SA in relation to the movie/skit that has just been shown.
 - The facilitator should lead the debate, getting the different views of the participants across.
 - The facilitator should have good knowledge on the topic, and the laws related to GBV and SA in the country.
 - What can be done in your community to decrease GBV and SA?
 - At the end of the debate, the facilitator should emphasize the importance of ending GBV and SV, and summarize the ways this can be done, starting with the participants themselves.

PLANNING

The first thing you need to do to prepare for this session is to figure out if you will be showing a movie or playing a skit. This will depend on the interests of the youth as well as accessibility to the equipment necessary, especially for showing a movie.

Movie: You will have to find a movie that is appropriate for the age group and participants, and which will spark a good discussion on the topic of Gender Based Violence and Sexual Assault. You will then have to find someone to facilitate the session. This should be someone that have good knowledge on the topic and who knows the laws and regulations in the country. (For tips on how to contact people/organizations to help you during the programme see: 'Contacting organizations/people'). The facilitator will have to see the movie before the session so that he/she can create good questions for the discussion, relating the movie to the topic.

Skit: You can either find two or more manuscripts that the participants can use to perform the skits, or the participants can create the skits themselves based on a story line given to them. The first option will require that the organizer find two or more manuscripts for skits related to GBV and SA, while the other require some more specific story lines that the participants can create a skit from. You will then have to find someone to facilitate the session. This should be someone that have good knowledge on the topic and who knows the laws and regulations in the country. (For tips on how to contact people/organizations to help you during the programme see:

'Contacting organizations/people'). The facilitator will have to read the manuscripts/story lines before the session so that he/she can create good questions for the discussion, relating the skits to the topic.

SKIT: For a good and vibrant discussion, it is possible to choose two or more skits that is showing the same situation, but having different outcomes. E.g. One of the groups can preform a skit showing a man reacting in a violent way towards his wife after she has not done the chores he wanted her to do, while the other group can show the same situation, but with the man handling the situation in a productive way, talking out his frustration with his wife and trying to understand why she did not do the chore that day.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ A facilitator that has good knowledge on GBV and SA.
- ✓ Movie: A movie on the topic of GBV and SA, projector, movie player, dark room.
- ✓ Skit: Two or more manuscripts/story lines for skits related to GBV and SA, any equipment needed to preform the skits
- ✓ Good questions related to the movie/skits and GBV and SA

HEALTHY RELATIONSHIPS; ART CONTEST AND Y-RAVE

ACTIVITIES

Art contest and Y-Rave on the topic of Healthy Relationships
2 hours and 30 minutes

YOU WILL NEED:

- Facilitator
- DJ
- Judges
- Music equipment
- Rules for Contest

NB: INFORMATION ABOUT THE CONTEST INCLUDING SHORT INTRODUCTION ON THE TOPIC OF HEALTHY RELATIONSHIPS (10 MINUTES)

- ❖ During one of the sessions before there should be hold an announcement of the upcoming contest on Healthy Relationships.
 - When will the contest be and what is the topic of the contest.
 - Who can participate in the contest and with which art? Performing Art and Creative Art.
 - What are the criteria's for the contest and where can they find them for later.
 - Where can they register for the contest?
- ❖ Short introduction to the topic of Healthy Relationships to give them a feel of what the art should represent.
 - What is a Relationship?
 - What is a Bad Relationship?
 - What is a Healthy Relationship?

SHORT INTRODUCTION ON THE TOPIC OF HEALTHY RELATIONSHIPS (5 MINUTES)

- ❖ Start the session with a short introduction to the topic of Healthy Relationships
 - What is a Relationship?
 - What is a Bad Relationship?
 - What is a Healthy Relationship?
- ❖ Introduce the art contest:
 - What were some of the criteria's used to judge the contest.
 - Give the programme for the day: Performing Arts performances, Creative Arts exhibition, Y-rave and announcement of contest winners.

PERFORMANCES OF THE CONTESTANTS WITH PERFORMING ARTS (45 MINUTES)

- ❖ Performance of each of the contestants that are competing with Performing Arts.
 - Each performance should be no longer than 7 minutes.

Y-RAVE, EXHIBITION OF CREATIVE ARTS AND ANNOUNCEMENT OF WINNERS OF CONTEST (1 HOUR AND 40 MINUTES)

- ❖ A DJ will be playing music at the Y-rave related to the topic of Healthy Relationships. Dancing.
- ❖ During the Y-rave, the audience can freely move around and look at the exhibition that will be placed close to the Y-rave, showing the Creative Arts contributions to the contest.
- ❖ During the Y-rave, the judges will discuss the contributions to the contest, finding a winner.
- ❖ Around midway into the Y-rave, the Judges will interrupt the rave to announce the winner of the Healthy Relationship contest, giving their explanation of why this person won.
- ❖ The rest of the evening will be dedicated to music related to Healthy Relationships and Dancing.

PLANNING

The first thing you need to do to prepare for this session is to develop a set of rules that can be used as a baseline to find the winner of the contest.

E.G. OF RULES FOR CONTEST:

Sexual and Reproductive Health Rights (SRHR) Youth Creative and performing Art Contest

Background

The YMCA Sexual Reproductive Health and rights (SRHR) initiative in Shauri Moyo YMCA has scheduled a Creative and Performing Arts skills event to showcase messages relevant to Healthy Relationships through an **ARTS CONTEST** to be held on the **18th of August 2016**.

Art, Poetry, Music and Dance will be used by contestants to communicate their understanding of Healthy Relationships as perceived by their individual selves and from the larger community.

Subject Matter

Art work involve creative and performing arts:

Creative Arts involve:

1. Fine Art
2. Painting

3.Crafts

4.Jewellery Making.

5.Other forms of Visual art and Crafts.

6.Short Essays or Articles

• **Performing Arts involve:**

- Theatre
- Poetry
- Narratives
- Skits/Short Plays
- Dance
- Music
- Speeches.(shorts speeches)

The art work should portray the contestants understanding of Healthy Relationships by either:

- 1.Communicating one or more components of a Healthy Relationship
- 2.Communicating one or more components of a Harmful Relationship

- Show how it affects you as an individual and/or community.
- What's your message to your peers, community and stakeholders (i.e. Government, Schools, churches, Mosques, organizations, the politicians, the legal system, justice systems. the YMCA etc.)

THE JUDGES CHECKLIST

- Artwork and performances should depict Healthy Relationship message
- Artwork and performances must be the entrant's original, hand-drawn creation and may not be traced or copied from published photographs or other artists' works.

A: Creative Arts

- Creative arts may be multicolor, black and white, or a single color, using ink, oil or acrylic paint, watercolor, pastel, crayon, or pencil. Techniques may include scratch-board, airbrush, linoleum printing, paper collage, dry brush, crosshatch, pointillism etc.
- Weak pencil and chalk drawings, or computer-downloaded art are not eligible.
- No lettering, words, signatures, or initials may appear on the front of the artwork.
- Art works will be part of the SRHR Shauri Moyo Youth Space Gallery.
- Entries must be displayed by 17th August 2016.

B: Performing Arts.

- Maximum Presentation time 7 mins
- Focus on youth and Healthy Relationships.
- Opportunities and challenges for young people in relation to Healthy Relationships.
- Risks and protective factors.
- Features of Healthy Relationships interventions for Young people

The next step is to inform people about the contest. This should be done during one of the sessions a while beforehand so that the participants will have time to create the artwork they are going to present at the Contest. Use of social media, posters and word of mouth are also good additional ways to inform about the Contest and to get people to participate. (For tips on how to mobilize people, see: 'Mobilization'.)

Make a list over all participants taking part in the contest, and make a plan over whom of the Performing Arts contestants that will be performing at which time. From here you will have to find a facilitator that will be able to conduct the introduction of the session as well as leading the contest and the award of the winner of the contest.

This person should prepare the introduction for the session and be clear on the rules of the contest. You will also need to find some judges that will select the winner of the contest. These should be some 3-4 people that have some knowledge on the topic, as well the field of art. They should meet some time before the contest to look at the Creative Arts, so that they can analyze these contributions beforehand so as not to take too long to find the winner after the Performing Arts have performed. There will also be a need to find a DJ that will be in charge of making a playlist for the Y-rave with songs related to Healthy Relationships. For the Y-rave there also needs to be equipment ready to be used like speakers, a music player and so on.

Checklist before session:

- ✓ The venue is free and ready
- ✓ Space to perform the Performing Arts and for the Creative Arts exhibition
- ✓ Participants for the Contest
- ✓ A facilitator for the session that has the introduction ready
- ✓ Judges for the Contest and rules to help find the winner
- ✓ DJ, a playlist with healthy relationship topics, music player, speakers

SRHR AND S2C; PLANNING OF COMMUNITY ACTION OR ADVOCACY

ACTIVITIES

Develop plan for Community Action or Advocacy in relation to SRHR

2 hours

YOU WILL NEED:

- Facilitator with knowledge on Community Action and Advocacy
- Flip-chart and marker

INTRODUCTION TO COMMUNITY ACTION AND ADVOCACY (5 MINUTES)

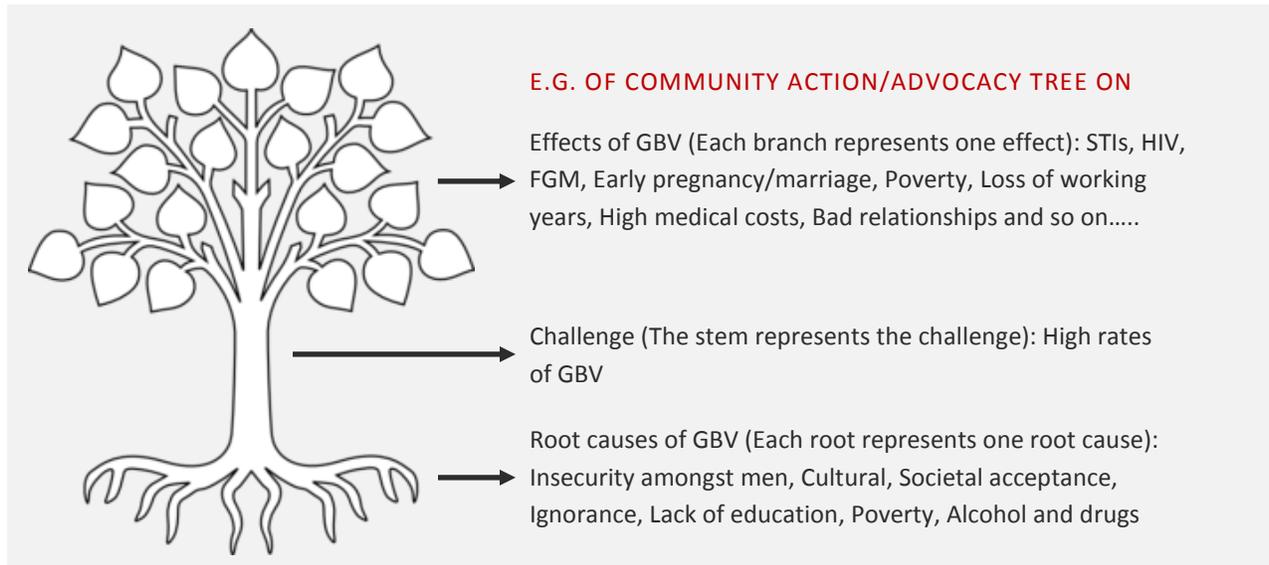
- ❖ Start the session with a short introduction on community action and advocacy.
 - What is community action?
 - What is advocacy?
 - Give some examples on how community action and advocacy can be done

CREATE ACTION PLAN FOR COMMUNITY ACTION/ADVOCACY ON SRHR (1 HOUR AND 55 MINUTES)

- ❖ Create an Action Plan for Community Action and/or Advocacy.
 - From the previous sessions, which issues have stood out as something which needs to be addressed to create better SRHR for young people in the area? What is the major youth challenge in the area in relation to SRHR? Decide on one challenge that will be addressed during the Community Action/Advocacy.

E.G. OF ISSUES: Sexual Education for young people, Access to affordable and Youth-Friendly Health Services, Sexual education for adults, Contraceptives, Early Marriages, Prostitution, Illegal adoptions, HIV, STIs, Sponsorship, Drug abuse in relation to SRHR, Abortion, LGBTI safety, Infidelity, Healthy Relationships, GBV, Sexual Assault, Young motherhood and more.

- Draw a tree to illustrate the topic that will be addressed. The stem of the tree represents the topic/challenge. The branches represents the different effects of the challenge. And the roots of the tree represents the root causes of the challenge.
 - 1. What will be the topic/challenge to be addressed during the Community Action/Advocacy?
 - 2. What are the effects of this challenge?
 - 3. What are the root causes of this challenge?



- Which action/actions can we take to address the challenge?
 - What are the talents/interests of the group?
 - Which activity will work best to address the challenge at hand?
 - What is the best way to mobilize the community to address the challenge?
 - Should the community action be taken within the YMCA or out in the community to better reach the community to address the challenge? And, if so, does this effect the kind of action that will be taken?
 - Is the Community Action/Advocacy going to be done in one day, or will it require many days?

E.G. OF ACTIONS/ACTIVITIES FOR COMMUNITY ACTION ON GBV: Street theatre on GBV, Flash-mob with short discussion on GBV after, Event with music to inform on GBV, Clean up sharing GBV knowledge, Cake-sale with small GBV notes attached to the cakes, Community movie-night on GBV, Discussion forum on GBV, Panel debate on GBV, Developing a GBV shelter in the community, Gathering money and materials for shelter for GBV victims and so on

E.G. OF ACTIONS/ACTIVITIES FOR ADVOCACY ON GBV: Engaging with local leaders on the status of access to services at the closest health facilities, Writing letter to people in the government to change a law on GBV, Signature champagne to better the circumstances for people experiencing GBV

- What time will the community action/advocacy be conducted?
 - How long will you need to prepare for the Community Action/Advocacy?
 - Which day of the week, and which time will be best to mobilize the community?
 - Does the activity have an effect on when it is best to conduct the Community Action/Advocacy?

- What needs to be done to prepare for the community action/advocacy, and who will do what?
 - Make a list over everything that needs to be done before the community action/advocacy.
 - Make a list over who will be in charge of what in the preparation of the community action/advocacy.
- As this is a long session with no active brakes, the facilitator should prepare some energizers to keep the participants focused, and to have some fun during the session.

PLANNING

The first thing you need to do to prepare for this session is to find someone to facilitate the session that is good at conducting community action and advocacy, and who knows which steps to take to create an action plan, and to actualize the plan. This should be someone that is quite structures and who has many ideas on how the community action or advocacy can be conducted. Nonetheless, this person should also be good at listening to the young people, and giving them the opportunity to create their own action plan. So not to use too much time on making the plan, the facilitator should be good at time-keeping and concluding once everyone has given their opinions and voted for this or that idea.

Create a list to structure the session, and the questions you will need to get an answer to by the end of the day.

The facilitator should draw the Community Action/Advocacy Tree on the flip-chart before the session starts so that it is ready to be filled in with the topic, effects and root causes.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ Facilitator with knowledge on Community Action and Advocacy
- ✓ Flip-chart and marker.

SRHR AND S2C; COMMUNITY ACTION/ADVOCACY

ACTIVITIES

Community Action/Advocacy in relation to SRHR conducted by the youth.

The duration of the Community Action/Advocacy will depend on the activity/activities that will be conducted.

YOU WILL NEED:

- This will depend on the Community Action/Advocacy.

COMMUNITY ACTION

The young people will be conducting the Community Action/Advocacy that they were planning in the previous session. How this Community Action/Advocacy will look like will be dependent on the Action Plan that they have created, including the activities that will be done to resolve the issue they have decided upon.

PLANNING

Make sure that every young people have done the tasks dedicated to them during the planning session. Check that everything is ready for the Community Action/Advocacy.

Checklist before session:

- ✓ The venue is free and ready.
- ✓ The young people have prepared everything needed to conduct the Community Action/Advocacy according to their Action Plan.