



**USAID**  
FROM THE AMERICAN PEOPLE

# DOORWAYS I



## STUDENT TRAINING MANUAL

On School-Related Gender-Based Violence Prevention and Response

# Doorways I: Student Training Manual On School-Related Gender-Based Violence Prevention and Response

United States Agency for International Development  
Office of Women in Development  
March 2009

[http://www.usaid.gov/our\\_work/cross-cutting\\_programs/wid/](http://www.usaid.gov/our_work/cross-cutting_programs/wid/)

*This manual was developed for USAID's Office of Women in Development by the Safe Schools Program, DevTech Systems, Inc. (Prime Contractor) under GEW-I-02-02-00019-00, Task Order #2, Safe Schools Program.*

*Cover, graphic design and final copy editing were provided by Sonjara and SRA International (Prime Contractor) under IRM-E-00-06-00012-00, Task Order #3, Women in Development Communications and Outreach Support.*

**DISCLAIMER:**

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

# TABLE OF CONTENTS



<b>ACKNOWLEDGEMENTS</b>	<b>iii</b>
<b>LIST OF ABBREVIATIONS</b>	<b>v</b>
<b>INTRODUCTION</b>	<b>I</b>
<b>Module 1: Introduction</b>	<b>17</b>
Session 1: Setting the Stage	18
Session 2: Supporting Each Other	23
<b>Module 2: Setting Goals</b>	<b>27</b>
Session 1: Goals	28
Session 2: Achieving Your Goals	35
<b>Module 3: Gender</b>	<b>39</b>
Session 1: Introduction to Gender	41
Session 2: Examining Gender Roles	48
<b>Module 4: School-Related Gender-Based Violence in Our Community</b>	<b>53</b>
Session 1: Defining Violence	54
Session 2: Types of Violence That Affect Young People	61
Session 3: How to Report Incidents of Violence	70
<b>Module 5: Human Rights</b>	<b>77</b>
Session 1: Human Rights and the Convention on the Rights of the Child	79
Session 2: Children’s Rights – Whose Responsibility Are They?	93
Session 3: Your Body Is Yours	100
<b>Module 6: Life Skills for Preventing and Responding to SRGBV</b>	<b>107</b>
Session 1: Communication Skills	109
Session 2: Problem-Solving	115
Session 3: Managing Emotions	119

<b>Module 7: Healthy Friendships</b>	<b>123</b>
Session 1: What Makes a Good Friend?	125
Session 2: Boys and Girls as Friends	129
Session 3: Peer Pressure	132
<b>Module 8: Healthy Bodies</b>	<b>137</b>
Session 1: Puberty and Adolescence	139
Session 2: Female and Male Reproductive Systems	146
Session 3: Female Puberty	155
Session 4: Male Puberty	163
Session 5: How Pregnancy Happens	167
<b>Module 9: Wrap-Up</b>	<b>173</b>
Opening New Doors	174
<b>GLOSSARY</b>	<b>181</b>
<b>APPENDIX A</b>	<b>187</b>
School-Related Gender-Based Violence: Definition and Types	
<b>APPENDIX B</b>	<b>191</b>
Sample Letter to Parents	
<b>BIBLIOGRAPHY</b>	<b>193</b>

# ACKNOWLEDGEMENTS



The Doorways training program was developed with the input of many individuals committed to creating a program that can be easily implemented and adapted across the world to prevent and respond to gender-based violence in schools. In some cases, materials in the manuals have, with permission, been adapted from existing curricula. A comprehensive list of resources appears at the end of each manual in the Bibliography.

The Safe Schools Program (Safe Schools) team appreciates the work of the many authors, field office staff and program participants who contributed to the development of the manuals. It would be impossible to name everyone individually, but the Safe Schools team would like to especially thank Jill Meeks, Senior Education Advisor, Safe Schools Program, DevTech Systems, Inc.; Judy Palmore, Consultant; Julie Hanson Swanson, Education Program Specialist, Office of Women in Development, USAID; and the Safe Schools headquarters staff, DevTech Systems, Inc.: Richard Columbia, Director; Sarah Maxwell Banashek, Deputy Director; Lori J. Wallace, Program Administrator; Ramsay Teviotdale, Administrative Specialist; and Maryce Ramsey, former Director. From the Safe Schools Ghana field office: Beatrice Okyere, Country Coordinator; Ato Brent Eshun, former Country Facilitator; Emelia Najuah, Country Facilitator; Judith Sakara, Consultant; and Georgina Quaisie, Consultant. From the Safe Schools Malawi field office: Chrissie Mwiyeriwa, Country Coordinator; Philemon Ndolo, Country Facilitator; Siggie Undi, Finance Specialist; and Dan Mzumara, former Country Facilitator.

The Safe Schools team would also like to recognize their colleagues who provided insightful comments and feedback during the peer review process: Sarah Bouchie, CARE; Cornelius Chipoma, USAID; Larry Dolan, USAID; Vijitha Eyango, USAID; Sandra Holmberg, Winrock International; Stanislaus Kadingdi, USAID; Jackie Kirk, McGill University; Tiffany Lefevre Lillie, USAID; Julia Miller, Winrock International; Yolande Miller-Grandvaux, USAID; Emily Osinoff, USAID; Wick Powers, USAID; Scott Pulizzi, Education Development Center; Kristen Ruckstuhl, USAID; Lynne Schaberg, USAID; Claire Spence, USAID; Cynthia Taha, USAID; Jenny Truong, USAID; and Janna Wooden, USAID.

The following organizations were instrumental in developing, testing and refining the manuals:

**Doorways I** – Family Health Foundation (FHF), Ghana: Jane Mansa Okrah, Executive Director and Joseph Kojo Otu, Program Officer. Youth Net and Counselling (YONECO), Malawi: MacBain Mkandawire, Executive Director and Emmanuel Kanike, Project Officer.

**Doorways II** – Gender Studies and Human Rights Documentation Centre (Gender Centre), Ghana: Dorcas Coker-Appiah, Executive Director; Florence Sena Amponsah, Program Officer; and Margaret Brew-Ward, Program Manager. Youth Net and Counseling (YONECO), Malawi: MacBain Mkandawire, Executive Director and Edna Ndhlovu, Project Officer.

**Doorways III** – Malawi Institute of Education (MIE), Malawi: Charles Gunsaru, Director; Evelyn Chinguwo, Curriculum Specialist/Gender; Billy Kanjala, Principal Curriculum Specialist and Assistant Director for the Department of School and Teacher Development; Cecilia Esnath Kamlongera, Senior Curriculum Specialist/Education; Aaron Mapondera, Research Officer; and Liveness Mwale, former Assistant Research Officer. Academy for Educational Development (AED)/Centre for Educational Development, Evaluation and Management (CEDEM), Ghana: Steven Yaw Manu, Executive Director; Molly Onyina-Mensah, Project Coordinator; Francis Oduro, Principal Curriculum Specialist; and Abigail Arthur Otibo, Administrative Assistant.

Finally, a special thanks to Ruth O. Q. Addison, Susan Apochie, Matilda Bannerman, Adolf Awuku Bekoe, Cecilia Parry Biney, Nortey Dua, Margaret Kutsoati, Rose Owusu Kakara, Jane Quaye, Dixie Maluwa Banda, Eunice Chamgomo, Fryson Chodzi, Mario Dominic, Michael Gondwe, Grace Kumvenji, Kenneth Hamwaka, Wilson Liwonde, Ida Mlenga Misheck Munthali and all the other facilitators, teachers, community members and students who worked with the program in Ghana and Malawi, provided feedback on these manuals and helped pilot-test many of the sessions. Their hard work and commitment to this groundbreaking endeavor is greatly appreciated.

March 2009

# LIST OF ABBREVIATIONS



<b>AIDS</b>	Acquired immunodeficiency syndrome
<b>CRC</b>	Convention on the Rights of the Child
<b>CRIN</b>	Child Rights Information Network
<b>DEVTECH</b>	DevTech Systems, Inc.
<b>GBV</b>	Gender-based violence
<b>HIV</b>	Human immunodeficiency virus
<b>NGO</b>	Nongovernmental organization
<b>PTA</b>	Parent Teacher Association
<b>SRGBV</b>	School-related gender-based violence
<b>STI</b>	Sexually transmitted infection
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UN</b>	United Nations
<b>UNAIDS</b>	Joint United Nations Programme on HIV/AIDS
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children’s Fund
<b>USAID</b>	United States Agency for International Development
<b>WHO</b>	World Health Organization





# INTRODUCTION



## I. BACKGROUND

The Doorways training program was designed by the U.S. Agency for International Development (USAID)-funded Safe Schools Program (Safe Schools) to enable teachers, community members and students to prevent and respond to school-related gender-based violence (SRGBV).<sup>1</sup> Violence in and around schools is a world-wide problem with serious implications for the educational attainment, health and well-being of all children.<sup>2</sup> The physical, sexual and psychological abuse suffered by both girls and boys at the hands of teachers, classmates and others drives children out of school and can leave long-lasting scars invisible to the eye.

### **Impact of Violence on Young People**

School-related gender-based violence has short- and long-term consequences on both educational performance and health outcomes. Gender violence has resulted in school children being unable to concentrate, attaining lower grades, losing interest in school, transferring to different schools and even leaving formal schooling altogether. Reproductive health manifestations include risk-taking behaviors, unintended pregnancy, abortion and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV). Equally harmful are the psychological outcomes of gender-based violence, which range from symptoms of anxiety and depression to suicide attempts.

### **Comprehensive Approach to Reducing Gender-Based Violence**

Addressing school-related gender-based violence requires a holistic, multifaceted approach with specific attention to gender equality and human rights. Efforts must involve all levels of schooling, teacher training programs, community efforts, and ministerial-level policies and practices and must address all types of gender violence and abuse. Programs must engage all stakeholders to work together to make schools safe for all children. These stakeholders include teachers, parents, students, government officials in education, health and social welfare, the police, child protection agencies, and nongovernmental agencies (NGOs) working with women and children. Protecting children from school-related gender-based violence

---

<sup>1</sup> The terms “gender-based violence,” “school-related gender-based violence” and “gender violence” are used interchangeably.

<sup>2</sup> The terms “children” and “young people” are used interchangeably.

requires a comprehensive package of legislation that addresses all forms of physical, sexual and psychological violence, injury or abuse, corporal punishment, bullying, hazing, traditional harmful practices, minimum age of consent and marriage, commercial sexual exploitation of children and child labor. In addition to having a robust and enforceable set of laws, nations need to undertake national advocacy campaigns to change attitudes and beliefs concerning gender-based violence and to push for the enforcement of legislation and policies.

Educational institutions ranging from the central ministry to teacher training colleges, teacher unions and individual schools can take action to reduce gender violence. Codes of conduct that guide the behavior of teachers and other school personnel must be enforced. The Teachers' Code of Conduct should include standards for ethics, teacher roles and responsibilities toward students and reporting systems for code violations. Schools need to improve their response to gender violence by strengthening counseling and support services available to students. Community members can contribute by forming effective Parent Teacher Associations (PTAs) or School Management Committees that hold schools accountable for guaranteeing a safe and secure learning environment.

### **DEFINITION OF SCHOOL-RELATED GENDER-BASED VIOLENCE<sup>3</sup>**

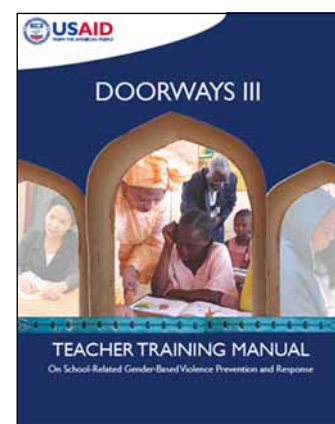
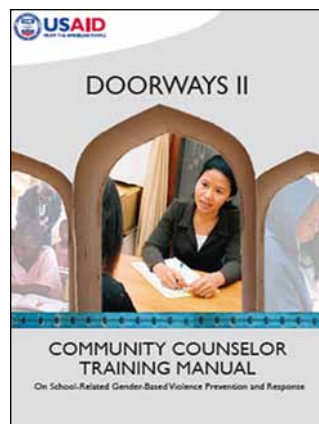
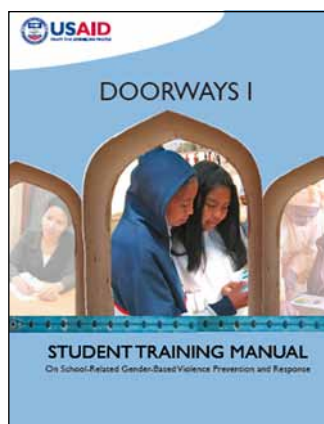
School-related gender-based violence results in sexual, physical or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. The underlying intent of gender-based violence is to reinforce gender roles and perpetuate gender inequalities. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. Such violence can affect the well-being of students, putting them at greater risk of educational failure through absenteeism, dropping out and lack of motivation for academic achievement. It also impacts their mental and physical health, resulting in physical injury, pregnancy, sexually transmitted infections (including HIV) or emotional/psychological ill health.

<sup>3</sup> This definition of school-related gender-based violence is based on the Safe Schools Program conceptual framework and includes a synthesis of internationally recognized UN and UN specialized agency (such as the World Health Organization, or WHO) definitions from the fields of education, health and child protection; see Appendix A for definition.

At the classroom level, teachers need to be trained in the use of nonviolent teaching and discipline practices. Curriculum can be revised to promote respect and gender equality. Rights-based life skills programs need to be available to help both girls and boys break free of harmful gender stereotypes and build skills to protect themselves from violence and abuse.

## **Mobilizing Communities for Change: The Doorways Program**

The Doorways program is a series of manuals targeting three key audiences: teachers, students and community members. These three groups can create a critical mass in schools that will bring about transformative, lasting change. Working at the community level is central to making schools safe, and the Doorways program can be integrated into any comprehensive national or local plan to reduce gender violence.



There are three manuals in the Doorways program:

***Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response*** was designed for students to improve their resiliency and self-efficacy and to help them prevent and respond to SRGBV.

***Doorways II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response*** was designed to train community members to help prevent and respond to SRGBV by instructing them in basic listening skills and response procedures.

***Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response*** was designed to train teachers to help prevent and respond to SRGBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students.

### **Why Doorways?**

This series is titled “Doorways” to symbolize the many options—or “doors”—available to young people. Think of the proverb “When one door closes, another one opens.” When children feel like a door is closing on them—whether it’s due to being sexually abused or having to drop out of school because of a forced marriage—adults must help them look for alternative ways to a successful future.

The three manuals focus on 10- to 14-year-old children enrolled in upper primary and lower secondary school. This age group was chosen because it is a time of great promise but also risk. Interventions at this age can help children protect themselves from adults who may try to take advantage of the physical and emotional changes these young people are experiencing. At this still-formative time, educational programs can help develop healthy relationships between boys and girls to help them avoid the high-risk sexual behaviors that gender stereotypes encourage as they get older (e.g., young men seek multiple partners to prove their masculinity, whereas young women are expected to respond to male sexual advances). Early adolescence also represents a “window of hope,” since children in this age group are least likely to be infected with HIV, and exposure to prevention programs before becoming sexually active can help them maintain their HIV-negative status throughout their lives.

### **Addressing Gender Violence—A Key Strategy for HIV Prevention**

To increase effectiveness, gender-based violence prevention needs to be integrated into HIV prevention activities. The relationship between gender violence and the risk of HIV infection is widely acknowledged. For example, unequal power dynamics in relationships between older men and younger women can lead to sexual coercion and physical violence, making girls more vulnerable to HIV infection. Addressing gender norms, especially those that define masculinity, is now recognized as an important strategy to prevent the spread of HIV. A school culture that encourages stereotypical masculine and feminine behavior reinforces the norms that make girls and boys vulnerable to violence and HIV infection. Teachers can support HIV prevention messages by being good role models themselves. Male teachers are in an especially important position to demonstrate to their male students equitable and respectful behavior toward women. Teachers who say one thing and do another, such as verbally abuse students, extort sex for grades or coerce students into a sexual relationship, will not be viewed as credible messengers of HIV prevention by their students. Integrating the Doorways programs for students, teachers and community counselors into existing broader strategies or complementary programs on HIV prevention can contribute to creating an enabling environment in which young people are better protected against HIV infection.

## **II. OVERVIEW OF DOORWAYS I**

Doorways I was designed to enhance students’ interpersonal communication, coping, conflict management, critical and creative thinking and decision-making skills to help them prevent and respond to SRGBV. The activities in the manual give students an opportunity to participate in experiential learning activities so that

they practice newly acquired skills over the course of the program and in their lives outside the classroom.

### **Learning Objectives**

The overall goal of the training program is to help students learn how to prevent violence and increase their self-efficacy through enhanced knowledge, attitudes and skills regarding healthy relationships, reproductive health issues, HIV prevention and children's rights and responsibilities.

By the end of the program, students will be able to:

1. Protect themselves from gender violence.
2. Strengthen their resiliency if they are abused.
3. Develop healthy relationships with peers and adults.

### **Materials Needed for the Program**

- Notebook for each student to use during training
- Writing utensils and markers
- Large pieces of flipchart paper or chalkboard for the facilitator to record information

### **Time Needed for the Program**

Doorways I requires approximately 50.5 hours of training time. Since the manual follows a logical sequence, with each module building upon the knowledge and skills gained in previous ones, it is most effective if delivered in its entirety in sequential order. The activities can be done during class time or after school in a community setting or a gender violence prevention club. As the focus of Doorways I is on skills development and not just exposure to information, students will benefit most by attending the entire program.

### **Recommended Number of Participants**

Since the program is highly participatory and allows time for students to build and practice new skills, it is recommended that the class does not exceed 20 students.

### **Structure of the Manual**

The Doorways I manual has nine modules. There is a **Glossary** for clarification of terms. All glossary terms are highlighted in blue and hyperlinked to the Glossary. Resources are listed throughout the manual in the **How Can You Learn More?** section at the beginning of each module and in the **Bibliography** at the end. The nine modules are:

Module 1: Introduction

Module 2: Setting Goals

Module 3: Gender

Module 4: School-Related Gender-Based Violence in Our Community

Module 5: Human Rights

Module 6: Life Skills for Preventing and Responding to SRGBV

Module 7: Healthy Friendships

Module 8: Healthy Bodies

Module 9: Wrap-Up

Each module begins with an introduction that includes:

- A brief explanation as to why this module or content was included as part of the SRGBV prevention and response manual.
- A brief description of each session within the module.
- A list of resources, including organizations, books, websites and other documents to learn more about the content in the module.

Each module consists of one to five sessions. All sessions are outlined as follows:



#### **TIME**

The estimated time it will take to facilitate the activity.



#### **LEARNING OBJECTIVES**

Specific skills and abilities the students will gain from the session.



#### **METHODS USED**

Participatory-education methods used throughout the session.



#### **MATERIALS**

Materials needed to complete the session.



#### **FACILITATOR PREPARATION**

Any preparation needed prior to the session.



#### **FACILITATOR NOTES**

Special notes for the facilitator on the session.





### ACTIVITIES

Step-by-step instructions to facilitate the session.



### DISCUSSION QUESTIONS

Step-by-step instructions for group discussion about the activity.



### SESSION WRAP-UP

Points to review with the students at the end of the session, including the “take-away” messages.



### CONTENT INFORMATION FOR SESSION AND HANDOUTS

Information needed to facilitate the session. This information is in the manual for the facilitator’s reference and also includes handouts needed for the students.

## Participatory Facilitation Methods

Below are brief descriptions of the facilitation methods primarily used throughout the manual.

### **Brainstorming:**

Brainstorming is a method of inviting everyone to participate. A brainstorm is an exploration of ideas and is a great way to open a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone else gives. Each answer is simply recorded on flipchart paper or a chalkboard for the entire group to see. This activity encourages students to expand their thinking about an idea and look at a topic from different angles and perspectives.

### **Group Discussion:**

Group discussion elicits responses from students on a particular topic or issue and provides many **teachable moments** to enhance knowledge or correct misinformation.

The effectiveness of the group discussion often depends on the use of **open-ended questions**, which are questions that go beyond a simple “yes” or “no” answer. These questions seek to bring out feelings or thoughts about a topic or an activity.

- “What did you learn from this activity?” is an open-ended question because it invites students to share their thoughts and reactions. “How did that activity impact you?” would be another example of an open-ended question.

- “Did you learn anything?” is not an open-ended question, as the student can simply say “yes” or “no.” “Does that make sense?” is also not an open-ended question.

Another strategy to ensure effective group discussions is to communicate acceptance and validate feelings. People are far more likely to share their feelings and ideas if they know they will not be judged or criticized for expressing themselves or if others feel the same way they do.

### **Role-Play:**

Performing role-plays in the classroom is an effective method for practicing and modeling new skills in a safe, supportive environment. Since role-plays can potentially be emotional, it is very important to emphasize that students are playing characters and not themselves. Role-plays also provide an opportunity to remind students of agreed-upon ground rules and group norms. It is important to encourage students to role-play realistic situations. Role-play provides the opportunity to experience a real-life situation without taking real-life risks.

### **Vote With Your Feet:**

Participants express their opinions and feelings on issues by going to a predesignated sign or point in the room that represents their feelings on that subject.

### **Warm-Up/Icebreakers:**

Warm-ups or icebreakers are games to help participants relax, have fun and reconnect with each other. At the beginning of each session or meeting, lead participants in a warm-up. Games can also be used at the end of the day or between sessions and activities to lighten the mood and give participants an opportunity to relax after a difficult or intense session/day. For sample games and icebreakers, see *100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community* in the [Bibliography](#).

## **III. FACILITATOR INSTRUCTIONS AND TIPS**

The facilitator must have some prior training in participatory teaching methods to use Doorways I effectively. Familiarity with the concepts of gender and human rights and experience working with young people are required. The facilitator should also be able to discuss reproductive health issues in public, with a frank and unembarrassed, but sensitive, approach. An ability to relate well to young people in an understanding, nonjudgmental manner is also necessary.



Facilitators create a participatory learning experience in which all students teach each other through sharing, discussion and feedback. Your task as the facilitator is to create an environment in which that can happen.

### ***A Good Facilitator:***

- Sees the students as experts with information and skills to share, rather than seeing himself or herself as the only expert in the room.
- Thinks of everyone as a student and teacher, all learning from each other, and thinks of himself or herself as guiding the process rather than thinking of the students as empty bowls to be filled with knowledge from the facilitator.
- Believes people learn by doing, experiencing, practicing and feeling, rather than thinking people learn by memorizing, repeating and recording information.
- Sees many possible answers to a situation or question rather than only one right answer.
- Thinks it is important for all to participate and be involved in the learning process rather than thinking control is better.

### **Program Preparation**

Informing the parents and customizing certain modules need to take place before the training program starts.

#### ***Informing Parents***

Parents and guardians must be informed about the program before their children start attending. **Appendix B** contains a sample letter to be sent to parents or guardians of children before Doorways I begins. The information in the letter can also be communicated to parents and guardians directly through a community meeting or a meeting of the Parent Teacher Association or School Management Committee. Provide your contact information in case parents or guardians have additional questions or need further information about the Doorways I program.

Communicating with parents and guardians and responding to any questions or concerns they have will contribute to a greater understanding of session topics and ensure that the messages in Doorways I are supported by the larger school community. Some parents and guardians may be uncomfortable discussing reproductive health issues with their children due to their cultural norms or traditions. Some parents may fear that discussing these issues may encourage their children to become sexually active. A key message to concerned adults is that evidence shows that knowledge of reproductive health does not encourage young people to start having sex, does not increase the frequency with which young people have intercourse and does not increase the number of sexual partners young people have. In fact, having correct information on both abstinence and contraception can delay

the onset of intercourse, reduce the frequency of intercourse, reduce the number of sexual partners and increase condom or contraceptive use.

### ***Adapting Modules for Your Community***

#### **MODULE 4, SCHOOL-RELATED GENDER-BASED VIOLENCE IN OUR COMMUNITY:**

Prepare a list of telephone numbers, names and organizations for students to use in the event that they experience violence. This should include social workers, police, local NGOs and village elders.

#### **MODULE 5/SESSION 3, HUMAN RIGHTS/YOUR BODY IS YOURS:**

Some of the topics in this session, such as sexual abuse, can be difficult to discuss with young children. You should get a person who has experience in talking to children about child abuse to help facilitate the session.

#### **MODULE 8, HEALTHY BODIES:**

This module examines puberty, adolescence, reproductive health and pregnancy. International guidelines and research recommend educating young people about reproductive health and their bodies as early as the beginning of puberty as long as the curriculum is appropriate to the age of the students. Using reproductive health guidelines from the ministry of health or education in your country, adapt the session activities to be appropriate for the age, developmental level and cultural norms of the students with whom you are working. You should also work with a local adolescent reproductive health expert, if possible.

### **Program Implementation**

This section contains tips and suggestions that can contribute to a smooth and successful implementation of the Doorways program.

#### ***Separating Boys and Girls***

All the activities are designed to maximize the participation of male and female students together. In some sessions, however, you may want to separate boys and girls and have a facilitator of the same sex so they feel more comfortable asking questions. (See Module 8/Session 3, Healthy Bodies/Female Puberty; and Module 8/Session 4, Healthy Bodies/Male Puberty, for example.)

Some of the topics in this manual may be difficult for boys and girls to discuss together and in public. Whether or not you separate boys and girls for some discussions is up to you, but your decision should be based on what will make them feel comfortable enough to express themselves freely and openly.

## **Talking to Young People About Reproductive Health**

- Accept slang terms that students use for body parts. Even if a question includes slang terminology or incorrect terms, accept the question and then restate or paraphrase using more accurate terminology.
- If a question arises during the session and you are not sure if it is true or false, recognize that the question is valid, promise to find out more information on that particular topic and report back to the students with a response by the next meeting.
- Keep it simple. Do not try to impress or intimidate the students. Explain in terms that they will understand.
- Find the real question. Sometimes questions call for opinions rather than answers, such as “How does it feel to kiss someone?” Instead of making statements that are hard to verify or perhaps are untrue (e.g., “It always feels good”), answer the underlying question with a fact. For example, you may say that it is normal to be curious about sex and issues surrounding sex. Stress that sexual relations are:
  - Between two people who are mature and ready (young people may be curious about sex, but they are not ready to act on these feelings).
  - Consensual. Both people should agree and freely choose to participate. There should be no force whatsoever.
  - Between two people who are mature and care about each other.
- Be nonjudgmental. Keep your opinions and values to yourself. Do not imply guilt or shame when answering questions, no matter what the question is.
- Do not answer personal questions. It is not appropriate to discuss your own sexual experiences with students.
- Be comfortable. If you are uncomfortable or express unease through nonverbal communication, students can sense your discomfort. If this subject is challenging for you to discuss, be honest. Tell students that sometimes the topic of reproductive health can be difficult to openly discuss, but it is important that they receive factual information. Answer “what if” questions. Students are curious about the opposite sex and the changes that are going on in their bodies. Therefore, many will have “what if” questions. For example, “What happens if a boy doesn’t have any wet dreams?” These questions are valid, and it is important to respond to them.

## **Supporting Participants Who Have Experienced Violence and Abuse**

It is expected that some students who participate in Doorways I will have a very personal connection to violence. Some students may have observed or experienced violence at home or school but have never spoken about it with anyone or have accepted it as normal. Others might have experienced sexual harassment or violence in some form but never identified it as sexual violence. Some students may

have been subjected to painful teasing or bullying by peers but never felt comfortable speaking out. And still others might have been cruel or violent to another person and currently have guilty or confused feelings about it. Since violence is so prevalent in many societies, participating in these sessions may bring up deep-rooted pain and suffering. Below are strategies to comfort students. In addition, have a mechanism in place to support and assist students in their healing process, such as access to a counselor, nurse, doctor, religious leader, village elder or someone else who has experience in responding to gender violence.

### ACTIONS THAT COMFORT

1. Be available immediately to provide the student with assistance and support.
2. Bring the student to a safe place outside the room, away from his or her peers. Make sure the place is safe and is not seen as a threat to the student.
3. Focus on the student. Ask what the student would like to do at that moment (e.g., go home, not participate in the session but remain in the room, not participate in the session and sit outside or in another location within the room, talk to a counselor or supportive person immediately or the next day, etc.). Help the student follow through with whatever he or she decides.
4. Be nonjudgmental. Provide support and information to the student regardless of personal feelings, beliefs or attitudes.
5. Do not overwhelm the student with information, questions or advice. Do not assume the student is ready for all the resources or help.
6. Listen to what the student is saying. Provide the student with understanding, support and assistance. Do not attempt to tell the student how he or she feels. Assure the student that it is normal to feel upset.
7. Be flexible in order to meet the student's needs. Be prepared to call in a backup facilitator, call for an extra-long break or call on a co-facilitator should a student need immediate emotional support.
8. Always follow up with the student. Following up shows the student you care and are dedicated to his or her recovery and well-being.
9. Always have a counselor or qualified person available to help students talk privately about their feelings.

## ACTIONS THAT DO NOT COMFORT

1. Do not interrupt, ridicule or shame the student.
2. Do not criticize or blame the student.
3. Do not interrogate the student.
4. Do not judge the student.
5. Do not ignore the student.
6. Do not minimize or ignore the student's feelings.
7. Do not put the student in a threatening setting.
8. Do not try to distract or divert the student's attention from his or her feelings.
9. Do not tell the student how to feel.
10. Do not discuss the student's situation with others.

### ***Taking Care of Your Own Emotional Health***

Listening to young people who are in distress or have experienced violence and abuse can take an emotional toll on anyone. It is important that you take care of your own emotional/psychological health so you can best serve young people.

Here are a few ideas for taking care of yourself:

1. Keep an attitude of hope.
2. Make sure an opportunity exists for you to get support, either from colleagues or other facilitators.
3. Develop and utilize a response network for support and assistance.
4. Seek support from a friend, family member or professional counselor when needed.
5. Engage in self-assessment and, when feeling overwhelmed, talk to someone or get help.

### ***Collecting Feedback to Improve the Program***

Self-reflection and feedback from others are useful to help improve your facilitation skills and the program overall. You should conduct some kind of evaluation after each session or at the end of each day. There are several different ways to find out how the program is going. Here are some suggestions:

#### **I. Self-assessment:** Questions to ask yourself:

- What went well?
- What was difficult?

- Did I achieve the objectives of the session?
- How will I do it differently next time?
- What did I learn from today's session that I can apply in the upcoming sessions?

**2. Observation:** If you are working with another person, take turns observing how the group is working together and responding to the activities and discussions. If you are facilitating the sessions alone, you can still observe how the group is reacting and working together. Be sure to observe the following:

- Are all the students attending the program?
- Who is actively participating? Are there any students who are remaining quiet?
- Who talks the most and who talks the least? Are students listening to each other?
- Are students working together or splitting up into smaller groups?
- What is the mood of the group? Do students seem bored or interested in the activities?
- Does anyone seem upset or embarrassed by the activities?
- How do students respond when others voice their opinions?
- Are students giving feedback to each other and the facilitator during the sessions?

**3. Feedback from participants:** Invite participants to share their views on the sessions. You could go around the room at the end of the day and ask everyone to say something, or you could invite participants to volunteer to share one thing they liked about the day's session and one suggestion for improvement.

**Here are some questions for gathering feedback:**

- What is the most important thing you learned in this session?
- What did you enjoy most about this session?
- What did you find difficult about this session?
- What suggestions do you have for improving the next session?
- Are there any questions or issues we did not cover that you would like to discuss?

You can also ask participants, especially young people, to respond with their body language. For example, to ask participants how interesting they found a session, tell them to put their hand up in the air and wave it if they found the session interesting. If they found it neither interesting nor boring, they could put their hands in their laps. If they found it boring, they could put their thumb down. If they found it very boring, they could put their thumb down and wiggle it.

You can also use the “Vote With Your Feet” technique and make a sign that says “Very Interesting” and another one that says “Not Interesting.” Ask people to stand along the line according to how they feel about the session. Another option is providing a “Suggestions for the Facilitator” box and asking participants to write their suggestions on pieces of paper and put them in the box at the end of each day.

### FINAL TIPS FOR A SUCCESSFUL PROGRAM

- Be familiar with the entire manual before beginning the program.
- Be familiar with all the sessions before delivering the sessions and have materials prepared beforehand.
- Anticipate any issues that might arise during more emotionally demanding sessions, such as sessions that discuss sexual abuse. See the section **Supporting Participants Who Have Experienced Violence and Abuse** for more information.
- Review the objectives with students at the beginning of each session.
- Always try to provide local examples and make the activities relevant to students’ daily lives and concerns.
- When possible, work from the known to the unknown and from easy to difficult subjects.
- Create a “parking lot” for issues that arise during a session but are not relevant to the session objectives. These issues can be discussed at another time or linked to other activities or sessions.
- Plan for icebreakers and energizing activities. They can be a great transition from one activity to another or used when energy in the group is low.
- Capture the important points during discussions. Clearly list them on flipchart paper for use during the summary and wrap-up activities. Consider asking a student to assist.
- Connect new content or information to what students already know and explain its relevance to their current situation, both individually and as a collective group.
- Be sure to end sessions on a positive note, with a clear take-away message. When appropriate, identify next steps or possible solutions to challenges.
- Encourage students to answer each other’s questions. Open questions up to other students by saying, “Does anyone have an answer to that question?”





# 1

## MODULE I: INTRODUCTION

### WHY THIS MODULE?

This Introduction module provides students and facilitators an opportunity to learn more about one another and to learn the goal and objectives of the ***Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response***. Students will identify what motivates them to go to school and learn about the concept of a safe learning environment. It is important for young people to realize they have strengths that can help them get through difficult times. This module encourages young people to identify the qualities within themselves and to trust themselves and their strengths. In the absence of self-esteem and self-efficacy, behavior change in students to protect themselves and to recover from gender violence is unlikely to occur. Students will also identify ways they can work together to help each other. Identifying ways to help each other will influence how students relate to their peers as they grow up and for the rest of their lives. The themes of self-esteem, self-efficacy and resiliency are integrated throughout the program.

### WHAT IS IN THIS MODULE?

#### ***Session 1: Setting the Stage (1 hour and 30 minutes)***

Students interview each other and introduce each other to the group. Students also establish ground rules, identify their expectations and compare their expectations to the goal and objectives of the program.

#### ***Session 2: Supporting Each Other (1 hour and 30 minutes)***

Students list their special talents and how their talents can help them and support their classmates. Students also list unique qualities they have and how they can use these qualities to help each other.

### HOW CAN YOU LEARN MORE?

International HIV/AIDS Alliance. (2002). *100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community*. Brighton, U.K.: International HIV/AIDS Alliance: [http://synkronweb.aidsalliance.org/graphics/secretariat/publications/ene0502\\_Energiser\\_guide\\_eng.pdf](http://synkronweb.aidsalliance.org/graphics/secretariat/publications/ene0502_Energiser_guide_eng.pdf).

# Session I: Setting the Stage

---



**TIME: 1 HOUR AND 30 MINUTES**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Remember the names of other students.
2. Identify what motivates them to go to school.
3. Explain the goal and objectives of the student training program.
4. Compare their expectations with the objectives of the student training program.
5. Identify the ground rules of the program.



## **METHODS USED:**

1. Discussion
2. Pair interviews
3. Student presentations



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers
- One notebook for each student
- Handouts:
  - **Goal and Objectives of the Student Training Program**
  - **Suggested Ground Rules**



## **FACILITATOR PREPARATION:**

1. Write and post the following so that they are easily visible for reference:
  - Program goal and objectives
  - Interview questions for Activity I
2. Be familiar with the definitions of **resiliency** and **self-efficacy**.
3. Give each student a notebook. Tell students to bring the notebook to each session.



### FACILITATOR NOTES:

1. **Resiliency** is the ability to thrive, mature and be competent in the face of adverse circumstances. **Self-efficacy** is the belief that one can perform or learn to perform a certain behavior or action. Be familiar with the goal and objectives of the Student Training Program and setting ground rules. (See **Content Information for Session and Handouts.**)
2. It is very important that every student participate and that everyone is given full attention, recognition and respect by the group. This module will set the stage for the entire program.
3. Since it is early in the program, boys may want to pair with boys and girls with girls. Let students choose pairs they are comfortable with.



### ACTIVITY 1: INTRODUCTIONS (30 MINUTES)

1. Welcome the students to the program and introduce yourself.
2. Divide the students into pairs. If there is an uneven number of students, team up with a student.
3. Ask students to interview each other using the prepared questions. Tell students to use their notebooks to write down the answers.
4. Use the following questions to guide the interview:
  - What is your name?
  - What makes you want to go to school?
  - What makes you not want to go to school?
  - What is one thing you have done that you are proud of?
  - What is your hope or dream for the future?
5. Have students introduce the person they interviewed to the entire group.
6. After everyone has had a chance to present, have students show their appreciation by clapping their hands. Come back together as a group and review the **Discussion Questions.**
7. Write the answers on flipchart paper so you can refer back to them throughout the program.



## DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What was it like to think of your hopes and dreams for the future?
2. In what ways are the hopes and dreams of boys and girls similar? In what ways are they different?
3. What are some things that make you not want to go to school?
4. What are some things that motivate you to go to school? What are some different issues boys and girls face that affect them negatively in school?
5. What are some changes that could be made to make boys and girls more successful in school?



## ACTIVITY 2: EXPECTATIONS (30 MINUTES)

1. Go around the room and give everyone an opportunity to answer the following question: What do you hope to get out of the Student Training Program?
2. Write their answers on flipchart paper.
3. Explain the goal and objectives of the Student Training Program (see **Content Information for Session and Handouts**).
4. Make a connection between the students' expectations and the program's objectives. If students list things that are not covered in the program, be sure to point out what is going to be covered in the program and what is not. For example, a student may say that he or she expects the school to build a fence to make school safer. This is an example of something that is not covered in the program.
5. Draw a picture of a door on flipchart paper and write the proverb, "When one door closes, another door opens." Explain that this program is about **resiliency** and **self-efficacy**, giving the definition of each term in student-friendly language. In addition to the goal and objectives mentioned, this program is going to help students work toward their personal goals and to become resilient so that they can continue their education, even in the face of difficult obstacles.



## ACTIVITY 3: GROUND RULES (30 MINUTES)

1. Invite students to develop a list of **ground rules** that will guide the group and help to maintain a respectful and safe learning environment throughout the entire program.

2. Record the ground rules on flipchart paper and post them on the wall for reference throughout the program. Give students time to copy the ground rules in their notebook.
3. Explain to students that earlier they had a chance to talk about what they hope to get out of participating in the training. Now ask students if there are things they do not want to happen as part of the training. Explain that the use of ground rules will help them feel more comfortable participating in the training.
4. Review the **Suggested Ground Rules** in the **Content Information for Session and Handouts** and add anything that students did not come up with. Be sure to emphasize that students have the right to share their experiences, but if a classmate has been abused or is at risk of abuse, students should talk to a trusted adult or ask for help. Tell students they will learn more about how to get help when they need it throughout the program, but they can talk to you in private at any time.



#### **SESSION WRAP-UP:**

1. Review the goal and objectives of the training. Refer back to the doorway drawn on the flipchart. Review the proverb, “When one door closes, another one opens” and the concepts of **resiliency** and **self-efficacy**.
2. Explain that this program is about creating a safe learning environment for all students and that they are going to discuss what they can do to ensure that school is safe and a place where they want to go.
3. Invite a student to read the ground rules out loud. Tell students that these ground rules will be followed throughout the entire program.
4. Everyone in the room is special and has done something that they are proud of. Accomplishing this required **resiliency** and a special **quality**. Explain that in this program students are going to discuss qualities that make them special and how they can use these qualities to reach their goals and dreams. Sometimes it takes time to recognize their qualities. Boys and girls both have qualities: sometimes they are different, sometimes they are the same.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Goal and Objectives of Student Training Program

#### ***Goal of the Student Training Program***

The overall goal of the program is to help students prevent and respond to SRGBV.

#### ***Objectives of the Student Training Program***

By the end of this program, students will be able to:

1. Protect themselves from gender violence.
2. Strengthen their resiliency if they are abused.
3. Develop healthy relationships with peers and adults.

#### **Suggested Ground Rules**

1. **Confidentiality** – What is shared here should not be repeated anywhere else. This should make everyone more comfortable in being open and honest.
2. **Participation** – Actively engage in the activities and discussions.
3. **Nonjudgmental** – It is fine to disagree, but it is not acceptable to pass judgment or put others down for their feelings, opinions or experiences.
4. **Respectful** – Listen to each other; don't judge. Treat others how you would want to be treated.
5. **Listen and do not interrupt** – Listen to others and give them your full attention and do not interrupt. Everyone will have a chance to participate.
6. **Everyone has a right to pass** – While this program encourages participation, it is always acceptable to pass on an activity or pass when a question is asked.
7. **No question is silly or foolish** – Any question is worth asking. Chances are someone else may have the same question.

## Session 2: Supporting Each Other

---



**TIME: 1 HOUR AND 30 MINUTES**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. List a special talent they have and how it relates to their personal goal.
2. Define **self-esteem**.
3. Identify the special talents of their peers.
4. Discuss how their qualities can help them support each other.



### **METHODS USED:**

1. Discussion
2. Group work



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers



### **FACILITATOR PREPARATION:**

None



### **FACILITATOR NOTES:**

1. It is important that all students, both boys and girls, participate. This first module will set the stage for the entire program. It is crucial that there is equality and respect among students.
2. **Self-esteem** is the belief that one is naturally worthy. Be sure to link self-esteem with **self-efficacy** and **resiliency**.
3. A **talent** can be a skill or something students do well. A **quality** is a **characteristic** or **attribute** that can help them support each other. Be sure to link them and how students can help each other.



### **ACTIVITY 1: STUDENTS' SPECIAL TALENTS (30 MINUTES)**

1. Explain that they are going to build on the previous activities and help students get to know one another better by learning more about them and what makes them special.
2. Ask students to think of a talent, strength, skill or something they do well. Give an example.

3. Form a circle. Ask students to share one talent or strength they have that people in the group may not necessarily know about them.
4. Make sure that every student gives an answer. Record answers on flipchart paper.
5. Come back together as a large group to review **Discussion Questions**.



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Are there any differences between the talents boys listed and the talents girls listed? What are they?
2. Why is it important to recognize talents in yourself?
3. Why is it important to recognize talents in others?
4. Do you think everyone has a talent? Why or why not?
5. Is it boastful to recognize a good quality in yourself? Why or why not?



### **ACTIVITY 2: SUPPORTING EACH OTHER (30 MINUTES)**<sup>4</sup>

1. Tell students to write down some important qualities they have. Explain the difference between a **quality** and a **talent**. The qualities can be related to their special talent but do not have to be.
2. Tell students to draw a picture or write a story showing how these qualities can help them support one another or how these qualities helped them support someone else in the past, such as a time when they helped an older person carry something. The quality demonstrated here is kindness or consideration.
3. Ask for volunteers to share their picture or story.
4. Emphasize **cooperation, kindness** and **consideration**. Ask students how they can support one other rather than tease, bully or harass each other.
5. Look for examples in their stories where they demonstrated **cooperation, kindness** or **consideration**. Link their stories and qualities they shared to the following qualities:

---

<sup>4</sup>. Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 6–7*; see Bibliography for full citation.



- **Cooperation** is working together for the good of everyone. Working together, students can make their school and community safe and welcoming. Boys and girls can work together, share chores and help each other when needed.
- **Kindness** is showing we care and doing good to make the lives of others better. It means being thoughtful about people's needs and showing love to someone who is sad or needs help.
- **Consideration** is being thoughtful about other people and their feelings. It is thinking about how one's own actions affect other people and caring about how others feel. It means paying attention to what other people like and don't like and being respectful of others' feelings.



### ACTIVITY 3: SELF-ESTEEM (30 MINUTES)

1. Tell students to draw an advertisement of themselves, completing the following statements:  
 I am good at \_\_\_\_\_.  
 I like my \_\_\_\_\_.  
 My friends like me because \_\_\_\_\_.  
 I have achieved \_\_\_\_\_.
2. After students have drawn their posters, put the posters up on the wall. Have students walk around to each poster to see what their classmates drew.
3. Encourage them to use the information in the posters to praise their classmates whenever possible. Tell students to try it for the next week and see how it feels.
4. Point out that sometimes people can say things that make them feel bad. For example, in some cultures girls may be told they are inferior to boys and have to do everything men say. This makes girls have low **self-esteem**.
5. Tell students that realizing they have good qualities contributes to their **self-esteem**. Explain that self-esteem means feeling good about themselves. They should love and respect themselves. They should also expect others to respect them and treat them well. Self-esteem does not mean thinking they are better than other people. But having high self-esteem can help them accept disappointments and frustrations when they arise.



### SESSION WRAP-UP:

1. Be sure to emphasize that everyone in the room has something to share. Boys and girls both have talents; sometimes they are different and sometimes they are the same.
2. Young people have a lot to contribute to their communities, although sometimes it is difficult to get adults to listen to them. This program will help them identify ways in which they can realize their strengths and work together with adults to prevent gender-based violence in their schools.
3. Tell students that boys and girls can work together to help each other grow up safely. Some of the qualities they develop as young people will help them when they grow up and influence how they relate to each other as men and women for the rest of their lives.
4. Tell students that in this program they are going to build their **self-esteem, resiliency** and **self-efficacy**. By improving all these qualities, students will be better equipped to make decisions that are in their best interests and that can help them reach their goals and dreams.

# 2

## MODULE 2: SETTING GOALS

### WHY THIS MODULE?

In this module, students will examine their hopes and dreams for the future and develop goals that will help make them a reality. Students will use a goal-setting guide to help them establish realistic and obtainable goals. Students will also discuss obstacles they may face in reaching their goals and identify support systems.

The goals set by students are used throughout the rest of the modules and the Doorways I program. Students will be asked to reflect back on their goals as other topics are introduced. With a carefully planned personal goal, students are more likely to make healthy personal choices and be more resilient in the face of challenges in the future. The process of establishing goals and an action plan to reach those goals develops problem-solving and decision-making skills, which contribute to self-efficacy and increased self-esteem.

### WHAT IS IN THIS MODULE?

#### **Session 1: Goals (1 hour and 30 minutes)**

Students imagine their futures and where they will be in 5 to 10 years. Then, using the **Goal Guide Worksheet**, students develop a personal goal for the future, including an action plan to help them achieve that goal.

#### **Session 2: Achieving Your Goals (1 hour)**

Students examine two case studies of students who have goals but face obstacles in reaching their goals. Students discuss strategies to deal with possible challenges and roadblocks to their goals.

### HOW CAN YOU LEARN MORE?

- Centre for Development and Population Activities (CEDPA). (1998). *Choose a Future! Issues and Options for Adolescent Boys*. Washington, D.C.: CEDPA.
- Centre for Development and Population Activities (CEDPA). (2002). *Choose a Future! Issues and Options for Adolescent Girls*. Washington, D.C.: CEDPA.
- Peace Corps Center for Field Assistance and Applied Research. (2001). *Life Skills Manual*. Washington, D.C.: Peace Corps.  
[http://www.peacecorps.gov/multimedia/pdf/library/M0063\\_lifeskillscomplete.pdf](http://www.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf).

## Session 1: Goals<sup>5</sup>

---



**TIME: 1 HOUR AND 30 MINUTES**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Develop a personal goal or goals.
2. Identify characteristics of a goal, both short term and long term.
3. Identify the steps needed to achieve their goals.



### **METHODS USED:**

1. Guided imagery
2. Small-group work
3. Discussion



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Notebooks
- Markers or colored pencils for drawing
- Handouts:
  - **Goal Guide Worksheet**
  - **Goal Guide**



### **FACILITATOR PREPARATION:**

1. Write the definition of goal on flipchart paper. Be sure to include examples of short-term and long-term goals.
2. Make copies of the **Goal Guide Worksheet** (see **Content Information for Session and Handouts**). If it is not possible to make copies for students, write the information on flipchart paper or prepare to do the activity orally.
3. Make sure students record their goals in their notebooks, as they will refer to them throughout the program.
4. Review definitions of **self-esteem, resiliency, determination** and **self-efficacy**.

---

<sup>5</sup> Adapted from Peace Corps Center for Field Assistance and Applied Research, *Life Skills Manual*; see Bibliography for full citation.



### FACILITATOR NOTES:

1. A **goal** is an aim, purpose or desired result. It is something one focuses on and works toward achieving.
2. Students should come up with a least one personal goal, but it is acceptable if they have more than one.
3. **Perseverance** is the steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks.
4. **Determination** is the process of deciding on or establishing a course of action.



### ACTIVITY 1: WHERE WILL STUDENTS BE IN THEIR FUTURE? (30 MINUTES)

1. Ask students to think about the previous session and recall the question, "What is your hope or dream for the future?" Tell them that, keeping the answer to that question in mind, they are going to do an activity where they will imagine themselves in the future. They do not need to write during the activity; they will have a chance to write in their notebooks when the activity is over.
2. Ask students to close their eyes and imagine themselves in the future. They can imagine themselves in 5 years, 10 years or even 15 years.
3. Students should keep their eyes closed as you ask the following questions, which will help them visualize their futures.
  - a. Where are you? Are you living in a large city? In a village?
  - b. What is your job?
  - c. What are you doing?
  - d. What are you most proud of?
  - e. What changes have you made in your life?
4. Give students 5–10 minutes and ask them to draw or write in their notebooks some of the things they imagined during the activity.
5. As a whole group, review the **Discussion Questions**.



### DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What did you learn about your future?
2. Is it important to think about 5 or 10 years in the future? Why?



## ACTIVITY 2: DEVELOPING A GOAL (15 MINUTES)

1. Ask students what they think a **goal** is. Write students' responses on the chalkboard. After everyone has shared, give the definition of a goal.
2. Explain that having goals will help them become the person they imagined in the previous activity.
3. Explain the difference between a short-term goal and a long-term goal. An example of a short-term goal is "I am going to pass my exams this term." An example of a long-term goal is "I am going to finish school and go to university."
4. Explain that in order to reach their hopes and dreams for the future, they need to plan realistic goals. Point out that any goal worth achieving takes work, but having a specific plan of action will help them achieve their goals.
5. Explain that they are more likely to achieve their goals if their goals are **SMART**.  
S-Specific  
M-Measurable  
A-Achievable  
R-Realistic  
T-Time-bound
6. Explain that sometimes it is necessary to have a series of small goals in order to reach larger goals. In the next activity, students will have a chance to make sure they come up with **SMART** goals.
7. Give the students five minutes to come up with a short-term and long-term goal. Tell student to write these goals in their notebooks.



## ACTIVITY 3: STEPS TO ACHIEVING GOALS (45 MINUTES)

1. Explain that having a goal is important and it is also important to be resilient in achieving one's goals. Achieving a goal takes perseverance and determination. Remind students that they have already had to face obstacles in their lives, and they were able to overcome them.
2. Tell students to look at their goals. Tell them they are going to refine their goals and come up with an action plan that will help them achieve their goal planning.

3. Give students the **Goal Guide Worksheet**. Tell them not to write on it yet.
4. Review the following below to help students come up with **SMART** goals. These questions will also help students develop an action plan. This is an example of a short-term goal.<sup>6</sup>
  - **Identify the goal:** Write one short-term goal and one long-term goal. "Pass my exams" is a short-term goal.
  - **What are some benefits of reaching my goal?** For example, "If I pass my exams, I will proceed to the next grade."
  - **What stands between my goal and me?** For example, "If I have to work long hours in the fields, I may not have enough time to study."
  - **What do I need to learn or do?** For example, "I need to register for the exams."
  - **Who will encourage me?** For example, "I know that my teachers really want me to do well and I will ask them to check my progress."
  - **What is my plan of action?** For example, "I will need to study two hours a day."
  - **When will I achieve this goal?** For example, "The exam is in three months, so I will be finished on August 15."
5. Check with students to make sure they understand the assignment and the exercise.
6. Give students some time to reflect on their goals using the worksheet. Circulate through the groups and assist students in answering the questions. Student should write their answers on the **Goal Guide Worksheet**.
7. After students have completed their worksheet, tell students to pair up with a partner and share their personal goals.
8. After students share their goals in pairs, come back together as a whole group and allow students to share their goals. Depending on time constraints, you may have to select a few students to share rather than letting everyone share.

---

<sup>6</sup> Adapted from Peace Corps Center for Field Assistance and Applied Research, *Life Skills Manual*; see Bibliography for full citation.





### SESSION WRAP-UP:

1. Having goals and identifying steps to reaching those goals are important so students can reach the futures they imagined.
2. Remind students that goals take work and it is normal to encounter obstacles. There are people who can help students with their goals, including some of their peers in this program. We will discuss how to overcome obstacles to their goals in the next session. Refer back to the proverb, "When one door closes, another door opens." There are many, many "doorways" to their personal goal. Tell them they should be willing to ask for help and look for more doorways as they progress through life.

Explain that having a **goal** is important. It is also important to be **resilient** in achieving a goal. Achieving a goal takes **perseverance** and **determination**. Remind students that they have already had to face obstacles in their lives and they were able to overcome them.

## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Goal Guide Worksheet<sup>7</sup>

Short-Term Goal	Long-Term Goal
Benefits in reaching my goal	Benefits in reaching my goal
What might stand in my way?	What might stand in my way?
What do I need to learn to do?	What do I need to learn to do?
Who will encourage me?	Who will encourage me?
Plans of action/Steps I will take	Plans of action/Steps I will take
When will I achieve this goal?	When will I achieve this goal?

<sup>7</sup> Adapted from Peace Corps Center for Field Assistance and Applied Research, *Life Skills Manual*; see Bibliography for full citation.

## Goal Guide

A **goal** is an aim, purpose or desired result. It is something one focuses on and works toward achieving. A short-term goal is "I will pass my exams." A long-term goal is "I will go to university."

## Goal Characteristics

- S-Specific
- M-Measurable
- A-Achievable
- R-Realistic
- T-Time-bound

## Questions That Help Develop Goals<sup>8</sup>

- **Identify the goal:** Write one short-term goal and one long-term goal. "Pass my exams" is a short-term goal.
- **What are some benefits of reaching my goal?** For example, "If I pass my exams, I will proceed to the next grade."
- **What stands between my goal and me?** For example, "If I have to work long in the fields, I may not have enough time to study."
- **What do I need to learn or do?** For example, "I need to register for the exams."
- **Who will encourage me?** For example, "I know that my teachers really want me to do well, and I will ask them to check my progress."
- **What is my plan of action?** For example, "I will need to study two hours a day."
- **When will I achieve this goal?** For example, "The exam is in three months, so I will be finished on [date]."

---

<sup>8</sup> Adapted from Peace Corps Center for Field Assistance and Applied Research, *Life Skills Manual*; see Bibliography for full citation.

## Session 2: Achieving Your Goals<sup>9</sup>

---



**TIME: 1 HOUR**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Identify factors in their lives that affect their personal goals.
2. Explain how their talents can help them achieve their personal goals.
3. Identify skills of resiliency that will assist them in achieving goals in the face of obstacles.



### **METHODS USED:**

1. Discussion
2. Small-group work
3. Case studies



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Stories of Sarah and Hakim



### **FACILITATOR PREPARATION:**

1. Use the **Stories of Sarah and Hakim** provided or ones that are more relevant for your country, culture and situation.
2. Write the questions for **Stories of Sarah and Hakim** (Activity 1) on flipchart paper for students' reference.
3. Be familiar with support systems in the community that can help students reach their goals (see Activity 1, Discussion Question 3).



### **FACILITATOR NOTES:**

None



### **ACTIVITY 1: OBSTACLES TO GOALS (30 MINUTES)**

1. Explain that during this session, students will read stories of two young people. Tell them to keep their own futures and goals in mind while reading and discussing the stories.

---

<sup>9</sup> Adapted from Peace Corps Center for Field Assistance and Applied Research, *Life Skills Manual*; see Bibliography for full citation.

## 2. Read the stories of Sarah and Hakim.

### STORIES OF SARAH AND HAKIM

Sarah lives in a small village with her mother, three brothers and three sisters. Her daily life was spent helping her mother with household chores and learning to be a good wife and mother. School was not a priority since she would soon be old enough to marry. She had never imagined a different life. However, her Aunt Agnes began to encourage her studies and now Sarah is attending school, which she enjoys every much. She is bright and her goal is to finish her studies and to one day become a doctor. What happens in Sarah's future?

Hakim is the oldest of four children and the only boy. He lives with his mother and father. Hakim loves school and dreams of becoming an engineer. His mother and father have both asked him to quit school in order to work with his father and help take care of the family by working on the farm. Hakim is considering this when he learns that he has scored the highest marks in both science and math for his school. Hakim wants to continue school, but he loves his family and wants to help them. His goal is to finish school, go to university and to one day become an engineer. What happens in Hakim's future?

3. Divide the students into groups of three or four. Each group should have a mix of boys and girls. Ask each group to construct an ending to both Sarah's and Hakim's stories and then answer the following questions:
  - What are Sarah's and Hakim's long-term goals?
  - What steps are needed to achieve those goals?
  - What obstacles may Sarah and Hakim face?
  - What are some ways that Sarah and Hakim can receive support to help them reach their goals?
4. When students are finished, have one person from each group present their version of the story and their responses to the questions to the whole group.
5. Answer the **Discussion Questions** as a whole group.



#### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. How do family expectations influence Sarah's and Hakim's future? Can Sarah and Hakim go against their parents' wishes? Is there a way for them to help their families and reach their goals for the future?

2. How did the fact that Sarah is a girl influence her future? How did being a boy influence Hakim's future?
3. What are some support systems in the community that could help Sarah and Hakim reach their goals? (Be sure to include all sources of support, e.g., self, peers, school, home, community and national.)



### **ACTIVITY 2: OVERCOMING OBSTACLES TO GOALS (30 MINUTES)**

1. Tell students to think about their long-term goal. What are some possible obstacles or challenges they might face in reaching their goal? List the answers on flipchart paper.

Some possible answers:

- Bullying
- Peer pressure
- Being female
- Being male
- Pregnancy
- Lack of opportunity
- Lack of resources
- Cultural and family pressures

Tell students to think back to Module 1, Session 1, Activity 1, when they identified something they accomplished that they were proud of. Ask them if there were any challenges that made the accomplishment difficult for them to achieve.

2. Ask them what helped them overcome any challenges they faced to make the accomplishment they are proud of. List answers on flipchart paper. Use the following as prompts, if needed.
  - Trusting myself
  - Getting help from friends
  - Getting help from parents
  - Having a good teacher who believed in me
  - Identifying resources in the community to help me



### **SESSION WRAP-UP:**

1. Inform students that everyone faces obstacles, but it is how they choose to deal with these obstacles that will help determine their future. They have probably already overcome many obstacles in their lives and demonstrated resiliency. They have the qualities within them to overcome challenges so they can reach their future goals.

2. Although there are many obstacles, there are also many support systems that can help them reach their goals. It is important to have support from friends, family and community and to ask for help when they need it.
3. Remind students that having high self-esteem will help them reach their goals and make decisions that are in their best interests. Tell them to remember that no matter what happens in their lives, they are special and have special qualities and talents.
4. By the end of this program, students will have more tools and skills to help them be resilient and reach their goals in the future, even if they encounter difficulties.



# 3

## MODULE 3: GENDER

### WHY THIS MODULE?

Gender is a cross-cutting theme throughout Doorways I. Most young people are unaware of the effect of gender norms on their lives or that, because gender roles are created by society, they can be changed. Understanding that gender roles are socially constructed and can change is a key factor in social change and imperative to preventing school-related gender-based violence (SRGBV). In this module, students examine gender expectations placed on them by their peers, themselves, their families and society. Students also use critical thinking and decision-making skills in role-plays and in examining case studies to change gender roles. They will discuss what they can do to support one another.

### WHAT IS IN THIS MODULE?

#### **Session 1: Introduction to Gender (2 hours)**

Students are introduced to the concepts of gender and sex. They also discuss what is expected of them as girls and boys and how that can limit their life choices.

#### **Session 2: Examining Gender Roles (2 hours and 30 minutes)**

Building on what students learned about gender and sex, they examine gender roles in their surroundings. They also discuss how their lives can be less limited by gender expectations and stereotypes.

### HOW CAN YOU LEARN MORE?

- Centre for Development and Population Activities (CEDPA). (1998). *Choose a Future! Issues and Options for Adolescent Boys*. Washington, D.C.: CEDPA.
- Centre for Development and Population Activities (CEDPA). (2002). *Choose a Future! Issues and Options for Adolescent Girls*. Washington, D.C.: CEDPA.
- Commonwealth Secretariat. (2001). *Gender and Relationships: A Practical Action Kit for Young People*. London, U.K.: The Commonwealth Secretariat. Retrieved March 26, 2008, from [http://www.unicef.org/lifeskills/index\\_14927.html](http://www.unicef.org/lifeskills/index_14927.html).
- International HIV/AIDS Alliance. (2006). *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*. Brighton, U.K.: International HIV/

AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_4-5.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_4-5.pdf).

- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 6–7*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_6-7.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_6-7.pdf).
- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 8–9*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_8-9.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_8-9.pdf).

# Session 1: Introduction to Gender

---



**TIME: 2 HOURS**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Describe the differences between sex and gender.
2. Examine beliefs about being a boy or girl in their culture.
3. Describe gender roles for both boys and girls.



## **METHODS USED:**

1. Discussion
2. Role-play
3. Visualization
4. “Vote With Your Feet”



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Masking tape
- Pieces of paper marked “Agree” or “Disagree”
- Handout: **Gender Terms**



## **FACILITATOR PREPARATION:**

1. Review gender definitions and be prepared to explain them in student-friendly terms.
2. Be familiar with cultural norms and gender expectations in your community. (For example, in some places only girls carry water and only boys work in the garden.)
3. Make two signs, one with the word “Agree” and one with the word “Disagree.” Place them on the wall on different sides of the room.



## **FACILITATOR NOTES:**

1. Young people may feel more inhibited when talking about some of the issues in this session in mixed groups. In some of the activities you might want to have boys and girls work together so they can learn from one another. Use your best judgment and decide if some of the activities should be done with girls and boys separately or boys and girls together, then coming back and sharing with the larger group.
2. It is important that you consider the age of the students you are

working with when explaining gender and sex. The gender terms are provided, but you should be prepared to explain the terms using student-friendly language (see **Content Information for Session and Handouts**).

3. The activities in this session will give you an idea of the students' understanding of gender and sex. Changes in attitudes about these issues may not happen at this point, but this may be the first opportunity students have to start thinking about these issues critically. The issues around gender will be expanded upon in Module 4 on SRGBV in the community.



### **ACTIVITY 1: BEING A BOY, BEING A GIRL<sup>10</sup> (30 MINUTES)**

1. Pairing boys with boys and girls with girls, ask students to complete the following sentences:

I'm happy that I am a girl because \_\_\_\_\_.

I'm happy that I am a boy because \_\_\_\_\_.

I wish I were a girl because \_\_\_\_\_.

I wish I were a boy because \_\_\_\_\_.

2. After students have completed the sentences, ask for volunteers to share their answers.
3. Write answers on flipchart paper and ask students which of the roles can be changed. Then ask which of the roles cannot be changed. For example, "I wish I were a boy so I could leave the house whenever I wanted and go around with my friends" (gender). Or, "I wish I were a girl so I could have a baby" (sex).
4. Explain that some of these examples refer to gender roles and some refer to sex (or biological differences between males and females). Define **sex** and **gender** using examples students gave.
5. Look at the sentences students shared and discuss which roles and responsibilities can be changed and which cannot.

<sup>10</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



## ACTIVITY 2: GENDER BOX <sup>11</sup> (1 HOUR)

1. Draw a picture of a boy on flipchart paper. Ask students what they would like to name the boy. Write the answers to the following questions on flipchart paper around the drawing:
  - What messages does your community send to this boy when he is told to act like a man?
  - What is he expected to do?
  - How is the boy encouraged to act?
2. Now draw a picture of a girl on a separate sheet of flipchart paper. Give the girl a name. Repeat the same questions.
  - What messages does your community send to this girl when she is told to act like a woman?
  - What is she expected to do?
  - How is the girl encouraged to act?
3. Draw a box around the messages, drawings and answers from the students; explain that this is a **gender box**. This is how we expect people to act, depending on society's idea of what is considered masculine or feminine behavior.
4. On the outside of the box write the answers to the following question:
  - What is the child (he or she) discouraged from being or doing?



## DISCUSSION QUESTIONS:

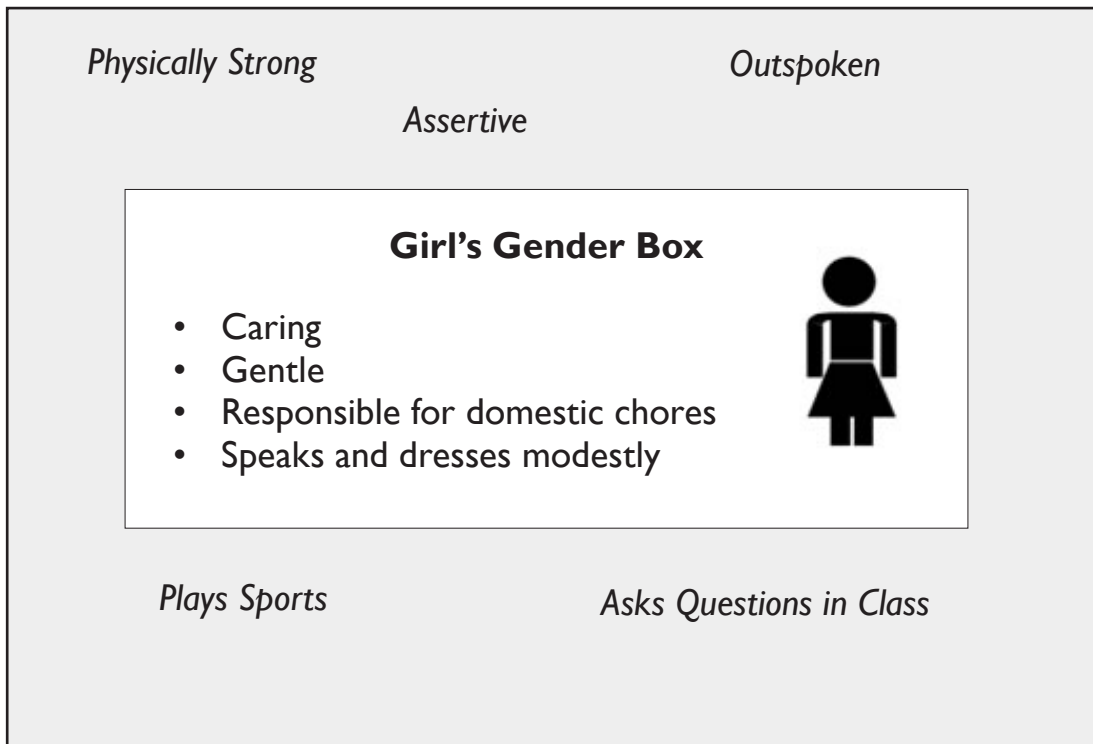
Use the following questions to guide the discussion:

1. What qualities are girls supposed to have? For example, are girls supposed to be quiet?
2. What qualities are boys supposed to have? For example, are boys supposed to be tough and not cry?
3. What if a boy or girl acts out in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community?
4. What are some things girls are told they cannot do? For example, can a girl be a mechanic? What are some things boys are told they cannot do? For example, can a boy be a nurse?

<sup>11</sup> Adapted from Kivel & Creighton, "Act Like a Man," and the Oakland Men's Project, *Making the Peace: A 15-Session Violence Prevention Curriculum for Young People*; see Bibliography for full citation.

5. Do you know any girl or woman who behaved differently than the expectations in the gender box? Do you know a man who behaved differently? How did they do it? What was the community's or society's reaction to them?
6. How can these expectations influence your goals and dreams for the future? How can you handle these expectations and still achieve your goals?
7. Have you ever treated anyone badly because he or she was acting differently than expected?

### **GENDER BOX**



### **ACTIVITY 3: SEX OR GENDER (30 MINUTES)**

1. Explain that you will read some statements out loud. If students agree, they should go to the “Agree” side of the room. If they disagree, they should go to the “Disagree” side of the room.
2. Read out the statements, no more than six. Some examples are provided, but you may want to choose some of your own.  
Sample statements:
  - Boys are stronger than girls.
  - Girls should do what boys tell them to do.
  - Girls can't do math.
  - Girls are more emotional than boys.

- Caring for children is a girl's job.
  - Girls want to get married more than boys.
  - A girl should always do what her boyfriend tells her.
  - Sports are more important for boys than girls.
  - Girls need to find a good husband; boys need to find a good job.
  - A boy who likes cooking and looking after children is not a real boy.
  - Female students are better at sweeping and cleaning.
3. After students have had time to stand in the spot that demonstrates whether they agree or disagree, ask them to give the reasons for their choices. (If possible, call on people who have different answers.) Tell them they can change their minds and move after hearing other students' reasons.
  4. When you have gone through all the statements, bring the group back together for the **Discussion Questions**.



#### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Did the boys choose different sides of the room from the girls?
2. Where do we get our ideas about gender roles from?



#### **SESSION WRAP-UP:**

1. Both girls and boys are restricted in their behaviors, responsibilities and life choices because of culturally assigned roles and expectations. In the next session, we will examine these roles and discuss alternatives.
2. **Gender** describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak and their status. These differences are created by our culture and not nature, and we can change them.
3. **Sex** tells us about the differences between men and women in their bodies. Only females have organs and hormones in their bodies that enable them to menstruate, get pregnant, give birth to children and breast-feed. Only males have organs and hormones that produce sperm and make women pregnant. These differences are the work of nature and we cannot change them.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Gender Terms

- **Gender** refers to a set of qualities and behaviors expected from males and females by society.
- **Gender roles** are socially determined and can be affected by factors such as education or economics. They vary widely within and between cultures and often evolve over time.

### Student-Friendly Language

- **Gender** describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak and their status. These differences are created by our culture and not nature, and we can change them.
- **Gender roles** describe what men and boys and women and girls are supposed to do in their culture. For example, in some cultures, a man is expected to cut down trees and a woman is expected to cook and take care of the children.
- **Gender equality** refers to a state where there is no discrimination on the basis of a person's sex in the allocation of resources and in the access to various services in a society. In other words, when men and women are valued equally and they have equal access to and control of resources, opportunities and benefits despite their differences, there is gender equality.
- **Gender equity** refers to the strategies or processes used to achieve gender equality. It involves fairness in representation, participation and benefits afforded to males and females. This does not mean that boys and girls should necessarily receive the same treatment, as individual differences among them demand different interventions, or that one group should receive preferential treatment. Both boys and girls should have a fair chance of having their needs met and have equal access to opportunities for realizing their full potentials as human beings. Equity is the means; equality is the result.



- **Gender norms** refer to standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.
- **Sex** refers to the biological differences between males and females. Sex differences are concerned with males' and females' physiology and generally remain constant across cultures and over time. Sex tells us about the differences between men and women in their bodies. Only females can menstruate, get pregnant, give birth to children and breast-feed. Only males can produce sperm and make women pregnant. These differences are the work of nature, and we cannot change them.

## Session 2: Examining Gender Roles

---



**TIME: 2 HOURS AND 30 MINUTES**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Explain the differences in gender roles and activities.
2. Examine the type of work traditionally done by men and women.
3. Identify challenges that boys and girls face because of gender stereotypes or inequalities.



### **METHODS USED:**

1. Discussion
2. Game
3. Group work



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers
- Paper to write occupations on
- Container for pieces of paper



### **FACILITATOR PREPARATION:**

1. Identify someone in your community or country that defied gender stereotypes and stepped out of prescribed gender roles to succeed. Try to find a male and female example. Some examples have included female mechanics and males who have advocated for women's equality. Some characteristics to look for:
  - Sees different occupations as equally appropriate and attainable for men and women.
  - Values men's role as rearing or caring for children.
  - Challenges the values within culture that promote violence against women.
  - Promotes and advocates for equality between men and women.
2. On pieces of paper, write different occupations for Activity 2. The occupations should include jobs traditionally done by men as well as by women. Use the following or create your own:

Farmer	Engineer	Nurse
Scientist	Brick maker	Businessperson
Tailor	Plumber	Bicycle repairer
Watch repairer	Market vendor	Architect
Vegetable seller	Auto mechanic	Teacher
Cook	Typist	Gardener
Maid	Dress designer	Accountant
Construction worker		

3. For Activity 3, write out the example scenarios or create scenarios that students are familiar with and that are applicable to their daily lives.



#### **FACILITATOR NOTES:**

1. For Activity 1, be aware of what time students begin their day. Make sure schedules reflect this time.
2. Choose a season or time of the year for the daily schedules. Students are often busier during certain times of the year, so make sure they are making a schedule for the same time of year.



#### **ACTIVITY 1: GIRLS' AND BOYS' DAILY SCHEDULES (1 HOUR)**

1. Ask students to think about how they spend their time, what things they do every day (e.g., spending time with friends, playing outside), every week (e.g., going to the market) or less often (e.g., traveling to the capital, visiting friends).
2. Ask the girls to form one group and the boys to form another group.
3. Ask each group to create schedules showing what they do each day. Ask them to create one for the opposite sex as well.
4. Bring the groups back together to compare the schedules.



#### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Are there differences in the activities boys and girls do?
2. Are there differences in the boys' and girls' schedules in the following ways: work, responsibilities, leisure time and activities?
3. Do you think boys and girls have equal responsibilities?
4. Are there activities you would like to change?
5. Are there ways that boys and girls can help each other in their daily lives? Give examples.



## ACTIVITY 2: JOB GAME (45 MINUTES)

1. Explain that they are going to play a game about work and jobs that students might possibly have in the future.
2. Put pieces of paper with occupations written on them in a container.
3. Pick a student to take a piece of paper out of the container. Ask the student if a woman can do that type of work. After the student answers, ask the whole group to agree or disagree and record the number on each side.
4. Call on different students to give the reasons for their answers.
5. Do this for all the occupations.



## DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What reasons were given for why certain jobs can be done by women? What about men?
2. What reasons were given for why certain jobs cannot be done by women? What about men?
3. Are these reasons valid?
4. Do you think these reasons are because of the person's sex or because of society?
5. What situations prevent women and men from doing certain kinds of work? Why? Can these circumstances be changed?
6. What kind of work has more "yes" responses? (Replies might include work in the home, low pay and little education.)
7. What kind of work do the "no" answers have in common? (Replies might include uses technology, respected by the community.)
8. Who do you think makes more money, women or men?
9. What are some examples of occupations women are doing today that they did not do in the past? (Use this answer to demonstrate that gender roles can change over time.)



## ACTIVITY 3: WHAT CAN STUDENTS DO? (45 MINUTES)

1. Put the students into pairs. You should pair boys with boys and girls with girls.

2. Give each pair a scenario to discuss what they would do in the situation. Use the examples below or create ones that are applicable to their daily lives and culture:

**For boys:**

- You see your sister struggling with household chores and you know she has a lot of homework. Your friends have come over to play outside.
- Your friends say you are a “girl” because you cry.
- Your friends say that if you were a man you would drink beer and smoke cigarettes.

**For girls:**

- When you reach Standard 8, you want to study science, but your teacher says that girls are no good at science and you should study social studies instead.
- Teachers are always assigning extra chores to the girls during class breaks while the boys play outside.

3. After pairs have had a chance to discuss, have them report back to the larger group.
4. Explain that changing gender roles or speaking up to adults takes courage. **Courage** is personal bravery in the face of fear and can be very difficult. Courage is needed to try new things, for example, changing gender roles. Boys and girls can work together to help each other and change gender roles.



**SESSION WRAP-UP:**

1. In some cultural contexts, girls are expected to perform household chores in addition to their schoolwork, which often places a heavier burden on them. Boys are allowed to play or are excused from housework because that is “girls’ work.” This can have a detrimental effect on girls and their educational outcomes. Girls and boys can work together and help each other.
2. Remind students that change begins slowly and with small steps. Students should not feel constrained by gender norms but realize that they have the power to change them even if it is on a small scale.
3. Explain that attaching fixed roles to girls and boys can limit their opportunities to achieve what they want in life. Tell students they should keep their goals and dreams in mind and strive to achieve whatever they imagine.



# 4

## MODULE 4: SCHOOL-RELATED GENDER-BASED VIOLENCE IN OUR COMMUNITY

### WHY THIS MODULE?

This module deals with some of the core concepts and issues of this training program. In particular, these sessions give students an opportunity to discuss what constitutes violence, and then narrow the focus to school-related gender-based violence (SRGBV). Students will define violence, draw examples of the violence they have seen in their communities and discuss violence at school.

### WHAT IS IN THIS MODULE?

#### **Session 1: Defining Violence (2 hours)**

Students are introduced to the definition of violence and the three different types of violence: psychological, physical and sexual. The session also introduces SRGBV and its effect on students and learning outcomes.

#### **Session 2: Types of Violence That Affect Young People (3 hours)**

Students examine types of violence that affect young people and the consequences of violence. Students also discuss what they can do if they experience violence.

#### **Session 3: How to Report Incidents of Violence (3 hours)**

Students discuss how to identify trusted adults and report incidents of violence. They also examine a case study of sexual violence and discuss how to report the incident.

### HOW CAN YOU LEARN MORE?

- Mirsky, J. (2003). *Beyond Victims and Villains: Addressing Sexual Violence in the Education Sector*. London, U.K.: The Panos Institute. <http://www.panos.org.uk/?lid=250>.
- Vann, B. (2004). *Training Manual Facilitator's Guide: Multisectoral & Interagency Prevention and Response to Gender-Based Violence in Populations Affected by Armed Conflict*. Washington, D.C.: JSI Research and Training Institute/RHRC Consortium. [http://www.rhrc.org/resources/gbv/gbv\\_manual/intro.pdf](http://www.rhrc.org/resources/gbv/gbv_manual/intro.pdf).

# Session 1: Defining Violence

---



**TIME: 2 HOURS**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Define violence and recognize the three types of violence: psychological, sexual and physical.
2. Define SRGBV and cite examples of SRGBV.
3. Examine the possible effects and consequences of violence.



## **METHODS USED:**

1. Discussion
2. Brainstorm activity



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handouts:
  - **School-Related Gender-Based Violence: Definition and Types (Appendix A)**
  - **Examples of Three Types of Violence**
  - **Definitions of GBV and SRGBV**
  - **Examples of SRGBV**



## **FACILITATOR PREPARATION:**

1. Be familiar with the three types of violence (psychological, physical, and sexual). You should be prepared to explain the three types of violence in student-friendly age-appropriate language and give examples (see **Examples of Three Types of Violence** handout).
2. The complete definition of SRGBV is in **Appendix A**. Review the definitions for “gender norms” and “perpetrator” (located in the **Glossary**) and be prepared to describe them in student-friendly language.
3. Have definitions from Module 3, Gender, available for reference.
4. Be aware of the most common forms of SRGBV in the community where students live.
5. If possible, have a counselor available. In some situations, students may have witnessed severe and extreme violence (such as war), which can bring up intense feelings. Review the section **Supporting**



## Participants Who Have Experienced Violence and Abuse,

located in the manual's **Introduction**.



### FACILITATOR NOTES:

1. Some of the students might consider the violent behaviors mentioned in this session a normal part of life and not view them as violence. This training program is intended to enable students to question and, ultimately, change what they consider to be violence.
2. Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about students, teachers or those suspected of abusing children. Remind students that this is a space where everyone can speak freely and confidentially.
3. **Exploitative labor** is work that is hazardous to students' physical, mental or emotional health. Any work that prevents children from attending school is considered against children's right to an education. This includes labor as punishment or running errands for teachers that causes the student to miss class.



### ACTIVITY 1: VIOLENCE (45 MINUTES)

1. Students should form small groups of three or four people.
2. Give each group a piece of flipchart paper. Tell students to write the word "Violence" across the top of the paper.
3. Ask each group to think about the word "violence" and then draw as many images that come to mind.
4. Ask each group to come to the front of the room and present what they have drawn or written to the whole group.



### DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Do you notice any recurring themes?
2. Are there images or words that appeared in all the presentations?



### ACTIVITY 2: THREE TYPES OF VIOLENCE (30 MINUTES)

1. Explain that violence falls into three categories (psychological violence, physical violence and sexual violence). Refer students to the **Examples of Three Types of Violence** handout. Have participants read each example.

2. Ask the small groups to go back to the poster they created in Activity 1 and determine what type of violence they drew or described.
3. Instruct the small groups to write the letter “S” beside all types of sexual violence they portrayed, the letters “PHY” beside all types of physical violence they portrayed, and the letters “PSY” beside all types of psychological violence they portrayed.
4. Be sure to point out that psychological violence is the least visible of the three types of violence and students might not list examples. Be prepared to provide examples of psychological violence.
5. Keep the posters posted in the room.



### DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Is it possible that one act of violence could actually cross over into two or more types of violence? The answer is yes. For example, girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual abilities (psychological abuse).
2. Which type(s) of violence are the most common in your community?



### ACTIVITY 3: SCHOOL-RELATED GENDER-BASED VIOLENCE (45 MINUTES)

1. Write “Gender-Based Violence” on flipchart paper. Refer back to the definition of **gender**.
2. Ask students to remember when they talked about gender and how people expected them to behave a certain way depending on whether they were a boy or girl. Ask them what they think **gender-based violence** (GBV) means. Record students’ comments on the flipchart paper.
3. Refer students to the definition of GBV in the handout. Compare the students’ version with the definition:

**Gender-based violence** is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes.

4. Refer back to the drawings from Activity 1. Ask students which examples could qualify as GBV.
5. Now write “School-Related Gender-Based Violence” on flipchart paper. Based on the definition of GBV and the word “school,” how would they define SRGBV? Record participants’ comments on the flipchart paper.
6. Refer students to the definition of SRGBV in the handout. Compare the students’ version with the definition:

***School-related gender-based violence** is any form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or psychological, or combinations of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators. Both educational and reproductive health outcomes are negatively affected by gender violence.*

7. Refer back to the drawings from Activity 1. Ask students which examples could qualify as SRGBV.
8. When reviewing the illustrations, ask what makes these examples of GBV. What makes these examples of SRGBV? Refer students to the **Examples of SRGBV** handout. Have students read each example.



#### **SESSION WRAP-UP:**

1. There are different types of gender violence, and they all have an impact on students and their mental well-being.
2. School-related gender-based violence has been occurring for a long time. In some cases, such as bullying or corporal punishment, students may have felt that they had no choice but to accept this type of treatment. The Doorways I program will provide students with the skills and tools to help prevent and respond to SRGBV.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Examples of Three Types of Violence

#### 1. Psychological violence:

- Making threats
- Teasing
- Intimidation
- Insulting someone
- Bullying
- Humiliation
- Ignoring

#### 2. Physical violence:

- Holding
- Punching
- Restraining
- Kicking
- Hitting, including hitting with a switch or whip
- Shoving
- Throwing something at someone

#### 3. Sexual violence:

- Rape
- Defilement
- Indecent touching and exposure
- Sexually explicit language, including sexually suggestive remarks or offers

## **Definitions of GBV and SRGBV**

**Gender-based violence** is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes.

**School-related gender-based violence** is any form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or psychological, or combinations of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators. Both educational and reproductive health outcomes are negatively affected by gender violence.

## Examples of SRGBV

### 1. Psychological:

Girls and boys both experience psychological abuse from peers and teachers through:

- Verbal harassment
- Verbal abuse related to puberty
- Bullying, teasing
- Abusive language from teachers
- Emotional manipulation and exploitation
- Labeling students lazy or stupid based on whether they are boys or girls

### 2. Physical:

- Hitting
- Slapping
- Caning
- Punching
- Shaking
- Choking
- Painful body postures
- Excessive exercise drills
- Preventing use of the toilet
- Exploitive labor
  - School chores that negatively impact student learning or health
  - Labor as punishment

### 3. Sexual:

- Rape
- Defilement
- Groping, touching, etc.
- Aiming sexually explicit language at a child
- Indecent touching and exposure
- Exposing pornographic material to children

## Session 2: Types of Violence That Affect Young People

---



**TIME: 3 HOURS**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Recognize the different types of violence that young people face.
2. Recognize the effects of violence on young people.
3. Discuss how to help someone who has experienced violence.



### **METHODS USED:**

1. Large-group discussion
2. Role-play



### **MATERIALS:**

- Flipcharts from previous sessions on violence
- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handouts:
  - **Scenarios for Types of Violence That Affect Young People**
  - **Tips for Students to Report Violence**
  - **Tips for Supporting a Friend Who Has Experienced Violence**



### **FACILITATOR PREPARATION:**

1. Have flipcharts from previous sessions on violence available.
2. For Activity 1, use the scenarios in the **Content Information for Session and Handouts** or adapt these scenarios to make them more relevant to the country and communities where the students live and go to school. Prepare copies of the scenarios for each group. The scenarios will be used throughout Sessions 2 and 3.
3. Write the **Discussion Questions** for Activity 1 on flipchart paper.
4. Make copies of **Tips for Students to Report Violence** and **Tips for Supporting a Friend Who Has Experienced Violence**, or copy the tips on flipchart paper and let students copy them into their notebooks. (See **Content Information for Session and Handouts**.)
5. A **trusted adult** can be a parent, guardian or anyone a student can go to who is willing to listen and help. You should be prepared to discuss what a **trusted adult** is. In the next session, students will identify adults to whom they can go for help.



### FACILITATOR NOTES:

1. A **tattletale** is an informal term used for a person, especially a child, who tells others about another person's secrets or bad behavior. Use the equivalent word in the local language. It is important for students not to be afraid to speak up and tell someone when they or someone they know is in danger.
2. This module uses scenarios to examine violence so that students may talk about violence in the abstract rather than through their own personal experiences with violence. Be aware that some of the students may have experienced violence, and this discussion could be uncomfortable for them. Refer to the section **Supporting Participants Who Have Experienced Violence and Abuse** in the **Introduction** of the manual.



### ACTIVITY 1: TYPES OF VIOLENCE THAT AFFECT YOUNG PEOPLE (1 HOUR)

1. Ask students to form small groups of three to four people.
2. Give each group one of the scenarios.
3. Tell students to have one person in the group read the scenario out loud for the other members of the group.
4. Tell students to answer the **Discussion Questions** based on what is happening in the scenario.
5. After the groups have finished, they should present a summary of their scenario. Remind students it is not necessary to re-read the scenarios, but use the discussion questions to guide them, if needed.
6. Students should not have trouble coming up with possible consequences of violence, but be sure to mention the following:
  - Students can have trouble concentrating, either in school or in their daily lives.
  - Student can feel guilty or think the violence they experienced was their fault.
  - Students can quit eating or sleeping.
  - Students may not want to go to school.
  - Students can feel confused and tricked when an adult abuses them, especially if it is a teacher or someone they trusted.
  - Students can feel afraid to be alone with certain adults.



7. Tell students that when they see acts of violence being perpetrated, they can help the person by telling a trusted adult. The concept of a trusted adult will be further discussed later in this module. Ask students when they think speaking up and telling a trusted adult is necessary. Point out that it is necessary any time they or someone they know is in danger.
8. Explain that sometimes it may be difficult to tell and they may be afraid of getting called a “tattletale” or experiencing violence themselves. Any time someone is in danger or is being hurt, students can help by having the courage to tell a trusted adult or help the person tell a trusted adult.
9. Review the **Tips for Supporting a Friend Who Has Experienced Violence**.



#### DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What type(s) of violence is the young person in your scenario experiencing?
2. Do you think he or she is experiencing violence because of being a boy or girl? (What are the gender aspects of this incident of violence?)
3. What are the effects of this type of violence on the student in the scenario? What are some possible consequences of this violence if it goes unchecked?
4. Is this type of violence something that has happened in your school?
5. Has this ever happened to anyone you know? What did he or she do?
6. How could you support the student in the scenario if he or she were your friend?



#### ACTIVITY 2: WHOM CAN STUDENTS TELL? (2 HOURS)

1. Using the same scenarios, tell groups to come up with a plan for the student in the scenario. Their plan should include **whom** the student could tell, **where** the student should go for help, **who** could go with the student and **how** the student can tell a trusted adult.
2. Tell students to create a role-play, acting out the plan and demonstrating how to tell a trusted adult what happened to the student in their scenario. Tell students to think of any obstacles the student might face and include suggestions to help the student overcome them. For

example, in Scenario 3, Akua told a female teacher what happened to her, but the teacher did not make her feel better. Akua should go to another teacher or tell another trusted adult until someone helps her.

3. Make sure each scenario is acted out as a role-play, and then come back together as a whole group for the **Discussion Questions**.
4. After the discussion, review the **Tips for Students to Report Violence** (see **Content Information for Session and Handouts**).



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Whom did the student go to for help? Was the person helpful? Why or why not?
2. Did anyone go with the student?
3. Did the students in the scenarios show courage when they told what happened to them?
4. What can we do to help someone who has experienced violence or is afraid to tell someone what happened to him or her?
5. Is there ever a time when you would be afraid that telling will cause you more harm? What could you do?



### **SESSION WRAP-UP:**

1. Tell students that now they should be able to recognize the different types of violence they or their friends may face. Some of the behaviors they may have previously considered normal should be recognized as violence if the behaviors make them feel bad or have negative consequences.
2. Tell students that they do not have to keep their feelings to themselves. It is always better to tell a trusted adult if they think they have experienced violence.
3. There are people students can go to who can help them if they experience violence. It is also important for them to help a friend or classmate if they experience violence.
4. Remind them of the **Tips for Students to Report Violence** and **Tips for Supporting a Friend Who Has Experienced Violence**. Tell students that reporting violence takes **courage** and **resiliency**, but they can support one another to prevent and respond to SRGBV.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Scenarios for Types of Violence That Affect Young People (Sessions 2 and 3)

#### Scenario 1

My name is Andre and I am 12 years old and much bigger than most young people my age. I am tall and muscular and the older boys hang out with me because I am their size and I am good at football. I like the older boys because they are popular and they know all the older girls in the school.

Last month, an older girl approached me and said I was handsome and that if she were not dating this other guy, Manuel, that she would like me. I was so surprised by her comment and flattered, but I didn't say anything because I am shy around girls. The next day after school I was walking to the football field with all the guys when I noticed that we were taking a different route than usual. Also, the girl who told me I was handsome was walking with us, which was unusual. I didn't say anything to her because her boyfriend, Manuel, was also with us. He is very jealous and easily angered. After a while out of nowhere, I felt someone jump on me and knock me to the ground. I could hear a girl screaming and I felt several fists on my head, back and face. I closed my eyes and hoped that I would live through this. At the end of the beating, Manuel kicked me in the face and told me to never talk to his girlfriend again or he would kill me. Manuel held his girlfriend up close to me so that she was looking right at my bloody face. I was crying and Manuel asked her, "Who is the real man now?"

I could not go to school for a week because my face was swollen. I lied to my parents about what happened. I am so frightened that Manuel will kill me. I go to school alone and walk straight home after school. I have lost all my old friends. I cannot believe I trusted them. I also quit the football team because some of those guys were on the team. They all turned on me. I am so lonely and afraid.

#### Scenario 2

My name is Molly and I am 11 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because in the fields there are sometimes bandits and I am afraid to walk through the fields alone, especially when the crops are high. So, each day I walk past the bus depot and bar to get to school, and each day I am approached by

an older man offering to buy me a drink. He says he'll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it is hard for me to get away from him without stepping into the traffic. Tomorrow, I am going to walk through the fields even though I am scared of the bandits, because I am also scared of the man who has been harassing me.

### **SCENARIO 3**

My name is Akua. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every morning because I have to help my mother and sisters with the chores around the house. Sometimes I come to school late because my parents will not let me leave until I have finished all my house chores. When I come in late my teacher makes me stand in front of the class and says very cruel things to me. One day he said to me, "You are stupid. Why do you even come to school? You should go and try to find a husband!" Another day when I accidentally fell asleep in class, he said, "Maybe your head is falling because your breasts are becoming so large?" Everyone was laughing. It made me very mad when he said this, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass his class so I can pass to the next level. Once I told a female teacher and she said, "You should not worry. He is only joking." That did not make me feel better and I still do not want to face the teacher.

### **Scenario 4**

My name is Sam, and I really like school. My favorite classes are art and writing. Everyone makes fun of me and says I am "like a girl" because I do not like math and science. All of my friends at school are girls. I like being around girls because in my house I am the youngest boy with six sisters. Boys are not fun to play with because they like to fight and pretend they are in a war. When the other boys try to fight with me and I tell them I do not like to fight, they call me names like "sissy" and "coward." I like to study but when I am at school I sometimes cry when the older and bigger boys pick on me. One day I was crying, and my teacher asked me why. When I told the teacher why I was crying she said, "Well, you should quit acting like a girl and playing with girls." I do not understand why I should stop playing with girls if we really have fun together.

### **Scenario 5**

My name is Muriel. I am very good in all of my subjects at school. My teachers have told me that if I keep up my studies, I will be able to get a scholarship and go to university in the capital.

When I told my father and my uncles, they laughed at me and said, “Why would a girl go to university when all you are going to do one day is get married and be a mother?” I would like to get married and have children, but after I go to university. I told my teacher I wanted to move to the advanced math class because the one I am in now is too easy. He told me that it was not a good idea because I am a girl and said, “Girls are stupid in math. You should just take cooking classes.” I do not understand why a girl cannot take a better math class or think of going to university. It makes me very sad when I think that I will one day have to quit. I would like to go to university and get married when I am older and ready.

### **Scenario 6**

My name is Kofi. I come from a very large family. Last year my mother passed away and my father is the only one at home. My father is often gone because he sells goods in the market. I am the oldest boy and have to help my father take care of my family. I get up very early in the morning to tend to our garden and to make sure all my brothers and sisters are properly fed. After I am sure that everyone is taken care of, I get ready for school, which is very far from my house. It takes me almost an hour to walk to school.

Sometimes when I arrive at school, I am already very tired because I have been working since before dawn. My teacher tells me I am a very strong boy, and he often makes me go do work in the fields at school, which causes me to miss some of the lessons. When I am present in class, I realize I have fallen behind because I missed the previous lesson. I do not want to go to school to do more work, I want to go to school to learn. How can I tell my teacher that I do not want to miss the lesson to work in the garden? I want to stay in the classroom and learn.

## Tips for Students to Report Violence

- When possible, speak to the perpetrator and tell the abuser that his or her violent behavior is unacceptable.
- Keep a record of incidents. For example, if anyone hits you or threatens you on the way to school, write down where it happens, the time and the date.
- If a friend has experienced violence, you can support him or her by going with the friend to tell a trusted adult.
- Sometimes adults might dismiss you when you tell them you have been abused. That might make you feel bad, but you should keep trying until someone helps you. This can take resiliency and courage.
- No one should ask you to look at nude or “sexy” pictures (or movies, tapes, etc.). If anyone asks you to look at anything that makes you uncomfortable, tell a trusted adult.
- If a teacher, principal or anyone at school asks you to come to meet after school or when no one is around, make sure you tell someone where you are going. You should tell your parents, another teacher or a classmate.
- Be careful when accepting gifts or favors from teachers or other adults. Sometimes teachers or other adults could use this to attract you, and it could lead to sexual violence or abuse.
- If you have been abused or experience violence, never blame yourself. It is not your fault. You should talk to a counselor or trusted adult to help you with your feelings.
- If you or another student has experienced violence, you should tell someone. You do not have to keep it a secret.
- You should always speak up when you feel as though you are in danger or someone you know is in danger.

## Tips for Supporting a Friend Who Has Experienced Violence

If a friend tells you that he or she has experienced violence or abuse:

- Believe your friend.
- Offer support.
- Try not to appear shocked.
- Encourage the friend to tell an adult he or she trusts and offer to accompany him or her.
- Don't keep it to yourself—tell a trusted adult. It is an unsafe secret. It is important that your friend is made safe and that the abuse does not continue to happen.
- Help your friend continue looking for an adult who will listen and help.

## Session 3: How to Report Incidents of Violence

---



**TIME: 3 HOURS**



### LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Identify trusted adults with whom they can share problems or to whom they can report an incident of SRGBV.
2. Identify resources in their community to help young people who face violence.
3. Practice how to report incidents of violence and abuse.



### METHODS USED:

1. Large-group discussion
2. Case studies
3. Role-play



### MATERIALS:

- Flipcharts from previous sessions on violence
- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Notebooks
- Handouts: **Molly's Story**



### FACILITATOR PREPARATION:

1. Read Activity I and be prepared to discuss what a **trusted adult** is and how to identify adults whom students can go to for help.
2. Prepare a list of telephone numbers and organizations for students to use if they experience violence or abuse. The list should include teachers, social workers, police, church officials or a village chief.
3. On a piece of flipchart paper write:  
My three trusted adults are: \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.



### FACILITATOR NOTES:

1. In this session, students examine violence and learn how to report incidents of violence. In the next module, they will discuss gender-based violence as a human rights violation. They will also role-play saying “no” and learn about assertive communication skills.



2. Be sure to include information on contacting parents and guardians when discussing reporting an incident of abuse or violence.



### **ACTIVITY 1: WHAT IS A TRUSTED ADULT? (1 HOUR)**

1. Use **Molly's Story** in the handout to help students identify what is a **trusted adult**.
2. Read the story out loud or have the students do it as a role-play.
3. Ask students who the trusted adult was in the story. Ask them what makes someone a trusted adult. Answers may vary. Below are some possible responses:
  - Someone they know who will help them if they need help.
  - Someone they can talk to about anything, especially their problems, or if they are feeling scared, confused or uncomfortable.
  - Someone they feel happy being around.
  - Someone who listens to them and cares about their problems.
  - Someone who has helped them before.
  - Someone who would help them solve a problem, be understanding, get help and work to keep them safe.
4. Ask students how the village elder helped Molly. Ask students how Molly felt when the village elder helped her.
5. Tell students that if anyone approaches them or tries to hurt them, touches them in a way that makes them feel scared, uncomfortable or confused, or if they feel that they are in danger, they should tell a trusted adult immediately.
6. Remind students that not all adults are trustworthy. They will learn more about what type of behavior is not trustworthy in the next module.
7. While there are adults who may try to harm them, there are also many adults who will help them. They should go to someone they feel comfortable and secure around. If anyone does anything to them that is not appropriate, they should go to a trusted adult for help.

8. Tell students to make a list of possible trusted adults in their notebooks. While answers may vary, below are some possible responses:

Mother	Uncle	Police officer
Father	Neighbor	Coach
Grandmother	Big brother/sister	Church person
Grandfather	Principal/headmaster	Friend's parent
Aunt	Teacher	

9. Go around the room and ask students who are some of the trusted adults in their lives.
10. Tell students to choose three people they consider to be trusted adults and write their names in their notebooks. For example:  
My three trusted adults are: \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.



### **ACTIVITY 2: WHAT SHOULD ANA DO? (1 HOUR)**

1. Remind students of the different types of violence they have discussed. Tell them that they are going to examine one type of violence: sexual violence. They are going to read a letter from a young girl named Ana and discuss what she should do.
2. Read the following letter:

*Dear Friend,*

*My name is Ana and I have a very serious problem. Last week, my teacher asked me to come to his house and help him clean. I did not want to go, but my parents tell me I have to respect my teachers. When I got to his house, he started touching me. I got a very bad feeling in my stomach, and I knew it was wrong. He then pulled me in his bedroom and forced himself on me. I was crying and screaming, but he did not stop. He told me that if I told anyone he would hurt me and fail me in school. I ran all the way home and felt sick. I am afraid to tell anyone because they will say it is my fault. I do not feel like eating or sleeping. I do not want to go to school and see that teacher. Please help me. What should I do?*

3. Tell students to write a letter to Ana telling her what she should do.
4. After students have had a chance to write their letters, ask for volunteers to share their letters.

5. Make sure the following points are mentioned:
  - Ana should not be afraid to tell a trusted adult. It was not her fault. No matter what, no one should blame Ana. If the trusted adult is someone other than Ana's parents, someone should contact her parents.
  - The trusted adult will help her by going to the police. Ana was raped by her teacher. Rape is a crime. The trusted adult should look for someone in the police unit who has been trained to deal with sexual violence and abuse. The police will file a report against the teacher.
  - The trusted adult should also take Ana to a hospital or clinic for medical treatment and to collect any evidence needed by the police.
  - The trusted adult should also tell the head teacher. The teacher should not be able to teach in the school anymore. Teachers are in school to help young people, not to hurt them.
  - If possible, Ana should also go to see a counselor. The counselor can help her process her feelings and understand it was not her fault. Talking to a counselor will also increase her courage and help her be more resilient.
  
6. Conclude with the following points:
  - Teachers and people from school should not ask students to clean their houses. Students go to school to learn, not to clean.
  - Teachers and adults should always protect students. If they ever ask them to do anything that makes them uncomfortable, students have the right to refuse.
  - Students should not be in isolated places at school or walking to and from school. They should always walk with a group or another student. Adults need to ensure children's safety. It is not the student's entire responsibility.
  - If a teacher or anyone asks to look under students' clothes, they should not let that person do it.
  - If a teacher or anyone touches them or gets too close, ask that person to move away. If it happens again, tell a trusted adult.



### **ACTIVITY 3: PRACTICE REPORTING VIOLENCE (1 HOUR)**

1. Tell students it is not always easy to speak up and report violence. In this activity they are going to practice telling someone if they have experienced violence.
  
2. Have students create their own role-plays in which a young person experiences violence or abuse and reports it. Tell them to be sure to

identify a trusted adult to whom they report the incident.

3. After students have had a chance to prepare the role-play, let each group present their role-play.
4. After the role-play, review the **Discussion Questions**.



#### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Who was the trusted adult in the role-play? What did the adult do?
2. What did the actors do well in the role-play?
3. Do you have any suggestions for the actors? For example, was there anyone else they could have told?



#### **SESSION WRAP-UP:**

1. Remind students that most teachers and other adults want to protect them from violence and would never do anything to harm them or make them feel unsafe. However, there are some adults who might try to touch them or treat them in a way that is not acceptable. They should never let an adult do anything to them that is harmful. They should tell a trusted adult as soon as possible if they experience any type of violence. Tell students that we are going to talk more about how to identify behaviors that might be harmful.
2. Reporting or telling a trusted adult is not easy. If the first person they tell does not believe them, they should keep on trying until someone does.
3. Point out that no matter what happens, violence and abuse is not their fault. They should never feel ashamed or guilty. If someone tells them not to tell or threatens them or anyone they know, they should tell a trusted adult immediately.
4. Tell students it can be very confusing when adults do something to them that makes them uncomfortable or afraid. Tell students that the Doorways I program is going to help them protect themselves and prevent violence. Tell them they are also going to practice saying “no” and telling people firmly what they want and do not want.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Molly's Story

My name is Molly and I am 11 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because in the fields there are sometimes bandits and I am afraid to walk through the fields alone, especially when the crops are high. So, each day I walk past the bus depot and bar to get to school, and each day I am approached by an older man offering to buy me a drink. He says he will buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but everyday he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it's hard for me to get away from him without stepping into the traffic. Tomorrow, I am going to walk through the fields even though I am scared of the bandits, because I am also scared of the man who has been harassing me.

As I was turning to walk through the fields, I saw one of our village elders. He asked me why I was walking through the fields when all the students had been told to stay on the main road because the fields were unsafe. I was afraid to tell him the reason, but I decided it was better to tell him the truth. It was difficult for me to speak to this respected elder about my problem, but I told him that a man had approached me while I was walking through the bus depot. I told the village elder I was scared and wanted to avoid the man, and that is why I was walking through the fields. The village elder asked me if I had taken any gifts from the man. I admitted that I had. He told me that I should not take gifts from strangers, because sometimes people use gifts to get favors or to trick young girls. He also told me that in the morning he would send his older grandson to accompany me to school. Although I was scared, I was glad that I had told one of the village elders about my problem because he listened to me and offered me help. I feel so relieved now that the situation has been resolved and I can walk to school safely.



# 5

## MODULE 5: HUMAN RIGHTS<sup>12</sup>

### WHY THIS MODULE?

This module gives an introduction to basic human rights. Many people are not aware of their basic human rights and often young people think of rights as something they will obtain as they get older.

Information about human rights has sometimes been misinterpreted as license to do whatever a person wants without regard for others and without taking personal responsibility for one's action. For that reason, in this module, human rights are closely linked to responsibilities. In this module, students will define and explore human rights on a basic and practical level. Students have already learned about SRGBV; now they will recognize SRGBV as a violation of human rights. Finally, students will practice their skills through role-playing to say “no” to potential perpetrators of violence.

### WHAT IS IN THIS MODULE?

#### ***Session 1: Human Rights and the Convention on the Rights of the Child (2 hours)***

Students are introduced to the concept of basic human rights in addition to the Convention on the Rights of the Child (CRC). The students learn that apart from having rights as children, they also have responsibilities.

#### ***Session 2: Children's Rights: Whose Responsibility Are They? (2 hours and 30 minutes)***

Based on what they have learned about rights and responsibilities, students examine scenarios to identify when children's rights have been violated and discuss the responsibilities of different people to uphold those rights. To uphold rights means to stand up for, maintain or help maintain rights.

<sup>12</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.

### **Session 3: Your Body Is Yours (3 hours)**

Students learn that they are in charge of their bodies and look at examples of “good touch” and “bad touch.” They also role-play how to say “no” when someone is touching them inappropriately.

#### **HOW CAN YOU LEARN MORE?**

- African Union. (July 1990). African Charter on the Rights and Welfare of the Child. Addis Ababa, Ethiopia: African Union. <http://www.african-union.org/root/au/Documents/Treaties/Text/A.%20C.%20ON%20THE%20RIGHT%20AND%20WELF%20OF%20CHILD.pdf>. (Useful in Africa and outlines the responsibilities of children.)
- Canadian Coalition for the Rights of the Child. (2003). *Monitoring Children’s Rights: A Toolkit for Community-Based Organizations*. Ottawa, Canada: Canadian Coalition for the Rights of the Child. [http://www.rightsofchildren.ca/toolkit/english\\_toolkit.pdf](http://www.rightsofchildren.ca/toolkit/english_toolkit.pdf).
- Child Rights Information Network (CRIN). (n.d.). Website. Retrieved January 7, 2008, from <http://www.crin.org>.
- Save the Children. (n.d.). Website. Retrieved January 7, 2008, from <http://savethechildren.org/>. (Numerous resources and publications on children’s rights.)
- United Kingdom Committee for United Nations Children’s Fund (U.K. Committee for UNICEF). (2004). *Children’s Rights and Responsibilities Leaflet*. Retrieved January 25, 2008, from [http://www.unicef.org.uk/tz/resources/assets/pdf/rights\\_leaflet.pdf](http://www.unicef.org.uk/tz/resources/assets/pdf/rights_leaflet.pdf).
- United Nations (UN). (n.d.). Human Rights Documentation. Retrieved January 7, 2008, from <http://www.un.org/Depts/dhl/resguide/spechr.htm>.
- United Nations Children Fund (UNICEF). (n.d.). Website. Retrieved March 26, 2008, from <http://www.unicef.org>. (Extensive information on the Convention on the Rights of the Child and many other related topics.)
- United Nations. (n.d.). *FACT SHEET: A Summary of the Rights Under the Convention on the Rights of the Child*. Retrieved January 25, 2008, from [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf).



# Session 1: Human Rights and the Convention on the Rights of the Child

---



**TIME: 2 HOURS**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Recognize that everyone has human rights regardless of age, sex or ethnicity.
2. State that rights are inalienable and cannot be taken away.
3. Identify eight rights from the Convention on the Rights of the Child (CRC) that relate to education and gender-based violence.
4. Explain responsibilities in relation to upholding human rights.



## **METHODS USED:**

1. Group activity
2. Small-group discussion



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Container
- Handouts:
  - **Simplified Version of the Universal Declaration of Human Rights**
  - **Summary of the UN Convention on the Rights of the Child (Summary of the CRC)**
  - **Children's Rights**
  - **Molly's Story**



## **FACILITATOR PREPARATION:**

1. Make copies of the Universal Declaration of Human Rights (UDHR). Be familiar with the definition and basic principles of human rights, and be able to explain them in student-friendly language. Examples have been provided; adapt them as necessary for the age group with whom you are working (see **Glossary** and **Content Information for Session and Handouts**).
2. Make copies of the **Summary of the CRC** for each student (see **Content Information for Session and Handouts**).

3. Review the **Summary of the CRC** so that you are able to talk about it in your own words. Pay special attention to the rights that are particularly relevant for students, educators and schools.
4. For Activity 2, write out or make a copy of the **Children's Rights** with their explanations. Cut the rights into eight small slips of paper (see **Content Information for Session and Handouts**).



#### **FACILITATOR NOTES:**

1. To uphold rights means to stand up for, maintain or help maintain rights. It is not necessary that students know the numbers of the articles in the CRC, as it can be overwhelming. It is important, however, that they know that everyone has rights. Students should be familiar with the rights that pertain to them as young people. There are eight rights that relate to gender-based violence and abuse that will be emphasized.
2. In some countries, there has been a backlash against children's rights because the topic had been misunderstood. Some adults worry that if children have rights, then children will be free to do whatever they wish, including disobeying their parents or other authority figures. This is not true. Children's rights help teach young people respect and are not a threat to adult authority. They encourage children to be respectful, not only of themselves, but of their teachers and other children as well. Children have rights, but they also have responsibilities. For example, children have the right to be protected from abuse, but they also have the responsibility not to bully or harm others. Children also have responsibility for their own learning, which includes respecting their teacher and the rules in the classroom. Be sure to stress that rights and responsibilities are inseparable.
3. Children are expected to listen to what adults tell them to do. Given that, adults should always act in the best interest of the child. Unfortunately, this is not always the case. Adults, including teachers, have sometimes used their power to take advantage of young people. The Doorways I program is meant to equip young people with the skills they need to exercise their rights and to complete their education in a school free from violence and abuse.



### **ACTIVITY 1: WHAT ARE HUMAN RIGHTS? (30 MINUTES)**

1. On a piece of flipchart paper write “What Are Human Rights?”
2. Ask students if they have ever heard of human rights. Let them share their answers, and record them on flipchart paper.
3. Explain human rights in student-friendly language. For example, everyone has rights. Human rights are about respect for everyone. It does not matter if the person is old or young, a man or woman, a girl or boy or where he or she lives. Everyone has a right to have his or her needs met, to be safe and to have a say in what happens in his or her life.
4. Now ask for examples of human rights. Record answers on flipchart paper. The following are examples students might list:  
Everyone has the right to:
  - Education
  - Employment
  - Movement
  - Ownership of property
  - Government services
  - Clean water
  - Access to information
  - Practice religion
  - Live free from violence
  - Health care
  - Vote
  - Be protected from economic or sexual exploitation
5. Tell students that there are many rights and that they fall into three basic categories:
  - Rights to things they need, such as a home, food, health care and places to stay and learn.
  - Rights to keep them safe from harm.
  - Rights to take part in decisions that affect their lives.



### **ACTIVITY 2: CONVENTION ON THE RIGHTS OF THE CHILD (45 MINUTES)**

1. Tell students that the UN Convention on the Rights of the Child was developed because world leaders felt that children often needed special care and protection that adults did not, and they also wanted to make sure that the world recognized that children have human rights, too.

2. Give each student a copy of the CRC in student-friendly language. Tell students that in the Doorways I program they are going to review the rights that relate to school-related gender-based violence and abuse.
3. Explain that with rights come responsibilities. For example, with the right to be treated equally comes the responsibility to treat others equally.
4. Tell students it is important to discuss the responsibilities children have to other children and adults. Draw their attention to articles in the CRC that specifically talk about children's responsibilities:  
**Article 29:** *Children have a particular responsibility to respect the rights of their parents. Children's education should aim to develop respect for the values and culture of their parents.*
5. Refer back to the sessions on trusted adults and remind students that most adults want to help young people, not harm them. Tell students that they will discuss how they can claim their rights if they are being harmed. It is important for them to know the difference between being responsible and respectful and allowing someone to violate their rights. For example, if an adult asks a student to help him or her carry something and the student helps the adult, the student is being responsible and respectful. However, if an adult asks a student to carry something inside his or her house and then touches the student inappropriately, then the adult is violating the rights of the student.
6. Put the slips of paper with the **Children's Rights** written on them in a container. Let students take turns picking one of the rights out of the container. Ask them to read the right and the explanation.



### **ACTIVITY 3: ILLUSTRATE RIGHTS (45 MINUTES)**

1. Divide the students into groups of three or four. Give each group one of the eight rights from Activity 2 to illustrate on a poster (flipchart paper). Some groups may have the same right if there are more than eight groups. Tell the students that they are going to create informational posters that will be put up around the school to inform their peers about human rights. Remind them to include information on responsibilities, too.

2. After everyone has finished, let the groups share their posters.
3. Put the posters up around the classroom and school.



### **SESSION WRAP-UP:**

1. Review the definition of human rights in student-friendly language.
  - Human rights are about respect for everyone.
  - Everyone has the right to have his or her needs met, to be safe and to take part in decisions that affect him or her.
  - Everyone has rights, as well as responsibilities.
  - Adults (both men and women) and children (both boys and girls) have rights and responsibilities.
2. With rights come responsibilities. Students have rights, but they also have responsibilities to themselves, their peers, their parents and other adults.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Simplified Version of the Universal Declaration of Human Rights Summary of Preamble<sup>13</sup>

The General Assembly recognizes that:

- the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.
- human rights should be protected by the rule of law.
- friendly relations between nations must be fostered.

Member States of the United Nations have affirmed:

- their faith in human rights.
- the dignity and the worth of the human person.
- the equal rights of men and women.
- to promote social progress, better standards of life and larger freedom.
- to promote human rights and a common understanding of these rights.

### A Summary of the Universal Declaration of Human Rights

**Article 1:** Everyone is free and we should all be treated in the same way.

**Article 2:** Everyone is equal despite differences in skin color, sex, religion or language, for example.

**Article 3:** Everyone has the right to life and to live in freedom and safety.

**Article 4:** No one shall be held in slavery and slavery is prohibited.

**Article 5:** No one has the right to hurt you or to torture you.

**Article 6:** Everyone has the right to be treated equally by the law.

**Article 7:** The law is the same for everyone; it should be applied in the same way to all.

---

<sup>13</sup> Adapted from Human Rights Education Associates (HREA), *Simplified Version of the Universal Declaration of Human Rights*; see Bibliography for full citation.

**Article 8:** Everyone has the right to ask for legal help when his or her rights are not respected.

**Article 9:** No one has the right to imprison you unjustly or expel you from your own country.

**Article 10:** Everyone has the right to a fair and public trial.

**Article 11:** Everyone is considered innocent until guilt is proved.

**Article 12:** Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your family without a good reason.

**Article 13:** Everyone has the right to travel as desired.

**Article 14:** Everyone has the right to go to another country and ask for protection if being persecuted or in danger of being persecuted.

**Article 15:** Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

**Article 16:** Everyone has the right to marry and have a family.

**Article 17:** Everyone has the right to own property and possessions.

**Article 18:** Everyone has the right to practice and observe all aspects of his or her own religion and change his or her religion if he or she wants to.

**Article 19:** Everyone has the right to say what he or she thinks and to give and receive information.

**Article 20:** Everyone has the right to take part in meetings and to join associations in a peaceful way.

**Article 21:** Everyone has the right to help choose and take part in the government of his or her country.

**Article 22:** Everyone has the right to social security and to opportunities to develop skills.

**Article 23:** Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

**Article 24:** Everyone has the right to rest and leisure.

**Article 25:** Everyone has the right to an adequate standard of living and medical help when ill.

**Article 26:** Everyone has the right to go to school.

**Article 27:** Everyone has the right to share in his or her community's cultural life.

**Article 28:** Everyone must respect the 'social order' that is necessary for all these rights to be available.

**Article 29:** Everyone must respect the rights of others, the community and public property.

**Article 30:** No one has the right to take away any of the rights in this declaration.



## Summary of the UN Convention on the Rights of the Child (CRC)<sup>14</sup>

### What...

“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important.

Think about rights in terms of what is the best for children in a situation and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

### Responsibilities...

Children’s rights are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state. However, the Convention also refers to the responsibilities of children, in particular to respect the rights of others, especially their parents (Article 29).

### Here are some suggestions of the responsibilities that could accompany rights...

- All children, regardless of their sex, ethnic origin, social status, language, age, nationality or religion have these rights. They also have a responsibility to respect each other in a humane way.
- Children have a right to be protected from conflict, cruelty, exploitation and neglect. They also have a responsibility not to bully or harm each other.
- Children have a right to a clean environment. They also have a responsibility to do what they can to look after their environment.

---

<sup>14</sup> Adapted from UNICEF, *Fact Sheet: A Summary of the Rights Under the Convention on the Rights of the Child*; see Bibliography for full citation.

## The CRC Articles...

**Article 1:** Everyone under 18 has these rights.

**Article 2:** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3:** All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

**Article 4:** The government has a responsibility to make sure children's rights are protected. They must help families protect children's rights and create an environment where they can grow and reach their potential.

**Article 5:** Children's families have the responsibility to help them learn to exercise their rights and to ensure that their rights are protected.

**Article 6:** Children have the right to be alive.

**Article 7:** Children have the right to a name, and this should be officially recognized by the government. Children have the right to a nationality (to belong to a country).

**Article 8:** Children have the right to an identity—an official record of who they are. No one should take this away from them.

**Article 9:** Children have the right to live with their parent(s), unless it is bad for them. They have the right to live with a family who cares for them.

**Article 10:** If children live in a different country than their parents do, they have the right to be together in the same place.

**Article 11:** Children have the right to be protected from being taken out of their country illegally.

**Article 12:** Children have the right to give their opinions and for adults to listen and take them seriously.

**Article 13:** Children have the right to share what they think with others by talking, drawing, writing or in any other way unless it harms other people.

**Article 14:** Children have the right to choose their own religion and beliefs. Parents should guide their children in the development of their beliefs.

**Article 15:** Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

**Article 16:** Children have the right to privacy.

**Article 17:** Children have the right to get information from radio, newspaper, books, computers and other sources that is important to their well-being. Adults should make sure that the information they are getting is not harmful and help them find and understand the information they need.

**Article 18:** Children have the right to be raised by their parent(s) if possible.

**Article 19:** Children have the right to be protected from being hurt and mistreated, in body or mind.

**Article 20:** Children have the right to special care and help if they cannot live with their parents.

**Article 21:** Children have the right to care and protection if they are adopted or in foster care.

**Article 22:** Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

**Article 23:** Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

**Article 24:** Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help them stay well.

**Article 25:** If children live in foster care or in other situations away from home, they have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

**Article 26:** Children have the right to help from the government if they are poor or in need.

**Article 27:** Children have the right to a standard of living that meets their basic needs. Government should help families provide this, especially regarding food, clothing and housing.

**Article 28:** Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can. Discipline in schools should respect children's dignity. Governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

**Article 29:** Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people. Children also have a responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents.

**Article 30:** Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.

**Article 31:** Children have the right to play and rest.

**Article 32:** Children have the right to protection from work that harms them and is bad for their health and education. If they work, they have the right to be safe and paid fairly. Children's work should not interfere with any of their other rights such as the right to an education or play.

**Article 33:** Children have the right to protection from harmful drugs and from the drug trade.

**Article 34:** Children have the right to be free from sexual abuse and exploitation.

**Article 35:** No one is allowed to kidnap or sell children.

**Article 36:** Children have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37:** No one is allowed to punish children in a cruel or harmful way.

**Article 38:** Children who are affected by armed conflict must be protected and cared for. Children under 15 cannot be forced to go into the army or take part in war.

**Article 39:** Children have the right to special help to recover if they have been exploited, neglected or abused.

**Article 40:** Children have the right to legal help and fair treatment in a justice system that respects their rights.

**Article 41:** If the laws of their country provide better protection of their rights than the articles in this Convention, those laws should apply.

**Article 42:** Children have the right to know their rights. Adults should know about these rights and help them learn about them, too.

**Articles 43 to 54:** These articles explain how governments and international organizations will work to ensure that children's rights are protected.

## Children's Rights

- 1. You have the right to an education.** You have the right to go to school and get an education. You should be encouraged to go to school to the highest level possible.
- 2. You have the right to be protected from harmful practices.** Some traditional practices are bad for your health and against your rights, such as early and forced marriage or someone forcing you to have sex against your will. You have a right to know about the danger of such practices and to be protected from them.
- 3. You have the right to be as healthy as possible and to be able to access the best possible health care services.** You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.
- 4. You have the right to privacy and confidentiality.** If you tell a medical person or teacher something that you don't want anyone else to know, they should respect your privacy. However, if you have been abused, adults may have a duty to inform others who can protect you.
- 5. You have the right to freedom from abuse and exploitation.** No one, including your parents, relatives or teachers, should physically, sexually or mentally abuse you. The government should make sure that you are protected from abuse and must take action if you experience violence or abuse.
- 6. You have the right to take part in important life decisions.** When decisions are made about your life, you have a right to take part in making those decisions. Your feelings and opinions should be listened to and taken into consideration.
- 7. You have the right to freedom of association.** You have the right to meet friends and form groups to express ideas, as long as no laws are broken. You have a right to ask publicly for your rights to be met. Some ways of doing this include meeting with friends and discussing issues or forming groups.
- 8. You have the right to freedom of expression.** Young people have the right to think and believe what they like, as long as it does not harm anyone else. You have a right to form your own views.

## Session 2: Children's Rights – Whose Responsibility Are They?

---



**TIME: 2 HOURS AND 30 MINUTES**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Identify violations of children's rights related to school and education.
2. Explain the responsibilities of people to support children's rights.
3. Develop an action plan to respond to a rights violation.



### **METHODS USED:**

1. Small-group activity
2. Discussion



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handouts:
  - **Tips for Students to Report Violence**
  - **Scenarios for Violation of Children's Rights**
  - **Chart: Who has the Responsibility to Uphold Children's Rights?**



### **FACILITATOR PREPARATION:**

1. Be prepared to refer back to gender and SRGBV modules, including definitions and messages.
2. Read and be familiar with the **Scenarios for Violation of Children's Rights**.
3. Write the questions for Activity 1 on flipchart paper.
4. For Activity 2, make copies or draw the chart **Who Has the Responsibility to Uphold Children's Rights?** on flipchart paper (see **Content Information for Session and Handouts**).



### **FACILITATOR NOTES:**

1. Activity 3 is a good activity for checking students' comprehension to make sure they understand how to report incidents of SRGBV.
2. To uphold rights means to stand up for, maintain or help maintain rights.



## ACTIVITY 1: VIOLATIONS OF CHILDREN'S RIGHTS (1 HOUR)

1. Tell students they are going to look at scenarios involving violations of children's rights to review what they learned about the CRC in the previous session. Refer to the **Summary of the CRC** in the handouts.
2. Divide students into small groups of three or four. Assign each group a scenario from **Scenarios for Violation of Children's Rights** in the handouts. Some groups may have the same scenario.
3. Have the groups read and discuss their scenario and answer the following questions:
  - Have the student's rights been violated?
  - Which right has been violated? (Students should reference the article number; there could be more than one right.)
  - How does this violation affect the student?
  - What can the student do in this situation? Are there any options to get help?
4. It is not important for students to memorize the article numbers; the most important point to make is that SRGBV is a violation of children's rights.
5. Note to Facilitator:
  - Scenario 1**
    - Richard is being deprived of his right to an education. (Article 28)
    - He is also being deprived of his right to play. (Article 31)
    - He is being deprived of his right to be protected from work that interferes with his education or is harmful to his health. (Article 32)
    - Reinforce that children do have a responsibility to do chores at school, but not when the chore has a negative impact on a student's health or education as in the case here.
  - Scenario 2**
    - Gloria is being deprived of her right to an education and right to live free of abuse. (Articles 19, 28 and 34)
    - No one has the right to touch children in a way that makes them feel uncomfortable. Adults should always act in the best interests of children, and this means not violating them in any way or making them feel uncomfortable.



### Scenario 3

- Mary is being discriminated against because she is female. (Article 2)  
Refer back to the definition of **gender equality**.
- All children should be treated equally and encouraged to reach their full educational potential. (Article 28)

### Scenario 4

- Thomas is being deprived of his right to an education and to live free from abuse and demeaning punishment. (Articles 19 and 28)
- Thomas is also being deprived of his right to play. (Article 31)
- He is being deprived of his right to freedom from harmful work; the work is affecting his schoolwork and health because he does not get enough sleep. (Article 32)

### Scenario 5

- Phillip is being deprived of his right to an education. (Article 28)
- Phillip is also violating the rights of the other students and his teacher by talking during the lesson and touching a girl's breasts.

6. After students have discussed the scenarios and answered the questions, they should report out to the whole group.



## ACTIVITY 2: WHO HAS THE RESPONSIBILITY TO UPHOLD CHILDREN'S RIGHTS? (1 HOUR)

1. Remind students that everyone has a responsibility to work together to uphold rights. Link back to the previous session in which the rights and responsibilities of adults and children were discussed. Inform students that this activity will examine the special responsibilities of all parties involved in protecting the rights of children.
2. Look at Scenario 2. Have students brainstorm a list of solutions to the problems encountered in the scenario. They should consider the responsibilities of the:
  - Student
  - Family
  - Community
  - School
  - Government
3. After all the groups have had time to brainstorm, have them present their answers to the larger group.

- Write their answers on flipchart paper. Use the following example to guide the discussion:

### Scenario 2: Gloria

Right that was violated	Gloria is being deprived of protection from abuse and exploitation.
Student	She should speak up and tell someone that the teacher has abused her.
Family	Her family should protect her from abuse by the teacher.
Community	The community should make sure the school is safe and students are not being abused by teachers.
School	The school should ensure that teachers are not abusing the students.
Government	The government should ensure that teachers are not abusing students. If a teacher is found guilty of abusing a student, he or she should be fired or prosecuted.



### ACTIVITY 3: WHAT CAN BE DONE? (30 MINUTES)

- Tell students to refer back to the scenario they had in Activity 1. Tell them to come up with an action plan for the student. In the action plan, they should list step by step everything that should happen.
- Tell them to remember the responsibilities of the different people and list what each person should do to help the student.
- After groups have come up with an action plan, have them share it with the larger group.



### SESSION WRAP-UP:

- Refer back to Module 4. Tell students that gender-based violence is a violation of their rights. There are people who will help them if they experience violence or abuse.
- Remind them of their list of trusted adults and review **Tips for Students to Report Violence**.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Scenarios for Violation of Children’s Rights

#### Scenario 1

Richard is a student in grade 5. He seems to enjoy school, but he is not doing very well in most subjects. He is very quiet and sits at the back of the classroom. The teacher thinks he is not very smart, so when the other students are playing during a break and sometimes even during class, the teacher sends Richard out to the schoolyard to dig a pit for a latrine. Sometimes it is very hot outside, and Richard does not have protection from the sun or any water to drink. When someone asks the teacher why he always sends Richard out of the classroom, the teacher replies, “Oh, he is a stupid boy, he shouldn’t be in school anyway.”

#### Scenario 2

Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in math and her teacher has offered to give her extra help. One day she stays after school and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very uncomfortable but is afraid to speak up against the teacher. She decides she will fail math rather than ask this teacher or any other teacher for help again.

#### Scenario 3

Mary and her twin brother, Larry, are both due to start grade 2 next year. Their mother has been ill and needs one of the children to stay home and help with the household chores. The family can only afford to send one child to school and must choose whom to send. They decide to let Larry continue on to grade 2 and have Mary stay home. Her parents decide it is better for Mary to learn to be a good wife and mother, because that is her role in life.

#### Scenario 4

Thomas is always late for class. He works late at night, sometimes until 1 or 2 a.m., making bricks in a factory to help support his family and pay for his school fees. Sometimes when Thomas gets home from work, he is too tired to do his homework. As soon as school is over, he goes straight to his job and never has the opportunity to play sports with the other

children in his village. Sometimes he doesn't even want to go to school because the punishment he receives from his teacher is so harsh. She makes him stand in front of the class, and she twists his ear until it makes him cry. The teacher does this to most of the boys and says it will make them men.

### **Scenario 5**

Phillip is constantly talking while the teacher is trying to conduct the lesson. Sometimes when the teacher is not looking, he grabs the breasts of one of the female students. One day his teacher tells him, "I have had enough of your disturbing behavior, go outside and clean the girls' latrines." Phillip ends up missing his English and science lessons.

## Chart for Activity 2: Who Has the Responsibility to Uphold Children's Rights?

Right(s) that was violated	
Student	
Family	
Community	
School	
Government	

## Session 3: Your Body Is Yours

---



**TIME: 3 HOURS**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Recognize sexual violence as a violation of children’s rights.
2. Differentiate “good touch” from “bad touch.”
3. Practice saying “no” if someone touches them inappropriately.



### **METHODS USED:**

1. Group activity
2. Small-group discussion
3. Role-play



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Notebooks
- Container
- Handouts:
  - **Tips for Protecting Yourself**
  - **Case Studies for Tara and Suleman**



### **FACILITATOR PREPARATION:**

1. Do not personalize the demonstrations. If possible, have someone who has experience with child abuse, like a counselor or child psychologist, on hand.
2. Make copies of **Tips for Protecting Yourself** (see **Content Information for Session and Handouts**) or write them on flipchart paper.
3. Write the helpful phrases for Activity 2 on separate pieces of paper and write them on flipchart paper:
4. Prepare the **Case Studies for Tara and Suleman** for Activity 3. Make photocopies or write them on flipchart paper.



### **FACILITATOR NOTES:**

1. It is best to use the correct terms for body parts, but at first that can be difficult. “Private parts” are used in this session, but use whatever terms are culturally and age appropriate.

2. “Good touch” or “bad touch” and “it’s OK” or “it’s not OK” are used here to describe different types of physical contact. Use whatever language is culturally and age appropriate to get the message across that some touch is acceptable while other types of touch are unacceptable and inappropriate.



### ACTIVITY 1: GOOD TOUCH OR BAD TOUCH? (30 MINUTES)

1. Remind students that they are in charge of their own bodies. Tell them that no one ever has the right to make them do things they do not like or touch them in a way they do not like.
2. Tell them they are going to learn how to deal with anyone who abuses them. Explain that the exercise may be difficult and if they have any questions, they should come and talk to you in private.
3. Remind students of examples of violence that were discussed in Module 4.
4. Draw an outline of a male and female body (do not label body parts) on flipchart paper. Put an X on places that are not OK for people to touch. Tell the students they are sometimes called **private parts**.
5. Tell them you are going to read some examples and you want them to give a “thumbs up” 👍 sign if this is “OK” or a “thumbs down” sign 👎 if it is “not OK.” Give the following examples:
  - A daughter comes home from school and gets a good grade. Her father gives her a big hug. (OK - 👍)
  - A father is reading to his child and has his arm around his shoulder. (OK - 👍)
  - A boy touches a girl’s breasts when she sits down next to him. (not OK- 👎)
  - A boy goes to play at his neighbor’s house and an older girl grabs his private parts. (not OK - 👎)
6. Explain that anything that makes them feel uncomfortable is “not OK - 👎.” Tell them they should trust their feelings and listen to what their body tells them. Remind them that there are feelings that they may experience like an “oh, no” or sick feeling in their stomach. They should listen to that feeling.



## ACTIVITY 2: HELPFUL PHRASES (1 HOUR)

1. Tell students it is very important to practice saying “no” if someone touches them in a way that makes them feel uncomfortable.
2. Go around the room and let each student pull one of the phrases out of the container and read the phrase out loud.
  - I feel bad when you touch me like that.
  - Stop touching me. It is not right.
  - Do not touch me. Leave me alone.
  - My body is mine! It is not yours to touch!
  - If you touch me like that, I will tell my \_\_\_\_\_.  
(brother, mother, father, teacher, etc.)
  - Stop that! I do not like it.
  - Stop that! You do not have the right to do that.
  - It is not OK for you to touch me there!
3. Tell students that these are just some of the phrases they can use if someone is touching them in a bad way. Give them time to copy them in their notebook.
4. Next, tell students to get with a partner and practice saying the different phrases.
5. Tell students that sometimes it can be difficult to say these things to an adult. However, remind them that they are in charge of their bodies and no one should touch them without their permission.
6. Conclude by reading **Tips for Protecting Yourself** from **Content Information for Session and Handouts**.



## ACTIVITY 3: ADVICE FOR TARA AND SULEMAN (30 MINUTES)

1. Divide the group into small groups. Give each group the **Case Studies for Tara and Suleman** (see **Content Information for Session and Handouts**).
2. Tell the groups to read the case studies and answer the **Discussion Questions**.





## DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What should Tara or Suleman do next?
2. What if you were Tara or Suleman's friend? What would you do if they told you what happened?



## ACTIVITY 4: ROLE-PLAY SAYING "NO" (1 HOUR)

1. Remind students of the story of Ana from Module 4, Session 3. Re-read the letter from Ana.
2. Tell students they are now going to act out the role-play, but this time they are going to practice saying "no" to the teacher.
3. There are five different scenarios and places in the role-play to say "no." Tell them to practice each one. Tell them they can add more if they like.
  - a. **At school**
    - Teacher: "Come to my house, I need you to clean it."
    - Student: \_\_\_\_\_.
  - b. **At the teacher's house**
    - Teacher: "Come inside my house, I have a special gift for you."
    - Student: \_\_\_\_\_.
  - c. **In the teacher's house**
    - Teacher: "Oh, come inside my bedroom, I want to show you something."
    - Student: \_\_\_\_\_.
  - d. **In the classroom alone**
    - Teacher: "Let me touch your private parts. I think you will like it and it can be our secret."
    - Student: \_\_\_\_\_.
  - e. **After school**
    - Teacher: "If you tell anyone what I tried to do, I will hurt your little sister!"
    - Student: \_\_\_\_\_.



### **SESSION WRAP-UP:**

1. Remind students that they are in charge of their own bodies. Tell them that no one ever has the right to make them do things they do not like or touch them in a way they do not like.
2. Review **Tips for Protecting Yourself**.
3. Remind students of the **Helpful Phrases** they learned to say “no.”



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Tips for Protecting Yourself

- **Say “no.”** You have a right to say “no” to anyone who touches you in a way that makes you feel uncomfortable or afraid.
- **Some secrets should never be kept.** There are some secrets that you should never keep even if you are asked not to tell or you promised not to tell. Often people who do bad things to children tell them not to tell and threaten to hurt them or someone they love. They know they are doing something wrong, and they are afraid of what will happen. Do not be afraid to tell.
- **Hugs and kisses are great, especially from people you like!** No one should ever ask you to keep a kiss, hug or touch a secret. If someone says, “It is our little secret,” you should tell a trusted adult.
- **Your body belongs to you.** Learn the names of your body parts and remember the difference between “good touch” and “bad touch.” No one should touch you in a place that makes you feel bad. Remember, if you get a feeling that makes you uncomfortable, use one of the phrases you learned. Always tell a trusted adult if someone touches you, even if you are not sure if it is a “good touch” or “bad touch.”
- **Run or get away.** If a stranger or someone you know tries to harm you, run and get away. Get help. Make sure to run to a place where there are people.
- **Yell!** It is all right to yell and shout if someone is trying to hurt you. You should not feel embarrassed. Yell and call for help.
- **Do not take gifts.** Do not take any candy, money or gifts from anyone without telling your mother, father or guardian. It is usually OK to take gifts from family and friends. But some adults, maybe even ones that you know, might try and give you gifts or money to trick you into doing something wrong.
- **Tell a trusted adult.** If you are being physically, psychologically or sexually abused or bullied, tell a friend, teacher, your parents or a trusted adult. It can be hard sometimes, but remember your **courage** and that you are **resilient**.

## **Case Studies for Tara and Suleman**

### **Tara's Story**

Tara is 11 years old. Every holiday Tara goes to visit her aunt and uncle in the city. When she was small, Tara liked her uncle so very much. He used to buy her candy and carry her on his shoulder. One holiday he started to touch her in her underwear when they were alone. When he touched her she felt a very bad feeling in her stomach. He told her it would be their secret and she shouldn't tell anyone. Tara told her mother she did not want to visit her uncle anymore, but she was afraid to tell her why. Her mother got very mad and told her she had to go visit her aunt and uncle.

### **Suleman's Story**

Suleman's mother works everyday and he stays with the lady next door until she gets home from work. One day the lady was giving him a bath and she touched his penis for a longer time than normal. She then took him to her bedroom and started doing things to his penis that made him feel uncomfortable. He asked her to stop, but she said all boys enjoyed this and she was helping him become a man.

# 6

## MODULE 6: LIFE SKILLS FOR PREVENTING AND RESPONDING TO SRGBV

### WHY THIS MODULE?

Throughout the Doorways I program, students have worked on skills expressing opinions, analyzing situations and solving problems. In this module, students identify and learn communication skills that will help them prevent and respond to SRGBV situations. These same skills can also help young people protect themselves from HIV/AIDS and avoid risky behaviors.

### WHAT IS IN THIS MODULE?

#### **Session 1: Communication Skills (2 hours and 30 minutes)**

This session introduces students to different types of communication. They have an opportunity to practice using assertive communication.

#### **Session 2: Problem-Solving (2 hours and 30 minutes)**

Students learn how to resolve problems for themselves, especially when dealing with their peers. Methods used for conflict resolution help students communicate effectively and express their point of view, especially when they are angry or upset.

#### **Session 3: Managing Emotions (1 hour and 30 minutes)**

Students explore how they are feeling and discuss how to express emotions in a healthy way. They also practice empathy and understanding the emotions of others.

### HOW CAN YOU LEARN MORE?

- International HIV/AIDS Alliance. (2006). *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_4-5.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_4-5.pdf).
- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 6–7*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_6-7.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_6-7.pdf).

- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 8–9*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_8-9.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_8-9.pdf).
- Peace Corps Center for Field Assistance and Applied Research. (2001). *Life Skills Manual*. Washington, D.C.: Peace Corps. [http://www.peacecorps.gov/multimedia/pdf/library/M0063\\_lifeskillscomplete.pdf](http://www.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf).
- Right to Play. (n.d.). *Live Safe Play Safe: A Life-Skills Course to Protect Children from HIV-Infection -- Facilitator's Guide*. Retrieved March 26, 2008, from [http://www.coreinitiative.org/Resources/Publications/LiveSafe/LiveSafePlaySafe\\_all.pdf](http://www.coreinitiative.org/Resources/Publications/LiveSafe/LiveSafePlaySafe_all.pdf).

# Session 1: Communication Skills

---



**TIME: 2 HOURS AND 30 MINUTES**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Identify different ways of communicating: passively, aggressively and assertively.
2. Practice assertive communication.
3. Describe how gender affects the ways boys and girls communicate.



## **METHODS USED:**

1. Case studies
2. Group discussion
3. Role-play



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers
- Handout: **Five Steps to Communicating an Assertive Message**



## **FACILITATOR PREPARATION:**

1. Write the questions for Activity 1 on the chalkboard or flipchart paper.
2. Write the scenarios for Activity 2 on separate pieces of paper.
3. Write the **Five Steps to Communicating an Assertive Message** on flipchart paper.
4. Be familiar with different **communication approaches** (see **Facilitator Notes**) and examples of each that students can relate to. This also means being familiar with cultural norms and communication norms between adults and children. In some societies, openly disagreeing with an adult or refusing to do what an adult asks can lead to physical abuse. Be prepared to discuss advantages and disadvantages of different communication approaches in the local context.



## **FACILITATOR NOTES:**

1. Link assertive communication skills with the previous activities on saying “no.”
2. **Being assertive** means delivering a message by honestly expressing thoughts and feelings; being direct and clear without putting down the right of others; and showing mutual respect.

3. **Being passive** means delivering a message without expressing true thoughts or feelings; or sometimes staying silent.
4. **Being aggressive** means delivering a message forcefully, sometimes in a confrontational manner, without regard for other people's feelings.



### ACTIVITY 1: ASSERTIVE COMMUNICATION (1 HOUR)

1. Read the following scenario to the students:

Saira is standing in line to receive a snack that a local NGO gives out to all the children in her school. She has been waiting patiently for almost 30 minutes and is very hungry. Just as she is given her snack, an older girl walks in front of her and snatches it away. Saira becomes very angry. What should she do?
2. Tell students to join one of the following groups based on what they think Saira should do.
  - **Group 1:** Saira should not do anything.
  - **Group 2:** Saira should express her feelings directly to the girl, even if she is angry.
  - **Group 3:** Saira should speak up calmly and tell the girl to give her snack back to her.
  - **Group 4:** Saira should go and ask for help from a teacher or another adult.
3. Ask students to share their answers to the following questions within their groups.
  - How will Saira feel after responding the way you described?
  - How will the girl act if Saira responds this way?
  - What is the worst thing that could happen if Saira responds in the way you described?
  - What is the best thing that could happen if Saira responds this way?
  - When should you get help in a situation?
4. As a large group, review Saira's choices again. Be sure to bring up the following points:
  - **Group 1:** This is a passive response. Communicating passively means not expressing needs or feelings, or expressing them so weakly that they are not heard and will not be addressed. Remaining silent is often not the best choice. If Saira behaves passively by standing there and not saying anything, she will probably feel angry with the young woman and with herself for not saying anything.



- **Group 2:** This is an aggressive response. Communicating aggressively means responding in a threatening or offensive manner. An aggressive response may have a negative outcome. If Saira insults or threatens the girl, she may feel strong for a moment, but the girl and her friends may also respond aggressively and verbally or physically attack Saira.
  - **Group 3:** This is an assertive response. Communicating assertively means making a request in an honest and respectful way that does not offend the other person. An assertive response is often the best way to communicate. If Saira tells the girl that she needs to get her own snack, she is not insulting her but merely stating the facts of the situation. The other people in the line will probably support her. Assertiveness is Saira's best chance of getting her food back.
  - **Group 4:** This is an assertive response. Depending on the situation, getting help may be the best option if one's personal safety is at risk.
5. Ask the group if there is a time that passive communication is the better choice. Point out that being assertive is the best response in most situations, but students should always keep their safety in mind. Remind students that due to the way society expects girls to act, it is often more difficult for them to be assertive, since they are taught to be passive and accepting of what happens to them.



### ACTIVITY 2: PRACTICING ASSERTIVENESS (45 MINUTES)

1. Divide the students into three groups. Give each group a scenario to act out.
  - **Scenario 1:** Mr. Smith is one of Beth's favorite teachers. One day he asks her to carry his books home to his house after school.
  - **Scenario 2:** Neema is 12 and her body is beginning to change. Whenever Matt, a boy at school, is with his friends, he shouts and makes fun of her body.
  - **Scenario 3:** Tom and Sue are boyfriend and girlfriend. They like to hold hands and once Tom kissed Sue. Tom has told Sue he is ready to have sex. Sue has told him she does not want to because she is not ready, but he keeps pressuring her.
2. Ask each group to prepare two role-plays for each scenario—one in which the person in the role-play responds **passively**, the other in which the person responds **assertively**.

3. After the groups have performed their role-plays, review the **Discussion Questions** as a whole group.
4. Conclude by pointing out that staying healthy and safe is directly connected to being assertive. Point out that students standing up for themselves is essential for staying healthy and not putting themselves at risk for HIV/AIDS. Remind students of gender roles and how traditionally society expects women to be passive, so they must practice speaking up for themselves and not remain silent when they could be in danger. Also remind students that boys are expected by society to be aggressive, but being aggressive is not the same as being assertive. Being assertive must respect other people's rights in addition to protecting one's own rights.



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. What was the best response in each scenario? Why?
2. Is it difficult to be assertive? Why?
3. Do you think girls face special difficulties in being assertive?
4. What are some ways to overcome these difficulties?
5. Do boys have any challenges in being assertive without being aggressive? What is the difference between the two behaviors?
6. What can boys and girls do to help each other regarding gender behaviors and communication?
7. How does passive communication put you at risk?



### **ACTIVITY 3: COMMUNICATING AN ASSERTIVE MESSAGE (45 MINUTES)**

1. Introduce the **Five Steps to Communicating an Assertive Message**.
2. Go back to the role-plays in Activity 2. Divide students into pairs and give each pair a role-play to act out. Some groups will have the same role-play. Each person should practice using the **Five Steps to Communicating an Assertive Message**.
3. After students have finished, call several pairs to the front to share their role-plays and responses.

4. Explain that this way of communicating is very useful because it doesn't embarrass the other person or blame them. By talking about their own feelings and experiences, they keep the lines of communication open and honest.



#### **SESSION WRAP-UP:**

1. Remind students that staying healthy and safe is directly connected to being assertive.
2. Remind them of gender roles and how traditionally society expects women to be passive, so they must practice speaking up for themselves and not remain silent when they could be in danger.
3. Different approaches to communication work best at different times. Generally, the assertive approach is best, but always keep personal safety in mind.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Five Steps to Communicating an Assertive Message

- 1. Explain your feelings.** Say what has upset you and why.
  - “I felt \_\_\_\_\_ when you \_\_\_\_\_.”
  - For example, “I felt **unhappy** when you **told my secret to Leroy.**”
- 2. Make your request.** State clearly what you would like to have happen.
  - “I would like you to \_\_\_\_\_.” Or “I wish you would \_\_\_\_\_.”
  - For example, “I wish you would **not share secrets I tell you with other people.**”
- 3. Ask how the other person feels about your request.** Invite the other person to express his or her feelings or thoughts about your request. “How do you feel about it?” or “What do you think of that?”
- 4. Give the other person a chance to respond.** Let the other person share his or her feelings about your thoughts and request.
- 5. Accept with thanks.** If the other person agrees with your request, saying “thank you” is a good way to end the discussion.

## Session 2: Problem-Solving

---



**TIME: 2 HOURS AND 30 MINUTES**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Apply the problem-solving approach to solve problems.
2. Problem-solve solutions to real-life scenarios.
3. Identify ways to resolve conflicts with others.



### **METHODS USED:**

1. Brainstorm
2. Group discussion



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Paper for each student
- Handouts:
  - **Problem-Solving Approach**
  - **Guidelines for an Action Plan**



### **FACILITATOR PREPARATION:**

1. Write the steps for the **Problem-Solving Approach** on flipchart paper.
2. Write the **Guidelines for an Action Plan** on flipchart paper or make a handout for each group.



### **FACILITATOR NOTES:**

Activity 1 asks students to come up with problems and identify them as SRGBV or something else. If the examples that are given are not examples of SRGBV, that is acceptable. Suggested solutions may be applicable for other problems as well. You may also refer back to the scenarios from Module 4, Session 2, for examples of gender violence.



### **ACTIVITY 1: SOLVING PROBLEMS (1 HOUR)**

1. Tell students to write down an incident or problem involving other people that they would like to resolve. The problem can be with a friend, a teacher, a parent, a sibling or another person.

2. Tell them not to write names on the pieces of paper and keep the descriptions as general as possible.
3. Collect the papers and read through the examples. Try to find examples of SRGBV. For the examples that aren't SRGBV, try to find a common theme and group them together.
  - Psychological—name calling, verbal harassment, teasing
  - Physical—hitting, forced labor, whipping, etc.
  - Sexual—unwanted contact from someone
  - Other—gossiping, exclusion from playing a game, etc.
4. Introduce the **Problem-Solving Approach** (see **Content Information for Session and Handouts**) as a way to examine and work through a problem. Take one of the problems and go through the four steps as an example.
5. Divide the students into four groups giving each group one problem from each of the themes: psychological violence, physical violence, sexual violence or other.
6. Ask students to brainstorm all the possible solutions to the problem. Encourage students to think of ways they can work together to solve the problem. They should have no trouble coming up with solutions, but use the following as prompts, if necessary.
  - Verbal harassment—avoid the person, confront the person, tell an adult
  - Hitting—stay away from the person, talk to an adult
  - Unwanted physical contact—stay away from the person, talk to an adult
  - Exclusion—write a letter to the person telling him or her how they feel, confront the person using communication strategies they have learned
7. They should write their answers on flipchart paper and choose one person from the group to present to the larger group.
8. Remind students that their safety always comes first, and that they should always turn to a trusted adult for difficult situations.



### **ACTIVITY 2: SOLUTIONS ROLE-PLAY (45 MINUTES)**

1. Let students choose their own groups. Tell each group to choose one of the problems mentioned above.

2. Tell them to prepare a role-play and use their communication skills, the **Problem-Solving Approach** and some of the other solutions discussed to resolve the problem.
3. Give the groups an opportunity to present their role-play.
4. Come back together as a large group for the **Discussion Questions**.



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. What happened in the role-play?
2. How did you feel in that role? Why did you have that feeling?
3. Was the problem solved in the role-play? How?
4. What would you change about the role-play?
5. What advice would you give the person in the role-play?
6. What have you learned that can help you the next time you face a similar situation?



### **ACTIVITY 3: USING AN ACTION PLAN TO RESOLVE A SCHOOL PROBLEM (45 MINUTES)**

1. In groups, tell students to pick one problem in their school that they think is very important and would be better solved as a group.
2. Write the problem on flipchart paper. List the causes and solutions to the problem.
3. Using the **Guidelines for an Action Plan** as a guide, each group should create a clear action plan, and include a timeline and indicate who is responsible.



### **SESSION WRAP-UP:**

1. Safety always comes first. Students should tell a trusted adult if they feel they are in danger or if there is a problem they do not feel comfortable dealing with alone.
2. Problems, disagreements and arguments are a normal part of life. Learning how to resolve problems and communicate effectively can help reduce conflict and avoid violence.
3. Some problems are best solved as a group. When people work together to solve a problem, it is sometimes easier.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Problem-Solving Approach

1. **State the problem** - What is the problem and why is it problematic?
2. **Make a hypothesis** - List possible causes and effects. What are the causes and effects of the problem?
3. **Experiment** - List possible solutions to try.
4. **Conclude** - Write down your final solutions to the problem.

### Guidelines for an Action Plan

This is the issue our group has chosen:

- We chose this issue because:
- This issue affects:
- This is what we want to achieve:
- This is what has to happen for us to achieve our goal:
- These are possible strategies or actions we could take to achieve our goals:
- This is the strategy we have chosen:
- These are people we know are available to help us:
- These are materials/resources we know that are available to us:
- This is the first step we need to take:
- These are the next steps we need to take:
- These are the final steps we need to take:
- These are some possible challenges for our plan:
- These are some ideas for overcoming those challenges:
- This is how we will know our plan has worked:



## Session 3: Managing Emotions<sup>15</sup>

---



**TIME: 1 HOUR AND 30 MINUTES**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Understand some of their emotions and express them in a healthy way.
2. Understand the emotions of others.



### **METHODS USED:**

1. Brainstorming
2. Group discussion



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Notebooks



### **FACILITATOR PREPARATION:**

1. Write each emotion for Activity 1 on separate pieces of paper.
2. Write the open-ended statements for Activity 2 on flipchart paper.



### **FACILITATOR NOTES:**

1. Activity 3 can be adapted in a variety of ways. Keep in mind that students will need some time to write a poem or story, so give them time to reflect on a situation they experienced. Some students might not want to share their story or poem, while others will. Students could also draw to express their feelings. Use your best judgment to determine what is appropriate for the young people you are working with.
2. **Empathy** is understanding how another person feels and is an important life skill for students to learn. It helps to demonstrate the idea that they should treat others as they would want to be treated.
3. **Body language** is a type of nonverbal communication. Bodily mannerisms, postures and facial expressions can be interpreted as unconscious communication of feelings.

---

<sup>15</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



### ACTIVITY 1: FEELINGS CHARADES (30 MINUTES)

1. Give each student a piece of paper with an emotion to act out.

Exhausted	Confident	Ashamed	Bored
Confused	Embarrassed	Cautious	Surprised
Guilty	Happy	Depressed	Anxious
Angry	Frightened	Lonely	Shocked
Sad	Enraged	Jealous	Shy
2. Have each student come to the front of the room and act out one of the emotions without speaking while the other students guess which emotion they are trying to portray.
3. Explain that people can often express feelings through body language and without words. The feelings of others can often be understood by reading their **body language**. Sometimes body language expresses more strongly than words how one is feeling. If students want people to understand their thoughts and feelings, their words and body language should match.
4. Explain that understanding how others are feeling is called **empathy**. It is good to know how others feel, and students can help friends manage their feelings. It is also good to be aware of how their behavior affects other people's feelings. For example, if a person shouts and looks like he or she want to fight, the other person might run away, defend himself or herself or fight back.



### ACTIVITY 2: EXPLORING FEELINGS (30 MINUTES)

1. Tell students to individually complete the following statements in their notebooks.
  - I am happiest when...
  - I am saddest when...
  - I hate it when...
  - My greatest fear is...
  - When I am happy, I...
  - When I am sad, I...
  - When I am angry, I...
  - When I am frightened, I...
  - Sometimes I feel...
  - And when I do (feel like this) I...

2. Have students, in pairs, share their answers.
3. Have students, as a large group, share the results and write the responses on flipchart paper.



### **ACTIVITY 3: SHARING FEELINGS (30 MINUTES)**

1. After pairing students, ask them to take turns talking about a situation where they had a strong feeling, such as fear, sadness, anger or happiness. Have students explain how they were feeling and what they did to show the feeling.
2. Ask them to also discuss if they could have shown their feelings in a better way or if there was any other way they could have coped with the feeling.
3. Students do not need to share their answers, but ask the whole group what are some positive ways to cope with feelings.
4. Some people like to write poems or a story to help describe something that has happened to them or how they are feeling.
5. For homework, tell students to write a story or poem to describe a feeling or emotion they may have experienced.



### **SESSION WRAP-UP:**

1. Explain that understanding feelings and being able to talk about them is healthy. Feelings, both good and bad, are a normal part of life.
2. Both boys and girls can show feelings. Boys can cry and girls can get angry. Having strong feelings, such as anger, is normal, but it is important to learn how to manage them in a healthy, nonviolent way.
3. Some feelings can be very strong and painful, perhaps because of something that happened in the past (e.g., if a parent or relative died) or is still happening. When those feelings aren't expressed, it can make one feel angry or depressed.
4. Remind students to seek the help of a trusted adult to help cope with feelings of anger, sadness or fear.



# 7

## MODULE 7: HEALTHY FRIENDSHIPS

### WHY THIS MODULE?

Making and keeping good friendships are important skills that help young people grow up to be healthy and safe. In this module, students will discuss what makes a good friend and how to be a good friend. Students will also differentiate between healthy and unhealthy relationships. Students will then explore the challenges of peer pressure and risky behaviors and how to deal with them. Students also identify people whom they can talk to when they have a problem.

### WHAT IS IN THIS MODULE?

#### **Session 1: What Makes a Good Friend? (2 hours)**

Students identify qualities of a good friend. They also examine problems and how to help friends when they are having problems.

#### **Session 2: Boys and Girls as Friends (2 hours)**

Students discuss the advantages and disadvantages of having friendships with the opposite sex. They also identify ways boys and girls can help each other.

#### **Session 3: Peer Pressure (2 hours)**

Students discuss the negative and positive aspects of peer pressure. They examine different situations and role-play ways to resist peer pressure.

### HOW CAN YOU LEARN MORE?

- Centre for Development and Population Activities (CEDPA). (1998). *Choose a Future! Issues and Options for Adolescent Boys*. Washington, D.C.: CEDPA.
- Centre for Development and Population Activities (CEDPA). (2002). *Choose a Future! Issues and Options for Adolescent Girls*. Washington, D.C.: CEDPA.
- International HIV/AIDS Alliance. (2006). *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_4-5.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_4-5.pdf).

- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 6–7*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_6-7.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_6-7.pdf).
- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 8–9*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_8-9.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_8-9.pdf).
- Peace Corps Center for Field Assistance and Applied Research. (2001). *Life Skills Manual*. Washington, D.C.: Peace Corps. [http://multimedia.peacecorps.gov/multimedia/pdf/library/M0063\\_lifeskillscomplete.pdf](http://multimedia.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf).

## Session 1: What Makes a Good Friend?<sup>16</sup>

---



**TIME: 2 HOURS**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Describe qualities of a good friend.
2. Identify how to help a friend.
3. Identify people who can help them when they are having problems.



### **METHODS USED:**

1. Group work
2. Brainstorming
3. Discussion



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Notebooks



### **FACILITATOR PREPARATION:**

1. Prepare the following questions on flipchart paper:
  - What makes a good friend?
  - How do good friends treat each other?
2. Prepare an example of a spidergram for Activity 3.



### **FACILITATOR NOTES:**

Students will revisit their list of trusted adults from Module 4, Session 3.



### **ACTIVITY 1: WHAT MAKES A GOOD FRIEND? (30 MINUTES)**

1. Place students in same-sex groups of four to six and ask students the following questions:
  - What makes a good friend?
  - How do good friends treat each other?

---

<sup>16</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.

2. Tell students to think about someone they consider to be a good friend and say what qualities make him or her a good friend. Select a few students to share their answers with the whole group. Write the answers on flipchart paper.
3. After the groups have shared, summarize what makes a good friend.



### **ACTIVITY 2: GIVING HELP TO A FRIEND WITH A PROBLEM (1 HOUR)**

1. Form two groups, one for boys and one for girls. Tell students to brainstorm problems that can happen between friends. The groups should vote for their top three problems.
2. Still using same-sex groups, divide into six smaller groups. Give each group one of the top problems.
3. Tell the groups to write a letter to a friend about their problem. They should explain what the problem is, how it affects them and what causes it.
4. After the groups have written their letters, exchange them.
5. Working in their small groups, one person should read the letter and the other members should help the person solve the problem. After discussing solutions, instruct each group to summarize the advice.
6. Have each group present the letter and the advice to the larger group.
7. After everyone has presented, review the **Discussion Questions**.



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

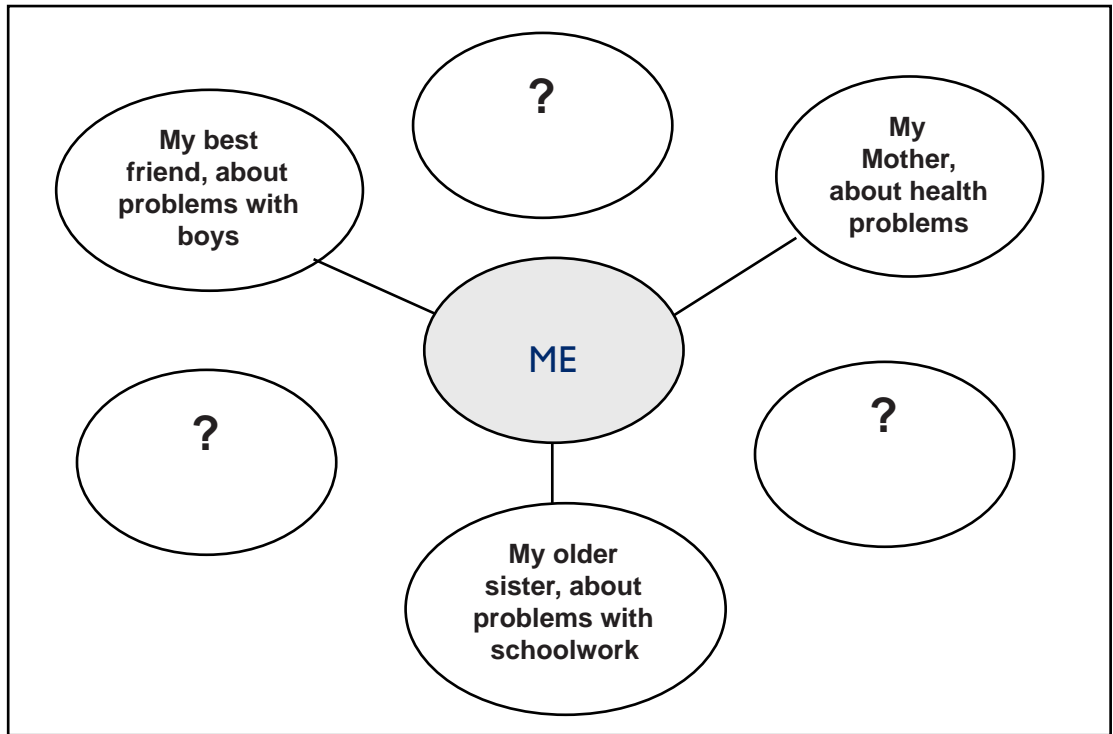
1. What makes a person a good friend?
2. How do people demonstrate true friendship?
3. What makes someone not a good friend?
4. What kinds of problems can happen between friends?
5. How can you use the problem-solving and communication skills you've learned to solve a problem between you and a friend? Give an example.





### ACTIVITY 3: TALKING THROUGH A PROBLEM (30 MINUTES)<sup>17</sup>

1. Have students individually draw a spidergram in their notebooks, such as the one below, that shows the people they could talk to if they had a problem. Tell them to write down the kind of problem they might talk to each person about.



2. Tell students to fill in the spidergram with people whose advice they would seek about growing up or a problem they are having. Ask them what kind of questions they would take to a traditional leader compared to the problems they would take to someone their own age. Ask them how the advice would differ from each person they asked.
3. Ask students how they can identify someone who is trustworthy to share their problems with. Remind them of their list of trusted adults.

<sup>17</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



### **SESSION WRAP-UP:**

1. Making and keeping good friendships are important skills that help young people grow up healthy and safe. Having good friends is important because good friends support one another in times of need.
2. At times, students may need to talk to someone about their problems. It is helpful to know in advance whom they can go to for help. Some problems students may want to share with a friend, but other problems they will need to share with a trusted adult.

## Session 2: Boys and Girls as Friends

---



**TIME: 2 HOURS**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Identify advantages and disadvantages of friendship with the opposite sex.
2. Identify ways to be good friends with members of the opposite sex.



### **METHODS USED:**

1. Group work
2. Brainstorming
3. Role-play



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils



### **FACILITATOR PREPARATION:**

Write the questions for Activity 1 on flipchart paper.



### **FACILITATOR NOTES:**

1. The activities in this session build on the previous session. They also refer to concepts of gender that were introduced earlier.
2. The activities in this session involve empathy, which helps students to be more respectful of others' feelings and reduces bullying and violence.



### **ACTIVITY 1: BOYS AND GIRLS AS FRIENDS (30 MINUTES)**

1. Divide the group into single-sex groups of three to five students and have them brainstorm answers to the following questions:
  - What do you like about being friends with the opposite sex?
  - What makes a good friendship with members of the opposite sex?
  - What don't you like in a friend of the opposite sex?
  - What behaviors or characteristics do not make a good friend?
  - How do people in your community feel about boys and girls being friends?

2. Point out that girls and boys can be good friends without having a physical or sexual relationship. Friendships between boys and girls help them to understand each other and can also improve gender relations throughout students' lives.
3. In some societies, boys and girls are not allowed to spend time together before marriage because adults think it is inappropriate.



### **ACTIVITY 2: WHAT DO BOYS OR GIRLS FEAR ABOUT THE OPPOSITE SEX? (30 MINUTES)**

1. Using the same groups as in Activity 1, ask boys and girls the following questions:
  - What do you most fear from boys and girls your own age?
  - How can boys and girls support you?
2. After everyone has had time to answer in their small groups, have one person from each group present to the larger group.



### **ACTIVITY 3: BOYS AND GIRLS HELPING EACH OTHER (1 HOUR)**

1. Using the same groups and building on Activity 2, ask half the boys' groups and half the girls' group to prepare a role-play that shows ways boys and girls can help each other. Remind them how boys and girls can be good friends and help one another.
2. Have the other groups prepare a role-play that shows ways in which boys and girls do not help each other.
3. Have the groups present their role-plays and follow with the **Discussion Questions.**



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. How did the boys and girls help each other?
2. How did the boys and girls not help each other?
3. What effect does this have on relationships between boys and girls?
4. What can you do to change this?



### **SESSION WRAP-UP:**

1. Boys and girls can work together to help each other. Working together can make their lives, communities and schools safer and more supportive places.
2. For students, being a good friend means showing people they care about them and helping them when they are in need.
3. Knowing and understanding how others feel (empathy) helps students be more respectful of others' feelings and reduces bullying and violence.
4. Boys and girls should never tease, harass or bully each other. Boys and girls should support each other and not make others feel bad about themselves.

## Session 3: Peer Pressure

---



**TIME: 2 HOURS**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Describe advantages and disadvantages of belonging to a group.
2. Identify what peer pressure is, both positive and negative.
3. Practice ways of resisting negative peer pressure.



### **METHODS USED:**

1. Group work
2. Brainstorming
3. Role-play



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handout: **Scenarios for Peer Pressure**



### **FACILITATOR PREPARATION:**

For Activity 3, prepare **Scenarios for Peer Pressure** (one per group, or some groups can use the same scenario). Scenarios are provided here, but you should be aware of the type of peer pressure young people face in your community. Adapt the scenarios to be culturally relevant, and create your own scenarios if necessary.



### **FACILITATOR NOTES:**

**Peer pressure** is social pressure on somebody to adopt a type of behavior, dress or attitude to be accepted as part of a group.



### **ACTIVITY 1: BELONGING TO A GROUP (30 MINUTES)**

1. Remind students of how belonging to a group can be helpful. You can refer to Module 6, Session 2, Activity 3, when they worked together to create an action plan around a problem they were having.
2. Ask them to brainstorm the advantages and disadvantages of belonging to a group.

3. Ask students to share stories of how they have been influenced or pressured by their friends to do something they did not want to do.
4. Ask them how they resisted the pressure.
5. Point out that belonging to a group is a natural part of growing up. Sometimes, however, boys and girls may feel pressured to do something they do not want to do to be accepted by the group. This is called **peer pressure**.



### **ACTIVITY 2: WHAT IS PEER PRESSURE? (30 MINUTES)**

1. Remind students of skills they have learned so far, such as assertive communication and problem-solving. Point out that in the next activity they are going to get to practice saying “no.”
2. Read the following scenario to the group. Then use the **Discussion Questions** to guide the discussion.

*Peter and Tom have been walking around the market all day when Peter says, “Hey, I see a pair of shoes I really like.” He points to a pair of shoes at one of the market stalls. He then whispers to Tom, “Ask the salesman a question and I’ll put the shoes in my backpack.” Tom says that he doesn’t want to, but Peter says that the man selling shoes is a very rich man and it will not make a difference if one pair of shoes goes missing. Peter also promises to take a pair of shoes for Tom.*



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Who was exerting peer pressure in the scenario?
2. How did he exert peer pressure?
3. What could Tom do to avoid being influenced to do something he does not want to do? (Write the answers on flipchart paper.)
4. Why do you think Peter is exerting pressure on Tom?
5. How do you think Tom is feeling?
6. What are Tom’s options? (Write the answers on flipchart paper.)



### **ACTIVITY 3: RESISTING PEER PRESSURE (1 HOUR)**

1. Divide students into groups and give each group a scenario from **Scenarios for Peer Pressure** (see **Content Information for Session and Handouts**).

2. Tell students to come up with a role-play and act out resisting the peer pressure in the scenario. Remind them to use their assertive communication techniques and problem-solving skills.
3. After groups have presented their role-plays, answer the **Discussion Questions**.



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. What was the peer pressure in the scenario?
2. What techniques were used to resist the peer pressure?
3. Why do you think your peers exert pressure like this?
4. Have you ever experienced any of the peer pressure that you saw in the role-plays? What did you do?
5. How did you feel being the subject of such pressure?
6. What are some other skills that can help you overcome peer pressure?
7. Are there examples when peer pressure is positive or motivates you to do something good? (Students should not have trouble coming up with answers, but use the following as prompts, if necessary.)
  - A group of friends persuade a friend to give up smoking.
  - Friends encourage each other to do well and reach their goals.
  - Friends study together to help each other with a difficult class.
  - Friends persuade their friends not to tease members of the opposite sex during adolescence.



### **SESSION WRAP-UP:**

1. Belonging to a group can be both positive and negative. Friends can influence young people to make bad decisions or can motivate them positively. It is up to students to make the best decision for themselves.
2. Through this program, students have learned many skills that will help them identify and resist peer pressure in real-life situations.





## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Scenarios for Peer Pressure

**Scenario 1:** Some friends are chatting outside of school. A classmate joins them and, after a few minutes, takes out a cigarette and begins smoking. They all resist for awhile, but then some begin smoking. One boy in the group refuses to smoke, although everyone pressures him to do so.

**Scenario 2:** A group of boys are talking about girls. Most of them say that they have had sex and are teasing a boy because he has not had sex.

**Scenario 3:** A student has a lot of homework to do. He is supposed to finish it by the time his mother gets home from work. His friend comes by and asks him to go play football, telling him he will be back in time to finish his work.

**Scenario 4:** A group of boys are standing outside a classroom waiting for the teacher. A female student walks by and the boys tease her about her body and one even tries to grab her. One of the boys in the groups feels uncomfortable because this girl is his friend.

**Scenario 5:** A group of girls are harassing a younger female student. They are calling her names like “stupid” and trying to steal her lunch money. The group threatens her and tells her if she goes and tells a teacher, they will wait for her after school and beat her up.



# 8

## MODULE 8: HEALTHY BODIES

### WHY THIS MODULE?

It is important for young people to understand the changes that are happening to their bodies during puberty. In this module, students will learn about the changes, both physical and emotional, that young people go through during puberty.

The sessions in this module are designed to maximize the participation of boys and girls together. However, some of the topics may be difficult to discuss in some cultures and contexts, especially in mixed company. In some sessions, you may want to separate boys and girls to enable them to feel more comfortable talking about their specific concerns. Both sexes should know about each other's reproductive organs. They should also know how the opposite sex changes during puberty and that it is a normal part of life. The sessions could require more than one facilitator, one for males and one for females, or require that the sessions are facilitated at different times.

### WHAT IS IN THIS MODULE?

#### ***Session 1: Puberty and Adolescence (2 hours and 30 minutes)***

Students examine both the physical and emotional changes that happen during adolescence. Students also have an opportunity to voice concerns they may have about puberty.

#### ***Session 2: Female and Male Reproductive Systems (2 hours)***

Students learn about the reproductive organs and that each part has an important function. It is very important for students to learn about these organs so they can stay healthy and protect themselves from harmful sexual activity.

#### ***Session 3: Female Puberty (2 hours)***

Students learn about menstruation.

#### **Session 4: Male Puberty (1 hour and 30 minutes)**

Students learn that wet dreams, ejaculation and erections are a normal part of puberty. They also have a chance to discuss any myths or concerns they have.

#### **Session 5: How Pregnancy Happens (2 hours)**

Students learn that pregnancy happens through sexual intercourse.

#### **HOW CAN YOU LEARN MORE?**

- Centre for Development and Population Activities (CEDPA). (1998). *Choose a Future! Issues and Options for Adolescent Boys*. Washington, D.C.: CEDPA.
- Centre for Development and Population Activities (CEDPA). (2002). *Choose a Future! Issues and Options for Adolescent Girls*. Washington, D.C.: CEDPA.
- Family Health International (FHI). (n.d.). Website. Retrieved March 26, 2008, from <http://www.fhi.org/en/index.htm>.
- International HIV/AIDS Alliance. (2006). *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_4-5.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_4-5.pdf).
- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 6–7*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_6-7.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_6-7.pdf).
- International HIV/AIDS Alliance. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 8–9*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_8-9.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_8-9.pdf).
- Knebel, E. (2003). *My Changing Body: Fertility Awareness for Young People*. Washington, D.C.: Institute for Reproductive Health of Georgetown University and Family Health International. <http://www.fhi.org/NR/rdonlyres/e7f4ovs7lftaf36moo6gt7zxq7rty4dqtns7u2yjc3qwljk3pmnbcrybphvtakocjzhfctaejls07l/Fertilityawarenessenyt1.pdf>.
- Pathfinder International. (n.d.). Website. Retrieved March 26, 2008, from <http://www.pathfind.org/site/PageServer>.
- Program for Appropriate Technology in Health (PATH). (2002). *Games for Adolescent Reproductive Health—An International Handbook*. Washington, D.C.: PATH. <http://www.path.org/files/gamesbook.pdf>.
- Sexuality Information and Education Council of the United States (SIECUS). (n.d.). Website. Retrieved March 26, 2008, from <http://www.siecus.org/>.

# Session 1: Puberty and Adolescence

---



**TIME: 2 HOURS AND 30 MINUTES**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Explain the meaning of adolescence and puberty.
2. Describe the physical and emotional changes that occur during adolescence or puberty.
3. Identify concerns they have about puberty.



## **METHODS USED:**

1. Group work
2. Brainstorming
3. Discussion
4. Drawing



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Container for written questions
- Notebooks
- Paper for outlining bodies (tape flipchart paper together)
- Handout: **Physical Changes That Occur During Puberty**



## **FACILITATOR PREPARATION:**

1. Write each of the words listed in Activity 1 on separate flipchart paper.
2. Prepare flipchart paper for students to draw an outline of their bodies on. You may need to tape two or more pieces together.
3. For Activity 2, prepare a box (or container) for students to put anonymous questions in.
4. Draw an example of the circles and write the list of physical changes on flipchart paper for Activity 4.



## **FACILITATOR NOTES:**

1. Remind students of ground rules and encourage them not to laugh, as things being discussed are a natural part of adolescence. Acknowledge that they might not be used to hearing the words out loud or discussing them with members of the opposite sex.
2. In Activity 1, some students may consider these words “bad.” They may have never heard them said out loud or in the presence of members of

the opposite sex. The purpose of the activity is to break down inhibitions students may have so they can speak freely and learn from each other.

3. Adolescence is the stage in life from the ages of 10 to 19 when a person develops from a child to an adult. Puberty describes the physical and psychological changes that occur that make an adolescent able to reproduce.
4. While this session cannot possibly cover all the issues related to puberty and adolescence, the main message is that these changes are natural. Reiterate that there are people to whom students can go for help or to answer questions.
5. In Activity 2, students are encouraged to write down questions anonymously. Be sure to check the question box and make sure all questions are answered before moving on to the next module.



### **ACTIVITY 1: WORDS USED FOR THE BODY (30 MINUTES)**

1. Tell students the following activity is meant to help them feel more comfortable discussing their bodies. At first it may feel awkward, but with time, everyone will become more relaxed when talking about adolescence and the changes that happen during puberty.
2. Post the sheets of flipchart paper with one of following words written on them around the room.

<b>Man</b>	<b>Breasts</b>	<b>Vagina</b>	<b>Testicles</b>
<b>Woman</b>	<b>Penis</b>	<b>Buttocks</b>	
3. Instruct students to move around the room and write slang words or phrases for each of the words on the sheets of paper.
4. Once everyone has finished, come together as a whole group to answer the **Discussion Questions**.
5. In the following activities, students will discuss puberty and the physical and emotional changes that young people go through. Encourage the students to use the correct terms for these body parts.



### **DISCUSSION QUESTIONS:**

Use the following questions to guide the discussion:

1. Were you embarrassed to see, write or hear any of these words? Why or why not?
2. When do we use slang words and when do we use words that are more formal? Why?



## ACTIVITY 2: WHAT IS ADOLESCENCE? (30 MINUTES)

1. Ask students to brainstorm the following question: “What is adolescence?” Be sure to capture the following points:

Adolescence is:

- A period between childhood and adulthood (ages 10–19).
  - A period of sexual development, which includes emotional, psychological and physical changes.
  - A period of experimentation.
  - A period of exciting times to learn about new ideas, values, information and skills.
  - A time for finding out who they are and what is important to them.
  - A period when **puberty** happens. (Review definition of puberty.)
    - Generally, girls enter puberty earlier than boys. The bodies of some girls begin to change as early as 8; others may not start until they are 14.
    - Boys’ bodies usually start changing from ages 10 to 12.
2. Ask students if they have any questions about puberty or adolescence. Tell them to write their questions on a piece of paper, without adding their names, and put their questions in the question box. Keep the questions; explain that you will probably answer them throughout the session. Come back to the questions at the end of Module 8 to make sure you covered everything.



## ACTIVITY 3: BODY MAPPING (30 MINUTES)<sup>18</sup>

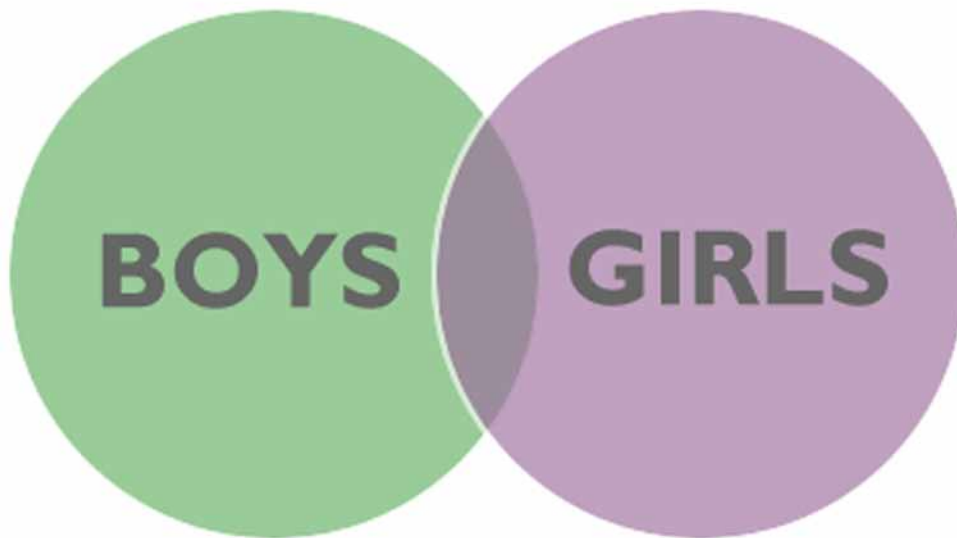
1. Separate the students into one group of girls and one group of boys. Tell boys to draw an outline of a male and girls to draw an outline of a female. One person should lie on the paper and have another person draw an outline of their bodies. There will be one drawing per group (one for boys and one for girls).
2. Tell them to mark on the picture all the changes they have noticed in their bodies or others of the same sex as they have entered adolescence.
3. Put the pictures up for everyone to see. Add any changes that are missing.

<sup>18</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



## ACTIVITY 4/PART 1: CHANGES IN BOYS AND GIRLS (30 MINUTES) <sup>19</sup>

Tell students to copy the Venn diagram into their notebooks (see example below). They should fill in the circles with the changes their bodies go through during adolescence. Using the list below the diagram, students should put each change in the correct circle, or in the intersection of the two circles if it is a change that both boys and girls experience (see **Physical Changes That Occur During Puberty** in the **Content Information for Session and Handouts** for additional information).



Deeper voice

Bigger chest

Development of breasts

Wider shoulders

Flat stomach

Pubic and underarm hair

Broader hips

Smaller waist

Wet dreams

Menstruation

Ovaries produce eggs

Testes produce sperm

Beard grows

Pimples

Sweat smells different

Sexual feelings

<sup>19</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.





## ACTIVITY 4/PART 2: OTHER CHANGES THAT OCCUR DURING PUBERTY (30 MINUTES)

1. Point out that in the previous session, students discussed changes during puberty, mostly physical changes. In addition to physical changes that are noticeable, they might also have psychological changes or emotional changes that may be challenging to deal with at times.
2. Tell students to write down some emotional or psychological changes that occur during puberty. They do not have to share their answers, but after everyone has had a moment to write, use the following to point out that everything they are feeling is a natural part of adolescence:
  - Confidence, imagination and expectations for future changes
  - Eagerness to experiment and learn new things
  - Desire to become independent from and be treated with respect by parents
  - Desire for adult behavior
  - Desire to make friends and to socialize
  - Influenced by peers
  - Emotional instability, confusion and compulsiveness
  - Strong sexual awareness
  - Being attracted to and wanting to be attractive to the opposite sex
  - Paying more attention to one's body and appearance
3. Look at the questions in the box from Activity 2. Ask students to write down any additional concerns or questions and put them in the box. Explain to them that in the next few sessions, they are going to examine changes in their bodies and **reproductive organs**. Students should go to trusted teachers, counselors, school nurses or parents if they have any physical concerns about their bodies. Point out that the following are also normal:
  - It's typical for young people to wonder if they are "normal."
  - It is not embarrassing to ask adults questions, since they have gone through what young people are going through now.
  - Certain physical changes like menstruation for girls and wet dreams for boys are a vital part of development and mean their bodies are ready for reproduction.



### **SESSION WRAP-UP:**

1. The time during adolescence that boys and girls go through physical and psychological changes is called puberty. Point out that boys and girls have a lot in common during puberty and can help each other by not making fun of each other during puberty.
2. Generally, girls enter puberty earlier than boys. The bodies of some girls begin to change as early as 8; others may not start until they are 14. Boys' bodies usually start changing from ages 10 to 12.
3. Physical and emotional changes are normal and a part of human development. Remind students of all the skills they have learned in this program and that they have good friends and there are trusted adults they can turn to for guidance during this period in their lives.
4. Point out that once they go through puberty, young people can reproduce. To reproduce means to “make a baby.” Reproduction will be discussed in the next sessions.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Physical Changes That Occur During Puberty

#### Physical Changes in Males at Puberty <sup>20</sup>

- Growth spurt occurs
- Hairline begins to recede
- Skin becomes oily
- All permanent teeth are in
- Larynx (voice box) enlarges, voice deepens
- Facial hair appears
- Shoulders broaden
- Underarm and chest hair appears
- Perspiration increases
- Muscles develop
- Pubic hair appears
- Penis and testes enlarge
- Sperm production begins
- Ejaculation occurs
- Long bone growth stops

#### Physical Changes in Females at Puberty <sup>21</sup>

- Growth spurt occurs
- Skin becomes oily
- All permanent teeth are in
- Underarm hair appears
- Perspiration increases
- Breasts develop
- Waistline narrows
- Hips widen
- Uterus and ovaries enlarge
- Pubic hair appears
- External genitals enlarge
- Ovulation occurs
- Menstruation begins
- Long bone growth stops

<sup>20</sup> From the Centre for Development and Population Activities, *Choose a Future! Issues and Options for Adolescent Girls*; see Bibliography for full citation.

<sup>21</sup> Ibid.

## Session 2: Female and Male Reproductive Systems<sup>22</sup>

---



**TIME: 2 HOURS**



### **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Label the male and female reproductive organs.
2. Describe how male and female reproductive organs function.



### **METHODS USED:**

1. Group work
2. Lecture
3. Discussion
4. Drawings



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handouts:
  - **Picture - Female Reproductive Organs**
  - **Chart - Female Reproductive Organs**
  - **Picture - Male Reproductive Organs**
  - **Chart - Male Reproductive Organs**



### **FACILITATOR PREPARATION:**

1. Write the words for the female reproductive organs for Activity 1 on flipchart paper.
2. Write the words for the male reproductive organs for Activity 2 on flipchart paper.
3. See **Content Information for Session and Handouts** and be familiar with both male and female reproductive organs. Review the talking points and be prepared to add information if needed.
4. Make copies of the unlabeled male and female reproductive organs pictures for each student.

---

<sup>22</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



### FACILITATOR NOTES:

1. **Genitals** or **genitalia** are sometimes used to refer to **reproductive organs** or the **external reproductive organs**.
2. The **anus** is not part of the reproductive organs, but it can be a place where sexual abuse can happen. For this reason it is important to identify it as a private part. You should also be sure to point out that both males and females have one.
3. While this session cannot possibly cover all the issues related to reproductive health, it gives a basic overview. The main point is to educate young people about their bodies to keep them healthy and safe from harm.
4. Be sure to inform students that if they have any problems or suspect anything is wrong with their bodies, they should visit a health care center.
5. You may want to separate boys and girls for greater participation. However, both sexes should learn about the other sex's reproductive system. Ask students if they would prefer to do the session separately or together. To ensure confidentiality, have students cover their eyes (or put their heads down on their desks) and then raise their hands when the question is asked.
6. Consider ways of adapting the activities to make them more interactive and interesting for students.



### ACTIVITY 1: LABELING THE FEMALE REPRODUCTIVE SYSTEM (1 HOUR)

1. Write the following words on flipchart paper.  
Female Reproductive Organs:  
**Fallopian tube**                      **Uterus (womb)**                      **Vagina**  
**Ovary**                                      **Cervix**
2. After pairing students, give them a blank picture of the female reproductive organs. Tell them to label the different parts using the words on the flipchart paper.
3. After they have had a chance to label the picture, show them the actual picture with the correct labeling. As you show them the proper word and organ, explain the function (see chart in **Content Information for Session and Handouts**).
4. Tell students that these are the biological or real names for their private parts and areas related to their private parts.



## ACTIVITY 2: LABELING THE MALE REPRODUCTIVE SYSTEM (1 HOUR)

1. Write the following words on flipchart paper.  
Male Reproductive Organs:  
**Penis**                      **Scrotum**                      **Semen**                      **Urethra**  
**Foreskin**                      **Testes**                      **Sperm**
2. After pairing students, give them a blank picture of the male reproductive organs. Tell them to label the different parts using the words on the flipchart paper.
3. After they have had a chance to label the picture, show them the actual picture with the correct labeling. As you show them the proper word and organ, explain the function (see chart in **Content Information for Session and Handouts**).
4. Tell students that these are the biological or real names for their private parts and areas related to their private parts.



### SESSION WRAP-UP:

1. Educating students about their reproductive organs gives them information that will help them protect themselves from harm and keep their bodies healthy. These organs are the same as other body parts, and there is no reason to feel shy or be embarrassed about them.
2. Genitals are sources of sexual pleasure, a natural part of the human body and nothing to be ashamed of. Touching them is natural and necessary to stay clean and healthy. Everyone should know what their genitals look like so they can recognize if something is wrong. For example, boys need to touch their testicles to feel for lumps and girls may need to use products for menstruation, which means they will need to touch their vaginas.
3. Reemphasize that their bodies are private and no one has a right to touch them. Review previous points that came out during Module 5 (Human Rights) and Modules 4 and 6 (SRGBV), such as the right to say “no” to anyone who tries to touch them or make them uncomfortable. Remind them to tell someone if anyone tries to touch them in a way that makes them uncomfortable.



## Female Reproductive Organs

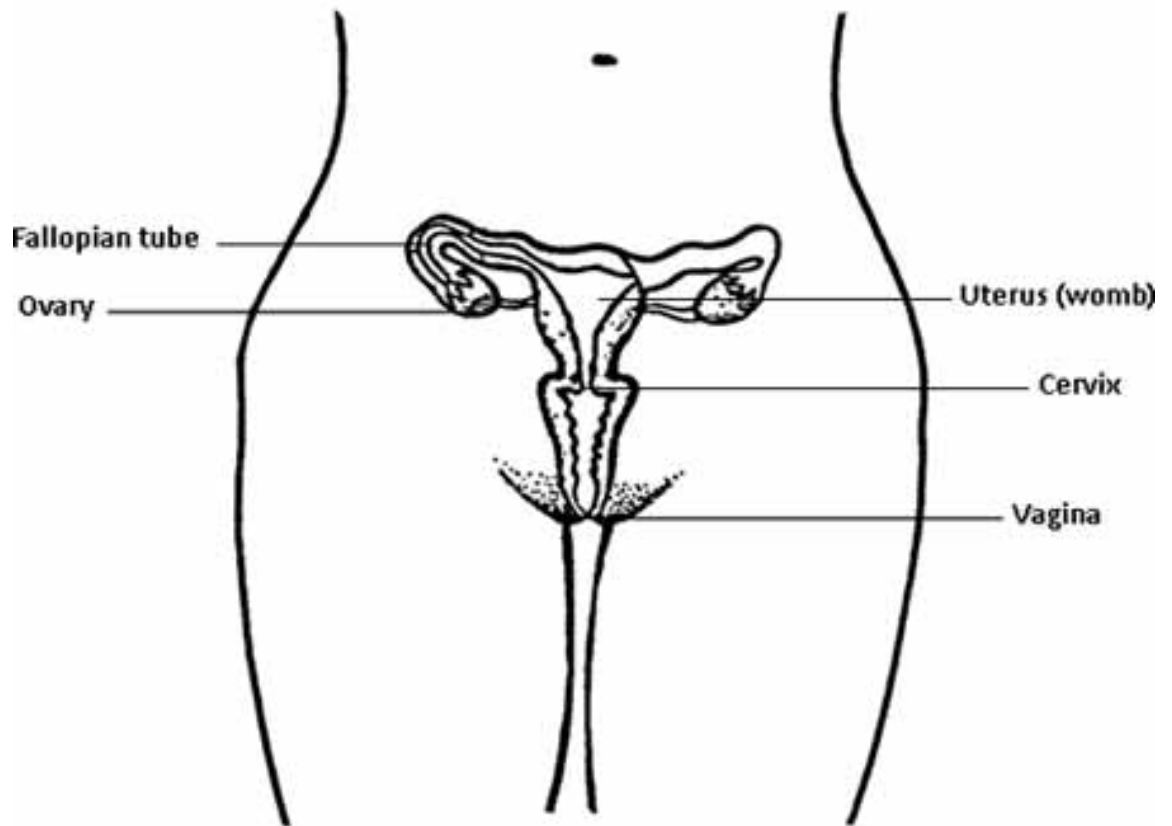


Illustration: Petra Rohr-Rouendaal

<sup>23</sup> Session was adapted and diagrams are from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.

## Chart: Female Sexual and Reproductive Organs <sup>24</sup>

<p><b>Vagina</b> A tube inside the body that has a small opening into the urethra and opens between the legs.</p>	<p><b>What it does</b></p> <ul style="list-style-type: none"> <li>• Penis goes inside the vagina during sex and puts sperm into the vagina.</li> <li>• Babies come out through it at birth.</li> <li>• Menstrual blood leaves the body through it.</li> <li>• The vagina is separate from the anus, the hole where feces come out.</li> </ul>
<p><b>Clitoris</b> Small structure inside the inner lips in front of the urethra.</p>	<p><b>What it does</b> Touching the clitoris increases sexual feelings and pleasure.</p>
<p><b>Labia minora</b> Inner folds of skin around entrance to the vagina.</p>	<p><b>What it does</b> Protect the entrance to the vagina and urethra (urine tube).</p>
<p><b>Uterus or womb</b> Bag at the top end of the vagina.</p>	<p><b>What it does</b></p> <ul style="list-style-type: none"> <li>• Every month the womb prepares itself for a baby by making a thick lining. If there is no baby, the womb throws away the lining when the girl has her period.</li> <li>• The baby grows in the womb during pregnancy.</li> </ul>
<p><b>Fallopian tubes</b> Two tubes connecting the ovaries to the womb.</p>	<p><b>What they do</b> One egg travels along the tube from the ovary to the womb every month.</p>
<p><b>Ovaries</b></p> <ul style="list-style-type: none"> <li>• Two sacks on each side of the womb.</li> <li>• Contains 300,000–500,000 egg cells at birth.</li> </ul>	<p><b>What they do</b> Stores about 300,000 eggs and sends one each month to the womb.</p>
<p><b>Eggs</b> Tiny cells, about the size of a pinhead, inside the woman’s ovaries.</p>	<p><b>What they do</b> After sex, an egg joins with sperm at fertilization to make a baby.</p>
<p><b>Anus</b></p> <ul style="list-style-type: none"> <li>• Hole at the end of the back passage through which feces pass.</li> <li>• Both males and females have an anus.</li> <li>• This is not part of the reproductive system.</li> </ul>	<p><b>What it does</b> When one goes to the toilet, feces come out through this hole.</p>

<sup>24</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



## Male Reproductive Organs <sup>25</sup>

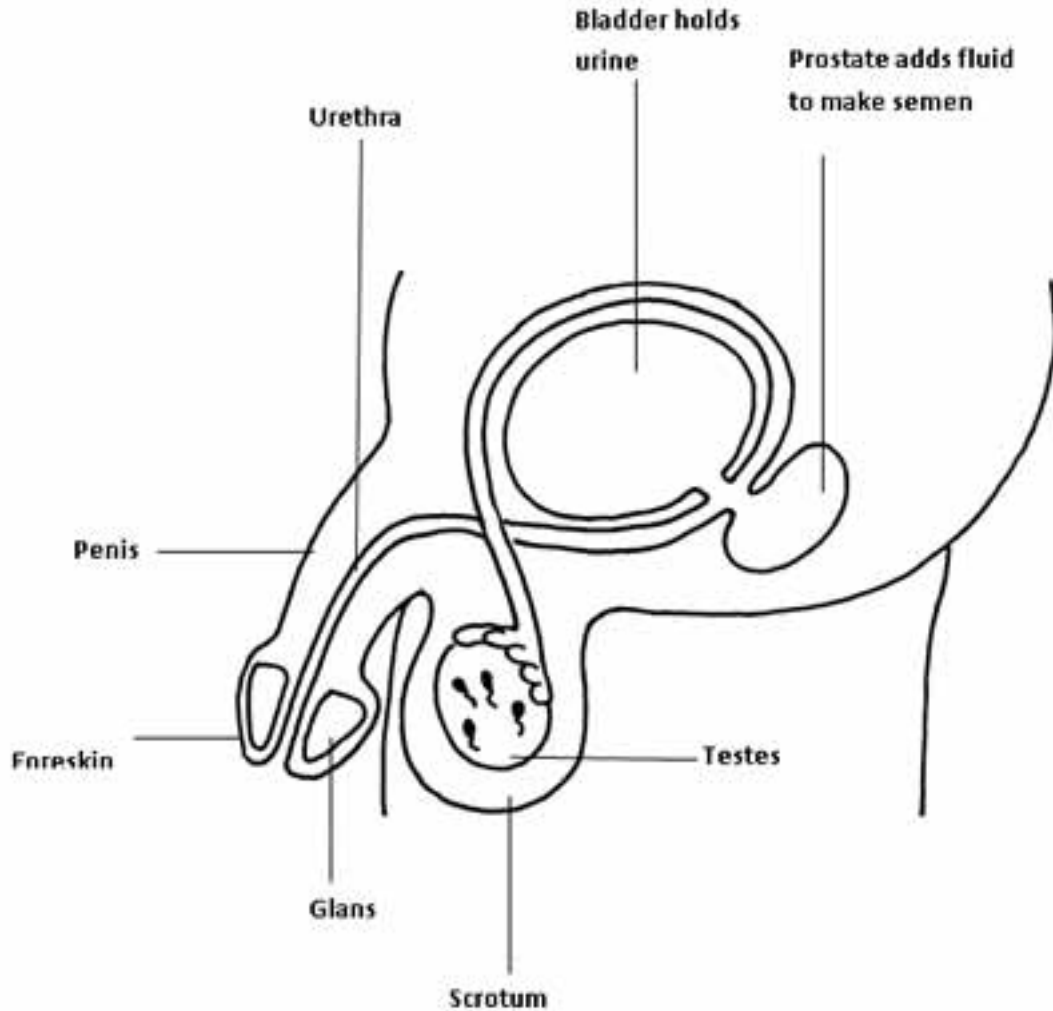


Illustration: Petra Rohr-Rouendaal

<sup>25</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.

## Chart: Male Sexual and Reproductive Organs <sup>26</sup>

<p><b>Penis</b> Male sexual organ.</p>	<p><b>What it does</b></p> <ul style="list-style-type: none"> <li>• The erect penis is placed in the vagina during sexual intercourse.</li> <li>• At orgasm the male ejaculates and semen spurts out.</li> <li>• Also contains tube used for passing urine.</li> <li>• When a man becomes sexually aroused or his penis is stimulated, his penis becomes enlarged; this is called an erection.</li> </ul>
<p><b>Foreskin</b> Skin covering tip of uncircumcised penis.</p>	<p><b>What it does</b></p> <ul style="list-style-type: none"> <li>• Protects tip of the penis.</li> <li>• It is important to wash under foreskin carefully because germs can enter the body.</li> </ul>
<p><b>Scrotum</b> Bag that hangs between the legs behind the penis.</p>	<p><b>What it does</b></p> <ul style="list-style-type: none"> <li>• Contains the testes.</li> <li>• Protects the testes and controls temperature necessary for sperm function and survival.</li> </ul>
<p><b>Testes (or Testicles)</b> Two balls inside the scrotum.</p>	<p><b>What they do</b></p> <ul style="list-style-type: none"> <li>• They produce sperm and sex hormones.</li> <li>• They store sperm.</li> </ul>
<p><b>Semen</b> Milky, sticky liquid that comes out of penis when man ejaculates.</p>	<p><b>What it does</b> Contains sperm that fertilize an egg to make a baby.</p>
<p><b>Sperm</b></p> <ul style="list-style-type: none"> <li>• Tiny cells contained in semen. They are too small to see.</li> <li>• Production usually begins between ages 12 and 24.</li> <li>• Total estimated number during ejaculation is 200–500, but only one can fertilize an egg.</li> </ul>	<p><b>What they do</b></p> <ul style="list-style-type: none"> <li>• Millions of sperm go into the semen each time a male ejaculates.</li> <li>• They swim into the womb and if one of them fertilizes an egg, a baby is made.</li> </ul>
<p><b>Urethra</b></p> <ul style="list-style-type: none"> <li>• Tube with hole at the end of the penis.</li> <li>• This is where urine passes through.</li> <li>• It is closed to urine during ejaculation.</li> </ul>	<p><b>What it does</b></p> <ul style="list-style-type: none"> <li>• Carries urine from the bladder to outside of the body.</li> <li>• Semen also passes out of this tube.</li> </ul>
<p><b>Anus</b></p> <ul style="list-style-type: none"> <li>• Hole at the end of the back passage through which feces pass.</li> <li>• Both males and females have an anus.</li> <li>• This is not part of the reproductive system.</li> </ul>	<p><b>What it does</b> When one goes to the toilet, feces come out through this hole.</p>

<sup>26</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.

# Female Reproductive Organs Worksheet

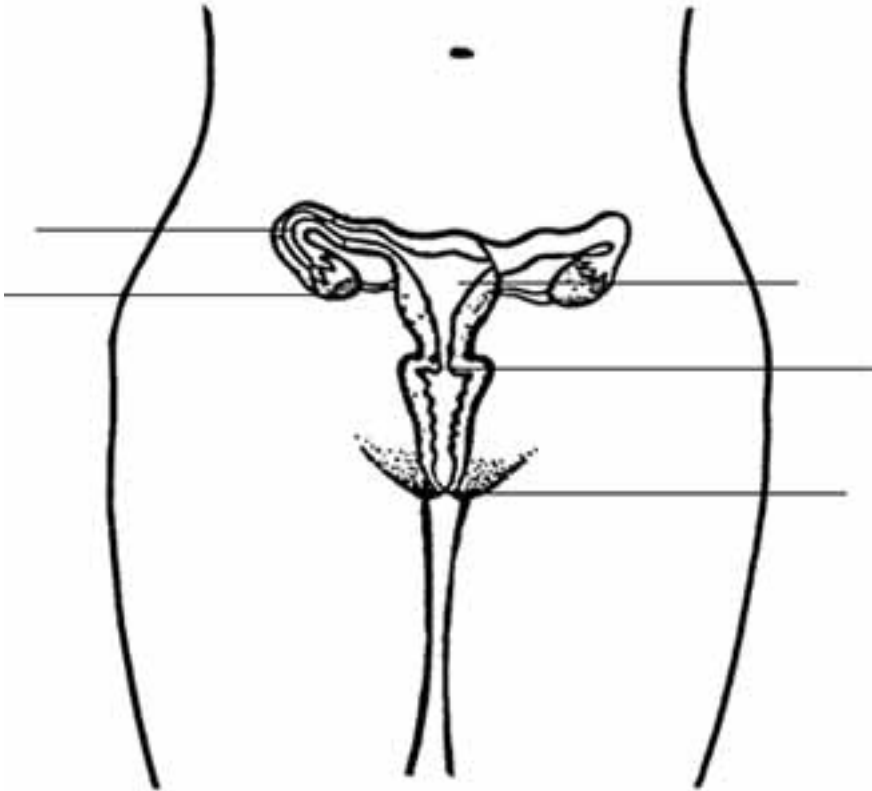


Illustration: Petra Rohr-Rouendaal

# Male Reproductive Organs Worksheet

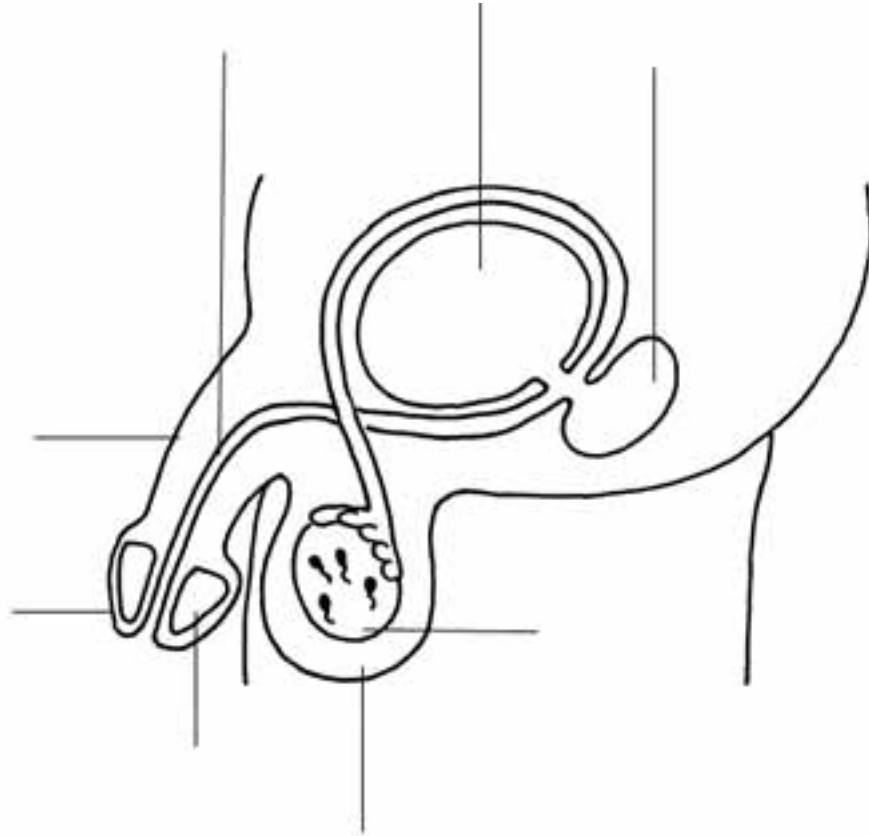


Illustration: Petra Rohr-Rouendaal

## Session 3: Female Puberty<sup>27</sup>

---



**TIME: 2 HOURS**



### **LEARNING OBJECTIVE:**

By the end of this session, students will be able to explain what happens during menstruation.



### **METHODS USED:**

1. Group work
2. Brainstorming
3. Discussion
4. Lecture



### **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handout:
  - **Explanation of Menstrual Cycle**
  - **Picture for Activity 3: Menstrual Cycle**
  - **Amina's Story**



### **FACILITATOR PREPARATION:**

1. Make copies of the **Explanation of Menstrual Cycle** handout for each student.
2. Write the questions for Activity 1 on flipchart paper.
3. For Activity 3, write each step of the menstrual cycle on separate sheets of paper.
4. Make copies of the **Picture for Activity 3: Menstrual Cycle** for each group.



### **FACILITATOR NOTES:**

1. **Menstruation** is also called a **period** because it happens once a month. It is monthly bleeding from the uterus, when an unfertilized egg passes out in a flow of blood through the vagina.

---

<sup>27</sup> Session was adapted and diagrams are from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.

2. **Ovulation** is the periodic release of a mature egg from an ovary. This usually happens around the middle of a women’s menstrual cycle.
3. This session gives a basic overview of menstruation. You should be prepared to elaborate and adapt the session for the age group you are working with and what is appropriate in the place where you are working. For example, for girls who have already begun their period, you should have a knowledgeable facilitator explain the menstrual cycle.
4. Review **Content Information for Session and Handouts** and be prepared to discuss how girls can take care of themselves during menstruation. You should know what women in the area you are working in use during menstruation; this includes what sanitary supplies are available locally. Bring in examples to show. For example, in some places tampons may be available, while in other places they may use cloth or pads.



#### **ACTIVITY 1: AMINA’S STORY (45 MINUTES)**

1. Ask for a volunteer to read **Amina’s Story**.
2. Divide the students into small groups and ask them to discuss the following questions:
  - Why was Amina afraid to tell anyone that she was bleeding?
  - Why did Amina get so upset when her brother said it was because she let a boy touch her?
  - Does this sound like a story that could really happen? Why or why not?
  - Do young people learn about menstruation before it happens, or is it a subject that is not discussed?
3. After groups have had a chance to discuss the questions, have one person from each group summarize the answers and present to the larger group.



#### **ACTIVITY 2: WHAT IS MENSTRUATION? (30 MINUTES)**

1. Write the word “menstruation” on flipchart paper.
2. Ask students what they know about menstruation.
3. List responses on flipchart paper. Tell students it is important to know the facts about menstruation.

4. Distribute the **Explanation of Menstrual Cycle** handout. Call on students one by one to read the bullet points.
5. Be sure and check for comprehension and elaborate on any points that are not clear.



**ACTIVITY 3: MATCH THE WORDS TO THE PICTURE** <sup>28</sup> (45 MINUTES)

1. Divide the students into small groups. Give each group a **Picture for Activity 3: Menstrual Cycle** (see **Content Information for Session and Handouts**) with the following words written on separate sheets of paper.
  - Blood goes out through the vagina
  - Hormones released
  - Egg goes down the fallopian tube
  - No baby
  - Womb lining grows
  - Egg leaves ovaries
  - Lining breaks down
  - New egg forms
2. Tell students to arrange the words in the right order around the picture to show what happens during the monthly menstrual cycle. Tell them not to look at the handout.
3. Walk around the room and check for comprehension.
4. After everyone has had a chance to match the words with the picture, look at the handout and review the correct order:
  - a. Hormones released
  - b. New egg forms
  - c. Womb lining grows
  - d. Egg leaves ovaries
  - e. Egg goes down the fallopian tube
  - f. No baby
  - g. Lining breaks down
  - h. Blood goes out through the vagina

<sup>28</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



### **SESSION WRAP-UP:**

1. Menstruation is a natural, normal process the body goes through. It happens when the egg does not get fertilized by a sperm. Having a period means a girl can now reproduce.
2. It is normal for each girl to have a different menstrual cycle and to begin menstruation at a different age.
3. The blood that passes from the vagina is not unhealthy and does not mean that anything is wrong. Proper hygiene is very important and should be practiced at all times, but especially during menstruation.
4. Once a girl begins menstruating she can become pregnant.
5. Although boys do not menstruate, they need to understand how menstruation happens. It is important for them to know how reproductive organs work and how pregnancy happens. It is also very important for them to support girls when they are menstruating. This means not making fun of them or teasing them.





## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Amina's Story

My first period came when I was 12. I was very frightened because I didn't know how I could have hurt myself so far inside. I was scared. I was at school and noticed blood all over my legs when I went to the bathroom during school break. I put some cloth in my panties, but I was very worried. It seems as though the bleeding would not stop. I went to my male teacher and told him I was sick. He scolded me for missing a test and I ran away crying. I ran all the way home. As soon as I got home, I was afraid my mother would punish me so I told her I was sick and just lay in the bed.

The next morning I woke up and there was blood all over the sheets. I thought I must have some disease and that I was probably going to die. I just stayed in bed and tried not to move. My mother was gone so my older brother came in and I told him that I was bleeding between my legs. He said it was because I "let a boy touch me down there." I started crying and screaming, "That is not true, that is not true."

My Aunt Mary ran in the room and said, "What is going on?" My brother told her I was doing something dirty and being punished by bleeding. My Aunt Mary scolded my brother and told him, "Boy, you don't know anything! This is natural; it means Amina is a woman, just like me and your mother. Now get out of here and go to the store and buy some napkins for your sister who just became a woman." My Aunt Mary gave me a big hug and explained to me about **menstruation** and **monthly periods**. I felt so relieved; I always knew I could trust my Aunt Mary.

I learned that everything that was happening to me was normal and a part of growing up. I was so shocked, but I felt happy. She even let me ask her some questions. I asked her why no one had told me this was going to happen. She said that sometimes people were embarrassed to discuss these issues but assured me it was nothing to be ashamed of.

## Explanation of Menstrual Cycle <sup>29</sup>

- When a girl is born, she has thousands of egg cells, or ova in her two ovaries. Each egg is the size of one grain of sand. The tiny dots in the two balls are the eggs. The two balls are the ovaries.

Each month, one egg—the big black dot—ripens and leaves the ovaries. This is ovulation.

The egg is picked up by the broad end of the fallopian tube and starts moving towards the uterus, the “v”- shaped area. At the same time, the uterus starts getting ready for the egg by thickening its inner lining.

- An egg can grow into a baby only if it meets a sperm cell from a male. If the sperm and egg meet, a woman becomes pregnant. The fertilized egg attaches to the thick lining of the uterus. This lining nourishes and supports the baby until birth.
- If the egg is not fertilized by a sperm, the lining is not needed and it breaks down.

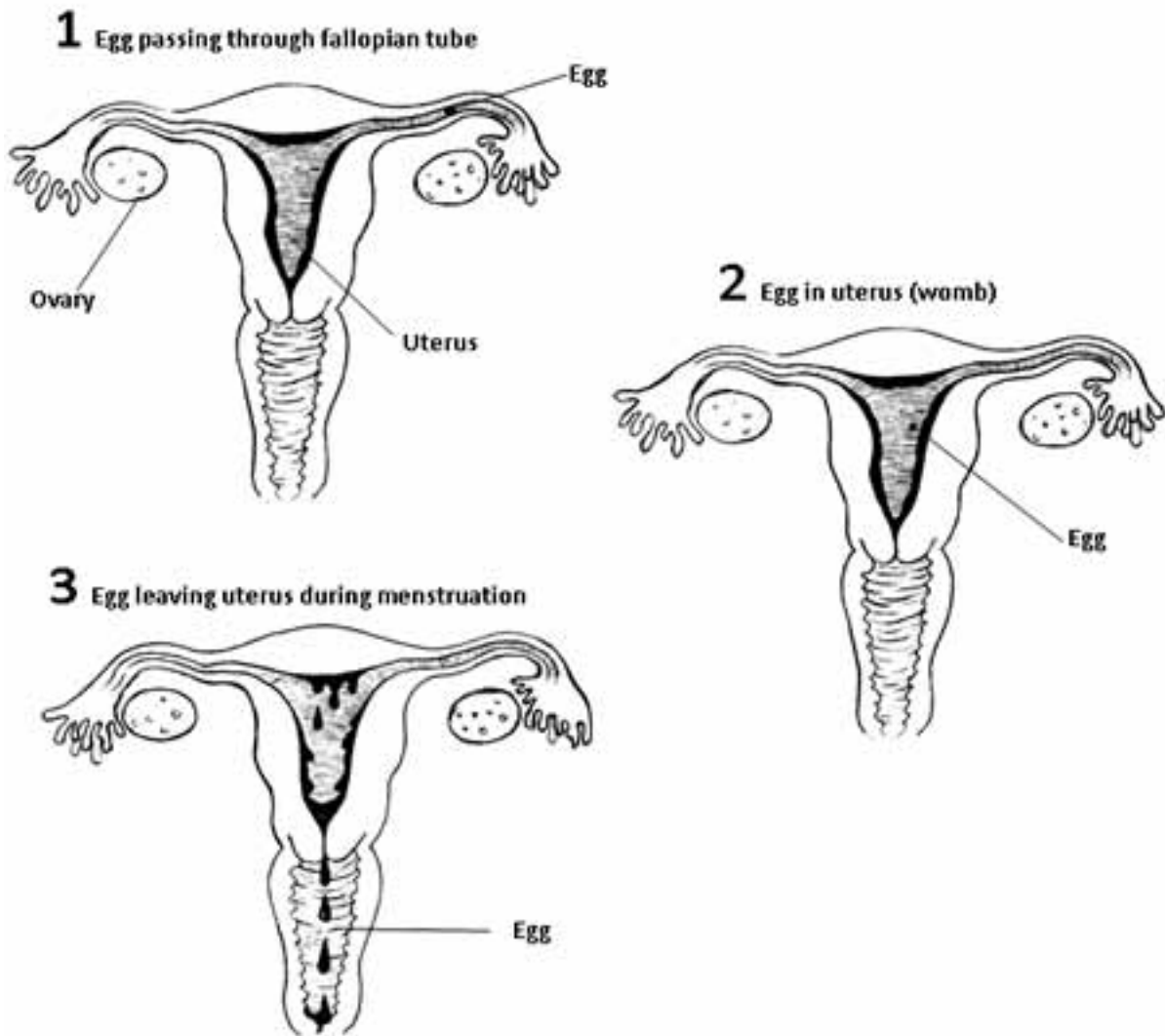
The lining, tissue and the egg flow out of the uterus through the vagina and leave the body. This is menstruation. Menstruation occurs approximately 14 days after ovulation, if the egg is not fertilized. Menstrual periods may last 2-8 days; the average menstrual period lasts 4-6 days. The menstrual cycle occurs about every month until a woman goes through menopause. It also stops during pregnancy and starts again after the baby is born.

---

<sup>29</sup> From the Centre for Development and Population Activities, *Choose a Future! Issues and Options for Adolescent Girls*; see Bibliography for full citation.

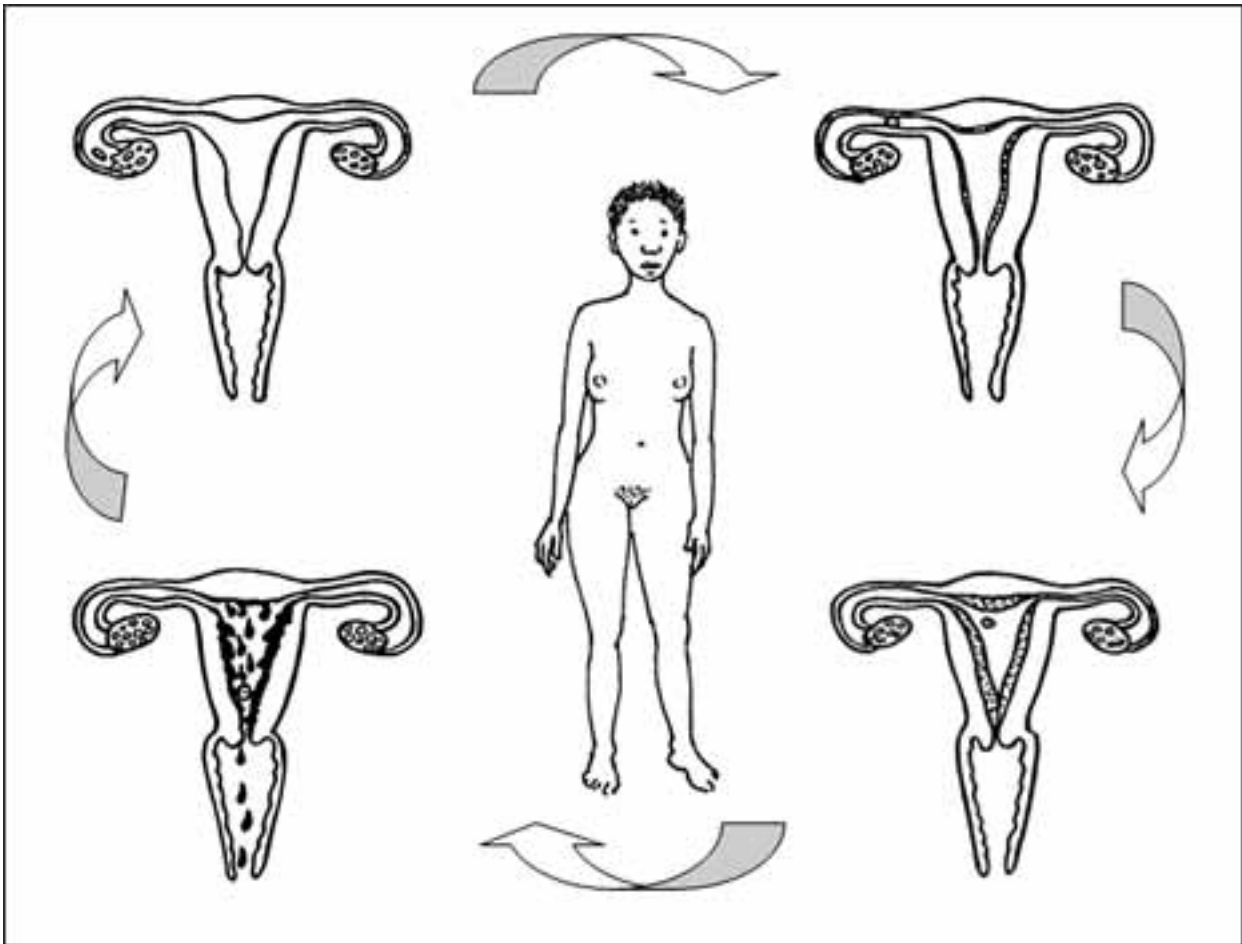
## Menstrual Cycle<sup>30</sup>

Menstruation (also called periods because they occur every month) marks the onset of sexual maturity in girls. Menstruation is the periodic shedding of blood and tissue from the female reproductive organ called the uterus. The uterus is located in the lower part of a female's abdomen. Beginning to menstruate means a girl is capable of becoming pregnant and having a baby.



<sup>30</sup> From the Centre for Development and Population Activities, *Choose a Future! Issues and Options for Adolescent Girls*; see Bibliography for full citation. Illustrations with permission from Family Care International.

### Picture for Activity 3: Menstrual Cycle



**Blood goes out through the vagina**

**Hormones Released**

**Egg goes down the fallopian tube**

**No baby**

**Womb lining grows**

**Egg leaves ovaries**

**Lining breaks down**

**New eggs form**

## Session 4: Male Puberty<sup>31</sup>

---



**TIME: 1 HOUR AND 30 MINUTES**



### LEARNING OBJECTIVES

By the end of this session, students will be able to:

1. Describe ejaculation, nocturnal emissions (wet dreams) and erections.
2. Dispel myths concerning ejaculation, nocturnal emissions (wet dreams) and erections.



### METHODS USED

1. Group work
2. Brainstorming
3. Discussion
4. “Vote With Your Feet” true or false exercise



### MATERIALS

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handout: **Male Puberty**



### FACILITATOR PREPARATION

1. Read **Male Puberty** in **Content Information for Session and Handouts**. In order to clear up any myths, you should be familiar with myths and misinformation that people have concerning wet dreams, ejaculation and erections.
2. Make two signs with the words “True” and “False” on them.



### FACILITATOR NOTES

1. Activity 1 is meant to clear up myths or misconceptions about wet dreams, ejaculation and erections. It might be better to have students write questions or myths on a piece of paper anonymously. Adapt the activity to fit the age group and level of understanding.
2. Activity 3 is a good evaluation to see if myths have been cleared up. Use it to decide whether or not you need to go back and clarify any information.

---

<sup>31</sup> Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation.



### **ACTIVITY 1: WHAT ARE WET DREAMS, EJACULATION AND ERECTIONS? (30 MINUTES)**

1. Ask students to volunteer any information they have heard about erections, ejaculation and wet dreams. It can be information that they think is true or false or information they have heard from their brothers, uncles, other male friends, relatives, school, media, etc.
2. Write the answers on flipchart paper.
3. After students have had a chance to speak, confirm or correct their statements (see **Content Information for Session and Handouts**). Be sure to point out that wet dreams, ejaculations and erections are a normal part of puberty.



### **ACTIVITY 2: ADVICE FOR SAM (30 MINUTES)**

1. Read the following letter from Sam to his uncle.

*Dear Uncle,*

*I am 13 years old. Last night I woke up with a wet patch on my bed. It smelled funny and I noticed that it was on my penis, too. I remember that I had a dream about a girl in my class. My sister saw the wet patch and laughed at me. She said that it means I peed in my bed. I asked my brother and he said that the only way I could stop it is if I got a girl to have sex with me. I don't know what to do. What advice do you have for me?*

2. Have students, in pairs or small groups, come up with some advice for Sam.
3. Have students summarize their advice and share with the whole group.



### **ACTIVITY 3: TRUE OR FALSE (30 MINUTES)**

1. Post two signs at opposite ends of the room: one with the word “True” and one with the word “False.”
2. Read the following statements and tell students to go and stand next to the word based on whether or not the statement is true or false.
  - If a boy ejaculates in his dreams that means he is having a sexual relationship.
  - A boy who has wet dreams should start to have sexual intercourse.
  - Wet dreams are the same as urinating in the bed.

- When a boy gets an erection, he must have sex so that it goes down.
- When a boy ejaculates, that means he is able to make a girl pregnant.



### **SESSION WRAP-UP:**

1. Boys cannot control when they will have an erection or a wet dream. Just like boys should not make fun of girls when they are menstruating, girls should not make fun of boys if they get an erection or have wet dreams.
2. Erections and wet dreams are completely normal. It means a boy is becoming a man. Boys do not have to ejaculate each time they have an erection.
3. Ejaculation means a boy is physically able to get a girl pregnant.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Male Puberty<sup>32</sup>

An **erection** occurs when the penis fills with blood and becomes hard and straight. Erections happen sometimes as boys fantasize and think about sexual things, or sometimes for no reason at all. Boys do not have any control over when this will happen. It is very common for boys to wake up with an erection in the morning. While asleep at night, a boy's penis will probably become erect and then go down about five to seven times. This is completely normal and healthy. Having erections is not a sign that a boy needs to have sex.

When the penis is erect, a boy will find that he cannot urinate easily because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate.

**Ejaculation** is when semen comes out of a boy's or man's erect penis due to sexual excitement. A man does not have to ejaculate every time he has an erection. If he waits, the erection will go down on its own without causing any harm.

When a boy begins puberty, the ejaculated semen tends to be slightly clear or slightly yellow. As the boy grows into a man, he begins making a larger amount of mature sperm, and his ejaculation will probably become more whitish. Boys are not born with sperm; they begin to produce them during puberty. A boy begins to produce sperm and continues to produce them through his entire life. If the sperm is ejaculated into the woman's vagina, she may become pregnant. The ejaculate can also carry diseases that could infect a woman.

A **wet dream** (or **nocturnal emission**) is when a boy's penis becomes erect and he ejaculates while sleeping. This causes the boy's underwear or the bed to be a little wet when he wakes up.

If a boy does not know about wet dreams, he could be worried or confused. Wet dreams are completely natural and normal. A boy cannot stop himself from having wet dreams.

---

<sup>32</sup> From E. Knebel, *My Changing Body: Fertility Awareness for Young People*; see Bibliography for full citation.



## Session 5: How Pregnancy Happens

---



**TIME: 2 HOURS**



### LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Explain how pregnancy happens.
2. Dispel myths about pregnancy.



### METHODS USED:

1. Group work
2. Brainstorming
3. Discussion
4. “Vote With Your Feet” true or false exercise



### MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Handout: **How Pregnancy Happens**



### FACILITATOR PREPARATION:

1. Read **Content Information for Session and Handouts**. Be prepared to discuss myths around how pregnancy happens and sexual intercourse. You will also need to refer back to pictures of the male and female reproductive organs.
2. Draw or make copies of **How Pregnancy Happens** for students to refer to during the discussion.
3. Make two signs with the words “True” and “False” on them, or reuse signs from previous sessions.



### FACILITATOR NOTES:

1. This session gives a basic overview of how pregnancy occurs. Depending on the age group and cultural context, you may need to expand on the information that is here. For example, older students may need to know more about modern contraceptive methods and how to prevent pregnancy. If students are sexually active, it is important to emphasize good decision-making skills and possible consequences of sexual activity. Choices surrounding sexual activity can easily be linked to peer pressure, saying “no” and assertive communication, which are all skills students have learned in the program. See **How Can You**

**Learn More?** in the beginning of the module for resources on adolescence and reproductive health.

2. Activity 2 is a good assessment to see if myths have been cleared up. Use it to decide whether or not you need to go back and clarify any information.



### **ACTIVITY 1: WHERE DO BABIES COME FROM? (1 HOUR)**

1. Ask students what they have heard or been told about how pregnancy occurs.
2. Write down their answers on flipchart paper.
3. After everyone has had a chance to share, review **How Pregnancy Happens** (in **Content Information for Session and Handouts**) to explain how pregnancy occurs.
4. Emphasize that the following three things must occur for a pregnancy to happen:
  - An egg must be present in one of the female’s fallopian tubes.
  - Sperm from the male must join the egg to fertilize it.
  - The fertilized egg must attach itself to the lining of the female’s uterus.
5. Point out that everyone in the room was conceived through **sexual intercourse**.
6. Use **Content Information for Session and Handouts** and posters of male and female reproductive organs to explain **sexual intercourse**.



### **ACTIVITY 2: MYTHS ABOUT PREGNANCY (1 HOUR)**

1. Post two signs at opposite ends of the room—one with the word “True,” one with the word “False.”
2. Read the following statements. Tell students to stand next to the appropriate sign if they believe the statement is true or false.
  - A female can get pregnant even if she has not yet begun to menstruate.
  - A female can get pregnant during menstruation.
  - A female cannot get pregnant if she has sexual intercourse standing up.

- If a female urinates right after sex intercourse, she cannot get pregnant.
  - Abstinence (not having sex) is the only 100 percent effective way of preventing pregnancy.
  - Once a male becomes excited or gets an erection, he has to have intercourse or it could be harmful to his health.
  - The first time a female has sexual intercourse she cannot get pregnant.
  - A female cannot get pregnant if the male promises her she won't get pregnant.
  - A male can pull his penis out before he ejaculates and the female won't get pregnant.
  - There are methods or ways of preventing pregnancy.
3. Using **Pregnancy Myths** (in **Content Information for Session and Handouts**), review each myth and clear up any misconceptions students might have.



#### **SESSION WRAP-UP:**

1. The union between the egg and the sperm is called **fertilization**.
2. Sperm enters a woman's vagina during **sexual intercourse**. Sexual intercourse is how pregnancy happens.
3. To have or not to have sexual intercourse is a decision made between two people. Both people should agree. Students have the right to say "no" if they do not want to have sexual relations or sexual intercourse. Remind them of other points that have been discussed in this program (assertive communication, resisting peer pressure, problem-solving, etc.).
4. There are a variety of modern contraceptive methods available that help prevent pregnancy. **Abstinence**, or refraining from sexual activity, is the only 100 percent effective way of avoiding pregnancy.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### How Pregnancy Happens<sup>33</sup>

Sexual intercourse is the insertion of the penis of the male into the vagina of the female. When a male and female have intercourse, millions of sperm are ejaculated from the penis into the vagina. The ejaculated sperm swim up through the vagina, into the uterus and through the fallopian tubes seeking an egg. If a mature egg is present, **fertilization** can take place. Although millions of sperm may be present, only one sperm can fertilize the egg.

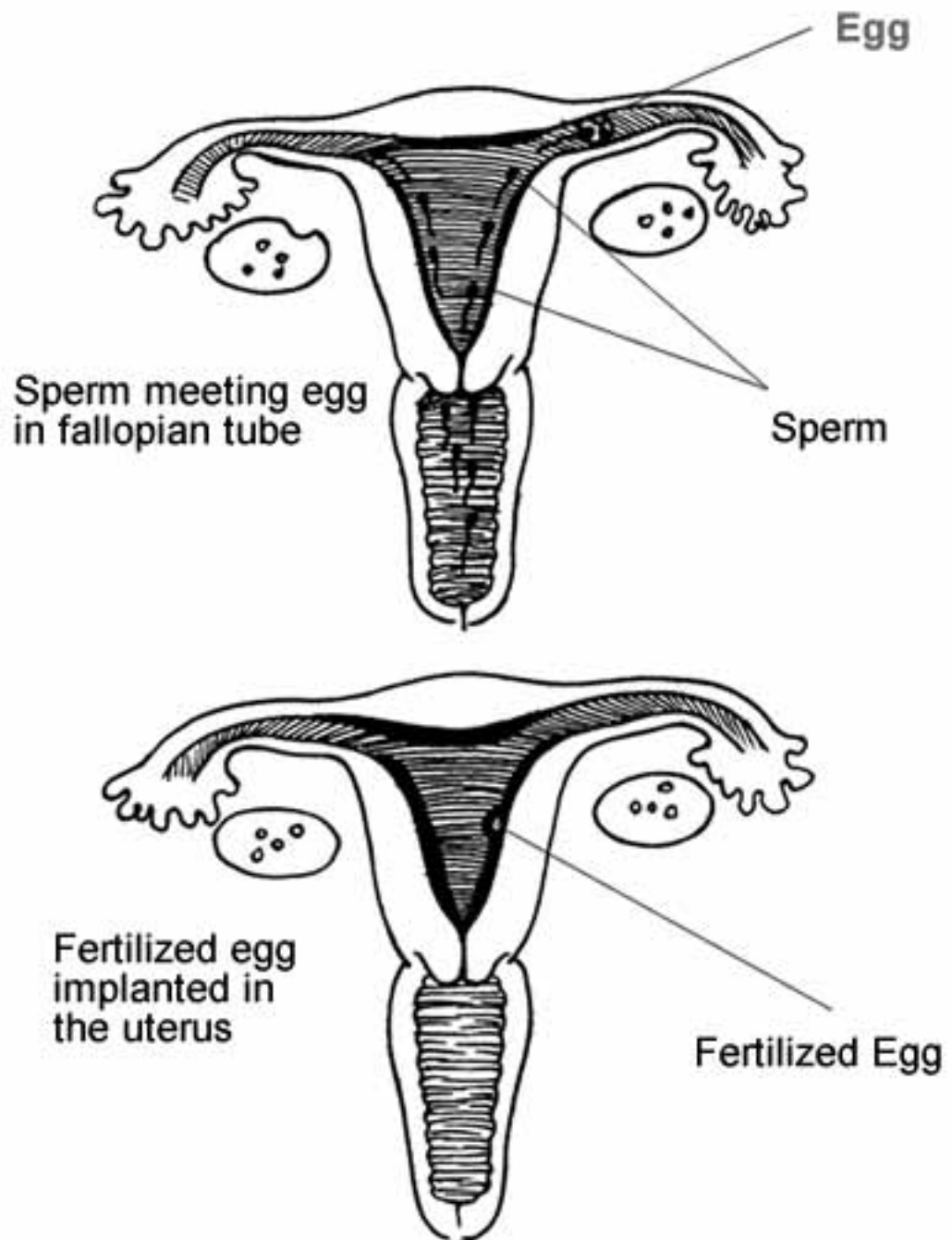
The fertilized egg moves through the fallopian tube and **implants** itself in the uterus, where the fetus will grow. If the egg is not fertilized, menstruation will occur.

Women can become pregnant from the onset of menstrual periods until their periods stop at the age of menopause. Keep in mind that you can become pregnant even the first time you have intercourse if not using an effective family planning method.

---

<sup>33</sup> From the Centre for Development and Population Activities (CEDPA), *Choose a Future! Issues and Options for Adolescent Girls*; see Bibliography for full citation.

## How Pregnancy Happens<sup>34</sup>



<sup>34</sup> From the Centre for Development and Population Activities (CEDPA), *Choose a Future! Issues and Options for Adolescent Girls*; see Bibliography for full citation. Illustrations with permission from Family Care International.

## Pregnancy Myths

- **A female can get pregnant even if she has not yet begun to menstruate. *This is true.*** Eggs can be released into the uterus during ovulation, before her first menstrual period.
- **A female can get pregnant during menstruation. *This is true.*** When females start menstruating, their cycles can be irregular and eggs can be released into the uterus at different times.
- **A female cannot get pregnant if she has sex standing up. *This is false.*** A female can get pregnant in any position.
- **If a female urinates right after sex, she cannot get pregnant. *This is false.*** Urine passes through the urethra; it does not remove sperm from the vagina.
- **Abstinence (not having sex) is the only method of family planning that is 100 percent effective. *This is true.*** If a female abstains from sexual intercourse, she will not become pregnant. However, sperm released on or near the vagina may enter the vaginal canal and possibly result in pregnancy.
- **Once a male becomes excited or gets an erection, he has to have intercourse or it could be harmful to his health. *This is false.*** It is not harmful to resist acting on sexual urges. Semen does not get backed-up. A male may experience some discomfort if he is sexually excited for a period of time. This will subside if he relaxes or masturbates.
- **A female cannot get pregnant the first time she has sexual intercourse. *This is false.*** A female can get pregnant the first time she has sexual intercourse.
- **A female cannot get pregnant if the male promises her she won't get pregnant. *This is false.*** If the sperm is released into a female's vagina, there is always the risk of pregnancy.
- **A male can pull his penis out before he ejaculates and the female won't get pregnant. *This is false.*** Some sperm can be released even prior to ejaculation.
- **There are methods or ways of not becoming pregnant. *This is true.*** For the most part, if a modern method of contraceptive is used properly, it can prevent pregnancy.

# 9

## MODULE 9 WRAP-UP

### WHY THIS MODULE?

The final module in Doorways I gives students a chance to review the knowledge and skills they have gained throughout the program. Students will reflect on the topics covered in Doorways I and how this new knowledge will help them in their lives as they continue their education. They will also identify ways in which they can help prevent and respond to SRGBV. Finally, students will discuss opportunities to work together in the future so that they can support one another and ensure that their school is safe and violence free.

### ***Opening New Doors (2 hours and 30 minutes)***

Students identify new knowledge and skills they have learned in Doorways I. They then demonstrate the applicability of the new skill to their lives by creating a role-play. Students conclude the program by signing a pledge to help prevent and respond to SRGBV.

# Opening New Doors

---



**TIME: 2 HOURS AND 30 MINUTES**



## **LEARNING OBJECTIVES:**

By the end of this session, students will be able to:

1. Identify a skill, fact or behavior that they learned for each topic covered in Doorways I.
2. State how they can apply the skill, fact or behavior in their lives.
3. Demonstrate knowledge and skill through a role-play.
4. Pledge to prevent and respond to SRGBV in their school and community.



## **METHODS USED**

1. Group activity
2. Brainstorm
3. Role-play
4. Reflection activity



## **MATERIALS:**

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Notebooks
- Handouts:
  - **Examples of Real-Life Scenarios for Role-Play**
  - **Pledge to Prevent and Respond to SRGBV**



## **FACILITATOR PREPARATION:**

1. Be sure to reiterate the main messages of the Doorways I program.
2. Label separate pieces of flipchart paper with the following titles:
  - Goals
  - Gender
  - SRGBV
  - Human Rights
  - Healthy Relationships
  - Healthy Bodies
  - New Skill or Behavior
  - How I Can Apply This New Fact and New Skill in My Life



3. Post the flipcharts throughout the room.
4. Prepare different real-life scenarios for students to act out in Activity 2. Some examples have been provided in the **Content Information for Session and Handouts** but you should adapt them to make sure each student gets to practice a skill gained in the program.
5. Write an example of the **Pledge to Prevent and Respond to SRGBV** on flipchart paper (see **Content Information for Session and Handouts**). If possible, make copies of the pledge so students can leave the training with it.
6. Prepare certificates for each student. If time allows, have a ceremony in which each student is awarded a certificate of completion for the Doorways I program. If you hold a ceremony, use the idea of walking through the “doorway” as you give each student a certificate (see **Session Wrap-Up**).



#### **FACILITATOR NOTES:**

1. This session is a good assessment to see if students understand the main messages and have the skills to implement the actions discussed in the Doorways I program.
2. Students should be encouraged to meet and share ideas and strategies outside the training. Ideally, students will work with teachers to start Violence Prevention Clubs, where they can come together, share ideas, discuss problems and support each other in preventing violence in their school.
3. Review the skills, facts and behaviors students identified in Activity 1. Be sure to include any of the messages that were left out.



#### **ACTIVITY 1: WHAT CAN STUDENTS DO NOW? (30 MINUTES)**

1. Point out the flipchart papers with the Doorways I topics written on them: “Goals,” “Gender,” “SRGBV,” “Human Rights,” “Healthy Relationships” and “Healthy Bodies.”
2. Tell students to write in their notebooks, one new **fact** that they learned about for each different topic in Doorways I. It should be something that they did not know before attending the Doorways I program.
3. Tell students to write the new fact on the flipchart paper under the appropriate heading.

4. Now tell students to write in their notebooks one new skill they learned. Remind them of some of the skills they practiced in the program. For example, problem-solving skills, conflict resolution, managing their emotions, how to help friends and how to report violence.
5. Next, tell students to write the new skill on the flipchart paper labeled “New Skill or Behavior.”
6. Explain that, while it is important to learn new things, most of the real learning and practice will come when they are in the “real world” or in their schools and communities.
7. Ask students how they can apply this new fact and this new skill to help them in their lives beyond the program. Tell them this question is very important and to think for a moment and write their answer in their notebooks.
8. Tell students to write their responses on the flipchart paper labeled “How I Can Apply This New Fact and New Skill in My Life.”
9. Now have students walk around the room and look at the responses of their peers.



## **ACTIVITY 2: PUTTING IT ALL TOGETHER ROLE-PLAY (1 HOUR AND 30 MINUTES)**

1. Tell students they are going to practice performing different role-plays using different real-life scenarios that they have discussed in the training.
2. Let students form their own groups, but be sure each group has a mixture of girls and boys. Tell them they can choose as many actors to be in the role-plays as they like, but that everyone should get to practice a skill.
3. Give students one or two of the scenarios you have prepared (see **Content Information for Session and Handouts**) or let them come up with their own scenario based on issues that have come up during the program.
4. After students have performed their role-plays, congratulate them on all their hard work and putting it all together.

5. Point out that you think that they are going to do well with their new knowledge and skills, and they should think of ways to come together and practice more.
6. Ask students for some ideas on how they can come together to continue supporting one another and practicing their new skills. Write these ideas on flipchart paper.
7. Students should have no trouble coming up with ways to practice, but if necessary, use the following as prompts:
  - Perform role-plays for other schools or younger students at their school.
  - Share information on SRGBV with family and friends at home.
  - Organize drama days or open days to share information with community members.
  - Hold an informational meeting with village elders to let them know about the status of young people in their community.
  - Make posters with information they have learned and put them up around the school and community.
  - Volunteer to help families and friends that are affected by illness or other problems.
  - Think of ways to help prevent violence in their school.
  - Organize a walk through town telling people about SRGBV.
8. Suggest to students that they form a club and pick some of the ideas to follow up on or get together to complete their Action Plans from Module 6, Session 2.



### **ACTIVITY 3: PLEDGE (30 MINUTES)**

1. Ask students to write in their notebooks the **Pledge to Prevent and Respond to SRGBV** and a description of what they can do to help prevent and respond to SRGBV. This includes helping support their classmates and ensuring that all students have a safe learning environment at school.
2. Tell them to think about the new knowledge and skills reflected in the role-plays and to list three things they can do to help prevent and respond to SRGBV.
3. Students should have a colleague sign the pledge as a witness.



### **SESSION WRAP-UP:**

1. Be sure to thank students for all their hard work and dedication. Remind them that some of the sessions might have been difficult, but everyone worked together for a very successful program.
2. Remind students that every day they make decisions—some are big and some are small. They may sometimes make good decisions and sometimes bad decisions, but they should remember that they have the power to make decisions for themselves. If they should make a bad decision or if something bad happens to them, they can get help and they should always keep striving for their goals.
3. Tell students that they may face challenges and obstacles as they go through life, but they have the skills, courage and resiliency to overcome them. Remind them of all the resources that have been discussed that are available to them. Remind them of the trusted adults in their lives and the lists that they were given of important names and numbers to use if they experience violence or abuse.
4. Remind students of their pledge and to help support one another to stay safe in school so that all of them can finish their education and reach their goals in life.
5. Draw a “doorway” in the air and have each student walk through the “doorway” to symbolize the new knowledge and skills they have gained through this program that will help them in their futures.



## CONTENT INFORMATION FOR SESSION AND HANDOUTS

### Examples of Real-Life Scenarios for Role-Play

- A male teacher asks a female student to carry his books to his house.
- A male teacher asks a boy to come to his house and work in his garden.
- An adult or older student (boy or girl) tries to touch a younger student (boy or girl), making the younger student feel uncomfortable.
- A friend tells you that an adult you know is sexually abusing him or her.
- Students tease a classmate (boy or girl), saying he or she has AIDS.
- A group of young people pressures a classmate to smoke cigarettes.
- A young girl gets her period at school, and everyone laughs at her.
- A female friend brags to a group of classmates about having a special friend, an older man who buys her gifts.
- An adult offers to buy a student (boy or girl) school supplies if the student agrees to have sex.
- Students make fun of a fellow classmate because he or she has not had sex yet.
- Students tease a classmate who needs to study for an examination and cannot play.
- A student has many chores at home and always comes late to school. The teacher yells at the student in front of the class, making the student cry.
- A teacher beats a student (boy or girl) for not having his or her homework.

## Pledge to Prevent and Respond to SRGBV

I, \_\_\_\_\_, can help prevent and respond to gender-based violence in my school by doing the following:

1.

2.

3.

Signed: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

Date: \_\_\_\_\_

# GLOSSARY



**Abstinence** – Sexual abstinence is a choice to refrain from sexual activity. Reasons to choose abstinence may be moral, religious, legal or for health and safety. Abstinence is the only 100 percent effective method for avoiding unwanted pregnancy and sexually transmitted infections, including HIV.

**Adolescence** – The period of psychological, social and physical transition between childhood and adulthood that often begins with puberty. The World Health Organization (WHO) defines adolescence as the period of life between 10 and 19 years of age.

**Adolescent-friendly services** – A holistic package of services that includes nutrition counseling, immunization, counseling, reproductive health services and life skills education. Services should be available at times convenient for adolescents and in a setting that makes them feel welcome.

**Aggressive** – Delivering a message forcefully without thinking of the other person’s feelings; expressing oneself in a confrontational manner.

**AIDS** – Acquired immunodeficiency syndrome, a human viral disease that ravages the immune system, undermining the body’s ability to defend itself from infection and disease.

**Assertive** – Delivering a message by honestly expressing one’s thoughts and feelings; being direct and clear without putting down the rights of others; showing mutual respect.

**Body language** – A type of nonverbal communication. It can be bodily mannerisms, postures and facial expressions that can be interpreted as unconsciously communicating someone’s feelings.

**Bullying** – The process of intimidating or mistreating someone weaker or in a more vulnerable situation. See [Appendix A](#).

**Consent** – Saying “yes”; agreeing to something freely and voluntarily.

**Contraception** – Methods for preventing pregnancy.

**Convention** – Binding agreement between states; used synonymously with treaty and covenant.

**Convention on the Rights of the Child** (adopted 1989; entered into force 1990) – Convention setting forth a full spectrum of civil, cultural, economic, social and political rights for children.

**Determination** – The process of deciding on or establishing a course of action.

**Ejaculation** – Release of semen from the penis during orgasm.

**Empathy** – The ability to identify with and understand somebody else's feelings or difficulties.

**Encourage** – To give somebody hope, confidence or courage.

**Erection** – The stiffened and swollen state of erectile tissue, especially that of the penis, usually as a result of sexual arousal.

**Fertilization** – Union of the egg with the sperm.

**Gender** – Socially constructed roles, responsibilities and behaviors. These roles are cultural, learned, change over time and vary within and between cultures.

**Gender-based violence (GBV)** – Any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to someone (boy or girl) based on gender-role expectations and assumptions.

**Gender equality** – Condition in which males and females have equal rights, freedoms, conditions and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural and political development. It means society values males and females equally for their similarities and differences and the diverse roles they are able to play.

**Gender equity** – Strategies or processes used to achieve gender equality. It involves fairness in representation, participation and benefits afforded to males and females. Both males and females have a fair chance of having their needs met and have equal access to opportunities for realizing their full potentials as human beings. Equity is the means; equality is the result.



**Gender roles** – Social norms or behaviors, values and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social rather than biological criteria.

**Gender stereotypes** – Broad generalizations based on assumptions about how a person should act because he or she is male or female.

**Gender norms** – Standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.

**Goal** – Aim, purpose or desired result. It is something one focuses on and works toward achieving.

**Harassment** – Usually persistent behavior that threatens or torments somebody.

**HIV** – Human immunodeficiency virus, the virus that causes AIDS. HIV is transmitted through blood, semen, vaginal fluid and breast milk. HIV can be prevented and is not transmitted through casual contact (hugging, sharing an apartment, playing basketball, etc.).

**Hormones** – Chemicals carried in the blood that affect the development, growth, sex, etc., of a person.

**Human rights** – The rights that are considered by most societies to belong automatically to everyone, e.g., the rights to freedom, justice and equality.

**Inappropriate** – Unsuitable or improper.

**Menstrual cycle** – The period of time measured from the first day of the menstrual period through the series of regularly occurring changes in the ovaries and uterus to the first day of the next menstrual period. Also known as one's period.

**Menstruation** – The monthly discharge of blood and tissue from the lining of the uterus.

**Negotiation** – Communication with another for the purpose of coming to a mutual agreement; a compromise or settlement.

**Nocturnal emission** – An involuntary ejaculation of semen experienced by a male during sleep. Also known as a wet dream.

**Nonjudgmental** – Refraining from making judgments, especially ones based on assumptions, stereotypes or personal opinions.

**Norms** – A standard pattern of behavior that is considered normal in a society.

**Ovulation** – The periodic release of a mature egg from the ovary. This usually happens around the middle of a woman’s menstrual cycle.

**Passive** – Delivering a message without expressing your true thoughts or feelings; sometimes staying silent.

**Peer pressure** – Social pressure on somebody to adopt a type of behavior, dress or attitude in order to be accepted as part of a group.

**Period** – See [Menstrual cycle](#).

**Perpetrator** – A person who commits a crime.

**Perseverance** – Steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks.

**Puberty** – The period of life during which an individual becomes capable of reproduction.

**Reproduction** – The process of conceiving and bearing children.

**Resiliency** – The ability to thrive, mature and be competent in the face of adverse circumstances.

**Risk-taking behaviors** – Unhealthy, negative risk-taking behavior involves activities that may threaten a person’s health and safety (such as drinking, taking drugs, unsafe sexual activity, etc.). Healthy risk-taking behaviors can include stretching one’s boundaries to set and achieve new goals.

**School-related gender-based violence (SRGBV)** – See [Appendix A](#).

**Self-efficacy** – Belief that one can perform or learn to perform a certain behavior or action.

**Self-esteem** – Belief and confidence in one’s own ability and value.

**Sex** – Being male or female as defined by biology.

**Sexual intercourse** – The erect penis of the male entering the vagina of the female.

**Sexually transmitted infections (STIs)** – Infections that are transmitted through sexual contact: anal, vaginal or oral.

**Stigma** – The shame or disgrace attached to something regarded as socially unacceptable. Many people living with HIV often face stigma.

**Tattletale** – A person, especially a child, who tells others about another person's secrets or bad behavior.

**Teasing** – To make fun of or belittle a person. Teasing does not always have to be harmful, but if it is unwanted or harassing, then it can be damaging.

**Wet dream** – See **Nocturnal emission**.





## School-Related Gender-Based Violence: Definition and Types

---

### **Definition of School-Related Gender-Based Violence**

School-related gender-based violence results in sexual, physical or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. Such violence can affect the well-being of students, putting them at greater risk of educational failure through absenteeism, dropping out and lack of motivation for academic achievement. It also impacts their mental and physical health, resulting in physical injury, pregnancy, sexually transmitted infections (including HIV/AIDS) or emotional/psychological ill health.

The three types of school-related gender-based violence—sexual, physical and psychological—overlap, and at times distinctions among them are imperceptible. For example, bullying may be either verbal or physical. Girls and boys who step out of their traditional gender roles can experience all three forms of violence. Girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual ability (psychological abuse).

### **Sexual Violence**

Girls and boys experience sexual violence or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind, or rape, which is also known as “defilement” for young people under the legal age of consent. Regardless of the legal age of consent, sexual activity between a teacher and student is considered abuse because of the age and power differentials between the two. Activities such as making a child watch sexual acts or pornography, using a child to make pornography, or making a child look at an adult's genitals is also abuse. Sexual violence can be perpetrated verbally. For

example, sexually explicit language aimed at children or any repetitive, unwanted and uninvited sexual attention through teasing or taunting about dress or personal appearance is also sexual abuse. Sexual violence or abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections including HIV/AIDS, depressive disorders, memory disturbances, and aggressive behavior, and can negatively affect educational attainment.

### **Physical Violence**

Girls and boys experience physical violence or abuse by an adult or another child through corporal punishment, forced labor, fighting and bullying. Corporal punishment is any punishment in which physical force is used to cause some degree of pain or discomfort, however minimal. This type of violence involves hitting children with the hand or an implement (e.g., whip, stick, belt, shoe, wooden spoon). It can also involve kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (e.g., washing children's mouths out with soap or forcing them to swallow hot spices). In general, teachers apply corporal punishment differently to girls than they do to boys. In most cases, boys experience more frequent and severe physical punishment than girls as a way to "make them men." Corporal punishment has negative physical and psychological effects on students, which include pain, injury, humiliation, guilt, helplessness, anxiety and low self-esteem. Teachers can physically abuse children through forced labor during and outside school hours. Teachers may force students either to fetch water or work in their fields, with children running the risk of physical injury from heavy manual labor and educational failure from missing class time. Physical violence and abuse among students takes the form of bullying, beating and fighting. Physical violence can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, physical, mental health and social problems, memory disturbances and aggressive behavior, and can negatively affect educational attainment.

### **Psychological Violence**

Girls and boys experience psychological violence and abuse from both peers and teachers through verbal harassment, bullying, teasing or degrading and cruel punishment. Teachers may use nonphysical punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules children. Constant criticisms of an unjustified nature, refusal to praise, unclear boundaries and unpredictable behavior eventually take their toll on young people. Psychological violence and abuse among students takes the form of verbal taunting used toward boys and girls

whose behavior does not fit into society's image of what is "masculine" or "feminine" as a way to make them conform. Bullying can range from teasing to physical violence perpetrated by both students and teachers. Other forms of bullying include threats, name calling, sarcasm, spreading rumors, exclusion from a group, humiliation and abusive remarks. Bullying is also a pattern of behavior rather than an isolated incident. Psychological abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage and mental health and social problems such as anxiety and depression, and can negatively affect educational attainment.







## Sample Letter to Parents

---

Dear Parent (or Guardian) of \_\_\_\_\_,

\_\_\_\_\_ school is offering a special program to help prevent and respond to violence in and around schools. This program uses the ***Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response***.

In order to help schools prevent and respond to violence, students are encouraged to make healthy and responsible decisions. Education is the first step to keeping children healthy and safe from violence. The goals of the Doorways I manual are to help children:

1. Protect themselves from gender violence.
2. Strengthen their resiliency if they are abused.
3. Develop healthy relationships with peers and adults.

Some of the topics discussed deal with the emotional and physical growth of your child, including achieving goals, what constitutes violence, human rights, skills to prevent violence, healthy friendships and healthy bodies. In the section about healthy bodies, students will discuss changes associated with puberty, the male and female reproductive systems and menstruation. The information they will be receiving is factual information that has been compiled based on international resources. You can become involved in what your child is learning in the following ways:

- Encourage your child to discuss questions or concerns with you.
- Talk to your child about your own feelings and experiences during adolescence.
- Talk to your child about your own values and beliefs.
- Encourage your child to share or discuss what he or she is learning.

As a facilitator of the Doorways I manual, I feel that is in the best interest of young people to provide them with accurate and valuable information so that they can become responsible adults and to live a life free from violence and abuse. I appreciate your continued support. If you have any questions or concerns, please contact me.

Sincerely yours,

Name of facilitator

Contact information (such as school, organization, address and telephone number)



# BIBLIOGRAPHY



African Union. (July 1990). *African Charter on the Rights and Welfare of the Child*. Addis Ababa, Ethiopia: African Union. <http://www.africa-union.org/root/au/Documents/Treaties/Text/A.%20C.%20ON%20THE%20RIGHT%20AND%20WELF%20OF%20CHILD.pdf>.

Canada-South Africa Education Management Programme. (2001). *Opening Our Eyes: Addressing Gender-Based Violence in South African Schools—A Module for Educators*. Cape Town, South Africa: University of Western Cape.

Canadian Coalition for the Rights of the Child. (2003). *Monitoring Children's Rights: A Toolkit for Community-Based Organizations*. Ottawa, Canada: Canadian Coalition for the Rights of the Child. [http://www.rightsofchildren.ca/toolkit/english\\_toolkit.pdf](http://www.rightsofchildren.ca/toolkit/english_toolkit.pdf).

Centers for Disease Control and Prevention (CDC). (July 1999). *HIV and Its Transmission*. Atlanta, GA: CDC. <http://www.cdc.gov/hiv/resources/factsheets/PDF/transmission.pdf>.

Centre for Development and Population Activities (CEDPA). (1998). *Choose a Future! Issues and Options for Adolescent Boys*. Washington, D.C.: CEDPA.

\_\_\_\_\_. (2002). *Choose a Future! Issues and Options for Adolescent Girls*. Washington, D.C.: CEDPA.

Child Advocate. (n.d.). Website. Retrieved January 31, 2008, from <http://www.childadvocate.org/>.

Child Rights Information Network (CRIN). (n.d.). Website. Retrieved January 7, 2008, from <http://www.crin.org>.

Commonwealth Secretariat. (2001). *Gender and Relationships: A Practical Action Kit for Young People*. London, U.K.: The Commonwealth Secretariat. Retrieved March 26, 2008, from [http://www.unicef.org/lifeskills/index\\_14927.html](http://www.unicef.org/lifeskills/index_14927.html).

EngenderHealth. (n.d.). Website. Retrieved March 26, 2008, from <http://www.engenderhealth.org/>.

Family Health International (FHI). (n.d.). Website. Retrieved March 26, 2008, from <http://www.fhi.org/en/index.htm>.

Human Rights Education Associates (HREA). (n.d.). *Simplified Version of the Universal Declaration of Human Rights*. Retrieved January 25, 2008, from <http://www.hrea.org/feature-events/simplified-udhr.html>.

Interagency Youth Working Group (IYWG). (n.d.). Website. Retrieved June 18, 2008, from the Information & Knowledge for Optimal Health (INFO) Project website. <http://www.infoforhealth.org/youthwg/>.

International HIV/AIDS Alliance. (2002). *100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community*. Brighton, U.K.: International HIV/AIDS Alliance. [http://synkronweb.aidsalliance.org/graphics/secretariat/publications/ene0502\\_Energiser\\_guide\\_eng.pdf](http://synkronweb.aidsalliance.org/graphics/secretariat/publications/ene0502_Energiser_guide_eng.pdf).

\_\_\_\_\_. (2006). *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_4-5.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_4-5.pdf).

\_\_\_\_\_. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 6–7*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_6-7.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_6-7.pdf).

\_\_\_\_\_. (2007). *Our Future: Sexuality and Life Skills Education for Young People, Grades 8–9*. Brighton, U.K.: International HIV/AIDS Alliance. [http://www.aidsalliance.org/graphics/secretariat/publications/Our\\_Future\\_Grades\\_8-9.pdf](http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_8-9.pdf).

Kivel, P., & Creighton, A., with the Oakland Men's Project. (1997). *Making the Peace: A 15-Session Violence Prevention Curriculum for Young People*. Alameda, CA: Hunter House, Inc.

Knebel, E. (2003). *My Changing Body: Fertility Awareness for Young People*. Washington, D.C.: Institute for Reproductive Health of Georgetown University and Family Health International. <http://www.fhi.org/NR/rdonlyres/e7f4ovs7lftaf36moo6gt7zxq7rty4dqtns7u2yjc-3qwijk3pmnbcjrbphvtakocjzhfctaejso7l/Fertilityawarenessenyt1.pdf>.

Maganya, J., & Odhiambo, M.O. (2004). *Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence Against Girls in Schools*. Nairobi, Kenya: ActionAid International Kenya and The CRADLE—The Children's Foundation.

Mirsky, J. (2003). *Beyond Victims and Villains: Addressing Sexual Violence in the Education Sector*. London, U.K.: The Panos Institute. <http://www.panos.org.uk/?lid=250>.

Pathfinder International. (n.d.). Website. Retrieved March 26, 2008, from <http://www.pathfind.org/site/PageServer>.

- Peace Corps Center for Field Assistance and Applied Research. (2000). *Beyond the Classroom: Empowering Girls*. Washington, D.C.: Peace Corps.  
<http://multimedia.peacecorps.gov/multimedia/pdf/library/empoweringgirls.pdf>.
- \_\_\_\_\_. (2001). *Life Skills Manual*. Washington, D.C.: Peace Corps. [http://www.peacecorps.gov/multimedia/pdf/library/M0063\\_lifeskillscomplete.pdf](http://www.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf).
- Program for Appropriate Technology in Health (PATH). (2002). *Games for Adolescent Reproductive Health—An International Handbook*. Washington, D.C.: PATH.  
<http://www.path.org/files/gamesbook.pdf>.
- \_\_\_\_\_. (2003). *Life Planning Skills: A Curriculum for Young People in Africa, Ghana Version*. Facilitator's Manual. Washington, D.C.: PATH.
- Pulerwitz, J., Barker, G., & Segundo, M., et al. (2006). *Promoting More Gender-Equitable Norms and Behaviors Among Young Men as an HIV/AIDS Prevention Strategy*. Washington, D.C.: Population Council. <http://www.popcouncil.org/pdfs/horizons/brgendernorms.pdf>.
- Right to Play. (n.d.). *Live Safe Play Safe: A Life-Skills Course to Protect Children from HIV-Infection – Facilitator's Guide*. Retrieved March 26, 2008, from [http://www.coreinitiative.org/Resources/Publications/LiveSafe/LiveSafePlaySafe\\_all.pdf](http://www.coreinitiative.org/Resources/Publications/LiveSafe/LiveSafePlaySafe_all.pdf).
- Save the Children. (n.d.). Website. Retrieved January 7, 2008, from <http://savethechildren.org/>.
- Sexuality Information and Education Council of the United States (SIECUS). (n.d.). Website. Retrieved March 26, 2008, from <http://www.siecus.org/>.
- UNAIDS (Joint United Nations Program on HIV/AIDS). (2006). *The Global Coalition on Women and AIDS*. Retrieved January 31, 2008, from [http://womenandaids.unaids.org/publications\\_facts.html](http://womenandaids.unaids.org/publications_facts.html).
- \_\_\_\_\_. (n.d.). Website. Retrieved March 28, 2008, from <http://www.unaids.org/en/>.
- UNAIDS, Global Initiative on Education and HIV & AIDS (EDUCAIDS). (2008). *The EDUCAIDS Overviews of Practical Resources*. Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO). <http://www.educaids.org/>.
- United Kingdom Committee for United Nations Children's Fund (U.K. Committee for UNICEF). (2004). *Children's Rights and Responsibilities Leaflet*. Retrieved January 25, 2008, from [http://www.unicef.org.uk/tz/resources/assets/pdf/rights\\_leaflet.pdf](http://www.unicef.org.uk/tz/resources/assets/pdf/rights_leaflet.pdf).

- United Nations (UN). (n.d.). *Human Rights Documentation*. Retrieved January 7, 2008, from <http://www.un.org/Depts/dhl/resguide/spechr.htm>.
- United Nations Children's Fund (UNICEF). (2002). *HIV/AIDS Education: A Gender Perspective Tips and Tools*. New York, NY: UNICEF. [http://www.unicef.org/lifeskills/files/UNICEF\\_Gender\\_HIV.Eng.pdf](http://www.unicef.org/lifeskills/files/UNICEF_Gender_HIV.Eng.pdf).
- \_\_\_\_\_. (2005). *Teachers Talking About Learning: Archived 1999–2004*. Retrieved January 7, 2008, from <http://www.unicef.org/teachers/>.
- \_\_\_\_\_. (2005). *UN Study on Violence Against Children*. Retrieved January 7, 2008, from [http://www.unicef.org/protection/index\\_27374.html](http://www.unicef.org/protection/index_27374.html).
- \_\_\_\_\_. (n.d.). *FACT SHEET: A Summary of the Rights Under the Convention on the Rights of the Child*. Retrieved January 25, 2008, from [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf).
- \_\_\_\_\_. (n.d.). Website. Retrieved March 26, 2008, from <http://www.unicef.org>.
- Vann, B. (2004). *Training Manual Facilitator's Guide: Multisectoral & Interagency Prevention and Response to Gender-Based Violence in Populations Affected by Armed Conflict*. Washington, D.C.: JSI Research and Training Institute/RHRC Consortium. [http://www.rhrc.org/resources/gbv/gbv\\_manual/intro.pdf](http://www.rhrc.org/resources/gbv/gbv_manual/intro.pdf).
- Wellborn, A. (1995). *Stepping Stones: A Training Package on HIV/AIDS, Communication and Relationship Skills*. Oxford, U.K.: Strategies for Hope.
- World Bank. (2002). *Education and HIV/AIDS: A Window of Hope*. Washington, D.C.: World Bank.
- World Health Organization (WHO). (n.d.). *Women and HIV/AIDS*. Retrieved March 26, 2008, from [http://www.who.int/gender/hiv\\_aids/en/](http://www.who.int/gender/hiv_aids/en/).

For more information, please visit  
[http://www.usaid.gov/our\\_work/cross-cutting\\_programs/wid/](http://www.usaid.gov/our_work/cross-cutting_programs/wid/)

**U.S. Agency for International Development**

1300 Pennsylvania Avenue, NW

Washington, DC 20523-0016

Tel: (202) 712-0000

Fax: (202) 216-3542

**[www.usaid.gov](http://www.usaid.gov)**