

ISO SOCIAL SERVICES AND PROJECTS

REPORT ON #GIRLS ONLY CAMP

NOVEMBER 2017



Group Name: #GirlsOnly
Facilitators : Nonhlanhla Mthembu
Nomsa Yende
Selina Nkomonde
Girls in attendance: 30
Age group: 14 to 20 years old
Number of Sessions: 08
Camp Date: 03 November 2017 – 06 November 2017
Camp location: Altelekker youthcampsite
PO Box 31 Irene, Pretoria
0062

Attendance registers:
Register circulated

TOTAL NUMBER OF SESSIONS

Sessions	Topic	Learning outcome	Facilitator
Session 1	Self Identity	To identify their ability in order to increase their self-identity	Selina Nkomonde
Session 2	Being a woman	Understanding their identity, role and importance	Nomsa Yende
Session 3	Building self-esteem and confidence	To explore ways on how to boost self-esteem and self-confidence which will	Nomsa Yende

		overall will increase their self – worth	
Session 4	Assertiveness and boundaries	Learning to set personal boundaries, and improve their assertive communication skills	Selina Nkomode
Session 5	Women and healthy lifestyle	To educate the youth on how to take care of their bodies for their own wellbeing	Nonhlanhla Mthembu
Session 6	My rights and goals	The ability to identify sexual violation, and the responsibility to respect other human rights.	Nonhlanhla Mthembu and Nomsa Yende
Session 7	Risky behaviour	Highlighting and understanding behaviours that can compromise their lives as youth or generally as women, such as teenage pregnancy and HIV/AIDS.	Nomsa Yende
Session 8	Non-violence communication (NVC)	To educate the youth about communicating without being violent, listening to their feelings and being aware of their behaviour and how they respond to situations	Nonhlanhla Mthembu
Additional activity	Relationship talk	To assist the youth to know more about relationships and how best they can handle and cope with their relationships.	Facilitated by: Nonhlanhla Mthembu Guest Speaker: Mr S.Mahlangu

Introduction

#Girls Only Camp is a concept emerging from the increase in social issues that affect vulnerable girls, young and old. Looking into these social issues, #Girls Only strives to equip, build and develop self awareness, self esteem and self development in young girls who are exposed to dysfunctional environments.

#Girls Only aims to assist girls in being resilient, persistent and to persevere in this ever changing world by providing psychosocial support in every sphere of their lives. We have taken a step in introducing a social behaviour communication change programme to increase their independence, self-esteem and self – efficacy. Also to minimise risky behaviours that expose them to HIV and the possibility of unwanted (teenage) pregnancy.

We seek to create a safe and enabling environment in which young girls can safely engage in discussions about HIV prevention and teenage pregnancy and many other related social issues affecting them negatively.

A needs analysis was conducted by studying the high numbers and patterns presented by South African statistics (Stats SA) on orphan vulnerable children, youth headed households and child headed households. Looking at the figures, it was evident that the youth (especially young girls) needed to be supported emotionally and psychologically.

Overall purpose

The overall purpose was to explore the idea of self-knowledge and to be able to understand how better self-knowledge can help them overcome the challenges that they face as young women in South Africa.

Objectives of the sessions:

The long term objectives of the sessions were to enhance the relationship between the girls and the facilitators.

The short term objectives were to help the girls share their collective experiences and share how they cope with the everyday challenges that face around their communities.

From those objectives, we worked from each individual's identity, behaviour, emotions, and values and needs to maintain their individualisation. We emphasized and maintained the value of confidentiality in the group by believing in the worthiness of group members as human beings and as unique people and to respect them and not judge them based on experiences they share in the group.

Content

Initial Phase:

The initial stage was characterised with uncertainties and anxieties. Most group members seemed not to trust one another and did not trust the facilitator in sharing sensitive issues they experience. There was some tension between members as they were not sitting closer to each other on our first sessions. The facilitators were the only link among them as the members continued to interact directly and only with facilitators.

The use of the programme activity such as introductions of group members and ice breakers assisted the girls to be comfortable with each.

We used the introduction metaphor to help members get acquainted. We clarified the purpose and objectives of the group so that members learn and know what is expected of them in all group sessions and activity.

According to **Mohapi (2010:18)** the facilitator can establish a positive tone by being enthusiastic and drawing out members, cutting off hostile or negative interactions, holding focus on interesting topics and shifting focus when topics are irrelevant or interesting to only a couple of group members.

We were able to set a positive tone to get everyone to share. We avoided group members to focus on negative issues and negative vibes between them. We steered the conversation on positive issues and we facilitated the group rules at the beginning of the session to allow members to get acquainted.

We ensured that there is good communication in the group and all the members were satisfied and fully committed in partaking on all the activities.

Hope and Timmel (1995:51).

We allowed group members to verbalise their expectations by

- Encouraging members to contribute positively during the first session
- Using group exercises
- Checking out comfort levels and explaining group rules
- Focusing on the content
- Getting members to sit in smaller groups so they can get to know each other better.

Middle Phase/ Transition phase:

On the second day of camp, group members were comfortable with one another and trust had already begun developing, members were opening up to one another about their experiences and cohesion was growing. **Gladding cited in Mohapi (2010:24)** stated that the working phase of the group is also described as its “performing stage” and the “action stage”. It is a time of problem solving and goal achievement which usually lasts longer than any of the other group stages.

Group members were more focused on why they were at the camp. They were highlighting issues and challenges which they face to the facilitator through the sessions that were being taught.

They were willing to discuss and explore the given topics.

Through the use of trust building exercise such as the obstacle games that were completed during the day, girls managed to achieve trust and team building. Most importantly to know that they can depend on each other when they go back to their communities.

Through the sessions we empowered group members to be fully be involved in the group activities and individual work. by showing them that we believe in their potential to grow and develop. When they were uncertain about topics

discussed we took it up on them to resolve the issues in a manner that will benefit them and this illustrated to them that we were not experts of their lives and decision makers, but we were enablers and guiders of their life journey.

We allowed them to choose the direction they wanted to take in the sessions and in the activities. We acknowledged the difficulties and obstacles they faced in their attempt to reach the group's goals and objectives. An increasing warmth and closeness developed, members took off their masks and pretences were dropped. Group members shared their deepest feelings and emotions. Through the facilitator's use of basic and advanced communication skills members were able to explore these deeper feelings and became aware of their unconscious experiences. Through the use of the self-awareness activity, members were able to communicate self-acceptance of themselves and others around them.

We listened and observed non-verbal communication of group members who were going through pain, anger, happiness or sadness. Some members struggled as this was their first time to be given the opportunity to share their experiences. The Middle phase brought a lot of painful and sad emotions as they expressed themselves. However, they showed a lot of participation towards the better change in their lives. Group members also shared about their coping skills from those who were already coping in dealing with their experiences, such as teenage pregnancy and being affected by HIV/AIDS from their family members. Other group members were grateful in getting information on coping strategies and getting advice from their peers.

Interaction and communication patterns

We continued assessing members' needs and facilitated in a way that met their needs. We attended to all group members by using the non-verbal communication like maintaining eye contact, using my body as a communication tool and also attending to the silent members to make them feel that they are also part of the .

We encouraged interaction between group members where they were communicating with each other and also coming up with strategies and ideas to deal with certain issues. There was a lot of cohesion during middle phase and our roles as facilitators was to encourage them by using professional basic skills to maintain the relationship building and self. The group developed their own culture, they developed self-acceptance and acceptance of others they respected each other and embraced one another. They regarded themselves as a family.

Ending Phase/termination phase:

Termination phase took place in the evening of day 3. This was around the fire place and was our last activity. This was to prepare the girls for termination and releasing them to start implementing what they had learned throughout the camp.

We allowed members time to prepare for termination and assisted them into reviewing what they had learned and gained throughout the group process. Members were allowed the opportunity to verbalise their feelings about separation and knowing that they will have to be independent in their own decision making.

The termination activity helped in assessing member's growth and change. We provided feedback and evaluating the group process from beginning to the end. Most girls expressed their sadness and anxieties over the reality of separation. Group Members were involved into evaluating the group experience and they came up with different experiences of belonging to the group, they spoke confidently about what they had learned with all the sessions we facilitated. Members had learned how commitment is important towards achieving a common goal. They gladly received gifts from one of our sponsors. They recognised their accomplishment and sense of competence.

Climate and atmosphere

The physical setting was very suitable to conduct group work sessions. The meeting area was comfortable and open to allow group activities. The circle setting that we used to sit the group allowed members to see each other and no one felt . **Grobler and Schenck (2009:135)** states that it is important that the venue be big enough to accommodate the group without anyone feeling cramped.

As facilitators we managed to assist members in dealing with their own patterns of defensiveness by reflecting back our understanding to them and not judge them. We avoided the labelling of members and tried to understand their experiences, perception and emotions as they differed in views.

Evaluation

Communication and Interaction

The group members responded very well to the activities, they participated well and connected to the topic of stress. It was good to hear some of the girls mentioning the things that could cause stress due to their circumstances. They interacted positively with the facilitator and with each other.

Social Control mechanisms

Most the group members seemed to be rescuers in terms of responding to the relevant question and gave good feedback on behalf of the group

Group cohesion

The group worked and interacted well by exhibiting team work.

Group culture

The group adopted their own culture and identity. They accepted each other's diversity and uniqueness.

Iso manuals used for the 3 day camp



Iso social services and projects staff and facilitators



Group work activity



Obstacle Games



Team work/Team building



Facilitation



