

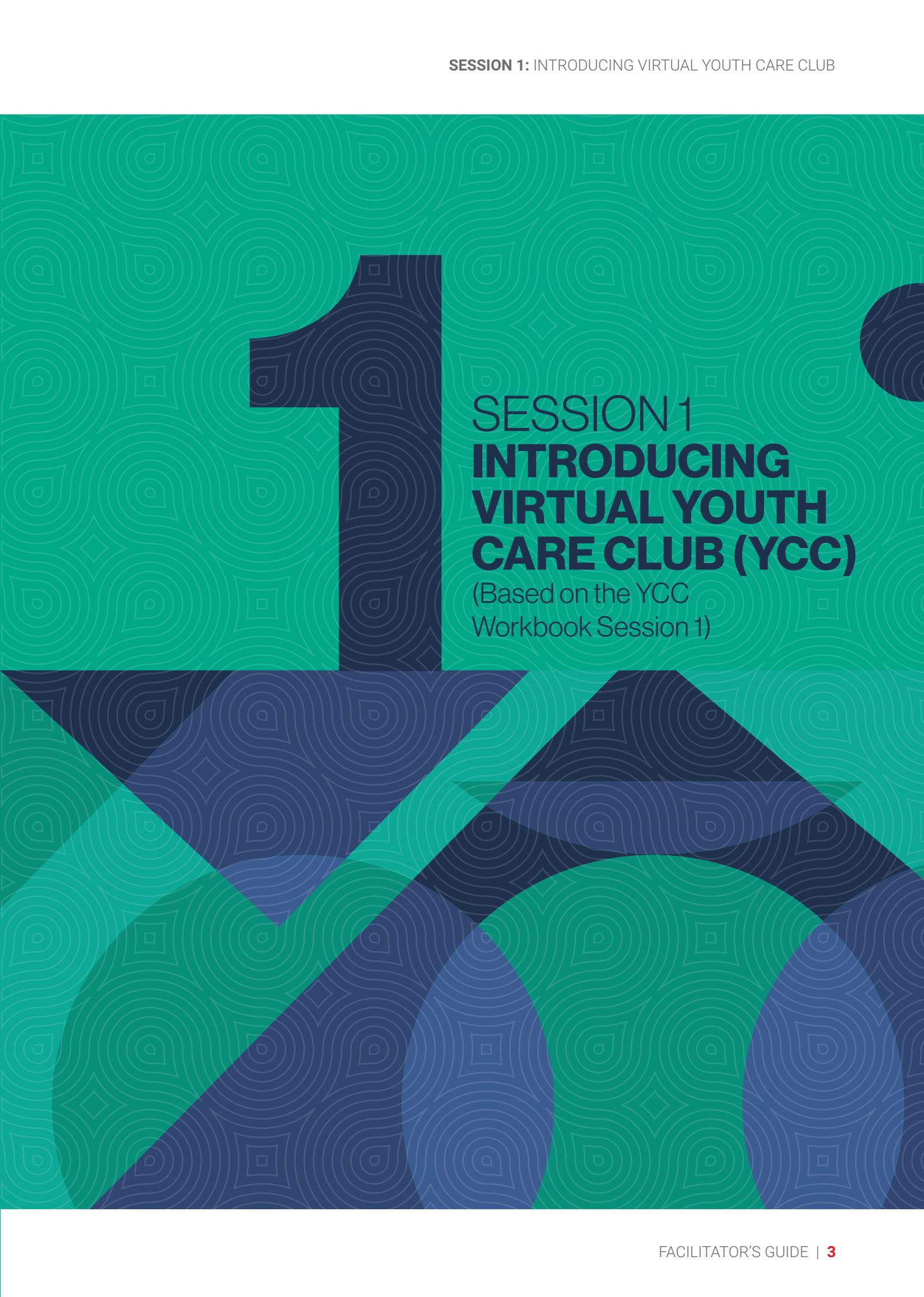
FACILITATOR'S GUIDE FOR
**VIRTUAL YOUTH
CARE CLUBS**



ANOVA Health Institute has adapted the Wits RHI Youth Care Club (YCC) curriculum for remote implementation via WhatsApp.

Sessions are based on the YCC workbook sessions and Cool Communications, the monthly newsletter developed by ANOVA for adolescents and young people. Design and content structure was supported by PATA.





SESSION 1 INTRODUCING VIRTUAL YOUTH CARE CLUB (YCC)

(Based on the YCC
Workbook Session 1)

GUIDELINES

For running a remote support group

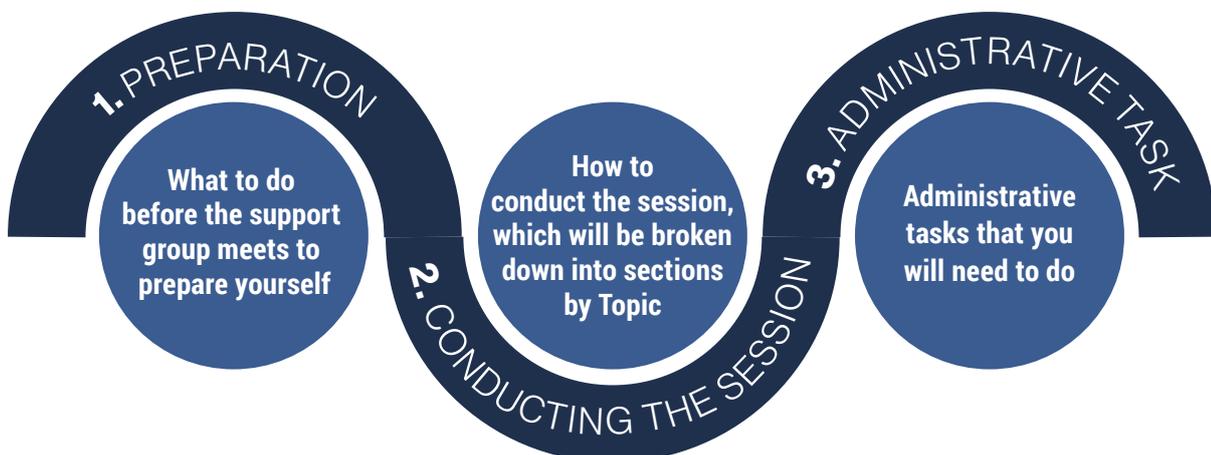
The COVID-19 lockdowns and restrictions on movement and gathering have meant that support groups will not be run physically for some time. To keep our young people connected and to minimize disruption to the support we provide, you will run your Youth Care Clubs (YCC) remotely via WhatsApp or any other instant messaging virtual platform.

It is important to remember that running a virtual support group is very different to having everyone in the same room together. Most of what we do in traditional groups is more difficult remotely. These guidelines will help you to deal with some of the challenges and assist in ensuring that your remote group is structured and prepared in advance.

Sessions are based on the [YCC workbook sessions](#) (Wits RHI) and Cool Communications (ANOVA). Cool Communications is a monthly newsletter that can be sent to group members as a JPG or distributed in hardcopy to adolescents and young people in your programmes. The sessions do not follow the YCC workbook chronologically but rather focus on broad issues that are most relevant to adolescent health, are easy to explain and facilitate.

ABOUT the facilitator's guide

The Facilitator's Guide is divided into **three sections**:



GOLDEN RULES

For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. **Why** a virtual group?
2. **What** is good and not so good about a virtual group?
3. What are some of the **challenges** of being in a virtual group?
4. What about **privacy and confidentiality**?
5. **Respectful** communication
6. **Rules** for the group



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional “set up” time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a “do not disturb” sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min

NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules

5
min



NOTE

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*

Ice Breaker

5
min



NOTE

1. **Invite group members to post their favourite emoji.**
2. **If time permits, explore reasons for their choices.**



SAY

Now we are going to do an ice breaker. Can everyone please post your favourite emoji and explain why it is your favourite

5
min

TOPIC 2

Why we have gone virtual



NOTE

Introduce the main topic for discussion:
Why have we gone virtual?



SAY

Open the discussion with the following points:

- *Although restrictions are not as bad as they were, Covid-19 is going to be around for a while yet.*
- *Some of us have been able to meet in small groups, for others this is still not possible.*
- *It's important that we all stay connected*
- *We want to make sure that we can carry on talking and sharing, and we will be doing this virtually.*
- *It's a new experience, that's for sure*



EXPLAIN

Explain what will be different about meeting virtually. Highlight the following added support group experience:

- *We will not be able to see each other for the moment – we are looking at ways to make this possible*
- *We will be using a digital platform to have our conversations and have lots of fun with emojis*
- *We will make sure that anyone who wants advice or to talk about a problem can get the support they need (either through telephone or face-to-face)*
- *If you attend the group session, you will automatically receive the “Cool Communications” newsletter*
- *Cool Communications is packed with news, helpful contact numbers, and information. You will be able to read more about the topic discussed in your virtual session.*



ASK &
DISCUSS

Check-in with group on how they feel about a virtual group:

- *What do you think might be good about a virtual support group?*
- *What is not so good about a virtual support group?*



NOTE

- **If you did not get enough feedback, probe using the following questions as a guide**

- **Invite responses in text or emoji as appropriate**

- **Please keep a note of responses from your groups**

- *Generally, would you give virtual meetings the thumbs up or thumbs down?*

- *Do you find virtual meetings more convenient?*

- *Would you prefer to meet face-to-face at the clinic/in the community?*

- *Are there any topics you would especially like to talk about in our virtual sessions?*

- *What would you suggest might make virtual meetings more fun/interesting?*



ASK



SAY

Thank participants:

Thank you for your ideas, reviews, and responses. These will be important considerations in the development of new material.

5
min

TOPIC 3

What to expect



NOTE

Introduce the next topic:

What to expect when you join a virtual session.



SAY

Open the discussion with the following points:

- *If you are part of a YCC club and able to join a virtual session on a virtual platform, your facilitator will send you an SMS and/or WhatsApp reminding you of the date and time that your group will be meeting virtually*
- *Make sure your group facilitator has the right cell phone number for you*
- *If you are using a phone other than your own, remember to make sure that it is available to you for when the session begins*
- *Your facilitator may send you information in advance, for example, things to think about before the session. (Let your facilitator know if you are not using your own phone so that you can together plan how you get the information.)*
- *The facilitator will contact you between 5-10 minutes before the session starts to make sure that everyone is on board and that you are not having any problems joining the discussion*
- *Your session will take between 30-45 minutes depending on the topic*

5
min

TOPIC 4

Privacy, data & time



NOTE

Introduce the next topic by sharing that around the world, young people are staying in touch virtually. This has advantages and disadvantages.

Highlight some of the things that might make it awkward for people to be fully part of a virtual session

- Privacy
- Data
- Time



EXPLAIN

Privacy:

- *It is important to feel comfortable and safe. Talk about the difference in privacy between members in the group (i.e., in a session) and privacy in a specific setting e.g., home environment.*
- *Acknowledge that when you are worried about being overheard by others it can make you feel awkward or embarrassed. It's hard to participate fully.*



EXPLAIN

- *A super-easy way to make sure you get some privacy is to use headphones.*
- *Try walking and talking/texting. Throw on your headphones and take yourself outside.*
- *Ask people in the house if they could give you some privacy for a while. Remember to thank them for respecting your privacy.*
- *Talk about privacy and confidentiality in the group.*
- *Confidentiality can't always be guaranteed but group members need to respect the personal information and experiences of others in the group ("What is shared in the group stays in the group").*

Data:

- *To minimise costs, we will use Chat Box rather than audio or video. The good thing about a text option is that you won't be heard by anyone!*

Time:

- *All those questions you were asked at the beginning of this session are to help make sure that virtual sessions work for you. You are an important person here.*

Encourage group members who are worried about privacy or confidentiality in a virtual setting to share their concerns with the group or get in touch with you after the session.



SAY

*Does anyone have any concerns they would like to share with the group?
Alternatively, feel free to contact me privately after the session*

5
min

TOPIC 5

Respect



NOTE

Introduce discussion around the importance of respectful communication.



EXPLAIN

The following should be emphasized:

- *Misuse of the virtual space, for example, a text that is offensive or hurtful, is not allowed.*
- *Members might want to continue to communicate via WhatsApp between groups or with the group facilitator. It's great to chat to friends and keep in touch but the golden rule is to respect privacy and confidentiality.*
- *Before putting anything out there ask yourself if it could be hurtful, harmful, or disrespectful.*



ASK

Ask the group the following questions:

- *What would the group consider to be unacceptable behaviour in a virtual group?*
- *What does the group believe are the consequences of such behaviour?*



DISCUSS

Reflect on the responses and agree with the group on the most appropriate way of dealing with this. It is important to emphasize the following:

- *Anyone who is part of the group needs to know and respect the rules.*
- *This is so that everyone in the group can feel protected and trust that they are in a safe space.*
- *When this is the case, it is possible to start building supportive and trusting relationships. Misuse of the group space breaks down relationships.*



SUMMARISE

Lead the discussion around rule setting for the group going forward (keep a record of these for future sessions)

5
min

TOPIC 6

Closing the session



NOTE

Conclude the session on a positive note.

How was the group session for you today? You can share one word or emoji.



ASK &
DISCUSS

Ask each group member to text/share one wish for the group:

Please everyone let's go around and each share one wish for the group.



SAY

Thank everyone for today's session: *Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

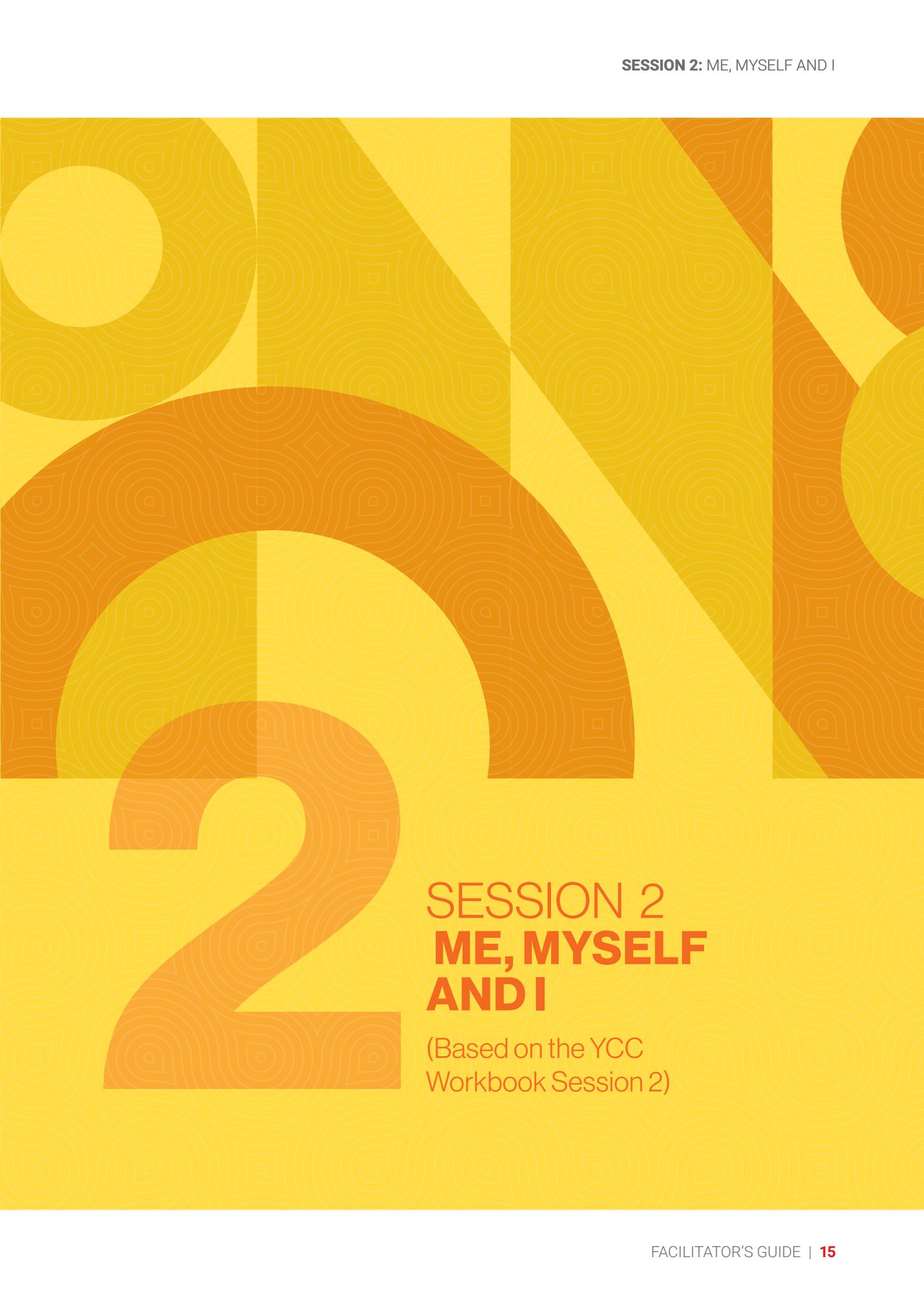
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. Cool Communications: Covid-19 Communication/Adherence
2. <https://www.facebook.com/MyFutureFirstSA>
3. <https://bwisehealth.com/>
4. <https://www.mtvshuga.com/downsouth/>



SESSION 2 **ME, MYSELF AND I**

(Based on the YCC
Workbook Session 2)

GUIDELINES

For running a remote support group

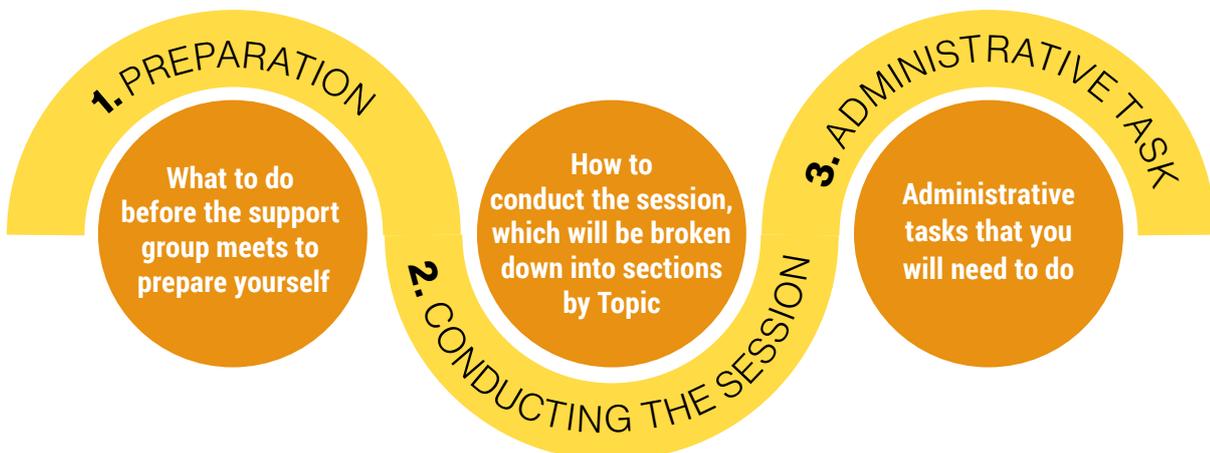
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3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

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Keep to time

ICONS

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Indicates a note to the facilitator



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Indicates that the facilitator should explain the information in their own words



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Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

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2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. What do we mean by a **person's "identity"**?
2. What is **cultural identity**?
3. What about **my identity** as a person?
4. What are **values** and **beliefs**?
5. How do I **identify** my **values**?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
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Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min

NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules

5
min



NOTE

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*

Ice Breaker

5
min



NOTE

1. **Invite group members to say their name and either share what their name means or who they were named after**
2. **If time permits, open up for comments**



SAY

Now we are going to do an ice breaker. Can everyone please say your name (e.g., I am Thabo) and either what your name means or who you were named after (e.g., I am named after my uncle).

5
min

TOPIC 2

Our cultural differences



NOTE

Introduce the main topic for discussion: Me, Myself, and I - Our cultural identities.



SAY

Today we will be talking all about "Me, Myself, and I" and learning about ourselves and about others. The first topic is about our cultural identities.

Let's reflect on the name icebreaker:

- *Many times, our first names have unique stories behind them*
- *Surnames also reveal much about the story of a family. They help a person discover who they are, and where they came from. They give a person a sense of identity.*
- *Identity has to do with who we are as individuals. It also has to do with how we see ourselves and how we feel others see us.*
- *Different things make us who we are, for example our culture. We are called the Rainbow Nation because we are made up of so many different cultures (e.g., Zulu, Pedi, Muslim) and religions.*

ASK &
DISCUSS

Ask group members to take it in turns to share their cultural group and reflect on differences observed:

- *Can everyone please go around and tell us what cultural group they identify with?*
- *What are some similarities and differences between these different cultural groups?*



SAY

Introduce the Whizz Quiz. Explain that this quiz will test their knowledge about South Africa and our cultures

Now I am going to give you a "Whizz Quiz". This is a short quiz to test your knowledge about South Africa and our cultures.



SAY

Ask the following questions:

1. How many languages are there in South Africa?
2. What is the most widely spoken first language in South Africa?
3. What is the second most widely spoken first language in South Africa?
4. How many heritage sites do we have in South Africa?



ASK &
DISCUSS

Share the answers with the group:

1. How many languages are there in South Africa? (11)
2. What is the most widely spoken first language in South Africa? (Zulu)
3. What is the second most widely spoken first language in South Africa? (Xhosa)
4. How many heritage sites do we have in South Africa?
(8: a heritage site is a special place that is respected and internationally protected)



SAY

Congratulate the group and acknowledge efforts:

Congratulations to the group for getting so many answers correct!

Give an emoji cup as an award to the person who got the most correct responses:

Well, done [name of participant]! You got the most answers correct and have received an emoji cup reward for the day!

5
min

TOPIC 3

Likes and dislikes



NOTE

Introduce the main topic for discussion:

Our likes and dislikes



SAY

Explain about the factors that contribute toward a person's identity: *Whilst a person's identity is made up of their cultural and family roots, it also has to do with their own character: their personal values, beliefs, skills, and interests. First, we are going to speak about likes and dislikes.*



NOTE

Do an activity to explore participants' likes and dislikes



SAY

Introduce the activity to explore likes and dislikes:

1. *Now we are going to explore our likes and dislikes*
2. *Each participant writes one top dislike (e.g., running, rude people) and one top like (e.g., a musician, pasta). You can use emojis (e.g., a plate of pasta or a runner) or words.*

ASK &
DISCUSS

Reflect on similarities and differences in likes and dislikes in the group:

1. *As you can see, people have both similar and different likes and dislikes. This is what connects us to others and also makes us unique.*
2. *What are some of the similarities that we see in the group?*
3. *What are some of the differences that we see in the group?*
4. *Would anyone like to comment?*

5
min

TOPIC 4

Values & beliefs



NOTE

Introduce the main topic for discussion: Values and beliefs



SAY

Move on to introduce values and beliefs as part of people's identities:

Now we are going to speak about values and beliefs as part of people's identities.



EXPLAIN

Provide the following explanation about values and beliefs:

- Values are a person's basic beliefs about what is important
- Values reflect the kind of person we want to be
- They include personal beliefs about what is right or wrong
- Our values determine how we treat ourselves and others.



SAY

Introduce "What Are My Values?" activity as follows:

Now we are going to do an activity that will make you think about your values. Please get a sheet of paper and a pen/pencil to write down answers to the following questions:

- What is important in my life?
- When I watch TV or read a book, what stories make me feel good?
- When I watch TV or read a book, what stories make me angry?



EXPLAIN

In answering these questions, the group will easily know what their personal values are. This activity can help to identify one value or a few. Examples of personal values include:

- If obeying the law is important to you, you may value justice
- Someone who has justice as a value, will feel satisfied when people who break the law get a fitting punishment
- A person who holds the value of justice will get very angry when they see or read about people breaking the law.



ASK &
DISCUSS

Encourage the group to discuss what has been shared about everyone's personal values:

- Would anyone like to share one personal value that you have identified for yourself? Feel free to respond in words or emojis.
- Would anyone like to comment on anything else?



SUMMARISE

Reflect on feedback and then end the session by making the following points:

- In today's session we found out about what makes you, YOU!
- We are all different, with different likes, dislikes, cultures and values.
- When we know such things about ourselves, it becomes easier to know the choices you want to make for yourself and your life.
- Each person is special, and it is important to love yourself for who you are, instead of wanting to be like someone else.

20
min

TOPIC 5

Closing session



NOTE

Conclude the session on a positive note.ASK &
DISCUSS*How was the group session for you today? You can share one word or emoji.*

SAY

Ask participants to send an emoji or text to illustrate how they feel when they act according to their values:*How do you feel when you act according to your values? Please respond using an emoji or word. (e.g., a person who values helping others, volunteers to help distribute food parcels. This makes them feel proud/happy/good inside.)***Thank everyone for today's session:***Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*

NOTE

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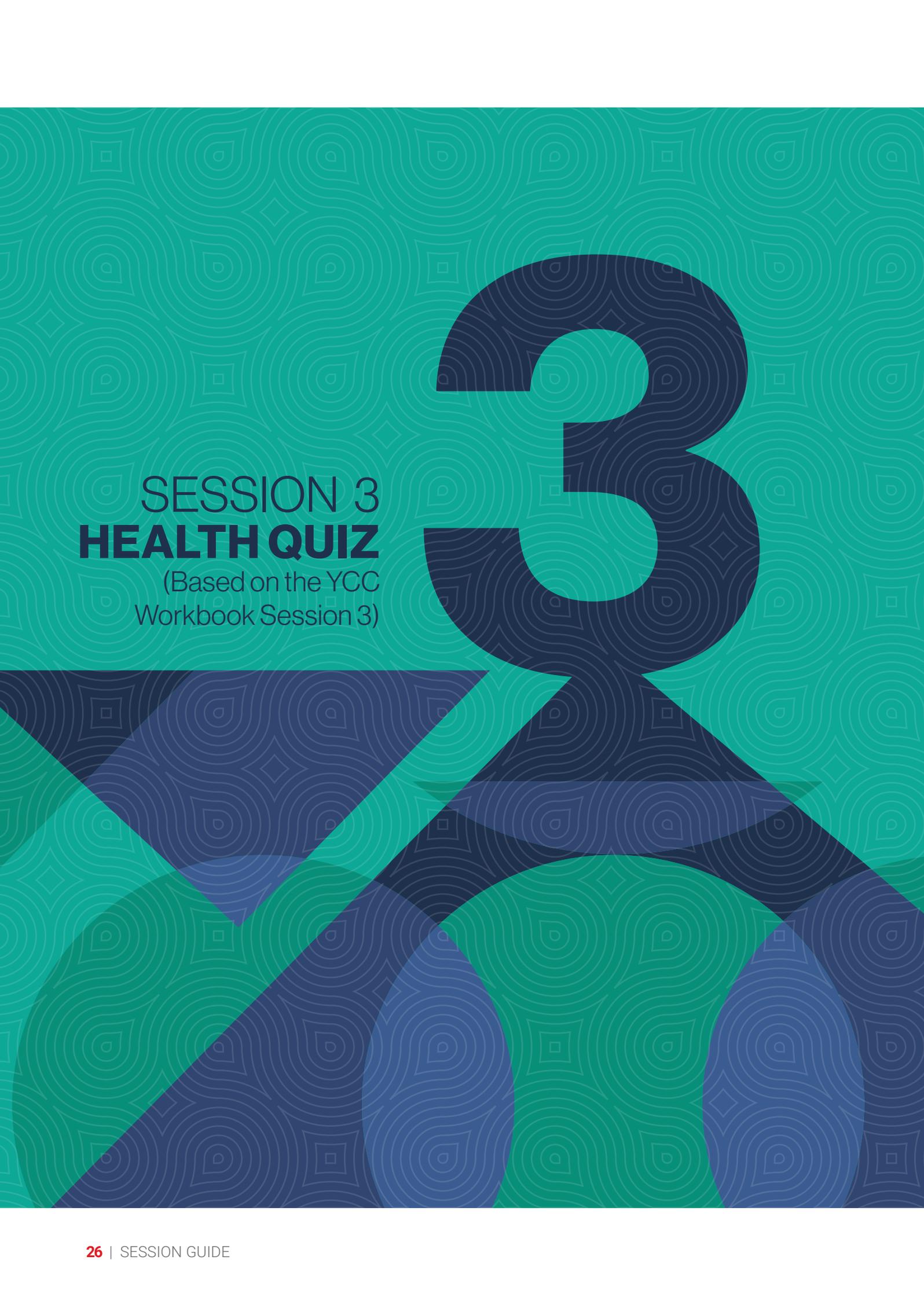
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. Cool Communications Issue 2: Relationships
2. <https://www.facebook.com/MyFutureFirstSA>
3. <https://www.mtvshuga.com/downsouth/>
4. <https://bwisehealth.com/>



SESSION 3 **HEALTH QUIZ**

(Based on the YCC
Workbook Session 3)

GUIDELINES

For running a remote support group

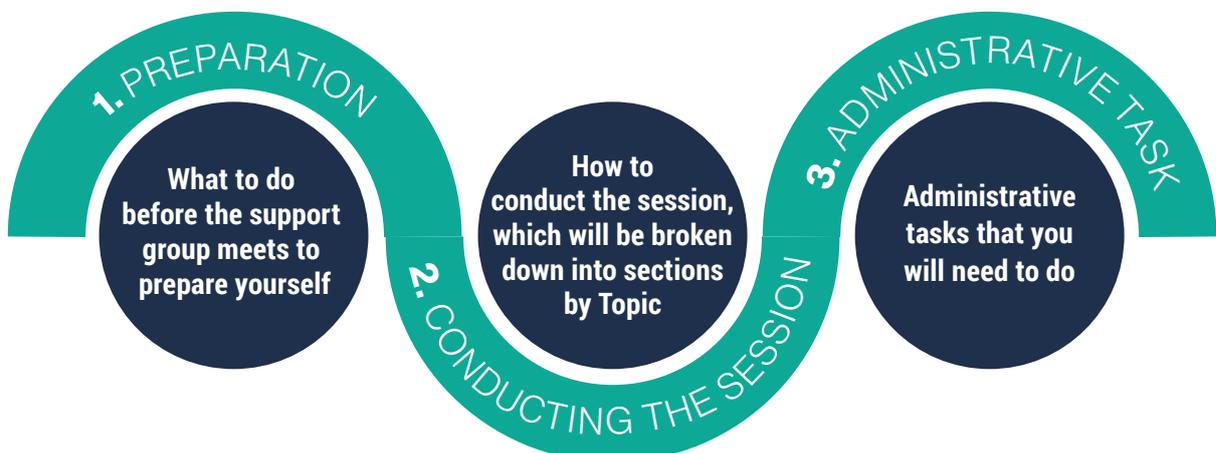
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3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

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Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



Guiding questions for this discussion

1. What do we know about **STIs**?
2. What do we know about **HIV**?
3. Test our knowledge on **TB**
4. What do we know about **PEP**?
5. What do we know about **PrEP**?
6. How does information help **protect** your health?



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
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4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session

SECTION #2

CONDUCTING the session

TOPIC 1 Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*

ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

1. **Invite group members to say their name**
2. **The first person to them put the names in the correct alphabetical order gets the emoji cup as a “trophy”**



SAY

Now we are going to do an ice breaker. Can everyone please say your name, and the first person in the group to put all of the names in the correct alphabetical order wins!

20
min

TOPIC 2

Health Quiz



NOTE

Introduce the main topic for discussion: Health quiz.



SAY

Today we are going to participate in an online quiz show, and I will be the "quiz master". The purpose of the quiz is to find out how much you know about TB, STIs, HIV and your health.



NOTE

Where possible, randomly assign individuals to Team A or Team B (i.e., first half of the alphabet assigned to Team A and secondly half of alphabet assigned to Team B)



EXPLAIN

Explain how the game is going to work:

- *I am going to ask each team True/False questions*
- *Anyone from your team will have 30 seconds to respond*
- *If you answer correctly, your team gets 1 point*
- *If you get the answer wrong or no one from your team answers within 30 seconds, you get 0 points, and the question goes to the other team to answer*
- *At the end of the quiz, I will add up the score to see which team has won*



NOTE

After the team responds to each question, add any additional information about the topic provided below and ask if they have any questions or comments.



SAY

Team A: *STI stands for Sexually Transmitted Infection (True)*

Team B: *Chlamydia is an STI (True)*

Team A: *Herpes is an STI (True)*

Team B: *Gonorrhea is an STI (True)*

Team A: *STIs are spread through unprotected sex (True)*

Team B: *Condoms don't protect against STIs (False: The best way to protect against an STI is to wear a condom)*



Team A: STIs go away by themselves (False: STIs must be treated. If untreated they can cause health issues such as infertility)

Team B: The immune system is the body's army that protects us from getting sick (True)

Team A: CD4 cells are the soldiers in our immune system that fight germs (True)

Team B: ARVs are the medicine that people with HIV take to help their bodies fight HIV (True)

Team A: A person with HIV can take their medicine whenever they feel like it (False: They must take their medication every day at around the same time)

Team B: Viral load is the amount of HIV in a person's blood (True)

Team A: It is a good thing when a person has a low viral load (True: A low or undetectable viral load is possible when a person takes their medication every day)

Team B: When a person has an undetectable viral load there is very little chance that they will pass HIV onto their partner (True: Undetectable=Untransmittable (U=U) but it is still important to wear a condom to protect against STIs and prevent unwanted pregnancy)

Team A: ARV medication helps people to lead a long and healthy life (True)

Team B: TB is the same as tuberculosis (True)

Team A: TB is a disease that affects the lungs. (True: It is important to test for TB especially if a person is HIV positive because they are at higher risk of getting TB)

Team B: Coughing is a sign of TB (True: So is a fever, sweating or feeling very tired)

Team A: PrEP stands for pre-exposure prophylaxis (True: It is an HIV prevention method that can reduce the risk of getting HIV from sex by 90%)

Team B: A person who is HIV positive can take PrEP (False: A person can only take PrEP if they are HIV negative. Before starting PrEP, they will need to check with a doctor or nurse at the clinic first)

Team A/B (Bonus Question): PEP stands for post-exposure prophylaxis (True: ARVs are taken to prevent becoming HIV positive after potential exposure to HIV e.g., if someone who HIV is negative or does not know the status of their partners has unprotected sex without a condom, they can take PEP to prevent HIV infection. To reduce the risk of HIV infection, PEP treatment must be started within 72 hours of exposure)



ASK &
DISCUSS

Ask if anyone has any more questions or comments before ending the quiz:

Well done everyone! We are now done with the quiz. Does anyone have any more questions or comments?



EXPLAIN

Emphasize that regardless of whether a person is HIV negative or HIV positive, it is important to know how to protect your health:

- *A person who is HIV positive can share information about PrEP with their HIV negative partner to learn about how they can protect themselves from getting HIV*
 - *If an HIV negative person is having sex with someone who is HIV positive, they can remain HIV negative by correctly using PrEP*
 - *A person who is HIV positive with an undetectable viral load will be healthier than someone with a detectable viral load*
 - *A person who is HIV positive with an undetectable viral load will protect their partner from getting HIV and make sure they stay healthy!*
-



NOTE

Tally the scores and award a virtual prize to the winning group



SAY

Well done everyone! I have tallied the scores and Team A or B is the winner of today's quiz!

5
min

TOPIC 3

Closing the session



NOTE

Conclude the session on a positive note.



ASK &
DISCUSS

Ask each member to post an emoji symbolizing one thing that they wish for the group until everyone meets again: *Please everyone let's go around and each share an emoji that symbolises one thing that you wish for the group until we meet again*

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: *Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

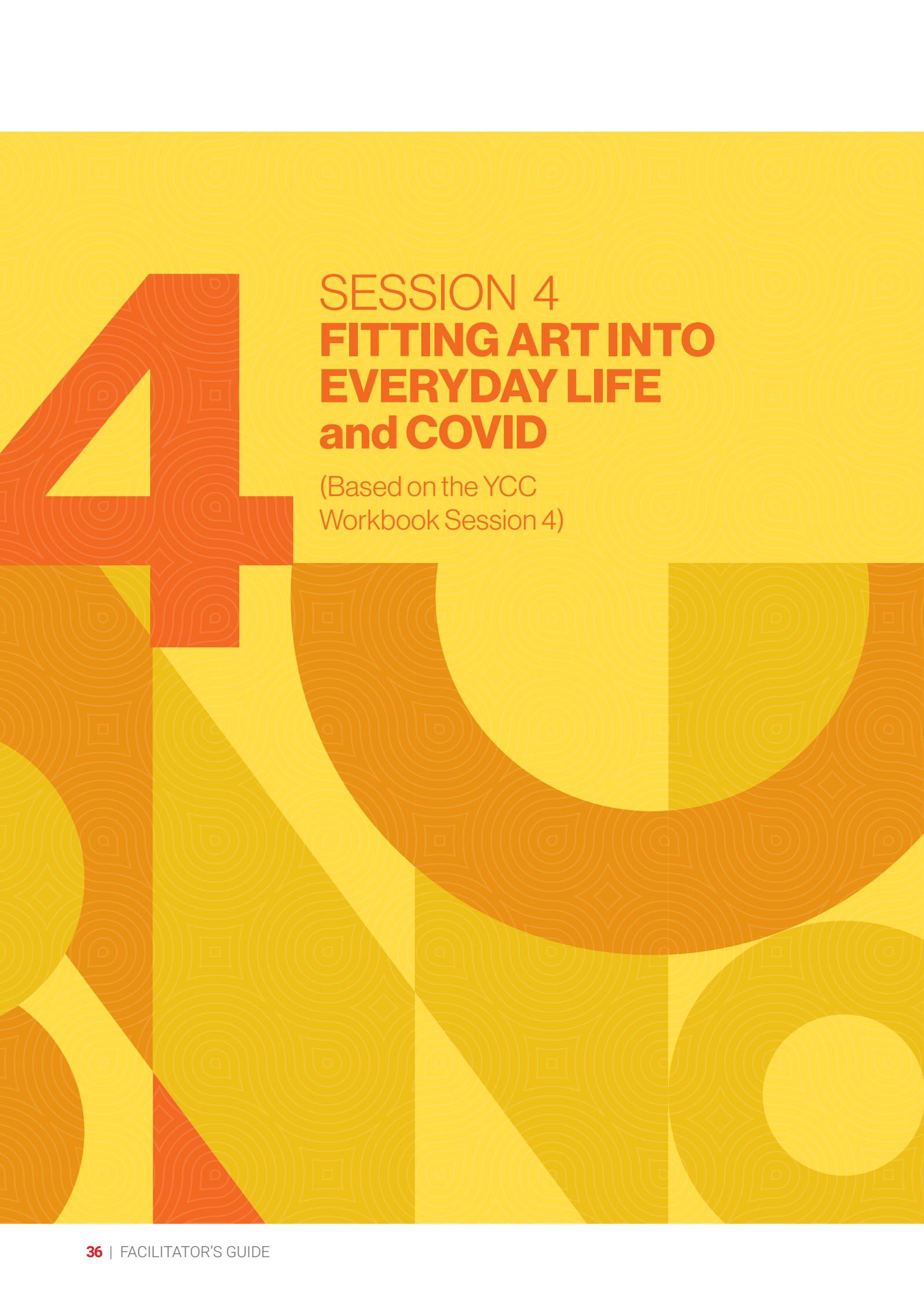
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Cool Communications: Covid-19 Communication/Adherence**
2. <https://www.facebook.com/MyFutureFirstSA>
3. <https://www.mtvshuga.com/downsouth/>
4. <https://bwisehealth.com/>



SESSION 4 **FITTING ART INTO EVERYDAY LIFE and COVID**

(Based on the YCC
Workbook Session 4)

GUIDELINES

For running a remote support group

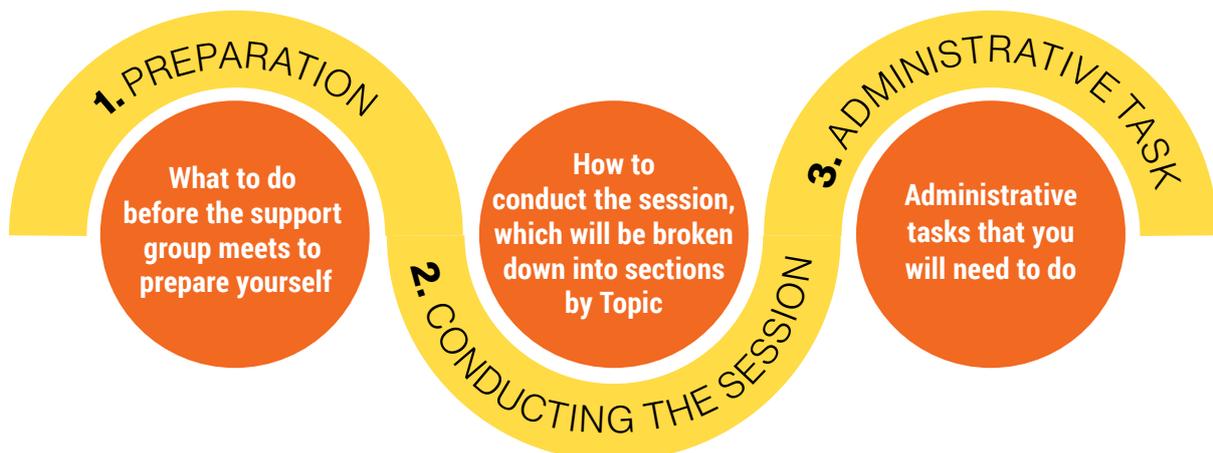
The COVID-19 lockdowns and restrictions on movement and gathering have meant that support groups will not be run physically for some time. To keep our young people connected and to minimize disruption to the support we provide, you will run your Youth Care Clubs (YCC) remotely via WhatsApp or any other instant messaging virtual platform.

It is important to remember that running a virtual support group is very different to having everyone in the same room together. Most of what we do in traditional groups is more difficult remotely. These guidelines will help you to deal with some of the challenges and assist in ensuring that your remote group is structured and prepared in advance.

Sessions are based on the [YCC workbook sessions](#) (Wits RHI) and Cool Communications (ANOVA). Cool Communications is a monthly newsletter that can be sent to group members as a JPG or distributed in hardcopy to adolescents and young people in your programmes. The sessions do not follow the YCC workbook chronologically but rather focus on broad issues that are most relevant to adolescent health, are easy to explain and facilitate.

ABOUT the facilitator's guide

The Facilitator's Guide is divided into **three sections**:



GOLDEN RULES

For facilitators

1 Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2 A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3 Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4 Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5 **Keep to time**

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
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4. **Establish the time allocated** for each part of the session
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Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



Guiding questions for this discussion

1. Why **routine** matters?
2. Why taking your **ART treatment** matters?
3. Reasons for **not taking** medication
4. **Tips** to help remember to take your medication



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>



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SECTION #2

CONDUCTING the session

TOPIC 1

Welcome



NOTE

Welcome

5
min

1. Welcome participants to today's YCC session
2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*

ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

10
min

Do an ice breaker called “Crack a smile” where everyone has a chance to share their silliest joke



SAY

*Now we are going to do an ice breaker called “Crack a Smile.”
Let’s go around and everyone share their silliest joke*

15
min

TOPIC 2

Adherence



NOTE

Introduce the main topic for discussion: Adherence



EXPLAIN

Explain that it is sometimes hard to remember to take your ARV treatment, especially during Covid-19.



ASK &
DISCUSS

Ask the group to share their experience of taking treatment during Covid-19 by asking the following questions. Allow the group time to respond and discuss their responses.

- *Has it been more difficult taking treatment during Covid-19?*
- *Why has it been difficult?*
- *What have you had to do differently?*



EXPLAIN

Explain why taking treatment could be challenging as a result of Covid-19:

- *COVID-19 turned everything upside down*
- *When we get into the habit of doing something (i.e., a routine) it helps us remember to take our medication*
- *When something like COVID-19 comes along, it is hard to stick to a routine*
- *When your life circumstances change such as due to Covid-19, or if there is a temporary change such as being on holiday, it is especially important to think about how to re-establish routine and always remember to take medication*



NOTE

For the next exercise, you can either ask an open-ended question or provide a list and ask the group to indicate if they agree or disagree with what you're saying.



ASK &
DISCUSS

Ask the group to name some other things that make it hard to take medication:

In addition to Covid-19, what are some other things that make it hard to take your medication?

OR



ASK & DISCUSS

If it is easier, read through the following list and ask the group to indicate with an emoji if they agree or disagree: *In addition to Covid-19, there may be other reasons that make it difficult to take your medication. I am going to list several reasons and you must use a thumbs up or thumbs down emoji if you agree or disagree that these things make it difficult for you to take your medication.*

- *Forget*
- *Privacy - Worried people will see me and ask questions*
- *Don't like the taste*
- *Side effects*
- *Tired of taking medication*
- *Feeling down*



SUMMARISE

Acknowledge that people have varied reasons for the difficulties they experience:

As you can see, there are many different reasons why people have a challenging time taking their medication.



ASK & DISCUSS

Next you will talk about common solutions to these familiar challenges:

- 1. Introduce the next discussion:** *Now let's chat about solutions to overcome challenges and make it easier for you to take your medication.*
- 2. Ask the group for ideas and comment on their responses:** *Let's brainstorm together - does anyone have any solutions they would like to share?*



SUMMARISE

Summarise the following common solutions with the group:

- *Forget: Use a reminder. Ask group for some ideas (e.g., alarm clock, TV program).*
- *Privacy - worried that people will see them and ask questions: Ask your health provider about getting a pill organizer. Pill organizers only have days of the week on it so nobody will know the name of your medication or what it is for. A pill organizer is also super easy to carry in your pocket.*
- *Don't like the taste: Try putting a little ice in your mouth before you take your medication. It will keep your taste buds from reacting.*

- *Side effects: Don't decide to stop your medication because you are experiencing side effects (e.g., tiredness). Rather go and speak to your healthcare provider, who may be able to help you with your side effects.*
- *Tired of taking medication: Sometimes it feels like it is just too much to continue taking your medication. Remember to love yourself. Tell yourself you can do it and that you deserve the gift of a strong immune system and good health.*
- *Feeling down: It is okay and normal to feel down sometimes. It is important to have a support system (e.g., family and friends) and speak to your healthcare provider. Remember there is plenty of support out there (Facilitator should undertake to send counsellor Helpline numbers via SMS/WhatsApp).*



SAY

This is a difficult topic, so let's take a moment to provide some words of encouragement: *I know this is a difficult topic. Well done and keep up the good work. Let's all support each other. What message (either a word or emoji) would you send to encourage each other to take their treatment?*

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



ASK &
DISCUSS

1. Ask the participants to close their eyes and imagine they are in a virtual relaxation room and can hear a special, relaxing sound:

Imagine you are in a virtual relaxation room:

- *Put your mobile phone on speaker phone and place it close by*
- *Close your eyes*
- *Think of one sound that always helps you to relax*
- *Imagine and/or listen to that special, relaxing sound*

2. Ask them to: *count to five very slowly*

3. Ask them to: *open their eyes, breath in and then exhale out very slowly*



SAY

As another option for closing the session today, you can rather choose to do an audio check-out: *Everyone record a voice note shouting “We can do it” and send it to the group so that everyone can listen.*

How was the group session for you today? You can share one word or emoji.

Thank everyone for today’s session: *Thank you for today’s session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms.*



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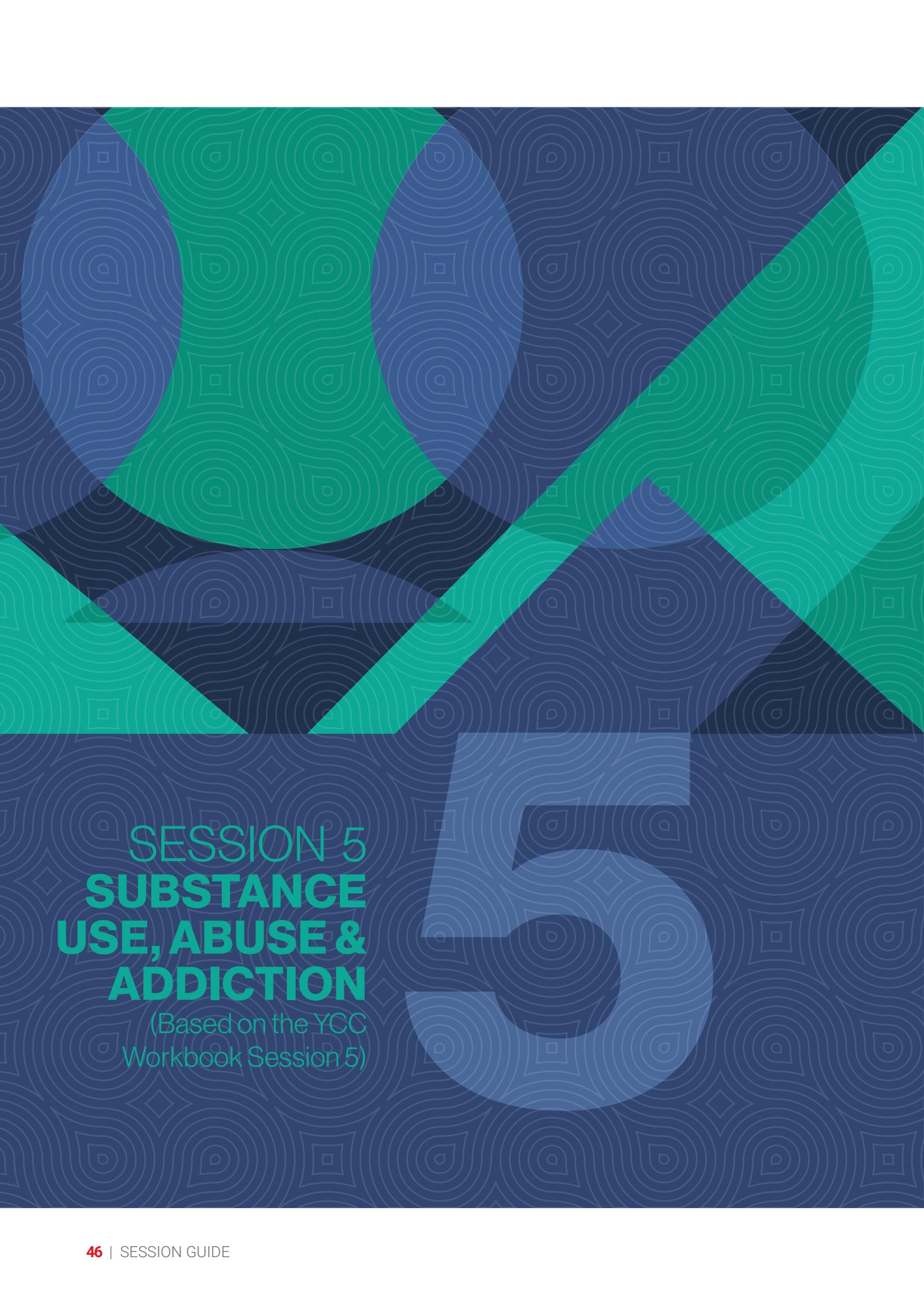
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Set the date and time for next session	

RESOURCES (additional)

- Cool Communications Issue: My Future: Dreams and Ambitions**
- <https://teampata.org/wp-content/uploads/2020/06/Basic-Psychosocial-Skills-A-Guide-for-COVID-19-Responders.pdf>
- Information and Advice for the Home: Be coronavirus safe – Practical Approach to Care Kit:** <https://coronavirus.westerncape.gov.za/files/atoms/files/PACK-Home-Volume-1-Be-coronavirus-safe-English-2020-05-26.pdf>
- <https://www.facebook.com/MyFutureFirstSA>
- <https://bwisehealth.com/>
- <https://www.mtvshuga.com/downsouth/>



SESSION 5 SUBSTANCE USE, ABUSE & ADDICTION

(Based on the YCC
Workbook Session 5)

GUIDELINES

For running a remote support group

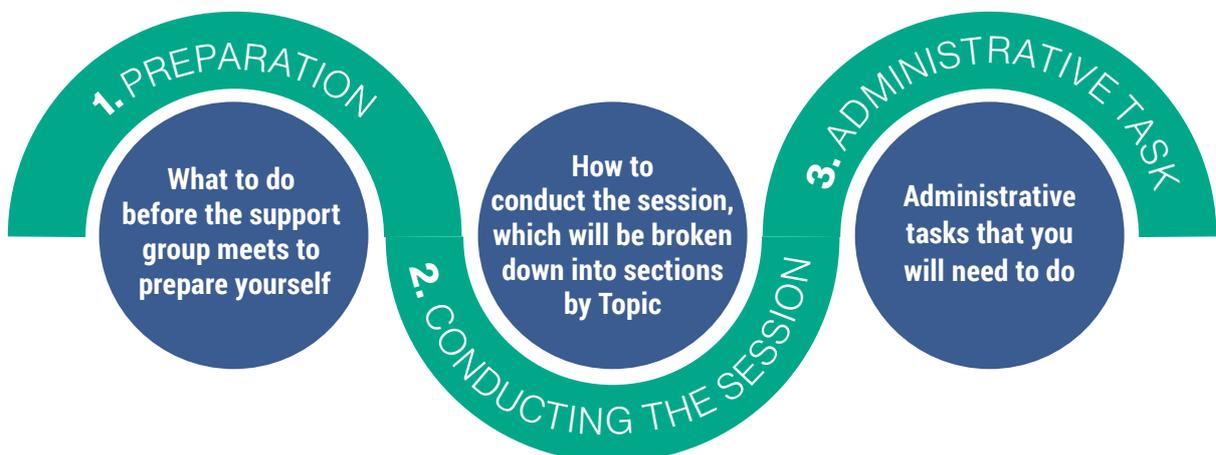
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2

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3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

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2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. What makes **drinking too much** a problem?
2. **Why** do people drink too much?
3. What is a **substance use disorder**?
4. What are **illicit drugs**?



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Comfortable and ready?

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References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1 Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
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EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*

ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



SAY

Ice Breaker

5
min

1. **Ask the group members to come up with one word that pops into their heads when they hear word “alcohol”:** *type one word or emoji that pops in to your head when you hear the word “alcohol”*
2. **Comment on their responses**
 - *positive and negative feelings*
 - *Familiarity with brands*
 - *Familiarity with different types: beer, wine, liquor*

20
min

TOPIC 2

Substance use, abuse & addiction



NOTE

Introduce the main topic for discussion:
Substance Use, Abuse and Addiction



SAY

Point out that:

- Alcohol advertising is strictly controlled in many countries
- During Covid-19, South Africa banned the sale of alcohol for some time
- 18 years old is the minimum legal age to drink alcohol



ASK &
DISCUSS

Ask the group: *Why do you think that governments are often so strict about alcohol?*

Allow the group to answer. Add from list below if not mentioned:

- Injuries (e.g., motor vehicle accidents)
- Violence (e.g., sexual assault, intimate partner violence)
- Risky behaviors (e.g., unprotected sex)
- Health problems (e.g., liver disease; heart disease; cancer)
- Mental health problems (e.g., depression)
- Family problems (e.g., conflict in the household)

comment that: *even though most people know alcohol can cause many problems, it is the substance most used by young people.*



EXPLAIN

Introduce the short quiz below: *Now we are going to do a short quiz. I will make a true/false statement and whoever knows the answer can respond True/False.*



NOTE

After the group responds to each question, add any additional information about the topic provided below and ask if they have any questions or comments.



SAY

- *South Africans drink more than 5 billion liters of alcohol a year. (True: SA Medical Journal, 2012)*
- *Drinking is more harmful to teens than adults. (True: The brain is still developing during adolescence and drinking can affect development)*
- *Alcohol is a depressant (i.e., makes you feel down). (True: Alcohol slows down activity in the brain)*
- *Alcohol is a drug. (True: it slows down the brain and other vital functions, resulting in slurred speech, walking unsteadily etc.)*
- *Women should not drink more than one glass of alcohol per day and men not more than two glasses of alcohol per day. (True: alcohol should be consumed in moderation)*

ASK &
DISCUSS

Explain that there are many reasons that people drink alcohol for example, the belief that you need to drink alcohol to have fun. Ask the group for other reasons why a young person might use or abuse alcohol.

There are many reasons why people drink alcohol. For example, some people may believe that you need to drink alcohol to have fun. What are some other reasons why young people might use or abuse alcohol?



NOTE

Below are some examples of reasons why young people might use or abuse alcohol. If the group does not touch on all the examples below, add these as additional examples at the end of the discussion

Some reasons why young people might use or abuse alcohol:

- *To reduce stress and anxiety*
- *To improve confidence and mood*
- *Because alcohol is easy to get*
- *Because alcohol is served at most social events*
- *Because alcohol is seen as socially acceptable*
- *Because of peer pressure*
- *Due to poverty*
- *Due to boredom*
- *Because of feeling hopeless and helpless*
- *Emotional/Mental health problems (e.g., low self-esteem, depression)*



SUMMARISE

Reflect on the responses given. Point out that:

- *People's responses to alcohol differs depending on the person and how much they drink*
- *Everyone's brain and tolerance levels are different*
- *Tolerance levels can increase leading a person to drink more and more over time*
- *Drinking excessively can lead to a substance use disorders*

Read or text the following short scenario to group:

Bongi is partying. She wants to relax and just have fun. She has had a couple of drinks since she got to the party an hour ago, but she's not counting. Her friends keep filling her glass up and telling her not to be so boring. After over-doing it and suffering a hangover last weekend, she promised herself she would be more careful about how much she drank. But she is starting to really enjoy herself and feels she could keep going all night.



ASK & DISCUSS

Ask the group:

- *Do you think what Bongi is doing is a good idea?*
- *Do you think alcohol is harmless?*
- *Might there be any risks for Bongi?*



NOTE

Note the responses given and comment. Ask follow up questions to those in the group suggesting that Bongi is just "having fun" and that there are no risks involved with Bongi potentially drinking too much.

Point out that what Bongi is doing is called "binge drinking." Provide facts as follows:

- *"Binge drinking" is when a person drinks large amounts of alcohol in a short amount of time*
- *More than 5 drinks in two hours (men)*
- *More than 4 drinks in two hours (women)*
- *Binge drinking is common*
- *Many young people begin binge drinking in their teens or as young adults*
- *Binge drinking is becoming more common in girls*

- A person who binge-drinks risks becoming dependent on alcohol and developing an alcohol addiction
- Binge drinking can be harmful to your health (e.g., vomiting, risk of dehydration, risk of dangerously low blood sugar)



EXPLAIN

Explains the difference between binge drinking and alcoholism (a dependence on alcohol):

- Binge drinkers often drink to get drunk but may not have alcoholism
- Alcoholism on the other hand has to do with a craving for alcohol that is too strong to resist. It is both psychological - for example, intense cravings for a drink - and physiological - the body adapts to the point that it can't function without the alcohol.
- Someone with alcoholism drinks frequently (e.g., every day) and may experience withdrawal symptoms (e.g., tremors, nausea, seizures) when they try to stop drinking alcohol
- Binge drinkers and alcoholics may need professional help to change their drinking patterns

Explain what substance abuse means:

substance abuse refers to the abuse of legal substances (e.g., alcohol and tobacco), prescription medications (e.g., cough syrup and painkillers), and the use of illegal substances (e.g., cocaine, heroin).



ASK & DISCUSS

Ask the group to name some of the illegal substances they know of (e.g., Nyaope). Note their responses and add from list below:

- **Uppers:** cocaine, ecstasy, speed, crack-cocaine, Tik - uppers make the body work harder e.g., faster heart rate
- **Downers:** Dagga, Heroin, Mandrax - downers slow the body down e.g., drowsiness, relaxation
- **Hallucinogens:** LSD, Mescaline - Hallucinogens change your sense of reality e.g., you may see and hear things that aren't real



EXPLAIN

Explain that illicit drugs have harmful short-term and long-term effects.

Emphasize the following:

- Different people respond differently to the same drug
- The more you take the drug, the more you develop a dependence to the drug
- There is a risk of drug overdose and death
- Some illegal substances can interfere with chronic medication for example ARVs
- Certain ARVs can increase the amount of an illegal drug in a person's system, increasing it to dangerous levels and possibly leading to death
- Life is tough but drugs make it tougher

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



SAY

Invite the group to come up with a slogan to not do drugs.

Give an example: e.g., "Don't mess with Mandrax!"

Thank you for a great session today. Let's conclude on a positive note. Together let's come up with a slogan to not do drugs like "Don't mess with Mandrax!" Share your ideas and then we will choose one that we all like.

How was the group session for you today? You can share one word or emoji.

Thank everyone for today's session: *Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

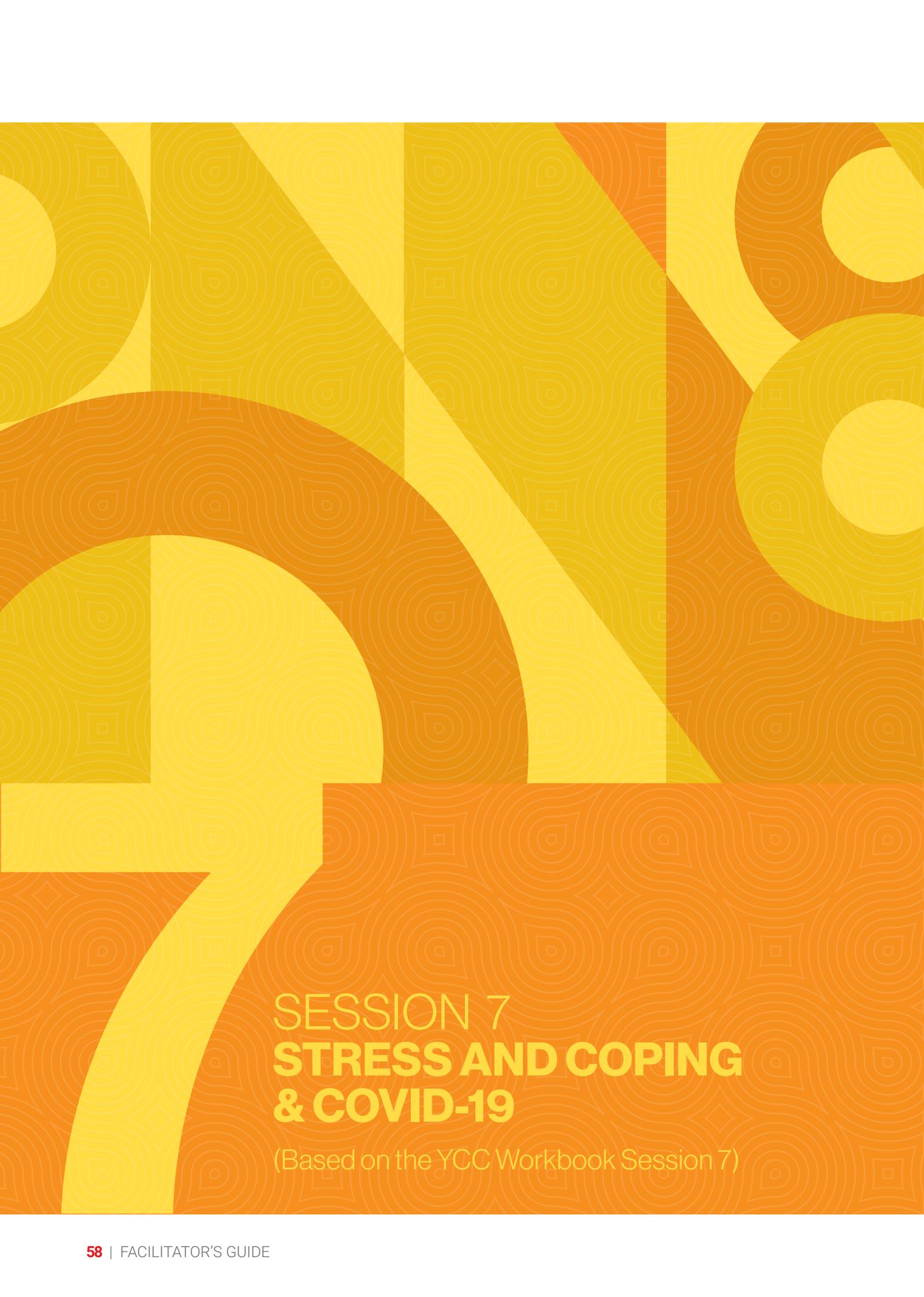
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Cool Communications Issue: Abusive Relationships**
2. <https://teampata.org/portfolio/good-touch-bad-touch-age-10-15/>
3. https://teampata.org/wp-content/uploads/2019/02/READY_Facts_Older-touch-V1.pdf
4. **American Addiction Centres (September 25,2019). When does binge drinking become a problem? Retrieved:** <https://americanaddictioncenters.org/alcoholism-treatment/binge-drinking-problem>
5. <https://www.facebook.com/MyFutureFirstSA>
6. <https://bwisehealth.com/>
7. <https://www.mtvshuga.com/downsouth/>



SESSION 7
**STRESS AND COPING
& COVID-19**

(Based on the YCC Workbook Session 7)

GUIDELINES

For running a remote support group

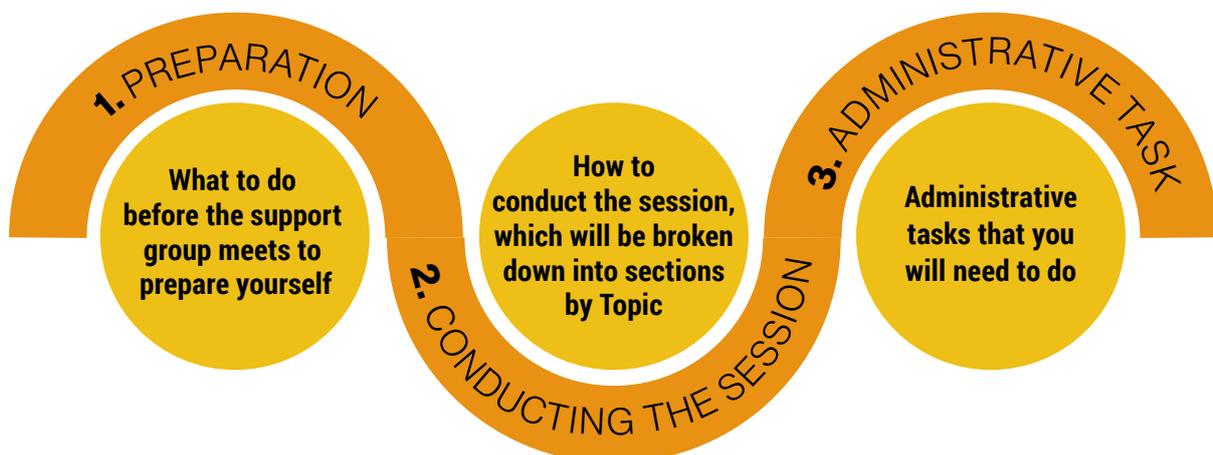
The COVID-19 lockdowns and restrictions on movement and gathering have meant that support groups will not be run physically for some time. To keep our young people connected and to minimize disruption to the support we provide, you will run your Youth Care Clubs (YCC) remotely via WhatsApp or any other instant messaging virtual platform.

It is important to remember that running a virtual support group is very different to having everyone in the same room together. Most of what we do in traditional groups is more difficult remotely. These guidelines will help you to deal with some of the challenges and assist in ensuring that your remote group is structured and prepared in advance.

Sessions are based on the [YCC workbook sessions](#) (Wits RHI) and Cool Communications (ANOVA). Cool Communications is a monthly newsletter that can be sent to group members as a JPG or distributed in hardcopy to adolescents and young people in your programmes. The sessions do not follow the YCC workbook chronologically but rather focus on broad issues that are most relevant to adolescent health, are easy to explain and facilitate.

ABOUT the facilitator's guide

The Facilitator's Guide is divided into **three sections:**



GOLDEN RULES

For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. What are some of the things that are **causing you stress** right now?
2. Does **Covid-19** stress you out?
3. Does **Covid-19 lockdown** stress you out?
4. What can you do to **relieve** stress?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome



NOTE

Welcome

5
min

1. Welcome participants to today's YCC session
2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules

5
min



NOTE

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an ice breaker: A lie and a truth

1. **Ask one participant to share one lie and one truth with the group**
2. **Select one member of the group to choose which is a lie and which is a truth**
3. **If the first person gets the answer wrong, the next person gets a chance to try**
4. **Time permitting, you can go around the group in this way**



SAY

Now we are going to do an ice breaker called "A lie and a truth." I will ask one of you to share one lie and one truth, and then someone else will try to guess which is the lie and the truth. If the person chooses incorrectly, then I will ask someone else to guess. If we have more time, we will continue going around the room.

15
min

TOPIC 2

Stress and coping



NOTE

Introduce the main topic for discussion: Stress and coping and Covid-19



SAY

We are living through challenging times. People are worried about their studies, getting sick, jobs and money.



ASK &
DISCUSS

Ask the group their thoughts on stress: *What are some of the things that young people stress about?*



EXPLAIN

Reflect on responses and explain that: *Thank you for your responses. There are two kinds of stress:*

- *Good stress that gets us going and gives us energy*
- *Bad stress that can make a person feel tense, angry, or depressed*
- *Bad stress happens when we are in an uncomfortable situation that we feel like we can't do anything about*

List some additional examples from below if the group does not list them:

- *School exams*
- *Fights with a friend*
- *Lockdown during Covid-19*



EXPLAIN

Explain that: *our attitude also influences whether we are stressed or not. Here are some examples below:*

- *If you have a positive attitude toward exam stress and tell yourself that you have done everything you can to prepare, you can help to reduce your stress*
- *A fight with a friend may not seem so bad if you change your attitude from anger to telling yourself that things can be fixed with your friend by having a discussion and making up*



EXPLAIN

Explain that: *there are many ways to beat stress. Here are some ways that we can reduce stress:*

- *Exercise*
- *Eating healthy*
- *Talking to someone you trust*
- *Doing something you enjoy*

ASK &
DISCUSS

1. *What are some other ways to beat stress?*
2. **Reflect on feedback**
3. **Point out that:** *these are healthy ways for a person to deal with stress but there are also unhealthy ways to cope with stress*
4. *What are some unhealthy ways that people deal with stress?*
5. **Reflect on feedback**



EXPLAIN

List some additional examples from below if the group does not list them:

- Drinking
- Eating too much or not eating enough
- Partying
- Not sleeping or sleeping too much

Point out that: *stress happens; it is part of life. However, when a person has too much stress that goes on for a long time, it can cause problems.*

Give examples of the negative effects of stress from the list below:

- Mental health problems (e.g., depression, anxiety)
- Heart disease
- Diabetes
- High blood pressure



NOTE

Remind participants that a person who is experiencing a lot of stress that goes on for an extended period of time should get support to help them cope.

Share the YCC Careline contact number or other contact numbers for supportive counselling.

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



SAY

Everyone record and send a voice note shouting "No Stress!!" for everyone else to listen to

Next do a meditation exercise:



NOTE

- 1. Explain why meditation is important to reduce stress**
- 2. Ask participants to put their phone on speaker and close their eyes**
- 3. Record and send a voice note reading the following meditation in a slow, soft, calm voice:**



SAY

Now we are going to do a short meditation exercise. Meditation is an effective way to reduce stress. I am going to send a voice note. Press play, close your eyes and listen:

"Imagine you have an invisible string lifting your head, so you are sitting up and forward in your chair. Squeeze your shoulders to your ears, then let them fall down and back. Relax! Close your eyes or find a spot on the floor to look at. Focus on your breathing, don't change it. Wiggle your toes and scrunch your feet. Press your feet into the ground. Relax! Take a deep breath. Imagine you are breathing through the soles of your feet. As you breathe in, you are taking in energy from the earth. As you breathe out, you are sending it back to the earth. Feel the connection between you and the earth. When you are ready, slowly open your eyes."

How was the group session for you today? You can share one word or emoji.

Thank everyone for today's session: *Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



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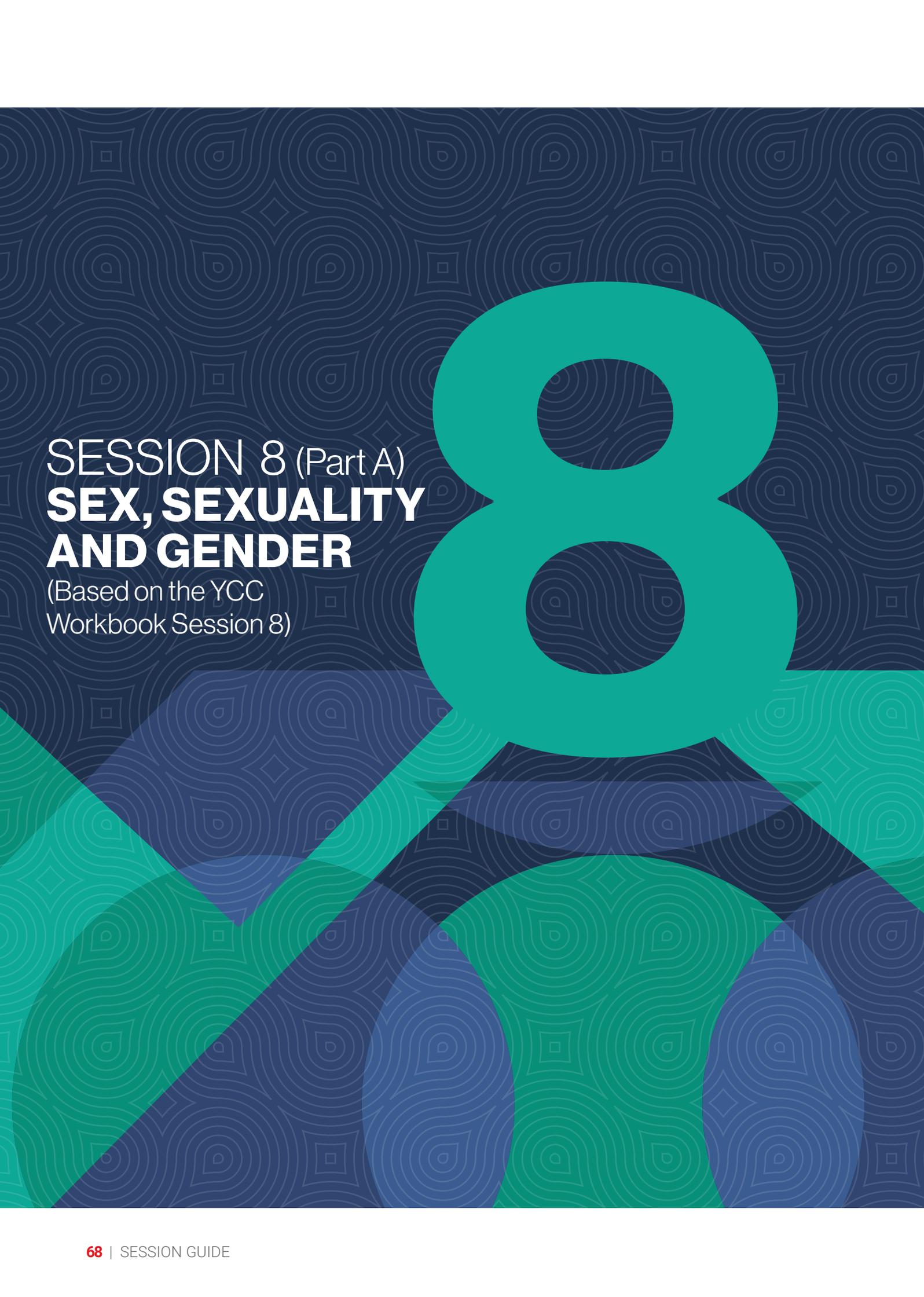
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ADMINISTRATIVE tasks

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Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Cool Communications Issue: All about Stress**
2. <https://teampata.org/wp-content/uploads/2020/06/Basic-Psychosocial-Skills-A-Guide-for-COVID-19-Responders.pdf>
3. <https://www.facebook.com/MyFutureFirstSA>
4. <https://bwisehealth.com/>
5. <https://www.mtvshuga.com/downsouth/>



SESSION 8 (Part A)
**SEX, SEXUALITY
AND GENDER**

(Based on the YCC
Workbook Session 8)

GUIDELINES

For running a remote support group

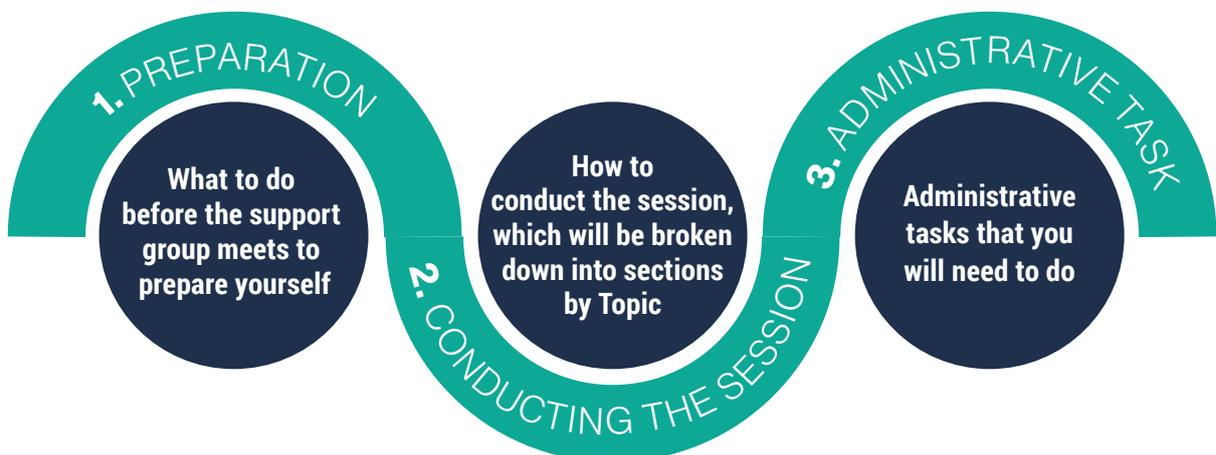
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3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

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2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. Does the word **sex** only have one meaning?
2. What does the word **gender** mean?
3. Is there a **difference** between **sex and gender**?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
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Comfortable and ready?

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3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1 Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*

ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an ice breaker: This is the job for me



ASK

Ask each participant to respond to the question: *If you could choose any job in the world, what would it be?*



NOTE

Read their responses and reflect back to the group, especially noting if there are any differences between jobs chosen by girls versus boys.

20
min

TOPIC 2

Sex & Gender



NOTE

Introduce the main for discussion: Sex and Gender



ASK &
DISCUSS

Begin the session by asking the following question:

You have been given a form to fill in. Amongst other things (e.g., your home address), there is a box asking for information on sex or gender. What would you put down?



NOTE

Responses will most likely be male or female. A person would put down “Male” or “Female” because this is the label they were given at birth



EXPLAIN

Remind the group that the form asked for sex OR gender. These are different things. Explain:

- *“Sex” means your biological sex that you were assigned at birth*
- *It is a label that goes on your birth certificate saying that you are male or female*
- *If you are born with female reproductive organs (vulva/vagina) you will be classified as “female”*
- *If you are born with male sex reproductive organs (penis and testes) you will be classified as “male”*
- *Some babies are born with sex organs that don’t fit either label. They are called “intersex”*



EXPLAIN

Explain that the word “sex” can also mean the act of having sex.

Introduce the following points:

- *Sex is something that most people enjoy and find meaningful*
- *It is important only to have sexual intercourse when you are ready and only after you have given consent*
- *It is important to protect yourself from STIs, HIV and unwanted pregnancy by using condoms and/or contraception*
- *Sex means different things to different people*



EXPLAIN

Remind the group about the first activity where they were asked to give information on sex OR gender. Explain the following:

- *For a long time, people thought “sex” and “gender” meant the same thing*
- *Nowadays they mean different things and it is important to understand the difference*
- *A person’s biological sex is determined based on what reproductive organs they are born with*
- *“Gender” refers to the characteristics of women, men, girls and boys that are created by society. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. Gender varies from society to society and can change over time.*
- *Gender norms and gender roles can have a harmful effect on people’s mental and physical well-being, and nowadays people are fighting back to change gender-based discrimination*



SAY

Introduces a short activity to clarify: *It is your little cousin’s 4th birthday. He is very excited about the party your aunt has organized. You have been invited. What do you think would be a good gift for him?*

I am going to provide a list of potential gifts for him. Please respond “yes” or “no” if you think he would like or not like the gift:

- *Toy car*
- *Doll*
- *Pink fairy wand*
- *Robot figurines*
- *Superhero outfit*



EXPLAIN

Reflect on responses drawing attention to the following:

- *Your little cousin is a boy. That is the label assigned to him at birth. It is what is on his birth certificate*
- *Your choice of a birthday present is based on gender norms and roles based on what society has taught you would be suitable for a little boy. You would probably choose something different for a girl.*



EXPLAIN

Make the following points about gender norms:

- We tend to associate *blue* with boys and *pink* with girls
- We might think that a toy truck is more suitable for a boy and a doll for a girl
- We encourage boys to play sport and be tough
- Girls are encouraged to paint their nails, do their hair, look beautiful, and not have strong opinions
- What is thought of as being suitable for a boy vs a girl has to do with gender norms and roles that society assigns a person (i.e., how society expects them to speak, act, groom and dress).



EXPLAIN

Make the following point about sex vs gender:

- Sometimes a person's sex assigned at birth matches their gender - this is called "cisgender"
- Sometimes a person's sex assigned at birth does not match how that person sees themselves or how they feel inside (e.g., a girl might feel more boyish, a boy might feel more girlish. There is nothing wrong with this - this is called "transgender"
- Sometimes people, in terms of their gender, do not identify as male or female - this is what is called "binary"



ASK &
DISCUSS

Ask the participants if they have any questions and respond accordingly:

This can sometimes be a confusing and sensitive subject. Does anyone have any questions or comments?



NOTE

Inform the participants in the group that they will be hearing more about gender in the next session.

20
min

TOPIC 2

Sex & Gender



NOTE

Conclude the session on a positive note.



SAY

Ask each person to make another word from the word GENDER:

Now we are going to play a game. Can you make other words from the word GENDER? For example: Green, End, Den, etc. The person to correctly make the most words wins!



NOTE

Award an emoji trophy to the person who won the game



ASK & DISCUSS

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

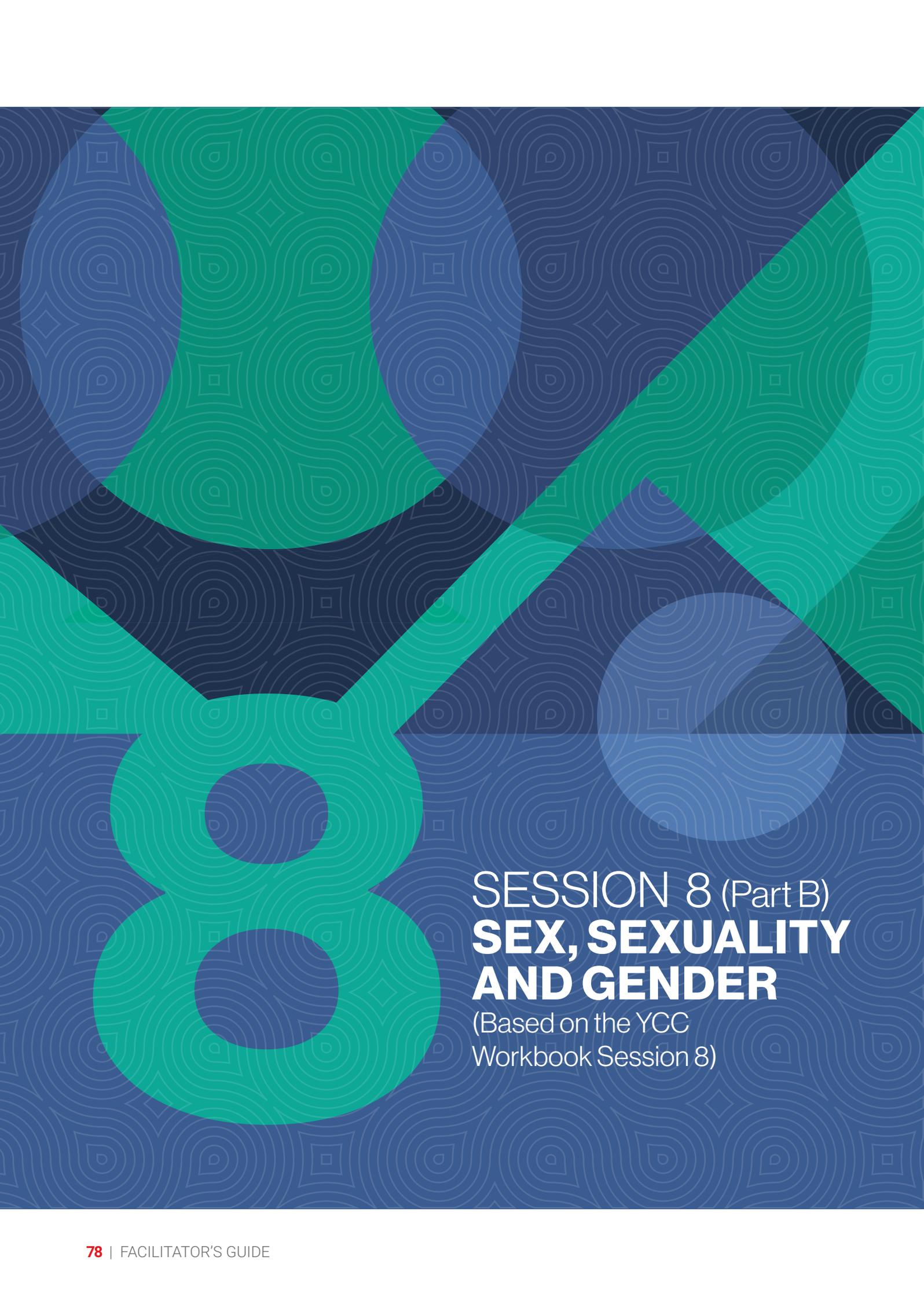
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Cool Communication Issue: Sex and Gender**
2. **Tell me about the changes in my body. 2nd edition. 2020. Meyersfeld S and Ewing D. Published by AFSA**
3. **Medical News Today (2020). Sex and gender: what is the difference? Retrieved from: <https://www.medicalnewstoday.com/articles/232363>**
4. http://teampata.org/wp-content/uploads/2020/03/05-READY_Facts_Younger-thinking-about-sex.pdf
5. <https://www.facebook.com/MyFutureFirstSA>
6. <https://bwisehealth.com/>
7. <https://www.mtvshuga.com/downsouth/>



SESSION 8 (Part B)
**SEX, SEXUALITY
AND GENDER**

(Based on the YCC
Workbook Session 8)

GUIDELINES

For running a remote support group

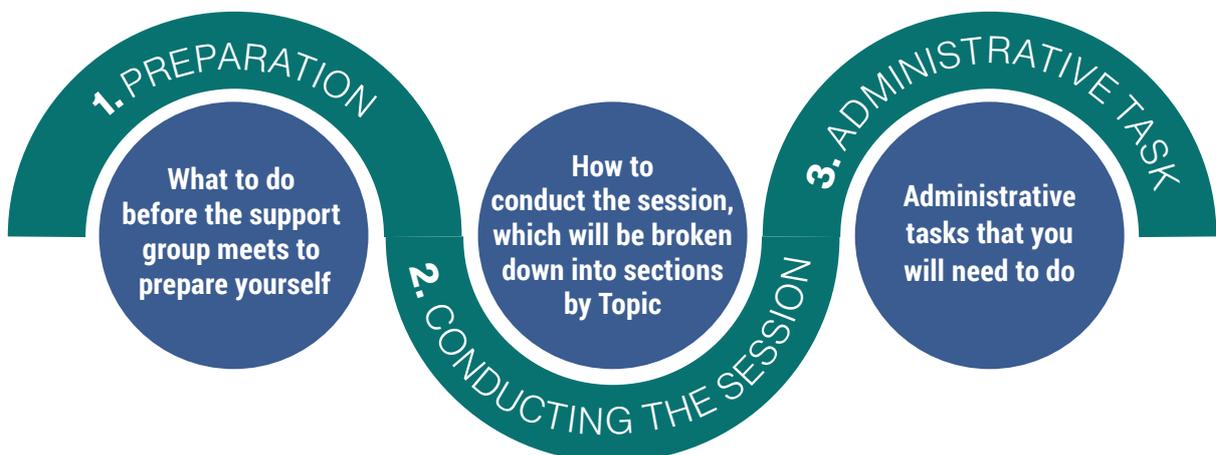
The COVID-19 lockdowns and restrictions on movement and gathering have meant that support groups will not be run physically for some time. To keep our young people connected and to minimize disruption to the support we provide, you will run your Youth Care Clubs (YCC) remotely via WhatsApp or any other instant messaging virtual platform.

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ABOUT the facilitator's guide

The Facilitator's Guide is divided into **three sections**:



GOLDEN RULES

For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. What is a person's **gender role**?
2. What is a person's **sexual identity**?
3. What are some of the **differences between people**?
4. How should we **treat** people who are different to ourselves?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
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Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
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4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules

5
min



NOTE

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an ice breaker: “One Second Differences”



SAY

1. *Each participant name as many differences between people as you can (e.g., height or age)*
2. *Each of you will have one second to list as many differences as possible (NOTE: you cannot repeat anything that was already said)*
3. *We will continue to the next person until the whole group has gone*



SUMMARISE

Summarise using the points below:

- *People are all different*
- *We come in different shapes, sexes, genders and sizes*

10
min

TOPIC 2

Gender



NOTE

Introduce the main topic for discussion: Sex, sexuality and gender



ASK &
DISCUSS

Invite the group to consider: *Do the differences identified during the ice breaker make a person weird or bad?*



SUMMARISE

Reflect on the responses and introduce today's session as follows:

- *Last session we spoke about people's biological sex as being either male, female or intersex*
- *We also spoke about gender roles (How society expects a person to act, dress and behavior according to their sex) and gender identity Gender vs. Sex*



NOTE

Introduce a fun activity. Participants are invited to send one emoji to illustrate a girl (e.g., pouty lips) and one to illustrate a boy (soccer ball).



SAY

Everyone please send one emoji that you think illustrates a girl (e.g., pouty lips) and one that illustrates a boy (e.g., soccer ball).



NOTE

Review and reflect on emojis. They are most likely examples of gender roles i.e., how society expects a girl or boy to act, dress or behave.



ASK &
DISCUSS

Encourage the group to think about these gender role beliefs: *Think about these gender roles. Does anyone have any comments or interesting thoughts?*



SAY

Introduce a brief quiz: *Now we are going to do a brief quiz. I am going to say two statements about boys and girls and you must respond 'yes' or 'no' with a thumbs or thumbs down emoji:*

- *Girls cook*
- *Guys play soccer*



EXPLAIN

Explain that we are used to thinking that a boy must act, dress or behave in a certain way, and a girl must act, dress or behave in a certain way. In fact, we can be anything or anyone we want to be. Give the following examples (ask for some others if time permits)

- *Guys can be great cooks (Reuben Riffel, Katlego Mlambo)*
- *Girls can play great soccer (Banyana Banyana)*

10
min

TOPIC 3

Sexuality



NOTE

Introduce the next topic: Sexuality



EXPLAIN

Being a male or female at birth does not mean that a person will always feel like a man or woman

Explain the difference between gender and sexuality:

- Gender identity is how a person feels about being male or female
- A person's sexual orientation is who they feel attracted to romantically, emotionally and sexually
- Different types of sexuality
- Homosexuality: attracted to the same gender
- Bisexual: attracted to both genders
- Heterosexual: attracted to the opposite gender



SAY

Invite the group to explore understanding: *I am going to make a statement and you tell me if this person is homosexual, heterosexual or bisexual.*

- Thabo and Jacob have just met. They are deeply attracted to each other and decide to move in together. Their sexual orientation is? (homosexual: attracted to the same gender)
- Lindi has been going out with Tshepo for a while. She enjoys being around him but the other day, she met Nandi. She is physically attracted to Nandi and would like to take things further. Lindi's sexual orientation is? (bisexual: attracted to both genders)
- Fezile could not imagine going out with a woman. She is happy with her man, and they will most likely get married. Fezile's sexual orientation is? (heterosexual: attracted to the opposite gender)



ASK &
DISCUSS

Ask the group to think back to the “differences” activity at the start of the session. Repeat the question asked as part of this activity:

- Do people's different sexual orientations make them bad or weird?
- Remind the group of any “No” answers given previously.



SUMMARISE

Make the point that it is about what feels right for a person. Emphasize the following:

- We are all equal and should not be treated differently because of who we are and who we choose to be with
- Don't judge people
- It doesn't matter if a person is a bisexual babe or a trans-honey with long acrylic fingernails and super long false eyelashes, we should respect everyone's right to be who they want to be!

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



SAY

We are going to do a traffic light activity. Each group member share the following:

- Something I will stop doing (red)
- Something I am going to think about (amber)
- Something I am going to start doing (green)



ASK &
DISCUSS

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Tell me about the changes in my body. 2nd Edition. 2020. Meyersfeld S and Ewing D. Published by AFSA**
2. <http://teampata.org/wp-content/uploads/2020/08/READY-to-Learn-Workshop-Guide-2020.pdf>
3. <https://www.facebook.com/MyFutureFirstSA>
4. <https://bwisehealth.com/>
5. <https://www.mtvshuga.com/downsouth/>



9

SESSION 9 (Part A) **NEGOTIATING SAFE SEX (16-24 years)**

(Based on the YCC
Workbook Session 9)

GUIDELINES

For running a remote support group

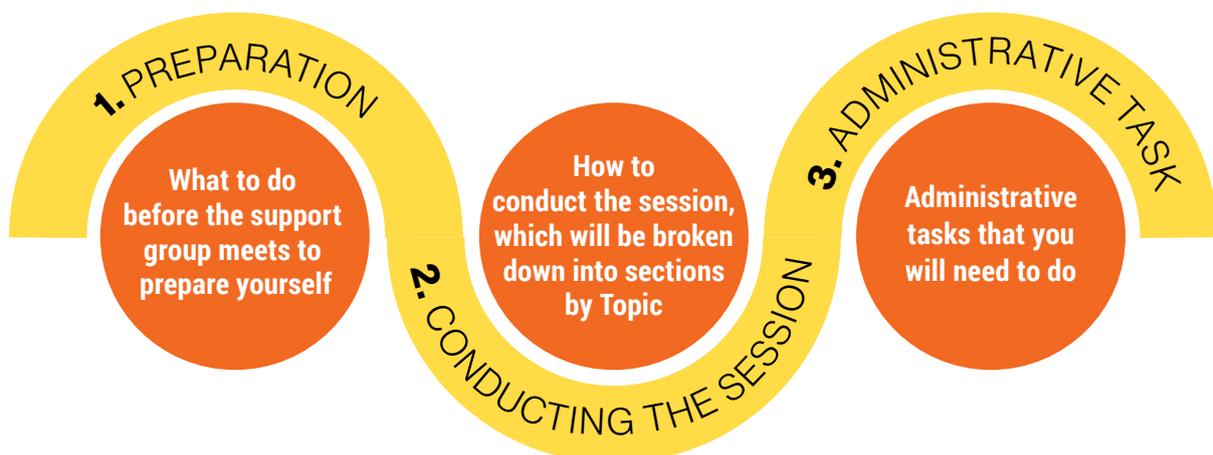
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Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

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Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

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Keep to time

ICONS

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PREPARATION



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2. **Prepare a list of questions** to guide the discussion
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Guiding questions for this discussion

1. Getting the most out of **sex and intimacy**
2. What is **safe sex**?
3. What is **sexual play**?
4. How do you **negotiate safe sex**?



Send an SMS and/or WhatsApp to YCC members

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Comfortable and ready?

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References

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SECTION #2

CONDUCTING the session

TOPIC 1

Welcome



NOTE

Welcome

5
min

1. Welcome participants to today's YCC session
2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
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EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:** *Does everyone feel that they can communicate openly and freely?*
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

10
min

Do an ice breaker: Fact or Fiction?



SAY

I am going to make a statement and you must use an emoji to respond. Respond with one finger up if you think the statement is false/fiction or five fingers up if you think the statement is true/fact

Make the following statements:

- *You can use a condom more than once if you wash it properly (Fiction: a condom should never be used twice)*
- *Baby Oil and Vaseline are ok to use as lube/lubricant for latex condoms (Fiction: you can only use water soluble lubes like K-Y jelly)*
- *Girls don't masturbate (Fiction: girls do masturbate)*
- *Most girls orgasm via vaginal sex only (Fiction: Some girls orgasm via vaginal sex and others through clitoral stimulation)*



NOTE

- **Comment on each statement to provide more information**
- **Ask if anyone has any questions**
- **Respond accordingly**

20
min

TOPIC 2

Negotiating safe sex



NOTE

Introduce the main topic for discussion: Negotiating safe sex



SAY &
DISCUSS

Make the statement: *Sexual relationships are a natural and normal part of life.*

Invite comments or emojis in response to the statement:

- *How do you feel about this statement? Please respond with words or using emojis*
- **Note: if a response refers to sexual orientation (for example same-sex attraction) reflect on this as one of many different sexual orientations that are a natural part of who that person is.**



ASK &
DISCUSS

Ask the group for suggestions about why an active, and good sex life is healthy:

Why do you think a consensual, active, pleasurable sex life is healthy?



ASK

Ask participants to give a thumbs up or thumbs down emoji if they agree or disagree that the following examples are benefits of having an active, pleasurable sex life:

- *Relieves stress*
- *Builds intimacy*
- *Increases a sense of satisfaction when a person feels attractive and desirable*
- *Boosts confidence in your body*
- *Keeps you busy*



ASK

- *Do you have any other benefits?*
- *Does anyone have any comments?*



SUMMARISE

Share the statement below with the group: *One of the best ways for sex to feel greater is to make it safe*

ASK &
DISCUSS

Ask the participants what safe sex is: *What does it mean to have safe sex?*

Having safe sex means:

- *Having sex that does not involve the exchange of semen, vaginal fluids, or blood between the partners to protect oneself from HIV, STIs and unwanted pregnancy*
- *Always and correctly using a condom during vaginal, anal or oral sex*
- *Always use contraception to prevent pregnancy*
- *Take PrEP/PeP if in a sero-discordant couple to prevent HIV transmission*
- *The only 100% way to protect yourself is to abstain (i.e., not have) from sex all together*



EXPLAIN

Reflect that: *although condoms prevent HIV, STIs and unwanted pregnancy, some people do not like to use condoms.*

ASK &
DISCUSS

Ask participants: *Why do you think some people do not like using condoms?*

If not mentioned add:

- *Decreases sexual pleasure*
- *Waste of sperm*
- *Associated with cheating*
- *Reduces intimacy*
- *Shows you don't love the person*
- *Associated with loss of virility*
- *Same as masturbation*



Point out that the ability to effectively negotiate with your partner will determine whether you end up using a condom or not.

SUMMARISE



ASK & DISCUSS

Ask participants what they understand by “negotiation”: *What do you think negotiation means? Note responses and add:*

- Communication
 - Persuasion
 - Win-win
-



EXPLAIN

Give definition of “negotiation”: *The definition of negotiation is when people who want different things reach an agreement that makes them both feel happy*



SAY

Introduce discussion on steps that help the negotiation process along: *Now I am going to give you steps that will help you negotiate using condoms with your partner*

Steps in Condom Negotiation

1. *Get information - The more you know the better you will be able to explain your reason for wanting to practice safe sex.*
2. *Consider the reason - Be prepared to explain why you want to use a condom (e.g., to prevent pregnancy, HIV, STIs)*
3. *Decide when - Don't introduce the discussion when you are both feeling hot and heavy in bed. Talk about it before and give your partner a chance to think about it.*
4. *Decide where - Choose a place where you feel safe either in private or public if you are concerned about how your partner may respond*
5. *Practice beforehand - Practice what you are going to say. Make sure you say exactly what you want.*
6. *Think about alternatives that will still make sex, sexy*

Ask participants what they can do to make safe sex sexy: How can you make sex,

ASK &
DISCUSS**sexy?****Reflect on responses and add:**

- Sex isn't vaginal and anal only. A person can experience pleasure in diverse ways (kissing, touching, tickling, licking)
- Armpit sex
- Boob sex
- Masturbation
- Hand jobs

Ask if anyone has any questions or would like to comment on anything related to negotiations around safe sex and respond accordingly

Communication is an important part of negotiation.

Ask participants for ideas on how best to communicate with a partner around condom use: *Can you share some ideas for how to effectively communicate with your partner around condom use?*



SUMMARISE

Reflect on responses and add where necessary:

- Use "I" statements to avoid making demands or blaming e.g., "I want to use a condom..." "My reason is..."
- Listen and acknowledge the concerns of your partner
- Repeat in your own words what your partner says e.g., "What I am hearing is that you do not like sex with a condom on because it dulls sensation"
- Suggest some things you can try to make condom use more appealing e.g., putting a condom on your partner in a sexy way, putting two drops of water-based lube in the reservoir (tip) of the condom.
- Give your partner time to think. Don't rush things.

Reflect that when a person's partner continues to refuse, and will not agree to alternatives, it is time to think seriously about the relationship and ask yourself these questions:

- *Is this a person I really want to have sex with?*
- *Does this person care enough about me to protect me?*
- *Is this person thinking only of their own needs and not caring about mine?*
- *Does this person really respect me?*
- *Am I willing to take the risks that unprotected sex involves?*
- *Is this a healthy relationship if it only satisfies one person?*



SAY

Stress the importance of these questions and giving yourself an honest answer:

These questions are important. Take your time to answer them and answer them honestly.

20
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



ASK &
DISCUSS

Ask the group to come up with as many brands of condom as they can (examples below):

- Durex (Real Feel, Pleasure Me, Fetherlite)
- Trojan
- Skyn Original
- Contempo Bareback
- Cupid's Female Condoms



SAY

How was the group session for you today? You can share one word or emoji.

Thank everyone for today's session: *Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

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TASK	COMPLETED?
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RESOURCES (additional)

- https://www.ippf.org/sites/default/files/healthy_happy_hot.pdf
- Mash, R., Mash, B. (2009). Why don't you just use a condom: understanding the motivational tensions in the minds of South African women. Retrieved from: <https://phcfm.org/index.php/phcfm/article/view/79/101>**
- <http://teampata.org/wp-content/uploads/2020/08/READY-to-Learn-Workshop-Guide-2020.pdf>
- <http://teampata.org/portfolio/deciding-when-to-have-sex/>
- <http://teampata.org/portfolio/lets-use-a-condom-age-16-24/>
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SESSION 9 (Part B) **MY BODY** **(12-16 puberty)**

(Based on the YCC
Workbook Session 9)

GUIDELINES

For running a remote support group

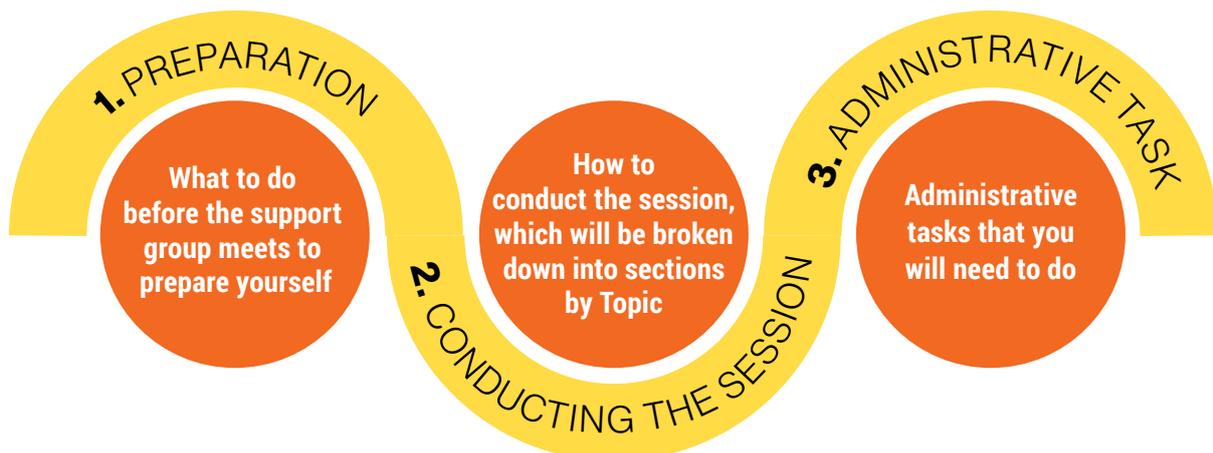
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Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

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Comfortable and ready?

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4. Ensure your phone is charged



Guiding questions for this discussion

1. What is **puberty**?
2. How much **do I know** about puberty?
3. What **changes** can I **expect**?
4. How can I **cope** with some of these changes?



References

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Welcome

Welcome

5
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Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules

5
min



NOTE

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:** *Does everyone feel that they can communicate openly and freely?*
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

10
min

Do an ice breaker



SAY

Invite group members to text one to two words that describes their personality using an ice-cream flavour: *Describe your personality using an ice-cream flavour (e.g., creamy chocolate, strawberry delicious, etc.)*

20
min

TOPIC 2

My Body



NOTE

Introduce the main topic for discussion: My body



SAY

Today's session has to do with learning about ourselves and about each other.



EXPLAIN

Explain that today's session is about puberty.

Puberty is a normal and healthy part of development. It is when a child's body begins to develop and change as they become an adult.



ASK &
DISCUSS

Asks participants the following questions:

- What is puberty?
- When/what age do boys go through puberty?
- When/what age do girls go through puberty?



NOTE

Acknowledge responses and thank participants.



EXPLAIN

- During puberty, your body goes through a lot of physical and emotional changes
- People usually start going through puberty between ages of 8 and 14 years old
- Girls often start puberty before boys do
- People go through puberty at different times - sometimes before or after your friends. This is normal
- Young people living with HIV can experience a delay in puberty



NOTE

Introduce the Puberty Quiz Number One. Keep the activity light-hearted.

ASK &
DISCUSS

What changes happen to a person's body during puberty? I am going to make a statement and send a thumbs up if you think it is correct or thumbs down if you think it is incorrect.

- Your hair changes colour (False)
- Your nose gets longer (False)
- Girls develop breasts (True)
- You get taller (True)
- You may get pimples (True)
- A boy's voice gets deeper (True)
- A girl gets her period (True)
- Sweat glands get more active (boys and girls start using deodorant) (True)



NOTE

Provide answers and reflect on areas of uncertainty.



ASK

- **Ask participants to name any other changes that boys and girls experience during puberty:** *What other changes do boys and girls experience during puberty?*

Reflect on responses and add from the following, where necessary

All bodies:

- *You may get acne (i.e., zits or pimples) on your face and body. If pimples are stressing you out or causing problems in your life, talk to a doctor.*
- *You start to sweat more, and you may have body odour (when your sweat smells bad). You may want to shower more and start using deodorant.*
- *Hair grows under your armpits*
- *Hair grows around your genitals – this is called pubic hair.*
- *You may grow more hair on your arms and legs, and the hair may get darker.*
- *You may feel some pain in your arms and legs as you grow (i.e., "growing pains")*

Males:

- *Your voice gets lower or deeper. It may crack sometimes while it's changing, but that's normal and eventually goes away. Your Adam's apple (bump in your throat) might get bigger and more visible as this happens.*
- *Your penis and testicles get bigger.*
- *Hair may grow on your face, chest, and back.*
- *Your chest and shoulders get broader.*

Females:

- *Your breasts develop and get bigger.*
- *Your hips get wider, and your body may become curvier.*
- *You start getting your period.*
- *Your labia may change colour and grow bigger.*

Introduce the Puberty Quiz Number Two. Where possible, assign individuals to Team A or Team B alphabetically (i.e., first half of alphabet assigned to Team A and secondly half of alphabet assigned to Team B)



EXPLAIN

Explain how the game is going to work:

- *I am going to ask each team True/False questions*
- *Anyone from your team will have 30 seconds to respond*
- *If you answer correctly, your team gets 1 point*
- *If you get the answer wrong or no one from your team answers within 30 seconds, you get 0 points and the question goes to the other team to answer*
- *At the end of the quiz, I will add up the score to see which team has won*



NOTE

After the team responds to each question, add any additional information about the topic provided below and ask if they have any questions or comments.

- **Team A:** *Menstruation or also called a period is when blood and tissues from your uterus comes out of your vagina - usually every month (True: Girls are born with lots of eggs in their ovaries. Each month one egg leaves the ovary and travels to the womb. The lining inside of the womb gets ready for a baby (like a nest). If the egg is not fertilized by a man's sperm, the lining leaves the body through the vagina as menstrual blood)*
- **Team B:** *A period can last for a month (False: usually lasts for 2-7 days)*
- **Team A:** *Once a girl gets her period, she can get pregnant if she has unprotected sex or is not on contraceptives (True: this is a sign that she is ovulating and can get pregnant)*
- **Team B:** *A girl can get pregnant before she starts her period (True: An egg is released through a process called ovulation. During ovulation, which lasts 24-48 hours, you can get pregnant if you have sex)*
- **Team A:** *Extreme anxiety, sickness, and severe weight loss can sometimes cause periods not to come (True)*
- **Team B:** *Ejaculation is when fluid is released out of the tip of a boy's penis (True)*
- **Team A:** *This fluid contains sperm (True)*
- **Team B:** *Lots of boys have their first ejaculation when they are sleeping (True: Called wet dreams)*
- **Team A:** *Wet dreams mean that a boy should start having sex (False: They are the body's way of practicing making a baby but does not mean a boy should start having sex. They should only start having sex when they are ready).*
- **Team B:** *Ejaculation is also known as an orgasm or "cumming." (True)*
- **Team A:** *There are 300 million sperm in a teaspoon of semen (True)*
- **Team B:** *Masturbation is wrong and causes strange things to happen to a boy's body (False: Masturbation is a very safe way for a person to satisfy themselves sexually without having sexual intercourse)*

- **Team A:** *Girls don't masturbate (False: Yes, they do and it's perfectly ok)*
- **Team B:** *If a girl has not started her period by age 19, she should see a doctor (True: there may be a medical reason why she has not yet had her period)*
- **Team A:** *Menstruation stops when you get pregnant (True)*
- **Team B:** *Going near a boy when a girl is menstruating causes pregnancy (False: You can only get pregnant if sperms enter the vagina, travels to the uterus and fertilises an egg)*



ASK

Ask if anyone has any more questions or comments before ending the quiz:

Well done everyone! We are now done with the quiz. Does anyone have any more questions or comments?

Tally the scores and award a virtual prize to the winning group

Well done everyone! I have tallied the scores and Team X is the winner of today's quiz!

- **The following activity can be introduced if there is time or used as an alternative to the quiz if preferred.**
- **The activity involves reading out a short letter that has to do with a typical problem related to puberty. The group is invited to give advice.**
- **If the group does not respond, or you would like to expand, use the example advice responses below**



NOTE

I am going to read out short letters. Please respond by giving your advice.



SAY

Read the following:

- *Dear Group. Please help. I have bad period pains. What can I do? (Use a hot water bottle on your stomach or take a pain killer but check with a nurse or doctor first)*
- *Dear Group. Help needed. I have noticed that I get sweaty and have some body odour (smell). Is there a solution? (Keep your body clean and use deodorant)*

- *Dear Group. What can I do about my pimples? (Wash your face with soap regularly, try not to touch your face or squeeze pimples, avoid using oily cream. Drink lots of water and eat fresh fruit and vegetables.)*
- *Dear Group. I have sore boobs when I get my period. What can I do? (Put a cold compress on your breasts to help reduce the pain and swelling, wear loose clothes)*
- *Dear Group. When my penis gets hard, I feel embarrassed that people might see. Please help. (This is called an erection. It happens when you get aroused and your penis fills with blood and gets longer and stiffer. Erections are normal, so there is no need to feel embarrassed. If you are uncomfortable, hold something in front of you – a book or a jacket - or try to think of something else to take your mind off it to reduce your erection.)*



NOTE

Invites participants to send their own questions to you to be directed to the Editor

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



ASK

What is your favourite ice-cream topping? (e.g., nuts, chocolate, sprinkles)



ASK &
DISCUSS

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session:

Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

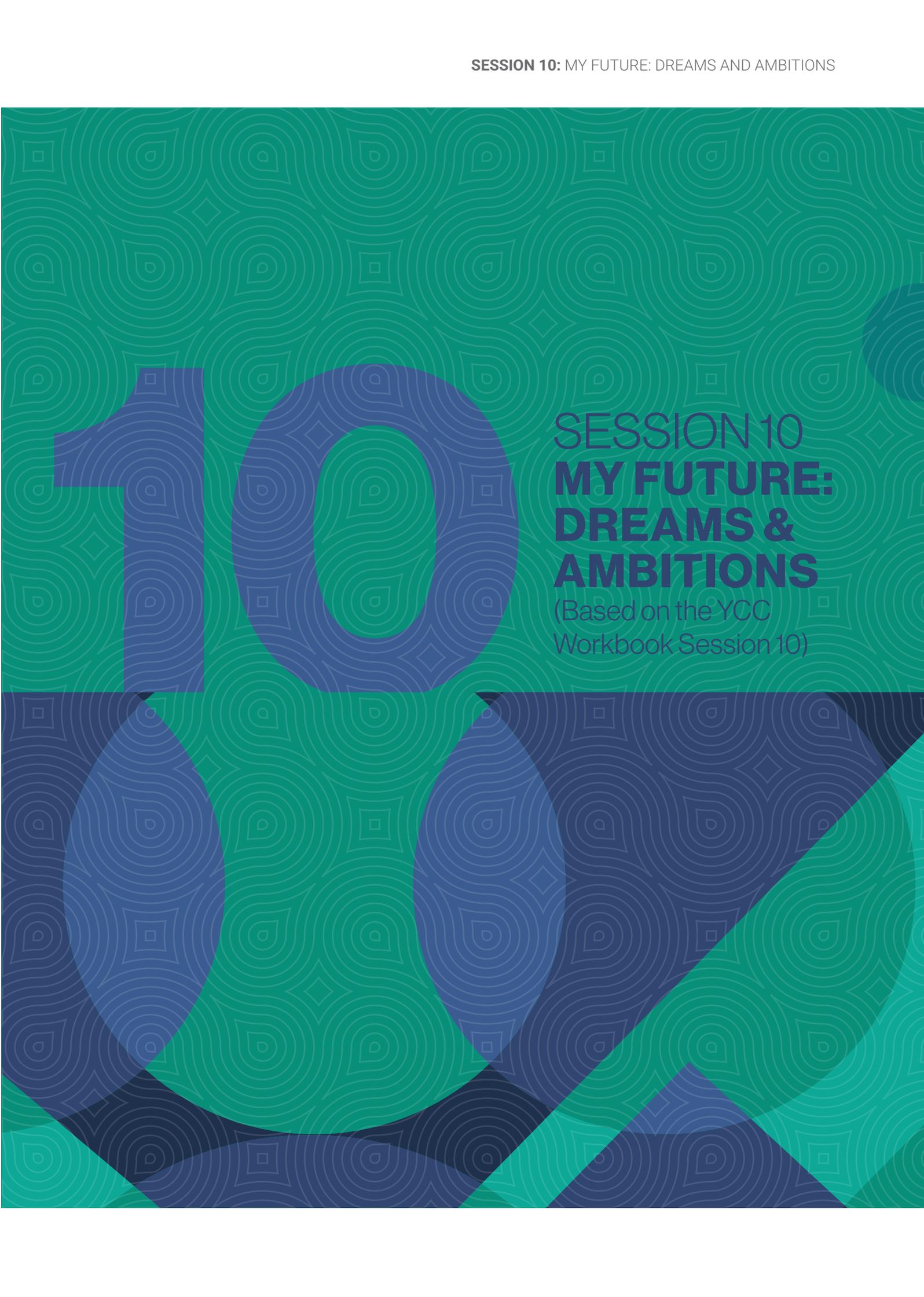
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. <https://resourcecentre.savethechildren.net/library/toolkit-children-and-adolescents-sexual-and-reproductive-health-rights-activities-guide-5>
2. <https://bwisehealth.com/your-body/>
3. <https://www.plannedparenthood.org/learn/teens/puberty>
4. <https://www.facebook.com/MyFutureFirstSA>
5. <https://bwisehealth.com/>



SESSION 10
MY FUTURE:
DREAMS &
AMBITIONS

(Based on the YCC
Workbook Session 10)

GUIDELINES

For running a remote support group

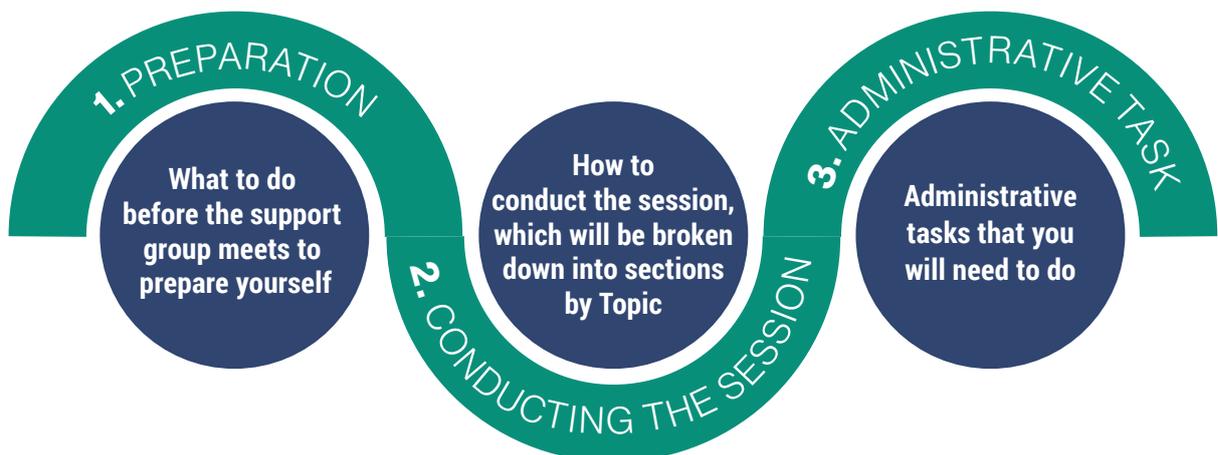
The COVID-19 lockdowns and restrictions on movement and gathering have meant that support groups will not be run physically for some time. To keep our young people connected and to minimize disruption to the support we provide, you will run your Youth Care Clubs (YCC) remotely via WhatsApp or any other instant messaging virtual platform.

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Sessions are based on the [YCC workbook sessions](#) (Wits RHI) and Cool Communications (ANOVA). Cool Communications is a monthly newsletter that can be sent to group members as a JPG or distributed in hardcopy to adolescents and young people in your programmes. The sessions do not follow the YCC workbook chronologically but rather focus on broad issues that are most relevant to adolescent health, are easy to explain and facilitate.

ABOUT the facilitator's guide

The Facilitator's Guide is divided into **three sections:**



GOLDEN RULES

For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. What is a **dream**?
2. What is the difference between a **goal and a dream**?
3. What **qualities** are needed to turn dreams into goals and to pursue goals?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min

NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:** *Does everyone feel that they can communicate openly and freely?*
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an Ice breaker: “Who is YOUR hero and Why?”



SAY

Let’s go around the room and please say your favourite Superhero’s name and why they are your favourite using a word or emoji (e.g., motivational, inspirational, determined, successful, etc)



NOTE

Introduce the main topic for discussion: My Future - Dreams and Ambitions



ASK

Imagine you are holding your future in your hands. Describe what your future looks like: bright, dark, sunny, happy?



NOTE

If participants respond negatively, ask them to imagine what might make their future brighter and to write this down (they do not need to share it).



EXPLAIN

*Everyone has a future, and we all have dreams and goals for the future. **Briefly describe a dream as follows:** Dreams are an idea about something we would like to do or become someday (e.g., a nurse, world-famous singer, travel around the world, start my own company)*



ASK

Ask participants to share a dream that they have for themselves:

What dream do you have for yourself?



NOTE

Positively acknowledge the dreams that participants shared with you:

It is wonderful to hear about your dreams and I hope that they come true



EXPLAIN

Dreams can inspire us. They let us explore what might be possible in the future. Dreams can be turned into goals.



ASK & DISCUSS

- **Ask the group how they would describe a goal: What do you think a goal is?**
- **Reflect on responses.**



EXPLAIN

Goals call for action and these goals are what enable you to achieve your dream. For example: I want to become a doctor (i.e., the dream), so I need to study hard and get good marks (i.e., the goal).



ASK & DISCUSS

What internal qualities do you think people need to pursue dreams and goals? (e.g., determination, motivation, etc.).



EXPLAIN

After participants have responded, add from examples below:

- *Courage: fear can hold us back from success*
- *Willpower: not giving up*
- *Positive mindset: what you put in your mind is what will keep you going (“I will succeed”)*
- *Patience: there are no shortcuts to anyplace worth going*
- *Believe in yourself: there will always be people who will tell you, you can’t do it. There will always be challenges that make you want to quit.*



SAY

Sometimes our situation might make it seem impossible to turn a dream into an achievable goal. It may feel like your dream can never come true.

Reflect as follows:

- Not everyone achieves their dreams
- This doesn't mean that a dream is not achievable
- Most people have to work extremely hard for their dreams to come true



ASK & DISCUSS

Who do you know who has turned a dream into a reality?

Reflect on responses. Share examples of your own or use those below (Please note that the examples below are from famous personalities in South Africa. You may use any other examples familiar to your context):

- *Nokwakha Qobo: She used to read about fashion in magazines she found in rubbish dumps and today she is a top fashion designer*
- *Patrice Motsepe: He learnt about business in his dad's spaza shop and became SA's first billionaire*
- *Siya Kolisi: He grew up in poverty in the Eastern Cape and is now the SA rugby captain*

Remind the group that anything is possible!



NOTE

Conclude the session on a positive note.



SAY

Every record a voice note saying, "THE FUTURE BELONGS TO US" and send your voice note to the group.



ASK & DISCUSS

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session:

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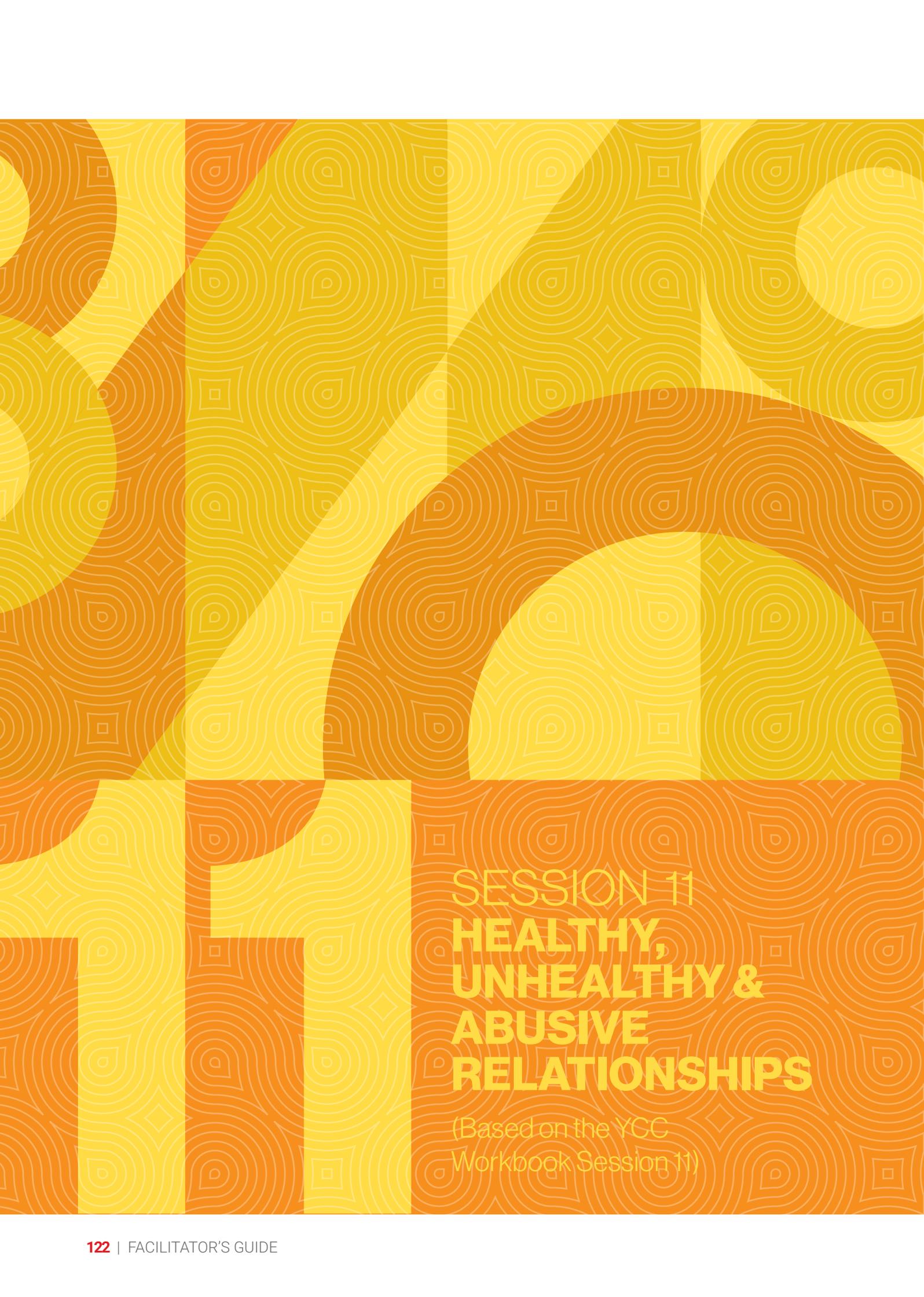
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RESOURCES (additional)

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SESSION 11 HEALTHY, UNHEALTHY & ABUSIVE RELATIONSHIPS

(Based on the YCC
Workbook Session 11)

GUIDELINES

For running a remote support group

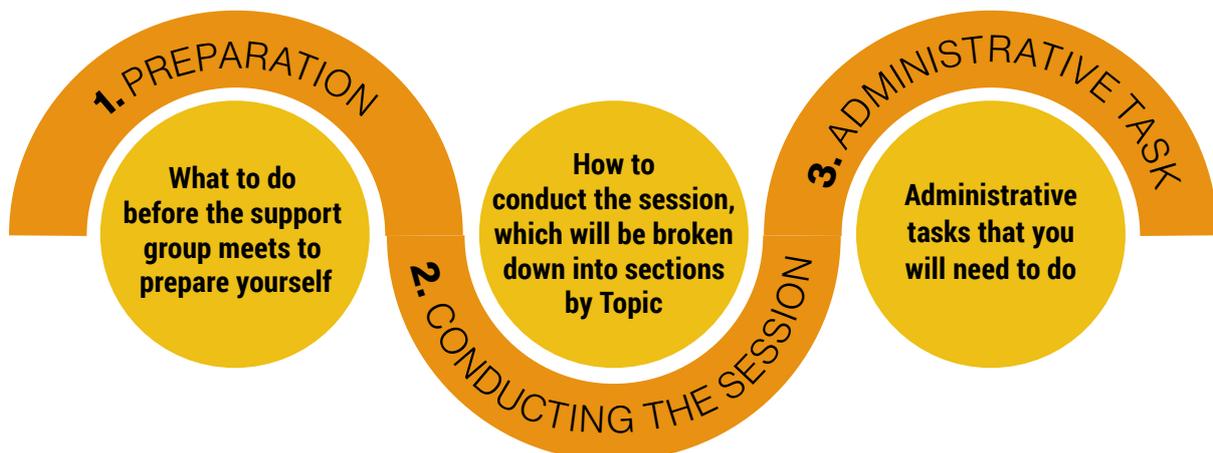
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Guiding questions for this discussion

1. What are some of the **different relationships** we have in our lives?
2. Why do you think **relationships are important** to us?
3. What do you think makes a **relationship good** (healthy)?
4. What do you think makes a **relationship bad** (unhealthy)?



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SECTION #2

CONDUCTING the session

TOPIC 1

Welcome



NOTE

Welcome

5
min

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2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

• **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Because this is a sensitive topic. Start the group with a light-hearted icebreaker: Guess the Brand



SAY

Today we are going to be talking about a sensitive topic. Before we begin, let's start with a light-hearted icebreaker called "Guess the Brand." Please share a tagline you like for a well-known brand e.g., "I'm loving it" and the others will guess (e.g., McDonald's). The first person to get it right is the next to present their tagline.

20
min

TOPIC 2

Healthy, unhealthy & abusive relationships



NOTE

Introduce the main topic for discussion: Healthy, Unhealthy and Abusive Relationships



EXPLAIN

- *This is a difficult topic for many people to talk about*
- *There is absolutely no pressure to contribute to the discussion if you are feeling uncomfortable in any way*
- *Feel free to privately message me if you need anything at all during the session*



NOTE

Start off by introducing a True/False activity.



SAY

We are going to start off with a True/False activity.

I am going to say a statement and you respond True/False:

1. *Making fun and mocking someone on Facebook is not as serious as doing it in person*
2. *Jealousy in a relationship shows that someone loves you*
3. *Sometimes girls ask for sexual violence because of how they dress or act*
4. *Rape can't happen when two people are in a relationship*
5. *Alcohol and drugs are causes of violence*



EXPLAIN

Go through each answer and explanation below:

1. **Myth:** *Abuse of any kind, including social media, is just as serious as experiencing it in person*
2. **Myth:** *Jealousy should never be confused with love and is never an excuse for controlling and abusive behaviour*



EXPLAIN

3. **Myth:** Every woman has a right to wear what she wants. Saying that a woman "asked for it," is an excuse for unacceptable, violent behaviour
4. **Myth:** A person who is raped by an intimate partner has the same rights as a person who is assaulted by a stranger. Sexual violence is never okay in any circumstance, including when the perpetrator is in an intimate relationship with the victim
5. **Myth:** Alcohol and drugs can increase the risk of violence, but it is the perpetrator who ultimately causes violence and needs to take responsibility.
 - It is not unusual for people to blame the victim of violence or blame other things like alcohol, drugs and mental illness
 - Blaming the victim takes the attention away from the actions of the abuser
 - It is the abuser and NOT the victim who is responsible for violence



EXPLAIN

I am going to explain different kinds of violence/abuse.



NOTE

Refer to Cool Communications #5 for more information

- *Physical violence - An act attempting to cause, or resulting in, pain and/or physical injury to someone's body*
- *Sexual assault - An act in which one intentionally sexually touches another person without that person's consent or coerces or physically forces a person to engage in a sexual act against their will. It is a form of sexual violence, which includes child sexual abuse, groping, rape (forced vaginal, anal, or oral penetration or a drug facilitated sexual assault), or the torture of the person in a sexual manner*
- *Verbal abuse - is a type of psychological/mental abuse that involves the use of verbal language, body gestures, and written language directed to a victim and can include harassing, labelling, insulting, scolding, criticising and excessive yelling.*
- *Emotional abuse - characterised by behaviour that results in emotional trauma, including anxiety, chronic depression, or post-traumatic stress disorder (PTSD). It is often associated with power imbalances in abusive relationships.*
- *Online harassment/bullying - When someone bullies or harasses others on the internet and other digital spaces, particularly on social media. It can include posting rumours, threats, sexual remarks, a victim's personal information or hate speech. It is common amongst teenagers.*



ASK &
DISCUSS

- **Allow participants to respond**
- **Ask probing questions**
- **Ask those who responded “No,” to explain why they feel some forms of violence are more harmful than others.**

Many people think that physical violence is more harmful than emotional violence. But all types of violence are equally damaging. For example, violence can lead to:

- *Suicide*
- *Depression*
- *Low self-esteem*
- *Shame*
- *Nightmares*
- *Fear*
- *Anxiety*
- *Stress*
- *Loss of trust*
- *Post-traumatic stress disorder (PTSD)*
- *Physical symptoms (headache, backache)*
- *Permanent damage to the victim’s body*
- *Death through the direct act of violence or indirect damage done by physical violence*



SAY

Now let’s talk about healthy relationships

What does a healthy relationship look like?



ASK &
DISCUSS

- **Allow participants to contribute**
- **Ask any follow up questions**

Add from the list below



NOTE

- *Trust*
- *Honesty*
- *Respect*
- *Love*
- *Openness*
- *Compromise*
- *Independence*

- Freedom
- Consensual sex

• Everyone has the right to happy and healthy relationships



EXPLAIN

• People may find themselves in situations that make them scared and unhappy

• Help is always available and here are some resources (for those residing in South Africa) if you ever need support:

- GBV Command Centre: 0800 428 428
- Please call me USSD: *120* 7867#

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



SAY

Send a clapping emoji if you agree with the following statements:

- I have a right to be myself
- I have a right to be respected
- I have a right to be safe



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: Thank you for today's session. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms

Give YCC Careline contact number or other contact numbers for supportive counselling

SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Youth4Youth: A manual for empowering young people in prevention of GBV through peer educators (2012).** https://resourcecentre.savethechildren.net/sites/default/files/documents/1597_y4y-manual_digital_v12_original_1.pdf
2. **Department of Basic Education (2019). Sexuality Education.** https://www.education.gov.za/Portals/0/Documents/CSE%20Scripted%20lessons/Gr8%20EG%2011_11_2019A.pdf?ver=2019-11-11-143400-000
3. **A young People's Toolkit for issues connected to GBV (2010).** http://menengage.org/wp-content/uploads/2014/06/A_Young_Peoples_Toolkit_English.pdf
4. <https://www.facebook.com/MyFutureFirstSA>
5. <https://bwisehealth.com/>
6. <https://www.mtvshuga.com/downsouth/>



SESSION 12
**DEPRESSION
AND SUICIDE**

(Based on the YCC
Workbook Session 12)

GUIDELINES

For running a remote support group

The COVID-19 lockdowns and restrictions on movement and gathering have meant that support groups will not be run physically for some time. To keep our young people connected and to minimize disruption to the support we provide, you will run your Youth Care Clubs (YCC) remotely via WhatsApp or any other instant messaging virtual platform.

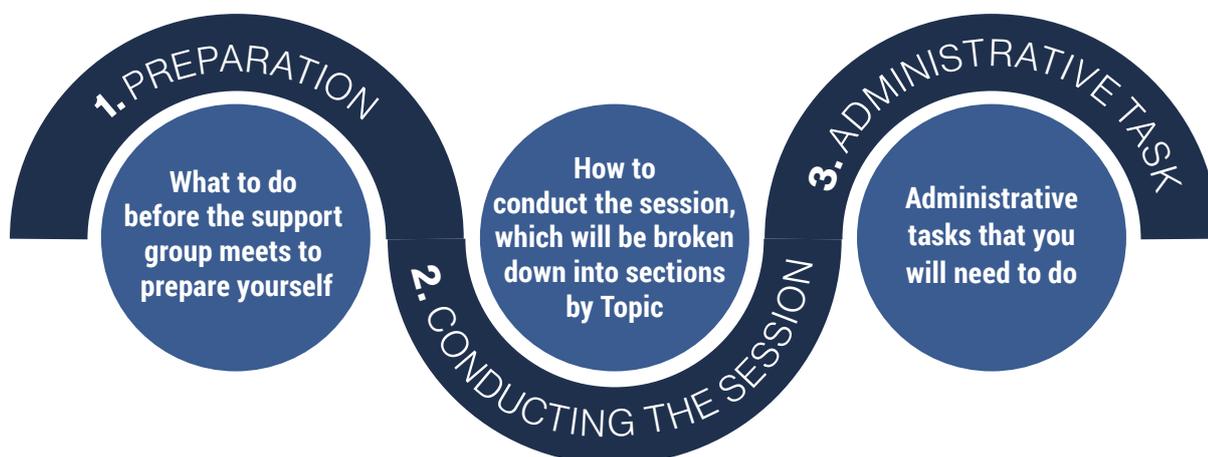
It is important to remember that running a virtual support group is very different to having everyone in the same room together. Most of what we do in traditional groups is more difficult remotely. These guidelines will help you to deal with some of the challenges and assist in ensuring that your remote group is structured and prepared in advance.

Sessions are based on the [YCC workbook sessions](#) (Wits RHI) and Cool Communications (ANOVA). Cool Communications is a monthly newsletter that can be sent to group members as a JPG or distributed in hardcopy to adolescents and young people in your programmes. The sessions do not follow the YCC workbook chronologically but rather focus on broad issues that are most relevant to adolescent health, are easy to explain and facilitate.

ABOUT

the facilitator's guide

The Facilitator's Guide is divided into **three sections:**



GOLDEN RULES

For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. What do we believe about **mental illness**?
2. What is **depression**?
3. **How** will a person know if they are depressed?
4. Can depression **lead to suicide**?
5. What do we **need to know about suicide**?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min

NOTE

1. **Welcome participants to today's YCC session**
2. **Ask for everyone to introduce themselves**
3. **Ask for everyone to describe how they are feeling today**



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



SUMMARISE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



NOTE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules **5 min**



NOTE

Ground rules are important because it sets guidelines and creates a safe space

- 1. Set the ground rules**
- 2. Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- Remind everyone about the topic/questions/activities*
- Remind participants about safeguarding confidentiality*



DISCUSS

- Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*

Ice Breaker **5 min**



NOTE

- 1. Note that this is a sensitive topic**
- 2. Start off with an ice breaker**



SAY

Today we are going to be talking about a sensitive topic. Before we begin, we are going to start off with an ice breaker. Come up with a word using the following letters "P O N I S E." I will give you a few seconds and whoever comes up with a real word spelled correctly first, wins.

ASK &
DISCUSS

What is the first thing you think of in response to the word “mental illness”?



NOTE

- **Note responses**
- **Ask follow-up questions**
- **Comment on any stigmatizing attitudes, beliefs, or discriminatory labels e.g., “a mad/crazy person”**



EXPLAIN

Some people may have negative beliefs about mental illness:

- People with a mental illness are dangerous or violent
- People with a mental illness are weak willed
- People with a mental illness are not normal

Such attitudes and beliefs can be stigmatising, shaming and damaging. They can make mental health problems worse, prevent people from getting the help they need, and even lead to suicide.

10
min**TOPIC 2**

Depression



NOTE

Introduce the main topic for discussion:
Depression



ASK

Have any of you ever felt sad, down, miserable, or low about something that has happened or something someone has



NOTE

- *Allow participants to respond*
- *Reflect on their responses (e.g., It is normal to feel upset, but some people struggle to feel better)*



EXPLAIN

- Whilst some people can easily feel better, others struggle to feel better and remain down for a long time
 - This is called clinical depression
 - It often affects one's personal, family, work and school life
 - If untreated it can last for weeks, months and even years
 - People sometimes believe that a depressed person should just "snap out of it" but this is not possible for a person who is clinically depressed
-



ASK & DISCUSS

What do you think are the causes of depression?



NOTE

Reflect on responses and add points from below if not mentioned

- Difficult life circumstances
 - Conflict and/or abuse with people
 - Death and/or loss
 - Serious illness
 - Women are more likely than men to be depressed
 - Substance abuse
 - Genetics - depression may run in the family but this does not mean you will definitely get depression
 - Chemical imbalances in the brain - Sometimes people do not have enough of the chemicals in their brain that help to make us feel happy and calm
-



EXPLAIN

- Medication can often help to balance things again and help make a person feel better
- Like other illnesses, depression can be diagnosed by a doctor
- There are certain signs when someone is clinically depressed
- Knowing these signs can help a person to get the help they need
- They may also be able to help others who do not know about the signs of depression



EXPLAIN

Here are some ways depression can affect a person's mood:

- Sad/tearful
- Frustrated or angry about small things
- Feeling hopeless and empty
- Loss of interest in things you used to like doing
- Low self-esteem
- Feeling guilty or worthless
- Self-blame or criticism
- A sense of the future as grim
- Feeling tired
- Change in appetite
- Withdrawal from people (not wanting to be around people)
- Struggling to focus/concentrate
- Thoughts of suicide



EXPLAIN

Here are some ways depression can affect a person's behaviour:

- Too much sleep or too little sleep
- Not eating or eating too much
- Body aches and pains
- Spending less or no time with people
- Self-harm
- Substance abuse (e.g., alcohol or drugs)
- Struggling in school

10
min

TOPIC 3

Suicide



NOTE

**Introduce the main
topic of discussion:
Suicide**



EXPLAIN

*A very serious outcome of depression
is the risk and follow through of suicide*



SAY

We are going to do a short quiz. I am going to make a True/False statement and you can respond with an emoji if you agree or disagree with the statement:

- Asking a person if he or she is thinking about suicide will put the idea into their head (False: it is important to talk about it and help that person get the help they need)
- Suicide can happen suddenly (True: sometimes others think that they are to blame because they couldn't prevent it, but often there are very subtle or no warning signs at all, which is why we are talking about suicide so that you can learn how to be aware)
- People who commit suicide are selfish (False: people who commit suicide may believe that things will never get better, or a problem will never go away. Sometimes they just want to escape their painful feelings and bad thoughts,



NOTE

Reflect on responses



EXPLAIN

Someone who is depressed may feel that life is not worth living because they will never feel better, and that suicide is the only solution



ASK &
DISCUSS

What are some of the warning signs that a person might be suicidal?



EXPLAIN

Acknowledge responses and share additional warning signs from below:

- Talking about wanting to die
- Preparing to "leave" (e.g., Sorting through personal things, giving things away, etc.)
- A recent trauma or crisis
- Threatening suicide (always take threats of suicide seriously)
- Dangerous behaviour (e.g., indications that a person no longer values life)
- Withdrawing from people



If you or someone you know may be expressing suicidal thoughts or showing signs they may commit suicide, do not be afraid to ask if they are depressed and thinking about suicide, and if they need someone to talk to. Sometimes all that person needs is the chance to talk and to know someone cares. Encourage them to get professional help.



SUMMARISE

- Depression can happen to anyone
- Depression can lead to suicide if it goes untreated
- If you or anyone you know may be depressed or suicidal, especially if they have had a crisis or a loss, they may be especially vulnerable and should be encouraged to get help
- If any member of the group needs support, please contact me directly

10
min

TOPIC 4

Closing the session



NOTE

Conclude the session on a positive note.



SAY

Everyone please send an emoji that they would send to themselves or someone with depression



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session:

Thank you for today's session. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Adolescent Depression Awareness Programme (no date). Adolescent depression: what we know, what we look for and what we do. Retrieved:** https://www.hopkinsmedicine.org/psychiatry/specialty_areas/moods/adap/docs/adap-booklet_final.pdf
2. <https://teampata.org/wp-content/uploads/2018/06/Psychological-Support-PSS-for-Children-and-Adolescents-Infected-and-Affected-by-HIV-and-AIDS.pdf>
3. <https://www.facebook.com/MyFutureFirstSA>
4. <https://bwisehealth.com/>
5. <https://www.mtvshuga.com/downsouth/>

13

SESSION 13 **LOSS & GRIEF**

(Based on the YCC
Workbook Session 2)

GUIDELINES

For running a remote support group

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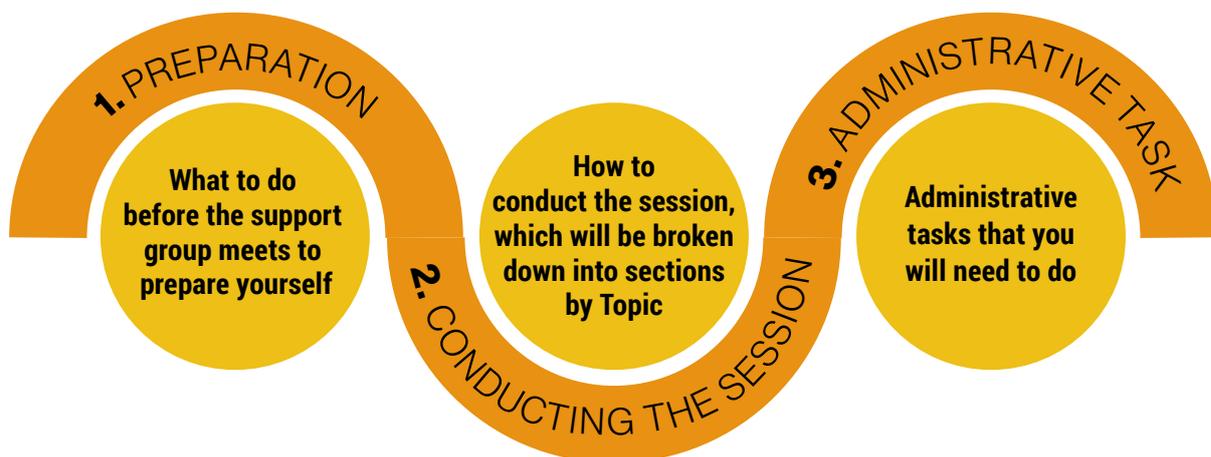
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ABOUT

the facilitator's guide

The Facilitator's Guide is divided into **three sections**:



GOLDEN RULES

For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. How does **loss** affect a person?
2. Can a person ever **cope** with loss?
3. **How long** does a person **grieve** when they experience loss?
4. **What can a person do** to help others cope with loss?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
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References

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SECTION #2

CONDUCTING the session

TOPIC 1

Welcome



NOTE

Welcome

5
min

1. Welcome participants to today's YCC session
2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

- **Note that this is a sensitive topic**
- **Start off with a light-hearted ice breaker**



ASK &
DISCUSS

If you could describe the last week as a colour, what colour would you choose and why?



NOTE

Acknowledge and reflect on responses

15
min

TOPIC 2

Loss & Grief



NOTE

Introduce the main topic for discussion: Loss and Grief

SAY

- *This can be difficult to talk about, especially for those who have lost someone close to them.*
- *If anyone feels upset or emotional after the group, they can talk to me or a counsellor on the Youth Care Club Helpline*



NOTE

Provide the group with a contact number for the relevant Helpline

EXPLAIN

- *Although loss and grief are hard to talk about, it can help the healing process.*
- *Knowing more about loss and grief can help us to support others who have experienced a loss.*
- *We often associate loss with the death of some close but in fact there are many types of loss.*

ASK &
DISCUSS

Can you name some of the types of loss that we may experience?



NOTE

Add from list below if the group does not mention.

- *Death of a loved one*
- *Break-up with your partner*
- *Death of a pet*
- *Loss of a friendship*
- *Divorce*
- *Loss of health*
- *Loss of a dream*



SAY

- *No matter what kind of loss someone experiences, it can be very painful.*
- *Death of a loved one can cause severe stress to those left behind that can affect one's body, emotions and behaviours.*

Name some of the ways in which loss can affect a) a person's body b) emotions c) thoughts and behaviour.



ASK &
DISCUSS

- **Ask the group to respond to each topic one at a time and then move on to the next.**
- **Acknowledge responses and add from below where necessary.**

Body (physical)

- *Feels like your heart is literally aching*
- *Feeling very tired*
- *Don't want to eat*
- *Aches and pains*
- *Don't sleep well*
- *Weight loss or gain*
- *Headaches*
- *Immune system becomes weak, and you get sick more easily*

Emotions

- *Sad*
- *Anxious*
- *Angry*
- *Shocked*
- *Guilty*

Thoughts and behaviour

- *Disbelief and confusion (imagining that the person is still there)*
- *Withdrawal from others*

- *Avoiding places that remind you of the person*
- *Looking for reminders of the person*
- *Dreaming about the person*



EXPLAIN

- *These reactions can be part of the grieving process*
- *Grieving is normal*
- *Grieving is a very personal thing, and every person grieves in their own way.*
- *The length of time a person grieves depends on the person.*
- *Over time the grief a person feels may become less*
- *Some people struggle with grief for long periods, and have problems carrying out daily activities. This is called severe grief and it is important to see a professional when this happens*



SUMMARISE

- *Cultural rituals can be a way of helping people to deal with loss and grief.*
- *What are some rituals that you can think of that may be helpful?*



DISCUSS

Acknowledge feedback and add from below if necessary.



EXPLAIN

Rituals are an important part of dealing with loss. They will help people to cope with their loss and grief by:

- *Helping to remember the person who died*
- *Allowing people to receive support from others*
- *Helping people to accept the reality of the loss*
- *Allowing people to show and express their grief*
- *Allowing people to think about the life of the person who died*



ASK & DISCUSS

If time permits, discuss the stages of loss and grief

- *People go through stages when a person close to them is very ill, dying or dies.*
- *The stages don't always follow one another but it can be helpful to know about them.*
- *The stages are:*
 - *Denial: Is a way of dealing with the shock of loss. A person feels "This can't be true"*
 - *Anger: As the shock wears off a person feels very strong emotions. They often express these emotions as anger. For example, they might become angry with the person who has died for leaving them, or with the hospital for letting their loved one die.*
 - *Bargaining: In this stage a person might begin to think about how they might have prevented the loss. Sometimes when a loved one is very ill and dying a person might "bargain" to try and avoid the loss. For example, they might promise that if the person survives, they will phone him or her every day.*
 - *Depression: This is a period of sadness and regret*
 - *Acceptance: With acceptance comes an opportunity to make peace with the loss*



NOTE

What are some ways people can cope with loss and grief?

- **Encourage and acknowledge healthy responses.**
- **Introduce strategies below if not mentioned**



EXPLAIN

Coping strategies

- *Talk about your loss – don't try to avoid it. Remember you don't have to face it alone*
- *Accept your feelings (they are normal)*
- *Take care of yourself (eat healthily, exercise and rest)*
- *Reach out and help others who are grieving*
- *Don't hurry the grieving process*
- *Celebrate the life of your loved one (anniversaries can be hard, but they are also a time to remember and honour your loss)*
- *Write about your loss in a journal*
- *Remember you will get through this, no matter the pain*

5 min **TOPIC 3** **Closing session**



NOTE

Conclude the session on a positive note.



SAY

I am going to share a quote for you to think of if you are ever experiencing loss and grief:

"We love them, We miss them, We grieve them, And so, we live our lives to make them proud."



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session:

Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

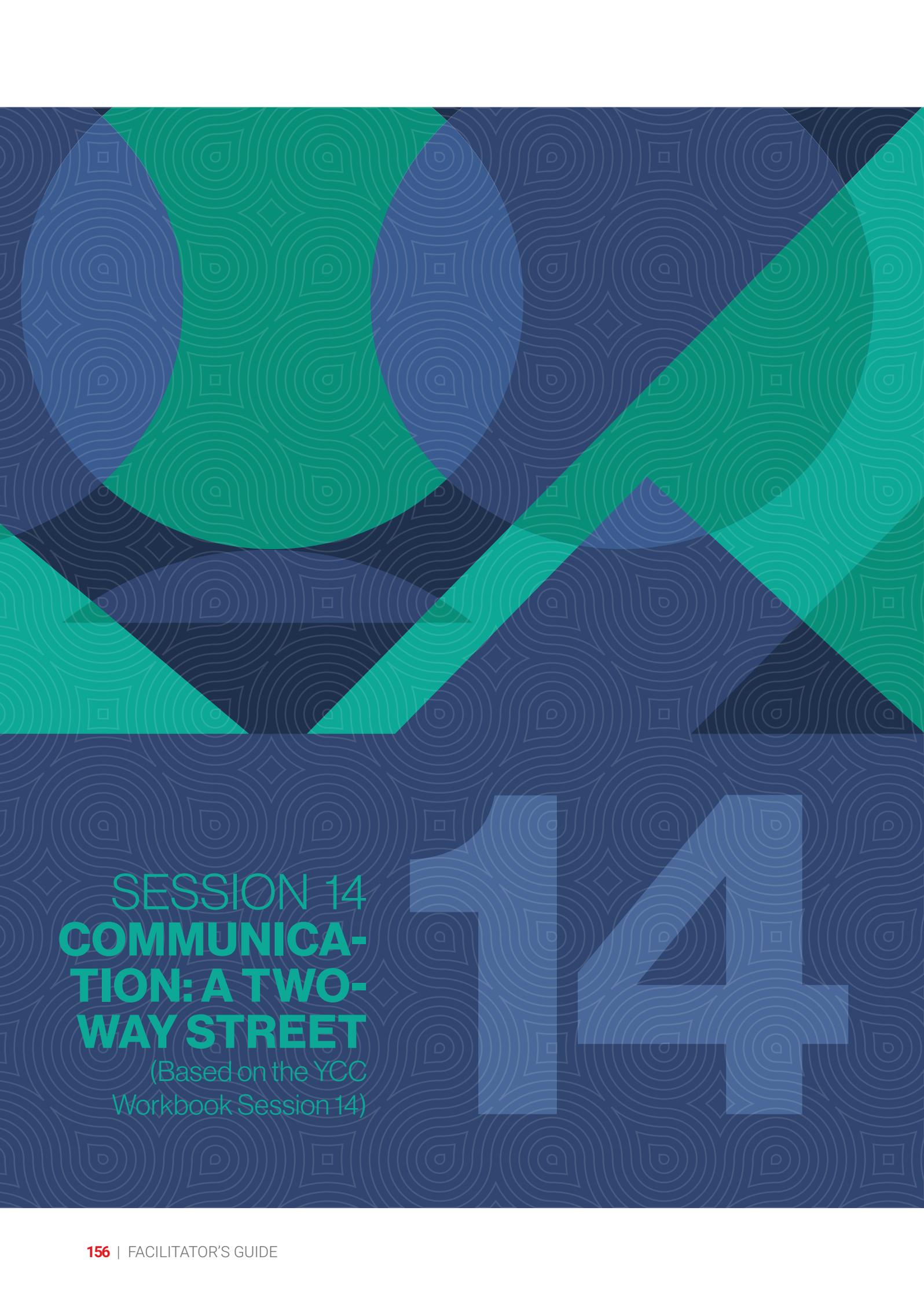
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

- <http://teampata.org/portfolio/managing-grief-and-loss/>
- <https://www.facebook.com/MyFutureFirstSA>
- <https://bwisehealth.com/>
- <https://www.mtvshuga.com/downsouth/>



SESSION 14

COMMUNICATION: A TWO-WAY STREET

(Based on the YCC Workbook Session 14)

14

GUIDELINES

For running a remote support group

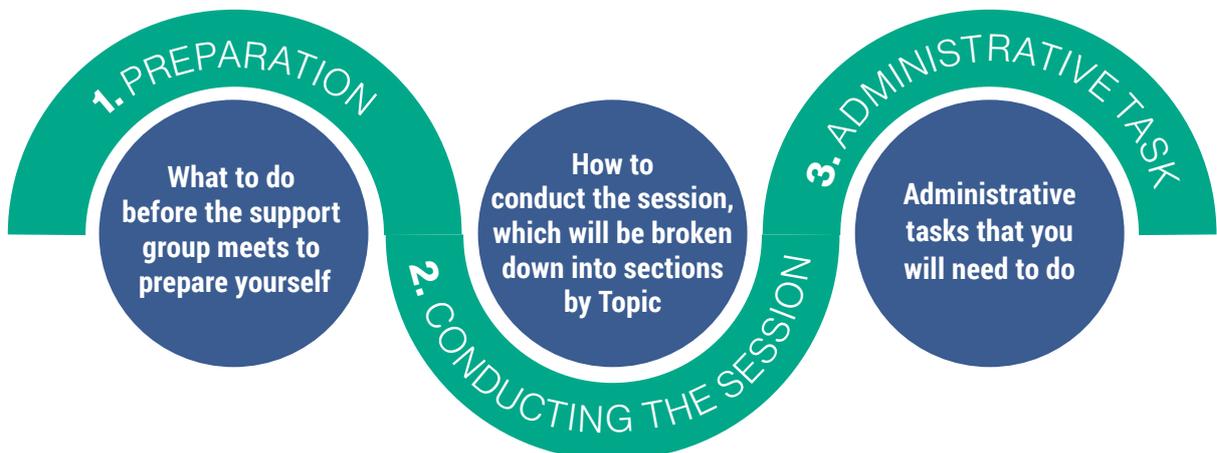
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Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

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NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

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Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

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4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

Note that there are no guiding questions for this discussion



Send an SMS and/or WhatsApp to YCC members

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Comfortable and ready?

1. Ensure that there are as few distractions as possible
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References

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3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1 Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:** *Does everyone feel that they can communicate openly and freely?*
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an icebreaker: Dogs and Cats



SAY

Each person record a voice note making their best dog or kitty sound and send to the group. After everyone sends, take a few minutes to listen to everyone's voice notes

TOPIC 2

Communication



NOTE

Introduce the main topic for discussion: Communication



SAY

- *Hanging out with friends - going to movies, a soccer match and so on - is important.*
- *Human beings really need to connect with one another. It can be very tough when connection to others is disrupted*



ASK &
DISCUSS

- *How did it feel to be in lockdown when Covid-19 was at its worst?*
- *We found different ways to connect. How did you stay connected with your friends and family?*
- *Social media such as Facebook, WhatsApp and Twitter allowed us to continue communicating with one another.*

Introduce the following:

- *We start communicating from the time we are born e.g., a baby cries when it is hungry*
- *We communicate to share our ideas and feelings*
- *Communication helps us to understand the emotions and thoughts of others*
- *We use communication to start relationships and to keep them going*
- *Communication seems like it is dead simple, right? A person just sends a text or starts talking.*
- *Send a thumbs up or thumbs down emoji if you agree or disagree.*



EXPLAIN

- **Reflect on emoji/text responses e.g., “Some people agree communication is simple, others don’t think so.”**
- **Point out that we are not born good communicators, but we can become good communicators**



ASK

- **Why do you think ‘good’ communication is important?**



NOTE

Review responses and add that good communication helps to avoid:

- *Bad relationships*
- *Conflict and fights*
- *Gossip*
- *Uncertainty*
- *Misunderstandings*
- *Loss of trust*

ASK &
DISCUSS

- *You may have heard people speak about "communication skills".*
- *What are some important communication skills you can think of?*



NOTE

If necessary, supplement responses with information below:

- *Listening: If we don't listen and pay attention to what a person is saying, we might get things wrong or come across as being disrespectful*
- *Be clear about what you want to get across: When a person is not clear e.g., "I am not sure if I want to go out" it causes confusion and misunderstanding*
- *Be friendly: the words you use when you text, or the tone of your voice matters. For example, even if you didn't mean to sound grumpy or sarcastic it may come across that way. People usually respond to what they hear or see as unfriendly in the same way.*
- *Be respectful: Even if you don't agree with a person, you can respect their views and opinions and still get your point across.*



EXPLAIN

I am going to give you some examples of 'good' and 'bad' communication skills:

- *"You are saying that you would like me to text you more often". (Good: person has listened and is checking that they got the message correctly)*
- *"You don't know what you are talking about!" (Not so good: the person is being aggressive and disrespectful)*
- *"You'll never guess what Thabo said about Lebo." (Bad: gossip hurts rather than helps communication)*
- *"I can't go out tonight because I am studying for my exam. (Good: the message is clear)*



SAY



NOTE

- **Allow the group to comment**
- **Reflect on responses**



SUMMARISE

The goal of communication is to understand others and for others to understand us. Communication skills help to make this easier.

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



SAY

*Everyone go around the room and complete the following sentence:
"A communication skill I want to practice is ____?"*



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: *Thank you for today's session. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

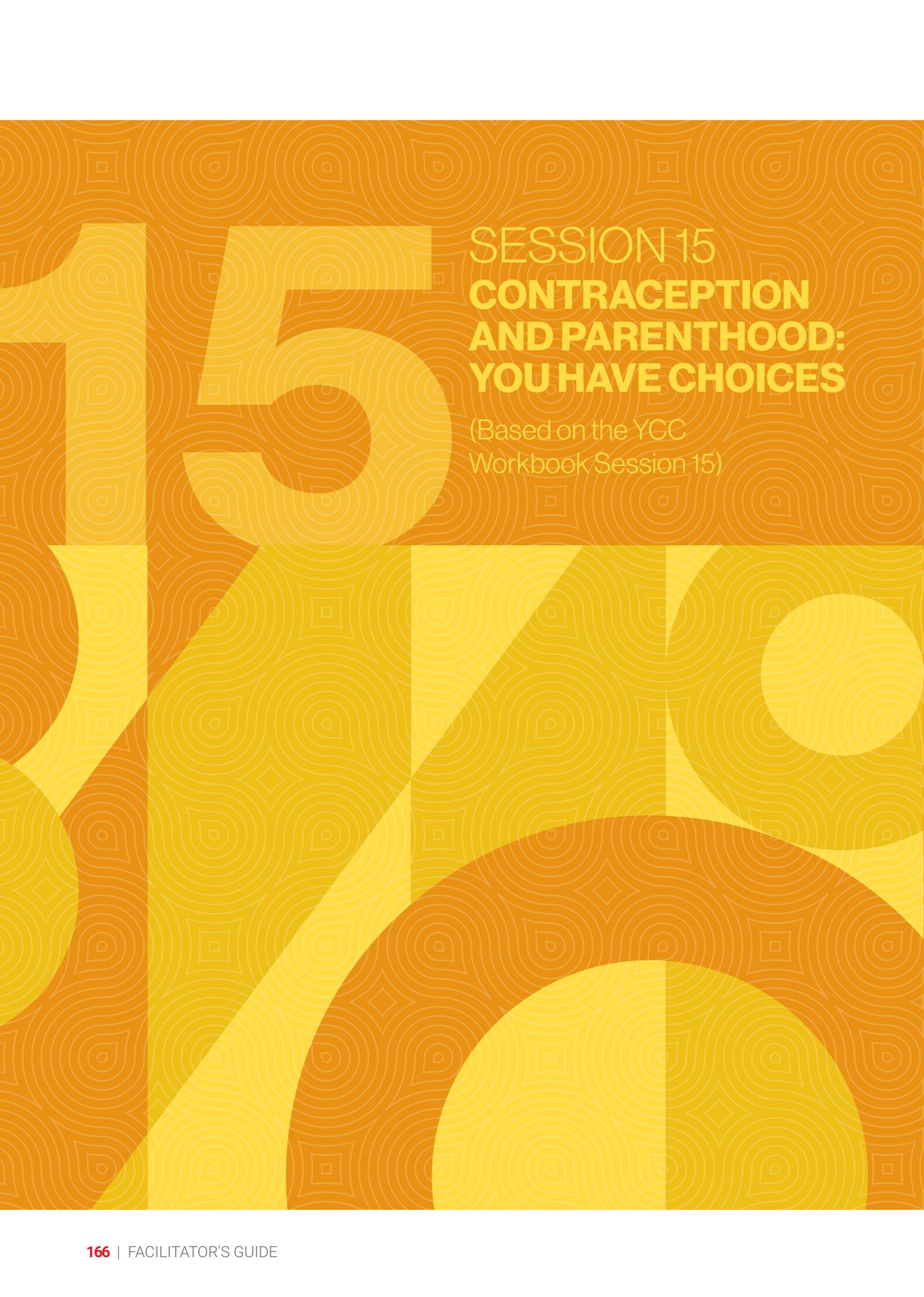
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

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SESSION 15 CONTRACEPTION AND PARENTHOOD: YOU HAVE CHOICES

(Based on the YCC
Workbook Session 15)

GUIDELINES

For running a remote support group

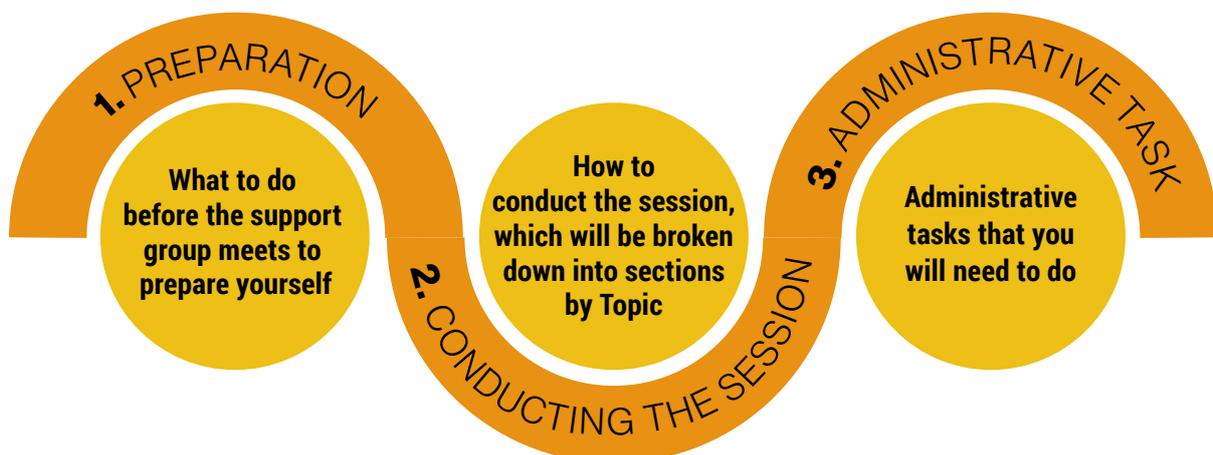
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5

Keep to time

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Indicates a note to the facilitator



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PREPARATION



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Guiding questions for this discussion

1. What are some of the things that are **causing you stress** right now?
2. Does **Covid-19** stress you out?
3. Does **Covid-19 lockdown** stress you out?
4. What can you do to **relieve** stress?



Send an SMS and/or WhatsApp to YCC members

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Comfortable and ready?

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SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min



NOTE

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SAY

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NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down

Ground rules

5
min



NOTE

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to "go around the table" i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
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DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an ice breaker: A lie and a truth

1. **Ask one participant to share one lie and one truth with the group**
2. **Select one member of the group to choose which is a lie and which is a truth**
3. **If the first person gets the answer wrong, the next person gets a chance to try**
4. **Time permitting, you can go around the group in this way**



SAY

Now we are going to do an ice breaker called "A lie and a truth." I will ask one of you to share one lie and one truth, and then someone else will try to guess which is the lie and the truth. If the person chooses incorrectly, then I will ask someone else to guess. If we have more time, we will continue going around the room.

20
min

TOPIC 2

Communication



NOTE

Introduce the main topic for discussion: Contraception and parenthood



EXPLAIN

- *Contraception is used to prevent pregnancy*
- *In South Africa contraceptives can be given to a person without the consent of a parent or caregiver if they are 12 years or older*
- *Before a medical professional prescribes contraception, they will do a medical examination to make sure that the contraceptive will be safe for the person to use*
- *It is important for both men and women to think about contraception if they are sexually active*
- *Men and women can wear a condom to prevent unplanned pregnancy*
- *Women have many options to choose from when it comes to preventing an unplanned pregnancy*
- *Couples can decide together if they want to have a baby*
- *It takes two people to make a baby and two people to take responsibility for that baby*



NOTE

- **Allow the group to respond**
- **Reflect on their responses**
- **Introduce a quiz about contraception**
- **Provide additional information as indicated below**



SAY

- *We are going to play a quiz about contraception*
- *Where possible, the first half of the alphabet will be group A and the second half of the alphabet will be group B*
- *Each group will take turns answering questions*
- *You will be given 30 seconds to respond either True or False.*
- *If you get it right, your team will get one point, but if you get it wrong, the question will go to the other team to answer*

Group A: There are condoms for males and condoms for females (True: the female condom is worn by a woman to stop sperm from entering her body. The male condom is worn by a man to keep sperm from entering a woman's body.)

Group B: You can't get condoms for free (False: You can get them free at your local clinic. You can also get them at a pharmacy, but you will have to pay)



SAY

Group A: The contraceptive pill is a hormonal pill that is taken at the same time every day to prevent pregnancy (True)

Group B: You can get an injection every two or three months to prevent pregnancy (True)

Group A: The injection prevents STIs and HIV (False: Only barrier methods (i.e., condoms) prevent STIs and HIV)

Group B: Implanon (i.e., the implant) is something that is put under the skin of a woman's upper arm that prevents pregnancy for 3 years (True)

Group A: An IUD (i.e., an intrauterine device) is put inside a woman's vagina by a medical professional. It stops the sperm and egg from meeting and making a baby (False: It is not put inside the vagina, it is put inside the uterus)

Group B: An IUD lasts for 5-10 years (True)

Group A: The morning after pill is also called emergency contraception and can be taken after having unprotected sex to prevent pregnancy (True)

Group B: The morning after pill is most effective when taken immediately after having unprotected sex but can be taken up to 10 days after having unprotected sex (False: It is only effective if taken within five days after having unprotected sex)

Group A: Voluntary sterilization is a form of permanent contraception (True)

Group B: When a person chooses voluntary sterilization, they have an operation (True: the pathway for sperm (male) or eggs (female) is cut or tied)



NOTE

Add up the scores and award a "virtual trophy" to the winning team



SUMMARISE

- Contraception prevents pregnancy
- It is important to always use a condom to protect yourself and your partner from STIs and HIV
- There are many different contraceptive methods to choose one
- Your health care provider can help you choose the right one for you
- It is important to communicate with your partner about family planning and use

5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



ASK

Who can make two new words out of the word *CONDOM* in the fastest time possible? (e.g., *Doom, Mood, No, Nod*)



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: Thank you for today's session. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



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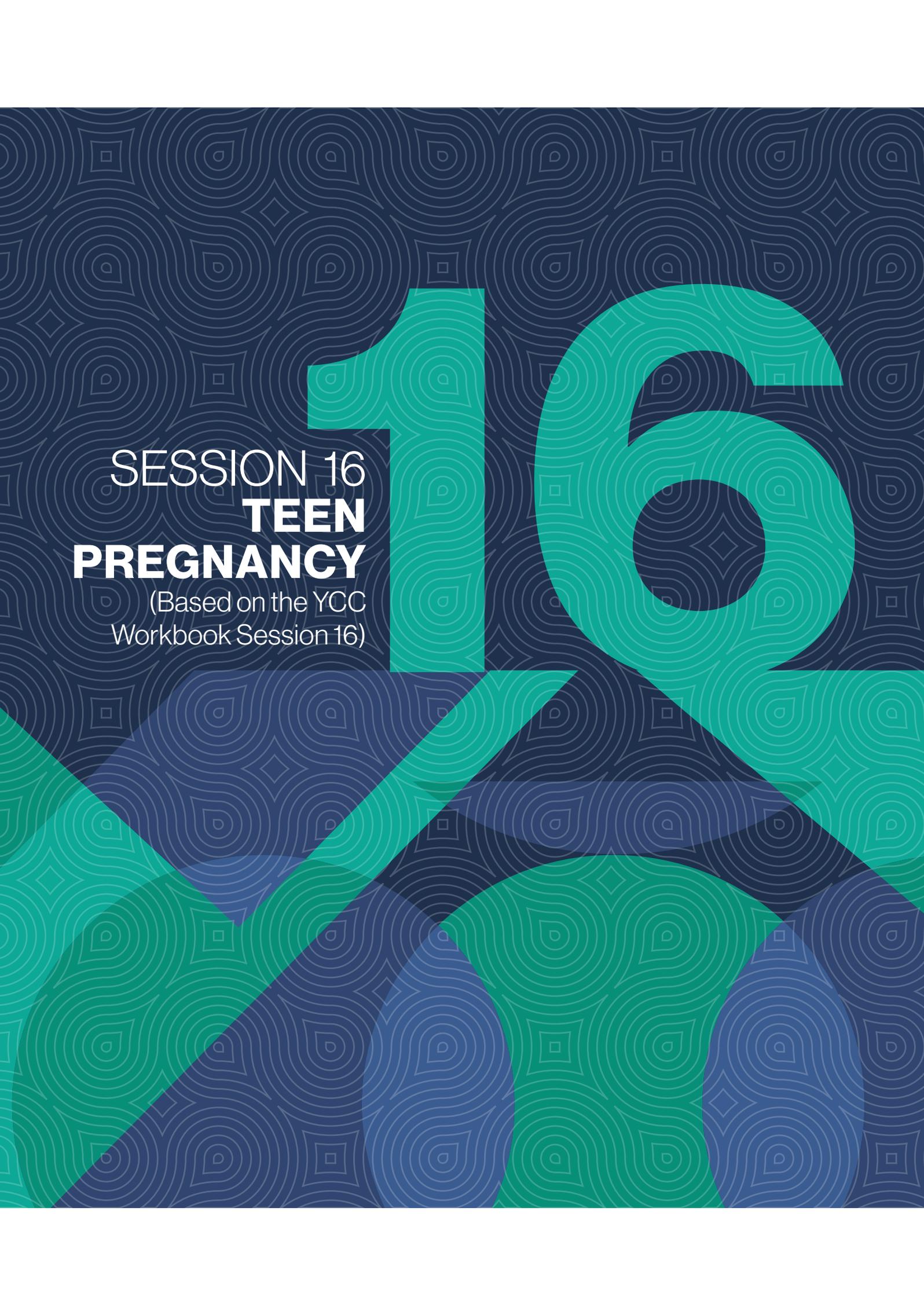
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4. [Cool Communications](#)



SESSION 16 TEEN PREGNANCY

(Based on the YCC
Workbook Session 16)

16

GUIDELINES

For running a remote support group

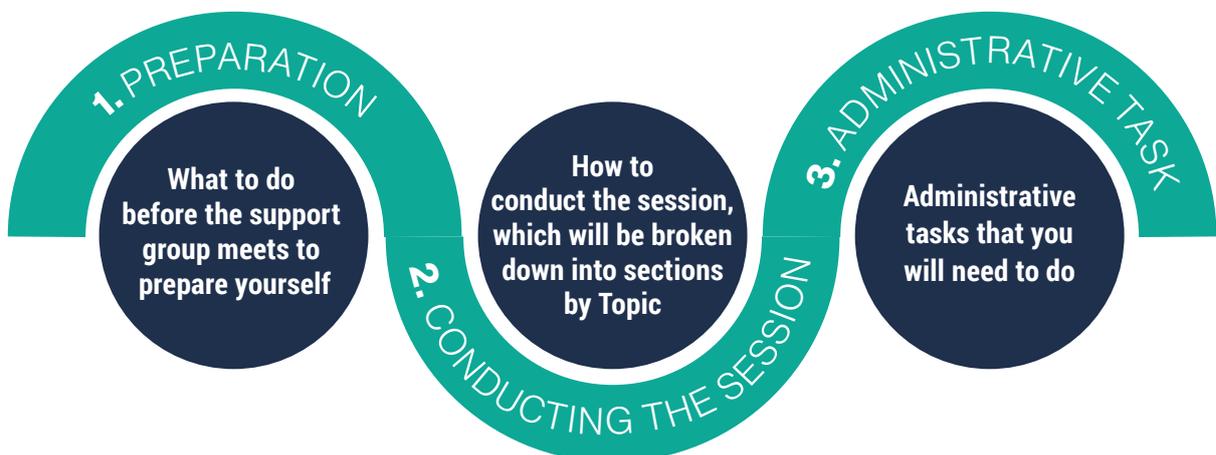
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Guiding questions for this discussion

1. What do I know about **teen pregnancy**?
2. What are the **reasons** for teen pregnancy?
3. What can be done to **avoid** unwanted and unplanned pregnancy?



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SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min



NOTE

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3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

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EXPLAIN

Explain key discussion points:

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DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**

Does everyone feel that they can communicate openly and freely?

- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an icebreaker: three-question quiz



SAY

I am going to make a statement and you must respond thumbs up for “true” or thumbs down for “false”:

- *A girl can get pregnant the first time she has sex (True: A girl can get pregnant anytime she has unprotected sex including the first time)*
- *Emergency contraception (EC) can be used to prevent pregnancy after unprotected sex. (True and must be taken as soon as possible and within 5 days after having unprotected sex)*
- *With teenage pregnancy there can be health risks for mom and baby. (True)*

20
min

TOPIC 2

Teen pregnancy



NOTE

Introduce the main topic for discussion: Teen Pregnancy



SAY

Think back to the session "My Future: Dreams and Ambitions" (Session 10).



NOTE

Summarise key information from Session 10



ASK &
DISCUSS

How easy or difficult would pregnancy make it for you to reach your future goals? Can everyone respond on a scale of 1 – 5 (with 1 being very easy and 5 being very difficult).



NOTE

Ask participants to explain reasons for their response. Share the below reasons if they are not addressed by the group:

- Unable to finish school
- Unable to work
- Less able to think about the future
- Difficult to plan for the future
- Less time for activities that would bring me closer to achieving goals
- Loss of freedom

Reflect on responses, highlighting how these might interfere with reaching goals.



ASK &
DISCUSS

Why do you think teen pregnancy happens?



NOTE

Respond to the feedback, adding points below if not already mentioned:

- *Sexual violence*
- *Lack of information on sexual and reproductive health and rights (SRHR)*
- *Limited access to SRHR services*
- *No youth-friendly services*
- *Difficulties in navigating negotiation of condom use*
- *Risk-taking behaviours*
- *Poverty*
- *Lack of guidance from parents*



SUMMARISE

- *There are many reasons why a young girl might become pregnant*
- *A teen pregnancy is defined as a pregnancy experienced by a girl between the age of 10-19*
- *About one-million babies are delivered a year in this age group in South Africa (Statistics South Africa, 2018)*
- *Some pregnancies are planned, but the majority are unplanned and unwanted*



EXPLAIN

- *No matter what the situation, it is very important that teens who get pregnant get good care and attention*
- *Young age increases the risk for mother and baby (e.g., low birth weight, premature delivery)*
- *Many young people are taken by surprise and don't know what to do when they find themselves in this situation*

ASK &
DISCUSS

How would a girl know if she was pregnant?



NOTE

Note the responses and add the following:

- *Missed menstrual period*
- *Nausea or vomiting (often called 'morning sickness' though it can happen any time of the day)*
- *Going off certain foods: especially meat and fatty food*

- Sore breasts
- Feeling tired
- Weight gain
- Swollen tummy
- Mood swings
- Frequent urination



EXPLAIN

- *It is a difficult time for a young person. They may not know where to turn. They may panic.*
- *It is important to confirm the pregnancy - buy a test kit from the pharmacy or visit the nearest clinic*
- *Make sure everything is going ok - get checked by a health professional in the first 3 months as well as attend all your antenatal visits*
- *If the mother is HIV positive, it is important to get advice on how to avoid passing the virus on to the baby (mother-to-child transmission)*
- *Take prenatal vitamins*
- *Reach out to your support network for practical or emotional support*
- *Ask about young mothers' support groups in your area*

20
min

TOPIC 3

Closing the session



NOTE

Conclude the session on a positive note.



SAY

I am going to share a statement: Girls must be able to make their own decisions about their bodies and their futures. They should also have access to healthcare services as well as to information and education. Choose an emoji to express how this statement makes you feel (e.g., a thumbs up, a smiley face, etc.)



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: *Thank you for today's session. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

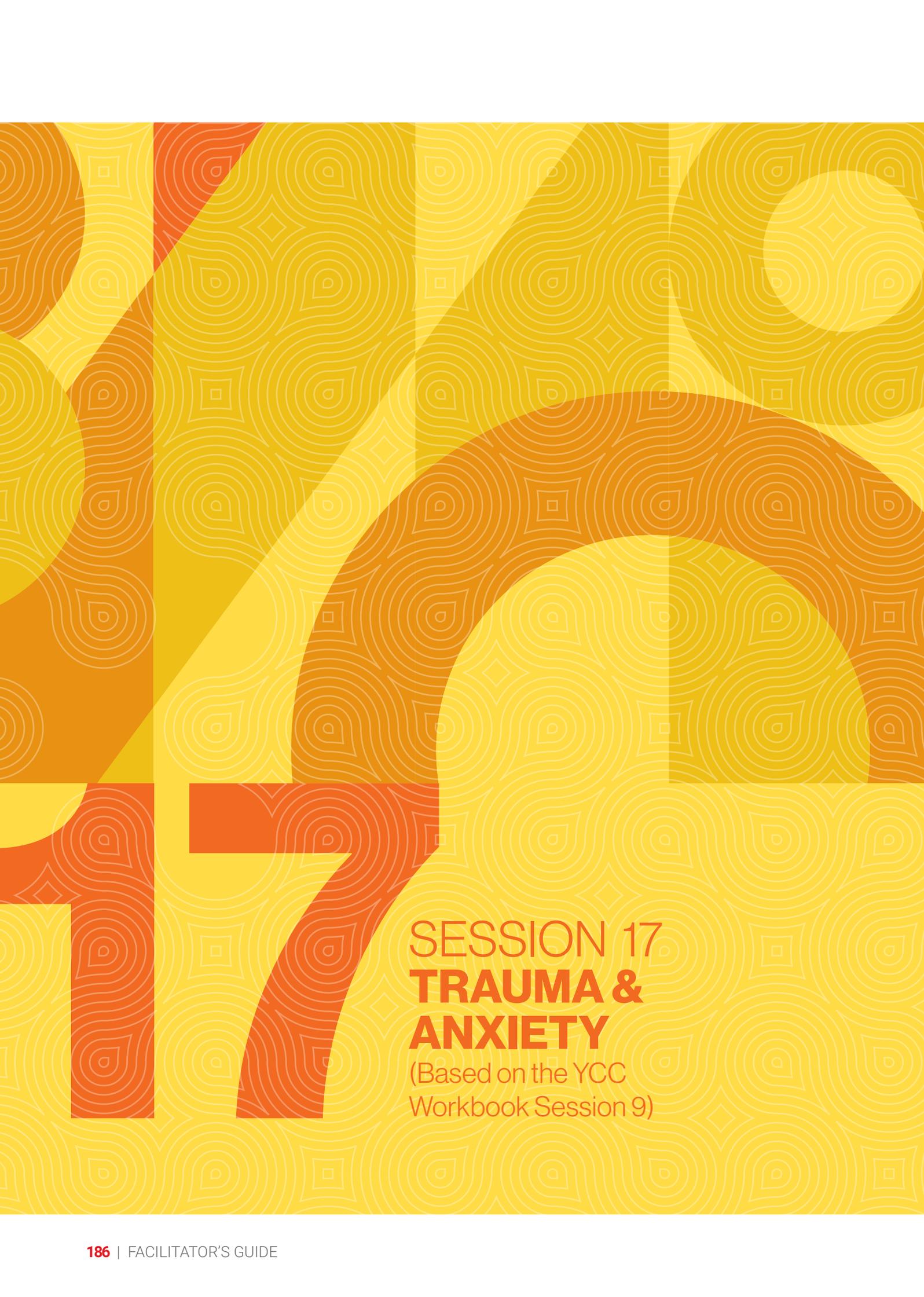
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Cool Communication: Teen Pregnancy**
2. **MTV Shuga :16 and Pregnant:** <https://www.youtube.com/watch?v=kfYh39Aa7Vg>
3. <https://www.facebook.com/MyFutureFirstSA>
4. <https://bwisehealth.com/>
5. <https://www.mtvshuga.com/downsouth/>



SESSION 17

TRAUMA & ANXIETY

(Based on the YCC
Workbook Session 9)

GUIDELINES

For running a remote support group

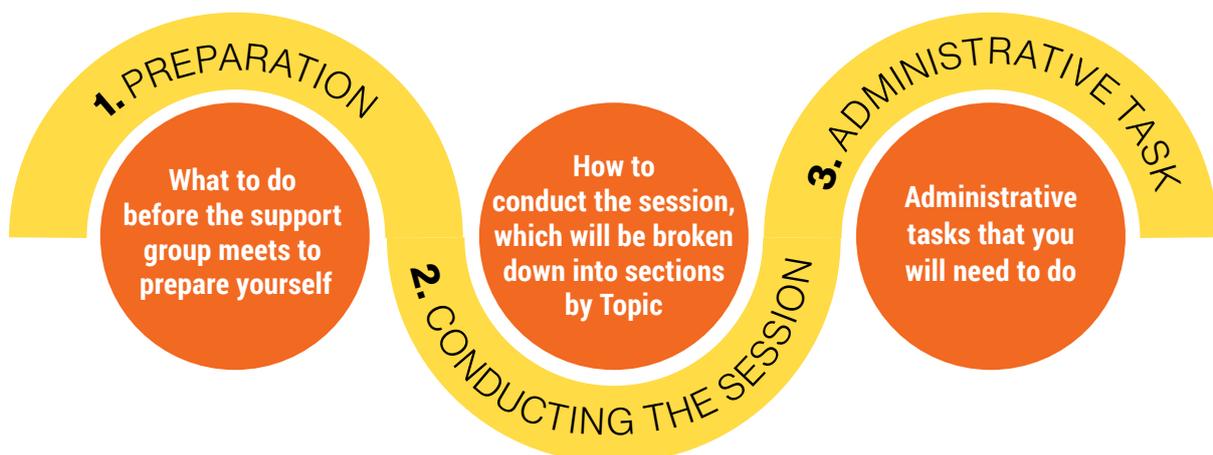
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For facilitators

1

Remember you are a **resource for your group** and not an on-line counsellor – your role is to **spark discussion**, help participants express their feelings, disseminate information and help with referrals to helplines and other support platforms

2

A good facilitator talks less and **listens more** – you will not have non-verbal cues to help you know when and how to intervene. Active reading is therefore key

3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

Throughout the Facilitator's Guide, you will see action words with corresponding icons to help guide your facilitation of the YCC sessions:



NOTE

Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

1. **Review the topic** to be addressed so that you are familiar with the content
2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

Note that there are no guiding questions for this discussion



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*



DISCUSS

- **Check that everyone feels that they can communicate openly and freely:** *Does everyone feel that they can communicate openly and freely?*
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

10
min

- **Do an icebreaker**
- **This is a light-hearted activity**
- **Encourage the group to be creative/have fun**



NOTE

1. **Nominate one member of the group as the “traveller”. They are going to Durban on holiday.**
2. **The rest of the group must help them to pack their suitcase. Each person must come up with one thing that should go into the case using an emoji symbol that starts with the letter of their first name**



SAY

1. *I am going to nominate [insert person’s name] as the “traveller”. They are going to Durban on holiday.*
2. *You must help them to pack their suitcase. Each person must come up with one thing that should go into the case using an emoji symbol that starts with the letter of your first name*

20
min

TOPIC 2

Trauma & Anxiety



NOTE

- **Introduce the main topic for discussion: Trauma**
- **Trauma and anxiety are sensitive topics**



SAY

- *Some people might find it hard to talk about this*
- *If anyone would like to share an experience they have had, please feel that this is a safe space to share*
- *If anyone would like to speak to me after the group, you are most welcome to*
- *I will also provide you with contact numbers for support at the end of the session*



ASK &
DISCUSS

What kinds of experiences may make a person feel very afraid (e.g., being attacked)?



NOTE

Note the responses and adds from the following points where necessary:

- *Rape*
- *Natural disaster (floods)*
- *Violence*
- *Severe illness*
- *Serious Injury*
- *Abuse*



EXPLAIN

Terrifying events like these are called "traumatic experiences":

- *A person thinks they might die or suffer serious injury (e.g., an armed robbery)*
- *A person can be directly involved or an observer (e.g., being in a bad taxi accident or watching the accident happen)*
- *A person learns of a traumatic event that has happened to a close family member or friend (e.g., that this person was murdered)*

- Everyone responds differently to trauma and stress. Some people may get over their experience in a short time, others will not.
- If the bad thoughts and feelings haven't gone away after a month, the person may be "stuck" in the trauma and should seek professional help.



EXPLAIN

Frightening thoughts and feelings (i.e., psychological, physical, emotional and cognitive) are symptoms of trauma. The person may:

- Be unable to stop thinking about what happened
- Have nightmares about what happened, which is normal and has to do with your brain trying to make sense of what happened to you)
- Feel as if what happened in the past is happening all over again in the present
- Avoid going places that remind them of what happened
- Feel irritable or angry
- Feel extreme anxiety (i.e., constantly on edge and jumpy)



EXPLAIN

When a person knows what is happening and why it is happening (i.e., that they are experiencing trauma), it can help them to realise that they are not losing their mind and with support they will learn coping skills.

There are also other experiences of trauma that may be less severe. These traumas can also affect a person negatively. Give examples:

- A break-up
- Unfaithfulness
- Having to relocate
- Bullying
- Interpersonal conflict



EXPLAIN

Someone who has experienced trauma may feel:

- Confused
- Sad
- Anxious
- Stressed
- Emotional
- Upset
- Exhausted



SUMMARISE

- *It is normal to experience a range of strong reactions after a traumatic event*
- *Everyone copes differently with trauma*
- *The extent of someone's trauma can be affected by exposure to multiple traumas or exposure to trauma over a long period of time*
- *Trauma can lead to mental health problems that can interfere with everyday life*



NOTE

- **Encourage group members to get professional help if they recognize signs of trauma in themselves, a friend or a family member**
- **Provide the group with contact details for counselling and support**

5
min

TOPIC 3

Closing the session



NOTE

Conclude the session on a positive note.



SAY

Let's go around the room and everyone share one wish for the group using words or emojis



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session: *Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **Adolescent Depression Awareness Programme (no date). Adolescent depression: what we know, what we look for and what we do. Retrieved:** https://www.hopkinsmedicine.org/psychiatry/specialty_areas/moods/adap/docs/adap-booklet_final.pdf
2. <https://www.facebook.com/MyFutureFirstSA>
3. <https://bwisehealth.com/>
4. <https://www.mtvshuga.com/downsouth/>



SESSION 18 NUTRITION & EXERCISE

(Based on the YCC
Workbook Session 18)

GUIDELINES

For running a remote support group

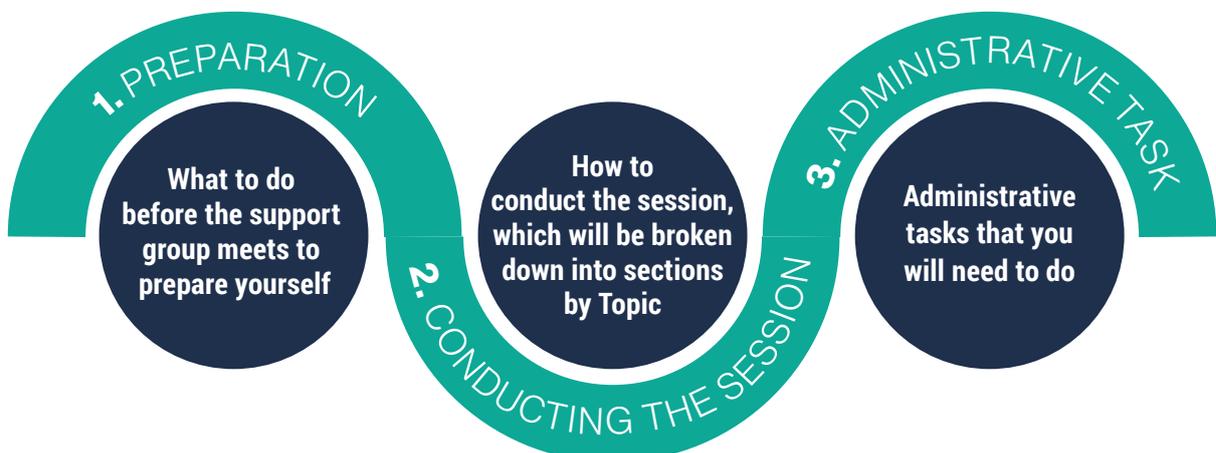
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3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

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EXPLAIN

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SAY

Indicates that the facilitator should follow the script for what to type to participants



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Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

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3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a “do not disturb” sign
4. Ensure your phone is charged



Guiding questions for this discussion

1. Does **what** we eat matter?
2. How much do you **love your body**?
3. Is it boring to eat **healthy food**?



References

1. <https://www.facebook.com/MyFutureFirstSA>
2. <https://bwisehealth.com/>
3. <https://www.mtvshuga.com/downsouth/>



Send an SMS and/or WhatsApp to YCC members

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5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session

SECTION #2

CONDUCTING the session

TOPIC 1 Welcome

Welcome

5
min



NOTE

1. Welcome participants to today's YCC session
2. Ask for everyone to introduce themselves
3. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*

ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

5
min

Do an icebreaker: Favourite meal



ASK

Let's all go around the room and imagine (using words or emojis) if you could order any main course you want, what would your order be?

20
min

TOPIC 2

Nutrition & Exercise



NOTE

Introduce the main topic for discussion:
Nutrition and Exercise



ASK &
DISCUSS

When someone starts talking about eating healthy food, what do you feel?



NOTE

Review and comment on responses e.g., “most people feel...”



ASK &
DISCUSS

If your body could talk, what would it say?



NOTE

Note responses and add the following:



SAY

Some people may feel...

- *Loved/unloved*
- *Respected/disrespected*
- *Like a temple/like a rubbish bin*



EXPLAIN

*How we treat our bodies makes a difference to how we feel about ourselves.
When we treat our bodies well, we feel good about ourselves.*



ASK &
DISCUSS

What are some ways we can treat our bodies well?



NOTE

Reflect on responses and add the following:

- *Healthy eating*
- *Exercise*
- *Drink lots of water*
- *Plenty of rest/sleep*

ASK &
DISCUSS

What are the benefits of eating healthily? Maintaining a healthy weight is only one benefit; there are many more...



NOTE

Reflect on responses and add the following:

- *Feel better physically and emotionally*
- *Strong bones and teeth*
- *Better memory*
- *Stronger immune system/ability to fight infection better*
- *Sleep better*
- *Reduces the risk of certain chronic diseases (e.g., heart disease, diabetes)*
- *More energy/feel more alert*



EXPLAIN

- *Eating healthily means eating certain foods and quantities that are good for you*
- *When we eat too much of the wrong food (i.e., large amounts of unhealthy food) it can lead to health problems*
- *We often feel pressure, especially young women, to diet in order to 'be skinny'. Or young men may feel pressure to diet in order to achieve a 'lean, muscular' look. It is important to remember that diets are fads and may not be healthy for you. It is always best to consult a health professional first before going on a diet*



ASK

Eating healthy means eating a 'balanced diet'. What does it mean to have a 'balanced diet'?



SUMMARISE

When we speak about a 'balanced diet' we mean incorporating healthy amounts of the following food groups into our diet:

- Grains (bread, rice, cereals)
- Vegetables
- Fruit
- Dairy (milk, yoghurt)
- Protein (meat, eggs)
- Water



EXPLAIN

In addition to eating a healthy, balanced diet, exercise is equally as important.



ASK

- Do you exercise?
- What kind of exercise?



NOTE

Respond positively to those who are exercise and encourage those who are not exercising to explore different types of exercise



EXPLAIN

Overall, exercise is great for your physical and mental health.

There are many benefits:

- Maintain a healthy weight/keep in shape
- Reduces risk for certain illnesses/diseases
- Great for your brain
- Improves mood (releases feel-good chemicals in the brain)
- Reduces stress
- Improves sleep
- Increases energy
- Can be fun
- Can be a source of socialising

5
min

TOPIC 2

Closing the session



NOTE

Conclude the session on a positive note.

SAY

Send an emoji that symbolises your favourite healthy food

ASK

How was the group session for you today? You can share one word or emoji.

SAY

Thank everyone for today's session:*Thank you for today's session.**I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms*

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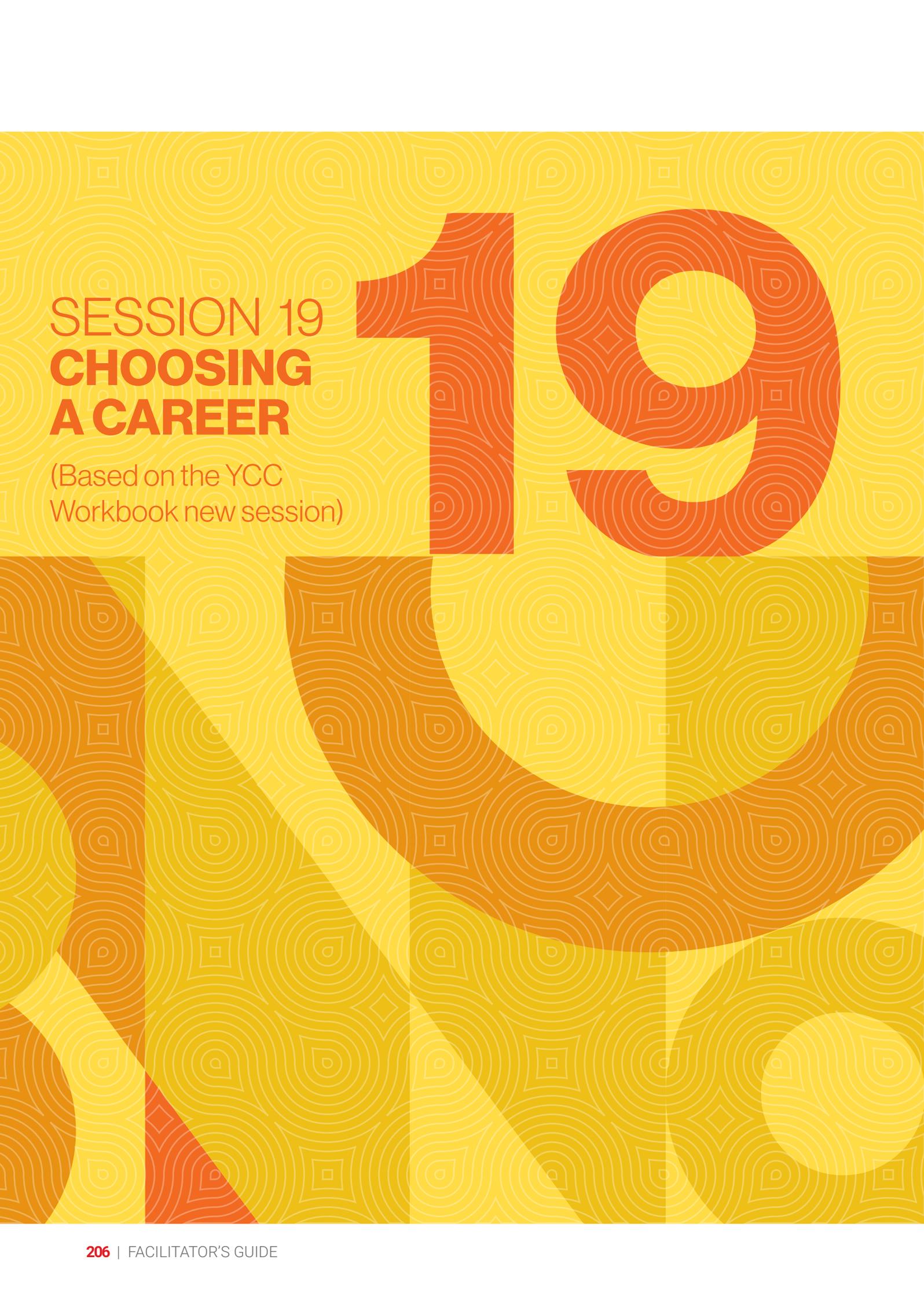
SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
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RESOURCES (additional)

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SESSION 19

CHOOSING A CAREER

(Based on the YCC
Workbook new session)

GUIDELINES

For running a remote support group

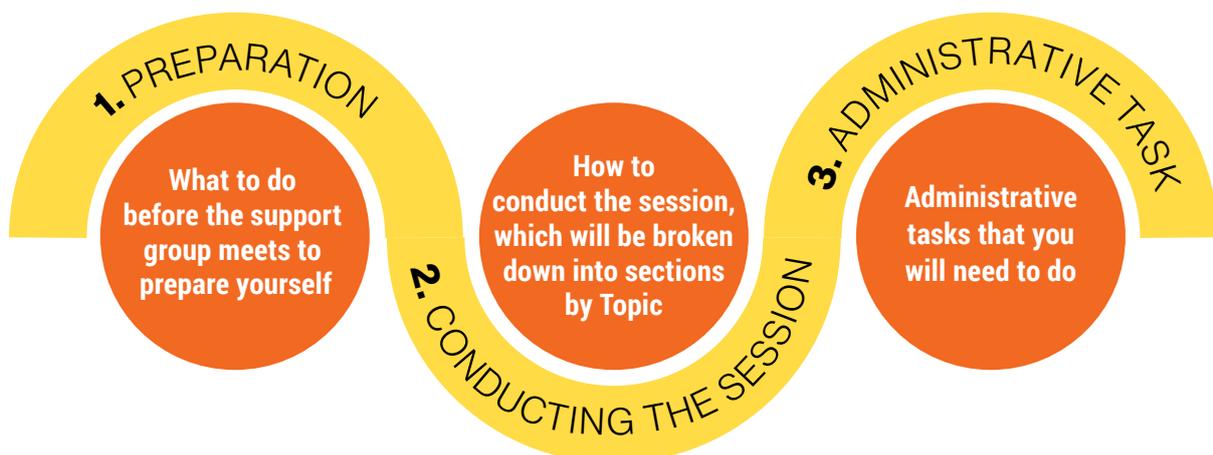
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3

Make sure to be very **clear in your messages** so that you don't leave any room for confusion or misunderstanding

4

Use plenty of **verbal acknowledgement** e.g., "Thank you for that Nomsa..."

5

Keep to time

ICONS

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Indicates a note to the facilitator



EXPLAIN

Indicates that the facilitator should explain the information in their own words



SAY

Indicates that the facilitator should follow the script for what to type to participants



ASK

Indicates that the facilitator should ask a question



DISCUSS

Indicates that the facilitator should talk about a specific topic



SUMMARISE

Indicates that the facilitator should summarise key points from the discussion

You will also see special formatting to help guide your facilitation:

Bold:

Notes to the facilitator

Italics:

What to type when you are sending messages

SECTION #1

PREPARATION



Prepare in advance

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2. **Prepare a list of questions** to guide the discussion
3. **Structure the session** including time allocation per each topic
4. **Establish the time allocated** for each part of the session
5. Make sure you have **pen and paper** or any material to record the attendance register



Guiding questions for this discussion

1. Why is a **career** important?
2. What does a person need to know about **choosing a career**?



Send an SMS and/or WhatsApp to YCC members

1. Remind them about the **time** of the group and to be available at the time
2. Be specific about the **duration** of the group session e.g., 30 minutes
3. Factor in **additional "set up" time** to get everyone connected and deal with issues like poor audio quality/connectivity issues
4. Tell them **what tools**, if any, they will need (e.g., pen, pencil)
5. If possible, **send information** about the session before the session, and include a key question or activity in preparation of the session



Comfortable and ready?

1. Ensure that there are as few distractions as possible
2. Use earphones if required
3. Find a quiet spot or put up a "do not disturb" sign
4. Ensure your phone is charged



References

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3. <https://www.mtvshuga.com/downsouth/>

SECTION #2

CONDUCTING the session

TOPIC 1

Welcome



NOTE

Welcome

5
min

1. Welcome participants to today's YCC session
2. Ask for everyone to describe how they are feeling today



SAY

Hello everybody, welcome to today's YCC session! Please can everyone introduce themselves by typing their name and describe in one word or an emoji how you are feeling today.



NOTE

Read their responses and make a general statement about how everyone is feeling today. There may be some exceptions but stick to the majority feeling.



SUMMARISE

Example responses:

- Everyone seems happy today and that's wonderful!
- It's hard to be happy all the time. Sometimes things get us down



NOTE

Ground rules

5
min

Ground rules are important because it sets guidelines and creates a safe space

1. **Set the ground rules**
2. **Ask if anyone has questions**



EXPLAIN

Explain key discussion points:

- *It is often best to “go around the table” i.e., engaging your participants one-by-one. Explain that this helps to avoid people talking over one another*
- *Remind everyone about the topic/questions/activities*
- *Remind participants about safeguarding confidentiality*

ASK &
DISCUSS

- **Check that everyone feels that they can communicate openly and freely:**
Does everyone feel that they can communicate openly and freely?
- **Check that everyone received a text communication about the topic as well as any questions/activities you may have sent:** *Did everyone receive a text communication about the topic/questions/activities?*



NOTE

Ice Breaker

10
min

Do an icebreaker: three-question quiz



SAY

Let's all go around the room, and everyone share their ideal career

15
min

TOPIC 2

Choosing a career



NOTE

Introduce the main topic for discussion:
Choosing a Career



ASK &
DISCUSS

Why do you think it is important to have a career?



NOTE

- **Comment on responses**
- **Add the following points if not already mentioned:**
 - *You can earn money*
 - *You feel good when you can do something well and earn money for doing it*
 - *You become a productive citizen and valued community member*
 - *You develop new skills and learn new things*
 - *A career can contribute to the development of self-worth, respect and dignity*



EXPLAIN

Choosing a career means thinking about what you are good at. Here are some broad job categories:

- *Writing and communication (e.g., Marketing, PR, Social media manager)*
- *Numbers (e.g., mathematician)*
- *People (e.g., psychology, sociology)*
- *Arts (e.g., Painter, ceramicist)*
- *Entrepreneurial (i.e., person who creates new businesses)*
- *Administrative (e.g., office manager)*
- *Mechanical (e.g., engineer, technician)*



ASK

- *What do you/did you enjoy at school?*
- *What subjects do you/did you do well in?*



NOTE

Acknowledge responses



EXPLAIN

Doing well in a subject can indicate a person's aptitude (i.e., talent or ability to do something)



EXPLAIN

In addition to someone's natural skill/talent, career choices are also influenced by a person's motivation or what they value (e.g., money, job satisfaction):

- *Internal motivation: when you are driven to perform because you enjoy or get pleasure out of it.*
- *External motivation: is that you are driven to perform in order to achieve an award or avoid punishment.*
- *Lifestyle values: e.g., time with your family, living overseas, owning a house, saving money, living in a big city*



ASK

What values are especially important to you?



NOTE

Reflect on responses



SAY

Now that you know a bit more about yourself, let's think about the next step - What is your dream career and how can you achieve it?



NOTE

This activity can be introduced in the group and then continued individually after the group if you run out of time



SAY

Explain the activity:

1. Step 1 - What is your dream career?
 - *Write down your dream careers*
 - *Think about what you are good at*
 - *Think about your values, interests and what motivates you*
 - *List the careers that you feel would make a good match for you*
 - *Make a short list of 5 options*

2. Step 2 - How can you achieve your dream career?

- *Draw a map (like a road map) of all the things that you will need to do to achieve your goal*
- *Include obstacles/challenges (potholes in the road) and how you will overcome them*



ASK &
DISCUSS

What might be helpful for you when making decisions about your career pathway?



NOTE

Respond to the feedback



SUMMARISE

- *It is easy to be influenced by others. Try to step back and reflect on what feels good for you rather than what you think you should be doing based on what others believe*
- *Listen to advice but don't make quick decisions - pause, reflect and then act*
- *Research different career options and stay up-to-date with what is happening in that field/industry*
- *Take an online aptitude test*
- *Volunteer or job shadow to explore something you are interested in and to gain experience*
- *Choose something you feel passionate about*
- *Understand the money side. Consider your budget and what salary you would need in order to meet your needs (although happiness and job satisfaction is important, financial security is critical)*



EXPLAIN

It is also important to think about qualifications and skills. Here are some examples of qualifications:

- *Passing Matric on level 3 can determine a person's career options*
- *Certain qualifications may determine if you qualify to study at university or a TVET (Technicon)*
- *Higher Certificate Programs*

- *Diploma*
- *Bachelor's degree*
- *Master's degree*
- *PhD*



ASK

Another option is to grow your own business and become self-employed. Can you name any famous entrepreneurs who founded their own businesses?



SUMMARISE

There are many careers and opportunities out there. It is about finding the one that suits YOU best and then persevering to achieve what YOU want.



5
min

TOPIC 3

Closing session



NOTE

Conclude the session on a positive note.



SAY

Everyone go around the virtual room and use an emoji to share what you would like to achieve out of your career.



ASK

How was the group session for you today? You can share one word or emoji.



SAY

Thank everyone for today's session:

Thank you for today's session. I hope you enjoyed it. Feel free to send me questions via the chat/ text to be answered in the next group/or in Cool Comms



NOTE

Give YCC Careline contact number or other contact numbers for supportive counselling

SECTION #3

ADMINISTRATIVE tasks

TASK	COMPLETED?
Complete attendance register	
Write down any important notes to remember for next session	
Set the date and time for next session	

RESOURCES (additional)

1. **American Addiction Centres (September 25,2019). When does binge drinking become a problem? Retrieved:** <https://americanaddictioncenters.org/alcoholism-treatment/binge-drinking-problem>
2. <https://educonnect.co.za/useful-resources>
3. **Western Cape Government (2018) Your future starts now: Know what to do with your matric results. Retrieved:** <https://www.westerncape.gov.za/general-publication/your-future-starts-now-know-what-do-next-your-matric-results>
4. <https://www.facebook.com/MyFutureFirstSA>
5. <https://bwisehealth.com/>
6. <https://www.mtvshuga.com/downsouth/>

