

DIGNITY.

SAFETY.

VOICE.

POWER.

Young women have a right.



## Community Drama Sketch

*Take home idea: Transactional sex increases girls and women's risk for violence and HIV infection.*

### Opening Remarks

Facilitator can welcome participants and introduce the drama group. Set the stage for the drama by explaining that the key idea behind the drama that transactional sex increases girls' risk for violence and HIV infection.

### Scene One

Margaret is fifteen, she is walking to the well to fetch water. On her way she passes friends going to school. They greet her but Margaret hears their whispers and giggles as they walk away. She sees a former teacher who has been away on maternity leave, the teacher greets her and is surprised to see that she is not in her uniform going to school. Margaret explains that she has been out of school for 4 months now, after her father died, her family is no longer able to pay her school fees. The teacher is very sorry and tries to console Margaret.

After getting water, Margaret starts walking home. A man walking by slows down next to her, it is Daudi, an acquaintance of her father, they used to work together. He gets out and begins talking to Margaret, asking how she is doing. Margaret explains her situation. He empathizes with her and gives Margaret a little money. Margaret thanks him, goes home and starts her chores.

### Facilitator

In your community is it common that girls have to leave school early because of lack of fees?  
Does this usually happen to boys as well? Why or why not?

### Scene Two

Margaret is at the market buying food for dinner, she sees Daudi again. They chat for a while and then Daudi buys meat for Margaret's family saying they shouldn't only be eating beans. Margaret tries to decline but he insists she take it for her family. He tells Margaret she looks very beautiful and grown up. He says he hopes to see her again.

At home Margaret tells her mother that she saw Daudi. Margaret's mom is grateful for the meat but tells Margaret to be careful, that they shouldn't take too many gifts from others. Margaret is just excited about eating the meat and teases her mom that she is being silly. When the other children get home they are all excited – they praise Margaret for getting them a feast!

### Facilitator

How do you think it makes Margaret feel to be able to give something to her family?  
Why do you think Margaret's mom was a bit worried when she told her where she got the meat?

### Scene Three

The next morning at the well, Daudi is waiting for Margaret near the well. He complements her and says he feels bad that she is not able to go to school and offers to help. Margaret is so excited! He gives Margaret some of the money needed for fees and asks her to stop by his house on her way home from school tomorrow. He will give her the rest then.

Margaret rushes home and tells her mom that Daudi is willing to sponsor her for school. Margaret's mom feels worried but Margaret is so excited and she feels so guilty that Margaret has had to leave school that she reluctantly agrees. Together they prepare for Margaret to go back to school the following day.

**Facilitator**

What would you do if you were Margaret?

Do you think Margaret's mom is doing the right thing? Could she have done anything else to make sure that Margaret would be okay?

**Scene Four**

Margaret has a wonderful day back at school. Her teachers and friends are so happy to see her. One friend, Anna, whose parent's died last year and also has a 'sponsor' was the only one who looked worried for Margaret.

Margaret went to Daudi's house after school. He was the only one home. Margaret thanked him so much for the support, she told him what a great day she had at school. Daudi is glad Margaret is happy, he also tells her there is another way to thank him. Margaret doesn't know what he means. Daudi takes her hand and leads her to the bedroom. Margaret all of a sudden realizes what he means and becomes very scared. She tells Daudi she doesn't want to do this. She says she'll give the money back. Daudi comforts her and tells her it will be fine, that she is now grown up and will have a bright future now that she is getting an education.

**Facilitator**

Do you think other girls face what Margaret is facing?

Why do you think older men coerce girls to have sex with them?

What do you think this is violence?

What risks is Margaret now exposed to?

Summarize the key points of the discussion and emphasize the take home idea: that girls are at increased risk for violence and HIV as a result of transactional sex.