

# ANNEXES TABLE OF CONTENTS

	ANNEX NUMBER
<b>Resources and References .....</b>	<b>1</b>
<b>Icebreakers .....</b>	<b>2</b>
<b>Practice Mentoring Scenarios .....</b>	<b>3</b>
<b>Planning an Event and Facilitating Discussions .....</b>	<b>4</b>
<b>“Ask Aunty Amina” .....</b>	<b>5</b>
<b>HIV Surveys in Recent Years.....</b>	<b>6</b>
<b>Tips for Planning a “Take Our Daughters to Work Day” .....</b>	<b>7</b>
<b>Supplementary Module on Computers and Internet Technology .....</b>	<b>8</b>



## ANNEX I:

# RESOURCES AND REFERENCES

### General Resources

- Find country statistics on issues such as health, literacy, and children at the following Internet sites:
  - UNICEF: [www.unicef.org/infobycountry/index.html](http://www.unicef.org/infobycountry/index.html)
  - WHO: [www.who.int/country/en/](http://www.who.int/country/en/)
  - Demographic and Health Surveys: [www.measuredhs.com/countries/start.cfm](http://www.measuredhs.com/countries/start.cfm)
- Search UNICEF's easy-to-use online database for publications and information at: [www.unicef.org/publications/index.html](http://www.unicef.org/publications/index.html). UNICEF also offers audio and video recordings about children at: [www.unicef.org/videoaudio/index.html](http://www.unicef.org/videoaudio/index.html)
- Access best practices, research, program tools, and contact information for your national chapter at the Forum for African Women Educationalists (FAWE) web site: <http://www.fawe.org/home/index.asp>
- *Facts for Life* is a UNICEF publication containing basic information about a variety of health topics. It is available online: [www.unicef.org/publications/index\\_4387.html](http://www.unicef.org/publications/index_4387.html)
- Find research and publications on women, girls, and gender issues at:
  - UNIFEM (UN agency for women): [www.unifem.org/resources/](http://www.unifem.org/resources/)
  - CEDPA (Centre for Development and Population Activities): [www.cedpa.org/section/publications](http://www.cedpa.org/section/publications)
  - International Women's Health Coalition: [www.iwhc.org/resources/index.cfm](http://www.iwhc.org/resources/index.cfm)

### Module I: Becoming a Good Mentor

- *Footsteps to Excellence: Guidelines for Mentoring*, Forum for African Women Educationalists (FAWE), Uganda Chapter. A mentoring resource book with sections on relationships and life-skills available at: [www.faweu.or.ug](http://www.faweu.or.ug)
- The National Mentoring Partnership is a US-based organization committed to supporting mentoring relationships between adults and youth: [www.mentoring.org](http://www.mentoring.org)
- Mentors Peer Resources provides tips and links. You can also take a test to learn more about your mentoring skills: [www.peer.ca/mentor.html](http://www.peer.ca/mentor.html)
- *Beyond the Classroom: Empowering Girls*, US Peace Corps, 2000. This manual describes fun and educational activities for girls that teachers and communities can organize. The document is online at: [www.peacecorps.gov/multimedia/pdf/library/empoweringgirls.pdf](http://www.peacecorps.gov/multimedia/pdf/library/empoweringgirls.pdf)

## Module 2: Gender and Girls' Rights

### Citations

- Session 1, Activity 2: “Whose Role is it?” was adapted with permission from the US Peace Corps’ *Life Skills* manual, 2001.

### Additional Resources

- Convention on the Elimination all forms of Discrimination Against Women (CEDAW) is available at: [www.un.org/womenwatch/daw/cedaw/cedaw](http://www.un.org/womenwatch/daw/cedaw/cedaw)
- Learn more about the Convention on the Rights of the Child at: [www.unicef.org/crc/](http://www.unicef.org/crc/)
- The African Charter on the Rights and Welfare of the Child can be found at: [www.africa-union.org](http://www.africa-union.org)
- Visit UNICEF’s web site designed just for teachers. Learn how you can incorporate children’s and girls’ rights into your lesson plans or join a discussion about other topics at: [www.unicef.org/teachers/](http://www.unicef.org/teachers/)
- You can also visit the UNICEF office in your country or online: [www.unicef.org](http://www.unicef.org)

## Module 3: The Importance of Girls’ Education and Empowerment

### Citations

- Session 1, Activity 3: “Two Letters, Two Lives,” was adapted with permission from *Choose a Future! Issues and Options for Adolescent Girls*, The Centre for Development and Population Activities (CEDPA), 1996. [www.cedpa.org](http://www.cedpa.org)
- Dakar Framework for Action, text adopted by the World Education Forum, Dakar, Senegal, April 26–28, 2000. [www.unesco.org/education/efa/ed\\_for\\_all/dakfram\\_eng.shtml](http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml)
- Session 2, Activities 2: “Treasure Yourself” and 3: “Factors that Lower Self-Esteem” were adapted from *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*, Program for Appropriate Technology in Health (PATH), Population Council, KARHP, 2006.
- Session 2, Activity 4: “Goal Setting” was adapted from the US Peace Corps’ *Life Skills* manual, 2001.

### Additional Resources

- “The State of the World’s Children 2004 - Girls, Education and Development,” UNICEF, provides a good overview of the state of girls’ education, as well as country-specific statistics: [www.unicef.org/publications/index\\_18108.html](http://www.unicef.org/publications/index_18108.html)
- *In the Classroom: Empowering Girls*, US Peace Corps, 2001. This must-read guidebook for teachers and others who want to promote girls’ education describes activities you can do in the classroom and community: [www.peacecorps.gov/multimedia/pdf/library/M0082\\_inclassempowergirls.pdf](http://www.peacecorps.gov/multimedia/pdf/library/M0082_inclassempowergirls.pdf)
- “Strategies for Girls’ Education,” part of UNICEF’s 2004 report on girls’ education, details strategies for increasing girls’ school participation, as well as success stories from around the world: [www.unicef.org/publications/index\\_21344.html](http://www.unicef.org/publications/index_21344.html)

- The Forum for African Women Educationalists (FAWE) provides programs, resources, and advocacy to increase girls' school involvement at: <http://www.fawe.org/home/index.asp>
- Learn more about Rotary International's programs, including scholarships for students in Africa: [www.rotary.org](http://www.rotary.org)
- The Association for the Development of Education in Africa (ADEA) is a network of partners promoting education in Africa: [www.adeanet.org](http://www.adeanet.org)

## Module 4: Leaders and Leadership

- "Changing Times, Changing Attitudes: Alternative Portrayals of Men and Women" is a collection of radio stories from Africa published by UNESCO. The stories are great to read aloud and discuss with girls: [unesdoc.unesco.org/images/0011/001197/119793eo.pdf](http://unesdoc.unesco.org/images/0011/001197/119793eo.pdf)
- Learn about leadership opportunities for girls at the World YWCA. To see if the YWCA is in your country, visit: [worldywca.info/index.php/ywca/world\\_ywca/national\\_ywcas](http://worldywca.info/index.php/ywca/world_ywca/national_ywcas)
- Read about the women leaders from around the world in CEDPA's guide "Profiles in Women's Leadership": [www.cedpa.org/content/general/detail/729/](http://www.cedpa.org/content/general/detail/729/)

## Module 5: Coping with Stress

### Citations

- Information regarding depression comes from: [www.nimh.nih.gov/publicat/depression.cfm#ptdep3](http://www.nimh.nih.gov/publicat/depression.cfm#ptdep3)
- Tips on helping children manage stress adapted from "Stress: Taking Charge," Iowa State University, 1996. [www.extension.iastate.edu/Publications/PM1660F.pdf](http://www.extension.iastate.edu/Publications/PM1660F.pdf)

### Additional Resources

- *The Impact of Conflict on Women and Girls in West and Central Africa* and the UNICEF Response, UNICEF, 2005. [www.unicef.org/publications/index\\_25262.html](http://www.unicef.org/publications/index_25262.html)
- *Helping Children Cope with the Stresses of War: A Manual for Parents and Teachers*, UNICEF 2000. [www.unicef.org/publications/index\\_4398.html](http://www.unicef.org/publications/index_4398.html)
- "The Use of Drumming as Cure for Children with Post-Traumatic Stress Disorder (PTSD)," David Otieno Akombo. [www.bluegecko.org/kenya/tribes/taita/articles-akombo.htm#intro](http://www.bluegecko.org/kenya/tribes/taita/articles-akombo.htm#intro)
- "Indigenous Healing of War Affected Children in Africa," Edward C. Green and Alcinda Honwana, 1999. [www.africaaction.org/docs99/viol9907.htm](http://www.africaaction.org/docs99/viol9907.htm)
- UNICEF provides tips on helping children in emergency or disaster situations: [www.unicef.org/ffl/13/4.htm](http://www.unicef.org/ffl/13/4.htm)
- Common questions and answers about post-traumatic stress disorder (PTSD) can be found at: <http://kidshealth.org/parent/emotions/feelings/ptsd.html>

## Module 6: Adolescence, Reproduction, and Relationships

### Citations

- Session 2, Activity 3: “Pregnancy Prevention True or False?” was adapted from *Choose a Future!: Issues and Options for Adolescent Girls*, CEDPA, 1996. [www.cedpa.org](http://www.cedpa.org).

### Training Manuals

- *Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence Against Girls in Schools*, M.A. Odhiambo and J. Maganya, ActionAid and the Cradle, 2004. This excellent manual is designed to train teachers to deal with and prevent harassment of girls in school. A section of the guide explains how to be a good counselor. [www.eldis.org/static/DOC17763.htm](http://www.eldis.org/static/DOC17763.htm)
- “Reproductive Health of Young Adults” is FHI’s online training course on how to best meet the reproductive needs of young people. This 95-slide course contains information and a self-test that you can use in discussions with youth: [www.fhi.org/en/Youth/YouthNet/rhtrainmat/Reprohealthyyoungadults.htm](http://www.fhi.org/en/Youth/YouthNet/rhtrainmat/Reprohealthyyoungadults.htm)
- “My Changing Body: Fertility Awareness for Young People,” FHI and the Institute for Reproductive Health, Georgetown University, 2003. This training manual is designed to teach both boys and girls (aged 10–14) about puberty. The manual contains detailed sessions and activities to complete with young people: [www.fhi.org/en/Youth/YouthNet/rhtrainmat/fertilawareyoungpeople.htm](http://www.fhi.org/en/Youth/YouthNet/rhtrainmat/fertilawareyoungpeople.htm)
- *Taking Steps of Courage: Teaching Adolescents about Sexuality and Gender in Nigeria and Cameroun*, Andrea Irvin, International Women’s Health Coalition, 2000. This document discusses how to teach sexual health education and gender awareness to adolescents: [www.iwhc.org/docUploads/takingsteps.pdf](http://www.iwhc.org/docUploads/takingsteps.pdf)

### Additional Resources

- Family Health International (FHI) operates programs throughout the world designed to educate young people about reproductive health issues. Learn about their programs, read online publications, and learn facts and statistics about youth health worldwide at: [www.fhi.org](http://www.fhi.org) and [www.fhi.org/en/Publications/index.htm](http://www.fhi.org/en/Publications/index.htm). Information on specific contraceptives can be found at: [www.fhi.org/en/RH/FAQs/index.htm](http://www.fhi.org/en/RH/FAQs/index.htm)
- The World Health Organization (WHO) provides information on adolescent health at: [www.who.int/topics/adolescent\\_health/en](http://www.who.int/topics/adolescent_health/en) and [www.who.int/topics/youth/en/](http://www.who.int/topics/youth/en/)
- *Adolescence: A Time that Matters*, UNICEF 2002. This book contains easy-to-understand statistics and information regarding adolescent girls and boys worldwide, including health, education, and HIV/AIDS. Read it online at: [www.unicef.org/publications/index\\_4266.html](http://www.unicef.org/publications/index_4266.html)
- Statistics on the health effects of early pregnancy can be found on the International Women’s Health Coalition’s fact sheet “Maternal Health: Implications for Children and Adolescents” at: [http://www.iwhc.org/docUploads/ISRRC\\_MaternalHealthfactsheet.pdf](http://www.iwhc.org/docUploads/ISRRC_MaternalHealthfactsheet.pdf)
- “Dear Auntie Stella” is a fun, interactive activity to facilitate discussions about relationships and other issues with boys or girls: [www.tarsc.org/auntstella/index.html](http://www.tarsc.org/auntstella/index.html)

## Module 7: Marriage and Family

### Additional Resources

- *Too Young to Wed: The Lives, Rights and Health of Young Married Girls*, ICRW 2003. This resource includes statistics on early marriage and strategies for combating it: [www.icrw.org/photoessay/html/index.htm](http://www.icrw.org/photoessay/html/index.htm)
- “Early Marriage: Child Spouses,” a report by UNICEF’s Innocenti Research Centre, 2001: [www.unicef-icdc.org/publications/pdf/digest7e.pdf](http://www.unicef-icdc.org/publications/pdf/digest7e.pdf)
- To learn more about breastfeeding and birth spacing, visit Family Health International’s web site: [www.fhi.org/en/RH/Pubs/factsheets/breastfeeding.htm](http://www.fhi.org/en/RH/Pubs/factsheets/breastfeeding.htm)
- Information about various forms of contraception and reproductive health can be found at Family Health International’s web site: [www.fhi.org/en/RH/FAQs/index.htm](http://www.fhi.org/en/RH/FAQs/index.htm)

## Module 8: HIV/AIDS

### Citations

- Session 2, Activity 2: “Spread of an HIV Epidemic” was adapted with permission from the US Peace Corps’ *Life Skills* manual, 2001. [www.peacecorps.gov/multimedia/pdf/library/M0063\\_lifeskillscomplete.pdf](http://www.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf)
- Session 3, Activity 4: “Elephants and Lions” game was adapted from the US Peace Corps’ *Life Skills* manual, 2001.
- Session 5 Activities “The Color Game,” “Stigmatization and Discrimination Role-Play,” and “Red Ribbon” were used with permission from Lauren Loveland. The activities can be found in “Guide for Contact Teachers,” Ministry of Education: Ohangwena and Oshikoto Regions, Namibia, 2005.
- Session 7, Activity 3: “A Bridge to an HIV-free Future” was adapted from the US Peace Corps’ *Life Skills* manual, 2001.

### HIV/AIDS-related Organizations

- UNAIDS is the branch of the United Nations dedicated solely to the epidemic. To search the web site for publications, visit: [www.unaids.org/en/KnowledgeCentre/Resources/Publications/](http://www.unaids.org/en/KnowledgeCentre/Resources/Publications/)
- UNIFEM, the branch of the United Nations concerned with girls’ and women’s well-being, provides in-depth information about women and HIV/AIDS, training manuals, and other resources at: [www.genderandaids.org](http://www.genderandaids.org) and [www.unifem.org/resources/listing\\_by\\_section.php?WebSectionID=2](http://www.unifem.org/resources/listing_by_section.php?WebSectionID=2)
- UNICEF, the branch of the UN devoted to children, contains a wealth of information about youth, girls, and HIV/AIDS: [www.unicef.org](http://www.unicef.org)
- UNESCO, the UN branch for education and culture, provides educational materials on HIV/AIDS at: [portal.unesco.org/education/en/ev.php-URL\\_ID=35500&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html)

- Family Health International (FHI) offers publications and training manuals related to HIV/AIDS at: [www.fhi.org/en/HIVAIDS/pub/index.htm](http://www.fhi.org/en/HIVAIDS/pub/index.htm)
- The Population Council and the Horizons program publish papers on topics including AIDS orphans, gender, AIDS treatment, youth, and STIs. Many of the publications highlight research from specific African countries: [www.popcouncil.org/horizons/horizonpublications.html](http://www.popcouncil.org/horizons/horizonpublications.html)

### **General Reports**

- 2007 *AIDS Epidemic Update*, UNAIDS, Geneva, 2007. An excellent source of current statistics: [www.unaids.org/en/KnowledgeCentre/HIVData/EpiUpdate/EpiUpdArchive/2007/default.asp](http://www.unaids.org/en/KnowledgeCentre/HIVData/EpiUpdate/EpiUpdArchive/2007/default.asp)
- *AIDS in Africa: Three Scenarios to 2025*, UNAIDS 2005. The scenarios are creatively summarized as folktales that can be read with young people: [http://data.unaids.org/Publications/IRC-pub06/jc1068-scenarios-execsumm\\_en.pdf](http://data.unaids.org/Publications/IRC-pub06/jc1068-scenarios-execsumm_en.pdf)

### **Fast Facts**

- Definitions for HIV/AIDS-related terms can be found at: <http://www.engenderhealth.org/res/onc/hiv/glossary/>
- Get answers to common questions about HIV/AIDS at UNAIDS's "Fast Facts about AIDS": <http://www.unaids.org/en/KnowledgeCentre/Resources/QandA/FastFacts/default.asp>
- Answers to frequently asked questions classroom tools on HIV/AIDS can be found at (scroll to "basic knowledge" towards the bottom of the page): [http://portal.unesco.org/education/en/ev.php-URL\\_ID=35500&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- Find the HIV infection rate in your country at: [www.unaids.org/en/CountryResponses/Countries/default.asp](http://www.unaids.org/en/CountryResponses/Countries/default.asp)
- Concise facts and statistics about women, girls and HIV: [www.iwhc.org/resources/hivaidsfactsheet.cfm](http://www.iwhc.org/resources/hivaidsfactsheet.cfm)
- Facts and information about HIV and African youth are available at the Advocates for Youth web site: [www.advocatesforyouth.org/publications/factsheet/fshivaidsaf.htm](http://www.advocatesforyouth.org/publications/factsheet/fshivaidsaf.htm)

### **Teaching Tools and Activities**

- Search UNESCO's international clearinghouse on HIV/AIDS prevention curricula at: <http://databases.unesco.org/ibe/aidbib/>
- You can find information and documents on HIV/AIDS and education in Eastern and Southern Africa by using UNESCO's online database at: <http://www.harare.unesco.org/hivaids/db.asp>
- UNICEF provides an excellent list of teaching, training, and resource materials related to HIV/AIDS and life skills: [www.unicef.org/lifeskills/index\\_14926.html](http://www.unicef.org/lifeskills/index_14926.html)
- Visit UNESCO's web site devoted to HIV and AIDS resources, including training manuals, videos, publications and more at: [portal.unesco.org/education/en/ev.php-URL\\_ID=12167&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=12167&URL_DO=DO_TOPIC&URL_SECTION=201.html)



- UNESCO provides HIV education activities for learners at another web site, called FRESH (Focusing Resources on Effective School Health): [portal.unesco.org/education/en/ev.php-URL\\_ID=35500&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- *Act Now! A Resource Guide for Young Women on HIV/AIDS*, UNIFEM and AWID, 2002. This resource guide for young leaders provides an overview of the issues surrounding HIV and girls. The guide is based on feedback from young women and includes profiles of their leadership in HIV/AIDS and activities they can do in their community: [www.unifem.org/attachments/products/ActNow\\_eng.pdf](http://www.unifem.org/attachments/products/ActNow_eng.pdf)
- “Ask Auntie Stella” is an excellent, fun activity you can do to get young people talking about relationships and HIV prevention. It was designed by the Training and Research Support Centre in Zimbabwe for youth ages 13–17: <http://www.tarsc.org/auntstella/index.html>
- US Peace Corps *Life Skills* manual, 2001. This resource provides detailed activities and discussion topics for youth regarding decision making, goal setting, and HIV/AIDS prevention (also available in French): <http://www.peacecorps.gov/index.cfm?shell=library.pubindex>
- Resource Package *for School Health Education to Prevent AIDS and STDs: A Resource Package for Curriculum Planners*. This resource for teachers provides step-by-step activities to educate learners about a variety of issues surrounding HIV: [http://library.unesco-iicba.org/English/HIV\\_AIDS/cdrom%20materials/navigation%20pages/School%20Health%20Education.htm](http://library.unesco-iicba.org/English/HIV_AIDS/cdrom%20materials/navigation%20pages/School%20Health%20Education.htm)
- AVERT ([www.avert.org](http://www.avert.org)) is an international organization whose goal is to provide HIV and AIDS information. This easy-to-use site has clear information and quizzes on all HIV/AIDS-related topics. A specific part of the web site is devoted to education ([www.avert.org/educate.htm](http://www.avert.org/educate.htm)). There are also photos and stories about people in Africa living with HIV, as well as country-specific information: [www.avert.org/subadults.htm](http://www.avert.org/subadults.htm)
- *HIV/AIDS and Human Rights: A Kit of Ideas for Youth Organizations*, UNESCO, UNAIDS: [unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?database=ged&set=3EF08E85\\_0\\_64&hits\\_rec=1&hits\\_lng=eng](http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?database=ged&set=3EF08E85_0_64&hits_rec=1&hits_lng=eng)

## Girls and Women

- *Facing the Future Together: Report of the Secretary-General’s Task Force on Women, Girls and HIV/AIDS in Southern Africa*, UNAIDS 2004. This 25-page report provides a good overview of the problems girls and women face with regards to HIV/AIDS, as well as proposed solutions: [www.unicef.org/publications/index\\_22222.html](http://www.unicef.org/publications/index_22222.html)
- *Girls, HIV/AIDS and Education*, UNICEF, 2004: [www.unicef.org/publications/index\\_25047.html](http://www.unicef.org/publications/index_25047.html)
- *Women and HIV/AIDS: Confronting the Crisis*, UNAIDS, UNIFEM and UNFPA, 2004: [www.unaids.org/html/pub/publications/external-documents/unfpa\\_unaids\\_unifem\\_womenaids\\_en\\_html.htm](http://www.unaids.org/html/pub/publications/external-documents/unfpa_unaids_unifem_womenaids_en_html.htm)

## Youth and Orphans

- *Children on the Brink*, UNICEF, USAID and UNICEF, 2004. A report on children affected by HIV/AIDS in sub-Saharan Africa: [www.unicef.org/publications/index\\_22212.html](http://www.unicef.org/publications/index_22212.html)

- *HIV/AIDS and Young People: Hope for Tomorrow*, UNAIDS, 2003: [www.unaids.org/html/pub/publications/irc-pub06/jc785-youngpeople\\_en\\_pdf.htm](http://www.unaids.org/html/pub/publications/irc-pub06/jc785-youngpeople_en_pdf.htm)
- *Report on Education – The President’s Emergency Plan for AIDS Relief*, PEPFAR, 2006. A report on PEPFAR’s work with USAID on programs addressing AIDS, education, and orphans and vulnerable children: <http://www.pepfar.gov/progress/76859.htm>

### **Supporting People Affected and Infected by HIV/AIDS**

- Catholic AIDS Action publishes several documents on HIV and AIDS, especially with regard to youth and community support for PLWHA. *The Guidebook Building Resilience in Children Affected by HIV/AIDS*, written in South Africa, explains how to provide psychosocial support for children affected by HIV/AIDS. *Community-based Counseling for People Affected by HIV/AIDS* provides easy-to-understand guidance on counseling: [www.fhi.org/en/HIVAIDS/pub/guide/caacounseling.htm](http://www.fhi.org/en/HIVAIDS/pub/guide/caacounseling.htm)
- *Caring for Someone with HIV/AIDS at Home*, adapted by UNESCO from the Centers for Disease Control and Prevention (CDC): [http://www.ibe.unesco.org/AIDS/doc/FRESH\\_basic\\_all.pdf](http://www.ibe.unesco.org/AIDS/doc/FRESH_basic_all.pdf)

### **HIV Counseling and Testing**

- UNESCO offers a training manual for adults to talk to youth about voluntary counseling and testing (VCT). Scroll to the bottom of the web page and click on the links for the VCT modules: [www.unicef.org/lifeskills/index\\_14926.html](http://www.unicef.org/lifeskills/index_14926.html)
- *HIV Counseling and Testing for Youth: A Manual for Providers*, Family Health International, 2005. Although this publication is designed for those who provide VCT, it provides an excellent overview of VCT, as well as how to talk to youth about STIs, pregnancy prevention and condom use: [www.fhi.org/en/Youth/YouthNet/rhtrainmat/vctmanual.htm](http://www.fhi.org/en/Youth/YouthNet/rhtrainmat/vctmanual.htm)

### **Miscellaneous**

- Learn more about mother-to-child transmission and prevention at: [http://www.unicef.org/aids/index\\_preventionMTCT.html](http://www.unicef.org/aids/index_preventionMTCT.html)
- The Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS) provides information and a newsletter (Exchange on HIV/AIDS, Sexuality, and Gender) specific to southern Africa: [www.saf aids.org.zw](http://www.saf aids.org.zw)
- Family Health International (FHI) provides detailed and in-depth information about STIs, presented in easy-to-use learning modules: [www.fhi.org/training/en/modules/STD](http://www.fhi.org/training/en/modules/STD)
- The World Health Organization (WHO) has facts and publications on STIs worldwide at: [www.who.int/topics/sexually\\_transmitted\\_infections/en/](http://www.who.int/topics/sexually_transmitted_infections/en/)
- Find out about local associations of people living with HIV/AIDS who might be willing to come speak to your scholars (available in English, French, and Portuguese): [http://www.usaid.gov/our\\_work/global\\_health/aids/Publications/docs/hivaidsdirectory.pdf](http://www.usaid.gov/our_work/global_health/aids/Publications/docs/hivaidsdirectory.pdf)

## Module 9: Jobs, Professions, and Careers

### Citations

- Session 1, Activity 2 was adapted with permission from *Choose a Future!: Issues and Options for Adolescent Girls*, The Centre for Development and Population Activities (CEDPA), 1996: [www.cedpa.org](http://www.cedpa.org)

### Additional Resources

- To learn more about “Take Our Daughters and Sons to Work Day,” and resources and other materials for girls, parents, teachers, and other adults participating in the event, visit the web site: [www.daughtersandsonstowork.org](http://www.daughtersandsonstowork.org)
- Find out more about various jobs at the web site “What do they do?” at: [web.archive.org/web/20040404215729/www.whatdotheydo.com/](http://web.archive.org/web/20040404215729/www.whatdotheydo.com/)
- The US government provides job descriptions and career information for young people. Go to <http://www.kids.gov/> and use the “Grades K–5” or “Grades 6–8” drop-down menus and scroll to “Careers.”
- “What interests you?” provides a list of jobs based on children’s particular interests: [www.bls.gov/k12/](http://www.bls.gov/k12/)
- The Career Exploration Guides and Resources for Younger Students web site contains links to resources for both children and for adults who want to talk to young people about careers: [www.khake.com/page64.html](http://www.khake.com/page64.html)

## Supplementary Module (Annex 8): Computers and Internet Technology

### Using the Computer

- *Information and Communication Technology (ICT) Training of Trainers: Computer and Internet Use for Development*, US Peace Corps, 2002. This step-by-step guide shows how to train others to use computers and the Internet. Read or download the guidebook online at: [www.peacecorps.gov/index.cfm?shell=pchq.ol.pubindex](http://www.peacecorps.gov/index.cfm?shell=pchq.ol.pubindex). Scroll down the list of publications until you see the link for the pdf file.
- You can also find short tutorials on the basics of using Microsoft Word® at: [www.helpwithpcs.com/courses/Course.htm](http://www.helpwithpcs.com/courses/Course.htm)
- Want to know the definition of a particular computer term? Visit: <http://www.techterms.com/>

### Online Encyclopedias and Dictionaries

- Want to know what a word means in English, French, Spanish, Portuguese, or Italian? Visit Dictionary.com’s online translator at: <http://dictionary.reference.com/translate/>

**Online Information Sources**

- [www.encyclopedia.com](http://www.encyclopedia.com)
- [www.m-w.com/dictionary.htm](http://www.m-w.com/dictionary.htm)
- [www.ipl.org/div/subject/browse/ref32.00.00/](http://www.ipl.org/div/subject/browse/ref32.00.00/)

**Additional Resources**

- Find a list of web sites for children on topics including health, science, history, and math at: [www.kidinfo.com/schoolsubjects.html](http://www.kidinfo.com/schoolsubjects.html)
- News and views about Africa: [www.afrol.com](http://www.afrol.com); [www.africadaily.com](http://www.africadaily.com); [www.channelafrica.org](http://www.channelafrica.org); [www.allafrica.com](http://www.allafrica.com).

## ANNEX 2:

# ICE BREAKERS

An icebreaker is a short game or activity that can energize people and help them feel comfortable with each other. It is a good idea to conduct an icebreaker at the beginning of each session. Below are a few suggested icebreakers, but you should feel free to create your own based on games, songs, or activities common in your area.

### Introduction Games

1. Arrange participants in a circle. Each participant should say his/her name and an adjective that describes him/her. The adjective should begin with the same letter as the person's first name. For example, the first person may introduce herself as "Energetic Esther!" or "Fantastic Fatima!" The next person has to repeat the first person's name and adjective and add her name. Every participant repeats the name of the people before her, then adds her name. (To take the pressure off the person who has to repeat the names, have the entire group repeat the names together.) This is a guaranteed way to remember names and to learn how your friends describe themselves!
2. The object of this small group exercise is to get participants to know each other better. First, ask the participants to form a circle. Explain that different colors are often associated with different things in various cultures. Tell the participants that you are going to state the names and meanings of different colors and then ask each person to state the first thing she/he thinks of. For example, explain that orange is often considered a motivation color. Go around the circle and ask each person to quickly say one thing that motivates her/him. After all the participants have responded, tell them that in some cultures yellow is the inspiration or creativity color. Going around the circle again, ask each person to say the best idea she/he has ever had. Repeat with the following colors and concepts:
  - Explain that blue is the "sky is the limit" color, then ask "What is your favorite fantasy about your future?"
  - Explain that bright pink is an unusual color, then ask "What is the most daring thing you ever did?"
  - Explain that purple is traditionally the color of royalty, then ask "If you were ruler of the universe for a day, what is the first thing you would do?"
3. Arrange participants in a circle. Each participant should share her name and do an action or gesture afterward, such as turn in a circle, jump in the air, or part of a dance. The entire group should repeat the name and action afterwards. The next person adds her name and action. Afterward, the entire group repeats her name and action, followed by the first person's name and action. The game continues around the circle until everyone has shared her name and action. The group continues to repeat everyone's name until they are doing so many actions they are almost dancing! This is a great way to get energized and learn names. (*Note: If you have a large group, you may just want to have the group repeat the name of the person who has most recently shared her name, rather than all names.*)

## Line Up

Divide participants into groups. Tell each group to arrange itself according to your directions. The first group to arrange themselves the way you tell them to wins the game! Some common ways to have participants arrange themselves include: By age or birthday; by height (from shortest to tallest or vice versa); by number of letters in their first names; or alphabetically according to their last names. To make the game more challenging, tell them that they can't talk to each other.

## Two Truths and a Lie

Have each participant tell the group things about themselves. Two of the items should be true, and the other one should be false. Participants have to guess which item is false. Go around in a circle until everyone has told her/his "two truths and a lie." We guarantee you will learn new things about your friends.

## Goal Sharing

Find a small ball or other item that could be tossed from person to person. The person who holds the ball must tell the group one of her goals, likes, dislikes, or something the person is currently learning. For example, a person might say she hopes to become a doctor, while another could share that he is working hard to improve his English. After all participants have shared their goal or dream, ask them to turn to a partner to find out more about what they shared.

## What Did You Learn Last Time?

Begin the session by asking each participant to share something she learned during the last session. Vary the game by asking the participants to share something they learned outside of the discussions or something fun they did in the last week.

## Word Association

Arrange participants in a circle. Invite one participant to think of a word and share it with the group. The person to the right should immediately say a word related to the first word. Go around the circle until each person has shared a new word. At the end, compare the words that started and ended the game. To make the game more active, toss a ball from person to person to signify who should add the next word.

## Create a Story

Arrange participants in a circle. Ask one participant to start a story. She should share a phrase such as, "Once there was a person who..." The next person should continue the story and abruptly stop after a few sentences. The next person must continue the story. Continue until all participants have contributed to the story. The unique story that participants create is guaranteed to make everyone laugh!

## Things I Like About You

This is a great activity to do when participants have known each other a while, and a respectful and trusting environment has been established. Using pins or tape, attach a piece of A4 or notebook paper to the back of each participant. Explain that everyone has good qualities or things one does well. Knowing those things can

give a person self-esteem and self-confidence. Ask participants to take out a pen or pencil and write on each person's back at least one thing that she/he likes about that person or things that that person does well. Stress that no negative things should be written. Have participants circulate around the room until everyone has written at least one positive thing on everyone else's paper. Tell participants to remove the papers from their backs and read the comments to themselves. Ask if anyone would like to share with the group some of the compliments she/he has received.

## **Sara Says (a variation on “Simon Says”)**

Select one person to be “Sara,” the activity leader. (You may choose whatever name you like.) The rest of the group should line up on one side of the room or outdoors. “Sara” will instruct the group to do certain actions, like take two big steps forward, take one step backward, hop on one leg, spin in a circle, clap their hands, and so on. Each time Sara gives instructions, she first says, “Sara says...” The group can only do the action if Sara says, “Sara says...” When Sara only gives a direction but does not say, “Sara says,” the group should not do the action. If a person does the action, she must sit down. Have Sara give directions until only one person is left. Declare that person the winner.

## **Telephone**

This game will make participants laugh, as well as help them to better understand the importance of good group communication. Have participants stand in a large circle. Ask for a volunteer to come up with a message to pass along to the rest of the group. Once the person has decided on a message (not too long or too short), tell her to whisper the message into the ear of the person standing to her right. No one else should hear the message. That person must then tell the exact message to the person to her right. The activity continues until the message makes it all the way around the circle. (No one is allowed to ask the message to be repeated.) Once the message has made it around the circle, the last person to receive the message should share the message she/he heard. Then the person who started the message should share her/his original message with the group. You will find that the message changed a lot! Ask participants why they think the message changed. (Possible answers: People did not speak clearly, not paying attention, etc.)

## **Switching Places**

Pass out a piece of A4 or notebook paper to each participant. Invite participants to form a circle around you. Tell each participant to place her piece of paper on the floor and to stand on it. You, the facilitator, will call out a sentence explaining which people in the circle need to switch places immediately after hearing the command. Examples: “Everybody wearing red—switch places!” “Everybody who likes dancing—switch places!” “Everybody who likes (*name of a popular food or musical group*)—switch places!” After calling out the sentence, run to someone's place in the circle and occupy it. The participant who is left without a piece of paper to stand on must go into the center and call out the next order to switch places (and should run to occupy someone else's place after calling out.) Be creative. Repeat until the group is energized.





## ANNEX 3:

# PRACTICE MENTORING SCENARIOS

### Scenario 1: Jealousy erupts over scholarship benefits.

Naledi comes to you, her mentor, because she has been having trouble with her friends. Naledi tells you her friends are jealous of her because she receives a scholarship. They ask her to give them some of the school supplies she receives each semester or to share her lunch money. They also are jealous of the new uniform she got because of her scholarship. Naledi is sad because some of her friends have even stopped talking to her. Naledi knows that people in her community share what they have with others, but her family is poor and she worked hard to earn the scholarship. Naledi does not want to lose her friends as a result of the scholarship.

**How would you help Naledi with this problem?**

**Points to consider:**

- What will happen if Naledi decides to give her friends some school supplies or money? Will other students start asking her for other things?
- What will happen if Naledi does not share with her friends? How could Naledi explain to her friends why she cannot give them anything?
- Are the girls who stop talking to Naledi good friends? What advice could you offer her about friendship?

### Scenario 2: A possible upcoming marriage threatens to take a girl from school.

You have heard rumors that a girl whom you mentor is to be married during the holiday vacation. The girl lives in a different village than you do. In your community, girls who get married usually do not come back to school.

**As the girl's mentor, what would you do?**

**Points to consider:**

- What would you do first? Would you travel to the girl's village?
- What would be the consequences if the girl gets married? If she does not get married?
- What advice could you give to the girl or her family?
- Who could help you deal with this situation?

### **Scenario 3: Getting tested for HIV**

Isabelle lives with her grandmother and three siblings. Two years ago, Isabelle's father died. Last month, Isabelle's mother passed away. There are rumors in town that she died of AIDS. Isabelle has participated in HIV/AIDS discussions at school and has asked you, her mentor, about getting tested for HIV.

**What advice would you offer?**

**Points to consider:**

- Is this an issue you feel you can deal with by yourself? If not, who would you ask for assistance?
- How far away is the testing center? Will the girl be able to get there by herself?
- What is the cost of an HIV test? Who will pay for it?
- If the girl tests positive for HIV, what will be the effects on the girl's psychological and physical well-being? Who could offer her support?
- What other community resources exist to help you and Isabelle cope with this situation?

### **Scenario 4: A mentee's family can no longer feed themselves and she has asked her mentor for money.**

A girl whom you mentor has told you that her family can no longer feed themselves. The girl is a smart learner and has always done well in school. She has asked you for money to buy some food.

**What would you do?**

**Points to consider:**

- How would you verify the girl's claims? Would you try to verify the claims at all?
- What will happen to the girl if you refuse?
- If you decide to give the girl some money, what would you do if she asked you again?
- What other family or community resources might be helpful in addressing the girl's problem?

### **Scenario 5: A girl's father controls her scholarship funds.**

You find out that one of your mentees, Kagiso, has not bought all her school supplies, even though she received a scholarship. You ask her why she has not bought the items, and she tells you that her father keeps some of her scholarship money.

**What would you do?**

**Points to consider:**

- Would you advise Kagiso to ask her father for the money?

- Would you go to Kagiso's house and talk to the father? Would you ask a teacher to visit with Kagiso's father? Is there anyone else with whom you would consult about this issue?
- Would it make a difference if the mentor were a man or a woman?
- You know that Kagiso's sister has been very sick and has visited the local health post several times in the past few weeks. Would this issue make a difference in how you address the situation?
- What might happen to Kagiso if you intervene on her behalf? What might happen if you do not intervene?

### **Scenario 6: A teacher is pressuring a student to have sex.**

Luisa is a secondary school student in a large town. She gets good grades and is liked by most of her classmates. Because of her good grades, Luisa hopes to attend a technical school next year.

One day, Luisa tells her mentor, a teacher at her school, that another teacher is pressuring her to have sex with him. Luisa earns a small amount of money washing the teacher's clothes and cleaning his house. She uses this money to help support her family, which is very poor.

The teacher has suggested to Luisa that if she does not have sex with him, he will fail her. Luisa has refused him twice, but she is afraid that if she refuses him again, he will give her a bad grade. If she gets a bad grade, she will not be accepted into the technical school she wants to attend after graduation. She is also afraid to go to his house to clean, but she does not want to lose her job.

**If you were Luisa's mentor, what would you do?**

#### **Points to consider:**

- Would you ask Luisa to tell you the name of the teacher?
- What would happen if you reported the incident to regional school authorities?
- What would happen if you did not report the incident to anyone?
- What advice would you give Luisa? (For example, should she tell school authorities or refuse to go to the teacher's house?)
- Pretend the situation is different. You hear that Luisa went to her teacher's house to seek a sexual relationship in return for money. What would you do?

### **Scenario 7: Mentor suspects a girl is having sex.**

Your mentee, Marie, has been talking a lot about her boyfriend. She says she loves him. He gives her gifts like new clothes and money to buy school supplies. You think Marie may be having sex with him and you are worried about the consequences.

### **What would you do?**

#### **Points to consider:**

- Should your opinion about sex before marriage influence your advice to the mentee? Why or why not?
- If you ignore this issue, what might happen?
- Should you tell anyone, such as Marie's family, that Marie may be having sex? Why or why not? (Remember the importance of mentor/mentee confidentiality.)
- What subjects might you want to talk about with Marie?
- To what other community resources could you refer Marie? (For example, a health clinic, a life-skills teacher at the school, another mentor who has more experience with this issue, etc.)

## ANNEX 4:

# PLANNING AN EVENT AND FACILITATING DISCUSSIONS

Organizing and facilitating a meeting or an event can sometimes be overwhelming. However, breaking the job down into smaller tasks makes it less challenging and more manageable.

**Here are a few tips to help you plan your next event:**

### Before the Event: Prepare!

1. Notify participants ahead of time of the meeting time and location.
2. Select a location and reserve a room that is accessible to everyone, comfortable, and safe.
3. Select a discussion facilitator (another mentor or qualified community member).
4. Review and prepare activities and discussion questions in advance. If necessary, adapt them to fit your group's age, needs, etc.
5. Gather materials.
6. Arrange chairs or desks. If possible, arrange chairs in a circle so participants can all see and hear each other. This arrangement also emphasizes group cohesiveness.
7. Provide snacks, if possible.

### The First Meeting

1. At the first meeting with your mentees, you should begin by introducing yourself and the purpose of the mentoring meetings. Then ask participants to introduce themselves. Even if everyone already knows each other, introductions will help “break the ice,” or begin the meeting. It’s a good idea to play an introduction game. (See Annex 2: Icebreakers.)
2. After introductions, you should explain the purpose of the meeting. You should emphasize that the meetings are for the girls’ benefit and that you want to know what they would like to learn and do. Now might be a good time to ask girls what they would like to learn and what types of activities they would like to do.
3. Invite participants to set the group meeting rules. Ask the girls to suggest rules and discuss them. Write them on a piece of paper, have the girls sign their names below the rules, and post them in the room. Possible rules might include:
  - Listen when other people are talking.
  - Respect other people’s opinions, even if you don’t agree with them.

- Do not share personal information with others outside the group.
- Have fun!

If someone breaks a rule, you can remind her that everyone agreed to the rules and they need to be observed.

## Facilitating Group Discussion

As a facilitator, your job is to present a topic and to lead a discussion about it. You should spend much of your time asking questions that stimulate dialogue about the topic at hand.

### Here are a few tips:

- Speak loudly and clearly to the entire group.
- Present new information, but do not lecture. (Remember, these activities are not supposed to be like school!)
- Do not criticize girls for giving “wrong” answers. Rather, point out that the information is not accurate and provide correct information.
- Be aware of your body language and the attitude or mood you convey to girls.
- Do not “talk down” to the girls.
- Encourage general participation. If you have participants who tend to dominate discussions, make a point of calling on someone else. If necessary, remind the group that everyone’s opinions are important and that everyone should get a chance to speak. If a participant is extremely shy and does not voice her opinions, begin by asking her “easy” questions to draw her out.
- Keep the discussion on track, but be flexible if you find that girls are interested/uninterested in a particular topic.
- Summarize information or opinions to make sure everyone is “on the same page.”
- Allow for disagreement, but emphasize the importance of respecting other people’s views.
- Use the opportunity to learn more about the girls’ goals, dreams, attitudes, and needs. The more you know about them, the better you will be able to make discussions applicable to their lives.

Some topics included in this resource guide may be embarrassing to discuss for some people. Your role as a facilitator and a mentor is to explain to girls that the information is important for their health and well-being, both today and in the future. Tell them that no one should laugh or make fun of other people’s opinions, and remind them that information discussed with the group should not be shared with others. Most importantly, remember to modify activities and discussions to girls’ age, educational level, and interests.

## ANNEX 5:

**“ASK AUNTY AMINA” SCENARIOS**

Cut the following scenarios below into individual strips with one question each and distribute during the “Ask Aunt Amina” activity. Please note that this activity is intended for girls 13 and older.

1. A boy I know has asked me to have sex with him. He’s very nice and buys me things I need, like new clothes and notebooks. What should I do?

-----

2. My boyfriend and I have been seeing each other for a year. I think I want to have sex with him, but I’m not sure. Please give me some advice!

-----

3. My parents have told me not to have sex before marriage, but I want to. I know about the risks and I’ve bought a condom. What do you think I should do?

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4. My boyfriend tells me he loves me all the time. I think this means he wants to have sex with me. I love him, too. Help me, Aunt Amina! I don’t know what to do!

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5. I told my best friend that I do not want to have sex with my boyfriend. She teases me and says, “Everyone does it. It’s no big deal.” I don’t want her to think I’m a baby, but I don’t want to lose her as a friend. What do you think I should do?

-----

6. One night, my boyfriend started kissing me and tried to take off my clothes. Now I’m afraid to be with him, but if I tell him I don’t want to see him, I know he will tell everyone at school that I’m a bad person. Please let me know what I should do.

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ANNEX 6:

Adult (aged 15–49 years) HIV Prevalence\* in Countries that have Conducted Population-based

## HIV SURVEYS IN RECENT YEARS (UNAIDS)– SUB-SAHARAN AFRICA

COUNTRIES	POPULATION-BASED SURVEY PREVALENCE (%) (YEAR)	2001 HIV PREVALENCE (%) REPORTED IN 2002 REPORT ON THE GLOBAL AIDS EPIDEMIC	2003 HIV PREVALENCE (%) REPORTED IN 2004 REPORT ON THE GLOBAL AIDS EPIDEMIC	2005 HIV PREVALENCE (%) REPORTED IN 2006 REPORT ON THE GLOBAL AIDS EPIDEMIC
Benin	1.2 (2006)	3.6	1.9	1.8
Botswana	25.2 (2004)	38.8	38.0	24.1
Burkina Faso	1.8 (2003)	6.5	4.2	2.0
Burundi	3.6 (2002)	8.3	6.0	3.3
Cameroon	5.5 (2004)	11.8	7.0	5.4
Central African Republic	6.2 (2006)	12.9	13.5	10.7
Chad	3.3 (2005)	3.6	4.8	3.5
Côte d'Ivoire	4.7 (2005)	9.7	7.0	7.1
Equatorial Guinea	3.2 (2004)	3.4	N/A	3.2
Ethiopia	1.4 (2005)	6.4	4.4	(0.9–3.5)
Ghana	2.2 (2003)	3.0	3.1	2.3
Guinea	1.5 (2005)	N/A	2.8	1.5
Kenya	6.7 (2003)	15.0	6.7	6.1
Lesotho	23.5 (2004)	31.0	29.3	23.2

*Continued on next page.*

<b>COUNTRIES</b>	<b>POPULATION-BASED SURVEY PREVALENCE (%) (YEAR)</b>	<b>2001 HIV PREVALENCE (%) REPORTED IN 2002 REPORT ON THE GLOBAL AIDS EPIDEMIC</b>	<b>2003 HIV PREVALENCE (%) REPORTED IN 2004 REPORT ON THE GLOBAL AIDS EPIDEMIC</b>	<b>2005 HIV PREVALENCE (%) REPORTED IN 2006 REPORT ON THE GLOBAL AIDS EPIDEMIC</b>
Malawi	11.8 (2004)	15.0	14.2	14.1
Mali	1.3 (2006) 1.7 (2001)*	1.7	1.9	1.7
Niger	0.7 (2006) 0.9 (2002)	N/A	1.2	1.1
Rwanda	3.0 (2005)	8.9	5.1	3.1
Senegal	0.7 (2005)	0.5	0.8	0.9
Sierra Leone	1.5 (2005)	7.0	N/A	1.6
South Africa	16.2 (2005) 15.6 (2002)	20.1	20.9	18.8
Swaziland	25.9 (2006–7)	33.4	38.8	33.4
Uganda	7.1 (2004–5)	5.0	4.1	6.7
United Republic of Tanzania	7.0 (2004)	7.8	9.0	6.5
Zambia	15.6 (2001–2)	21.5	16.5	17.0
Zimbabwe	18.1 (2005–6)	33.7	24.6	20.1

Source: UNAIDS 2007 AIDS Epidemic Update

\* In medical terms, prevalence is the percentage of a population that is affected with a particular disease at a given time.

## ANNEX 7:

# TIPS FOR PLANNING A “TAKE OUR DAUGHTERS TO WORK DAY”

1. Ask girls to think about a career or job about which they would like to learn more.
2. Ask them to identify a parent, relative, trusted adult, or mentor who works in this field and who would allow them to visit them at work.
3. If a girl does not know anyone who works in the field she is interested in, contact an organization or company you trust and ask if the girl could spend the day with someone who works there to learn more about a particular job.
4. Ask the girls to make their visits in pairs or groups of three to ensure safety.
5. Select a date for the site visits.
6. If a girl knows the person with whom she will be spending the day, ask her to contact the person directly to explain the activity goal and to ask if the person would be available to participate. You also should contact the person to explain that you are the girl’s mentor and are organizing the activity.
7. If a girl does not know a person with whom to spend the day, assist her in finding an appropriate person to visit. Make sure you meet with this person ahead of time and explain the activity goal.
8. Invite all of the prospective hosts (people who will have the girls at their work sites) to a meeting to ensure that they understand that the activity objective is to expose girls to different careers. (If a meeting is not practical, you may also visit them individually.) Tell the hosts that the girls want to learn about the job, the education and skills necessary for the job, and what the person likes about the job. Explain that the girls may want some “hands-on” experience, but this does not mean that they should be expected to be the person’s assistant for the day.
9. Contact the girls’ parents to obtain their permission. If the girls will miss school, be sure to notify their teachers. You may want to ask the teachers if the girls can make a presentation about what they learn or get credit for a report about their experiences.
10. Before the girls visit their hosts at work, have them write a list of questions they would like to have answered during the day. Tell them to think about what they would like to know about the person’s job, such as: What are your responsibilities? What do you do on an average day? What do you like best about your job? What education is necessary for the position?

**To learn more about “Take our Daughters and Sons to Work Day” and about resources and other materials for girls, parents, teachers, and other adults participating in the event, visit the web site [www.daughtersandsonstowork.org](http://www.daughtersandsonstowork.org)**



## ANNEX 8:

# COMPUTERS AND INTERNET TECHNOLOGY

Session 1: Learning about Computers.....	2
Session 2: Internet and E-mail.....	7

Today, computers can be found in school classrooms, offices, and in Internet cafés. They can help us learn, make our work easier, and expose us to interesting information from around the world—if we know how to use them. It's important for young people to learn how to use a computer because many organizations and businesses use them to conduct everyday business, such as writing reports, managing budgets, conducting research, and corresponding with other businesses. Students who have computer skills will have an advantage when looking for a job. These sessions are designed to introduce girls to computers and the Internet and to get them excited about this important technology and information that is “at their fingertips.”



### Note to facilitator:


These sessions are not intended to be a comprehensive course in various computer programs. See Annex I: Resources and References under “Supplementary Module” for more information. If you do not feel comfortable leading a discussion on computers, ask someone to assist you with this module, such as a person who works at an Internet café or teaches a computer course. If possible, conduct the sessions in a computer classroom or Internet café so that the girls can get hands-on experience. If you would like to conduct more in-depth sessions on using certain computer programs, ask if a computer facility would donate some time for the girls to use the computers.



**Remember:** Learning about computers can be fun, but it is sometimes a stressful experience. It requires much patience to teach children—or even adults—to use a computer. Make sure you (or the facilitator) explain things clearly and repeat instructions. Allow ample practice time. Do not try to teach too much information in one session. Make sure to give practice assignments that are practical. In the end, you will probably find that young people are very fast learners when it comes to computers.

# SESSION I:

## LEARNING ABOUT COMPUTERS

 **Time allotted:**

### Objectives

- Understand the advantages of learning about computers
- Learn the basic computer components
- Become familiar with basic desktop layout

### Key Terms

- **CD-ROM:** A tool used to store information for computer use
- **Computer:** A machine with a hard drive, keyboard, and monitor that is used to perform functions such as word processing and mathematics problems
- **Cursor:** The blinking arrow or line on the monitor indicating the computer user's location on the desktop
- **Desktop:** The layout of icons and computer programs on the computer monitor
- **Disk:** A square instrument used to store computer data
- **Hard drive:** The “brain” of the computer (usually square or rectangular in shape) that stores information
- **Hardware:** All the physical parts of a computer, including the monitor, hard drive, printer, and scanner
- **Icon:** A symbol representing a particular computer function, document type, or the computer user's location on the desktop
- **Keyboard:** The part of the computer that allows a user to type in information
- **Monitor:** The screen that displays the information inside the computer hard drive
- **Mouse:** A small hand-held tool that is used to navigate within a computer program and to give commands. It is usually small and oval-shaped, and may be attached to the hard drive with a cord
- **Software:** Specific programs installed onto a computer and used to perform specific functions, such as word processing
- **Toolbar:** A bar running across the top and bottom of the computer monitor indicating various program functions. The computer user can “click” on the icons and words listed on the toolbar to perform various functions, such as opening, formatting, and saving a document.

## **Recommended Materials**

- Computer hard drive and monitor (approximately one computer per 2–3 participants)
- Chalkboard and chalk, or paper to write on and attach to the wall
- Notebook paper for participants
- Pens or pencils for taking notes
- Pieces of paper for girls' questions
- Container (box, basket, envelope, etc.) for collecting questions at the end of the session

## **Preparation**

1. Contact someone to lead or assist in leading the discussion.
2. Secure the use of a computer/computers.
3. Gather materials.
4. Prepare an information sheet for girls including computer terms and step-by-step instructions for performing functions discussed during the session, such as turning on the computer, creating a new document, saving a document, and shutting down the computer. (You may want to add more items depending on the content of your computer sessions.) This will help them follow along and can assist them when they use computers at a later date.
5. Review activities and discussion questions.
6. Prepare answers to girls' questions from the previous session.
7. Prepare slips of paper for questions. (See final session activity.)

## INTRODUCTION

 **Time allotted: 15 minutes**

### Facilitation Steps:

1. Conduct an icebreaker with the group. (See **Annex 2** for ideas.)
2. Read aloud the questions the girls submitted anonymously at the end of the previous session and provide answers. Ask the girls if they have any more questions and provide accurate responses.
3. To begin the session, ask the girls if they have ever seen or used a computer. Why are they interested in learning more about computers? Ask girls to name some of the advantages of learning how to use a computer.
4. **Overview explanation for participants:** Today, more and more young people need to learn computer skills that will help them in future jobs. They also use computers at school and for fun. The following session is designed to give girls the opportunity to learn more about computers and how to use them.

## Activity I: What is a Computer and What Does it Do?

 **Time allotted: 20 minutes**

**Recommended for Ages: 10 and older**

### Facilitation Steps:

1. If some girls have used computers before, invite them to share their knowledge with the rest of the group. Ask other girls to share their ideas about how they might use computers, either at school or in a job. Your list may include:
  - Type school papers
  - Write a budget (using a common program called Microsoft Excel®)
  - Write a project proposal or report
  - Write a letter
  - Draw a chart, table, or graph
  - Draw a picture or graphic
  - Write a program for an event
2. Ask the girls if they can name the major parts of a computer. Refer to *Key Terms* for definitions. Explain that a computer is composed of four main parts or units. There is a central unit, called the hard drive, which processes and stores information. Two other “peripheral” units are the keyboard and mouse, which allow the computer user to enter data. The fourth unit, the monitor, allows the user to read information.



## Activity 2: Practicing on the Computer

 **Time allotted: 60 minutes**

**Recommended for Ages: 10 and older**

### Facilitation Steps:

1. The best way to learn about a computer is to use it. If you have secured the use of several computers, divide the girls into groups of two or three. Remind them of a few basic rules for using computers:
  - Do not eat or drink while using the computer.
  - Follow the instructor's directions.
  - Ask questions!
  - Do not turn the computer on or off without following the proper steps.
  - Always cover the machine with a cloth to make sure that dust or moisture does not damage it.
  - Have fun!
2. Invite girls to turn on the computer hard drive and monitor following the proper procedures. Once the screen is on, explain to them that this is called the “desktop.” Instruct the girls to take turns holding the mouse and manipulating the arrow icon. Explain how to “click,” “double click,” “right click,” and “left click” the mouse to send commands to the computer.
3. Once all girls have used the mouse, ask one girl in each group to click on the “start” menu in the lower left-hand corner of the monitor. Explain that a “menu” should pop up once they click on “start.” In this menu, they will see a list of computer programs and computer functions.
4. For the first session, focus on using Microsoft Word® (MS-Word). Allow time for each girl to click on “start” and to open MS-Word. Explain the basic layout of an MS-Word document. Have them explore the menu toolbar (File, Edit, View, Insert, Format, Tools, Table, Window, Help) and the toolbar of icons, which is a list of shortcuts to various commands and functions.
5. Have the girls open a new MS-Word document by clicking on “File,” dragging the cursor to “New,” and releasing the mouse. Also have them open a document by clicking on the “New Blank Document” icon on the toolbar (the first icon on the left).
6. Invite the girls to take turns typing their names or a complete sentence. Explain to them how to use the spacebar and return key and how they can format a word by using the **bold**, *italics*, underline, and **color** functions, both in the icon toolbar and in the menu under “Format/Font.”
7. At the end of the first session, invite the girls to save their document. Instruct them to move the cursor to “File” and select “Save As.” Direct them to save the document in the appropriate folder. Explain how to name a document.
8. Once the girls' documents have been saved, explain the proper procedure for “shutting down” the computer. Remind the girls to wait until the computer is completely shut down before turning off the monitor. Have the girls cover the computers before leaving.

### Activity 3: Questions and Closing

 **Time allotted: 5 minutes**

#### **Facilitation Steps:**

1. Ask girls to summarize key points. Provide an additional summary as needed.
2. Thank the participants for their active involvement.
3. Ask girls if they have any questions they would like to share with the rest of the group. Once you have answered these questions, distribute slips of paper and ask the girls to write down any questions they have. They should not write their names on the papers. Have the girls place their questions in a box, basket, or envelope as they leave.
4. Establish the next meeting date and time.

## SESSION 2:

# INTERNET AND E-MAIL

 **Time allotted: 3 hours**

### Objectives

- Become familiar with navigating the Internet
- Learn about various Internet tools
- Investigate Internet sites

### Key Terms

- **Internet:** A worldwide network of computers that allows millions of people to access the same information
- **World Wide Web (www):** The most commonly used information-exchange service of the Internet
- **Modem:** An electronic device that transmits information through telephone lines. Modems make it possible to communicate via the Internet, e-mail, and fax.
- **Server:** A computer that processes requests from another computer. A server can be used on the Internet to send web pages to another computer.
- **Search engine:** A tool for finding information on the Internet. One of the most common “search engines” is the web site Google ([www.google.com](http://www.google.com)).
- **Web site:** A specific set of information accessible via the Internet. A web site is usually composed of one main “page,” or “home page,” and several other pages of information.
- **E-mail:** The term that is short for “electronic mail,” a type of message that can be sent from one computer to another via the Internet.

### Recommended Materials

- Computer hard drive and monitor (approximately one computer per 2–3 participants)
- Chalkboard, chalk, or paper to write on and attach to the wall
- Notebook paper for participants
- Pens or pencils for taking notes
- Pieces of paper for girls' questions
- Container (box, basket, envelope, etc.) for collecting questions at the end of the session

### Preparation

1. Locate a place where girls may use computers to access the Internet.
2. Contact someone who can conduct, or assist you in conducting, a session on the Internet.
3. Familiarize yourself with various Internet search engines and web sites suitable for girls.

4. Prepare Activity 4. See **Annex I** and “Additional Activities” at the end of this module for web sites and ideas.
5. Gather materials.
6. Review activities and discussion questions.
7. Prepare answers to girls' questions from the previous session.
8. Prepare slips of paper for questions. (See final session activity.)

## INTRODUCTION

 **Time allotted: 5 minutes**

### Facilitation Steps:

1. Conduct an icebreaker with the group. (See **Annex 2** for ideas.)
2. Read aloud the questions the girls submitted anonymously at the end of the previous session and provide answers. Ask the girls if they have any more questions and provide accurate responses.
3. **Overview explanation for participants:** Explain to the girls that the session will introduce them to the Internet.

## Activity 1: What is the Internet?

 **Time allotted: 15 minutes**

**Recommended for Ages: 10 and older**

### Facilitation Steps:

1. Ask how many girls have ever used the Internet before.
  - What information can be found on the Internet?
  - Can anyone tell the group what it is or how it works?
2. **Background:** Explain that the Internet is a worldwide network of computers. The Internet was originally created by the US Department of Defense in 1969 to link computers at various universities. The name of the network was ARPANET, or Advanced Research Projects Agency Network. The network's purpose was to provide a safe means of communicating during war. As the network expanded, more and more people began to use the network for research. In 1982, the term **Internet** was first used to describe this system of interconnected computers.

As the system expanded, private individuals created their own computer networks, the first of which was known as the World Wide Web (www.). Now, the term World Wide Web is often used as a general term for the Internet. The term is used because of how the Internet's structure resembles a spider's web: one computer in the center can connect to hundreds of thousands of other computers!

Now, millions of people around the world use the Internet to conduct research, play games, communicate with family and friends, and buy products. The Internet is now regarded as one of the world's most significant inventions.

Computers on the Internet communicate with each other via telephone lines, radio signals, cable lines, and digital networks, although most communication is by telephone. A **modem** acts like your computer's telephone. The modem dials a "server," which receives incoming calls from several computers. The server transmits information from computer to computer.

The information that appears on the computer screen is often referred to as a web page. An individual or an organization creates a web page to tell people about their work, services, or products. Each web site has its own address, which usually begins with “www.”

## Activity 2: How to Use E-mail

 **Time allotted: 1 hour**

**Recommended for Ages: 10 and older**

### Facilitation Steps:

**1.** Ask the girls, “What is e-mail?” Explain that the word is short for “electronic mail,” a type of mail message that can be sent from one computer to the other via the Internet.

- How many have ever used e-mail?
- How and why do people communicate with each other by e-mail?

**Background:** E-mail was first used in 1971 as part of ARPANET. E-mail is a way to send someone an electronic letter, which they will receive almost instantly. E-mail messages are transmitted via the Internet. Now, people can “talk” to each other through “instant messaging,” which is even faster than e-mail.

**2.** Next conduct the following activities:

- Assist girls in opening a free e-mail account through a provider such as Yahoo!
- Explain how to send and read e-mail messages.
- Explain how to send an e-mail attachment.

## Activity 3: Exploring the Internet

 **Time allotted:**

**Recommended for Ages: 10 and older**

### Facilitation Steps:

**1.** Pose the following questions:

- How does a person begin to use the Internet? Ask students to name any web sites they have visited.
- How did they find the site? Was it interesting? Was it easy to find information on that site?

**2.** The Internet is like a giant database of written information, photographs, pictures, and other forms of text. One web site often contains links to another web site, which is another reason why the Internet is called a web of information. “Web surfing” or “surfing the ’Net” are the terms used for moving from one site to the next. “Navigating the web” is another phrase used because, just like a boat captain or an airplane pilot, a person using the Internet needs to make decisions on which way to go.

Invite girls to visit some of the Internet sites listed at the end of the module to practice surfing the 'Net. Some points you might want to discuss afterwards:

- What sites did you like best? Why?
- Are some sites easier to navigate than others? Why?
- Were some sites difficult to navigate? If so, what do you think was the problem?
- What sites should you avoid (such as certain “chat rooms” or sites for adults only)?

## Activity 4: Scavenger Hunt

 **Time allotted: 1 hour**

**Recommended for Ages: 10 and older**

### Facilitation Steps:

1. Explain that there is so much information on the Internet, it's hard to know where to start looking!

**Search engines** help you find specific information. On a search engine web site, you can type in keywords that tell the search engine what you want to find. For example, if you were looking for information on women architects, you would type in “women architects.” The search engine will then scan through a giant database of web sites and, in seconds, will list the ones that might have the information. Sometimes, search engines will list web sites that don't have the information you want. However, they are a great way to start looking for information. Two of the most common search engines today are **Google** and **Yahoo!**. You can also look up various subjects in several online dictionaries and encyclopedias. (See Annex 1: References and Resources under “Supplementary Module” for more information.)

2. A **scavenger hunt** can help you practice using search engines and navigating the 'Net. In a scavenger hunt, people compete against each other to find a certain list of things or information. It can be played over the Internet, too.

Explain that each girl will each receive a list of questions. They should use Internet search engines to help them find the answers to the questions. The first person or group to find answers to the questions wins!



### Note to facilitator:

Scavenger-hunt questions should be difficult enough that girls would probably not know the answer without conducting some Internet research, but not so difficult that they will not be able to find the answers within the allotted time. Make sure you are able to locate the answers yourself.

Sample questions include:

- a) What is the tallest building in the world? How tall is it?
- b) Who was the first woman to travel into outer space?

- c) What is the HIV rate in your country?
- d) Who is the secretary-general of the United Nations?
- e) What is the earth's circumference?

## Activity 5: Questions and Closing

 **Time allotted: 5 minutes**

### Facilitation Steps:

1. Ask girls to summarize key points. Provide an additional summary as needed.
2. Thank the participants for their active involvement.
3. Ask girls if they have any questions they would like to share with the rest of the group. Once you have answered these questions, distribute slips of paper and ask the girls to write down any questions they have. They should not write their names on the papers. Have the girls place their questions in a box, basket, or envelope as they leave.
4. Establish the next meeting date and time if there is to be one.



### Additional Activities

- Let your voice be heard! Join an online discussion sponsored by UNICEF called “Voices of Youth.” Share your opinions and read about other young people’s lives. ([www.unicef.org/voy/voy.html](http://www.unicef.org/voy/voy.html))
- Visit YouthNet, an online health information source for young people throughout the world, sponsored by Family Health International. ([www.fhi.org/en/Youth/YouthNet/index.htm](http://www.fhi.org/en/Youth/YouthNet/index.htm))
- Read articles, listen to music, and view slideshows at Afropop Worldwide, a guide to African and world music. ([www.afropop.org](http://www.afropop.org))
- Learn about adolescent health at TeensHealth. ([www.kidshealth.org/teen/](http://www.kidshealth.org/teen/))
- Create art online at the Kaleidoscope web site. ([www.permadi.com/java/spaint/spaint.html](http://www.permadi.com/java/spaint/spaint.html))
- Find a pen pal from another country. ([www.ks-connection.org](http://www.ks-connection.org))
- Look up words in English (even if you don’t know the correct spelling) and play word games. ([www.wordcentral.com](http://www.wordcentral.com))
- Find maps, flags, and information about countries around the world. (<http://kids.yahoo.com/reference/world-factbook>)
- Watch live video of penguins, sharks, and other ocean animals. ([www.mbayaq.org](http://www.mbayaq.org))
- Learn more about animals and send your friends cute animal e-postcards. ([www.sandiegozoo.com](http://www.sandiegozoo.com))