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It's All One Curriculum: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education

International Sexuality and HIV Curriculum Working Group

Nicole Haberland
Population Council

Deborah Rogow

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**IT'S ALL
ONE
CURRICULUM**



**VOLUME 2: ACTIVITIES
FOR A UNIFIED APPROACH TO SEXUALITY, GENDER, HIV, AND HUMAN RIGHTS EDUCATION**

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C R E A



It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education was developed by an international working group comprised of representatives from the following organizations (listed alphabetically):

CREA (India): Caroline Earle, Sunita Kujur, Geeta Misra
Girls Power Initiative (Nigeria): Bene Madunagu, Grace Osakue
International Planned Parenthood Federation: Doortje Braeken
IPPF/Western Hemisphere Region: Jessie Clyde, Denise Kohn
International Women's Health Coalition: Kelly Castagnaro, Corinne Whitaker
Mexfam (Mexico): Ofelia Aguilar
Population Council: Nicole Haberland, Deborah Rogow

The working group brought a range of perspectives and relevant technical expertise in adolescent sexuality/HIV education, including in areas of rights and gender, program management, research, and advocacy. Andrea Irvin also helped draft a number of sections.

Written by the International Sexuality and HIV Curriculum Working Group
Edited by Nicole Haberland and Deborah Rogow

Project Coordinators: Michelle Skaer and Jonah Stuart Brundage
Design: Emanuela Frigerio, Hyun Auh, C&G Partners, New York City
Production: Mike Vosika, Christina Tse, Michelle Skaer, Susan Shapiro
Copyeditor: Karen Tweedy-Holmes
Reading-level editor: Gina Duclayan
Coordination of 2011 revision: Amy Handler

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EFFECTIVE TEACHING METHODS





a note to educators and curriculum developers

As important as *what* information is taught is *how* we teach it. The most effective methods for teaching about sexuality, HIV, gender, and rights are participatory, learner-centered educational methods. Indeed, such methods help prepare young people for living — and promote their health and happiness — in a complex and changing world.

To be able to apply participatory teaching methods with ease and skill, educators need preparation and support. This section provides an overview of the basic principles of learner-centered, interactive teaching. It also provides concrete tips for applying these methods specifically with sexuality and HIV curricula. Finally, it includes important guidance about putting these curricula into practice, in both school and community settings.¹

It's All One Curriculum is a two-book set. This book (**ACTIVITIES**) includes a bank of 54 engaging sample classroom activities. However, the companion book (**GUIDELINES**) also supports the use of participatory, learner-centered teaching methods. For example, the content units in **GUIDELINES** include occasional “Points for Reflection” that foster critical thinking on selected topics, and Unit 8 engages students in hands-on learning experiences.

the rationale for learner-centered, interactive teaching methods

Education is not a process of passive absorption. Rather, people continually gather information and reinterpret what they learn based on their own knowledge and experience. To make this process work as well as possible, educators actively engage students in their own learning.*

Indeed, many researchers conclude that interactive, learner-centered teaching methods produce better results than other educational methods.² Such methods appeal to students and promote critical thinking.³ Particularly for topics that directly affect students' lives, these approaches help learners to personalize information and to practice new skills.⁴

Over the years, participatory teaching approaches have become the mainstay of many sexuality and HIV education programs. More and more teachers are now applying these dynamic methods and adding “hands-on” projects in a variety of subject areas — including social studies, civics, science, and literature. They note that participation and free expression in the classroom also foster democratic attitudes. Indeed, according to a multicountry survey, students who learn in such open classroom environments report greater support for gender equality.⁵ Finally, educators report that they themselves are learning a lot by teaching in this way.

WHAT IS INTERACTIVE, LEARNER-CENTERED TEACHING?

Interactive, learner-centered teaching involves a series of interrelated principles and best practices that engage students actively in their own learning process.

These principles and practices, described on the following pages, emphasize: the learning environment; teaching methods; critical thinking skills; and helping students connect what they learn to their lives.

Several names are used for interactive, learner-centered teaching. It is often called (or considered similar to) participatory, experiential, or hands-on learning.

* Because sexuality and HIV education is offered in schools, by community groups, and in other settings, the terms “student,” “learner,” and “participant” are used interchangeably throughout this document.

SPECIAL NOTES FOR TEACHING ABOUT RIGHTS, GENDER, SEXUALITY, HIV, AND SEXUAL HEALTH:

Students may feel discomfort because of the sensitive nature of the topic or because of their history or family situation. Plan how to avoid needless distress.

Students may speak to you about unintended pregnancy, experiences of violence, or other personal or family problems. Think about how to support them while keeping appropriate boundaries. Learn about local programs/services (for example, a safe space for homeless young people or services for women who have been abused). In cases of abuse or endangerment, be aware of requirements for notifying authorities.

Think about your own comfort level with the material, and seek support and advice as needed.

It's All One Curriculum supports values of equality, respect, and human rights. Reflect on your own personal or religious values to be sure you are comfortable with honoring the values of the curriculum as they apply to gender and sexuality.

principles of interactive, learner-centered teaching

1 Establish a learning environment based on equality, respect, and human rights.

- Create a supportive learning environment. All learners should feel involved, listened to, comfortable, and safe from ridicule, especially when they take risks with new ideas. Encourage participation, particularly among those who feel alone or intimidated. (Various conditions and situations can trigger such feelings. For example, differences in social power associated with gender, social class, or age can be a factor. Learners with limited fluency in the language spoken at school may avoid joining discussions. Students living with a physical disability and those with other special needs may feel shy.) You can boost class involvement by using activities that promote respect and team building and by spreading leadership opportunities. Of course, it is also important to ensure the safety and privacy of the physical space.
- During an early session, ask students to work together to devise a list of guidelines for their own respectful classroom.⁶
- Ask students to respect other people's privacy, and remind them not to disclose information to others that they feel should be kept private. Consider how some students might intimidate or even abuse others after leaving a classroom in which sensitive topics have been discussed.⁷ Assure your students that you, as their teacher, will keep all discussions confidential. In this way, you serve as a role model for respecting others' privacy.⁸
- Make certain that students understand that they have the right not to participate or share if doing so makes them uncomfortable.
- Encourage all students to share their thoughts. Do not judge their ideas.

SPECIAL NOTES FOR TEACHING ABOUT RIGHTS, GENDER, SEXUALITY, HIV AND SEXUAL HEALTH:

2 Foster a process that draws on learners' experiences, integrating new information and ideas into what they already know and think about a topic. ➔

- Remember that all participants have knowledge and experience. Listen and ask questions to draw them out.
- Listen to students' concerns and pose hypothetical problems that reflect their real lives. Engage them in solving these problems, making their own choices and developing their ideas along the way.
- Encourage learners to explore what meaning an issue has in their own lives.
- Think of your role as facilitating discussion of students' ideas rather than as a lecturer or transmitter of information. Sometimes you may need to correct students' factual errors or help them recognize when a comment is disrespectful.
- Occasionally, you may wish to share an example from your own experience that is relevant to the lesson. However, be extremely careful to maintain appropriate boundaries with your students.

3 Use a wide range of strategies to engage learners.

- Develop a range of methods and approaches that you can adapt to your students' learning needs.⁹
[See pages 8–9 on Interactive Teaching Methods.]
- If you are using a lesson plan or activity that is new to you, first carefully review the activity and related content and the learning objectives you intend to address. Gather all materials in advance!
- Have a backup plan for responding flexibly to unanticipated circumstances (for example, in timing, weather, or students' reactions).
- Consult the Additional Resources section at the end of this book for a selected bibliography of experiential teaching methods and lessons.
- Where possible, choose activities that make learning fun!

If you are in a coeducational setting, try separating boys from girls for some activities or discussions to allow for a sense of shared understanding and openness, before reuniting the groups for further discussion. Where necessary, use separate areas of the same room.



CORRINE WHITAKER

SPECIAL NOTES FOR TEACHING ABOUT RIGHTS, GENDER, SEXUALITY, HIV AND SEXUAL HEALTH:

4 Build on students' power to reflect, to study, to think critically about their own lives and about the world around them, and to solve problems. ➔

- Encourage students to question conventional wisdom. Ask them to think about their beliefs and their community's standards and norms. Invite them to explore opinions different from their own in a respectful manner.
- Start talks with open-ended questions. Use the Socratic method, asking "why" as a way to help students explore contradictions and seek deeper truths. Units 1 through 7 in the **GUIDELINES** book include special "Points for Reflection." These provide questions that encourage critical analysis and discussion.
- Encourage creativity.
- Encourage students to take risks in their thinking and to be unafraid of making mistakes. Be willing to demonstrate such behavior yourself.
- Organize small groups to explore issues and to engage in collective activities.
- Encourage various perspectives in analyzing problems and suggesting possible solutions.

5 Foster students' ability to apply what they learn to their lives and communities, that is, help them to become active citizens and forces for positive change. ➔

- Select content that is relevant and teaching methods that invite critical thinking. Repeatedly ask students to relate the content to their own lives and world. Encourage them to consider the material in light of principles of fairness and social justice.
- Put together learning opportunities that involve service or community-based research and action. Be aware of the culture in which you work so that you can avoid putting students in harm's way.
- Consider whether and how you will need to advocate within your institution (and perhaps in the community) for young people's ability and right to speak about and act upon their own ideas.
- Keep in mind that young people often draw inspiration from their teachers and community leaders.

Be aware that students may be rethinking some basic assumptions that they have always taken for granted. Help them balance their ideals and ambitions while they learn how to protect their stability and security at home and in their communities.

You may encounter resistance to teaching about these topics. Know who your key allies are within your organization and in the community. Also be aware of those who may oppose your efforts. Seek support and guidance.

INTERACTIVE TEACHING METHODS TO ENRICH A CURRICULUM

Using a diversity of methods enables you to reach a wider range of students and helps to keep students engaged. Students are thereby enabled to draw creative links between issues. The following are some commonly used methods to promote students' interest together with basic guidance about their use.

Energizers — These are brief group activities designed to promote positive feelings about the group. They focus the energy of the group and can be used to bring in new ideas. These activities support creative thinking. They are particularly helpful at the start of a session or to shift the direction of conversation. Some examples include: icebreakers, name games, songs, and physical exercises.

Discussion triggers — These activities raise issues and shape questions for students to explore further. They are generally most effective at the beginning of a lesson. Some examples include: brainstorming, case studies, questions or statements used to prompt written responses, agree/disagree exercises, problem-posing, and short films and readings.

Creative play — Creative activities keep students motivated. They stimulate new thought processes and ideas. Moreover, they allow students who learn and communicate best in these modes to take part in a way that is meaningful. Some examples include: games, art projects, role-playing and theater, poetry, and creative writing.

Group discussions — Students need the chance to express themselves, to be heard, and to hear others. This helps them to develop their verbal and listening skills. They can also refine their thinking skills and expand their ideas and knowledge. Moreover, you can use such activities to give everyone a chance to participate and foster democratic values and culture. Some examples include: informal dialogues, panel discussions, and debates.

Participatory reflection and analysis — Divide your class to work in groups to solve problems and to foster group unity and critical thinking. Examples include: community mapping, “problem trees,” research projects, and analyzing media messages.

Personal reflection — These activities help students gain insight into their own experiences. They foster maturity and judgment. They may open the door to new attitudes and behaviors. Some examples include: keeping a journal, guided memories, values clarification, and creative arts projects.

Other tools for the participatory classroom — Other engaging activities include group and individual goal-setting; assigning participation roles to help manage the classroom (reporter of the day, quote reader, timekeeper, leader-of-the-day); and reviewing the lesson and what was learned.

special considerations in developing and implementing a curriculum

It's All One Curriculum is appropriate for a global audience. It is based on universal principles; hence you may draw from it to develop an effective curriculum or unit of study for your local setting or population. Doing so requires that you give attention to a range of educational and programmatic factors that include teachers' skills, students' abilities, parents' readiness, community values, and the amount of classroom time you have available for the topic. The questions below are intended to guide you in considering these issues as you develop a curriculum. Some of these issues may be the responsibility of other people — for example, the staff of the implementing organization or supportive community advocates. These issues are included here, however, because addressing them may be the key to establishing a successful curriculum in sexuality or HIV-transmission prevention. (For references and links to materials offering more detailed guidance on these issues, see the Additional Resources section.)

Policy considerations

What are the national and local policies and resources that can affect how successful you will be at establishing this curriculum? For example, what are the laws or policies governing sexuality and/or HIV-prevention education in schools? What initiatives are in place to ensure that sex education reaches young people with disabilities? Are program managers aware of research that shows links among adolescent pregnancy, STI rates, gender equality, and human rights? Did they design the program to take account of these links? Are there diverse funding sources upon which your program or school might be able to draw? Should you aim your advocacy efforts at key decisionmakers in the community, staff at your organization, or other individuals? Who are your key allies?

Planning considerations

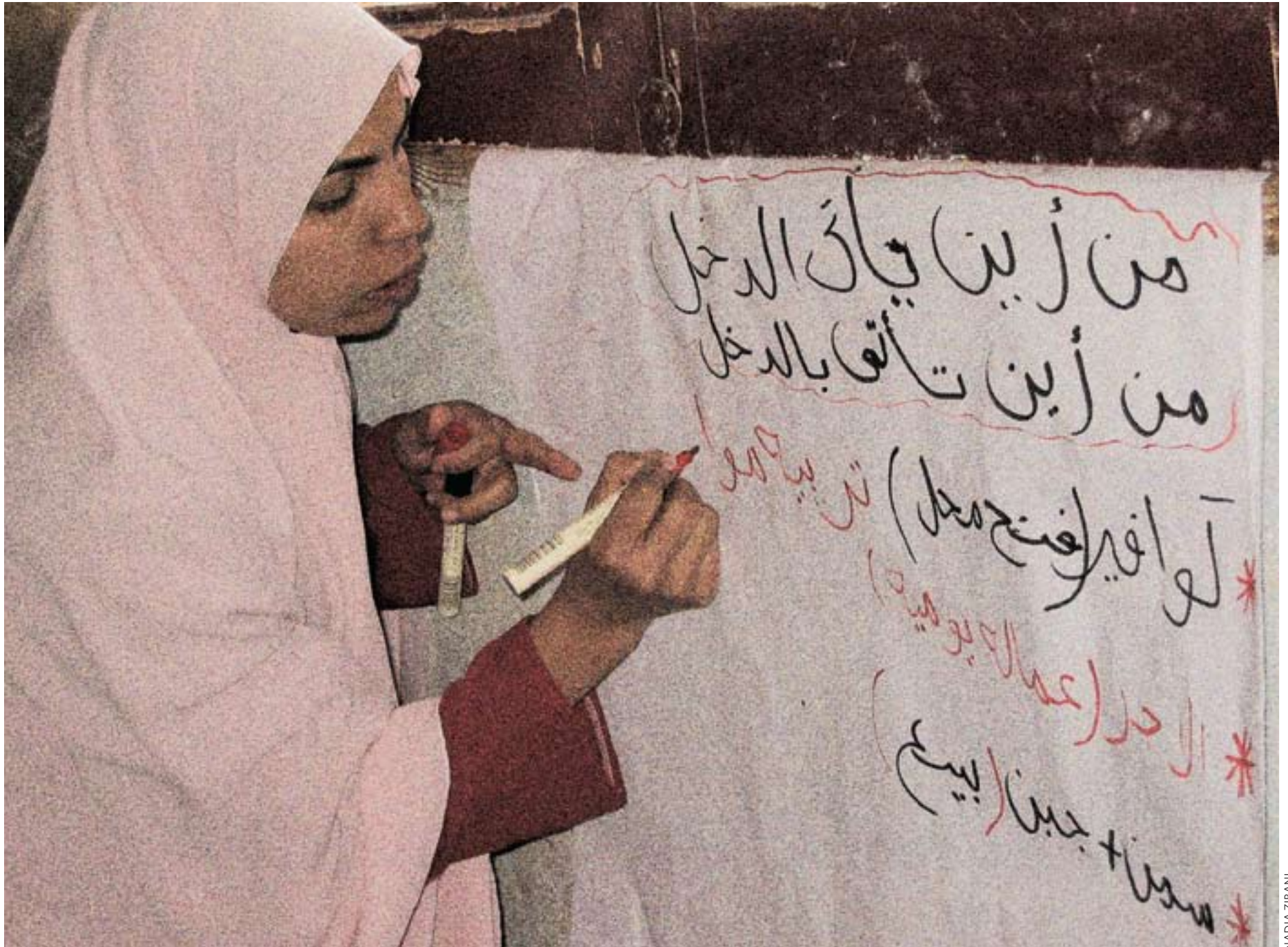
Does the curriculum fit within the community's broader educational objectives? What are the key planning issues? Will they affect how successfully you can put the curriculum into place? What early groundwork has been (or must be) laid? For example, how can you best ensure that key staff members and partners are clear about the emphasis of the curriculum and committed to seeing it succeed? How can program organizers foster support among parents and community members? What kinds of resources are available to enable parents to communicate effectively with their children about sexual health issues? How can program organizers learn from the experience of similar efforts? How can they identify and train teachers and other staff? What are the best ways for them to make contact with existing health, counseling, and other referral services? Who might be interested in joining a steering committee or working group to give input into the development of the program? Community members, young people, parents, teacher representatives, and school and NGO leaders, for example, could all provide important ideas. This process will help you identify and gather available resources. It will make the program stronger and more appropriate for the local setting, and it will give key community members a sense of ownership of the program. What opportunities exist for communicating and educating community members about the program? How can you best gather ideas at the early stages of program development? For instance, you might think about one-on-one meetings with community leaders, focus groups, or surveys of parents and teachers. How can you best prepare for concerns that the community may have about the curriculum?

Developing a curriculum for use with severe resource-constraints

What are the resources available to you in a particular setting? How can the content of the curriculum be adapted to address the ways in which poverty interacts with gender, rights, sexuality, and sexual health? How can you adapt the curriculum in places with few resources? For example, can you rely on verbal teaching strategies or outdoor space for classes? Can nongovernmental organizations or community members give in-kind help?

FACT

Paying attention to both policy issues and educational matters is important for creating successful sexuality and HIV education programs.



Linking your curriculum to academic learning standards

Each of the activities in this book includes an objective related to general academic skills (for example, expository writing, narrative writing, problem-solving and analysis, planning and implementing a simple research project, or public speaking). This facilitates inclusion of sex and HIV education into classes other than health and biology and specifies how these activities can support teachers and schools in meeting education goals. In designing a curriculum for school settings, consider the following questions: What pre-existing learning standards or assessment markers must be met for a particular subject area? Which units or content in the **GUIDELINES** book best links to those standards? Looking at the academic objectives in the following activities, which best support progress toward meeting those standards? What opportunities exist for collaboration across subject areas for an interdisciplinary approach to preventing HIV or promoting gender equality? Rather than competing with the general curriculum, how can a creative approach to sex/HIV education enhance the quality of education overall?

Relevant adaptation for specific populations

How can teachers ensure that content and activities are relevant to the needs of specific populations? For example, how can you modify the suggested activities for low-literacy or remedial groups? Can you ensure that the content reflects the special concerns of such groups as young migrant workers, married adolescent girls, soldiers, or orphans? How can you address practical learning challenges faced by such populations? Can you provide access to a safe space? Can you tailor classes to fit a shorter time frame? How will you reach students who have few links with community institutions? What community resources and referrals are they most likely to need?

Teachers' preparation

Are teachers prepared to take on interactive, learner-centered approaches? Will they have the chance to develop such skills? What is the best way to match the curriculum to these skills? What kind of training will enable teachers to examine their own personal and religious beliefs about sexuality and gender so that they are better prepared to teach these topics in a way that corresponds with international human rights principles? What will allow teachers to work most effectively in highly conservative settings?

Thinking about evaluation

Many educators will want to assess the effects of their sexuality and HIV programs. What outcomes or markers would best show progress toward program goals? For example, will students' knowledge, attitudes, and specific behaviors change? Will the program decrease coercion and violence in intimate relationships? Will it help keep students in school or in a learning program? Will it increase civic participation? Will new education programs have a pilot phase that can allow for early lessons and adjustment?

Find support and stay energized

You will be working to create and establish a new curriculum on sexuality, gender, and human rights. In many settings, this work may meet with skepticism and opposition. To help overcome such responses, build bridges in advance with community members and institutions. Be sure to involve key community members — including parents — in a meaningful way before you begin the work. Maintain open and honest contact with these people. Keeping up your own and program partners' morale is crucial. Take time to reflect on the program. How is it progressing? Is it meeting its goals? Are any course corrections necessary?

Celebrate your achievements and don't give up the effort!

ENDNOTES

- ¹ Please note that this material provides a brief introduction to learner-centered, interactive teaching; it does not comprise, or substitute for, a training workshop, primer, or manual in this field. The Additional Resources section at the end of this volume provides a bibliography of selected readings and materials in this area.
- ² Worldwide, learner-centered, interactive teaching has an important foundation in Paulo Freire's theory of "critical pedagogy." For evidence related to outcomes including academic achievement, students' attitudes, students' retention, and self-esteem, see: Gross Davis, Barbara. 1993. *Tools for Teaching*. San Francisco: Jossey-Bass Publishers ; Manswell Butty, Jo-Anne. 2001. "Teacher instruction, student attitudes, and mathematics performance among 10th and 12th grade Black and Hispanic students," *Journal of Negro Education* 70(1/2): 19-37; Prince, Michael. 2004. "Does active learning work? A review of the research," *Journal of Engineering Education* 93(3): 223-231; Slavin, Robert. 1980. "Cooperative learning," *Review of Educational Research* 50(2): 315-342.
- ³ In some settings, educators also refer to critical thinking skills as metacognition. For a discussion of metacognitive skills and fostering such skills in the classroom, see Martinez, Michael. 2006. "What is metacognition?" *Phi Delta Kappan* 87(9):696-699.
- ⁴ Kirby, Doug. 2007. "Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases." Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.
- ⁵ Pettersson, T. 2003. "Basic Values and Civic Education: A Comparative Analysis of Adolescent Orientations Towards Gender Equality and Good Citizenship." World Values Survey. <www.worldvaluessurvey.org/library/>. Accessed 13 May 2009.
- ⁶ A simple opener, where participants generate the rules and guidelines for the class and for discussions, is important. Some teachers call this the "class bill of rights" or other similar titles. See, for example, activities on "Making guiding rules" in Chapter 1 in any of the three HIV/AIDS Alliance's Our Future series (sexuality and life-skills education curriculum in Zambia): <www.aidsalliance.org/custom_asp/publications/view.asp?publication_id=211&language=en>. Accessed 13 May 2009.
- ⁷ See, for example, Chapter 1 in any of the three HIV/AIDS Alliance's Our Future series (sexuality and life-skills education curriculum in Zambia): <www.aidsalliance.org/custom_asp/publications/view.asp?publication_id=211&language=en>. These include activities on "Trust and keeping secrets" and "Working together with respect."
- ⁸ As stated in the Teaching Tips for Unit 3 in the **GUIDELINES** volume, you should be aware that you may have legally mandated reporting requirements, for example, if a student discloses sexual abuse. Know what the requirements are in your location.
- ⁹ Scholars have documented the wide variation in people's learning strengths, styles, and needs. For example, the idea of multiple intelligences has challenged the concept of a single form of intelligence (Gardner, Howard. 2006. *Multiple Intelligences: New Horizons*. 2nd revised edition. New York: Basic Books. <http://books.google.com/books?id=qEEC8lyAwWoC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>).

ACTIVITIES





welcome to the learning activities in *It's All One Curriculum!*

FOR LEARNERS UNDER AGE 15

Although this book was developed primarily with older adolescents in mind, many of the activities are appropriate or adaptable for children as young as ten, depending on your setting.

For these younger learners, the 21 activities that you may find most useful are:

- unit 1 activity **1**
- unit 2 activities **5-6, 8-11, 15**
- unit 3 activities **18, 20**
- unit 4 activities **27, 29, 32**
- unit 5 activity **36**
- unit 6 activities **40-43**
- unit 7 activities **49-50**
- unit 8 activity **53**

These activities have been developed to be practical and effective.

Each activity is designed with overall learning in mind; after all, sex and HIV education can and should strengthen overall academic achievement.

To support that goal, these activities are built around two kinds of learning objectives: (1) learning related to the topic at hand; and (2) strengthening specific academic skills, such as higher-order or critical thinking, writing, research, public speaking, and collaborative planning and problem-solving. Moreover, because these activities are meaningful and often fun, they can promote students' engagement and connectedness with school.

Each activity is linked to specific content in the **GUIDELINES** book.

Indeed, several of the activities involve use of fact sheets from the **GUIDELINES** book, accessible at <www.itsallone.org>.

While this entire set of activities is appropriate for young people aged fifteen and older, many of the individual activities may be used with younger children as well.

See the list in the left margin for those activities that are equally appropriate for young people aged 10–14.

The activities come with *Student Handouts, Worksheets, Teacher Answer Keys, and background Information for Teachers.*

With these handy tools, the activities are essentially ready-to-use. To help you ensure that they meet the precise needs of your own learners, please review the notes on the following page.

FOR SCHOOLS: To maximize their practicality for school use, most of the activities are designed to be completed in one (or occasionally two or three) 40-minute sessions. As noted on the previous page, these activities include academic objectives. Because they are personally meaningful and enjoyable, these activities can also promote students' connectedness to school.

FOR COMMUNITY-BASED PROGRAMS: The following activities refer to “students” rather than to “participants.” We chose this terminology for the sake of simplicity, but the term does not refer only to learners in classrooms. We are all students, whether or not we are at school!

FOR LOW-LITERACY LEARNERS: Although many of the activities involve writing, most can be readily adapted as oral activities for use in settings where learners have limited or no literacy skills. For example, many of these activities can be adapted by creating picture cards to depict the prompts for discussion.

FOR DIFFERENT CULTURAL SETTINGS: The activities are designed to be usable in a wide range of settings. However, you may find that some activities are more appropriate than others for your setting. The instructions for a number of the activities also suggest that you modify the names or situations provided as examples so that they are more recognizable and comfortable for your students.

TO EASE YOUR PLANNING: Each activity includes a brief overview, the learning objectives, the time required for the activity (duration), a list of materials you will need, and any steps required for preparing. Also included are detailed instructions to read to students; these can be adapted in whatever way you deem appropriate and comfortable.

Read through the activity twice before presenting it to help you anticipate how you will want to present the lesson. You may find it helpful to do a trial run with a couple of colleagues or friends to become comfortable with the process and approach of the selected activity. Of course, as part of planning any lesson, you will need to familiarize yourself with the related content in the **GUIDELINES** book (or in your own curriculum).

A NOTE ON SELECTING ACTIVITIES: These activities do not comprise a single curriculum. Rather, they are sample activities to use or adapt as you shape your own curriculum or lesson plans. Select activities that will best complement any lecture, written material, film, or other components that are part of what you teach. The bibliography of additional resources at the end of this volume includes links to additional curricula.

A NOTE ON MATERIALS: Many of the activities mention that you will need a chalkboard and chalk. Of course, you may use newsprint and markers, whiteboard, or any surface large enough for your students to read.

A NOTE ON TIMING: The duration of these activities is flexible, depending on the size and characteristics of your group and the amount of time you dedicate for discussion. Leaving time for discussion at the end, if indicated in the instructions, is important.

why fairness matters

OVERVIEW: Students think about the issue of fairness by responding to quotations from prominent people.

OBJECTIVES: To help students understand the importance of fairness and the connection between fairness and human rights; to strengthen analytic and writing skills.

DURATION:

Steps 1–2: 15 minutes (may be assigned as homework the day before Step 3)

Steps 3–7: 40 minutes

MATERIALS:

Board + chalk

TO PREPARE:

Review the quotations. If you have access to a photocopier, produce copies of all of the quotes for each student. If not, write all of the quotes on the board before class. Decide whether to assign Steps 1–2 as homework prior to conducting Step 3.

INSTRUCTIONS

- 1 Explain that these quotes are from prominent people around the world. Have students read the quotes aloud, one at a time. Do not discuss the quotes at this time.

Fairness is what justice really is.

Women are not dying because of diseases we cannot treat, they are dying because societies have yet to make the decision that their lives are worth saving.

The future will be shaped by our fairness to other people's children.

Be kind, for everyone you meet in life is fighting a great battle.

Be fair with others, but then keep after them until they're fair with you.

Fairness puts the twinkle in the stars.

Live so that when other people think of fairness and respect, they think of you.

In our hearts and in our laws, we must treat all our people with fairness and dignity, regardless of their race, gender, age, political beliefs, or religion.

- 2 Read the following instructions to your students:

- Pick a quote that inspires you.
- Write at least one page about what you think it means and why it “speaks to you” or inspires you.
- Include an example from your own life, or from something that happened in your community or elsewhere where this message would have been helpful. It might be an example from a time when you were mistreated or a time when you did not treat someone else fairly or witnessed an interaction between other people.
- How could the message from this quote have been helpful?
- You will have a chance later to read your work to the rest of the group, but you will not be required to do so.
- Does anyone have a question about the assignment?

3 Ask for volunteers to share their written response to the chosen quote. (If you have already collected and read any of these responses, you may wish to select a student or two to start off the sharing.) Thank each student afterward for sharing.

4 If the first two or three students have all written about a time when *they* were unfairly treated, ask if anyone has an example in which *someone else* was treated unfairly or an example of someone who treated another person unfairly.

5 Thank the volunteer readers, then ask the group:

- Is being fair always easy?
- Look at the final quote (“In our hearts...”)
- In our hearts, do we actually treat all people with fairness and dignity, regardless of these kinds of differences? Do our laws treat all people with fairness and dignity? Can anyone give an example? *[If possible, encourage students to think of examples from their own society and also examples from what they have heard about events in another country.]*

6 Tell students:

- People do not always agree about what it means to behave with fairness and dignity toward each other or about how people have a right to be treated. For more than 50 years, however, the global community has agreed that every person deserves to be treated with respect and dignity.

- As a matter of fairness, every single person deserves certain basic protections and rights. These rights are called “human rights.” They refer to how we treat each other as individuals and as members of a society, just because we are human beings.

7 Ask and allow for discussion:

- Can you think of a basic right that every single person should have? *[Probe for such rights as: food, lodging, education, and safety.]*
- Does everyone, in fact, enjoy these basic rights?
- Look back at the original quote you wrote about. Would that quote about fairness apply to the broad idea of human rights?

INFORMATION FOR TEACHERS

The quotes in this activity are attributed to the following individuals (following the order in which they appear in Step 1): Justice Potter Stewart; Egyptian medical leader Mahmoud Fathalla; rights advocate Marian Wright Edelman; ancient Greek philosopher Philo; actor Alan Alda; anonymous; writer H. Jackson Brown, Jr.; former U.S. President Bill Clinton.

introduction to human rights

OVERVIEW: Students develop a list of rights they would want for an imaginary new country and compare their list with the Universal Declaration of Human Rights. They also interview adults about their understanding of the term “human rights.”

OBJECTIVES: To enable students to describe the concept of human rights and be able to name several basic human rights; to strengthen abstract thinking skills.

DURATION:

Steps 1–2: 40 minutes

Steps 3–5: 45 minutes

MATERIALS:

Board+chalk; at least one copy of the Information for Teachers sheet: “The Universal Declaration of Human Rights.”

TO PREPARE:

This activity should be conducted after students have explored the values reflected in human rights, such as equality and non-discrimination. Review the Universal Declaration of Human Rights, and be sure that you understand the meaning of each right.

INSTRUCTIONS

- 1 Divide students into groups of four or five individuals. Tell students:
 - You will be settling a new island that has everything necessary for sustaining human life. No one has ever lived there, so no laws and no history exist.
 - You must draw up a list of ten human rights that will automatically apply to every person on this island.
 - None of you knows what your position, gender, ethnicity/race, class, or sexual orientation will be. You have ten minutes to write your list.
- 2 Have each group present its list. Compile a unified “group list” that includes all of the rights mentioned.
- 3 Introduce the Universal Declaration of Human Rights (UDHR). Explain that it is a list of rights for everyone in the world. Ask each person to read one “Article” aloud. After reading the last of the articles, ask if anyone has a question about any of them.
- 4 Ask students to return to their small groups for ten minutes to consider:
 - What are some of the similarities between our list and the UDHR list?
 - Which rights from the Universal Declaration did we fail to include?
 - Do we want to add any more rights to our list?
 - Were any rights on the group list not included in the Universal Declaration?
- 5 Bring the groups back together and review their responses to the questions under Step 4. Ask how important is it to have a universally agreed-upon list of human rights that apply to every person.

Homework: Interview two adults, asking them “What does the term ‘human rights’ mean to you? Can you give me at least one example of a human rights issue you have heard about?” Write down what issue the person talked to you about, what you learned, and something that you think might be done to address the issue.

the universal declaration of human rights in simple language

The following list explains each human right in simple language.

For the official text in English, see <www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>.

ARTICLE 1: When children are born, they are free, and each should be treated in the same way. They have reason and conscience and should act toward one another in a friendly manner.

ARTICLE 2: Everyone can claim the following rights, regardless of his or her:

- gender;
- skin color;
- language;
- political beliefs;
- religion;
- wealth or poverty;
- social group;
- country of birth; and
- country's status as independent or not.

ARTICLE 3: You have the right to live and to live in freedom and safety.

ARTICLE 4: Nobody has the right to treat you as his or her slave, and you should not make anyone your slave.

ARTICLE 5: Nobody has the right to torture you.

ARTICLE 6: You should be legally protected in the same way everywhere and in the same way everyone else is protected.

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

ARTICLE 8: You should be able to ask for legal help when the rights your country grants you are not respected.

ARTICLE 9: Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly or without a good reason.

ARTICLE 10: If you must go on trial, the trial should be conducted in public. The people who try you should not let themselves be influenced by others.

the universal declaration of human rights in simple language

- ARTICLE 11:** You should be considered innocent until you are proved guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you or punish you for something you have not done.
- ARTICLE 12:** You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your mail, or bother you or your family without a good reason.
- ARTICLE 13:** You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
- ARTICLE 14:** If someone hurts you, you have the right to seek asylum (safe haven) in another country. You may lose this right if you have committed a serious violation of human rights.
- ARTICLE 15:** You have the right to belong to a country, and nobody can prevent you, without a good reason, from belonging to another country if you wish.
- ARTICLE 16:** As soon as a person is legally entitled to do so, he or she has the right to marry and have a family. Neither the color of your skin, nor the country you come from, nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.
- ARTICLE 17:** You have the right to own things, and nobody has the right to take these from you without a good reason.
- ARTICLE 18:** You have the right to profess your religion freely, to change it, and to practice it on your own or with others.
- ARTICLE 19:** You have the right to think what you want and to say what you like, and nobody should forbid you from doing so. You have a right to share your ideas with anyone — including people from any other country.
- ARTICLE 20:** You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. No one has the right to force you to belong to a group.
- ARTICLE 21:** You have the same right as anyone else to take part in your country's political affairs. You may do this by belonging to the government yourself or by choosing politicians who have the same ideas as you do. Governments should be elected regularly, and voting should be secret. You should be allowed to vote, and all votes should be counted equally.

the universal declaration of human rights in simple language

- ARTICLE 22:** The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to everyone in your country.
- ARTICLE 23:** You have the right to work, to be free to choose your work, and to receive a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to protect and defend their interests.
- ARTICLE 24:** Workdays should not be very long, because everyone has the right to rest and should be able to take regular paid holidays.
- ARTICLE 25:** You have the right to have whatever you need so that you and your family do not become ill; do not go hungry; have clothes and a house; and receive help if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you are unable to earn a living for any other reason that you cannot help. Both a mother who is going to have a baby and her baby should get special help. Every child has the same rights as every other child, whether or not its mother is married.
- ARTICLE 26:** You have the right to go to school; everyone should be able to go to school. Primary schooling should be free. You should be able to learn a profession or skill or continue your studies as far as you wish. At school, you should be able to develop all your talents. You should be taught to get along with others, whatever their race, religion, or background. Your parents have the right to choose how and what you are taught at school.
- ARTICLE 27:** You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer, or a scientist should be protected, and you should be able to benefit from them.
- ARTICLE 28:** To ensure that your rights are respected, an "order" must be established that can protect them. This "order" should be local and worldwide.
- ARTICLE 29:** You have duties toward your community. The law should guarantee your human rights. It should allow everyone to respect others and to be respected.
- ARTICLE 30:** No society and no human being in any part of the world should act in such a way as to destroy the rights that are listed here.

This activity is adapted from *ABC: Teaching Human Rights—Practical activities for primary and secondary schools* (Office of the High Commissioner for Human Rights, 2004. New York and Geneva: United Nations, pp. 43-44 and 102-109.) This list (adapted in part from the *World Association for the School as an Instrument of Peace* at the University of Geneva) explains each human right in simple language. For the official text in English, see <www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>.

power, privilege, and equality

OVERVIEW: Students identify and reflect on the relationship between social power and the experience of privilege or discrimination.

OBJECTIVES: To enable students to discuss power arrangements in society, to identify how holding power relates to the experience of privilege, discrimination, and oppression, and to relate these issues to their own lives; to strengthen analytic and problem-solving skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Add any groups to the list on the right that may be relevant to your particular community. Complete Step 1 before the session begins.

INSTRUCTIONS

- 1 Draw a chart with two columns on the board. Label the first column “greater power/privilege” and the second column “less power/privilege.” Explain that students will be discussing concepts of power, privilege, and equality in their own lives, and in society.
- 2 From the list entitled “Groups that tend to have unequal power in society,” read the first example (rich people and poor people).
- 3 Ask: Which group goes in the “greater power” column? Which in the “less power” column? Remind students that these characterizations are not uniformly true or absolute.
- 4 Record students’ answer in the appropriate column. Go through the rest of the list, entering their responses in each column. (For ethnic, racial, and religious groups you may wish to mention the name of the specific groups in your area.)

Groups that tend to have unequal power in society:

Rich people / Poor people

Men / Women

Heterosexual / Homosexual

Boss / Worker

Politician / Community member

Citizen / Refugee

People without disabilities / People with disabilities

Majority ethnic groups / Minority ethnic groups

Majority religious groups / Minority religious groups

People considered attractive / People considered unattractive

5 Ask:

- Look at the list of groups that tend to have more privilege in society. Can you find a group in this list that you identify with personally? Do you agree that this group generally enjoys more power in the society? Write a few sentences describing an experience you had or heard about that illustrates this power difference. *[Allow 3–5 minutes for students to write.]*
- Look at the list of groups that often have fewer privileges. See if you also identify personally with any of these groups. Do you agree that the group you chose tends to have fewer privileges? Write a paragraph describing an experience you had or heard about that illustrates this power difference. *[Allow 3–5 minutes for students to write.]*
- Raise your hand if you found that you identified with at least one group on each list. Do most of us know what it is like to enjoy greater privilege AND to have less privilege?

6 Ask for a few volunteers to read their anecdotes about being in a group with less power or privilege. (Do not pressure anyone to read.)

7 Discuss as follows (take 1–2 responses per question):

- What do you notice about the treatment that people in less privileged groups receive? *[Probe for: those without power are often discriminated against or oppressed.]*
- What emotions can this treatment lead to among people with less power? *[List these emotions on*

the board. Be sure they are emotion words, not descriptions of what happened.]

- What do you notice about the feelings or emotions listed?

8 Go back to the two lists, and ask:

- Think about the concept of equality. Take the first pair (rich and poor people), for example. How might you complete the sentence: “Equality between rich and poor people _____.” What comes to your mind? *[There is no single correct response.]*
- Who can complete the same equality sentence for another pair of groups? Try to use different words or even develop another idea. *[Repeat for several pairs, as time allows.]*
- Who remembers the first article of the Universal Declaration of Human Rights? *[Note: It is the right to equality. Write the first article on the board: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.”]*

9 Close with discussion of the following question (or simply encourage students to ponder the question as they leave class): *What must happen for everyone to enjoy equality and the right to dignity?*

Homework: Respond in writing to the question: What might you be able to do in your own daily life to promote greater equality and acknowledge each person’s dignity?

Adapted from *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents* (Allan Creighton and Paul Kivel. 1990, 1992. Alameda, CA: Hunter House Inc.). To order, go to www.hunterhouse.com/shopexd.asp?id=308&bc=no.

case studies concerning sexual and reproductive rights

OVERVIEW: Students examine and discuss true stories involving violations of sexual or reproductive rights.

OBJECTIVES: To enable students to describe how intimate relationships and sexuality are affected by our ability to exercise our human rights; to strengthen critical thinking skills.

DURATION:

40–60 minutes, depending on whether two or three case studies are analyzed

MATERIALS:

Board+chalk; a copy of each case study that you will use. You may want to put Part One on one side of the paper and Part Two on the other side.

TO PREPARE:

This activity should be presented after students have been introduced to the idea of sexual and reproductive rights. Select three case studies from the next page, or use cases from your country. Write Step 2 questions on the board ahead of time.

INSTRUCTIONS

- 1 Today we are going to discuss true stories about sexual and reproductive rights. Ask a volunteer to read aloud Part One of Alicja’s story. Read Part One of the story only.
 - How do you feel about the outcome?
 - How might the case have been different if the victim had been wealthy (or male, or heterosexual)?
 - What attitudes must be changed to protect this sexual right?
- 2 After Part One has been read, ask students to write responses to the following questions in their notebooks. Read the questions aloud from the board:
 - How does this case make you feel?
 - What sexual or reproductive rights relate to this case?
 - Do you think this represents a human rights violation? Why?
 - Who is responsible? List everyone who bears some responsibility for what happened.
- 3 For each question, ask one or two volunteers to read their answers and then ask for comments.
- 4 Have the original reader read Part Two (“What Happened?”). Then discuss:
 - 5 Repeat these steps for each case study in your lesson. (Allow ten minutes per case.)
 - 6 After completing all of the case studies, conclude the lesson by asking:
 - Do you know of similar cases that have happened here? Which rights were violated?
 - Have you heard of any other kinds of sexual rights violations in our country or in other places?
 - What must be done to stop such violations?
 - What conclusion can we draw about the relationship between human rights and our intimate, romantic, and sexual lives? *[Ask for ideas, write the conclusion on the board.]*

case studies in sexual and reproductive rights

ALICJA

Part One: Alicja's Story: When Alicja, a Polish woman with vision problems since childhood, became pregnant, she was advised by numerous doctors that her pregnancy and delivery posed the risk of irreversible eye damage. By law, Poland allows women to have abortions when their health is in danger. However, the doctors refused to issue Alicja a certificate authorizing an abortion, so she was left with no choice but to carry her pregnancy to term.

Part Two: What Happened to Alicja? The birth resulted in further deterioration of Alicja's eyesight. She became unable to work, dependent on assistance for day-to-day activities and childcare, and wholly reliant on public assistance. Alicja's case was taken to the European Court of Human Rights, which found that governments have a duty to establish effective mechanisms for ensuring that women have access to abortion where it is legal. The court awarded her significant financial damages in recognition of her "anguish and suffering."

AMINA

Part One: Amina's Story: Amina was a divorced Nigerian mother of three. After she had been dating Mohammed for 11 months, he asked her to have sex with him, promising to marry her. She agreed and became pregnant. Mohammed, however, did not marry her, and she gave birth to a baby daughter out of wedlock. She was charged with adultery under religious law. Mohammed swore that he was not the father and was allowed to go free, but Amina was convicted of adultery and sentenced to death by stoning. She appealed but the verdict was upheld. Her execution was deferred for two years so that she could nurse her baby.

Part Two: What Happened to Amina? Following another appeal, Amina was acquitted and the verdict of death by stoning was revoked. The judges agreed that she had not had sufficient opportunity to defend her case. The government denies that she had been condemned to be stoned to death. She has since remarried.

case studies in sexual and reproductive rights

FATIMA

Part One: Fatima's Story: Fatima, an 11-year-old West African girl, overheard her parents discussing her circumcision. She was frightened because she remembered how her elder sister had returned from the ceremony — in pain and miserable. She thought also about her best friend, who had been in and out of the local clinic with severe infections caused by her circumcision. She did not want to experience what she saw the other young girls around her go through, and she begged her parents not to force her to be circumcised. They were reluctant to listen to their daughter because they believed she would be unmarriageable if she were not circumcised, and they did not think the choice should be made by someone so young and inexperienced. Fatima's sister, however, had heard of an organization in town that worked to educate local families about the dangers and health risks of female genital mutilation (FGM). She asked a staff member from the organization to her family's hut to speak with her parents about Fatima's situation.

Part Two: What Happened to Fatima: The aid worker convinced Fatima's parents that circumcision was dangerous to their young daughter's health and that there were other ways to mark the important rite of her passage into womanhood. Today Fatima is happily married and grateful that her parents were so open-minded. She works for the same organization that helped her avoid FGM, educating girls in school about how to talk to their parents about circumcision.

MATTHEW

Part One: Matthew's Story: Matthew was a homosexual university student in the United States. One night, two young men pretended to be gay and offered him a ride home from a bar. Matthew went with them and they took him to a remote area, robbed him, tied him to a fence, beat him brutally with a gun, and tortured him. They left him there to die. Matthew was found 18 hours later, still tied to the fence, by a cyclist, who first thought that he was a scarecrow. Matthew was still alive, but in a coma.

Part Two: What Happened to Matthew? Matthew's skull was shattered and his brain severely damaged. His injuries were too severe for doctors to repair. He never regained consciousness and died five days later. The murderers were arrested, and each eventually received two consecutive life sentences. Matthew's story drew national attention to hate crimes. A law was passed in Matthew's name that extends hate-crimes legislation to include hate crimes against gays and lesbians, women, and people with disabilities. Matthew's mother established the Matthew Shepard Foundation, which seeks to "replace hate with understanding, compassion, and acceptance" through education, outreach, and advocacy.

case studies in sexual and reproductive rights

LAKSHMI

Part One: Lakshmi's Story: Lakshmi, a young girl from Nepal, was forced into marriage at the age of 12 and was exploited at her husband's house. Unable to bear her situation, she escaped and returned to her parents' home, but her parents forced her to go back to her marital home. "On the way, I managed to escape, and a kind lady helped me," Lakshmi said. "She said her sister was working for a factory in another part of Nepal and I could join and all that needed to be done was to sell the clothes from the factory." On the way, Lakshmi was drugged and taken to India. Lakshmi said, "It was then that I learned that I was sold for 15,000 Indian rupees. I was beaten when I refused to be a sex worker. For one year I was trapped in the brothel. Later the police raided the brothel and I was rescued and sent back to Nepal. By then I was 14 years old."

Part Two: What Happened to Lakshmi? Upon Lakshmi's return her parents refused to accept her. She later married but has tested positive for HIV. Whether she contracted the virus when she was forced into sex work or after marrying is not clear.

male and female word webs

OVERVIEW: Students work in groups to create word webs about what society says it means to be a “man” or a “woman,” and to discuss where these ideas come from. They are introduced to the concept of gender.

OBJECTIVES: To enable students to define “gender” and to distinguish between which characteristics attributed to males and females are biological and which are socially determined; to strengthen critical thinking and creative writing skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk

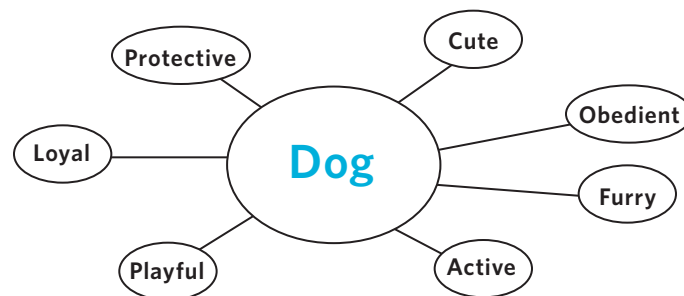
TO PREPARE:

Decide if you wish to add any characteristics that are particularly appropriate to your community.

INSTRUCTIONS

- 1 Divide students into groups of four or five (single sex or not).
- 2 Explain:
 - Today we will discuss the topic of gender (what society says it means to be a man or a woman). Each group will create webs of words that are often associated with being a man and being a woman.
- 3 Give each group of students two to three minutes to make a word web for “man” and another two to three minutes to make one for “woman.”
- 4 Write “Woman” and “Man” on the board and make two columns under each word, one labeled “biological” and the other labeled “social.” Starting with one group of students, ask:
 - What is one characteristic from your word web associated with being a man?
 - Is that characteristic biologically determined (“Biological”) or socially determined (“Social”)?
 - If students assign a “social” characteristic to the “biological” category, correct them by asking: If a boy or man does not possess that characteristic, is he still a male?

To clarify the concept of a “word web,” you might want to give an example on the board of a word web on another subject. See the example for the word “dog” below.



5 Add one new characteristic to the list from each group of students until you have all the responses for being a man. Make sure that students have many of the following words in their webs. (You may need to ask probing questions to generate specific responses.) Common examples of what people associate with “being a man” include being:

- Physically strong
- Emotionally not expressive
- A sexual predator
- Heterosexual
- Financially successful
- In charge of a family
- Cool
- A father
- Proud
- Powerful
- Athletic
- Brave
- Unafraid of violence or of using violence
- Humorous
- Loyal to friends

6 Repeat this process for characteristics associated with “being a woman.” Common examples include being:

- Considerate
- Quiet
- Submissive
- Chatty
- A good communicator
- Well groomed
- Emotionally strong
- Well organized/good at multi-tasking

- Practical
- Nonviolent
- Modest
- Curvaceous
- Physically weaker than a man
- Caring
- A mother

7 Reserve ten minutes for a full-group discussion:

- A few characteristics of males and females are biological. For example, only males can be a father; only females can give birth or breastfeed.
- But most characteristics associated with being male or female are socially determined — not based on biology.
- Male and female roles that are socially determined are called gender roles. Who has heard of this term before?
- What feelings do you have about gender roles in our society? Do you agree with all aspects of how females are supposed to act and live? How males are supposed to act?
- What do you think gender equality means?
- In every community and society some people hold attitudes about gender and equality that are not the conventional ones.
- As society changes through time or from region to region, so do attitudes about gender roles.

Homework: Finish and expand upon the following statement, either as a list, a letter, or a poem: “It’s not easy being a girl/a boy because...”

Adapted from *What’s the Real Deal About Masculinity?* (2008. Scenarios USA.) To order, go to www.scenariosusa.org/getinvolved/MasculinityCurriculum2009.html.



memory journey: learning about gender as a child

OVERVIEW: Students share a memory of a time when they were treated a certain way because of their sex; they recall their feelings about those experiences.

OBJECTIVES: To enable students to give examples of how children absorb messages about gender roles; to consider these messages from a personal and a human rights perspective; to strengthen critical thinking skills.

DURATION:

45 minutes (Step 5 may be assigned as homework.)

MATERIALS:

Board+chalk

TO PREPARE:

Go on this memory journey yourself before conducting the activity. Memory activities can trigger difficult feelings for some students. Give thought to how best to respond — and to whom you might turn — should any students need further support.

INSTRUCTIONS

- 1 Divide the class into single-sex groups of four to five per group. Have them bring pen and paper.
- 2 Explain:
 - Today we will explore what it means to grow up as a boy or as a girl. First, we will take a short journey into our memories, so settle comfortably, put down your pens, and relax.
 - Think back to a time when you realized that you were being treated a certain way because of your sex. As you remember something, write it down.
 - What feelings come up for you as you recall that experience? Write down these emotions. You will have the option to share your memory in your small group.
- 3 After a few minutes, ask:
 - Within your group, take a few minutes to share whatever you wish about your experiences or feelings. You do not have to share at all if you do not wish to.
- 4 After another five or ten minutes, ask:
 - What do these experiences tell us about the social attitudes and norms concerning the value and roles of girls and women? Of boys and men?
 - Thinking back to what we have learned about human rights, do these attitudes and norms seem fair to you? Why or why not?
 - What are some changes that would need to be made to achieve equality between males and females?
- 5 *[Note: If you run out of time, this step may be assigned as homework.]* Remind students that any situation may have a range of outcomes. Offer them a chance to change the end of a story, explaining:
 - Go back to a memory of a situation that you think was unfair or unjust — either the one you wrote about or one you heard about in your group.
 - Write a new ending to the story, one that seems more just.

images of fatherhood

OVERVIEW: Students write about their fathers or about a male caregiver. They discuss how gender roles limit men’s role as caregivers, and they write about the type of father they hope to be or to have for their own children (or for children they know).

OBJECTIVES: To enable students to assess experiences and values about male caregiving; to strengthen personal reflection and writing skills.

INSTRUCTIONS

1 Introduce the topic by explaining:

- Today we will be discussing fatherhood and male role models.
- I would like you all to start by writing a short letter to your father, male guardian, or another significant father figure in your life. You will not be asked to share your letter. Begin your letter with one of the following openings:

Dear Dad, You think I forgot, but I remember . . .

Dear Dad, I need you to . . .

2 After about five minutes, ask:

- What kind of person is or was your father, male guardian, or other significant man in your life? Write down at least ten adjectives to describe him. Again, what you write is private and need not be shared.
- Now list ten adjectives that you would like to see included in the father role, that you think are part of being a wonderful father.

- Look at your second list of adjectives. Make a checkmark next to those adjectives that describe most fathers. Draw a circle around those adjectives that are uncommon, or describe few fathers.
- Do men find that traditional male roles make it harder or easier for them to behave in the ways their children want them to?
- Can you think of an example of a father or father figure who acts in ways that challenge traditional gender roles?

3 To conclude, ask: How would you like fatherhood to change in the future?

Homework: Interview an adult man that you know. Ask him to talk about what he considers to be good qualities in a father.

DURATION:

45 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Write the questions and sentences for Step 1 on the board or turn them into a worksheet. Think about the emotional impact this activity may have on some students (especially on those with ambivalent or negative feelings toward their fathers or who have no father at home). Do not conduct this activity unless you are in a position to offer students appropriate support as needed.



research project: gender in the school environment

OVERVIEW: Students conduct research on the role of gender in schooling and report on their findings. This project requires out-of-class research plus class time.

OBJECTIVES: To enable students to discuss how the school environment can reinforce or challenge traditional gender norms; to strengthen research skills.

DURATION:

Steps 1–5: 40 minutes

Step 6: 4 to 5 hours

Steps 7–8: 90 to 120 minutes

MATERIALS:

Board+chalk; copies of the student handouts; tape.

TO PREPARE:

Obtain permission from the school administration for the students to conduct this research. Write each topic in Step 2 on a separate piece of paper. (If needed, modify the list of topics to be relevant and feasible in your school setting.) Decide how you will assign students to topics in Step 3. If possible, make copies of the handout for each student.

INSTRUCTIONS

- 1 Tape each sheet (with the research topics) in a different corner or area of the room.
- 2 Explain:
 - You will be able to conduct some research over the next week. The question your research will seek to answer is “How do schools reinforce or challenge traditional gender roles?”
 - Each of the four research teams will look at one of the following topics: *classroom behavior*, *extracurricular school activities*, *curriculum and textbooks*, and *school and education statistics*.
 - Try to identify two topics that interest you.
- 3 To form research teams, ask students to sign the sheet with the topic that interests them. (Or assign them to teams.)
- 4 Pass out and review the Research Instructions. Make sure everyone understands how to proceed.
- 5 Give each team its team handout. Have the groups discuss how they will conduct their research. Circulate and provide additional guidance as needed.
- 6 Allow students up to two weeks for the research phase. Continue to provide help as needed.
- 7 At the end of the research phase, have students present their research and findings. Allow 15 minutes for each presentation. After each presentation, ask the other students:
 - Do you have any questions for this team?
 - What especially interested or surprised you?
 - Do you agree with their conclusions? If not, why?
 - What other recommendations would you make?
- 8 Once all of the teams have presented, ask the class:
 - How does the school environment reinforce traditional gender norms?
 - How does it challenge them?
 - What are five changes that would make school fairer in terms of gender and more welcoming, respectful, and safe for everyone?
 - What can you do to make this happen?

instructions for all research teams

The topic for the class research project is: “The role of gender in the school environment.” Each team will conduct research on a different aspect of this topic. Here are the steps:

- 1** Carefully review the questions with your team.
- 2** Discuss how best to find the answers to the questions. Ask the teacher for help if needed.
- 3** Decide if each team member will take responsibility for different questions, or if the members will cooperate in researching certain questions.
- 4** Gather the information to answer your questions. Ask for help if you need it.
- 5** Once you have gathered your data, write a report with the following sections:
 - a** The question(s) you tried to answer
 - b** Research methods (how you conducted your research)
 - c** Results (what you learned)
 - d** Conclusion (what you think about the results, what conclusions you draw)
 - e** Recommendations (changes that might make the school environment fairer in terms of gender and a more welcoming and safe place for both girls and boys)

Your team will also make a 15-minute presentation based on its report. Plan the presentation. Make sure that all team members are involved in the presentation.

TEAM 1 HANDOUT:

Do you think our textbooks reflect gender bias? Or do they promote gender equality?

Sample questions:

- How are girls and boys and men and women portrayed in our textbooks?
- How many females are shown in pictures and how many males?
- Are the historic, intellectual, scientific, literary, and artistic achievements of women fully represented?
- In stories and literature, who takes action? Who is subordinate?
- Whose point of view does the book reflect? Is the author of your book male or female?
- In what other ways are gender stereotypes reflected and reinforced or challenged?
- What other groups are stereotyped in the textbook?

Research methods:

Take at least two textbooks, such as social studies, history, or literature texts used in primary school or secondary school. Analyze the content and images to answer the sample questions above.

TEAM 2 HANDOUT:

How does the classroom environment reinforce or challenge conventional gender roles?

Sample questions:

- Who speaks out in class more often, boys or girls? Who speaks for longer? Who interrupts more frequently? If there are student leaders in the class, are they male or female?
- In what ways do teachers challenge — or reinforce — gendered patterns of behavior?
- Are some students favored or disfavored as a result of other stereotypes, for example, about their ethnicity or sexual identity?

Research methods:

Observe several classes, preferably with different teachers. Before you observe, discuss with your team how you will “measure” and document what you see. You may want to develop a simple form that you can fill out while observing. If you have access to a watch, you may want to time how long different students, male or female, speak.

TEAM 3 HANDOUT:

How do gender norms affect students' use of extracurricular programs and school facilities?

Sample questions:

- Do boys and girls participate equally in all of the extracurricular activities? If they tend to participate in different activities, which activities involve more boys? Which involve more girls?
- Overall, even if they participate in different activities, are boys and girls equally likely to participate in extracurricular programs?
- Does the school allocate equal access to facilities (such as toilets, gymnasiums, playing fields, and the like), equipment, uniforms, and supplies for those activities involving girls and for those involving boys?
- For activities that involve both boys and girls, who tends to have the leadership role?

Research methods:

Make a list of all of the extracurricular student activities at the school, such as sports, student government, school clubs, and so on. Observe the activity, interview both male and female students who are involved, and interview a teacher-advisor to the group.

TEAM 4 HANDOUT:

What is the overall gender balance at school? What do statistics tell us about this situation?

Sample questions:

- Are the teachers mostly male or female? What about the principal? Which teachers (male or female) have a better chance of being promoted to become principal?
- Are men and women equally likely to teach math? Literature? Art?
- Who teaches the youngest grades? The oldest grades?
- What about the students? Are girls and boys enrolled at equal levels? If not, why not?
- Are girls and boys equally likely to enroll in all the classes? Would they feel equally welcome in all the classes?

Research methods:

Your school principal may be able to provide you with much of the gender-specific information you need. If not, speak with as many teachers as you can about their classes and about the faculty in the department where they teach. If possible, also gather national data on how gender norms affect educational achievement, including the grade levels completed.



selling stereotypes: analyzing advertising

OVERVIEW: Students make a collage of female and male images from advertisements, analyze the ads' messages about gender, and create ads that break stereotypes.

OBJECTIVES: To enable students to recognize and describe the role the print media play in creating and perpetuating gender stereotypes; to strengthen critical thinking skills.

DURATION:

40 minutes

MATERIALS:

Board+chalk; magazines or newspapers with advertisements; scissors; large paper; glue or tape.

TO PREPARE:

Gather enough magazines and newspapers with advertisements for the whole group or ask students to bring in magazines that may be cut up.

INSTRUCTIONS

1 Distribute the magazines and explain:

- Today we will make collages — artwork made from pictures that you cut out of magazines and glue or tape onto a sheet of paper.
- You will each create two collages. One will show images of females and the other images of males.

2 Allow 10–15 minutes for students to finish both collages, then describe the rest of the project:

- Starting with the collage of images of males, make a list in your notebook of the characteristics of the men you see in the advertisements.
- Do the same for the collage of images of females.

3 On the board draw two large overlapping circles and label one “male,” the other one “female,” and the overlapping section “both.” Ask:

- What characteristics are portrayed only in the ads of men? *[List these in the “male” circle.]*
- What characteristics are only in the ads of women? *[List these in the “female” circle.]*
- Were some characteristics depicted in both the female and male ads? *[List these in the overlapping part of the two circles.]*

- What do you notice about this diagram? What idea do the ads promote about how women should look or behave? About men?
- How do these images create or reinforce gender stereotypes? What values are they selling to women? To men?
- How do these images compare with reality?
- At what point do media images become stereotypes? Do media create new stereotypes or simply repeat and reinforce the stereotypes that are already common in society? Why?
- How are young people influenced by images portrayed in the media? Have you ever felt bad about yourself after looking at a magazine or watching a television commercial? What can people do if they find advertisements offensive or object to the stereotyped images they portray?

Homework: Design an alternative advertisement that breaks stereotypes about gender. *[If possible, have students hang their finished work on the wall or present it to classmates.]*

the gendered space



OVERVIEW: Students draw maps of their communities, showing which spaces are safe and accessible to people of which sex. They analyze how participation in civic life is affected by gender roles. (Note: The instructor must decide whether or not this activity is relevant to his/her community.)

OBJECTIVES: To enable students to analyze how gender affects mobility, safety, and access to community spaces; to name at least three ways that gender norms can affect girls' and women's participation in civic life; to strengthen skills in abstract thinking and in geographic depiction of data.

INSTRUCTIONS

- 1 Explain to students that they are going to make “gender maps” of the community that show which places or spaces outside of home are primarily for men and boys (where they go to meet, play, or engage in other activities safely); which places are primarily for women and girls; and which are for both.
- 2 Divide students into small groups (single sex or not) and give each group a copy of the general map of your community. (For advanced groups, you may allocate extra time and ask them to devise their own map.)
- 3 Give students a set of three colored pencils (or markers) and a list of the following locations in their community. (For advanced groups, you may ask them to generate their own list of locations.)

LIST OF LOCATIONS

Food markets
Places of worship
School
Community center
Library
Video arcade
Movie theater
City/village streets at night
Cafés or tea shops
Sports fields/basketball courts
Bars
Train station/bus station/airport
City hall/municipal buildings
Laundry area (laundromat, river)

DURATION:

Steps 1-5: 45 minutes (longer if you want your groups to make their own maps and generate their own list of locations)

Steps 6-7: 45 minutes

MATERIALS:

Board+chalk; tape; five or six copies of simple maps of your community that you can draw ahead of time (or large sheets of paper for advanced students to use to make their own maps); colored pencils or pens.

TO PREPARE:

Review the list of locations and modify it to reflect your community.

4 Describe the project:

- Discuss briefly with your group whether each location is visited primarily by men and boys, by women and girls, or by both equally. Consider if the locations are welcoming and safe.
- Pick one color of pencil or marker for male-friendly locations, another color for female-friendly locations, and a third color for gender-neutral locations that are welcoming and safe for both males and females. Label each location on the map, using the color that indicates the “gendered” nature of that space.
- When you are finished, discuss what your map indicates about mobility, safety, and access to public space in the community.

5 Circulate among the groups while they complete their maps and facilitate their discussions.

6 Ask students to hang their maps on the wall. Either have each group present its map or have students circulate and look at each map.

7 Ask the whole group (and list their responses on the board):

- What were some of your observations? Do girls have as much mobility as boys? How do girls and boys compare in terms of access to public space?
- Is safety in public the same for boys as for girls?
- Do these conditions change when boys grow older? When girls grow older?
- What are some common reasons given for these differences?
- How do you feel about the gendered nature of public space?
- In order to participate actively in civic life, what access to safe public spaces do people need?
- How does girls’ and women’s limited access to safe spaces affect their ability to be full citizens? *[Ask students how many women they know who have public decisionmaking roles? How many women have public power, compared with men? Is the local government run by men or by women?]*
- Are boys and men affected in the same way? Why or why not?

Homework: Choose one place where women and girls do not feel safe and welcome. Describe what would have to happen for that situation to change. How might such a change take place?

women of action: a make-a-book project

OVERVIEW: Students create children’s books about a female leader. (Note: This activity requires access to a library or to the Internet, so you must plan accordingly.)

OBJECTIVES: To help students learn about female leaders and be able to relate women’s courage and achievements to their own lives; to strengthen research skills.

INSTRUCTIONS

- 1** Distribute the handout (or copy it onto the board).
- 2** Break the class into groups of three or four students and explain:
 - Today we will start a project that involves learning about women who were or are leaders for social justice.
 - Each group will research the life and work of a different female hero.
 - Then each group will write a children’s story about that hero and make it into a bound book for children. *[Mention any arrangements you have made for students to lend or read the books to children at a nearby primary school.]*
- 3** Review the list of Women of Action (see handout). *[Explain how they will choose or be assigned their “Woman of Action” to avoid duplication.]* Ask:
 - Has anyone ever heard of any of these women?
 - You may suggest another woman leader, but check with me to be sure she fits the lesson.
- 4** Review the Guiding Questions (see handout, or have students copy the questions from the board).
- 5** Explain: 1) whether groups will complete the project in class or at home; 2) how many days they have to complete it and turn it in; and 3) where they can seek information about their Woman of Action.
- 6** Explain that when the research is completed, each member of the group will take responsibility for at least one aspect of the bookmaking process: writing the story; editing and proofreading; creating illustrations; designing and making the covers; book binding (sewing, taping, stapling, etc.).
- 7** Use the remaining time for each group to select its “Woman of Action” and to delegate bookmaking tasks within the group (see handout). Circulate to help with the process.
- 8** *Presenting the completed books:* Ask each group to read its book aloud to classmates and if possible, to younger children. Afterward, ask:
 - Which woman did you particularly admire?
 - Do you feel that you could ever do something similar to what any of these female heroes has done?
 - What would that require?

DURATION:

Steps 1-7: 45 minutes

Implementation: 2 to 3 hours in class or as homework

Step 8: 45 minutes

MATERIALS:

Paper; markers; needle/ thread, tape, stapler, or other bookmaking materials; “Make-a-Book Project Instructions” handout.

TO PREPARE:

Review the Women of Action list in the student handout to ensure that all of the women would be appropriate to teach about in your setting. Have a long enough list so that each small group of three or four has a different woman to learn about. If possible, photocopy the handout for your students. Consider contacting a primary school to ask if your students might visit and read their finished books to younger children.

women of action: make-a-book project instructions

WOMEN OF ACTION

Rigoberta Menchú

Guatemalan human rights leader

Rosa Parks

American civil rights leader

Mukhtaran Bibi

Pakistani leader against sexual violence

Aung San Suu Kyi

Myanmar political leader

Wangari Maathai

Kenyan environmental leader

Michelle Bachelet

Chilean political leader

Arundhati Roy

Indian writer

Sophie Scholl or Martha Wertheimer

Resisters against Nazism

Hillary Clinton

American political leader

Vera Ngassa or Beatrice Ntuba

Cameroonian judges

Louise Arbour

Former United Nations High Commissioner for Human Rights

Guiding research questions for your book about a female leader:

- 1 What is the woman's name?
- 2 What is a key fact about her early life?
- 3 What is the social problem she observed? How did she happen to notice it?
- 4 How do you know that she cared about this problem?
- 5 What did she do about it?
- 6 Did anyone help her?
- 7 Tell a story about a time when she needed to draw upon a personal quality that you admire. This quality might be courage, steadfastness, integrity, patience, creativity, intelligence, an ability to relate well to other people, vision about the future, or some other quality.
- 8 Describe how the world is different because of her actions.
- 9 Include a quotation from her if you can.
- 10 Give a title to your book that is more than her name, one that also refers to the issue she cared about or something interesting about her personal qualities that you learned.

Fill in the name of the person in your group who will . . .

Help write the story (may be more than one person): _____

Edit the story: _____

Proofread the text: _____

Illustrate the story: _____

Design and create book covers: _____

Make a binding for the book and put it together: _____

altering bodies



OVERVIEW: Students identify the idealized appearance for males and females in their culture and examine practices people engage in to make their appearance conform to this ideal. They learn about consequences of such practices on their health.

OBJECTIVES: To question pressures to conform to culturally mandated “ideal” appearances; to describe practices people (especially women and girls) undergo in trying to achieve that appearance, and the damage such practices can cause; to strengthen critical thinking skills.

INSTRUCTIONS

1 Introduce the topic with the following questions:

- What are some of the pressures that girls and boys feel to look a certain way?
- Are these desired appearances realistic for most of us, or are they idealized?
- How do people feel if they do not meet the ideal?
- What are some of the things people do (or have their children undergo) to conform to idealized images of attractiveness? For example, with hair? Skin? Body shape? *[Write responses on board.]*

2 Add any additional practices you wish to discuss from the following list:

Fattening or extreme dieting
Extreme bodybuilding
Tanning or skin whitening
Applying makeup, henna, or nail polish
Piercing, scarification, or tattooing
Shaving or removing hair
Straightening, curling, or dyeing hair
Cosmetic surgery
*Female genital mutilation or circumcision**

3 Ask:

- How do you feel about the practices on this list? Which are playful or just expressive, and which can be harmful?
- What would people in other cultures think about the practices listed here?
- Where do these ideals come from? Are women under greater pressure than men to conform to an idealized body type? Who benefits and who is harmed in this process? How does this pressure affect self-esteem?
- How important is it to end harmful practices involving alterations of the body? Which practice, if any, would you like to see stopped?
- As you were growing up, did anyone tell you that this practice is dangerous and should be stopped?
- Have you shared your own knowledge and feelings about it with anyone else?
- How might you do that?

DURATION:

45 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Think about the ways, in your community, that people alter their appearance. Consider which practices have health consequences. Review the list below and consider which practices you want your class to discuss.

* Male circumcision is also a common practice that involves an alteration of the body. This procedure has been shown to have health benefits, however. It offers men partial protection against certain STIs, including HIV.

unit **2**

activity **13**

from violence to respect in intimate relationships

OVERVIEW: Students develop skits exploring respect and violence in intimate relationships. They discuss how to promote respect in their own relationships.

OBJECTIVES: To enable students to discuss attitudes about violence in intimate relationships and ways to promote relationships based on respect; to strengthen creative writing and performance skills.

DURATION:

90 minutes (may be divided into two sessions)

MATERIALS:

Board+chalk

TO PREPARE:

Think and/or read about violence in your own context. Be aware that talking about domestic violence is difficult for many people either because of their personal experiences or their belief that it is a private matter. Never put students on the spot.

INSTRUCTIONS

- 1 Introduce this topic as a serious one. Explain:
 - In this activity we will discuss and analyze the various types of violence that people sometimes use in intimate relationships.
 - You will have about 15 minutes to prepare a short skit involving an intimate relationship — married, male–female unmarried, or same-sex couple.
 - Your skits should help us think about how to ensure that relationships are based upon respect.
- 2 Divide the students into four groups (or fewer, depending on the total number of students), with five or six members in each group.

Tell two of the groups: Prepare a brief skit (under five minutes) showing an intimate relationship that involves violence. This violence can be physical or psychological. Try to be realistic, using examples of incidents that you have witnessed or that you have heard about in your community.

Tell the other two groups: Prepare a brief skit (under five minutes) showing an intimate relationship based on mutual respect. Show how the two people handle a conflict or difference of opinion without resorting to violence.

- 3 Circulate as the groups prepare their skits; offer help as needed.
- 4 Starting with the skits demonstrating violence, ask each group to present its skit to the class. After each skit, ask if those who watched have any questions. Then ask what characteristics of an individual or of a relationship lead to violence.
- 5 Follow the same procedure for the skits demonstrating respect, but ask what characteristics of an individual or of a relationship make it healthy and nonviolent.

6 Facilitate a discussion based on the following questions:

- What are the different forms of violence in intimate relationships? [*Probe for: control, coercion, shouting, and threatening, as well as physical violence.*]
 - What are the characteristics of a violent relationship? [*Write responses on the board under the heading “Violent Relationships.”*]
 - Why do many people, especially young people, feel powerless to do anything about domestic violence? Are they really powerless?
 - What characteristics make a relationship healthy? What is necessary to achieve a relationship based on respect? [*Write responses under the heading “Respectful Relationships.”*]
- Were the examples used in the skits realistic? Do you see these situations in your daily lives? Were the examples of healthy relationships shown in the stories realistic? Do you see such relationships in your daily lives?
 - Is physical violence used primarily by men against women, or are women equally violent toward men? What do you think are the causes of violence in a relationship? When you see this type of violence, what do you normally do? What could you do?
 - Do you think it is possible to form an intimate relationship based on respect? What can we do individually to construct healthy intimate relationships?

unit **2**

activity **14**

action against gender-based violence

OVERVIEW: In small groups, students develop strategies for eliminating violence against women and present their strategies as television newscasts.

OBJECTIVES: To enable students to state at least two ideas for action against violence against women; to strengthen problem-solving and public speaking skills.

DURATION:

Steps 1–4: 1 hour

Steps 5–7: 1 hour

MATERIALS:

Board+chalk

TO PREPARE:

Students must have prior knowledge of the issue of violence against women.

INSTRUCTIONS

- 1 Divide students into groups of four or five. Explain that half the groups will prepare a television newscast and half will prepare a presentation to the government.
 - 2 Ask: “Who is responsible for ending violence against women and girls?”
 - 3 Explain:
 - Imagine some strategies or programs to reduce violence against women.
 - You have 40 minutes to prepare a five- to ten-minute presentation (a television newscast or a presentation to the local or national government, depending on which group you are in).
 - Your presentation should assume that your audience already knows about the problem of violence. Your job is to show what positive actions are being taken to respond to the problem.
- Try to include what has been done (or can be done) by young people as well as by adults in everyday life; by local organizations and communities; by the government or United Nations agencies.
 - You should also consider how to involve men and boys in this effort.

For presentations to the local/national government, explain: You will inform government officials of actions that have been taken by groups and individuals. Clarify how the government should respond. Some students may play the role of government officials, and other students may act as experts or citizens.

For the newscast presentation, explain: Remember that you need to focus people’s attention and be as brief and clear as possible. Use human-interest stories to show the work being done to address the problem of violence in personal relationships. Keep your presentation personal and engaging.

Adapted from *Empowering Young Women to Lead Change: A Training Manual* (World YWCA, 2006, Geneva.) <www.worldywca.org>.

- 4 Make sure that everyone understands the assignment. Tell the groups they have 45 minutes to prepare. Then circulate among the groups as they work.
- 5 Before the presentations begin, give the groups five minutes to review their presentation and smooth out their plan.
- 6 Ask all of the groups to deliver their presentations. Take notes on their program ideas.
- 7 After all of the presentations have been heard, ask:
 - How difficult was it to think of ways to reduce violence against women?
 - What are some of the common themes or ideas that different groups had for working with women?
 - What about for working with men and boys?
 - Which ideas do you think are best and why?
 - Does everyone have a responsibility to work toward ending violence against women?
 - What, if anything, can you do now as young people to end violence against women and girls in families, schools, and the community?

unit **2**

activity **15**

images of changing gender roles and norms

OVERVIEW: Students interview a grandparent (or someone from that generation) about gender roles and norms when they were young, compare them with their own experiences, and discuss how gender roles change.

OBJECTIVES: To enable students to name at least three ways that gender roles or norms have changed over time; to strengthen research skills.

DURATION:

Steps 1–3: 15 minutes

Homework: 1 hour

Step 4: 30 minutes

MATERIALS:

Board+chalk (for Step 3);
interview chart handout.

TO PREPARE:

If some students do not have an older person to interview, identify older people who are willing to be interviewed. If possible, make copies of the chart for each student.

INSTRUCTIONS

- 1 Explain that this activity explores how gender norms have changed over time.
 - You will interview separately two people from your grandparents' generation (your grandparents or someone else). If possible, they should be of your own sex. If you do not know any older people, your family (or I) can help you find an older person to interview.
 - Ask each older person what male and female roles were like during their adolescence and youth. Find out what they think has changed since then. Ask about education, having fun, friendships, romance, customs related to marriage, and work. Allow the person you interview to speak about anything he or she wishes to describe.
- 2 Draw the interview chart on the board, or if you have made copies of the chart, pass them out. Review the chart and how to use it, explaining:
 - In the left column, record the person's answers to your questions.
 - After the interview, write in the right-hand column what these roles are like nowadays.
- 3 Make sure everyone understands the assignment and has someone to interview. Tell the students when the interviews and charts must be completed.
- 4 After students complete their interviews, discuss:
 - Whom did you interview?
 - How did it feel to interview older people about gender roles? What, if anything, did you or they find uncomfortable or difficult to talk about?
 - What did they tell you that surprised you? Based on this exercise, do you think that gender roles are unchanging or that they can change?
 - In which areas of life have gender roles and norms changed the most? Which changes do you think are for the better? For the worse? Why?
 - Many factors bring about change. How can globalized media affect gender roles? What about technology and the Internet? The actions of individual leaders? The actions of grassroots movements for social justice?
 - Do you think gender roles will continue to change in the next generation? In what ways?

Adapted from *Gendering Prevention Practices: A Practical Guide to Working with Gender in Sexual Safety and HIV/AIDS Awareness Education*. (Jill Lewis. 2003. Oslo: NIKK—The Nordic Institute for Women's Studies and Gender Research.) <www.nikk.uio.no>.

INTERVIEW CHART

| Topic What was this like: | In grandparents' time | For you now |
|--|------------------------------|--------------------|
| Schooling? | | |
| Home chores? | | |
| Having fun with friends? | | |
| Having a romantic relationship? | | |
| Being a parent? | | |
| Working at a job? | | |
| Other questions: | | |

speaking truth to power

OVERVIEW: By writing songs and poetry, students practice speaking up for gender equality in relationships. Before starting this activity, each group should have completed at least one of the following activities in this book: 1, 3, 5, or 6.

OBJECTIVES: To help students to analyze and identify unequal power in male–female relationships.

DURATION:

Steps 1–7: 45 minutes

Step 8: 45 minutes

MATERIALS:

You may want to show students some examples of songs, rap lyrics, or poetry.

TO PREPARE:

Familiarize yourself with the music popular among your students. For Step 4, consider whether to add any scenarios that are appropriate to your setting. Encourage your students to think of their own scenarios and describe them to you. Decide whether you will assign some students as judges (see Step 6).

INSTRUCTIONS

- 1 Explain that this activity will explore how gender roles sometimes lead to power differences within our relationships. Ask:
 - What are some of the things we have learned about gender roles and equality?
 - How might gender roles affect whether people have equal power in their interpersonal relationships? *[Allow five to ten minutes for responses.]*
- 2 Explain to students that they will explore this topic by writing poetry or songs. They may use hip-hop, spoken word, rap, or other styles.
- 3 Have students form pairs (single sex or boy–girl) and discuss with their partner how they want to divide the work, for example, to write and perform their piece together or to have one person take the lead in writing and the other in performing.
- 4 Suggest examples of scenarios that students could use as a basis for their song or poem.
 - A boy defending his gay friend
 - A man telling his friend he does not have the right to force his wife to have sex
 - A banker explaining to a resistant husband why he is granting the man’s wife a loan of her own (or the wife saying why she needs and deserves to have her own money)
 - A teenaged girl facing sexual harassment by older males
 - A husband insisting that his wife should do all of the housework and cooking and childcare although they both work full time
 - A girl facing stigma when she returns to her community after having been sold into sex work
 - A young wife being punished by her husband for her small dowry
 - A boy being ridiculed by other boys because his behavior is not macho

- A wife or girlfriend trying to convince her husband/boyfriend to use condoms when he does not want to
 - A boy defending his mother when his father becomes violent toward her
 - A different kind of idea: The statement by former Secretary General of the United Nations, Kofi Annan: “We know what it takes to turn the tide against this (AIDS) epidemic... . It requires real, positive change that will give more power and confidence to women and girls, and transform relations between women and men at all levels of society.”
 - Another idea that you think of yourselves, but which requires the teacher’s approval
- 5** Give students guidance to complete the assignment:
- Take a few minutes with your partner to decide which scenario you want to write about.
 - Spend the rest of the class period writing your song or poem.
 - Think about the arguments the various people in these scenarios might make, and what they might say to prove their points.
 - Also think about how it might feel to be a person in the story and how he or she would want to express feelings through words.
 - Remember that this is not a joke or a time to make light of violence.

- 6** Explain when they will be presenting the results of their work. If you decide to have a panel of judges, ask three or four students to select their three favorite performances. You may want to choose students who feel uncomfortable with performing.
- 7** Give students 25–30 minutes to write their song or poem. Allow them to finish this project as homework if needed.
- 8** When the presentations begin (this may be a separate session), assemble any student-judges and clarify the criteria for selecting winners (for example, best message, best performance, best song, best poem). Ask students to perform.

Homework: Pick two of the following questions and write a full paragraph about each of them in your journal or notebook:

- Who usually has more power in an intimate male–female relationship?
- What are the costs of power imbalances in relationships?
- Can unequal power also exist in same-sex relationships?
- What are some ways that people can try to gain greater equality in their close relationships?

sex education debate

OVERVIEW: Students debate whether young people should learn about sexuality, gender, and sexual health — or should learn only to abstain from sex until marriage.

OBJECTIVES: To enable students to describe policy perspectives about sex education and to consider their own views; to strengthen their analytic and public speaking skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Think about how the debate will function. Carefully review the Information for Teachers on the following page. If possible, invite another teacher to observe the debate and to act as the judge (determine which side wins the debate). If no other teacher is available, select two students to act as judges with you. Consider a prize for the winning team.

INSTRUCTIONS

1 Introduce the activity with the following:

- We tend to think about sexuality as a very personal and private matter. But in reality, many aspects of sexuality have become matters of public policy. For example, many lawmakers, politicians, and everyday citizens argue their opinions about sex and HIV education.
- Today we will have our own debate about sex and HIV education. We will hold a formal debate, meaning that we will prepare and present arguments on both sides of the question.

2 Break the group into two teams. If you do not have an outside judge, ask for two volunteers to help you judge the debate instead of participating on a team.

3 Introduce the debate topic: “Sex education: Schools should teach young people that they *must* abstain from sex until marriage; they should not teach about condoms, contraception, or gender relations.”

4 Explain the procedures for the debate:

- One team will prepare arguments *in support of* this statement, and the other team will prepare

arguments *opposing* this statement. You may not agree with arguments put forth by the side to which you’ve been assigned, but you must put yourself in the shoes of someone who takes this side. Think of all the reasons someone might agree with the arguments from this side. Think of evidence and arguments to support the other side. Address all aspects of the debate statement.

- Select two speakers from your team to present arguments for the whole team. [*Mixed-sex groups should select one boy and one girl.*]
- *Those of you chosen to be first speakers:* You will each present an opening argument of about three minutes. Your teammates will help you develop your argument. *Second presenters:* You will respond to the opening presentation by the opposing side, so listen carefully and take notes to help you prepare your three-minute response.
- Then we will have a few minutes of questions and responses among those who have not presented: Team members may offer a comment or pose a question to the opposing team, and anyone on that opposing team who is not a presenter can respond.

- Each team will have ten minutes to discuss the issues and prepare its argument for the debate. After the debate, one side will be judged the winner. The winning team will be selected not on the basis of which side the judge(s) agrees with, but on the basis of which side did a better job of preparing effective arguments.

- 5 Announce the team that will support the statement and the team that will oppose the statement. Give the teams ten minutes to prepare their remarks; circulate to help them and to ensure that the whole team is involved. If you have student-judges, also use this time to ask them to time the presentations and inform presenters when they are out of time. Offer the student-judges guidance in judging the debates (for example, to listen for solid evidence from debaters).
- 6 Allow the first presenter from each team to give an opening argument (three minutes each; six minutes total). Then have the second presenter from each team respond to the argument of the opposing team (three minutes each; six minutes total). Finally, allow questions and comments from other members of the teams (six minutes). Let the group know when it is time for one last brief comment from each side.
- 7 Confer with the judge(s) and decide which team won the debate. Together with the student-judges, offer concrete positive feedback for each group about what it did well.

8 After announcing the winner, discuss:

- How many of you were assigned to a side that you agreed with? [*show of hands*] That you disagreed with? [*show of hands*] Was it easy or difficult to argue the opposite of what you believe?
- Is sex education the only aspect of sexuality that has become a public policy matter? Or does society exert some control over many aspects of sexuality about which there are laws, customs, and social norms that influence what people think or feel free to do? [*Probe for: forced sex; different standards for boys' and girls' permissible sexual behavior (the "double-standard"); women's having to conceal their bodies in public at all times (in some settings); pressure on boys to become sexually active; stigmatization (or criminalization) of homosexuality.*]
- Does everyone agree with the dominant cultural attitudes about sexuality? Do some people choose to live according to a different attitude or belief? Are attitudes about sexuality the same everywhere or do they vary? Do attitudes stay the same forever, or do they change? So is sexuality only a private matter? Or is it also a matter that the society at large is concerned about?

INFORMATION FOR TEACHERS

Schools should teach young people that they must abstain from sex until marriage; they should not teach about condoms, contraception, or gender relations. YES or NO?

In many countries a debate is ongoing about sex education. Those who believe that young people should be given information only about abstaining from sex often think that teaching young people about safe sex encourages them to engage in sexual activity earlier than they would without that information. Research, however, shows that comprehensive sex education does not lead to earlier age at first sex. Those who believe in comprehensive sex education (including information on safe sex) argue that it gives young people the tools to make healthy, safe decisions about their sexual lives.

first impressions

OVERVIEW: Students examine their response to a character in a story based on their assumptions about whether the character is male or female.

OBJECTIVES: To increase students' awareness of the assumptions and judgments we often make about a person based on that person's sex; to strengthen critical thinking skills.

DURATION:

40 minutes

MATERIALS:

Board+chalk; copies of "The Story of Maya" for half the students, and copies of "The Story of Rasul" for the remaining half; adequate physical space for the two groups to speak without overhearing each other.

TO PREPARE:

Be prepared to explain what an adjective is. Consider how to ensure that the discussion is respectful. Be prepared to challenge the use of disrespectful local slang terms, particularly for sexually active girls. Review information on the double standard of sexual behavior in unit 3 of the **GUIDELINES** book (accessible at <www.itsallone.org>) or in your own curriculum.

INSTRUCTIONS

- 1 Explain:
 - Today we will read and discuss a story about the experiences, feelings, and challenges facing adolescents.
 - We will break into two groups; members of each group will read a story, discuss their opinions, and write their responses down on paper.
- 2 Divide the class in half. Distribute "The Story of Maya" to one group and "The Story of Rasul" to the other group. (Do not explain anything about the stories.) Give the groups time to read, to respond to the questions, and to compare responses within each group. Make sure the two groups are far enough apart so that they do not hear each other.
- 3 After 15 minutes, ask the group that read about Rasul to share briefly its responses to each of the questions at the end of the story, without explaining or discussing their reasoning. Write some of the key responses (adjectives, noun-labels) on the board.
- 4 Do the same for the group that read the story of Maya.
- 5 At the top of the list of words generated by the group that read about Rasul, write "Rasul." At the top of the list of words generated by the group that read about Maya, write "Maya."
- 6 Reveal that the two stories are identical, except for the sex of the person. Then ask:
 - What do we notice about the responses for Maya, compared with those for Rasul?
 - What does this tell us about the standards for girls compared with the standards for boys?
 - Does this double standard affect girls in our community?
 - How do you feel about this double standard?

The Story of MAYA

Maya first had sex at the age of 16. Her two friends sometimes teased her that she had never had a boyfriend, and they encouraged her to ask out a certain boy and to have sex with him. She was curious, but mostly she felt pressured by her friends, so she asked the boy out and they had sex. Most everyone at school found out that Maya and the boy had had sex.

Over the next two years, Maya had sex with four other boys. One was a schoolmate, one was a neighbor, one she met at her job, and one she met through a friend. She enjoyed having sex. Maya knew that she did not want to marry any of these boys, but she was nice to each boy at the time, and she never lied to them about her feelings. Having sex partners made Maya feel attractive and important.

Most of the time, Maya was careful about using condoms, but one time she became pregnant and had an abortion. Another time she got a sexually transmitted infection from a partner but was treated for it immediately.

Now Maya is engaged to a young man whom her family wants her to marry. She likes this young man, but she knows that she is expected to refrain from having sex with him until they marry in two years. When she was visiting her cousin in another town, she ran into one of her old boyfriends who wanted to have sex with her again, and Maya decided that it wouldn't hurt anyone to have sex this one time before settling down in marriage. She felt, "After all, two years with no sex is a long time." Afterward, she confided in her closest friend, who was understanding.

After reading this story, think about these questions, then discuss them with your group:

- 1 What do you think Maya's peers think about Maya? What "label" might they use to describe Maya?**
- 2 How do you feel about Maya?**
- 3 Generate a list of at least three or four adjectives that you think describe Maya.** For example, is she happy or unhappy? Self-confident or insecure? Honest or dishonest? Realistic or unrealistic? Attractive or unattractive? Respectable or not respectable? Typical for a girl or atypical? Moral or immoral?

The Story of RASUL

Rasul first had sex at the age of 16. His two friends sometimes teased him that he had never had a girlfriend, and they encouraged him to ask out a certain girl and to have sex with her. He was curious, but mostly he felt pressured by his friends, so he went ahead and asked the girl out and they had sex. Most everyone at school found out that Rasul and the girl had had sex.

Over the next two years, Rasul had sex with four other girls. One was a schoolmate, one was a neighbor, one he met at his job, and one he met through a friend. He enjoyed having sex. Rasul knew that he did not want to marry any of these girls, but he was nice to each girl at the time, and he never lied to them about his feelings. Having sex partners made Rasul feel attractive and important.

Most of the time, Rasul was careful about using condoms, but one girl did become pregnant and she had an abortion. Another time he got a sexually transmitted infection from a partner but was treated for it immediately.

Now Rasul is engaged to a young woman whom his family wants him to marry. He likes this young woman, but he knows that he is expected to refrain from having sex with her until they marry in two years. When he was visiting his cousin in another town, he ran into one of his old girlfriends who wanted to have sex with him again, and Rasul decided that it wouldn't hurt anyone to have sex this one time before settling down in marriage. He felt, "After all, two years with no sex is a long time." Afterward, he confided in his closest friend, who was understanding.

After reading this story, think about these questions, then discuss them with your group:

- 1 What do you think Rasul's peers think about Rasul? What "label" might they use to describe someone like Rasul?**
- 2 How do you feel about Rasul?**
- 3 Generate a list of at least three or four adjectives that you think describe Rasul.** For example, is he happy or unhappy? Self-confident or insecure? Honest or dishonest? Realistic or unrealistic? Attractive or unattractive? Respectable or not respectable? Typical for a boy or atypical? Moral or immoral?

the truth about desire



OVERVIEW: Students complete a true/false exercise about sexual desire and gender.

OBJECTIVES: To enable students to identify correct information about sexual desire.

INSTRUCTIONS

- 1** Tell students:
 - Today we are going to discuss the topic of sexual desire. We will dispel some common myths about the subject.
 - First, we will complete a true-or-false exercise.
- 2** Hand out the worksheet and instruct the students to fill it out quickly.
- 3** Ask a volunteer to read the first statement and then encourage discussion by asking:
 - How many of you think that statement is true?
 - Who thinks it is false?

If no one offers the correct answer, ask questions to help the group reach the correct response. Offer the correct answer yourself only if no one in the group comes up with it. Be sure to ask if anyone still has a question or comment.
- 4** Repeat this process for each statement.
- 5** Allocate the last ten minutes to ask:
 - What were some of the things you thought were true at the beginning of the session that turned out to be myths?
 - What effect can this kind of misinformation have on our feelings about ourselves and our sexuality?
 - What do you notice about society's messages about male desire compared with its messages about female desire?
 - What effect do you think such widely held myths can have on sexual relationships?
 - Why do you think we get different messages about male and female desire? Should we?

DURATION:

45 minutes

MATERIALS:

Board+chalk; enough copies of "Worksheet on Sexual Desire" for each student, or write the true/false questions on the board; answer key.

TO PREPARE:

Review and adapt the worksheet as needed. Make sure you have the information needed to clarify the answers.

WORKSHEET ON SEXUAL DESIRE: WHAT IS THE TRUTH?

| Read each statement. Decide if it is true (T) or false (F). Mark your answer in the box on the right. | | T or F? |
|---|--|---------|
| 1 | Most women do not really desire sex. | |
| 2 | If you desire sex, you have to have it. | |
| 3 | The social expectation that women should not want sex can affect their level of desire. | |
| 4 | If a boy gets an erection, it means he wants to have sex; if a girl's vagina lubricates, it means she wants to have sex. | |
| 5 | Some women want to have sex more than their sex partners do. | |
| 6 | People have sexual fantasies about things that they do not desire to experience in real life. | |
| 7 | Fear of becoming pregnant or of becoming infected with an STI can affect sexual desire. | |
| 8 | Everyone's level of sexual desire changes over time and with different circumstances. | |
| 9 | If you are male, then you want to have sex all the time. | |
| 10 | Most older people still feel sexual desire. | |
| 11 | If a man does not get an erection in a sexual situation, he does not desire the person he's with. | |
| 12 | Some medications affect sexual desire. | |
| 13 | A person can feel sexual desire for someone he or she does not love. | |
| 14 | It is normal for men not to want sex sometimes. | |
| 15 | If you desire sex, you will become sexually excited. | |

answers to “worksheet on sexual desire: what is the truth?”

- 1 False** Most women do desire sex. However, if a woman does not get pleasure from sex, she may lose interest.
- 2 False** Sexual desire does not have to lead to sexual activity. In fact, people can enjoy feeling “turned on” without wanting to have sex.
- 3 True** Sexual desire is affected by social expectations. If a woman thinks she should not want sex, she may suppress or deny her desire.
- 4 False** Erections and lubrication can occur for no reason or for reasons not related to desire. For example, most males wake up with an erection in the morning because their bladders are full. Teenage boys often get spontaneous erections that are not related to sexual desire or excitement.
- 5 True** Levels of sexual desire vary by individual and circumstance. In some couples, or at some points in life, a woman may desire sex more than her partner does.
- 6 True** Fantasies are often just fantasies. A person may not want to experience the fantasy.
- 7 True** Emotional states, such as fear, can affect a person’s sexual desire.
- 8 True** “Normal” levels of sexual desire vary widely and change. Sexual desire is affected by physical, emotional, and social factors. If a person’s level of desire is causing him or her a problem, the person can talk with a sexual health professional.
- 9 False** Men do not always desire sex. They experience variations in their levels of desire, as do all people.
- 10 True** Sexual desire may decrease with age. If a society frowns on elderly people’s sexuality, their level of desire may be affected by stigma. Many people experience some sexual desire throughout their lives.
- 11 False** A man may not get an erection in a sexual situation for many reasons, including medical conditions (for example, diabetes or heart disease), the use of certain drugs, and emotional factors (such as anxiety about sexual performance, anger at the other person or about someone else, or because he is preoccupied).
- 12 True** A decrease in sexual desire is one side effect of some medications. Some medications such as Viagra increase erectile function and are taken specifically for that purpose. Doctors frequently do not discuss the sexual side effects of medications with their patients. If side effects are a concern, consult a physician or pharmacist.
- 13 True** People often confuse sexual desire and love. You may love someone and not desire to have sex with them, and you can desire to have sex with someone whom you do not love.
- 14 True** No one, whether male or female, always wants to have sex.
- 15 False** Sometimes people do desire sex but do not become sexually excited. This situation happens to most people at some point. It is not something to worry about.

feeling different

OVERVIEW: Students identify how it feels to be similar to or different from other people and reaffirm the human rights of minority groups, including sexual minorities.

OBJECTIVES: To enable students to identify emotions they associate with being different from others; to reaffirm the human rights of all people, including sexual minorities; to strengthen affective reflection and dialogue skills.

INSTRUCTIONS

1 Introduce the topic with the following steps:

- Think about two important things about yourself (other than your age) that make you very similar to most of the others sitting here with you.
- Now think of two things that make you feel most different from others. You will not be sharing these. They can be whatever feel true to you.
- Think for a minute about how the two things that make you similar to others make you feel inside. Take out your notebook and write down four emotion words that describe the feelings.
- Next, think again about the things that make you feel different. How does that feel? Write down four feeling or emotion words.

2 Lead a discussion based on the following questions:

- Without saying what makes you feel the same or different, what are some of the feelings you associate with being similar to others? *[Write the responses on the board in one column.]*
- What are some emotions we associate with feeling different? *[Write responses in another column.]*

3 Remind the group that everyone feels different, or does not “fit in,” in some way, and that feeling this way at times is not unusual. Allocate the last 15 minutes to discuss the following questions:

- When is being different from others a positive experience? What are benefits of being unique?
- When is being different a negative experience?
- How do people who are considered different tend to be treated by others? What do you think about this? *[Probe: Is this kind of treatment right?]*
- How do you want to be treated when you feel different? Do people who are different (and not harming anyone) have the same rights as everyone else? Does it matter how they are different?

Homework: Think about a minority group in society. *[Probe for: people with disabilities, people of lower social castes, ethnic or racial minorities, immigrants, sexual minorities.]* How are they treated in your community? Are their rights sometimes violated? Has anyone from that group ever stood up to defend the rights of that group?

DURATION:

35–40 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Read through the entire activity; think about how to discuss the topic of minorities in society with sensitivity and respect.

feeling sexually attracted to someone of the same sex: personal stories

OVERVIEW: Students read stories of adolescents who realize that they are homosexual and discuss these adolescents' feelings, experiences, and reactions. Misinformation is corrected.

OBJECTIVES: To enable students to describe two common experiences of young people who are attracted to others of the same sex, to empathize with them, and to correct misinformation; to strengthen critical thinking and paraphrasing skills.

INSTRUCTIONS

- 1 Divide the class into three groups. Explain:
 - Today we will learn about the social experiences and feelings of young people who are gay, that is, people who are attracted exclusively or primarily to others of the same sex. You are going to read real case studies about young gay people.
 - Each group has a different story. You will discuss and write your response to three questions.
- 2 Write the following questions on the board, and read them aloud:

What feelings does the person in the story talk about having? List as many feelings as you notice.

What are some of the things that the person in the story believes about people who are gay?

What does the person in the story do about his or her feelings?
- 3 Pass out the handouts. Give the groups ten minutes to read, discuss, and write responses to the questions. Tell them they will share their written responses with the whole group.
- 4 After ten minutes, ask two students from Nia's group to briefly paraphrase (not read) Nia's story and then to present his or her answers to the three questions. Write Nia's feelings on the board. Repeat this process for Lee's and Mo's stories.
- 5 Reserve 15 minutes to discuss the following questions with the whole group:
 - Overall, what kinds of feelings did Nia, Lee, and Mo have about being gay? What were the main reasons for those feelings? How did they come to realize they were gay or lesbian? Was there something that happened to them that "made them gay?"
 - How did you feel reading these stories? What surprised you? What did you learn about people who are gay?
 - Are attitudes and ideas about sexual diversity in the society changing?

DURATION:
45-50 minutes

MATERIALS:
Board+chalk; copies of "Case Studies about Growing Up Gay."

TO PREPARE:
Prepare thoroughly enough to be able to answer questions about the stories or topic. Ensure that your students approach this topic as a serious matter and that you are comfortable with teaching the lesson. If needed, seek information from an organization with expertise in sexual diversity or from another reliable source. If the terms used here ("gay" and "lesbian") have negative connotations in your context, use other terms that do not carry negative connotations.

case studies about growing up gay

GROUP 1 HANDOUT: Nia's Story:

I am a 25-year-old lesbian. As a child, I was a good student and had lots of friends. When I reached puberty, I began to feel different. I had some dreams of kissing someone. I couldn't see the face of the person, but I could feel the body, a female body. I felt confused and began to hate myself. At 15, I suddenly found that I was really attracted to an older girl I knew. It felt like a real crush. Taking this together with my dreams, I slowly realized and admitted to myself that I am attracted to females. But the first time I saw the word "homosexual" was in a magazine story about a female police officer who allegedly raped a 17-year-old girl. I remember the way the magazine described homosexuality as a perversion and a disease. There was another article about gay men and AIDS. Both articles portrayed people who are gay as perverse and sick. I realized that I would be an outcast, one of "those people." Everyone wants to be loved and part of society — no one wants to be an outcast. I thought there was something wrong with me, that I was sick. The word "lesbian" became a huge threat in my mind. It was a taboo; I was taboo. I was scared. I thought of myself as freakish and abnormal. In order to cope, I withdrew into my studies and became known as a bookworm.

GROUP 2 HANDOUT: Lee's Story:

I am a 23-year-old gay man; I grew up in the countryside. When I was about 11, I started to notice that I liked to see men's bodies. I was surprised and I didn't know why. There was a man where I lived who looked and acted a lot like a woman; his nickname was "Girl." I was afraid of him and I knew I didn't want to be like him. I remember also one time that a copy of a sex magazine got to our town and there was some information about gays in it, which I read. I felt afraid when I read it. Then we moved to the city, where my friends talked about wanting to have sex with girls. I lied to them and told them that I was interested in a special girl, but the whole time I was thinking about men. To cover up, I acted tougher than the other guys, and got involved with sports. I was hoping no one would guess I was gay and no one did. But I hated myself because I couldn't understand why I was like that. I thought, "Why don't I try it?" I went out with five different girls. I would give them gifts, we would go out, sometimes to the movies. I kept trying, but it just didn't work. I even managed to have sex with a girl four times, but it wasn't satisfying for me.

case studies about growing up gay

GROUP 3 HANDOUT: Mo's Story:

I am a 22-year-old gay man. When I was growing up, we had neighbors who were gay and my parents had other gay friends. So I was raised knowing that gay people are the same as everyone else — just like my parents, they had children and jobs and pets. When I was 15, I realized that I liked my best friend Benno as more than just a friend. I didn't know how to speak to him about it, so I visited my mom's gay friend; he had been living with his partner for 20 years. First he said he knew it can take a lot of honest reflection to discover who we are. He then asked me about Benno's attitudes and encouraged me to be honest with Benno. He explained that Benno might not feel the same way toward me and, in fact, that Benno might distance himself from me. The next day, after soccer practice I told Benno about my feelings for him. At first he was upset and told me that he didn't think we could be friends anymore. I was devastated. But a few days later Benno came over to my house. He told me that he had no sexual feelings toward me or toward any males, but that he still wanted to be friends. I was very happy to have my friend back even though we would never be romantically involved. Being gay as a teenager was not always easy, and I often met people who were uncomfortable with my lifestyle. I know that I am very lucky to have such a supportive family; many young people do not have that. This is why I now work at a hotline for young people who are questioning their sexuality and have nowhere else to turn.

sexual behavior — myths and facts

OVERVIEW: Students play a game in which they decide whether statements about sexual behavior are true or false. Misconceptions are corrected in discussion.

OBJECTIVES: To enable students to identify correct information about sexual behavior.

INSTRUCTIONS

- 1 Tell students they will be discussing common myths about sexual behavior and separating myth from fact.
- 2 Divide the group into two teams. On the board, make a scoresheet with a column for each team. Pass out the handouts and explain:
 - In teams, you will discuss each statement on this sheet and decide whether it is true or false. Your team has seven minutes to complete the sheet.
 - At the end, we will go over all of the questions, and each team will give its response. I will record a point every time a team gives a correct answer. *[Have them begin; allow 7 minutes.]*
- 3 To review, have a volunteer read the first statement aloud. Then ask each team whether it checked True or False. Clarify the correct answer, mark a point for whichever team(s) answered correctly, and address any confusion or questions. Repeat for each statement. Allow one minute for each.
- 4 After 20 minutes (at the end of the 17 statements), announce which team won. Ask why there are so many myths about sex and sexual behavior.

If you plan a follow-up question/answer session:

- 5 Pass out blank slips of paper, then explain:
 - Most people have questions or doubts about sex and sexual behavior. On your slip of paper, you may write any of your own questions about these topics. Do not put your name, but be mature enough to ask serious questions. If you do not have any questions, write “I do not have any questions right now.”
 - When you finish, fold the slip of paper in half.
 - I will take time later to answer all serious questions. I trust you to refrain from submitting immature or inappropriate questions meant as jokes; such questions will not be answered.
- 6 After a few minutes, have students fold the paper, then go around the room to collect the slips in a large envelope or box. *After the students have left, review the questions. For those that you cannot answer confidently own your own, obtain the answers from a reliable source so you can provide the correct information at the answer session.*

Reserve time at a subsequent session to respond to students’ questions.

SEXUAL BEHAVIOR — TRUE OR FALSE?

| Read the statements and decide if they are true (T) or false (F). Mark your answer in the box on the right. | | T or F? |
|---|---|---------|
| 1 | Masturbation is harmful. | |
| 2 | If a girl does not bleed the first time she has sex, it means she is not a virgin. | |
| 3 | It's the man's role to initiate sex. | |
| 4 | People can make love and have orgasms without having sexual intercourse. | |
| 5 | Masturbating frequently is a problem. | |
| 6 | Many women do not have orgasms from vaginal intercourse alone. | |
| 7 | The first time a woman has sex it will hurt. | |
| 8 | Masturbation helps people learn and understand their body's response to sexual stimulation. | |
| 9 | Someone who is homosexual wants to have sex with anyone of the same gender. | |
| 10 | Once a man becomes sexually excited, he cannot control himself and must ejaculate. | |
| 11 | The easiest way to know how to please your partner is to talk about what he or she likes and what feels good. | |
| 12 | You can acquire a sexually transmitted infection (STI) from oral sex. | |
| 13 | Many men will lose their erection during a sexual experience at some time in their lives. | |
| 14 | If a man has a big penis, his partner will feel more pleasure. | |
| 15 | A woman who likes sex a lot can't be trusted to be faithful to her partner. | |
| 16 | The right age to have sex is 18. | |
| 17 | If a man can keep vaginal intercourse going long enough the woman will have an orgasm. | |

answers to “sexual behavior — true or false?”

- 1 False** Masturbation is not harmful; rather it is safe and a good way to learn about one’s own body. However, it is a personal choice. Most people masturbate, but some people choose not to, and some are not comfortable with the idea.
- 2 False** Some bleeding is caused by the tearing of the hymen. However, the hymen can easily stretch or tear during normal physical activity or sports and can be stretched open by fingers or tampons. The absence of a hymen or bleeding does not mean a girl has had sex.
- 3 False** In many cultures, men have the role of initiating sex and women are supposed to be more passive sexually. However, this pattern reflects certain cultural attitudes about gender roles; in fact, women can also initiate sex. Even those women who follow traditional gender roles often develop an indirect way to communicate their desire for sex to their partners.
- 4 True** Making love can consist of many behaviors (caressing, kissing, massage, manual stimulation). People may reach orgasm from touching or rubbing each other without engaging in intercourse.
- 5 False** There is no problem with masturbating frequently. The only time masturbation can be considered a problem is if it gets in the way of other things the person should be doing or if the person is disturbing other people or otherwise causing harm to themselves.
- 6 True** Most women do not reach orgasm from vaginal intercourse alone. Rather, they reach orgasm through stimulation of the clitoris. Women are more likely to have an orgasm if they (or their partner) stimulate the clitoris directly before, during, or after vaginal intercourse.
- 7 False** The first time a woman has sex it may or may not hurt. To minimize discomfort or pain, partners should take time to explore each other’s bodies and become fully aroused before penetration, so that the woman’s vagina is well lubricated. If the woman feels nervous or afraid, the couple may want to wait.
- 8 True** Masturbation is one of the best ways to learn about and understand how one’s body responds to sexual stimulation. It can help women and girls learn how to reach orgasm.
- 9 False** Every person, whether heterosexual, homosexual, or bisexual, is sexually attracted only to certain people. Sexual attraction is based on many factors.
- 10 False** Some men believe that if they are really sexually excited, they have to have an orgasm, but this is not true. Stopping may cause some discomfort, but the discomfort will diminish on its own. Anyone — male or female — can stop at any point in a sexual experience.

answers to “sexual behavior — true or false?”

- 11 True** Every person has his or her own preferences concerning what is sexually arousing. Rather than guessing what one’s partner likes or finds pleasurable, it is quicker and more reliable just to ask her or him. Communication is one key to having a positive sexual relationship that is pleasurable to both partners.
- 12 True** Oral sex can result in the transmission of various STIs. This list of STIs includes herpes, gonorrhea, human papilloma virus (which leads to warts or cancer), syphilis, chlamydia, hepatitis B, and chancroid, as well as HIV.
- 13 True** Many men will have this experience at some point in their lives. It is normal and nothing to worry about. Anxiety about it can make it more likely to recur.
- 14 False** A large penis does not give a woman more pleasure during intercourse. Although women differ, most women say that it is what the man does, not his size, that matters. In fact, a very large penis may be uncomfortable or even painful for a woman.
- 15 False** Enjoying sex is natural for men and for women. A person’s enjoyment of sex has nothing to do with his or her trustworthiness. The idea behind this statement, that women should not like sex, reflects the double standard that it is acceptable and expected that men, but not women, like sex. This idea is unfair, inaccurate, and a stereotype.
- 16 False** There is no right age to have sex. Each person has to determine when he or she feels ready to have sex. The readiness depends on a person’s level of maturity, relationship, values, and feelings. Countries have laws about the age at which a person is considered old enough to be able to consent to sex.
- 17 False** Vaginal intercourse does not lead to orgasm for many women, regardless of how long the man continues; more often, women reach orgasm as the result of direct stimulation to the clitoris. Honest communication between partners will help both partners find sexual activity pleasurable.

why we do it (or don't): forced choice exercise about sexual decisionmaking

OVERVIEW: Students are required to choose whether they agree or disagree with a series of statements about why people choose to have — or not to have — sex.

OBJECTIVES: To enable students to reflect critically about their own and others' decisionmaking related to sex; to strengthen personal reflection and writing skills.

DURATION:

35–40 minutes

MATERIALS:

Board+chalk; list of "'Forced choice' Statements."

TO PREPARE:

Delete any of the forced choice statements that are inappropriate and add any that would be meaningful. On one side of the board, write "Agree," and on the other side write "Disagree."

INSTRUCTIONS

1 Introduce the activity:

- Today we will discuss some of the reasons people decide to have sex or not to have sex. Many different circumstances and feelings influence people's decisions about whether to have sex. Sometimes people can have mixed feelings.
- To explore this topic, I will read a few statements. These are values statements, and there is no right or wrong response to any of them. For each statement, if you agree, go stand by the side that says "Agree." If you disagree, go to the side that says "Disagree." "Force" yourself to choose one side or the other, even if your view is somewhere in between the two sides. Then, a few people can share their views. *[Make sure everyone understands the rules.]*

2 Read each statement. After each statement, allow time for students to move to their "side." Allow two comments from each side. Then go on to the next statement even if the conversation has not come to an end. Read as many statements as time allows.

3 Reserve five to ten minutes to sum up, asking:

- Why is it important for a young person to think clearly about the reasons for his or her choice to have or not have sex? *[Probe for: sense of comfort, safety, voluntariness, and pleasure, as well as protecting one's health.]*
- Young people have many different reasons when they choose to have or not to have sex. What kinds of misunderstandings or problems can result from these differences in reasons?
- We see that people often are not aware of all their motivations and feelings, or have not analyzed their circumstances. What are some ways that we can become more aware of what is going on, how we feel, and what we want and do not want? *[Probe for: writing in a journal, talking to someone trusted, thinking honestly.]*

Homework: Write two or three paragraphs about any topic (not necessarily about sex) that you have mixed feelings about, or that you are having trouble making a decision about.

“forced choice” statements

- 1 I feel bad for boys because they have to act as if they want sex all the time, even when they don't want it.
- 2 If a girl loves her boyfriend, she should show it by having sex with him.
- 3 I think most adolescents have conflicting feelings about sex; they want and do not want to have sex at the same time.
- 4 I think it's okay to give someone money or a gift for sex.
- 5 I think it's okay to accept money for having sex, if you need the money.
- 6 I think that a real man takes risks and is sexually aggressive.
- 7 Images on television and in magazines make young people feel that they should be having sex.
- 8 Pressuring someone to have sex against his or her will, even if you don't use physical force, is more or less the same as rape.
- 9 Some girls act as if they are just seeking sexual pleasure without emotional involvement, but down deep this is not what they want; they really want an emotional connection.
- 10 A lot of girls I know have sex because they feel obligated to do so.
- 11 People who are attracted to others of the same sex should wait longer (until an older age) to start having sexual experiences than their heterosexual peers do.
- 12 Lots of young people just do not want to have sex. Their feeling has nothing to do with AIDS or pregnancy or with what adults tell them. They just do not want to be having sex, even if they have a boyfriend or girlfriend.
- 13 Sexual intercourse is always an extremely intimate and personal experience for the two people involved.
- 14 A lot of people who decide to have sex regret it later.
- 15 A lot of people who decide **not** to have sex regret it later.
- 16 Before they have sex, most adolescents talk thoroughly with their partner about whether they both feel comfortable and want to have sex, as well as about how to protect against infection and pregnancy.

where on the line? the continuum between sexual choice and coercion

OVERVIEW: Students place case studies on the continuum between forced sex and voluntary and desired sex and discuss the right to say no. (Note: Students should have some understanding of sexual violence and consent before you conduct this activity.)

OBJECTIVES: To enable students to describe the continuum of sexual choices; to recognize cases where sex is voluntary but not wanted; to clearly understand the right to say no to sex; to strengthen abstract thinking skills.

DURATION:

45 minutes

MATERIALS:

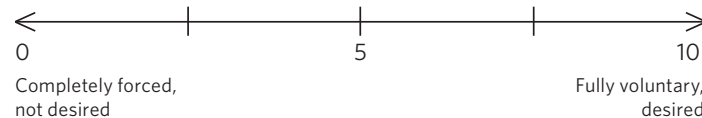
Board+chalk; copies of the selected case studies; a long piece of rope or sturdy string; paper clips (or tape); colored markers, if available.

TO PREPARE:

Modify the handout as indicated (see “Case Studies in Sexual Choice and Sexual Coercion”). Make four copies of the set of case studies you select.

INSTRUCTIONS

- 1 Attach the string horizontally across the room. At one end label: “Completely forced, not desired” and at the other end label: “Fully voluntary, desired.”



- 2 Introduce the topic and explain that there is a continuum between sex that is forced and completely undesired and sex that is fully voluntary and desired. Ask:
 - What do we call sex that is forced? *After they respond, add the word “rape” at that end of the continuum.*
 - If a person agrees to have sex, does that always mean that he or she actually wants to have sex? *After they respond, ask: When sex is voluntary but not really wanted, would that be at one end of the string or somewhere in between the two ends?*

- 3 Divide students into four groups. Give each group the handout and a set of paper clips. Explain:
 - Read over each scenario in your group. Then talk it over and decide where on the string — the 0–10 continuum — you think the case study falls.
 - Mark the case with your names [*with a colored marker if available*]. Then attach it with a paper clip at the place on the string where you have decided it fits.
- 4 Circulate among the groups and offer help. Allow them to spend extra time discussing their views even if they do not complete all the case studies.
- 5 After 15 minutes, ask someone from one group to read the first case study and explain where on the 0–10 continuum his/her group put it and why. Allow two to three minutes for the other groups to indicate where they put it on the continuum; encourage them to discuss any differences of opinion. Repeat this process for each case study.

6 Reserve ten minutes at the end to discuss the following questions:

- Forcing someone to have unwanted sex is a violation of that person's human rights. By a show of hands, who believes that forced sex is common among young people? Who thinks it is rare?
- We discussed that a person who does not want to have sex and is not forced into it may still voluntarily engage in sex. Who believes this is a fairly common experience among young people? Who thinks it is rare? *[Note whether boys respond to this question similarly to how girls respond.]*
- Are girls and boys equally likely to have sex in a situation that is not forced but also not desired? *[Probe: Do you think girls and boys usually share equal power in sexual relationships? What about adult men and women?]* *[Note: Emphasize that even if a situation does not fall at the extreme "forced" end of the spectrum it may, nonetheless, be unacceptable.]*
- Does a person always know whether his or her partner really wants to have sex? What are some ways to be sure? *[Probe for: Ask the person! Talking it over together beforehand is best. What if you ask and your partner is not sure what he or she wants?]*

case studies in sexual choice and sexual coercion

INSTRUCTIONS FOR THE TEACHER: Select six to eight of the following case studies (or write your own case studies). Be sure that your final selection includes at least one case in which a boy feels pressured to have sex. Modify them to be suitable and meaningful for your students.

MOHAMMED and **AMMA:** Mohammed wants to have sex but his wife Amma does not feel like it tonight. She has been taught that it is a wife’s duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Mohammed.

NINA and **CARL:** Nina, age 22, has been going out with Carl for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Nina feels unsure but she thinks that she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn’t, although Carl has never threatened to do so. The next time they are intimate, they have sex.

JACOB and **GRACE:** Jacob and his girlfriend Grace are alone at his parents’ house. Jacob, drunk and slurring his words, lies down on the floor. Grace, who also had a bit to drink, lies down next to him. Feeling uninhibited, she takes the initiative and has oral sex with him. Jacob feels confused and is not sure what to say. He doesn’t remember anything the next day.

HENRY and **MARIA:** Henry and Maria have been kissing passionately. When Henry starts to undress Maria, she tries to stop him and says, “No.” Henry thinks she wants more but that she is worried about admitting it. So he keeps trying. After trying to push Henry away and saying “no” for five minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

AJIT and **ANILA:** Ajit and Anila have met only a couple of times, always with supervision. Ajit seems like a good person so Anila agrees when her parents tell her that Ajit wants to marry her. Anila has been taught that everything related to sex is shameful. She has heard that it hurts the first time and will make her bleed. She is really scared. She hardly knows Ajit and feels ashamed at the thought of his touching her body. She isn’t interested in having sex and doesn’t feel excited, but she knows that when you get married, you must have sex on the wedding night. She lets Ajit have sex with her.

case studies in sexual choice and sexual coercion

SELAH and **JAMES**: The last time Selah refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

LIN and **YANG**: Lin's boyfriend Yang is really pressuring her to have sex. She knows that she doesn't really want to do it, but she came with Yang alone to this secluded place. Thinking it is inevitable, she just lets Yang do what he wants without saying anything.

TEO and **HELENA**: Teo and Helena are classmates at university. They have been dating for a few months and are very attracted to each other. They are not deeply in love but they agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse.

GINA and **AHMED**: Gina comes from a poor family. She works in a shop for Ahmed and her salary is her family's main income. One day Ahmed starts touching her and after the shop closes, he pulls her into the storeroom in the back and lifts up her dress. Gina is confused, and frightened about losing her job. She starts to resist but when Ahmed says, "What? You don't like working here?" she gives in.

JULIA and **OSCAR**: Oscar is not sure if he really wants to have sex with Julia, but Julia suggested it and he is afraid that his friends will find out and tease him if he says no. He goes ahead.

PETER and **LAURA**: Peter often buys Laura gifts and other things she needs. Tonight they went out for dinner and he paid. Even though Laura doesn't feel ready to have sex, she feels that she owes it to Peter. She doesn't refuse him.

VERA and **WILLIAM**: Vera and William have had sex once before. Tonight, William tells Vera that he has been wanting her all day. Vera would rather just hang out and talk, but she thinks that since they did it once, there is no going back. When William starts to take off his clothes, Vera says nothing to him and they have sex again.

EMMA and **ROBERT**: One evening Emma drank a lot. Robert finds her lying on the bed, passed out cold. He takes off her clothes and has sex with her. She doesn't wake up.

unit **3**

activity **25**

the matter of consent

OVERVIEW: Students learn about the concept of sexual consent. They explore this concept in case studies, short skits, and discussion.

OBJECTIVES: To help students understand and appreciate the importance of consent in any sexual situation; to strengthen abstract thinking skills.

DURATION:

Steps 1–6: 45 minutes

Steps 7–8: 45 minutes

MATERIALS:

Board+chalk; selected case studies; information for teachers sheet; answer key.

TO PREPARE:

Select four to six case studies that reflect common situations in your setting and adapt them by changing names or other details. Or, develop alternative case studies. Use some case studies in which the characters are able to give free and informed consent and some in which they are not. If necessary, revise the information for teachers sheet. Write the guidelines on the board ahead of time. Find out about the law in your country regarding the age of consent for sexual activity.

INSTRUCTIONS

1 Introduce the activity with the following explanation and questions:

- All of us have responsibilities, for example, at home, at school, and in our jobs. Sometimes, however, we are asked or told to do something (by peers or even by adults) that is not part of our responsibilities, which can be confusing or disturbing.

Option: *To introduce this concept in more detail, extend the discussion as follows:*

What does it mean to consent to something? *[Probe for: to agree, to indicate or express willingness.]* We consent to do things for different reasons: Sometimes we consent to do something because we want to do it, for example, if a friend invites you to play football and you want to play. Or we might consent to do something we don't really want to do but that we agree to because it is important to us for another reason, for example, when your teacher assigns homework that you don't want to do, but you do it because you want to succeed at school.

Sometimes, however, we do something that we do not want to do just because it is difficult to stand up for ourselves, or we don't want to be rude. This situation might concern a matter that is not very important, like eating something you don't like because someone cooked it for you. Other times, it may concern a more serious matter, with serious consequences. What are examples of serious things that a young person might consent or not consent to do? *[If students do not mention sex, ask about adding this to the list.]*

- Raise your hand if you have ever agreed to do something that was not your responsibility and that you did not really want to do. Who can share an example?
- What are some reasons that a person might agree to do something that he or she does not really want to do? *Write responses on the board.*
- Today we will begin looking at what it means to give truly free and informed consent in a situation involving sex.

- 2 Ask (and write responses on the board):
 - What does the word “consent” mean?
 - What does “free and informed consent” mean?
- 3 Have students read aloud the guidelines for giving free and informed consent in a sexual situation.
- 4 Form small groups so that each group has a different case study. Give each group its case study and explain:
 - You have ten minutes. Discuss your case study, prepare a short (two-to-three-minute) skit, and consider which of the guidelines for consent are met or not met in this situation.
 - One person will read the case study to the entire class, two others can act it out, and one or two people will explain which guidelines for consent are met and which are not met. *[Allow 10–20 minutes to clarify the task and let groups prepare. Circulate among the groups to help as needed.]*
- 5 Ask a group to present a) its case study; b) its skit; and c) its collective opinion about whether the person in this case study was able to give free and informed consent.
- 6 Ask who agrees or disagrees with the group’s opinion of whether the consent guidelines were met. Discuss until an agreement is reached about the correct answer.
- 7 Repeat Steps 5 and 6 for each group/case study. Allow 10–12 minutes per case.

- 8 Close by facilitating a discussion: We know that circumstances exist in which a person does not have the control or power to say no. This is a violation of human rights.
 - In many cases, the degree of control or power a person has is unclear or may be open to negotiation. In some situations, it can make a difference just to understand in your heart that you have the right to consent or not consent to having sex. This is an example of knowledge as power.
 - Can a person know for certain if his or her partner is consenting without talking with that person? Why or why not? What can someone do to be sure that a person who is “consenting” to sex is doing so freely and in an informed way?

Homework: Put yourself in the place of someone who had unwanted sex because of feeling pressured. This could be the person from a case study you read or heard about today or it could be someone you know who was in a situation where consent to sex was inadequate (do not use their real name). Write a speech in the voice of this person. Focus on their *feelings*, not on precisely what happened sexually. Think about any power differences in the relationship that made the person feel pressured. Your goal in writing the speech should be to help the person “reclaim” his or her sense of control and equal power. If you prefer, you may write the speech as a poem.

guidelines for giving meaningful consent in a situation involving sex

Believe that you have the right to decide for yourself whether or not you want to participate in a particular sexual activity.

Have a sufficient sense of power and control over your own life to be able to communicate and implement your decision.

Have the maturity to understand what an activity entails and what consequences it might bring, and the maturity to communicate with your partner about these issues.

Be in a situation or relationship where your decision will be recognized and respected by your partner.

Know what the activity involves and what your feelings are about it; what the risks are; and how to protect yourself and your partner from unwanted pregnancy and infection.

Have a clear mind, not impaired by alcohol or drugs at the time of decisionmaking.

Have accurate information about your partner's current sexual health status (including about any previous sexual exposure or drug use that could present a risk to you).

As best you can, avoid situations where you are likely to experience pressure to have unwanted sex for material or financial reasons.

case studies: can this person give meaningful consent?

- A Ana is 19 and her boyfriend, Al, is 22.** They have been going out for six months and having intercourse together for about a month. Ana usually enjoys sex, but sometimes she doesn't feel like having it. At those times Al often says things like, "If you really loved me, you would want it" or "If you don't have sex with me, maybe I'll have to find someone else who will." She doesn't want to lose him, so often she gives in. Can Ana freely consent?
- B Beni knows that he is infected with HIV but he hasn't told anyone.** He has been dating Bea, and recently they have been talking about having sex. Beni plans to use a condom rather than tell Bea his HIV status. Can Bea give free and informed consent?
- C Carlo and Clea are in their twenties.** They have been dating for a year and have talked honestly about their past relationships. They would like to have sex with each other. They talked about it and agreed to go to a clinic to get information and then decide together how to be safe and avoid any unwanted consequences. Can Clea give free and informed consent?
- D Dom and Deenah are 18 and have decided to have sex.** Deenah says she is afraid of becoming pregnant, but Dom assures her that you can't become pregnant the first time you have sex. Can Deenah give free and informed consent?
- E Eve is 14 and in secondary school. Edo is 18 and works with Eve's father.** Edo came to know Eve when he visited her house. Edo and Eve have started meeting away from her house as well. Sometimes Edo gives Eve presents and money, if she needs it. Recently he has started telling her how much he loves her and saying that he really wants to have sex with her. Can Eve give free and informed consent?
- F Finn is 18 and would like to have sex with his girlfriend, Fatima, who is 17.** They have talked about the fact that neither has had sex before. He decides to read a book that his mother, a doctor, has about growing up, sex, family planning, and STIs. He asks his girlfriend what she thinks and offers to lend her the book. She reads the book and they talk about it again. She says she'd rather wait, so Finn agrees. Can Fatima give free and informed consent?

case studies: can this person give meaningful consent?

- G** **Gia, 24, is at a party at the house of some students, and she is drinking a lot.** Her partner, with whom she has had sex before, pulls her into a bedroom and starts taking off her clothes. She is fading in and out of consciousness. Can Gia give free and informed consent?
- H** **Halle was taught by her mother that it is important for a woman to do whatever her husband asks of her if she doesn't want to lose him.** She is engaged to be married to Hugh, and he says that now that they are engaged, it is okay for them to have sex. Halle strongly believes she should wait and wants to be a virgin when she gets married, but she thinks, "He will be my husband, and my mother says I should obey him." Can Halle give free and informed consent?
- I** **Isaac has had several partners but lets Ivan, his new boyfriend, believe that he is still a virgin, as Ivan is.** When they have sex, Ivan agrees not to use a condom, thinking there is no risk of infection. Can Ivan give free and informed consent?
- J** **Jin is 20 and Josef is 19.** About six months ago, Jin asked Josef, her boyfriend, if he would have sex with her. They are open and honest with each other, so he told her he was afraid of the consequences and did not feel ready. He said he would like just to kiss and touch each other for now. Jin really wanted to try intercourse, but she agreed with Josef. Now Josef thinks he is ready. He asks Jin where they can get more information to avoid any risk. Can Josef give free and informed consent?

answers to “case studies: can this person give meaningful consent?”

Note: You must know if the law of your country prescribes a minimum age for giving consent to sexual activity to be able to assess whether the people in each scenario are old enough to consent to have sex. You may need to make changes to the scenarios or to the answers based on that information.

- A No** Al does not respect Ana’s decision when she says that she does not want to have sex. She also does not firmly believe that she has a right to decide for herself and does not have a sufficient sense of power in the relationship to be able to implement her choice.
- B No** Bea does not have accurate information about her partner’s sexual health status.
- C Yes** Both have decided for themselves and are in agreement; they are making the decision when their minds are clear; no material or financial motive is influencing them; they are able to communicate their decision, know what is involved, and know that they need to have protection; they have talked honestly about their past behavior; and are old enough by law to consent to have sex.
- D No** Deenah does not know what the risks are or how to protect herself.
- E No** The sexual consent of a 14-year-old is rarely meaningful, because of his or her still-developing maturity. Concerns about maturity and children’s rights have led to the establishment of laws defining a minimum age for giving sexual consent and outlawing child marriage.
- F Yes** Fatima believes that she has the right to decide for herself whether to have sex, and her partner respects her decision. She is making the decision with a clear mind; does not have a pressing economic or material motive; is able to communicate and implement her decision; and knows what is involved, what the risks are, and how to protect herself. She has accurate information about her partner’s previous sexual behavior. In most countries, she would be considered old enough to make the decision to have sex if she chose to, but check the laws where you live.
- G No** Gia is drunk and nearly unconscious. She is unable to decide for herself, and her partner is not communicating with her.
- H No** Halle knows what she wants, but she does not appear to believe in her right to decide for herself, or does not have a sufficient sense of power and control over her life to be able to implement her decision.
- I No** Ivan does not have accurate information about his partner’s previous sexual behavior.
- J Yes** Josef believes he has the right to decide for himself; he is able to communicate and implement his decision, and his partner respects it; his mind is clear; he does not have an overriding economic or material motive; he is aware of and intends to inform himself about risks and protection; and he is legally old enough to make the decision. Although we don’t know if the partners have discussed their previous sexual behavior or drug use, we know that they are open and honest with each other.

hot policy topics and personal responses

OVERVIEW: Students select a news headline that reflects changing norms about sexuality and write a personal response.

OBJECTIVES: To help students understand that sexual norms shift over time; to clarify their own values about a selected topic; to strengthen critical thinking and writing skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk; “‘Headlines’ about Sexuality Policy Topics.”

TO PREPARE:

Delete any headlines if needed. Copy the headlines onto the board.

INSTRUCTIONS

- 1 Introduce the activity by explaining:
 - Attitudes about sexuality differ from one society to the next. They are also always changing within any society. Today we will identify and think about some of the ways that these attitudes are changing.
 - Read the list of headlines on the board; most are adapted from real events around the world. Select one and write a personal response about one page in length. You may write any of your thoughts or feelings about the topic, but try to think deeply about it. Finish by saying what you think the status of the issue will be in ten or 15 years. Take about five minutes to review the list and 15 minutes to write. Afterward, some of you may read aloud your written response.
- 2 For each headline, ask for one volunteer to read what he or she has written. After each reading, thank the student. If needed, clarify what the issue was and correct any glaring misinformation. Encourage discussion with any of the following prompts:
 - How did this reading make you feel?
 - What responses do you have?
 - Is this issue relevant in our country?
 - Other comments?

[Plan for two or three minutes per headline. Some headlines may not have been selected; this will allow more time to discuss those headlines that were selected.]
- 3 Close by reminding students that norms are always changing. Ask:
 - Are the changes always toward more flexible norms, or can they shift toward more rigid or restrictive norms?
 - Do societal norms — about sexuality or about any other issue — magically change on their own? What or who leads to a change in sexual norms? *[Probe for both broad social phenomena (such as higher education and globalized media) and the role of individuals (both public leaders and community members).]*
 - People bring about these changes by being role models, by educating others, and by advocating for policy changes.

“headlines” about sexuality policy topics

Woman Who Sued Over Sexual Harassment Wins; First Such Victory in Courts

Teen Clinic Opens; First in the State

Local Men Stage a Parade against Sexual Violence; Say Real Men Don't Rape

Law Allowing Gay Marriage Goes into Effect; First Couple Marries at 8 A.M.

Fourteen-Year-Old Girl Flees Forced Marriage

Girls Complain about Dress Code Requiring That They Be Fully Covered at All Times

Sixty Young Men Sign a Pledge That They Will Only Marry Girls Who Are Not Circumcised

Police Arrest HIV-Positive Man Who Sought “Cure” by Having Sex with Five Virgins

New Study Shows That Parents Continue to Sell Their Daughters to Sex Traffickers

President Says His Attitudes about Homosexuality Changed After Learning That His Daughter Is a Lesbian

Abortion Law Made More Restrictive, Abortion Providers Arrested

my relationships

OVERVIEW: Students create a visual representation of their relationships.

OBJECTIVES: To help students identify the different relationships in their lives and to name qualities they value in themselves and that they seek in close relationships; to strengthen students' critical thinking skills.

DURATION:

45 minutes

MATERIALS:

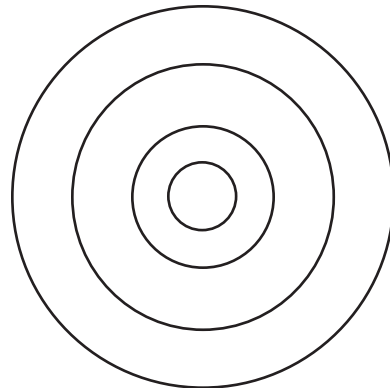
Board+chalk

TO PREPARE:

Nothing, other than reviewing instructions.

INSTRUCTIONS

- 1 Explain to students that they are going to identify the various relationships they have with people. Ask students to make a personal list of their relationships and connections with other people.
- 2 Invite a few students to share their lists voluntarily. Note on the board the different kinds of relationships they mention, such as those with relatives, friends, or neighbors.
- 3 On the board, draw a diagram of four concentric circles (like the one below).
- 4 Ask students to take out a blank piece of paper. Explain:
 - Draw a series of four circles, from small to large, like the one I have drawn. Use your whole sheet for the largest circle.
 - In the smallest circle, write your name (or draw a picture of yourself).
 - Think about the different people in your life. Just outside that small circle, write the names (or draw simple pictures) of those who are closest to you.
 - In the two outer circles, put the names (or pictures) of those who are not as close.
- 5 Ask students to form groups of three or four with those sitting closest to them, and have them take about two minutes each to explain their drawing to the other members in their group.



6 Facilitate a discussion with the following questions:

- Did everyone in your group list the same kinds of relationships or were there differences? Did everyone place their family members, friends, neighbors, teachers, religious leaders, or others in the same circle or in different circles?
- Name some words that describe what you value in the people you feel closest to. [*Probe for: honest, respectful, sharing, caring, trusting, fun, safe, understanding, reliable, interesting, loving. Write these words on the board.*]

7 Reserve ten minutes for students to explore the qualities they value in their relationships:

- Think about one person on your page whom you would like to have move closer toward the inner circle. Pick one word that most describes what you value in that person.
- Now think about one or two of the words on the board that you think people would say describes you.
- Celebrate a quality you value highly (either in yourself or in others) by writing it on your paper with decorative letters or in a creative style.
- As you write or draw, think about what that word means to you.

what's going on between these two?

OVERVIEW: Students read case studies of relationships characterized by societal inequalities; they identify the inequalities and discuss their effect on the relationships.

OBJECTIVES: To help students identify how societal inequality can affect intimate relationships; to strengthen analytic thinking skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk; one case study per small group.

TO PREPARE:

Review the case studies in the student handouts and adapt or replace them as needed to ensure that they reflect common forms of inequality in your society. Photocopy each case study on a separate piece of paper.

INSTRUCTIONS

1 Explain:

- Today we will explore how inequality and power differences between people can affect our relationships. What forms of inequality exist in our society among different groups? [*Probe for racism; caste; and inequality based on such variables as gender, age, class, ethnicity, sexual preference, and physical ability.*]
- You will form four groups and each group will read a case study, along with some discussion questions. Then you will give your responses to the questions.

2 Give each group a case study and a copy of the discussion questions. Allow them ten minutes.

3 Ask one group to read its case study and present its responses to the discussion questions in five to seven minutes. Then allow a few minutes for others to comment.

4 Proceed the same way for the other three case studies.

5 Close by encouraging students to think about an inequality in the society that carries over into their own personal relationships and to reflect on the consequences they experience.

Homework: Write a postcard to one of the people in your case study. Give that person advice on what to do to lessen the impact of the inequality in his or her relationship.

GROUP 1 HANDOUT:

I was attracted to my boyfriend because he was older and no one knew him. He seemed mysterious and exciting. We fell in love and now we spend most of our time together. You know how it is. I really like listening to his stories about all his experiences. When we go out, he mostly decides where we go because he pays and knows all of these great places. He has influenced me a lot. I was never that interested in sports, but he loves football, so I spend a lot of my free time now with him at games or watching sports on TV.

After we'd known each other for a few months, he said that he wanted to make love to me. I hesitated, but I thought that he might leave me if I didn't. He's 23, after all, and experienced. These days, I hardly see my friends. They complain and say that I've changed. I miss them and sometimes I think about how I used to study more and how much I liked reading. But, you know, I just think that's what happens when you are in love.

Questions:

- 1 Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
- 2 Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
- 3 Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
- 4 What effect, if any, does this inequality have on each person? How does it affect the relationship?
- 5 Do you think these kinds of issues exist in our community? Please comment on them.

GROUP 2 HANDOUT:

Last year I started going out with a guy from our village rugby team. Things started getting serious between us. One night at a meeting at the village hall, he signalled for me to meet him behind the hall. My mother and father were there, but I knew that they would assume I was with the other girls. So he and I slipped away and went for a walk into the bushes behind the hall. When we went into the bush we started kissing and then he started to feel my breasts. I knew we were going to have sex. I didn't really want to. I just wanted to talk with him and kiss and nothing else, but he wanted to, and I had gone with him so we ended up having sex.

I cried later because I knew I had disrespected my parents and that I had just lost my virginity. I knew about condoms and that they can prevent a girl from becoming pregnant and getting diseases, but at the time I was thinking about other things, like how my parents would feel if they knew what I was doing. I was more worried about the fact that I was losing my virginity. When I got pregnant, my parents were furious and forbade me to see my boyfriend anymore.

Questions:

- 1** Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
- 2** Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
- 3** Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
- 4** What effect, if any, does this inequality have on each person? How does it affect the relationship?
- 5** Do you think these kinds of issues exist in our community? Please comment on them.

GROUP 3 HANDOUT:

When I turned 35, I thought I had better get married. I finally had a job and could support a family. I had graduated from the university, but because there was so much unemployment, it was hard to find a job at home. Eventually, I migrated to find work. When I went home to visit my mother, I decided to look for a wife in our village. I met several young women, and I liked one a lot. She was 20 then and a quiet person. She had finished primary school, but had never really gone far from the village. Although I told her that she would have to live with my mother until I could bring her with me, she agreed to marry me.

After we had our first child, I didn't want her to use contraceptives, so I used withdrawal. I do my best to provide for her and our child. She still lives with my mother but never creates problems or says that she needs anything. I love her, but there are things that I can't talk with her about. Some things she just wouldn't be able to understand. You know, she really doesn't know much about the world.

Questions:

- 1 Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
- 2 Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
- 3 Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
- 4 What effect, if any, does this inequality have on each person? How does it affect the relationship?
- 5 Do you think these kinds of issues exist in our community? Please comment on them.

GROUP 4 HANDOUT:

I went abroad to work for a while and I wound up falling in love with one of the men working with me. When I became pregnant, we decided to marry. My parents were against the marriage because he was from a poor family. They said, “We don’t think you know the implications of marrying someone who is not your equal. Why don’t you just come home and have the baby? We’ll help you.” But we got married anyway. We decided to return to my country so he could get a university degree, while I worked. Before he could study, however, he had to learn the language.

Unfortunately, he found it difficult. He was staying at home with the baby and trying to learn, but felt very isolated. He got more and more depressed and his sense of self-esteem fell very low. He had to rely on me for money and felt guilty because we had to regularly send money to his family. I didn’t like that he wasn’t studying or looking for a job or working, but I felt self-conscious about saying anything. It was such sensitive topic, and I didn’t want to hurt his feelings. Eventually he became friends with some men from his country and started spending time with them, hanging out in bars and drinking. Once he even became violent toward me. That was a real wake-up call for us.

Questions:

- 1** Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
- 2** Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
- 3** Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
- 4** What effect, if any does this inequality have on each person? How does it affect the relationship?
- 5** Do you think these kinds of issues exist in our community? Please comment on them.

is it love?



OVERVIEW: Students distinguish love from related emotions.

OBJECTIVES: To enable students to reflect about love, infatuation, and jealousy; to strengthen analytic thinking skills.

INSTRUCTIONS

- 1 Divide the students into five groups. Ask each group to pick one of the slips of paper you have prepared. On the board, write **“What is the difference between love and _____?”**
- 2 Ask the groups to take out a piece of paper and copy the sentence on the board, filling in the blank with the word from their slip of paper. Ask them to discuss their question, and to write down their response.
- 3 After about five minutes, ask one group to read their question and present their response. The following questions can guide a brief discussion:
 - Does anyone want to disagree or comment?
 - Does the culture give girls and boys equal permission to experience this feeling?
 - Can you give an example of when someone confuses this feeling with love? What happens if this feeling is confused with love?
 - Can this feeling be a part of love?
- 4 Repeat Step 3 for the remaining four groups.
- 5 Reserve ten minutes to discuss the following:
 - Where do young people develop their impressions about love and romance?
 - Do movies and romance novels provide a realistic portrayal of these feelings? If not, what effect do you think they have on young people’s expectations?
 - Why is it important to figure out your own beliefs about the difference between love and these other feelings?

DURATION:

45 minutes

MATERIALS:

Board+chalk; slips of paper with phrases on them.

TO PREPARE:

Modify the lesson as needed to fit the culture, setting, and language of the students. Take five slips of paper and write one of the following phrases on each slip:

- INFATUATION
- BEING “IN LOVE”
- ROMANCE
- SEXUAL ATTRACTION
- JEALOUSY



deciding whether to have sex

OVERVIEW: Students examine the indicators of maturity, self-awareness, self-efficacy, and ability to communicate that are part of what a young person needs to negotiate a safe and comfortable sexual relationship. (Note: Prior to this session, your students should have learned about sexual behavior and about sexual coercion.)

OBJECTIVES: To help students identify the skills that they will need to be able to negotiate a safe and comfortable sexual relationship; to strengthen critical thinking skills.

INSTRUCTIONS

- 1 Introduce the activity by explaining:
 - Young people use different criteria to decide whether and when to become sexually active. Some wait until a certain age; others choose to wait until they are engaged or married. Others start having sex because someone else more or less makes the decision for them. Many young people consider how they feel about their relationship when they weigh the decision about whether to begin having sex.
 - Determining whether you are ready for sexual activity is difficult for many young people. This activity will help you to think about the roles that maturity, self-awareness, and communication skills play in becoming ready for sexual activity. It will also help you identify what is most important to you.
- 2 Ask the students to form pairs; give one worksheet (along with the instructions) to each pair. Explain:
 - Look at the list on this handout. These are some of the feelings and conditions that can be important for having a sense of comfort and safety in a sexual relationship. If a person wants to have sex and most or all of these conditions are present in his or her relationship, that person is more likely to be comfortable and safe with sex.
 - If many of these conditions are absent in a relationship, the person is likely to be uncomfortable and at greater risk of having sex that is not safe.

DURATION:

45 minutes

MATERIALS:

Board+chalk; copies of worksheet instructions "Am I Ready? How Do I Decide?"; student worksheet "Feeling 'Ready' to Have Sex."

TO PREPARE:

Review the list of conditions in the handout and ensure that you feel prepared to facilitate any questions that may arise.

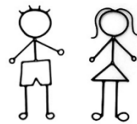
- 3** Read aloud the instructions for the worksheet. Ensure that everyone understands the activity. Tell them that they will be checking off different items in response to several questions. They should try to reach agreement about their responses, but if they cannot, they can check off additional items. Allow 15 minutes for them to discuss the questions and record their answers.
- 4** Reassemble the group. Review questions 1–5 on the worksheet and ask for some responses. Ask whether students tended to agree or disagree with their partners.
- 5** For question 6 in the worksheet, spend more time examining students' responses. Record their replies on the board. The following questions can guide discussion:
 - Which conditions do boys seem to prioritize?
 - Which ones are more important to girls?
 - How do you explain, and feel about, any differences between boys' and girls' priorities?
- 6** Close by discussing questions 7 and 8 in the worksheet. Then ask:
 - Are some of these conditions not important to you, some that you absolutely would not consider to be a factor in making a decision about whether to have sex?
 - Regardless of whether you are sexually active as an adolescent or if you are waiting until you are an adult or are married, establishing these conditions can make your sexual experience safer and more comfortable. *[Let the group know if you plan to address some of the other issues as part of the curriculum. For example, the first volume of It's All One Curriculum includes units on communication, on the body and anatomy, on sexual health/HIV, and on gender issues.]*

am i ready? how do i decide?

For this exercise, a young person your age is trying to decide whether to become sexually active. That young person wants to make the right decision and is asking a question: "In deciding if I am ready to have sex, what are the two most important feelings or conditions I should consider?" That person poses this question to three individuals: a best friend, a counselor (or psychologist), and an AIDS patient.

Now follow these steps:

- 1 Read through the list on your worksheet.
- 2 Discuss and decide how each of these individuals might respond to that question above.
- 3 *Best friend:* In the box next to the two feelings or conditions that you think the best friend would say are most important, draw a simple smiling face (😊).
- 4 *Counselor:* In the box next to the two feelings or conditions that you think a counselor or psychologist would say are most important, make a check mark (✓).
- 5 In the box next to the two feelings or conditions that you think someone who has AIDS would say are most important, draw a copy of the global AIDS Awareness logo (🚫).
- 6 *Discuss:* Do you think that any of these feelings or conditions are more important to boys than to girls? Next to all of the conditions that you think matter more to boys than to girls, draw a boy stick figure. Next to all of the feelings and conditions that you think are more important to girls, draw a girl stick figure.



- 7 Now think about which two feelings or conditions young people most often ignore or find difficult to achieve when they decide to have sex for the first time. In the box next to these items, draw a "sad face" (😞).
- 8 Are there any additional feelings or conditions that you think are important for someone to consider before having sex for the first time?

FEELING "READY" TO HAVE SEX

| A Feeling or Condition for Having Sex | Draw here | A Feeling or Condition for Having Sex | Draw here |
|---|-----------|--|-----------|
| Feeling that you are honoring your own values and those of your partner | | Feeling comfortable about asking what feels good to him or her | |
| Feeling close to the other person | | Feeling comfortable talking with the other person about condom use | |
| Feeling that you and the other person respect each other | | Having condoms (and/or other contraceptives) and knowing how to use them | |
| Feeling that you and the other person trust each other | | Knowing your HIV status | |
| Feeling that you and the other person have made the decision together and that both of you want to have sex | | Feeling comfortable talking about your own and your partner's HIV status | |
| Feeling comfortable with your own body | | Each of you feeling safe to say at any time if you want to stop | |
| Feeling confident that you know what makes you feel good sexually | | Having privacy | |
| Feeling sexually attracted to the other person | | Feeling that you are not at risk of being ridiculed or stigmatized afterward | |
| Feeling comfortable about telling the other person what feels good sexually | | Other? | |

how we live together in relationships

OVERVIEW: Students consider whether and how customs related to marriage and family structure are changing.

OBJECTIVES: To help students clarify their own expectations and values about long-term relationships; to understand that social norms change over time; to strengthen analytic thinking and writing skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Review the list of practices on the right to be certain that all of them are appropriate for students to discuss briefly. Also be sure that you can provide a simple definition of each. Some of these practices may be relatively rare in your setting, but students may have learned about them in other classes or from movies or the Internet.

INSTRUCTIONS

1 Write the following list on the board:

Child marriage

Same-sex relationships or marriage

Couples having sex or living together before getting married

Arranged marriage

A man beating his wife if she disobeys him

Marriage counseling

Extended families living together

Men becoming more involved as fathers

Men having multiple wives

Divorce

Brideprice/dowry

2 Explain:

- This is a list of customs related to love and marriage that are practiced in different cultures. Some of them — like divorce, same-sex marriage, or the minimum age for marriage — are matters of the law. Other practices — such as extended families living together, couples living together before they marry, or fathering patterns — are usually less formally established. Some of these practices you probably endorse and others you probably disapprove of.
- Review the list and select one practice that you think will change over the next generation. It can be a change that you think will be for the better or for the worse.

3 Ask students to open their notebooks. Tell them to write at least half a page about this change. Ask the following questions to stimulate their thinking:

- Which practice from the list do you think will change over the next generation?
- Do you think the change will take place in our culture or in another place?
- Do you anticipate a shift in people's attitudes? A change in how common the practice is? A change in the way this practice occurs? What else?
- Do you think any laws regulating the practice will change?
- Be sure to discuss whether you agree with the changes you expect to see. Are you basing your views on personal experience or on what you have read or heard?

4 Go through the list. For each practice, ask for a volunteer who wrote about that practice to read his or her writing. Then allow one or two brief comments; vary the time allowance depending on whether every topic has a volunteer.

5 Reserve the last five minutes to discuss:

- What do you think causes whole communities or even countries to change their perspectives on love and marriage?
- Where do people get new ideas and how do those ideas become popular? [*Probe for: individuals who make choices to live differently; media; intercultural exchange; changes in the economy that affect where family members live; political movements.*]
- Imagine you have a penpal who lives in a very different culture. Practices where your penpal lives are very different from ours. As you leave the classroom, think about what you would describe to your penpal about how people here find long-term partners, what arrangements we have for living together, and what our common practices are for starting or for ending a marriage.

what i'm looking for

OVERVIEW: Students list the qualities they would seek in a long-term partner and analyze their responses from a gender perspective. Students consolidate what they have learned in a letter or song for an imaginary future partner.

OBJECTIVES: To enable students to identify and reflect on which characteristics they most value in a long-term partner; to clarify their values and strengthen their abstract thinking and creative writing skills.

DURATION:

Steps 1-3: 40 minutes

Step 4: 5 minutes (must be assigned at least one day prior to Steps 5-6)

Steps 5-6: 40 minutes

MATERIALS:

Board+chalk

TO PREPARE:

This is a two-part activity (Steps 1-3 and Steps 4-6); you may present either or both parts. Decide whether you will conduct one or both parts. If you are conducting Steps 4-6, be sure to complete Step 4 at least one day prior to Steps 5-6.

INSTRUCTIONS

1 Explain:

- Today we will consider what qualities or characteristics we would look for in a long-term or life partner.
- Take out your notebook and write down at least five qualities or characteristics that you consider important in a spouse or long-term partner.
- Rank these characteristics, starting with '1' as the most important.

2 Ask the students to form two groups, one all boys and one all girls (unless the class is all male or all female). If you have many students, you may need to have two groups of girls and two of boys. Explain:

- Compare your list with others in your group. Identify what qualities or characteristics those in your group rated most frequently as '1' or '2' (that is, as very important). *[You may find that different people use different words for the same quality, such as generous/giving; funny/humorous. Circulate and offer help as needed.]*

- Ask one person from each group to come to the board and write the three or four most important qualities identified by his or her group. Note if the list is from the girls' or the boys' group.

3 Review each list and facilitate a discussion, drawing from the following questions:

- What do you notice about these two lists?
- How are they similar?
- How are they different?
- Why do you think there are differences?
- Do the girls have any questions for the boys about their list?
- Do the boys have questions for the girls?
- Do you notice any gender stereotypes in the lists? If so, which ones?

- 4** (*This step must be completed at least one day before Steps 5–6. If possible, write the assignment on the board.*) Explain the creative writing assignment. Clarify whether it will be completed in class or as homework.
- Imagine the kind of person you would like to be with for the rest of your life or as a long-term partner.
 - Write a letter, poem, or song for that imaginary person.
 - Write about what you are looking for from that person and in a long-term relationship. Include what your expectations are, how you would like to be treated, and what you would not tolerate.
 - Alternatively, if you think you might prefer not to have a long-term relationship in your life, you can write or sing about that.
 - Tomorrow (or at a subsequent session), you will have a chance to read or perform what you have written.

- 5** Set a performance/recital day in which students share their letters, poems, and songs. If you do not have enough time for everyone to read or perform, take only those students who volunteer. You may also ask students to turn in their work for you to read without naming the writer.
- 6** Reserve ten minutes for a discussion, drawing from the following questions:
- What did you hear that particularly touched you?
 - How do the differences in what boys and girls are looking for in their partners affect relationships?
 - How do you explain these differences? That is, how do people come to prioritize certain characteristics?
 - Does everyone need to form a long-term relationship to be happy?
 - Why do you think it is important to think now about what kind of relationship you might (or might not) want?

DURATION:

Steps 1–3: 30 minutes

Step 4–6: 50 minutes

MATERIALS:

Board+chalk; four relationship stories (from “Case Studies of Relationships in Trouble”), each written on a separate sheet.

TO PREPARE:

Select from the case studies four relationship situations that are most appropriate for your students. Adapt them as needed and copy each one onto a separate sheet of paper. Find out where a person who wants guidance for a troubled relationship or who is facing a risk of violence in a relationship can seek help. (See the last question under Step 6).

love troubles

OVERVIEW: Students finish stories about relationships that show signs of trouble and reflect on what would make them end a relationship. (Note: Prior to this activity, students should have learned about the right to be free from violence in intimate relationships.)

OBJECTIVES: To enable students to identify strategies for dealing with problems in relationships and for ending relationships; to identify behaviors they would not tolerate in a relationship; to clarify their values about dignity in relationships; to foster collaborative learning and increase comfort with public speaking.

INSTRUCTIONS

1 Explain:

- Today we will explore problems in relationships.
- What are some of the troubles people commonly find in their romantic relationships? *[Write responses on the board. Examples could include: family involvement, communication, unequal expectations or commitment, jealousy, and conflicts over money or decisionmaking power.]*

2 Divide the class into four groups. Explain:

- I will give each group the beginning of a story about a relationship. Each group must decide how to complete the story. Decide what this couple should do in light of what would be possible.
- Prepare to act out your ending in a skit less than five minutes long. As you are working, imagine and act out the couple’s conversation.

- Two people in each group should take the roles of the two partners, and the other students should give input or can take on other roles, for example, of family members.

3 Give each group a relationship situation and time to prepare.**4** Ask one group to act out its story. Take a few minutes for students to discuss:

- What problems or conflict does this couple have?
- How did they deal with their problems?
- What do you think about how the group resolved the situation? How realistic was this outcome?
- Does anyone have another option to suggest?

- 5 Proceed with the other skits in the same way. Allow about ten minutes per group (skit plus discussion).
- 6 Conclude by facilitating a discussion drawing from the following questions:
 - What are some signs that can warn of trouble in a relationship?
 - What circumstances might keep someone in a relationship that was troubled or violent? (For example, children, economic need, shame about divorce.)
 - Sometimes people end relationships, including marriages. Do people treat divorced men and divorced women in the same way or differently from the way they treat married people? *[If there are differences, ask: Why are they viewed differently? How do you feel about that?]*
 - What circumstances or behavior would cause you to end a relationship?
 - Where can a person who is at risk of violence in a relationship turn for help? Where can a person turn for help to get support and counseling about a troubled relationship?

case studies of relationships in trouble

Adey and **Beto** began their relationship in secondary school and now go to separate universities. They are both home on holidays. Last night they went out with some other friends, and Beto made some comments about Adey that hurt her feelings. When she looked upset, he said he was just kidding. Later, when Adey asked Beto about a woman he kept mentioning, he admitted that he had had sex with her . . .

Cala and **Daoud** have been married for a year. They often have stormy arguments, but they had never come to blows until about a month ago. They had a big fight about Cala's family, and Daoud slapped her a couple of times. The next day he was very apologetic, and brought her a gift, promising it would never happen again. But last night it did. This morning when Cala woke up, her eye was black and swollen shut . . .

Elena and **Fritz** have been dating for several years. They used to have a great time together — they laughed a lot, talked about everything, and had an intense physical relationship. Now it seems that they are too used to each other. They mostly watch TV and hardly talk anymore. Even their sex life has become routine and infrequent. Elena wonders, “What happened to the love I used to feel?”

Grete and **Henri** started going out about a year ago. Grete is 18 and just beginning her university studies, and Henri is 25 and working. Grete is really excited about going to the university and looking forward to making new friends, studying hard, and enjoying life on campus. Henri is feeling that he is ready to settle down and start a family. He thinks he'd like to marry Grete. He mentioned marriage recently and was stunned at Grete's reaction. She looked at him like he was crazy and said, “I am just starting my studies. I want to enjoy life right now and focus on doing well, not get married!”

case studies of relationships in trouble

Ivan and **Josefa** have been partners for more than a year. They both work and like to go out to with their friends. Last night, they went to a club. Josefa talked, laughed, and danced with her girlfriends. Ivan danced with a lot of people and had an interesting conversation with a woman he had just met. He thought he and Josefa had both had a great time, but when they got home, Josefa was angry. She said, “I saw the way you were looking at that woman. Don’t tell me you weren’t interested in her! And the way you were dancing! Trying to attract the attention of everyone in the place!”

Kiki, a university student, works part time, but doesn’t earn much. **Lisa** has a professional job and earns a good salary, so she pays most of their expenses. Kiki and Lisa agreed that when possible Kiki would buy groceries or contribute to the rent, but this rarely happens. When Kiki buys herself clothing, she tends to buy expensive things. This annoys Lisa because she feels such spending is unnecessary. A couple of days ago, Kiki got paid for some work she did over the holidays, and yesterday she went out and spent more than half the money on a computer without discussing it with Lisa. When she came home with it, Lisa became very angry.

Mika and **Nobu** are married and have three children, aged one, three, and six. When Mika’s menstrual period was late, she went to a clinic and learned that she was five weeks pregnant. When she heard the news, Mika felt desperate. She and Nobu barely cope as it is, and money is tight. She was also angry. She suspected that she had become pregnant the night Nobu came home drunk and did not use a condom. She told Nobu that she wanted to have an abortion. Nobu was stunned. He said, “I know it’s hard, but I don’t want you to do that . . .”

unit **5**

activity **34**

did i say that? different styles of communication

OVERVIEW: Students examine alternate ways to respond verbally in an uncomfortable situation and discern between aggressive, assertive, and passive communication. They fill out a questionnaire about their own style of responding in uncomfortable situations.

OBJECTIVES: To increase students' understanding of different styles of communication and their ability to formulate assertive responses; to improve their analytic and dialogue skills.

DURATION:
45–60 minutes

MATERIALS:
Copies of both worksheets (“Self-Assessment” and “Analyze this Response”) for each student, if possible.

TO PREPARE:
Make copies of the handouts, if possible. Otherwise, prepare to read them.

INSTRUCTIONS

1 Introduce the activity:

- Today we will learn about different styles of communication.
- Especially if we feel at all uncomfortable in a situation, we may not communicate clearly and in the way we want to.
- What are some reasons that we might have trouble expressing our wishes in the best way?
[Probe for the following reasons and write them on the board:]

I don't know how to express myself clearly.

I'm afraid that the other person will think poorly of me if I don't agree.

I'm afraid that I won't be listened to anyway, that what I say won't matter.

I'm afraid that I might lose my temper.

I find it easier to rely on intimidating the other person.

- First, we will look at the difference between aggressive, passive, and assertive communication. Then you will fill out a questionnaire about your own style of responding in an uncomfortable situation.
- What do you think is the difference between communicating passively and communicating aggressively? What do we mean by “assertive” communication? [Probe for: being honest; being direct; speaking about your feelings and needs; using assertive body language; speaking for yourself; communicating clearly but without aggressiveness.] What does it mean to communicate indirectly? [Probe for: not being totally passive, but failing to be direct.]

- 2 Ask the students to form pairs and pass out (or prepare to read aloud) the “Analyze This Response” worksheet. Explain:
 - With your partner, read the description of the conflict situation in the left column. Then read the various responses in the next column. For each response, check off whether that response is aggressive, passive, or assertive. For Conflict 5, make up a conflict-situation statement and different kinds of responses.
- 3 Review each conflict and ask students to provide the correct answers and to comment on how it feels to hear the aggressive response compared with the assertive one. (**Answer Key:** Responses a, f, i, and k are aggressive. Responses c, d, and h are passive. Responses b, e, g, and j are assertive.)
- 4 Pass out the “Self-Assessment” worksheet, and ask students to fill it out for themselves. (Alternatively, write the statements and the possible responses on the board, read them aloud, and ask students to note down their own responses.)
- 5 Close the discussion with the following questions:
 - What did you learn about your own style of communication?
 - Would it be useful to learn how to communicate assertively?

self-assessment: how do i communicate when i am feeling uncomfortable?

When I am in an uncomfortable situation with a boy, I tend to be:

- Passive Assertive, respectful Aggressive Indirect or manipulative

When I am in an uncomfortable situation with a girl, I tend to be:

- Passive Assertive, respectful Aggressive Indirect or manipulative

When I am in an uncomfortable situation with an adult male, I tend to be:

- Passive Assertive, respectful Aggressive Indirect or manipulative

When I am in an uncomfortable situation with an adult female, I tend to be:

- Passive Assertive, respectful Aggressive Indirect or manipulative

When I am in an uncomfortable situation with someone whom I do not view as my equal, I tend to be:

- Passive Assertive, respectful Aggressive Indirect or manipulative
 I cannot answer this because I view everyone as my equal.

For me, expressing feelings of anger is:

- Fairly easy (but I sometimes respond aggressively)
 Fairly easy (and I never respond aggressively or with violence)
 Neither easy nor difficult
 Somewhat or very difficult

For me, expressing when I feel vulnerable or weak is:

- Fairly easy (but I sometimes respond aggressively)
 Fairly easy (and I never respond aggressively or with violence)
 Neither easy nor difficult
 Somewhat or very difficult

ANALYZE THIS RESPONSE

| CONFLICT | RESPONSE | Aggressive | Passive | Assertive |
|---|---|------------|---------|-----------|
| 1 A boy and girl are going to have sex for the first time, but they don't have condoms. One of them says: | a. For all I know, you have HIV! You're a stupid idiot. | | | |
| | b. I also want to have sex, but only if we use condoms. I know where we can get them. | | | |
| | c. Oh. Okay, I guess. | | | |
| 2 A boy is upset that the girl he is with was talking to another boy at a party. He says: | d. That was a boring party. | | | |
| | e. When you were talking to that guy, I thought you might want to be with him instead of me. That makes me feel bad. | | | |
| | f. I saw that! How dare you talk to that other guy when you went to the party with me? | | | |
| 3 A boy asks a girl to go out with him. She does not want to. She says: | g. Thank you, but I do not want to. Sorry. | | | |
| | h. Um.... Okay. | | | |
| | i. I would never go out with someone like you. Just get away from me. | | | |
| 4 A girl is upset that her friend Lulu has been making fun of her to Amina. She says: | j. Lulu, I'm upset that you were making fun of me. | | | |
| | k. Lulu, you're the dumbest person in the world and I'm going to spread stories about you! | | | |
| 5 Think of another conflict situation. Write it here, and then write three responses in the column to the right. | | × | | |
| | | | × | |
| | | | | × |

unit **5**

activity **35**

active listening

OVERVIEW: Students practice behaviors that enhance (or impair) communication.

OBJECTIVES: To enable students to adopt behaviors that enhance communication.

INSTRUCTIONS

DURATION:

50–60 minutes

MATERIALS:

Board+chalk; cue card handouts.

TO PREPARE:

Review the information about effective communication in unit 5 of the **GUIDELINES** book (or in your own curriculum). Review the list of specific behaviors in Step 6 and modify if acceptable behaviors vary in your culture (for example, eye contact is not considered polite in some settings; shaking one's head sideways may have different meanings). Identify one (or two) pair of volunteers who are likely to be effective role-play performers, and prepare cue cards for them (see sample cue cards). Ideally, prepare the volunteers the previous day so that they can rehearse before performing. Finally, be aware of your own listening skills — especially during this lesson!

1 Give the role-play volunteers one cue card for each skit. If necessary, allow them to take a few minutes to prepare or rehearse while you go through Step 2.

2 Introduce the topic to the rest of the class by explaining:

- We say that communication is a two-way process. When one person is speaking, what is the other person doing? [*Listening.*] So is listening part of communication? [*Yes.*] Today we will explore what we communicate when we are listening. We will learn about what a big difference “active listening” makes in communication between people.
- We will start with a demonstration. Take out your notebooks. Observe the listener, and write down each behavior you observe that you think gets in the way of effective communication.

3 Have the volunteers enact the “negative” communication skit (skit #1).

4 Reflect on the skit by asking:

- How would you evaluate this conversation? Was it satisfying and effective?
- What verbal and nonverbal behaviors did the “listener” display? [*On the board, write each negative behavior that students mention. Probe for the following:]*

Nonverbal behaviors:

Frowning

Looking dismissive, rolling your eyes toward the sky

Shaking your head as if to say “no”

Looking or moving away, looking bored or uninterested, yawning

Verbal behaviors:

Interrupting the speaker, showing impatience, indicating that the speaker is taking too long

Expressing negative judgments of the speaker, such as “you are wrong” or “that is a dumb idea”

- Ask the “speaker” how it felt not to be listened to.

- 5 Have the volunteers enact the “positive” communication skit (skit #2).
- 6 Reflect on the skit by asking:
- How would you evaluate this conversation? Was it more satisfying?
 - What verbal and nonverbal behaviors made this conversation more successful than the last one?
[On the board, write each positive behavior that students mention. Probe for the following:]

Nonverbal behaviors:

Maintaining eye contact

Nodding your head (as if to say “yes”)

Leaning in a bit toward the speaker to show that you are listening

Offering a smile or a pat on the back

Verbal behaviors

Asking for clarification to make sure that you understand the speaker

Showing interest in hearing more (for example, “Tell me more about that . . .”)

Validating the speaker’s feelings (for example, “I can understand how you feel.”)

Validating the speaker’s ideas (for example, “Good point.”)

Avoiding making any statements that make the speaker feel judged as inadequate

Thanking the speaker for trusting you to share what is on his or her mind

- 7 Have students form groups of three to practice active listening. Explain:
- In each group, one person will speak for two minutes. When it is your turn to speak, you will speak about something that you are concerned or upset about. For the purpose of this exercise, select a topic that is not confidential and that you can speak about comfortably with your classmates. You might feel hopeful, angry, worried, hurt, or anxious. If you cannot think of anything to speak about, practice asking the person to vote for you to become head of the youth council.
 - The second person will practice active listening, and the third will observe and give feedback. Mostly you will give feedback to the listener, but you may also give feedback to the speaker. After two minutes, you will rotate roles. Then we will have a third round. In this way, each of you takes a turn in each role.
- 8 Start Round 1:
- Speakers, start to tell the listener something that you are upset about in your life.
 - *[After 2 minutes:]* Stop. Observers, give 60 seconds of feedback.

- 9** After one minute: Start Round 2:
- Speakers, you become the listeners. Listeners, take the part of the observers. Observers, you will be the speakers.
 - *[After 2 minutes:]* Stop. Observers, give one minute of feedback.
- 10** After one minute: Start Round 3. While students are completing this round, you may wish to write the following statement by physician-writer Karl Menninger on the board, simply to inspire their thinking: “Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.”
- Rotate parts one more time and begin again.
 - *[After 2 minutes:]* Stop. Observers, give feedback.
- 11** Reserve ten minutes to discuss, drawing from any of these questions:
- How does it feel when you are the speaker and the person is not listening well?
 - What happens when the two people have a real conflict and they are both upset? Is it harder or easier to communicate well?
- Some researchers have observed that males and females have different styles of communication. What are girls and women taught about how to express themselves when they are upset?
 - What are men and boys taught about how to express themselves when they are upset? Can people learn to communicate in a way that is not violent or aggressive?
 - How do you think aggression or violence affects communication between adolescent males and females in an intimate relationship?
 - What can people do to improve communication between males and females, especially when they have a conflict? How many of you were able to give constructive feedback when you were the observer?
 - *[If time allows:]* What do you think of the quotation on the wall? Comments?
 - Think of one thing that you would like to improve in your communication style. Practice that behavior tonight and during the week with others. Notice, also, how people listen when you are trying to express yourself.

cue card for “the poor listener” skit (#1):

One of you will be the “speaker” and one of you will be the “listener.”

SPEAKER: Develop a script based on an imaginary situation. Select either: (1) something that (you are pretending) happened to you that you think was unfair; or (2) a wild plan or idea you (are pretending to) have that you are excited about. For the skit, you want to express your experience or ideas and the feelings you have very clearly. You will spend several minutes trying to talk with your partner about this, trying to be heard. Plan to speak for two to three minutes.

Respond according to the way your partner is listening to you. If you feel that he/she is not listening to you, show your frustration, raise your voice, or respond in whatever way might feel natural in such a situation. If the other person is listening carefully and respectfully, behave accordingly.

LISTENER: You are a POOR LISTENER. When the speaker is trying to talk to you, demonstrate poor listening skills. Your job is to use as many of the negative verbal and nonverbal behaviors as you can from the list below:

Nonverbal behaviors:

- Frowning
- Looking dismissive, rolling your eyes toward the sky
- Shaking your head as if to say “no”
- Showing impatience — looking or moving away, looking bored or uninterested, yawning

Verbal behaviors:

- Interrupting the speaker, starting to talk about yourself or changing the subject
- Expressing negative judgments of the speaker (such as “Wrong!” or “That is a dumb idea.”)

cue card for “the good listener” skit (#2):

One of you will be the “speaker” and one of you will be the “listener.”

SPEAKER (Instructions are the same as for skit #1): Develop a script based on an imaginary situation. Select either: (1) something that (you are pretending) happened to you that you think was unfair; or (2) a wild plan or idea you (are pretending to) have that you are excited about. For the skit, you want to express your experience or ideas and the feelings you have very clearly. You will spend several minutes trying to talk to your partner about this, trying to be heard. Plan to speak for two to three minutes.

Respond according to the way your partner is listening to you. If you feel that he/she is not listening to you, show your frustration, raise your voice, or respond in whatever way might feel natural in such a situation. If the other person is listening carefully and respectfully, behave accordingly.

LISTENER: You are an ACTIVE LISTENER. When the speaker is trying to talk to you, demonstrate active listening skills. Your job is to use as many of the positive verbal and nonverbal behaviors as you can from the list below:

Nonverbal behaviors:

- Maintaining eye contact
- Nodding your head (as if to say “yes”)
- Leaning in a bit toward the speaker to show that you are listening
- Offering a smile or a pat on the back

Verbal behaviors

- Asking for clarification to make sure you understand the speaker
- Showing interest in hearing more (for example, “Tell me more about that...”)
- Validating the speaker’s feelings (for example, “I can understand how you feel.”)
- Validating the speaker’s ideas (for example, “Good point.”)
- Avoiding making any statements that make the speaker feel judged as inadequate
- Thanking the speaker for trusting you to share what is on his/her mind

practicing assertive communication

OVERVIEW: Students review assertive behaviors, discuss cultural implications, and practice using assertive communication in situations where rights are being abused.

OBJECTIVES: To enable students to communicate more assertively when they need to; to strengthen their dialogue skills.

INSTRUCTIONS

1 Begin with these guiding questions:

- Today we will learn more about assertive communication. Sometimes it is difficult to say clearly what you want (for example, that you want to be considered for a leadership position at school). It may also be difficult to say what you do not want (for example, that you do not want to eat what someone prepared for you).
- Who can remember a time when you were unsure how to express your desires or wishes clearly? *[Notice whether girls or boys are more likely to respond to this question.]*
- Speaking up can be difficult even when the situation really matters to us, or when real physical or emotional consequences might be an issue. Practicing respectful, but assertive, communication is helpful.
- Take out your notebooks. I will read a series of questions or statements that are “prompts.” For each one, write a response that is assertive but not aggressive. Use complete sentences.
- The first prompt is: “Tell me why I should vote for you for class president.”

- Who can share an assertive response? *[Help students arrive at an appropriate response, such as: “I believe I am the most qualified candidate for class president. I hope I can count on your support.” Be sure that the responses are complete sentences.]*

2 Repeat the process for each prompt (see list).

3 Wrap up by discussing the following questions:

- Some people may think that being assertive goes against their culture or is rude. What is a situation in which a person should be assertive even if such a response is considered rude? *[Probe for: when you feel your rights are being violated.]*
- Are girls who are assertive treated in the same way as boys who are assertive? Is someone who is assertive viewed differently if that person is from an ethnic or racial minority group? How can such biases limit people’s ability to stand up for themselves?

Homework: Practice being more assertive at least once in the next couple of days. Write down what happens and how you feel.

DURATION:

30–40 minutes

MATERIALS:

Your copy of the list of prompts and sample responses

TO PREPARE:

Read over the prompts and sample responses; you may wish to modify some of them to be more culturally appropriate.

list of prompts and sample assertive responses

Use the following statements to prompt assertive responses. Sample responses are also included below in case your students have difficulty arriving at an appropriate response.

- 1 Prompt:** "Will you let me copy your test? The teacher won't know."
Sample Response: "Sorry. I do not believe in sharing test answers."
- 2 Prompt:** You see your supervisor from work and want to ask for a raise.
Sample Response: "Supervisor, I would like to speak with you about a raise that I think I have earned."
- 3 Prompt:** Tell your father you wish to continue in school next year, despite his wishes.
Sample Response: "Father, I respect your views, but it is extremely important to me to continue my schooling. I want to discuss my reasons with you."
- 4 Prompt:** "Why don't you like sports like everyone else does? What's wrong with you?"
Sample Response: "Everyone is different. I enjoy reading and music."
- 5 Prompt:** "Come hang out with us behind the old factory; the police never go there."
Sample Response: "No, thanks. I'm not interested."
- 6 Prompt:** "I'm the mayor. I hear that you are requesting use of one of the city buildings for your after-school club?"
Sample Response: "Yes, Mr. Mayor. We are responsible and will make good use of the space. Would you like more information about our plans?"
- 7 Prompt:** "If you can convince the two classmates next to you to work on the mural with you, we will let you paint the wall." (Respond to the classmates.)
Sample Response: "We have permission to paint a mural if two more students join in. Would you like to join me?"
- 8 Prompt:** "We are taking a field trip. Where do you think we should go?"
Sample Response: "I would like to go to _____ and I think it would be interesting for others as well."
- 9 Prompt:** "That new kid from the other class is walking this way. Let's trip him."
Sample Response: "Leave him alone. He has done nothing to us."
- 10 Prompt:** Now think of the situation you remembered at the start of this activity, when you were asked about a time that you wish you had expressed your wishes more directly. Write down what you might have said in that situation. You will not be asked to share this response.

five steps for communicating about a conflict

OVERVIEW: Students learn and practice a five-step model for communicating about an interpersonal conflict with clarity and respect. (Note: This activity is for development of more advanced communication skills.)

OBJECTIVES: To help students develop their skills in communicating about a conflict in an intimate relationship; to strengthen analytic and dialogue skills.

INSTRUCTIONS

1 Explain:

- Today we will learn and practice techniques for communicating about a conflict. We will go through one situation together. Afterward, we will form pairs and everyone will practice.
- Here is an imaginary situation we will practice all together: Ron thinks that Kirin has been making fun of him to some other friends. Ron is very upset. He is going to confront Kirin.

2 On the board, write the first prompt (“**WHEN YOU _____**”) and discuss:

- Think about what specific behavior is upsetting Ron. Rather than making a general accusation like “You are a bad friend . . .,” speak about the specific behavior that was upsetting in this case. [Probe for: “When you made fun of me . . .” or “When I heard that you made fun of me . . .” On the board, fill in the rest of the prompt with the behavior, using the words provided by the group.]
- Why is it important to communicate to the person specifically about the behavior that is upsetting?

- Recognize if you are not sure that your perception of the behavior is accurate. For example, you can say, “Perhaps I am mistaken, but I heard you were making fun of me to other people.” Why might it be important to allow for the possibility of adjusting your understanding of what happened?

3 Write the second prompt: “**I IMAGINE THAT _____**” and discuss:

- Many people skip this step, but it is extremely important. It requires that we reflect upon our own responses and reactions.
- What might (Ron) imagine or start thinking? “When you make fun of me to other people, I imagine (start to think) . . .”
*that you don’t care about my feelings. Or:
that you might have told other people about me in the past. Or:
that you must not feel that good about yourself. Or:
that everyone is laughing at me.*
Other responses?

DURATION:

45–60 minutes, depending on the students’ ease with the concepts

MATERIALS:

Board+chalk

TO PREPARE:

Familiarize yourself with the five steps for resolving conflict by thinking through how you would apply them to a situation in your own life. You may want to change the conflict example to a different situation that is more appropriate for your group. If so, be sure to pick a simple example, and think through how to present each step with that example. Using these steps may feel awkward at first for students, but using simple examples and practicing will make it easier. (Even younger children can be guided through these steps, but if you find the activity too extensive, adapt it to focus on Steps 2 and 4 only.)

[Acknowledge that various responses might be appropriate, and fill in one of the students' examples to complete the second prompt.]

- How is saying “I imagine (or worry that) you don’t care about my feelings” different from saying “You don’t care about my feelings”?

- 4** Have a student read the first two prompts, including the filled-in words. Then write the third prompt: “**AND THAT MAKES ME FEEL _____.**”

Discuss as follows:

- Pay attention to exactly what emotion Ron might be experiencing. This is not what he thinks; it is how he feels.
- What are some of the feelings you might have if you think your friend has been making fun of you with others? *[Probe for: hurt, betrayed, angry, embarrassed, lonely, humiliated.]*

[Complete the third prompt by writing on the board two or three of the words suggested that describe feelings.]

- 5** Ask a student to read the full communication that you have written so far on the board. Write the fourth prompt: “**AND IT MAKES ME WANT TO _____.**” Discuss as follows:

- What are some of the things that Ron might want to do: *[Probe for any feasible replies, such as “It makes me want to:*

tell people mean things about you;

yell;

stop being your friend; or

stay home and not face anyone again.”]

[Complete the fourth prompt in writing with one or two of the responses offered. Remind students that what we might want to do at a given moment is often not the same thing that we are planning to do.]

- 6** Ask a student to read the full communication on the board, then write the final prompt: “**BUT I STILL _____.**” Discuss as follows:

- In some situations, a person might feel so violated that he or she wishes never to communicate again with the other person. But often, the speaker still wants to maintain the relationship with the other person. How might the “listener” feel after hearing all of this?
- How can Ron offer a simple and straightforward reassurance of how he feels overall? *[Probe for such responses as: “I still . . . care about you”; or want to be friends.”]*

[On the board, write in an appropriate response to the final prompt.]

- 7** Read the full communication. Ask for any comments.

8 Ask students to form pairs, then explain:

- Now you will have an opportunity to practice these steps on your own. Think of a conflict that you feel you did not handle comfortably. *[If no one can think of a situation to use, you can suggest one of the following:*

Your father gets very sick and your best friend doesn't express much sympathy.

Your cousin told your friends the truth about your father, that he is in prison.

Your friend never shares her textbook with you, although you lost yours and can't afford to replace it.

Your friend is always late when you are supposed to do something together.

Your girlfriend was talking most of the time to another boy at a party.

Your boyfriend said that if you really loved him, you would have sex.

Your friends are pressuring you to "lose your virginity."

Your girlfriend becomes annoyed when you want to use condoms.]

- The person who goes first tells his/her partner which conflict they will be addressing.
- Use the five prompts to address the conflict. Take about five minutes to go through all of the steps,

one at a time. Don't worry if it feels awkward at first. See how it feels at the end.

- When you are the listener, help your partner remember what we discussed concerning each step.

9 Review again the five steps to be sure that students can refer to them easily:

When you _____ (specific behavior)

I imagine (or start to think) **that** _____

And that makes me feel _____ (an emotion word)

And it makes me want to _____

But I still _____ **you.**

10 Keep time so that each partner has five minutes.

11 Encourage discussion:

- Were you able to express yourself differently this time compared with the time when you first faced such a conflict?
- Do these words help you to express your real feelings?
- How does it feel to identify and state your feelings?
- Remember that you have a right to be treated with respect. When you feel that you are not being treated respectfully, you should speak up for yourself. If you don't, who will?

unit **5**

activity **38**

talking about sex and sexual health

OVERVIEW: Through discussion and role-playing, students practice verbal and nonverbal skills that are necessary for communicating about sexual behavior, decisions, and health issues.

OBJECTIVES: To strengthen verbal and nonverbal skills necessary to communicate about sexual decisions and health issues; to strengthen analytic and dialogue skills.

INSTRUCTIONS

1 Introduce the activity by asking:

- Young people may talk about sex to their friends and the media refer to sex. But is it easy or difficult for most young people to talk about sex with their own boyfriend or girlfriend?
- Is it easy or difficult to respond to a person who is making sexual advances?
- What are some of the reasons that it is important to be able to communicate with the person involved about sexual behavior and sexual health issues? [*Probe for: to make clear whether or not you want to have sexual contact; what kind of contact you are comfortable with, and what the other person feels comfortable with; to protect against STIs (including HIV); to clarify intentions related to pregnancy; and to protect against unwanted pregnancy.*]

- We will break into pairs and small groups. Eight students (in four pairs) will do one-minute skits to practice how to handle these issues in different kinds of situations, using assertive communication. The rest of the students will form four small groups and will make and present posters; each poster will show three ways to start a specific kind of difficult conversation.
- 2** Create the pairs and small groups and pass out the skit and poster assignments.
- 3** Ask each pair to perform its one-minute skit. With each pair, as soon as Person A first “gives in,” say “**STOP! TRY THAT AGAIN!**” This is the cue for the actors to perform the second (assertive) version of their skit.

DURATION:

Steps 1–4: 40 minutes

Steps 5–6: 30 minutes

MATERIALS:

Board+chalk; tape and markers; poster board or large sheets of paper; skit and poster-group assignments.

TO PREPARE:

Review the skit and poster assignments and modify as needed to be appropriate in your setting. If you plan to divide this activity into two sessions, decide where to break the first session. Write each skit and each poster assignment on a separate piece of paper to pass out during the session. Think about how you can heighten the drama in the skits by interrupting after the first version, for example by clapping your hands, then saying “Try that again!”

- 4** At the end of the four skits, encourage discussion. Ask students:
- Which version (passive or assertive) do you think is most common?
 - What did you see that was helpful?
 - What other suggestions do you have for handling this conversation?
 - Where do we hope this conversation might lead?
- 5** Ask each poster group to present its poster. Ask one person from the group to present the poster and a second person to answer questions, and solicit comments and suggestions. (You may wish to leave the posters on the wall for several more days.)
- 6** Close with the following discussion questions:
- We have seen that speaking up for yourself in a sexual situation can be more difficult if the other person has greater status or power than you do. Remember that you always have the right to consent or refuse consent in a sexual situation.

- How can we prepare or rehearse starting a difficult conversation related to sexuality? [*Probe for: rehearse in front of a mirror; write down what you want to say beforehand.*]

Homework: Think about a conversation (about anything) that has been difficult for you to initiate. Write a script for starting that conversation. Remember that someone might read it and mistakenly think you actually had that conversation. So if you have any concerns about confidentiality, destroy your script when you have finished writing it. But first complete this assignment yourself; you are likely to feel better for having written it.

skit assignments

PAIR 1 (MALE/FEMALE PAIR):

Show a one-minute conversation about preventing a sexually transmitted infection. Person A brings up the issue. Person B, who is older, is being uncooperative. You may decide which character is male and which is female. **You will perform the scene two times.** The first time, show Person A giving in and agreeing not to use a condom. After the teacher interrupts, stop the skit and perform it a second time, showing how Person A can persist with the conversation.

PAIR 2: (MALE/FEMALE PAIR):

Person A starts a conversation about preventing pregnancy. Person B wants to have a baby and is resisting the idea of contraception. You may decide which character is male and which is female. **You will perform the scene two times.** The first time, show Person A giving in and agreeing not to practice contraception. After the teacher interrupts, stop the skit and perform it a second time, showing how Person A can persist with the conversation.

PAIR 3 (MALE/FEMALE PAIR):

Person A and Person B are classmates; you may decide which character is male and which is female. Person A repeatedly puts an arm around Person B as they walk into school together. Person B does not like this. **You will perform the scene two times.** The first time, Person B is unhappy but does not respond. After the teacher interrupts, repeat the scene, showing how Person B can respond assertively.

PAIR 4 (MALE/FEMALE PAIR):

Person A (an adult male leader at the community center) is putting his arm around a girl (Person B) as she walks into the community center. **You will perform the scene two times.** The first time, Person B is unhappy but does not respond. After the teacher interrupts, repeat the scene, showing how Person B can respond assertively.

poster-group assignments

POSTER GROUP 1:

Discuss ways to tell an intimate partner that you might have a sexually transmitted infection. Make a poster showing three ways to open the conversation. The poster may include a drawing.

POSTER GROUP 2:

Discuss ways to tell your boyfriend or girlfriend that you want to have sex and to find out if that person feels the same way or not. Make a poster showing three ways to open the conversation. The poster may include an illustration of two people talking about this situation.

POSTER GROUP 3:

Discuss how a person can open a conversation to report sexual abuse to a parent or trusted adult. Make a poster showing three ways to open the conversation. The poster may include an illustration of two people talking about this situation.

POSTER GROUP 4:

Discuss how a person who has been having sex can tell his/her partner that he/she wants to continue the relationship but is not comfortable with having sex. Make a poster showing three ways to open the conversation. The poster may include an illustration of two people talking about this situation.



carrying out difficult decisions

OVERVIEW: Students learn basic steps for implementing a decision and create comic strips that depict a person implementing a difficult decision.

OBJECTIVES: To strengthen students' ability to implement difficult decisions comfortably and thoughtfully; to strengthen analytic and dialogue skills.

DURATION:

Steps 1–5: 40 minutes

Step 6: 80 minutes (may be completed as homework or in class)

MATERIALS:

Board+chalk; both handouts; paper plus any available art supplies (colored pencils, markers, pens).

TO PREPARE:

Review the section on implementing decisions in unit 5 of **GUIDELINES** (the companion book to this volume), or in your curriculum. Read through “Sample Difficult Decisions” handout and select those you want to use, or develop others appropriate to your setting. If possible, produce copies of “Eight Steps for Implementing a Difficult Decision” and “Sample Difficult Decisions” for every student (these may be combined into one handout).

INSTRUCTIONS

1 To introduce the topic, ask:

- Think about a time when you made a decision but had trouble carrying it out. *[Give examples, such as deciding: to finish your homework as soon as you get home; to use condoms; to end an unhappy relationship; to ask someone on a date; to talk to a parent about a sensitive matter; to tell a friend when your feelings were hurt; or to get an HIV test.]*
- Write down what the decision was. Then think about all the factors that made it difficult for you to implement this decision. Write them down.
- What are some things that can get in the way of implementing a decision?

2 Distribute the “Eight Steps . . .” handout and tell the group (use an alternative to the scholarship example below if that would be more appropriate):

- Now let’s take an imaginary decision.
- Imagine you have decided to apply for a scholarship to attend university in another country. This is your dream.

3 Using the scholarship (or other) example, help students go through the eight steps in the handout:

STEP ONE: What might make it easier to carry out your decision? *[Probe for: finding out what scholarships are available, keeping up good grades, double-checking the guidelines for applying, having access to a computer or typewriter to submit an application.]*

STEP TWO: What are the most likely barriers you will face in carrying out this decision? *[Probe for: no way to find out what is available, parental opposition, language problems in applying, no time to fill out the forms properly, afraid to ask for a letter of recommendation from your teacher, your grades may not be good enough, worries about transportation costs.]*

STEP THREE: How might you rehearse your decision privately and safely? *[Probe for: draft a request to a teacher, practice approaching your parents, read through the scholarship guidelines and think about why you would be a strong candidate.]*

STEP FOUR: Discuss the decision and plan with a supportive person. Who might this be? *[Probe for: a friend, teacher, relative, parent, someone at the scholarship office, someone who values university education, someone else who had a scholarship.]*

STEP FIVE: Think about how to carry out your decision in the safest way. What possible risks might arise in this example? *[Probe for: raising the issue could lead to a serious conflict with a parent; any dishonesty in an application could cause serious consequences; going to another country (if the scholarship were obtained) could entail some risks.]*

STEP SIX: Implement your decision according to your plan. What would you actually do? *[Probe for: talk with a supportive friend, prepare well to approach a teacher, think about how best to approach a parent who might be reluctant, work hard to keep up your grades — then fill out the application.]*

STEP SEVEN: If barriers arise in carrying out this decision, develop a different plan of action or rethink your decision. For example: If your parents do not feel comfortable about your studying in another country, what could you do? *[Apply for a scholarship within your own country.]* If your grades are not quite high enough for this particular scholarship, what might you do? *[Look for another scholarship opportunity.]*

STEP EIGHT: Be aware that even if you do not encounter a barrier, you have the right to re-evaluate decisions and change your mind. What factors might influence you to reconsider your decision to apply for a scholarship at this time, even if you do not encounter any barriers? *[Probe for: finding out that the local university can offer you the same program, deciding it is important to remain near your family, becoming fearful of going away, needing to work part-time while at university, deciding to defer your plan for one year.]* *[You may want to underscore the value of education by saying something like, “If any of you ever have such an opportunity for education, I hope you will take it.”]*

- 4 Distribute the “Sample Difficult Decisions” handout. Explain:
 - To practice using these steps, you will each select a decision from this list. Your assignment is to create a comic strip (series of cartoon illustrations) based on a character who has made this decision. Show the character going through the eight-step model for implementing a difficult decision. You may go through some of the steps very quickly; for example, the character can refer simply to what he or she is doing. For at least one or two of the steps, go into some detail in your comic strip.
 - You may spend the rest of this session starting the comic strip. Then you should spend at least one hour completing it. *[Note: The second hour may be homework, or may be planned as a second session. Take time to be sure that students understand the assignment.]*
- 5 Ask students to begin doing their comic strips. Walk around the room to check that they all understand the assignment and to help them apply the eight-step model.
- 6 (May be assigned as homework): Allow more time for students to complete the assignment. Allow them to exchange ideas with each other as they work. When all the comic strips are completed, consider hanging them on the wall or making them into a book.

eight steps for implementing a difficult decision

STEP ONE: Consider what will make the decision easiest to carry out.

STEP TWO: Think about likely barriers to carrying out a decision.

STEP THREE: Rehearse your decision safely or privately.

STEP FOUR: Discuss the decision and plan with a supportive person.

STEP FIVE: Think about how to carry out your decision in the safest way.

STEP SIX: Implement your decision according to your plan.

STEP SEVEN: If barriers arise in carrying out a decision, develop a different plan of action or rethink the decision.

STEP EIGHT: Be aware that even when people do not encounter a barrier, they have the right to re-evaluate decisions and change their minds.

sample difficult decisions

You have decided to try to win a scholarship to attend university in another country.

You have decided to oppose marrying someone your parents have chosen.

You have decided to marry someone against the wishes of your parents.

You have decided to use a condom every time you have sex.

You have decided not to have sex with your partner even though that partner has threatened to leave if you don't agree to have sex.

You have decided to break up with your intimate partner (girlfriend or boyfriend).

You have decided to tell your parents that you (or your partner) are pregnant.

You have decided to quit smoking (or drinking).

You have decided to leave a violent partner.

You have decided to tell your parents that you are gay.

You have decided to get tested for HIV.

You have decided to tell your partner that you are not experiencing pleasure (or orgasm) during sex.

You have decided to tell your spouse, sexual partner, or parents that you are infected with HIV.

You have decided not to follow a practice that is common in your community (for example, undergoing female genital mutilation, dropping out of school at a certain age, or joining a gang).

You have decided to tell your partner or spouse that you know that he or she is having a sexual relationship with someone else.

You have decided to tell your partner or spouse that you have been unfaithful.

what you see in me



OVERVIEW: Students discuss pressures related to physical appearance and write about an aspect of their own appearance that they feel good about. In small groups, each student hears characteristics unrelated to appearance that the others admire in him or her.

OBJECTIVES: To enable students to describe how cultural pressures related to appearance affect their self-esteem; to increase their awareness of their own positive qualities (both related and unrelated to their appearance); to enhance their sensitivity toward their peers.

INSTRUCTIONS

- 1 Open discussion, using the following guiding questions:
 - Many factors influence how we feel about our bodies. Is our body strong and healthy? Do the larger society and the media depict all kinds of body types as attractive? How do you feel when you have to get used to a lot of changes in your body over a fairly short time? Is too much emphasis placed on appearance and not enough on our other qualities? We will explore some of these questions today.
 - Think about when you were nine years old. How do most nine-year-olds feel about their bodies and how they look? Do most children worry a lot about their looks? *[You may want to ask students to express their answers as a number between 1 and 10, where 1 = they don't worry at all, and 10 = they worry about it a lot/most of the time.]*

- What happens during adolescence? Do most adolescents feel carefree and comfortable about their appearance, or do they worry about how they look? *[Again, answers may be expressed in a 1–10 range.]*
- What kinds of messages and images do adolescents receive from movies and advertisements about how they should look and what their bodies should be like? Is this pressure more intense for girls or for boys?
- Are adolescents often judged by their appearance? Do most people want to be judged on this basis? What other positive qualities do people want to have others appreciate? *[Call on girls as well as boys. Probe for: intelligent, honest, good sense of humor, hardworking, courageous, kind, artistic, musical, athletic, generous, fair, good listener, loyal, and other such qualities of character. Generate at least eight to ten qualities and write them on the board. Point out that girls as well as boys want to be appreciated for these qualities.]*

DURATION:

45 minutes

MATERIALS:

Board+chalk; one blank sheet of paper per student (if possible, use paper that is colored, poster-weight, large, or otherwise special).

TO PREPARE:

If you are aware of students who have a hostile relationship, form the small groups (Step 3) so that those students are not grouped together. It is crucial to watch your time flow, including during Step 3, so that each student has a turn to be praised before the session ends. If you wish to explore further the influence of advertising on body image, also see Activity 9.

2 Ask students to take out pen and paper. Tell them:

- Think of something about your own appearance or body that you feel good about. It could be your smile, your eyes, the way you walk, your muscles, your hair, or your height. It could be your body shape, your nose, the way you dance or move, the shape of your face, your arms or legs, your hands, your skin, your dimples, or your lips. Or it could be something else.
- Just for yourself — you will not be asked to share this — write it down. Write a poetic sentence describing that characteristic, such as “My smile brightens up a whole room.” Or “My eyes are deep like the ocean.”
- You have ten minutes. When you finish, put your writing away in a private place.

3 After students put away their writing, divide them into groups of five. Pass out five blank sheets of paper and one marker to each group. Explain:

- Remember that we all want to be appreciated for qualities beyond our appearance.
- Starting with one person in your group, someone will write the person’s name at the top of a blank sheet. Then one at a time, each of you in the group will take a turn to tell that person something that you admire about him or her that is not related to the person’s physical appearance. It could be any of the qualities that you

mentioned earlier [*refer to the board*] or another positive trait. It may be something immediately obvious to you, or you may want to consider something about the person that you might not have paid much attention to before today.

- When you name this quality, write it on the sheet with the person’s name.
- After you write down your word, pass the sheet to another person in your group. Continue until the sheet has gone around the circle.
- Then repeat this process for each of the remaining group members. Be sure to offer your praise both verbally and in writing. Take just a couple of minutes to go around the circle for each person. I will help you keep time so that everyone has a turn. [*Be sure to divide the remaining time into five equal segments. Circulate to keep the groups progressing in a timely — and respectful — fashion.*]
- Before we start, what are some rules that we should all observe in carrying out this activity? [*Probe for: be respectful; think of new comments rather than repeating what others have said; do not skip your turn. Even if you have someone in your group whom you do not like much, remember that everyone has good qualities. Treat others the way you would like to be treated.*]
- When you are done, you may keep your “page of praise.” You earned it!

body changes



OVERVIEW: Students create books and songs that explain the physical changes of puberty.

OBJECTIVES: To enable students to describe basic physical changes of puberty; to strengthen teamwork and presentation skills.

INSTRUCTIONS

- 1 Explain that this lesson is about the physical changes that occur during puberty. Ask:
 - What is a good age to learn about the effects of puberty on the body — after reaching puberty or earlier? Do most children learn enough about what to expect with puberty?
 - You will create materials about puberty for young people who will reach puberty in another year or two. You will work in threes. Your group should consist of all girls or all boys. If your group is female, you will present the puberty-related changes experienced by girls. The male groups will present about puberty in boys.
 - Present the information in any way that you like. For example, you may create hip-hop lyrics, a children’s book, or a poster, or invent and answer a letter from a younger child to a “Dear Doctor” column in the newspaper. Be creative! You may use humor, rhyme, dance, or illustrations. However, the information you present must be accurate and helpful. *[If arrangements have been made, explain to the students that they will present their creations to a group of younger students.]*
- To help, I am passing out a puberty fact sheet (about boys or girls) to each group.
- 2 Form groups of three and hand out fact sheets. Make art supplies available. Tell the groups that they have 25 minutes.
- 3 *If you have arranged for presentation to younger students:* Use the remainder of the session to circulate and confer with each group about its finished work before approving its presentation. Help correct or fill in any information that is incorrect or missing.
If the presentations will be among peers in your own class: Ask groups to present their work as time allows during this session, and ask the remainder to present at the next class meeting. Engage other students in helping to fill in or correct information that is missing or inaccurate.
- 4 At the end of the session, pass out the rest of the puberty fact sheets so that each student has one sheet for “Puberty and Girls” and one for “Puberty and Boys.”

DURATION:

60 minutes (one or two sessions)

MATERIALS:

Art supplies to make and “bind” a book (such as paper, markers, poster board or large sheets, needle/thread, or stapler). Reliable fact sheets about puberty in boys and in girls, such as those found in **GUIDELINES** (the companion volume to this book); accessible at www.itsallone.org.

TO PREPARE:

Review and familiarize yourself with the fact sheets so that you can supplement or correct students’ creations. Photocopy your fact sheets on puberty in boys and on puberty in girls. If feasible, explore arrangements for your students to present their creations to preadolescent students.

puberty: what else to expect

OVERVIEW: Students analyze social changes that boys and girls experience during adolescence. (Note: Before completing this activity, students should complete Activity 41 or another lesson about the physical changes that take place during puberty.)

OBJECTIVES: To enable students to state three ways that gender roles change during adolescence and to assess critically the impact of these changes on girls, boys, and gender relations; to strengthen critical thinking skills.

DURATION:

45 minutes

MATERIALS:

Board+chalk; slips of paper; Information and Answer Key for Teachers (“Shifts Associated with Puberty and Adolescence”).

TO PREPARE:

Copy each of the “shifts” in the Information and Answer Key for Teachers onto a separate slip of paper; fold and place in an envelope. Review the shifts in Step 3 and modify or add shifts to describe how young people’s lives change when they approach adolescence in your setting.

INSTRUCTIONS

1 Introduce the topic by explaining:

- All young people experience changes with puberty and adolescence. Some of these changes are natural physical developments. Others are not physical developments; they are shifts in the way people treat you.
- I will walk around and ask some of you to remove a slip of paper, read it aloud, and tell us if what you are reading is a physical development that happens to young people all around the world, or if it is a shift in how society treats young people when they reach puberty and adolescence. *[If you have not prepared slips of paper with these shifts, read the shifts yourself from the “Shifts Associated with Puberty and Adolescence” list, randomly selecting shifts from the two lists.]*
- The remainder of this activity will examine in more detail the changes in the way that young people are often treated when they reach adolescence. I’m not talking about the changes in your body.

2 Write CHANGES IN HOW PEOPLE MAY TREAT YOU across the top of the board. Below that, write BOYS on one side of the board and GIRLS on the other side. Explain:

- What happens to young people when they reach adolescence? Do people treat them differently? As we examine these shifts in more detail, I want you to tell me whether they apply to girls or to boys. If they apply to both, tell me if they affect girls and boys in the same way or differently (and how).

3 Read each item on the list on the following page (after you have reviewed/modified it) and ask students to say if it applies to boys, girls, or both. If there is disagreement, stop and discuss and write that item under Boys, Girls, or both.

Adolescence: Changes in How People May Treat You

- More freedom to move about in public spaces (streets, parks, community centers, shopping areas)
- Less freedom to move about in public spaces
- More domestic responsibility (such as household chores or child care)
- More responsibility to start earning money
- More pressure to dress in a way that covers the body or in a way that displays the body
- More social mixing between boys and girls or less social mixing between boys and girls
- Coming-of-age rituals with harmful practices (such as female genital mutilation)
- Coming-of-age rituals with no harmful practices
- Increasing social pressure to gain sexual experience
- Increasing social pressure to prepare for marriage
- Wider opportunities for leadership at school and in the community
- Social pressure to succeed in sports
- Greater likelihood of being pulled out of school by one's family
- Exposure to sexual harassment
- Pressure to join a gang
- Pressure to comply with gender roles by taking dangerous risks
- Pressure to exchange sex for gifts, money, or school fees

4 Divide students into small, single-sex groups. Ask them to discuss how young people's gender roles and lives change with puberty and adolescence; ask specifically:

- Can the shifts in social expectations and experience that young people encounter at puberty be fairly dramatic or are they fairly minor?
- What do you notice about what boys encounter at puberty? Overall, is their freedom expanding or shrinking? Do these experiences lose importance after puberty, or can they affect the person's life into adulthood?
- What do you notice about what girls encounter at puberty? Overall, is their freedom expanding or shrinking? Do these experiences lose importance after puberty, or can they affect the person's life into adulthood?

5 Bring the whole group back together and ask:

- Could things be different? Is it possible to live in a way that would be better or fairer? What is your vision?
- Name one way that the society could allow young people a better experience of puberty and adolescence.

Homework: Write two short letters: "Promise to my future daughter" and "Promise to my future son." What you write should be based on today's discussion.

shifts associated with puberty and adolescence

INSTRUCTIONS FOR TEACHER: Copy each bulleted item onto a separate slip of paper. Fold and place in an envelope. If needed, use this page as an answer key to ensure that students distinguish correctly whether each change is biological (in the body) or social (in how people are treated by gender.)

CHANGES IN THE BODY

- Growth in body hair
- Increased perspiration
- Breast growth (among girls)
- Wet dreams (among boys)
- Voice changes (among boys)
- Increase in overall growth; need for extra nutrition
- Increase in sexual feelings
- Menstrual bleeding/mucus secretion (among girls)

CHANGES IN HOW PEOPLE TREAT YOU

- New opportunities for leadership at school and in the community
- Coming-of-age rituals
- Changes in responsibilities
- New pressures related to sexual activity
- New pressures related to marriage
- New rules about how to dress
- New rules about social mixing between boys and girls
- Change in the amount of freedom allowed

fun facts about the body



OVERVIEW: Through a crossword puzzle and an exercise, students review and learn “fascinating facts” about the body and reproduction. (Note: This activity is meant to complement a basic lecture or reading about reproduction; it does not provide a complete introduction to the topic.)

OBJECTIVES: To expand students’ knowledge about human reproduction; to increase their interest in reproductive biology.

INSTRUCTIONS

- 1 Pass out the crossword puzzle and explain:
 - We have been learning the basic steps involved in human reproduction. For a review, read each clue and fill in the correct answer on this puzzle.
 - Each answer must fit into the correct number of boxes.
 - Where a vertical answer crosses with a horizontal answer, they will share a box with the same letter.
- 2 After 10–15 minutes, review correct answers by going around the room.
- 3 Pass out the “Fun Facts” handout. Explain:
 - We will now learn more facts about the human body. Most of them are about reproduction but some are just fun facts about the body.
 - Take about five minutes to read through the list of fascinating facts. Then circle the one fact that you think is most interesting.
- Turn to two people sitting near you and see if you circled the same fact or a different one.
- How many of you found that you circled the same fact? Different facts? [*show of hands*]
- How many of you learned at least one piece of new information?
- 4 Ask students to volunteer which fact they found particularly interesting. Then briefly provide additional information on that fact from the Material for Teachers. Where possible, use questions to try to draw out additional information from students.
- 5 *If time allows:* When you arrive at fact number 15, ask students to form pairs to help each other compare arm span to height. Explain that this is not related directly to reproduction, but it’s all part of knowing about your own body.

DURATION:

Steps 1-2: 20 minutes

Steps 3-5: 25 minutes

MATERIALS:

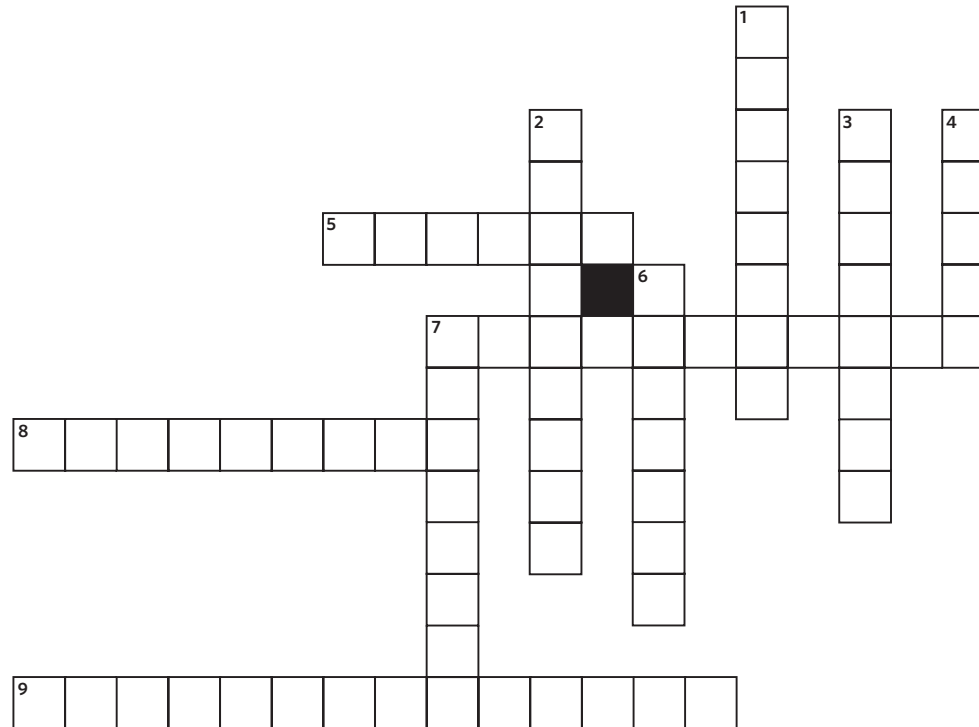
Copies for each student of the crossword puzzle; “Fascinating Facts” handout and Material for Teachers; a reliable information source about reproductive biology, such as unit 6 and the accompanying fact sheets in **GUIDELINES** (the companion volume to this book).

TO PREPARE:

Review the materials carefully, especially about the menstrual cycle, the male and female sexual and reproductive systems, reproduction and pregnancy, and infertility and assisted reproduction. Decide whether to keep the answers to the crossword on that handout. Decide whether to include all of the “fascinating facts” or to eliminate any of them for reasons of time or content.

reproductive system crossword puzzle

Read each clue and fill in the correct answer. Your answer must fit into the correct number of boxes. Where a vertical answer crosses with a horizontal answer, they will share a box with the same letter.



across

- 5. The place where a baby develops
- 7. Forceful release of semen from the penis
- 8. Time in life when a woman's menstruation ends
- 9. Ducts connecting the ovaries to the uterus;
fertilization takes place here (two words)

down

- 1. Passing of semen during sleep (two words)
- 2. Release of an egg from an ovary
- 3. Place where sperm is produced
- 4. A thick fluid that is discharged from the penis during ejaculation
- 6. The process by which a child's body develops rapidly toward
becoming an adult body and being able to reproduce
- 7. Hardening of the penis

answer key across: 5. uterus;
7. ejaculation; 8. menopause;
9. fallopian tubes. down: 1. wet
dream; 2. ovulation; 3. testicle;
4. semen; 6. puberty; 7. erection.

Adapted from *My Changing Body*, courtesy of Institute for Reproductive Health. <www.irh.org>

fascinating facts about your body

Which fact do you think is most amazing and interesting? Read through the list of amazing facts. Circle the one that you think is really worth knowing.

- 1 Many women find that they have more interest in sex during the fertile days of the menstrual cycle.
- 2 Among couples who are unable to have a baby, the cause of infertility is as likely to be of male origin as of female origin.
- 3 The small intestine in the human body is about seven meters long.
- 4 Sperm development takes place in the testicles (which sit inside the scrotum). Proper sperm development requires a cooler than normal body temperature. Because the scrotum is located outside the body, it maintains this cooler temperature.
- 5 Although females are fertile for only a few days of each menstrual cycle, males are fertile continuously from puberty onward.
- 6 A normal sperm count is tens of millions of sperm with each ejaculation.
- 7 The human body produces about a liter of saliva every 24 hours.
- 8 A woman or girl can learn how to tell when she is ovulating by observing simple changes in the mucus that passes out of her vagina. In this way, she can know when she is fertile (can become pregnant), and she can predict on which day her menstrual period is due.
- 9 More than 50 percent of the human body is water.
- 10 The shape of a pregnant belly bears no relation to the sex of the baby.
- 11 Near the end of pregnancy, a woman's hip joints loosen. This enables the pelvis to expand, making it easier for the baby to move through the pelvic area.
- 12 In rare instances, a woman releases two eggs rather than one. If both are fertilized, fraternal (nonidentical) twins will develop. If a single egg is fertilized and then undergoes an extra cell division at a very early stage, identical twins will develop.
- 13 Most boys have "wet dreams" during puberty.
- 14 The sex of a fetus is determined by the sperm (from the father), not by the egg (of the mother).
- 15 The length of your arm span equals the length of your whole body.

“FASCINATING FACTS” — ADDITIONAL INFORMATION

| Fascinating Fact | | Additional Information |
|------------------|--|--|
| 1 | Many women find that they have more interest in sex during the fertile days of the menstrual cycle. | This increase in sex drive helps ensure that sex occurs at the time most beneficial for perpetuating the species. (Discuss in the context of evolution.) |
| 2 | Among couples who are unable to have a baby, the cause of infertility is as likely to be of male origin as of female origin. | In some places, women are blamed for infertility because men do not realize that the problem may rest with them. Determining the exact cause of infertility is often difficult. (Also see fact sheet on Infertility.) |
| 3 | The small intestine in the human body is about seven meters long. | In the body, the small intestine coils up into a small area. |
| 4 | Sperm development takes place in the testicles (which sit inside the scrotum). Proper sperm development requires a cooler than normal body temperature. Because the scrotum is located outside the body, it maintains this cooler temperature. | Constant heat around the scrotum (for example, working near a furnace or even wearing tight pants and underwear that increase the body temperature of the scrotum/testicles) can reduce sperm count. (Also see male Sexual and Reproductive Systems fact sheet.) |
| 5 | Although females are fertile for only a few days of each menstrual cycle, males are fertile continuously from puberty onward. | As people age, their fertility gradually declines. (Also see fact sheet on the Menstrual Cycle.) |
| 6 | A normal sperm count is tens of millions of sperm with each ejaculation. | Sperm mature in the testicles in about 75 days. (Also see male Sexual and Reproductive Systems fact sheet.) |
| 7 | The human body produces about a liter of saliva every 24 hours. | Besides water, saliva contains chemicals, including enzymes used in breaking down food. |
| 8 | A woman or girl can learn how to tell when she is ovulating by observing simple changes in the mucus that passes out of her vagina. In this way, she can know when she is fertile (can become pregnant), and she can predict on which day her menstrual period is due. | If a woman knows when she is ovulating, she can use this information either to take measures to avoid pregnancy or to try to become pregnant. (Also see fact sheet on the Menstrual Cycle.) |

“FASCINATING FACTS” — ADDITIONAL INFORMATION

| Fascinating Fact | | Additional Information |
|------------------|---|---|
| 9 | More than 50 percent of the human body is water. | And your largest organ is your skin! |
| 10 | The shape of a pregnant belly bears no relation to the sex of the baby. | A study of pregnant women found no relationship between belly shape and the baby's sex. |
| 11 | Near the end of pregnancy, a woman's hip joints loosen. This enables the pelvis to expand, making it easier for the baby to move through the pelvic area. | Sometimes a woman has to be careful about moving about late in her pregnancy, because the loosening joints can make her feel wobbly. (Also see fact sheet on Childbirth and Breastfeeding.) |
| 12 | In rare instances, a woman releases two eggs rather than one. If both are fertilized, fraternal (nonidentical) twins will develop. If a single egg is fertilized and then undergoes an extra cell division at a very early stage, identical twins will develop. | Fraternal twins have genes like any two siblings, but identical twins come from the same nucleus. They have almost identical DNA (genes). (Also see fact sheet on Reproduction and Pregnancy.) |
| 13 | Most boys have “wet dreams” during puberty. | A wet dream (also called nocturnal emission) occurs when a boy or man ejaculates while sleeping. Wet dreams are completely normal and are not harmful in any way. |
| 14 | The sex of a fetus is determined by the sperm (from the father), not by the egg (of the mother). | In some places, women are under cultural pressure to produce sons. But the father's sperm determines a child's sex. The embryo receives an X chromosome from the mother's egg and either an X chromosome or a Y chromosome from the father's sperm. If the sperm has an X chromosome, the embryo will have XX and be female; if the sperm has a Y chromosome, the embryo will have XY and be male. (Also see fact sheet on Reproduction and Pregnancy.) |
| 15 | The length of your arm span equals the length of your whole body. | Check it! |

reproduction: more than a private matter

OVERVIEW: Students learn about 15 contemporary public health and policy issues related to reproduction (from teen fatherhood to sex selection). They write personal responses in a journal and compile/edit summaries into a simple news story for public education.

OBJECTIVES: To increase students' knowledge of and concern about public health and policy aspects of reproduction; to strengthen their writing and editing skills; to enhance their belief that they can have a voice in the community.

DURATION:

Steps 1-6: 45 minutes

Step 7 (homework): 40 minutes

Steps 8-11 (optional): 40 minutes

MATERIALS:

Copies of the student handouts. For students addressing topics A-F on the handout: copies of fact sheets on Sex Selection; Infertility and Assisted Reproduction; Childbirth and Breastfeeding; and Abortion from **GUIDELINES**, the companion book to this volume (also accessible at <www.itsallone.org>).

TO PREPARE:

Review and modify (as needed) the handout topics. Photocopy handout, or write your final list of topics on the board before class. Photocopy the selected fact sheets. Explore where students could submit a compilation of their final work (for example, a local newspaper, as a series of "one-minute comments" on a radio show, at a school assembly, or as a book).

INSTRUCTIONS

1 Explain:

- We have been studying human reproduction. Is reproduction always a private matter, of interest only to the individuals directly involved? Or are some aspects of reproduction of interest at a public level, for example to health officials, communities, and others? *[Probe for examples, such as funding for health services, laws about abortion, regulations at hospitals, and the like.]*
- In fact, reproductive health is an important public matter. Often it is a source of controversy. In the modern world — with new technologies, HIV, and changing cultural norms — issues related to reproduction are important to learn about. They can affect your own lives.
- Today we will start a project in which each of you will explore a topic that interests you or has personal meaning for you. The end product of our work will be shared in the community. *[Explain how — for example, by creating an article for the local newspaper.]*

- ### 2
- Go through the list of topics, asking students to volunteer brief definitions or explanations. This will ensure that everyone has at least a basic understanding of the topic. Then explain:
- Each of you should pick a topic that has some personal meaning, importance, or interest to you. This is not a big research project! You will be writing no more than two long paragraphs, and you will have simple, guiding questions for each paragraph. But these paragraphs should be your best writing.
 - Today you will sign up for your topic and learn a little bit about it. For some topics, I will give you a paragraph or a page to read. For other topics, you will need to interview three people in the class and write down their opinions.

- 3 Review homework instructions on the handout. If you do not have copies of the handout for students, copy the instructions for the “news flash” paragraph on the board.
- 4 *[If you are including the optional editing activity:]* Tomorrow, you will exchange your second paragraph only (a news clip) with another student. You will work with each other to edit your writing to be clear, grammatically correct, organized, and interesting. We will be compiling these news clips together into an article on “Contemporary Issues in Pregnancy and Birth” to share in _____ *[for example, a local newspaper or radio station]*.
- 5 Make sure the assignment is clear. Pass around a sheet on which students sign up for their topics. Encourage them to speak with you if they need clarification of any of the topics. Ask them to sign up for a topic that no one else has signed up for.

- 6 Reserve remaining time for students to begin:
For students selecting topics A–F: Give them copies of the reading materials and ask them to start reading. (If copies of the written materials are available for them to take home, they may finish their reading at home.)
For students selecting topics G–N: Ask them to begin interviewing each other and taking notes. Encourage them to seek out different opinions if they can. (Interviews may also be completed at home, for example, with family members.)
- 7 Reserve five minutes to clarify homework.

Homework:

If you are still finishing your reading, finish that at home. You may also interview people at home. Then write your two paragraphs. Remember to respond to the questions on the handout, and to write each paragraph on a separate page.

See next page for Steps 8–11 (optional editing activity).

OPTIONAL ACTIVITY: EDITING, SHARING, AND PRODUCTION

- 8 Ask students to form pairs to edit their second (news brief) paragraph. If two or more students have worked on the same topic, put them together and encourage them to synthesize their writing into a single clip, so that readers will not be confused or bored.
- 9 Ask students:
 - What characterizes good writing? [*Probe for: clarity; avoiding repetition; good organization; good use of vocabulary; emotional power if appropriate; proper grammar; accurate spelling. Write these on the board.*]
 - What is a good way to offer feedback on someone else's writing? [*Probe for: mention some positive things that you liked; be sensitive and respectful when offering a criticism; offer some suggestions, but don't rewrite the person's work.*]
 - What is a good way to accept feedback? [*Probe for: thank the person for good suggestions; acknowledge where you feel stuck or need help; ask for more feedback with your next attempt.*]
- 10 Ask students to give each other feedback, allowing ten minutes on the first person's paragraph, ten minutes on the second person's paragraph, and ten minutes for each of them to make any final revisions. Announce when each ten minute segment has ended.
- 11 Collect the revised paragraphs (along with the personal statements). Post all of the news briefs on the wall for the whole group to read.

If time allows (or a following day): Invite some students to share either their personal response paragraph or their final news clip.

Ideally: Engage students in compiling the news clips. Ask them to staple the news clips together or edit them into a single digital file, and send them to a newspaper or other destination for educating people. Encourage them to use their creativity in packaging the clips, coming up with a title, and developing a cover letter for sending out the final product.

contemporary topics in pregnancy and birth

INSTRUCTIONS FOR WRITING ABOUT YOUR TOPIC: You will write two paragraphs. Put them on separate sheets of paper. The first paragraph is a personal response. You will write only your own feelings about the topic. If you wish, you may write about any experiences you have that are related. The second paragraph is a “news brief.” The purpose of this news brief is to educate other people.

TO PREPARE YOUR NEWS BRIEF:

- 1** Gather information about your topic. For topics A–F, information may be drawn from the indicated materials. For topics G–N, information should be gathered from brief interviews with three people; they may be classmates, but seek out varying opinions if you can.
- 2** Explain what the issue is.
- 3** Describe why this is “news” or why the issue is controversial or is a concern.
- 4** End the paragraph with a conclusion or with questions for your reader to think about. When you write this, remember it is for a public audience, such as newspaper readers or radio listeners.
- 5** Finally, at the bottom of the page, state whether you gathered your information by reading or by interviewing people.

pregnancy and birth: contemporary topics and guiding questions

READ-AND-THINK TOPICS (A-F)

A Sex selection in places where sons are preferred

See: Fact sheet on Sex Selection.

Think about: What is the solution to this problem in the long run?

B Assisted reproduction (technologies to help infertile couples)

See: Fact sheet on Infertility and Assisted Reproduction.

Think about: How do you feel about hiring and paying someone else to carry a pregnancy (surrogate motherhood)?

C Cesarean section: Sometimes this surgery is performed when it is not necessary; sometimes it is not available when it is needed. What is just right?

See: Fact sheet on Childbirth and Breastfeeding (section on cesarean section).

Think about: How do economic factors influence the rate of cesarean section surgeries?

D When abortion is not a choice: Forced abortion or forced motherhood

See: Fact sheet on Abortion.

See: Unit 7 section on unintended pregnancy and abortion.

Think about: Should anyone be forced to have an abortion? Should anyone be forced to carry an unwanted pregnancy?

E Obstetric fistula

See: Fact sheet on Childbirth and Breastfeeding (section on obstetric fistula).

Think about: Why don't more people know about this problem? What can be done about it?

F Being pregnant and HIV-positive

See: Fact sheet on Childbirth and Breastfeeding (section on being HIV-positive and pregnant).

See: Fact sheet on Reproduction and Pregnancy (section on promoting a healthy pregnancy).

Think about: What are your feelings about this issue?

pregnancy and birth: contemporary topics and guiding questions

INTERVIEW-AND-THINK TOPICS (G-O)

G Teen fatherhood

Interview three people. Ask: Are teenage boys ready to be fathers? Do most teen fathers remain responsible and active in the lives of their children? What responsibility do boys have for preventing unwanted pregnancy?

H Making it easier for girls to manage menstruation

Interview three girls. Ask: What do most girls do to stay clean and absorb blood flow during menstruation? Is cost an issue? How much of a problem are menstrual cramps?

I Adoption: Knowing or not knowing your biological parent/child

Many babies are adopted by someone who does not know the baby's biological parents. Sometimes the child receives information about one or both biological parents, or may even have contact with a biological parent. Sometimes no information is available or contact possible. *Interview three people. Ask: What do you think is best? Should a child receive information about a biological parent? Should a child have the opportunity to contact his or her biological parent?*

J Birth classes: Preparing both fathers and mothers for birth and parenting

In some places, couples take classes together to prepare for having a baby. They learn about birth and about infant care. *Interview three people. Ask: Are these classes needed in our community? What difference could it make if fathers had this kind of information?*

K The presence of fathers during the birth of their child

Interview three people. Ask: Should fathers be present in the delivery room when their children are born? Could this experience affect their bond with their children?

L Maternity-leave and paternity-leave policies

Interview three people. Ask: How much time off do you think new mothers need from work after giving birth? In some countries, fathers get time off; what do you think about that idea? How much leave time should fathers be able to take?

M Who taught you about reproduction and when?

Interview three people. Ask: Who taught you about where babies come from? How old were you? What do you think is the best way to learn about human reproduction?

N Government policies that provide incentives to affect family size

Some governments that want their populations to grow offer money to couples who have more children. Some governments are concerned that their populations are growing too fast and offer cash or gifts to individuals who have an operation to end childbearing. *Interview three people. Ask: Do you agree with either policy? Why or why not?*

O Pregnant and in school?

Every day, adolescent girls who are still in school become pregnant. In some places they are allowed to continue with school, whereas in other places they are forced to drop out of school. *Interview three people. Ask: What is the best policy for supporting both pregnant teens and their babies? What is the role and responsibility of the father?*

every minute of every hour: stories of pregnancy-related death

OVERVIEW: Students read case studies of maternal death. Through skits and discussion, they explore how these deaths could have been prevented.

OBJECTIVES: To enable students to describe the main ways that poverty and gender inequality lead to death (and serious health problems) among pregnant women; to identify how these outcomes could be prevented; to increase their concern about maternal mortality as an issue; to strengthen their analytic skills.

INSTRUCTIONS

1 Write the words “maternal mortality” on the board. Ask the following questions, and write the answers on the board:

- What do you think the term “maternal mortality” means? [*Probe for a definition similar to: “the death of a woman from a cause related to pregnancy or childbirth.”*]
- Here are some puzzles: How often do you think a woman or girl dies somewhere in the world from pregnancy-related causes? One every week? Every ten minutes? Every day? [*Allow some guesses.*] The answer is every minute of every day, every day of the year. During the hour we spend learning about the issue of maternal mortality, sixty women and girls will die from this cause. Every year, this equals a half-million deaths. A far greater number of women and girls do not die but suffer other pregnancy-related problems.
- How evenly spread around the world do you think these deaths are? For example, what

percent of maternal deaths would you guess take place in “developing” countries (countries that are not as industrialized or wealthy)? A tenth? Half? Two-thirds? [*Allow some guesses.*] The answer is 99 percent. Maternal mortality is extremely rare in more “developed” countries.

- Young adolescent girls are also at higher risk. Compared with adult women, girls younger than 15 are significantly more likely to die in childbirth.
- How many maternal deaths do you think are preventable? A small proportion? More than half? A third? [*Allow some guesses.*] Experts report that “nearly all” of these deaths are preventable.
- Do you think a woman or girl is more likely or less likely to die from maternal causes today compared with a few decades ago? [*Allow some guesses.*] The answer is that the odds are the same.
- Today we will learn more about these issues. You will figure out how you can help make a difference in your own lives and in the lives of others.

DURATION:

60–85 minutes, depending on the number of case studies used

MATERIALS:

Board+chalk; one copy of each case study.

TO PREPARE:

Review the eight case studies provided. Modify or replace them as needed so that they are appropriate and authentic for your setting. Review relevant content (unit 6 section on “When pregnancy continues,” and fact sheets on Reproduction and Pregnancy and on Childbirth and Breastfeeding) in the **GUIDELINES** companion book available at www.itsallone.org. Or refer to another reliable source of information.

2 Break the class into as many groups as the number of case studies you are using. Give each group a case study to read, folded so they do not read it yet.

Explain:

- Each group is receiving a different case study of a maternal death. After you read your case study, discuss it in your group, asking: *What went wrong?* (What were the main things that contributed or led to the woman's or girl's death?) *What should have happened?* (What could have gone differently and saved her life?) [Write the two main questions on the board.]
- You are going to bring the woman's story to life in short skits (two or three minutes). First you will perform your skit as it is written in the case. Then you will perform it again, incorporating the steps that could have been taken to save the woman's life. You can have the same people act it out the second time, or different members of your group can act in the second skit.

3 Have all the groups perform their two skits.

4 Reserve 15 minutes after the skits have been performed to discuss:

- How did these stories make you feel? What in the case study made you feel that way?
- Individuals, family members, communities, health care providers, and governments can all act to prevent these deaths. What are some of the most important things that can be done before a woman becomes pregnant to protect her health (and the health of her newborn)?
[Write responses on the board; fill in as needed.]
- What can be done during pregnancy?
[Write responses on the board; fill in as needed.]
- What can be done during delivery?
[Write responses on the board; fill in as needed.]
- How can we prevent maternal deaths among girls younger than 15?
- How will you use the information you learned today?

case studies of maternal mortality

RANI'S STORY: When Rani was 13, her mother died in childbirth. Her father explained to her that she would have to stop going to school so that she could cook and help care for her younger siblings. Her older brother, who was still in school, tried to help Rani continue with her studies, but Rani soon gave up because her other tasks left her little time for study. At 19, Rani married Ramesh and went to live with him and his parents. Ramesh's family, who valued Rani's knowledge of childcare, wanted her to have children right away.

When Rani became pregnant, her husband kept talking about her having a son. Secretly, though, Rani imagined she would have a girl, and she promised herself that her daughter would be allowed to finish school, as she herself had never done. After eight months, in accordance with local customs, Rani returned to her parents' village to give birth. When her labor pains began, a local doctor came to see her. When the baby was not yet born after a whole day and night of labor, he referred her to the nearest hospital, 100 kilometers away. Because of the late hour, no one could arrange for transportation to take Rani until early morning. When Rani finally arrived exhausted at the district hospital, she was able to deliver her baby. Although her husband looked disappointed that the infant was not a boy, Rani whispered her promise to her newborn daughter. Meanwhile, however, she began bleeding more heavily. While the staff hurriedly arranged for a blood transfusion, Rani went into a coma. Despite the efforts of the hospital staff, Rani had lost a great deal of blood, and she died the same way that her mother had.

CHARITY'S STORY: Charity was 15. Her time was spent in school, studying at home, and performing household chores. A few times she went out with a man whom she had met near school. He gave her gifts and a bit of money that she had used to pay for her schoolbooks, and she had sex with him. She asked him about using condoms, which she had learned about at school, but he told her not to worry. She didn't like him much, so she decided not to see him again. Soon, however, Charity realized she was pregnant. When she told her parents, her father beat her, but her parents did not throw her out of their house. She dropped out of school after a few months and went to live with an aunt in another town. Her family had agreed that the aunt would rear the child so that no one would know about Charity's pregnancy. When she went into labor, the aunt told her to stay strong, that the baby would come out on its own. However, the baby became stuck in the birth canal. The aunt called a local midwife, who came and cut Charity with a razor to make the opening of the vagina wider, so the baby could come out. The baby came out quickly and Charity thought she would soon return to her old life, sadder but wiser. Within a few days, however, she found that the area where she had been cut had become infected. Within a few more days, Charity developed a high fever. Her aunt wanted to take Charity to the hospital, but Charity refused. She was afraid that someone at the hospital would discover that she had been pregnant. When her fever became much worse the next morning, her aunt called an ambulance anyway, but it was too late. Charity died a few hours after arriving at the hospital.

case studies of maternal mortality

ANA'S STORY: Ana lived with her husband in a remote Andean village in Bolivia. She had never learned how to read or write. She took contraceptive pills for a time, but stopped because her husband was opposed to contraception. When Ana became pregnant, she went once to the local health center for antenatal care. She felt ashamed at the center because she could not speak Spanish and the staff spoke no Quechua. She felt that the doctor showed no interest in her and only wanted her to leave. In the ninth month of her pregnancy, Ana began to feel pain in her lower abdomen. A neighbor who was a birth attendant told Ana's family that the baby was positioned poorly and told them to take Ana to the health center. Ana was afraid to go, however, because of how she had been treated during her antenatal visit. Moreover, her husband had heard that health post patients were required to pay some fees, but her family was unable to afford them. Ana stayed home. After ten days, the pain had worsened. The birth attendant persuaded Ana's family to take her to the health center. They had no access to a car, so they made the trip in their horse-drawn cart. The health center was 15 kilometers from the village, a long trip by cart. Halfway there, Ana began bleeding severely and died.

FATIMA'S STORY: Fatima wanted to become a teacher. However, when she was 15, her parents married her off and she went to live with her husband, Ali, a truck driver. Ali's parents pressured the couple to have children, so Fatima did not use contraception. She gave birth to three children in five years. At each birth, a local midwife helped her. When she was eight months pregnant with her fourth child and Ali was making deliveries, Fatima began to feel very ill. Because Ali managed the cash in the family, Fatima did not have money to pay for transportation to the health post. So she waited for him to come home. By the time Ali returned home, Fatima was shivering with a high fever and was very weak. Ali arranged for them to go to the hospital, but by the time they arrived, Fatima had died.

MARIA CLARA'S STORY: Maria Clara lived with her husband, Pedro, and her nephew (the son of her brother who had died in an accident). They lived in a mountain village far above the nearest town, a seven-hour burro ride from the closest hospital. When Maria Clara became pregnant, she went for a checkup. The doctor told her that she should report to the hospital two weeks before the date that her baby was due so that she would not face any dangerous complications at the last minute far from care. As she approached the end of her pregnancy, Maria Clara became nervous about leaving home. Pedro was complaining about her being gone so long, saying that he did not know how to cook. Also, she knew that Pedro drank most nights and sometimes became violent, so she worried that he would strike her nephew. She worried, too, that Pedro might spend time with a woman who worked at the bar where he went after work; a neighbor had warned her that the barmaid had been seen with Pedro. Maria Clara decided to travel to the hospital only one week before the date the doctor had told her the baby was due. The day before she was going to leave for the hospital, however, the baby was born, and Maria Clara started to bleed. Pedro could not transport her to the health center in time to save her, and she died.

case studies of maternal mortality

YERUKNESH'S STORY: Yeruknesh was born in a remote community in Ethiopia. When she was 13, while gathering fuel wood, she was abducted by and then married to Mr. Zena, a 32-year-old widower with two children. Shortly thereafter, she became pregnant. Yeruknesh had no one from whom to seek advice or to talk to about her problems. When her labor began, she was terrified. Tightly clutching her pillow, she called for her mother, tears flowing down her cheeks. She was in agony, with a high fever, and sweating profusely. A few women neighbors came in, lit a candle, and prayed for Yeruknesh. Mr. Zena called the village's traditional midwife but the midwife was not trained to handle such situations. So Mr. Zena asked the men of the village to carry her to the hospital. By the time she arrived at the hospital, the fetus was stillborn and Yeruknesh died at 15.

HUSAN'S STORY: Saeeda Bibi, who lives in Mardan in the North West Frontier province of Pakistan, tells how her only child, Husan Pari, died in childbirth at the age of 13. "When Husan was eight, her father died in a road accident. I worried that if I died too, who would take care of my daughter? I wanted her to get married, to be happy and secure. I found a match for her; a farmer in a nearby village. Husan Pari was very excited about her wedding. Within three months she was pregnant and I took her to the traditional birth attendant, who gave her remedies for vomiting. We could pay the Dai in small installments and we liked her prayers and herbs. Husan worked very hard and her diet was poor — superstitions stopped her from eating eggs and fish — and she became terribly thin. I worried how she would bear the pain of labor. We went to help her when we heard her screams but the baby would not emerge. The birth attendant became nervous, refused to help anymore and said we must take her to the hospital. On the way, Husan Pari became blue, cold as ice and died in my arms. I couldn't save her or her baby. I cannot remember how we reached home, or how the funeral happened. The pain was unbearable."

FLORENCE'S STORY: Florence was a 24-year-old single woman who grew and sold vegetables. One night she was raped on her way back from market. She was afraid to tell anyone, and when her menstrual period did not come that month, she realized that she had become pregnant as a result of the rape. Although abortion was legally restricted in her country and was generally performed under unsanitary conditions, Florence was determined not to continue the pregnancy. She went to see someone who inserted something in her vagina and told her that the bleeding would stop within a week. By the end of the week, Florence was still bleeding, and she had also developed a high fever. She went to the hospital, where a doctor admitted her and gave her antibiotics. At first Florence was afraid to disclose that she had had an abortion, for fear of being chastised or even arrested. Finally, she told the doctor. The doctor, who believed that abortion should be safe and accessible, felt deeply for Florence and tried his best to save her. He wept when she died ten days later.

Yeruknesh's story and Husan's story are adapted from the White Ribbon Alliance for Safe Motherhood and Stories of Mothers Lost and are used with permission. See <www.whiteribbonalliance.org/exhibit/default.cfm>. Yeruknesh's story was contributed by Medico Socio Development Assistance of Ethiopia. Husan's story was submitted by Blue Veins — Women Welfare and Relief Service of Pakistan. Several of the remaining stories are composites based on real situations. The names of some women have been changed.

the facts about sexually transmitted infections (STIs)



OVERVIEW: Students make posters displaying important information about STIs, including HIV and AIDS.

OBJECTIVES: To enable students to describe how STIs are transmitted, how to prevent transmitting them, and where to seek testing and treatment; to increase their awareness about the importance of seeking testing and treatment.

INSTRUCTIONS

- 1 Explain that this lesson is about sexually transmitted infections — also called STIs — including HIV and AIDS.
- 2 Divide the class into four mixed-sex groups. Assign each group a topic from the list (or allow them to choose; try to cover all topics). Explain:
 - In your group you will create an informative poster about your topic. Use your imagination!
 - Be as thorough as possible. Include information about testing, treatment, and prevention. You may use the resource materials. In some cases (such as for the posters about “myths”) you may want to interview classmates to gather ideas.
- 3 Distribute factual materials and poster supplies. Remind students to take about ten minutes to gather their information, ten minutes to discuss it and plan a poster, and 15 minutes to produce the poster. Circulate to support groups while they research, discuss, and produce their posters. If they do not complete the posters, extend the time or tell them when they can take time to finish.

At a subsequent session

- 4 If necessary, allow the groups a short time to complete their posters.
- 5 Ask each group to present its poster and take questions from the class.
- 6 Display posters in the classroom for as long as possible.

POSTER TOPICS

- Myths about STIs
- Myths about HIV and AIDS
- Dual protection
- Five important facts about HIV and AIDS
- What is chlamydia?
- STIs and gender
- How do chlamydia and gonorrhea affect future fertility?
- HPV and herpes: two important STIs
- What is a reproductive tract infection?

DURATION:

Steps 1-3: 40 minutes

Steps 4-6: 40 minutes

MATERIALS:

Poster paper+markers; a copy of **GUIDELINES** (the companion volume to this book) or copies of the following pages from that book: fact sheets on Sexually Transmitted Infections, on HIV and AIDS, and on Reproductive Tract Infections; and unit 7 sections on STIs and HIV. **GUIDELINES** is available at <www.itsallone.org>. Or use another reliable source of information about STIs and HIV.

TO PREPARE:

If possible, make several copies of the materials listed above. Seek information about where young people can be tested and treated in your community. Write the poster topics on the board.

gender and condom use

OVERVIEW: Students analyze barriers (including gender norms) to condom use and ways to overcome these barriers, and learn how to use a condom. This activity is aimed at students who already have basic information about condoms as a method of protection against STIs, HIV, and unwanted pregnancy.

OBJECTIVES: To enable students to describe obstacles to condom use and how these can be addressed; to describe correct use of the condom; to strengthen critical thinking skills.

DURATION:

Steps 1–4 (Why some people don't use condoms): 40 minutes

Steps 5–7 (Proper condom use): 15 minutes

MATERIALS:

Board+chalk; teacher answer keys; for Steps 1–4: copies of the worksheet. For Steps 5–7: flashcards. If appropriate, sample male and female condoms for demonstration purposes.

TO PREPARE:

Find out if the female condom is available locally and where. Review the information about male and female condoms in the contraceptive fact sheet at the end of **GUIDELINES** (the companion volume to this book) or another reliable text. For Steps 1–4: Review the worksheet and both teacher answer keys. For Steps 5–7: Prepare the flashcards (see “Proper Steps in Condom Use”).

INSTRUCTIONS

- 1 Explain (and write down key responses):
 - Today we will be discussing condom use. What do we know about condoms? [*Probe for: They protect against STIs/HIV and unwanted pregnancy; they are used by the male.*]
 - Who can use condoms? Is there a condom for women, or just for men? [*Probe for: There is also a female condom. Offer basic information about this method.*]
 - Why is it important to know about condoms? [*Probe for: Every day people die from AIDS or from complications of unsafe abortion; these are deaths that could have been prevented if the person had used condoms. Condoms offer protection against pregnancy, HIV, and other infections.*]
 - If people know about condoms, does that mean they will use them?
- 2 Have the class form pairs and pass out the worksheet. Explain:
 - There are many reasons why people do not use condoms or do not use them correctly. Your worksheet describes the experience of nine real couples. It also gives suggestions about what might have helped these couples.
 - With your partner, read over the situation of each couple. Then decide which solution or solutions fit their situation: what might help them use condoms correctly next time?
- 3 Bring the class back together and discuss the situation of each couple described in the worksheet. For couples C, F, and I (which involve gender inequality), elicit further discussion as time allows.
- 4 After reviewing the situation of all nine couples, facilitate discussion using the following questions:

- Who is responsible for condom use?
- Why might girls or women need to have access to the female condom? [*Probe for: to take protection into their own hands if their partners will not use a male condom.*]
- How can individuals ensure that they are prepared to use condoms when they need them?

5 Divide the class into two or three teams (approximately 12 to 16 people per team).

Introduce the topic:

- One of the reasons that people do not use a condom is that they do not know how to use one. That is a poor reason to end up with a serious health problem, so we are now going to learn the proper way to use a male condom. Being old enough to learn how to use a condom does NOT mean that you are ready to have sex, but it is better to know how to use a condom BEFORE you need it, not after you have sex, when it's too late. In using condoms, you can take some steps well ahead of time, that is, before you are in an intimate situation. Some steps you can take when you are already in an intimate situation but immediately before sex actually takes place. You should know what to do regarding condom use during sex, and you should know what to do with the condom after you use it. [*On the board, write “well ahead of time,” “immediately before,” “during sex,” and “after sex.”*]

6 Explain the activity:

- I have broken down all the steps involved in proper male condom use and put each step on a separate card. I will hand out a set of flashcards to each group. [*Be sure to shuffle the cards so that they are out of order before handing them out.*] Each team must work together to put the steps in the right order.
- If possible, each flashcard should be held by a different person in the group. Then organize your group into four clusters. [*Point to the four options on the board.*] The first cluster should include whoever is holding flashcards with the first steps — those that should be carried out well ahead of time. The next cluster will show the flashcards for those steps to be carried out immediately before sex. The third cluster of cards should include the steps that may be involved during sex. The fourth cluster will display those steps to be taken after sex. Within your cluster, try to put each step in order as well. Then stand in line, in order of your card. [*Note: In the first cluster, this may be a bit more difficult.*]
- You have five minutes. Begin!

7 Stop the process after five minutes and bring the whole group together. Ask the students to explain the order of the steps. Interrupt to question them about any steps that are not in the correct order (see answer key). Answer any questions that arise.

solutions to empower people to use condoms

Below are the stories of nine couples who did not use condoms correctly. For each one, think about what would have helped this person or couple. Select one or more “solutions” from the following list and circle the number that corresponds to one of the solutions listed below. For example, circle “2” to indicate “Greater equality and shared power between the girl and the boy.” (You may circle more than one number if you think the couple requires more than one solution.)

- Solution 1** Information about correct condom use
- Solution 2** Greater equality and shared power between the girl and the boy
- Solution 3** Better communication skills
- Solution 4** Information about where to obtain condoms
- Solution 5** A more realistic idea of the risk of HIV and pregnancy
- Solution 6** A safe place to discuss concerns about sexual performance

Couple A: These two young people have intercourse, using condoms. After the boy ejaculates, he lies still for five minutes. His penis becomes soft and smaller, and when he moves a little, he is shocked to realize that a little bit of his semen is dripping out of the condom at the opening of his girlfriend’s vagina.

Couple A needs: **1** **2** **3** **4** **5** **6**

Couple B: These two young people have decided to have sex and to use condoms. One partner searches the local market but doesn’t find either male or female condoms for sale. The other thinks that condoms might be available at school, but the nurse says no. Each of them hopes that the other found condoms. That weekend, they begin to have sex. They are both embarrassed to say what happened, so they ignore the subject and just go ahead and have sex without using a condom.

Couple B needs: **1** **2** **3** **4** **5** **6**

Couple C: These two young people want to have sex. The girl tells her boyfriend that she brought condoms, but he says, “No way... those feel lousy!” She tries to insist but he becomes angry, tells her she is acting like a baby, and asks if she really loves him or not. Finally, she gives up arguing and they have sex without the condom.

Couple C needs: **1** **2** **3** **4** **5** **6**

solutions to empower people to use condoms

Couple D: These two people want to have sex and have agreed to use condoms. But when the moment comes to use them, the boy starts fumbling with the condom package and loses his erection. This time, they skip intercourse. But the next time they are together, he becomes anxious about losing his erection again. He tells his girlfriend that condoms ruin the atmosphere and so they agree to go ahead and have sex without a condom.

Couple D needs: **1** **2** **3** **4** **5** **6**

Couple E: These two people have decided to have sex. Both of them think it is a good idea to use condoms, but they are afraid that their partner will think they are “dirty” if they suggest using condoms. In the end, neither one knows how to bring it up, so they have sex without a condom.

Couple E needs: **1** **2** **3** **4** **5** **6**

Couple F: This boy, who is 16, is in a gang. He wants to leave the gang, but doing so is difficult and can be dangerous. However, his gang will allow him to leave if he becomes a father. The boy explains to his girlfriend, who is 15, that if they have a baby, it could save his life, and that he’ll be a good father. She feels confused about what to do. She wants to finish school and she does not feel ready to be a mother. But she also thinks she should help her boyfriend. They have sex without a condom.

Couple F needs: **1** **2** **3** **4** **5** **6**

Couple G: These two people decide to have sex. The boy asks if they should use protection, but the girl says that she just had her period so she can’t get pregnant.

Couple G needs: **1** **2** **3** **4** **5** **6**

Couple H: These two people decide to have sex. They discuss whether to use condoms to protect against HIV but agree that they would know if they were sick. So they go ahead and have sex without using condom.

Couple H needs: **1** **2** **3** **4** **5** **6**

Couple I: A 17-year-old girl is having sex with a 25-year-old man who gives her gifts and sometimes gives her money to help with her expenses. Sometimes he uses condoms, but this time he doesn’t have a condom with him. She thinks that they should wait and have sex another time, but he promises it will be okay without a condom. She already took money from him this week, so she feels she cannot refuse. They have sex without the condom.

Couple I needs: **1** **2** **3** **4** **5** **6**

answer key to “solutions to empower people to use condoms”

NOTE TO TEACHERS: The following list identifies the main “solutions” for the couple in each story. For any story, your students may suggest additional solutions. Be flexible in responding, but at a minimum, be sure that the solutions listed below are included in the final answers.

- Couple A** **Solution 1** (information about accurate condom use)
- Couple B** **Solution 4** (information about where to obtain condoms); also:
Solution 3 (better communication skills)
- Couple C** **Solution 2** (greater equality and shared power between the girl and the boy); also:
Solution 3 (better communication skills)
- Couple D** **Solution 6** (a safe place for the boy to discuss performance anxiety)
- Couple E** **Solution 3** (better communication skills); also:
Solution 5 (a more realistic idea of the risk of HIV and pregnancy)
- Couple F** **Solution 2** (greater equality and shared power between the girl and the boy)
- Couple G** **Solution 5** (a more realistic idea of the risk of becoming pregnant)
- Couple H** **Solution 5** (a more realistic idea of the risk of HIV)
- Couple I** **Solution 2** (greater equality and shared power between the girl and the boy)

proper steps in condom use

NOTE TO TEACHERS: Prepare 16 flashcards. Onto each flashcard, write one step from the list below. Do not include the “step number.” (The numbers are shown below as your answer key.) Recall that the order of Steps 1-5 is flexible.

(Well ahead of time)

- 1 Discuss safe sex with your partner.
- 2 Buy condoms (and lubricant, if desired) or find a clinic or other community center that gives them away for free.
- 3 Keep your condoms in a dry, cool place (not a wallet).
- 4 Check the expiration date of the condom and be sure the date has not passed.
- 5 Practice putting on a condom, so that you are comfortable using it later.

(Immediately before sex)

- 6 Engage in foreplay. Foreplay, including touching the clitoris, may help lubricate the vagina.
- 7 Open the condom gently, being careful not to tear it (don't use your teeth!).
- 8 When the penis is erect . . . squeeze tip of condom and place condom on the head of the penis.
- 9 Hold the tip of the condom and unroll it until the penis is completely covered.
- 10 If the vagina still seems dry, engage in more foreplay, or wet the outside of the condom with a water-based lubricant or with saliva. Never use Vaseline® or other oil-based products, because they can cause a condom to weaken and tear.

(During sex)

- 11 If the condom breaks, the male should pull out immediately. *[You may wish to remind students about emergency contraception if ejaculation already occurred.]*
- 12 After ejaculation, while penis is still erect . . .
- 13 Grasp the open end of the condom, at the base of the penis.

(Immediately after sex)

- 14 Holding condom at the base of the penis, gently pull the penis out.
- 15 Carefully remove condom without spilling any semen by holding the rim of the condom.
- 16 Tie up condom or roll it in toilet paper and dispose of it properly.

starting a conversation about sex and safety

OVERVIEW: Students practice initiating conversations about important sexual safety and health topics that are often ignored. (Note: This activity has some overlap with Activity 38; educators may wish to implement either or both activities in teaching these important skills.)

OBJECTIVES: To enable students to think about and practice starting and having conversations on topics related to sex and safety; to strengthen critical thinking skills.

DURATION:

Steps 1-3: 40 minutes

Steps 4-10: 40 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Review and modify the scenarios as needed (for example, the couple could be engaged). Plan your timing carefully and keep the role-playing brief.

INSTRUCTIONS

- 1 Introduce the activity with the following questions:
 - Today we will practice having conversations about sexual safety. For purposes of this exercise we will focus on conversations about heterosexual interaction.
 - How easy is it to talk about things related to sex? Why? What can make it easier?
- 2 Ask the students to form pairs (preferably male-female pairs). Write the following topics on the board:
 - whether or not to have sex*
 - previous sexual experience*
 - sexually transmitted infections, HIV and AIDS*
 - previous drug use*
 - using condoms*
- 3 Explain:
 - In your pairs, you will practice starting conversations about difficult but important subjects. For each of the topics on the board, discuss how to start a conversation with a potential sex partner. Write down at least one specific way to open the conversation.
 - Also decide when a first conversation should take place — when you meet? After a first kiss? When you are already in a sexual situation? Remember that people do not need to talk about everything at once.
- 4 For each topic, ask one group to share their ideas; write their responses on the board. Ask:
 - Does anyone want to share a different suggestion? (Add these to the list.)
 - Which ideas do you think might work and why? Are there any suggestions that you think may not be a good approach? Why?
 - When in a relationship should this first conversation take place? Why?
- 5 After reviewing all five topics, ask:
 - What can make it easier to have these types of conversations?
 - Now we will practice thinking about how those conversations might go in real life.

6 Explain:

- The first person will start the conversation, However, the second person should make the conversation difficult. The second person may show awkwardness, might disagree, or might try to avoid the conversation.
- The job of the first person is to try to keep the conversation moving forward, at least a little bit.

7 Ask for two volunteers to act out a conversation about the first topic (whether to have sex). Explain:

- Come up with names for your characters, and try to be realistic.
- Here is your scenario *[Insert the new names in reading the following scenario]*:
- “**Ali** and **Lia** have been dating for a while now and have begun to feel close physically. They have not had sex. Neither is sure about the sexual or drug-taking behavior of the other before they began dating. Ali believes that they could become more sexually involved and is really worried about HIV. Right now they are taking a walk.”
- Everyone else should make notes about how the two volunteers are communicating.

8 Facilitate a brief discussion, drawing on the following questions:

- What went well? What might have been handled differently?
- Was the conversation realistic?
- Do you have any advice for Ali or Lia?

9 Repeat Steps 6–8 for as many of the following scenarios as time allows:

- **Anjali** starts a conversation with **Mo** about whether or not to have sex. They may or may not agree about what to do.
- **Carlo** starts a conversation with **Mar** about their previous sexual experience and drug use;
- **Henry** and **Mia** have talked and they think they want to have sex. Henry starts a conversation with Mia about using condoms. *[Instruct Henry privately that he does not want to have sex without a condom and instruct Mia privately that she does not think it is necessary to use condoms.]*

10 Wrap up with the following questions, writing key responses on the board:

- Before you have a conversation like this, what do you need to think about yourself? *[Probe for: how you feel, what you want, what you want to say.]*
- What are some tips for successful communication?
- What are some tips for saying “no” respectfully?
- What rights does each person have? *[Probe for: the right to express your opinion, the right to say no, the right to protect your own health.]*
- Whose responsibility is it to start such conversations in a relationship? Why?

AIDS: learning from others

OVERVIEW: Students listen to the story of a person who is HIV-positive.

OBJECTIVES: To enable students to understand and develop compassion for people living with HIV and AIDS.

INSTRUCTIONS

Prior to the speaker's visit

- 1 Inform students that at the next session one or more guest speakers will share their personal experiences with HIV. Ask: "What would you like to hear about?" "What fears do you have?" Respond to any fears, reviewing information about HIV as necessary. Remind students of the ground rules; if you don't have any, ask them to brainstorm some rules for appropriate behavior toward a guest speaker.

Alternative activity: If inviting a guest speaker is not possible in your community, you may use the handout "True Stories." Ask students to give local names to the people in the stories, and to read the stories aloud. Allow them to ask questions, then proceed with Steps 3 and 4.

At the time of the speaker's visit

- 2 Briefly introduce and thank the guest speaker. Mention how long the guest will speak.
- 3 Reserve time for students to ask questions. Then thank the speaker and say good-bye.

Just after the speaker leaves

- 4 Facilitate a discussion with the following questions:
 - What feelings or impressions did you have during the presentation(s)?
 - What parts of the presentation(s) were most meaningful or most surprising to you?
 - What did you learn about what it is like to have HIV?
 - What feelings did the speaker talk about having?
 - What myths or stereotypes did he/she encounter?
 - Do you have any additional questions?
 - What is the most important thing you learned or experienced today? In what ways will what you learned make a difference to you? [*Probe for: I will feel and behave differently toward people living with HIV and AIDS. I will be more cautious about preventing transmission of HIV.*]

DURATION:

Step 1: 10 minutes (on a prior day)

Steps 2-4: 40 minutes (flexible)

MATERIALS:

Board+chalk; student handout (if no speaker).

TO PREPARE:

Invite one or two guests who are HIV-positive (ideally a man and a woman). If that is not possible, invite a member of a group working on HIV and AIDS, or someone who cares for people with HIV. Ask the speaker to tell his or her personal story. Inform the speaker about the students' age and previous knowledge of AIDS and the time allotted for the presentation/questions. Consider asking the speaker to discuss:

Learning one's HIV status
Disclosing one's HIV status
Stigma/discrimination
Obtaining support
Health care and treatment
Daily life
How living with HIV differs for men and women.

Carry out Step 1 prior to the speaker's visit.

true stories (to use if there is no speaker)

MWENZI'S STORY: I am a Zambian woman aged 22 and I have HIV, the virus that causes AIDS. As a child, I lost both of my parents to AIDS and was raised mostly by my older sister. When I was 19, I became pregnant and began receiving antenatal care at the local health center, where they tested me for HIV. When I was told that I had tested positive, I couldn't believe it. I felt healthy and looked healthy. It didn't seem real. I didn't want to die. When I told my boyfriend, he laughed it off. He said, "Come on, you don't look sick. They're just trying to scare you." But then he went for a test and learned that he was infected as well. Fortunately, my sister has been very loving. She helps to pay for my medications and gives me support in many other ways. I have decided that I am not going to let HIV be a total obstacle in my life. If I choose, I can fight it. It's lucky that I got tested, because I was able to start antiretroviral therapy that is keeping me healthy and that protected my baby from being born with the AIDS virus. The hardest part is when other people treat me badly because of my condition. I don't know how long I will stay healthy, but I am living life fully. I am a good mother. And I have a job: teaching other young people about how to protect themselves and their partners from getting this disease.

BRETT'S STORY: At 18, I was a smart-alecky kid with a punk haircut, taking college classes by day and by night clubbing at Smart Bar and the Metro. Only two years later, I was standing between the swinging doors at the Jewel on a pay phone when I learned that I had the virus that causes AIDS. I was stunned. But what I lacked in health, I made up for in youth. I was spunky and idealistic. I believed that we — patients, doctors, scientists, and researchers — if we truly had the intention, we could cure AIDS. I know that sounds idealistic, but we needed inspiration at the time. Idealism is what kept me going when there was little hope. I had always wanted to write. After my diagnosis, I knew exactly what I would be writing about and dove into the topic. I scraped together enough money to launch a magazine called *Plus Voice*. My vision was a lifestyle magazine for people with the virus, the first of its kind. Sometimes I feel exhausted, but the writing and my friends keep me going. I've been HIV-positive my entire adult life. Of course, we still don't have a cure for AIDS. But in 2008 we have excellent medicine to keep the virus at bay. And it's getting better every year. But this new medicine is not a cakewalk. It is hard on your body and it certainly doesn't give you a free pass to be unhealthy in other ways. Wear your seatbelt. Don't smoke. Drink moderately. Get mental help when you need it. Exercise. Always, always use a condom. And be rigorously honest with yourself about every aspect of your life. *[Adapted with permission from Test Positive Aware Network <www.tpan.com>.]*

what do you have to tell? what would you want to know?

OVERVIEW: Students discuss the question of how much responsibility people have to disclose their HIV status to a sex partner. They examine the complex balance between the right to privacy and the right to protect oneself from harm. They explore their feelings about this dilemma through creative writing. (Note: Prior to the activity, students should have learned basic information about human rights, informed consent, and HIV and AIDS.)

OBJECTIVES: To enable students to think critically about how much responsibility or obligation people have to disclose their HIV status to a sex partner.

DURATION:

Steps 1–4: 45 minutes

Steps 5–6: 45 minutes

MATERIALS:

Board+chalk

TO PREPARE:

Think about “open questions” (not yes/no questions) as you probe for deeper responses in Step 1. If possible, obtain information about the prevalence of HIV in your setting. This activity may elicit strong feelings among some students; think about how you can support students appropriately. Respect everyone’s privacy, and do not require anyone to read his or her story aloud.

INSTRUCTIONS

- 1 Introduce the activity, drawing on the following questions. *[Record students’ answers on the board.]*
 - Today we will discuss a delicate and complicated question: whether people are obligated to disclose their HIV status to a sex partner.
 - Do you think that people who know they are HIV-positive always tell their sex partners?
 - What are some reasons that a person might not tell a partner his or her status? *[Probe for: to protect his or her privacy; fear of stigma, abandonment, and discrimination.]*
 - What are some reasons people might not make the effort to be tested for HIV? *[Probe for: They are afraid of testing positive (having HIV); embarrassed about going to a clinic for testing; unaware of free testing sites; feel and look healthy and do not believe they might be infected; unable to make test times that conflict with school or work; don’t trust that the result will be kept private/secret.]*
 - What are some reasons that people should be tested for HIV? *[Probe for: If the test is negative, they will feel relieved. If the test is positive, they can begin treatment; keep partners safe from future infection; inform present and past partners so that those people can get tested.]*
- 2 Ask students to take out their notebooks. Explain:
 - We’ve had a chance to think about some of the reasons people may choose not to be tested or to tell their partners their HIV status. Your assignment is to write a short story that goes more deeply into this topic. Your story should be no longer than three pages.
 - What should your story be about? Your story may be about someone who chooses not to be tested. Or it may be about a person who acquired HIV from a partner who did not disclose that he or she was HIV-positive. Or it may be about someone who knows he or she is infected with HIV and tells his or her partner.

- What issues and feelings should your story explore? Your story should have some tension in it. Show how your character came to a decision, how he or she felt about it, and what happened (how the decision affected your character's own life and how it affected other people's lives). Think about how the character feels (scared? supported? alone? relieved? regretful? loved? appreciative? bitter?).
 - Should the story be factual or fictional? The story can be completely invented or you can base it on your own experience or on the situation of someone you know. But it is important not to use anyone's real name. *Final word:* These stories should not be long, but they must be serious. This is a thoughtful assignment, not a humorous one. Your story may be finished outside of class if you run out of time in class.
- 3** Ask students to begin to think about and write their stories. If you plan to ask students to read their stories, mention this before they begin to write. Tell them that they can speak to you if they have trouble making up a story. *[You can suggest: A boy is afraid to be tested because he lost both his parents to AIDS; a girl is afraid to tell her partner that she is HIV-positive as the result of a rape because her boyfriend believes she was a virgin before they met.]*
- 4** Collect the stories, or ask students to complete them for homework. However, before the second session (in which students read their work aloud), read every story yourself to be sure that it is both appropriate and anonymous.
- 5** Invite students to read their stories. (They do not all have to be read.)
- 6** Close by discussing the following questions:
- Did any of you come to see this dilemma differently as a result of hearing a classmate's story or of writing your story? What are some ways that you feel your attitudes or feelings shifted? *[Probe: Do you now think that being tested for HIV is harder or easier than you thought it was? Is telling a partner more or less important than you used to think it was? Do you now think you might respond differently to a romantic or sex partner who told you that he or she is HIV-positive?]*
 - Is the question of disclosing one's HIV status always a clear-cut issue?
 - How do we make sure we are as honest with our partners and ourselves as possible in order to ensure our own and their good health?
 - Should optional, anonymous testing and counseling be offered or promoted actively, whenever people go to a clinic? Or should health providers test for HIV only when someone specifically requests the test?
 - Does anyone have any final comments? *[Try to close this session with a comment about the AIDS pandemic requiring all of us to be honest, empathetic, self-disciplined, courageous, and optimistic.]*

contraceptive knowledge games

OVERVIEW: Students review information about contraceptive methods by way of a crossword puzzle and a game. They discuss shared responsibility for contraception. (Note: This activity may serve as an introduction or as a review to contraceptive methods.)

OBJECTIVES: To review and strengthen students' knowledge of contraceptive methods; to strengthen writing skills.

INSTRUCTIONS

Homework (to be assigned prior to this activity): Complete the “Contraceptive Methods” Crossword puzzle. (Distribute a blank puzzle to each student.)

Continue the following day with Step 1.

- 1 Review the answers to the crossword puzzle as a group. Answer any questions.
- 2 Explain to students that they are going to play a game called “Five Questions,” which will test their knowledge about different contraceptive methods. Form three teams and explain:
 - This bag has slips of paper, and every slip of paper has the name of a different contraceptive method. Team 1 will start by removing a slip of paper.
 - Teams 2 and 3 will try to guess which contraceptive method is on the slip of paper that Team 1 is holding. To find out, you may ask only “yes” or “no” questions. *[Clarify that everyone understands what “yes” and “no” questions are.]* First, Team 2 will ask a question of Team 1.

- 3 Explain the rules. *[Note: If your students have some previous knowledge about contraceptive methods, they can use the “yes” or “no” clues to help them figure out the correct answer (method). If they lack even basic contraceptive knowledge, each team may need its own fact sheet to use the clues effectively.]*
 - To make sure that the questions are answered correctly, the team answering questions may refer to the fact sheet about contraceptive methods. *[Hold up the fact sheet.]* Remember, you have only 30 seconds to answer “yes” or “no.” You may quietly discuss the answer among yourselves before replying. You must show me what is on your slip of paper, so that I may correct any misinformation. If you give wrong information about your method, your team will lose half a point. And remember, you may respond by saying only “yes” or “no.” Finally, appoint someone on your team to keep track of how many questions you answer and to announce when five questions have been answered without the method being correctly identified.

DURATION:

45 minutes

MATERIALS:

Board+chalk; copies of the crossword puzzle; and the “List of Contraceptive Methods” handout; slips of paper with names of contraceptives; a bag; four copies of the fact sheet on Contraceptive Methods in **GUIDELINES** (the companion volume to this book) or another reliable text; if possible, a watch (to time 30-second intervals); small prize for the winning team.

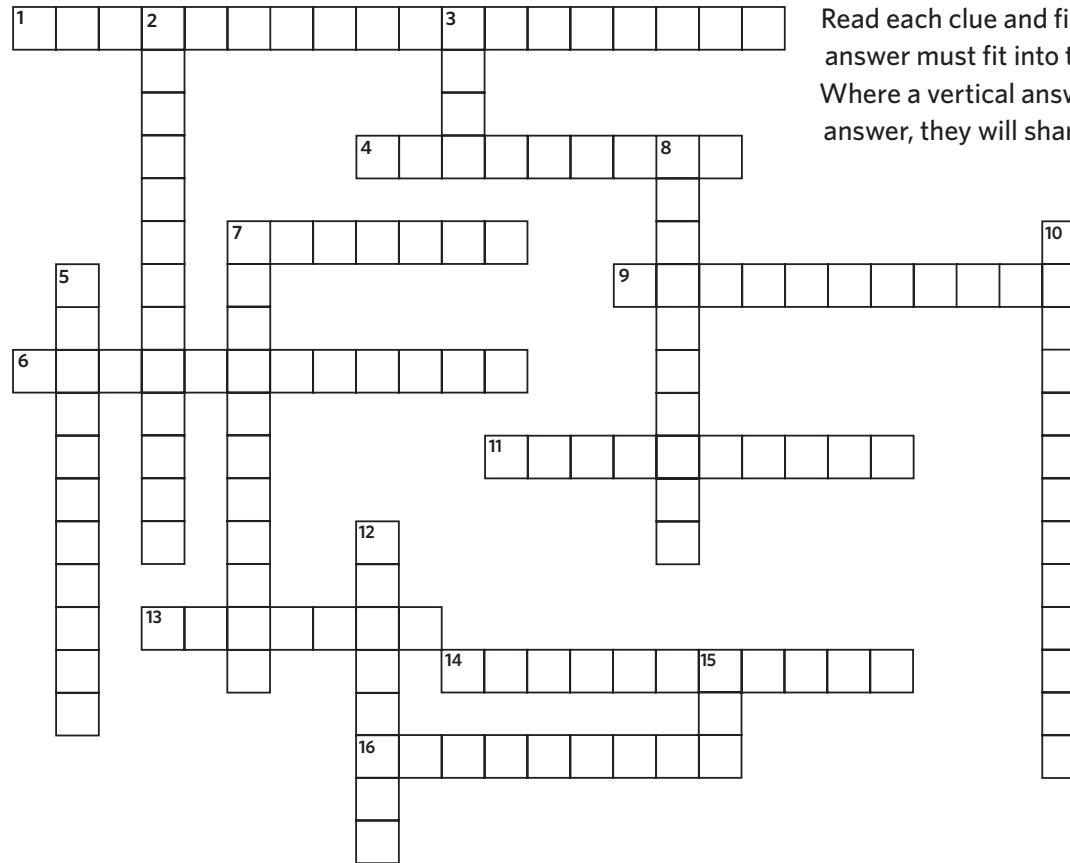
TO PREPARE:

Photocopy the crossword puzzle (include the answers or not). Review the list of contraceptive methods; delete any that you will not be covering. Prior to this session, have students learn about those methods on your list. Write the name of each method on your list on a separate slip of paper. Fold slips in half and place them in a bag. Read note in Step 3 and plan accordingly. Review contraceptive information yourself.

- After hearing Team 1's answer to Team 2's first question, Team 2 may try to guess the name of the contraceptive method. If Team 2 guesses incorrectly (or chooses not to guess), Team 3 may ask a question. Teams 2 and 3 will take turns asking questions until one team gives the correct answer (winning a point), or until five questions have been asked.
 - If, after five questions have been asked, neither team guesses the method correctly, Team 1 announces the correct answer, clarifies important information related to the method, and wins the point.
- 4** Explain how the game will proceed.
- Next, Team 2 picks a slip of paper, and Teams 1 and 3 ask the questions. We will go around in this way until we run out of time or until all of the slips of paper have been removed.
 - Does everyone understand the rules?
[Demonstrate with one slip of paper (method), if necessary.]
- 5** Appoint a time-keeper to keep track of the 30 seconds allowed to respond to each question. Appoint another student to keep score, marking points on the board.
- 6** Ask Team 1 to choose a slip of paper and give the team the contraceptive fact sheet. Be sure to check each slip of paper as it is removed; keep a copy of the contraceptive methods fact sheet yourself for quick reference so you can correct any misinformation.
- 7** After the correct answer is given or five questions have been answered, stop. Award the point to the winning team and ask Team 2 to choose a slip of paper. Ask the teams to continue taking turns in this way for about 20 minutes, or until ten minutes before the end of the session.
- 8** Declare a winning team and give it the prize if you have one.
- 9** Reserve five to ten minutes to discuss:
- What did you learn about a contraceptive method today that you did not know and that you found interesting?
 - *[The following question may be deferred to homework; see below.]* Does everyone need to know about contraception? Whose responsibility is it to protect against unwanted pregnancies?

Homework: Write a paragraph in answer to these questions: Does everyone need to know about contraception? Whose responsibility is it to protect against unwanted pregnancies? You may state your opinion directly or respond in the form of a story.

contraceptive methods crossword puzzle



Read each clue and fill in the correct answer. Your answer must fit into the correct number of boxes. Where a vertical answer crosses with a horizontal answer, they will share a box with the same letter.

across

1. A woman or girl applies it to her skin like a band-aid; it does not protect against STIs/HIV (two words)
4. A surgical procedure that prevents the male's release of sperm
6. A thin sheath or pouch that a woman or girl inserts into her vagina to prevent sperm from entering her own body (two words)
7. A small rod inserted into the woman or girl's arm
9. The _____ method involves a woman or girl using a thermometer to tell when she is not fertile
11. Pulling the penis out of the vagina before ejaculating
13. A woman or girl takes it daily to prevent pregnancy (common name, two words)
14. A doughnut-shaped device inserted by a woman or girl into her vagina; it does not protect against STIs/HIV (two words)
16. A rubber cup that is filled with spermicide and inserted into the vagina, covering the cervix

down

2. An operation in which a woman's fallopian tubes are cut or tied to prevent the egg and sperm from meeting (two words)
3. Inserted into the uterus, and often shaped like a T (abbreviation, plural)
5. Various substances inserted into the vagina to kill sperm (plural)
7. Shots given to a woman or girl periodically to prevent ovulation and thicken cervical mucus (plural)
8. A man or boy wears it on his penis during sex; it prevents pregnancy and protects against STIs/HIV (two words)
10. A woman or girl can tell when she is fertile based on the amount and consistency of her _____ (two words)
12. A woman or girl can calculate when she is fertile by recording her menstrual cycles on a _____.
15. Natural method resulting from breastfeeding (abbreviation)

answer key across: 1. contraceptive patch; 4. vasectomy; 6. female condom; 7. implant; 9. temperature; 11. withdrawal; 13. the pill; 14. vaginal ring; 16. diaphragm. **down**: 2. tubal ligation; 3. IUDs; 5. spermicides; 7. injectables; 8. male condom; 10. cervical mucus; 12. calendar; 15. LAM.

list of contraceptive methods used around the world

Temporary, user-controlled methods (that block the sperm from reaching the egg)

- Male condom
- Female condom
- Diaphragm
- Cervical cap
- Spermicides

Methods that work inside the body's system

Short-acting, user-controlled

- Oral contraception (the pill)
- Emergency contraception

Long-acting

- Injectables (Depo-provera)
- Hormonal vaginal ring
- Hormonal patch
- Hormonal implant
- Intrauterine device (IUD)

Natural methods (that require specific behaviors and an understanding of one's body)

- Lactational amenorrhea method (LAM)
- Withdrawal
- Cervical mucus method of fertility awareness
- Temperature method of fertility awareness
- Calendar standard-days or "cycle beads" method of fertility awareness (also called the rhythm method)
- Abstinence
- Outercourse (sexual play without intercourse)

Permanent surgical methods

- Tubal ligation (or other methods of female sterilization)
- Vasectomy

walking in her shoes: the decision to end a pregnancy

OVERVIEW: Students read case studies and discuss the reasons that women seek abortions.

OBJECTIVES: To enable students to discuss three reasons that women and girls choose to have abortions; to strengthen analytic thinking and dialogue skills.

DURATION:

60 minutes (may be divided into two sessions)

MATERIALS:

Board+chalk; one case study from “Abortion Cases” handout for each group (or a copy of all the cases and assign a case to each group); the **GUIDELINES** volume of *It’s All One Curriculum* (at <www.itsallone.org>) or a photocopy of the section on unintended pregnancy and abortion in unit 7 of that volume.

TO PREPARE:

Review the materials above for a full list of reasons why women choose to have abortions. Review and, if necessary, modify the case studies to make them culturally appropriate. Ensure that the cases reflect various reasons for choosing to have an abortion. Familiarize yourself with local laws about abortion (especially regarding young people) and child support.

INSTRUCTIONS

- 1 Begin the activity with the following questions:
 - Today we will discuss complicated decisions that we make in life. Think about a time when you — or someone close to you — had to make a difficult decision that others may not have agreed with. *[Allow a few moments.]*
 - How did it feel? Did you (or the person you are thinking of) have support?
 - If not, how did this affect the decision, and how you felt?
 - For millions of women and girls, finding themselves with an unintended pregnancy becomes a moment of decision. For some this decision is simple and straightforward, whereas for others it is difficult and complex.
 - Today we will be discussing the decision to have an abortion. We will not be discussing abortion as right or wrong. Instead, we will consider what goes into making that decision to try to understand why some choose to have an abortion.
- What choices does a girl or woman have when she becomes pregnant? *[Probe for: having the baby and rearing the child; giving the baby up for adoption; or terminating the pregnancy.]*
- 2 Divide the students into small groups of four or five. Give each group a case study and ask them to read it, to fill in the name of the person telling the story, and then to discuss the following questions *[write them on the board]*:
 - Why did this girl have an abortion?
 - What role did other people play in her decision? *[While they work, write “Reasons girls and women choose abortion:” on the board.]*
- 3 Bring the group back together. Ask the first group to read its case study and allow five to seven minutes to discuss the following questions:
 - Why did this girl choose to have an abortion?
 - Does everyone agree that these were her reasons? Were there any other reasons? *[Using questions, probe for other reasons that are relevant to the case.]*

- What role did other people (a partner, family, friends, or others) play in her decision, either directly or in her mind?
 - Does anyone else want to comment?
- 4** Repeat this procedure for each case. Allow seven minutes for each case.
- 5** Reserve 10–15 minutes to review these questions:
- In your opinion, are these reasons (on the board) that young women have abortions? What other reasons can you think of that women have abortions? *[Add these to the list on the board.]*
 - Worldwide, the majority of women who have abortions are married. Can you think of some situations in which a married woman might choose to have an abortion?
 - In some countries abortion is performed in a wide range of circumstances, whereas in other countries abortion is legally restricted (or is allowed in only few circumstances).
 - Why do women and girls have abortions even when the procedure is illegal and may be unsafe?

Homework: Select one of the quotations below.

When you judge another, you do not define them, you define yourself. — Wayne Dyer

We can never judge the lives of others, because each person knows only his or her own pain and renunciation. It's one thing to feel that you are on the right path, but it's another to think that yours is the only path. — Paulo Coelho

Remember that I'm Human. Before you judge me or decide how you'll deal with me, walk awhile in my shoes. If you do, I think you'll find with more understanding we can meet in the middle and walk the rest of the way together. — Eric Harvey and Steve Ventura

I should love to satisfy all, if I possibly can; but in trying to satisfy all, I may be able to satisfy none. I have, therefore, arrived at the conclusion that the best course is to satisfy one's own conscience and leave the world to form its own judgment, favorable or otherwise. — Mohandas K. Gandhi

Next, copy the quotation, and answer the following questions:

- How does this quote make you feel?
- Do you agree or disagree with the author?
- How does the meaning of this quote relate to the situation of a girl who chooses to end an unintended pregnancy?

abortion cases

GROUP 1 HANDOUT

My name is _____. My boyfriend Lu and I are both 22 and have been dating for two years. I use birth-control pills, although I forgot to take the pill a couple of times last month. Then I found out that I was pregnant. I just started a new job that I love but it doesn't yet pay very well. I really like my life the way it is and do not want a baby. I went to a family planning clinic and was counselled by a nurse who strongly urged me to get married and have the baby. Lu agrees with the nurse because he assumes I will eventually want to be a mother, so why not now? I'm upset because I feel as if I am being pressured to have a child whom I do not want. I have decided to go to a place where I have heard there is a doctor who performs abortions without asking many questions.

GROUP 2 HANDOUT

My name is _____. I am 20 and was the first person from my village ever to be accepted at the university in the capital city. My family, friends, and neighbors have high hopes that my success will be the beginning of real change in the community. Shortly after starting classes, I began dating another student and after a few months we began having sex. We used condoms most of the time, but once in a while we got caught up in the moment and did not. When I discovered I was pregnant, I turned to my boyfriend to talk over what we should do, but he suddenly became distant and unavailable. I heard from a common friend that he thought I was trying to trap him into marriage. I don't even want to get married, but I also don't want to be a single mom at my age. I want to be able to finish my studies and have a chance to achieve my dreams. I would have liked to turn to my family for support, but I was afraid they would be disappointed in me and I did not want to let them down. So I decided not to tell anyone and used my living allowance to pay for an abortion.

abortion cases

GROUP 3 HANDOUT

My name is _____. I am a 17-year-old boy. When I found out that my girlfriend was pregnant I thought “What? Wow! Oh no!” My feelings were a mix of shock, fear, worry, and amazement. A small part of me even felt a little bit proud to know I was fertile. But eventually, I had to deal with the question, “Now what — parenting, adoption, abortion?” My girlfriend and I are both in school, and we know we are too young to be good parents. We decided that the best decision for us was an abortion. A friend recommended a clinic and we went together. The clinic person explained exactly what was going to happen. Before we left, she also told us about contraception and gave us a box of condoms. I had to face a lot of my own emotions, but I’m proud that I helped my girlfriend through this difficult decision.

GROUP 4 HANDOUT

My name is _____. I am 15 and live with my large extended family. Every year, we have a visit from my aunt and uncle and their son, my cousin, who is now 18. One day this year, when everyone else was out of the house, he asked me if he could touch me and wanted me to do the same to him. This felt weird and I didn’t really like it, but he is my older cousin and I didn’t want to upset him. When he started undressing me and got on top of me I was scared and tried to push him away, but he was too strong and he raped me. When I found out I was pregnant, I was so scared. I wanted to ask my mother for help but was too ashamed to explain what had happened. Finally I found the courage and told my mother. She immediately took me to get an abortion and refused to discuss the issue at all. I was relieved to not be pregnant anymore, but wished that I could have talked with somebody when I was going through this difficult experience.



get inspired! creating change

OVERVIEW: Students select a quote that inspires them and explore what it would mean to apply the message of the quote in their own lives.

OBJECTIVES: To increase students' motivation and confidence to change the world in which they live.

DURATION:

60–90 minutes, depending on how many quotes you select.

MATERIALS:

Board+chalk; two-page handout “Quotes on Social Justice and Activism.”

TO PREPARE:

Review the quotes and eliminate any that are not suitable in your setting. You may wish to add others from your own country or region. Adjust the number of quotes (and of student recitations) to fit your time allowance. Make copies of the quotes you will use or write them on the board.

INSTRUCTIONS

1 Explain:

- Today we will explore what it means to work for social justice or to change the world we live in, even in a very small way. We will review a series of quotations from people who have made a difference through their own efforts.
- Read through the list and select the quotation that most inspires you. Then take out your notebook and at the top of a page copy your quote (along with the name of the person to whom it is attributed).
- Think about what your quote means. Write a response of at least three paragraphs. The first paragraph should explain what you think the message of the quote is. The second paragraph should talk about why this quote was meaningful to you, and why you selected it. In the final paragraph, discuss what it might mean if you apply the message of this quote in your own life (or if you already apply it, discuss that).
[Allow time for students to write.]

2 Ask if anyone has selected the first quote on the list. If so, ask that student to read his or her paragraphs. (Give students permission not to read any sections that they wish to keep private.) If more than one student selects a quote, consider allowing them the option of reading their responses. Go through all the quotes on your list in this manner. Plan for approximately 12 two-minute readings.

3 Conclude with the following guiding questions:

- What are some of the key messages that you draw from these quotes?
- What are some of the positive personal benefits social justice activists enjoy?
- What are some of the challenges and risks?
- Is it important for ordinary citizens to take action on issues that they care about?

Homework: Find a way to share your quotation. You may discuss it at home with family members, carefully write it out and post it somewhere, put it on your email signature, or find another way to share your inspiring message. Write down and turn in tomorrow how you are sharing your quotation.

quotes on social justice and activism

Be the change that you want to see in the world.

— **Mohandas Gandhi**, considered by Indians as the father of their nation. He inspired nonviolent civil disobedience, which led to India's independence from Britain and inspired movements for civil rights and freedom around the world.

Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.

— **Paulo Freire**, an influential Brazilian educator who pioneered educational practices to raise the critical consciousness of the poor.

Power concedes nothing without a demand. It never did and never will. Find out just what people will submit to, and you have found the exact amount of injustice and wrong which will be imposed upon them; and these will continue until they are resisted with either words or blows, or with both. The limits of tyrants are prescribed by the endurance of those whom they oppress.

— **Frederick Douglass** was born a slave and became a leader in the movement against slavery in the United States. He was an author, orator, and advisor to President Abraham Lincoln and believed in universal equality.

Freedom is not something that one people can bestow on another as a gift. They claim it as their own and none can keep it from them.

— **Kwame Nkrumah**, the founder and first president of modern Ghana and an influential Pan-Africanist.

Responsibility does not only lie with the leaders of our countries or with those who have been appointed or elected to do a particular job. It lies with each of us individually.

— **His Holiness the 14th Dalai Lama**, the spiritual leader of Tibetan Buddhists and an activist for Tibetan autonomy.

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

— **Margaret Mead**, an American cultural anthropologist.

quotes on social justice and activism

The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.

— **Albert Einstein**, a Nobel Prize-winning theoretical physicist, best known for the theory of relativity. Outspoken against Nazism, he was also an activist against nuclear testing and racism.

When the Nazis came for the communists, I remained silent; I was not a communist. When they locked up the social democrats, I remained silent; I was not a social democrat. When they came for the trade unionists, I did not speak out; I was not a trade unionist. When they came for the Jews, I remained silent; I wasn't a Jew. When they came for me, there was no one left to speak out.

— **Martin Niemöller**, a well-known anti-Nazi German theologian and pastor, who was sent to a concentration camp but survived. He continued to be an antiwar activist throughout his life.

Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

— **Martin Luther King, Jr.**, a minister, was the most famous leader of the American civil rights movement. A promoter of nonviolence and activist for the equal treatment of all races, he was the youngest man awarded the Nobel Peace Prize.

It's the little things citizens do. That's what will make the difference. My little thing is planting trees.

— **Wangari Maathai**, a Kenyan environmental, gender, and political activist. She founded the Green Belt Movement and was awarded the Nobel Peace Prize in 2004 (the first African woman to receive it). She also became a Member of the Kenyan Parliament.

an issue i care about



OVERVIEW: Students identify an issue or problem in society that matters to them. They explore the idea of advocacy in their own lives.

OBJECTIVES: To help students consider and identify an issue they care about; to practice communication and speaking skills; to think about making positive change in their own lives.

INSTRUCTIONS

- 1 Introduce the topic:
 - We have learned about various issues that have an impact on our lives — especially regarding issues of gender, health, and rights. What are some of the specific issues we studied? [*Probe for topics covered.*]
 - Each of you will identify a societal problem that you care about. It should relate to an issue we have discussed.
- 2 Distribute the “A Problem I Care About” list to each student. Explain:
 - Write your name on both pages of this sheet. Then review the list of social justice issues, asking yourself: “Which issues do I care about?”
 - You will see that the list is divided into three categories (gender, sexual health, and sexual rights). Check off three topics that interest you. They can all be in one category or they can come from different categories.
 - You may also add a social justice issue that you care about that is not on the list.
- 3 Put students into same-sex pairs. Explain:
 - In pairs, take about 20 minutes discussing one or more of the issues that matter to you.
 - Share what you find compelling about your choices, or why you want to learn more about them. You may have a story to share.
 - Practice listening with attention to each other and engage in respectful dialogue.
 - Remember: Treat all of your classmates’ concerns with respect. Equal justice and respect start right here in the classroom with how we behave toward each other.
- 4 Bring the group back together and ask if anyone wants to say which problem or problems they selected, and why. Allow all volunteers to speak.

DURATION:

Steps 1-4: 45 minutes

Steps 5-8: 45 minutes

MATERIALS:

Board+chalk; one worksheet (“A Problem I Care About”) and one handout (“A Letter from the Heart”) for each student; a copy of unit 8 of **GUIDELINES** (the companion book to this volume, also accessible at: <www.itsallone.org>).

TO PREPARE:

Review “A Problem I Care About” list. Delete issues that may be unsafe for your students to engage with. Add locally relevant issues.

Review the “A Letter from the Heart” handout. If you plan to lead students in an advocacy project (using unit 8 of **GUIDELINES**), keep the right-hand column of “common actions” in the handout. If not, delete that column to avoid students’ initiating advocacy without guidance or support.

- 5** Introduce students to the concept of working for social change (advocacy). Explain:
- Some people get involved in big campaigns to change the world. Have any of you heard of actions people have taken to fix one of the problems on the worksheet that you or your classmates care about?
 - What about actions in the areas we have been studying — gender equality and sexual and reproductive health and rights? *[Take some examples. If needed, offer an example from Unit 8 of **GUIDELINES** or from your own experience.]*
 - What is an example of a change that such actions have brought about in the world? *[Some examples you could mention are: ending the practice of female genital mutilation, increasing numbers of girls in school, men joining campaigns against gender-based violence, legalization of abortion, making schools safer for homosexual (gay) youth, and allowing pregnant girls to stay in school.]*

- 6** Introduce the idea of small changes. Lead a discussion using the following points:
- Advocacy often refers to big changes. But even a small effort can make a meaningful change for the better — in your own life or the life of someone around you.
 - Imagine and consider a small step you can take to make a difference, specifically to improve gender equality or to protect the sexual or reproductive rights of yourself or of another person. *[Probe for ideas: not discriminating against another person,*

sharing in responsibilities that are usually separated by gender, deciding never to coerce another person to have sex, or writing an apology for not having treated someone respectfully in the past.]

- Can you think of a situation you have seen in your own life where someone made a positive change, whether large or small?

- 7** Remind students that there are personal benefits and risks to engaging in advocacy. Ask:

- What benefits or growth can a person have by engaging in advocacy or action for social justice? *[Probe for: feeling empowered to know you can have an impact on others, building new relationships, strengthening personal skills such as speaking or writing, admiration from others.]*
- What are some risks that a person can face by engaging in advocacy or action for social justice? *[Probe for: possible social disapproval; being distracted from schoolwork or other important parts of life; being disappointed if you do not achieve the changes you aim for; being arrested or facing other dangers, even if your activities are completely legal and nonviolent. Remind students it is important to be safe.]*

- 8** (May be assigned as homework.) Pass out the handout, or write the handout questions on the board. Tell students:

- Write a letter from the heart about the issue that matters to you and what you can do about it.
- The letter can be written to yourself, to a parent, a friend or romantic partner, or a community leader.

a problem i care about

The following list includes some of the societal problems that many people care about and are trying to fix. This list focuses on issues in three categories: gender, sexual health, and sexual rights. Think about which issues are of greatest concern to you. Perhaps you care about a problem similar to one of these problems. Or you may be thinking about a different issue altogether.

Check off three issues that you care about. They can all be in one category or they can come from different categories.

GENDER ISSUES

- Our textbooks reinforce stereotypes.
- Certain policies in our school discriminate against some groups of people.
- Too much teasing and bullying goes on at school.
- Boys in our community feel pressured to act “tough” or brave.
- Boys feel pressure to join a gang to prove that they are men.
- Girls lack opportunities to learn what they need to know about money for when they are older.
- Girls don’t have enough opportunities to play sports or be on teams.
- Girls don’t have safe spaces to meet their friends and peers.
- Advertising depicts males and females in ways that are harmful to us.
- Many young men lack opportunities to learn about how to be good fathers.
- Gender-based violence (violence against women and girls) is too common and is even accepted.
- Men who are violent toward their wives or children are often more violent after consuming alcohol.
- Gender norms contribute to eating disorders.
- Too many women and girls seek cosmetic surgery to try to fit an ideal image.
- Girls do not have the same opportunity as their brothers to go to school.
- Pregnant girls are not allowed to continue their schooling.
- Boys and girls are not treated equally at home.
- People in the community do not understand enough about gender inequality.
- Too few people are aware of the problem of sexual harassment.
- OTHER: _____

a problem i care about

SEXUAL HEALTH ISSUES

- Adolescents do not have access to sexual and reproductive health services that are youth-friendly.
- It is difficult to get condoms.
- Many of my peers do not know about HIV.
- Many schools in our area do not teach about HIV.
- Many people don't know their HIV status.
- Young people do not have basic information about their own bodies.
- The rate of sexually transmitted infections among young people is far too high.
- Many women and girls in certain parts of the world are at risk of obstetric fistula.
- People don't know or care enough about maternal mortality.
- Abortion is legally restricted — and as a result, dangerous — in many places.
- OTHER: _____

SEXUAL RIGHTS ISSUES

- The problem of incest is largely ignored in many societies.
- Too many girls are married off when they are still children.
- People are still practicing female genital mutilation.
- Many girls are being sexually exploited by “sugar daddies.”
- Many young people, especially girls, are victims of sex trafficking.
- Rape is too common, and even tolerated.
- People do not realize that boys are also at risk of sexual abuse.
- Homosexuals are often not treated with dignity.
- Many young people, especially girls, do not feel that they really have a right to insist on condom use.
- People living with HIV and AIDS don't get enough support and respect.
- OTHER: _____

Be sure to write your name on both pages of this worksheet!

a letter from the heart

NOTE: There are many ways to try to make a positive change. Remember: It is important to start small. It is also important to choose an action that is safe and legal. Some common actions that people take include:

In our own lives

Deciding not to discriminate against someone else
 Accompanying a friend who needs care to a health service
 Promising not to engage in violence against another person
 Listening to someone who needs to talk
 Learning more about the issue I care about
 Talking to my friends and family about the issue

In the larger world

Creating a small social action group
 Writing a letter to a public official
 Writing an article for my peers
 Joining an organization that works on the issue I care about
 Asking my school to change a policy (related to the issue)
 Planning an event in the community

Dear _____,

I'm learning about gender equality and about sexual health and rights. I realize that I can take a small but meaningful step to make a positive change. An issue I care about is

_____.

One thing I can do to make a positive change is *[choose one action from the list above, or write in a different idea]*: _____.

What I am hoping for is _____.

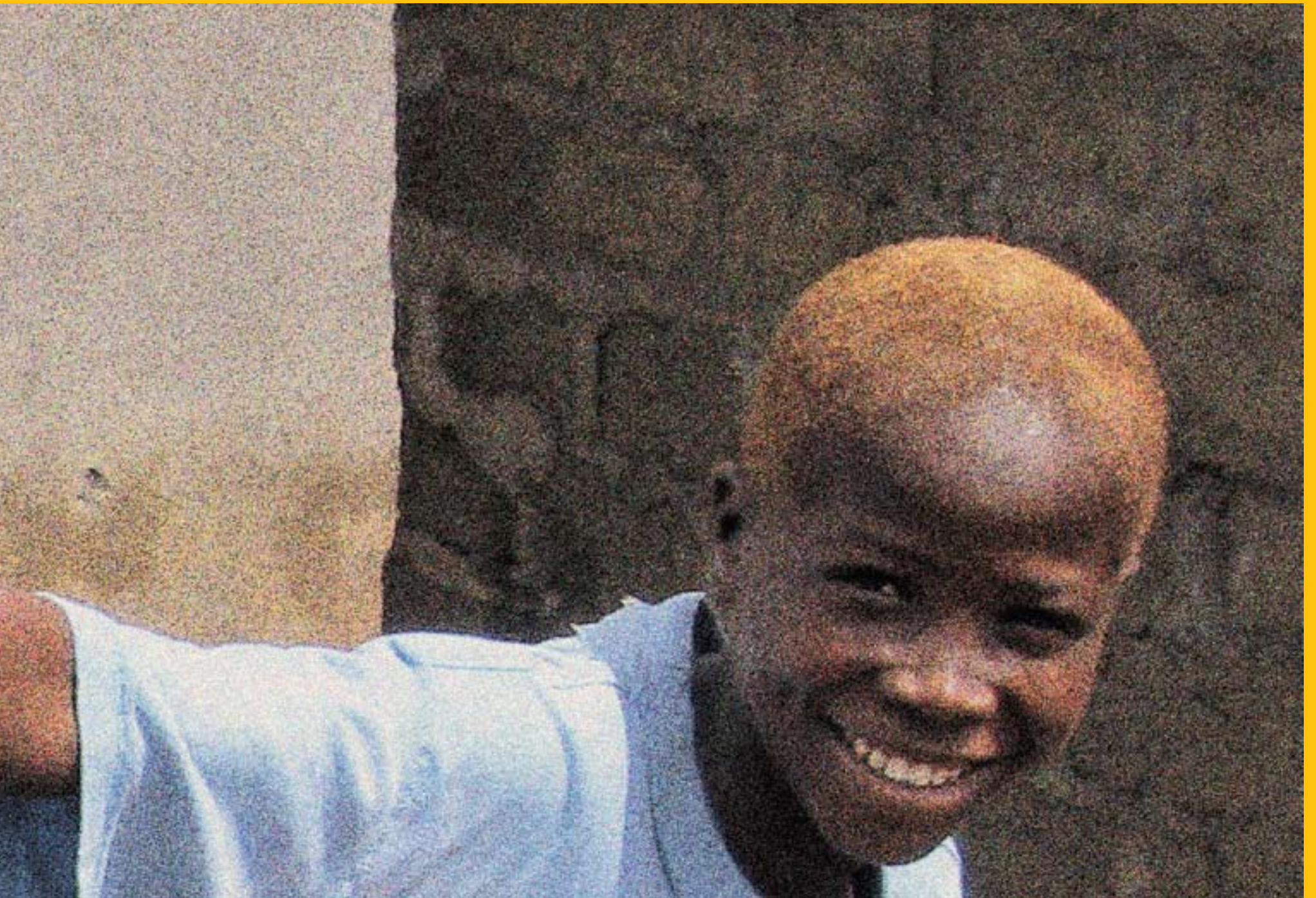
I want to be a person who _____.

Signed in sincerity,

ADDITIONAL RESOURCES



Materials listed on the following pages may be downloaded for free, except where noted.
Where noted in orange, a resource is available in additional languages.



selected program examples

Aahung in Pakistan undertakes training, research, and advocacy to create an environment where every individual's sexual rights are respected, protected, and fulfilled. <www.aahung.org>.

Conscientizing Male Adolescents in Nigeria aims to develop male adolescents' critical awareness of sexist prejudices and practices and the attitudes and skills to change them. For more information see Q/C/Q issue 14: <www.popcouncil.org/pdfs/qc/qc14.pdf>. **Also available in French.**

Dance4Life engages dancers, musicians, peer educators, and young people living with HIV to educate and empower young people in the fight against HIV and AIDS. <www.dance4life.com>.

Democracia y Sexualidad (DEMYSEX) is a network of Mexican organizations that aims to strengthen sex education to ensure gender equity and the exercise of sexual rights in the development of a democratic culture. <www.demysex.org.mx>. **Also available in Spanish.**

Girls Power Initiative in Nigeria aims to equip girls with the information, skills, and opportunities for action to grow into competent and confident young women. <www.gpinigeria.org>.

Girls Incorporated in the United States provides educational programs for girls, particularly in high-risk, underserved areas, to enable them to challenge gender discrimination and lead successful, independent, and fulfilling lives. <www.girlsinc.org>.

International Centre for Reproductive Health and Sexual Rights (INCREASE) in Nigeria works to expand access to sexual health and rights information and services. <www.increase-increase.org>.

MenEngage is a global alliance working to engage men and boys in reducing gender inequalities and in promoting the health and well-being of women, men, and children. <www.menengage.org>.

Raising Voices in Uganda works to prevent violence against women by addressing root causes such as traditional gender roles and the imbalance of power between women and men. <www.raisingvoices.org>.

Scenarios USA (originally inspired by Scenarios from the Sahel) sponsors a curriculum and script-writing contest based on reflection about gender issues. Winning scripts are turned into short films. The "What's the Real Deal about Masculinity?" curriculum and films are available for purchase, but the films may also be viewed at no cost online. <www.scenariosusa.org>.

Sonke Gender Justice Network works with men, women, young people, and children in southern Africa to achieve gender equality, prevent gender-based violence, and reduce the spread of HIV and the impact of AIDS. <www.genderjustice.org.za>.

White Ribbon Campaign works to educate men and boys to end violence against women. <www.whiteribbon.ca>. **Also available in French.**

curricula and activities

ABC: Teaching Human Rights—Practical Activities for Primary and Secondary Schools, Office of the United Nations High Commissioner for Human Rights, 2003. 124 pages. This manual helps educators foster human rights awareness and action. <www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>.

Also available in Arabic, Chinese, French, Russian, and Spanish.

African Transformation: The Way Forward, Facilitator's Workshop Guide, Health Communication Partnership, USAID, and Communication for Development Foundation Uganda, 2005. 118 pages. Tools for conducting community workshops about gender norms in our lives. <www.poline.org/ics-wpd/mmc/media/PLAFR302.pdf>.

Construyendo Derechos: Talleres de Conversación Para Adolescentes, FLACSO and UNFPA, 2006. 90 pages. Instructions for guided discussions on eight aspects of sexuality and rights. <www.issuu.com/flacso.chile/docs/construyendo_derechos/15>. Available in Spanish only.

Empowering Young Women to Lead Change: A Training Manual, World YWCA and UNFPA, 2006. 124 pages. For facilitators who wish to empower young women to become leaders, and to catalyze positive change in their lives and communities. <www.worldywca.org/world_ywca/communications/resources/empowering_young_women_to_lead_change>. Also available in Spanish and French.

Engaging Boys and Men in Gender Transformation: The Group Education Manual, EngenderHealth and Promundo, 2008. 356 pages. Participatory exercises to reach men (and their partners), exploring gender socialization and its impact on HIV prevention and care. <www.acquireproject.org/archive/files/7.0_engage_men_as_partners/7.2_resources/7.2.3_tools/Group_Education_Manual_final.pdf>. Also available in French.

Filling the Gaps: Hard to Teach Topics in Sexuality Education, Sexuality Information and Education Council of the United States, 1998. 193 pages. This manual provides lesson plans on such topics as abstinence, pregnancy options, sexual behavior, and sexual identity. <www.siecus.org/pubs/filling_the_gaps.pdf>.

Gendering Prevention Practices: A Practical Guide to Working with Gender in Sexual Safety and HIV/AIDS Awareness Education, Nordic Institute for Women's Studies and Gender Research, 2003. 52 pages. This manual aims to develop young people's gender awareness as a means to promote safer sexual behavior. <www.nikk.no/filestore/Publikasjoner/Living_for_Tomorrow/lft_gendprevpract.pdf>.

Gender or Sex: Who Cares?, Ipas and Health and Development Networks, 2001. 96 pages. This training resource aims to increase adolescents' and youth workers' skills and understanding of gender and reproductive health. <www.ipas.org/Publications/Gender_or_sex_Who_cares.aspx?ht>. Also available in Spanish.

Human Rights Education Series, Human Rights Resource Center, University of Minnesota, 2000. The third of this six-book series, published with Amnesty International USA and the Gay, Lesbian and Straight Education Network, focuses on sexual diversity and rights. <www1.umn.edu/humanrts/edumat>.

International Programme on Sexuality Publications, Youth Incentives. This website includes brochures, fact sheets, lesson plans, and advocacy issue briefs. <www.youthincentives.org/rutgersnisso_groep/youthincentives/Downloads>. Also available in French.

Keep the Best Change the Rest: Participatory Tools for Working with Communities on Gender and Sexuality, International HIV/AIDS Alliance, 2007. 96 pages. This kit contains activities to help community members explore how gender and sexuality affect their lives and identify ways to improve their relationships and protect their sexual health. <http://pdf.usaid.gov/pdf_docs/PNADJ846.pdf>.

MediaLitKit™ Framework for K-12 Media Literacy, Center for Media Literacy, 2005. 137 pages. This kit includes an explanation of media-literacy teaching and provides strategies for implementing media literacy. <www.medialit.org>. Lesson-plan library available at <www.medialit.org/reading_room/rr4_lessonplan.php>. Also available in Spanish.

The New 'My Changing Body.' Institute for Reproductive Health, forthcoming. This curriculum teaches young people about puberty and their maturing bodies, with an emphasis on menstruation and fertility awareness. <www.irh.org>. Also available in Spanish and French.

One Man Can Workshop Activities: Talking to Men about Gender, Domestic and Sexual Violence and HIV/AIDS, Sonke Gender Justice, 2006. 48 pages.

This manual offers activities to encourage men and boys to reflect on their own attitudes and behavior regarding gender, women, domestic and sexual violence, HIV/AIDS, democracy, and human rights. <www.genderjustice.org.za/onemancan/complete-one-man-can-toolkit/download-the-complete-to.html>.

Also available in Afrikaans, French, isiXhosa, and isiZulu.

Our Future: Sexuality and Life-skills Education for Young People, Grades 4-5, Grades 6-7, and Grades 8-9, International AIDS Alliance. 2006 and 2007. 132 pages, 128 pages, and 150 pages.

Three volumes provide information and learning activities on puberty, friendship, gender, sexuality, pregnancy, sexually transmitted infections, HIV, AIDS, and drug use. They also provide ideas about preparing parents and guardians to discuss sexuality with children. <www.aidsalliance.org/publicationsdetails.aspx?id=211>.

People's Movement for Human Rights Education (PDHRE-International) works to develop and advance human rights education. The organization publishes human rights training manuals and teaching materials. <www.pdhre.org>.

Rights and Desire: A Facilitator's Manual to Healthy Sexuality, Breakthrough, 2006. 106 pages. The purpose of this manual is to generate positive dialogue about relationships, sex, and sexuality. <www.breakthrough.tv/images/downloads/53/rights_and_desire.pdf>.

Sakhi Saheli - Promoting Gender Equity and Empowering Young Women: A Training Manual, CORO for Literacy, Horizons/Population Council, and Instituto Promundo, 2008. 136 pages. The manual promotes reflection to enable young women to understand how gender norms affect their lives and increase their vulnerability to HIV and other reproductive health problems. <www.popcouncil.org/pdfs/horizons/India_SakhiSaheli_Eng.pdf>.

Sexuality and Life-skills: Participatory Activities on Sexual and Reproductive Health with Young People, International AIDS Alliance. 2008. 172 pages.

Provides activities to help young people develop knowledge, positive attitudes, and skills to grow up and enjoy sexual and reproductive health and well-being. <www.ibe.unesco.org/fileadmin/user_upload/HIV_and_AIDS/publications/Alliance_Sexuality_lifskills.pdf>.

Stepping Stones: A Training Package on HIV/AIDS, Communication and Relationship Skills, ACTIONAID, 1995. 240 pages. £11.25.

This training manual contains instructions for a workshop for exploring social, sexual, and psychological needs and practicing different ways of behaving in relationships. <www.steppingstonesfeedback.org>. It can be purchased at <www.talcuk.org/books/bs-stepping-stones.htm>.

Tools for Change: An Educator's Resource Site, Centre for Research and Education on Violence Against Women and Children at the University of Western Ontario. This website provides a list of resources for grades 3-9 that promote healthy, equal relationships. <www.toolsforchange.ca>.

Working with Young Men Series, Project H of Instituto Promundo, with ECOS - Comunicação em Sexualidade, Programa de Apoio ao Pai (PAPAI), Salud y Género. 314 pages. Guides for educating young men aged 15-24 about gender roles, violence, and sexuality. <www.promundo.org.br/396>. Also available in Portuguese and Spanish.

Working with Young Women: Empowerment, Health, and Rights, Instituto Promundo, Salud y Género, ECOS, Instituto PAPAI and World Education. 2009. 143 pages. These manuals provide activities on gender equity and women's rights to be used for young women aged 15-24. <www.promundo.org.br/352>. Also available in Portuguese.

Yaari Dosti - Young Men Redefine Masculinity, Population Council, CORO for Literacy, MAMTA, and Instituto Promundo, 2006. 110 pages. This manual promotes gender equity as a strategy for the prevention of HIV infection. <www.popcouncil.org/pdfs/horizons/yaaridostieng.pdf>. Also available in Hindi at <www.popcouncil.org/pdfs/horizons/yaaridostihindi.pdf>.

Young Men and HIV Prevention: A Toolkit for Action, Promundo and UNFPA. 2007. Two documents, 115 pages and 38 pages. Provides conceptual and practical information on how to design, implement, and evaluate HIV- and AIDS-prevention activities that incorporate a gender perspective and engage young men. <www.promundo.org.br/352>. Also available in Portuguese and Spanish.

teacher training and development

Doorways: School-Related Gender-Based Violence Prevention and Response, USAID, 2009. This set of three manuals (one each for teachers, students, and community counselors) supports a community-school partnership to make schools safe. <www.usaid.gov/our_work/cross-cutting_programs/wid/doorways.html>.

Gender, HIV, and Human Rights: A Training Manual, UNIFEM, UNFPA, UNAIDS, 2000. 213 pages. Includes a one-day and a two-day training and aims to enhance educators' understanding of the gender and human rights dimensions of the HIV pandemic. <www.unifem.org/resources/item_detail.php?ProductID=5>.

Gender or Sex: Who Cares?: Notes for Training of Trainers, Ipas, 2002. 68 pages. These resource notes enable experienced facilitators to conduct the Gender or Sex: Who Cares? training (see curricula section above). <www.ipas.org/Publications/Gender_or_sex_Notes_for_Training_of_Trainers.aspx?ht>.

Also available in Creole and Spanish.

The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change, the Human Rights Resource Center, University of Minnesota, 2000. This manual guides educators to teach effectively about human rights. <www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html>.

Our Future: Preparing to Teach Sexuality and Life Skills, An Awareness Training Manual for Teachers and Community Workers, International AIDS Alliance, 2008. 94 pages. Prepares educators to teach the Our Future curriculum (see curricula and activities section above). <www.aidsalliance.org/publicationsdetails.aspx?id=293>.

Training of Trainers: Designing and Delivering Effective Human Rights Education, Training Manual, Equitas — International Centre for Human Rights Education, 2007. 202 pages. Outline of a six-day experiential workshop on how to train trainers in human rights education. <www.equitas.org/english/ed-manuals/ed-manuals.php>. Also available in Russian (French edition forthcoming).

Training Trainers for Development, Centre for Development and Population Activities, 1995. 93 pages. This manual offers a six-day workshop for teaching participatory training techniques. <www.cedpa.org/content/publication/detail/757>. Also available in French and Spanish.

readings on teaching and learning

Experiential Learning Cycles: Overview of 9 Experiential Learning Cycle Models. This website reviews nine models for experiential learning and their application. <www.wilderdom.com/experiential/elc/ExperientialLearningCycle.htm>.

Gold Dust Resources, Quality Improvement Agency. This website provides resources, including information sheets and video activities, to strengthen skills and knowledge among new and experienced teachers. <www.goldust.org.uk>.

Hesperian Foundation. Publishes books and newsletters addressing the underlying social causes of poor health and suggesting ways groups can organize to improve health conditions in their communities. <www.hesperian.org/publications_download.php>. Materials available in up to 152 languages.

The Learner-centered Teaching Series, Teaching Effectiveness Program, University of Oregon. This website offers a four-part series on learner-centered teaching, including an overview, syllabus development, teaching content, and student assessment. <<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/learnercentered.html>>.

Paulo Freire and Informal Education, the Encyclopaedia of Informal Education, 2002. This webpage provides a basic introduction to Paulo Freire's work and offers additional references and links. <www.infed.org/thinkers/et-freir.htm>.

Training for Transformation, Volumes 1-3, ITDG Publishing, 2002. 462 pages. \$50. This three-volume set of innovative training techniques integrates various approaches and methodologies for participatory education, organizational development, and community self-reliance. They can be ordered from the Hesperian Foundation at: <www.hesperian.org/mm5/merchant.mvc?Screen=PROD&Store_Code=HB&Product_Code=B803&Category_Code=HEB>.

program implementation tools

Canadian Guidelines for Sexual Health Education, Ministry of Health of Canada, 2003. An example of how a government addresses sex education. <www.phac-aspc.gc.ca/publicat/cgshe-ldnemss/cgshe_toc.htm>.

Also available in French.

CARE. CARE has various relevant publications, including Addressing the Social Factors That Influence Sexual and Reproductive Health, and the ISOFI Toolkit: Tools for Action and Learning on Gender and Sexuality (to help program staff explore gender and sexuality issues). <www.care.org/careswork/whatwedo/health/srh/publications.asp>. Also available in French and Spanish.

Developing Guidelines for Comprehensive Sexuality Education, Sexuality Education and Information Council of the United States, 1999. 36 pages. This handbook provides educators, policymakers, and activists with a step-by-step guide for developing guidelines for comprehensive sexuality education programs. <www.siecus.org/pubs/guidelines/guideintl.pdf>.

Dynamic Contextual Analysis of Young People's Sexual Health: A Context Specific Approach to Understanding Barriers to, and Opportunities for, Change. Thomas Coram Research Unit, University of Southampton, 2006. 51 pages. Describes how to conduct a dynamic contextual analysis of factors that affect young people's sexual lives as a basis for programming. <www.safepassages.soton.ac.uk/pdfs/DCA2.pdf>.

Facing the Challenges of HIV, AIDS, STDs: A Gender-based Response, Royal Tropical Institute, Southern Africa AIDS Information Dissemination Service and World Health Organization, Amsterdam, 1995. 56 pages. Information and checklist for policymakers and program implementers regarding incorporating gender into policies and programs on HIV and AIDS and other STIs. <http://data.unaids.org/Topics/Gender/FacingChallenges_en.pdf>. Also available in Hindi.

HIV/AIDS Education: A Gender Perspective, Tips and Tools, UNICEF, 2002. 24 pages. Background information, checklists, and activities for training educators in formal and nonformal settings. <www.unicef.org/lifeskills/index_14927.html> or <www.ibe.unesco.org/AIDS/doc/UNICEF_Gender_Eng.pdf>.

Also available in French and Spanish.

IPPF Framework for Comprehensive Sexuality Education, International Planned Parenthood Federation, 2006. 9 pages. An overview of comprehensive sexuality education and a basic planning framework for implementation. <www.ippf.org/en/Resources/Guides-toolkits/Framework+for+Comprehensive+Sexuality+Education.htm>. Also available in French and Spanish.

Key Issues in the Implementation of Programmes for Adolescent Sexual and Reproductive Health, Department of Child and Adolescent Health and Development, World Health Organization, 2004. 51 pages. Reviews adolescent sexual and reproductive health programming issues. <www.who.int/child_adolescent_health/documents/fch_cah_04_3/en/index.html>.

RHIYA (The Reproductive Health Initiative for Youth in Asia), was a European Union and UNFPA initiative in South and Southeast Asian countries that sought to improve the sexual and reproductive health of 10–24-year-olds. The project produced a series of case studies and program implementation reports: <www.unfpa.org/eu_partnership/rhiya>.

Synergising HIV/AIDS and Sexual and Reproductive Health and Rights — A Manual for NGOs, AIDSNET, 2006. 22 pages. Provides evidence and guidelines for integrating sexual/reproductive health, rights, and gender into HIV work. <www.aidsnet.dk/Default.aspx?ID=2366>.

Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies, Joint UN Programme on HIV/AIDS, 2008. 75 pages. Training resources and materials. <<http://unesdoc.unesco.org/images/0015/001566/156673E.pdf>>.

training and technical assistance

Africa Regional Sexuality Resource Centre (ARSRC), based in Lagos, Nigeria, organizes sexuality institutes in the Africa region. <www.arsrc.org/training/asi/background.htm>.

Creating Resources for Empowerment in Action (CREA) works to empower women to articulate, demand, and access their human rights through technical assistance and training in women's human rights, gender, and sexuality. Based in India, CREA conducts a number of annual courses around the world. <<http://web.creaworld.org>>.

Girls Power Initiative, based in Calabar, Nigeria, holds a Gender Development Institute to create awareness on gender, rights, and sexuality. <www.gpinigeria.org>.

Global Youth Coalition on HIV/AIDS is a youth-led network of 4,000 young leaders and adult allies in 150 countries worldwide. GYCA trains and empowers young leaders to scale up HIV and AIDS interventions among their peers. <www.youthaidscoalition.org>. *Also available in Spanish.*

Instituto Promundo, based in Brazil, developed Project H and Project M to address gender, rights, and sexual health issues with young men and women. The projects provide technical assistance and training in gender and sexuality education. <www.promundo.org.br>. *Also available in Portuguese and Spanish.*

International School for Humanities and Social Sciences, Universiteit van Amsterdam, conducts research and a Summer Institute on Sexuality, Culture, and Society that explores the social dimensions of sexuality across cultures. Fellowships are available for participants from selected countries. <www.ishss.uva.nl/SummerInstitute/index.html>.

National Sexuality Resource Center, San Francisco State University has a Summer Institute on Sexuality and Culture. <<http://nsrc.sfsu.edu>>.

The Pleasure Project, with offices in Oxford, UK, and India, provides training and technical assistance to trainers and counselors on taking a sex-positive approach to their work. <www.thepleasureproject.org>.

Reprolatina, based in Brazil, provides training in gender and reproductive and sexual health and rights in Bolivia, Brazil, Chile, and Paraguay. <www.reprolatina.org.br>. *Available in Portuguese only.*

Swedish Association for Sexuality Education (RFSU) provides technical assistance and training on young people's sexual and reproductive health and rights and sexual diversity and human rights. <www.rfsu.se/default_en-us.asp>. *Also available in Spanish, French, and Swedish.*

Talking about Reproductive and Sexual Health Issues (TARSHI), based in India, provides training in sexuality, gender, and rights in the South and Southeast Asian region. <www.tarshi.net>. *Also available in Hindi.*

international advocacy and policy organizations

Action Canada for Population and Development (ACPD) promotes global development focused on sexual and reproductive rights and health. <www.acpd.ca>.

Advocates for Youth advocates for policies that enable young people to make informed, responsible decisions about their reproductive and sexual health in the United States and globally. <www.advocatesforyouth.org>.

Amnesty International, a human rights organization, promotes girls' safe access to education through its Safe Schools campaign. For a report and fact sheets, see <www.amnesty.org/en/campaigns/stop-violence-against-women/issues/empowerment-women/safe-schools>.

BRIDGE, Institute for Development Studies, undertakes gender advocacy by bridging the gaps among theory, policy, and practice with accessible and diverse gender information in print and online. <www.bridge.ids.ac.uk>.

Catholics for Choice (CFC) works to advance sexual and reproductive ethics based on justice, a commitment to women's well-being, and the moral capacity of people to make sound decisions about their lives. <www.catholicsforchoice.org>.

Center for Health and Gender Equity (CHANGE) works to ensure that United States international policies and programs promote sexual and reproductive rights and health. <www.genderhealth.org/index.php>.

Center for Reproductive Rights is a legal advocacy organization working worldwide. For publications on adolescent sexual and reproductive rights, see: <www.reproductiverights.org/pdf/adolescents%20bp_FINAL.pdf>. <www.reproductiverights.org/pdf/BRB_SexEd.pdf>. <www.reproductiverights.org/pdf/SexualityEducationforAdolescents.pdf>.

CHOICE for Youth and Sexuality is a Dutch-based youth organization that promotes sexual and reproductive health and rights for young people. <www.choiceforyouth.org>.

Family Care International works to prevent pregnancy- and childbirth-related injury and death and to ensure sexual and reproductive health and rights internationally. <www.familycareintl.org/en/home>.

Family Violence Prevention Fund works to end violence against women and children within the home and community and to help those affected by violence in the United States and around the world. <www.endabuse.org>.

Human Rights Watch works to protect the human rights of people around the world, including women's rights; lesbian, gay, bisexual and transgender rights; and rights related to health, including HIV. <www.hrw.org>.

International Gay and Lesbian Human Rights Commission (IGLHRC) works to secure full enjoyment of human rights by all people regardless of sexual orientation or expression, gender identity or expression, or HIV status. <www.iglhrc.org>.

International Lesbian and Gay Association (ILGA) is a global network of organizations committed to achieving equal rights for lesbian, gay, bisexual, transgender, and intersexual (LGBTI) people. <www.ilga.org>.

International Planned Parenthood Federation (IPPF) is a global network of member associations that provide and campaign for sexual and reproductive health care and rights for all. <www.ippf.org/en>.

International Women's Health Coalition (IWHC) seeks to generate health and population policies, programs, and funding that promote and protect the rights and health of girls and women worldwide. <www.iwhc.org>.

Ipas works globally to increase women's ability to exercise their sexual and reproductive rights and to reduce abortion-related deaths and injuries. <www.ipas.org>.

Sexuality Information and Education Council of the United States (SIECUS) works for sexuality education and sexual health and rights. <www.siecus.org>.

Women's Global Network for Reproductive Rights (WGNRR) brings together groups and individuals committed to advocating for women's reproductive rights. <www.wgnrr.org>.

World Association for Sexual Health (WAS) works to promote sexual health for all through its international body, its regional continental federations, and national organizations. <www.worldsexology.org>.

Youth Coalition, an international organization of young people, works to promote young people's sexual and reproductive rights at national, regional, and international levels and to secure the meaningful participation of young people in decisionmaking that affects them. <www.youthcoalition.org>.

Many of the organizations on this page have materials available in multiple languages.

regional advocacy and policy organizations

Africa Regional Sexuality Resource Centre, hosted by Action Health Incorporated in Nigeria, seeks to contribute to the development of positive sexuality programs and policies in Africa through education, informed public dialogue, and advocacy. <www.arsrc.org/index.htm>.

Amanitare: African Partnership for the Sexual and Reproductive Health and Rights of Women and Girls works on women's bodily integrity and sexual and reproductive rights in Africa, advocating for attention to women's rights in HIV/AIDS, maternal mortality, and contraception. <www.amanitare.org.za>.

Asian-Pacific Resource and Research Centre for Women (ARROW) promotes and protects women's health rights and needs, focusing on sexuality and reproductive health. <www.arrow.org.my//index.php?option=com_content&task=view&id=12&Itemid=29>.

ASTRA – Central and Eastern European Women's Network for Sexual and Reproductive Health and Rights, a network of NGOs and individuals, advocates for sexual and reproductive health and rights, especially in Central and Eastern Europe. <www.astra.org.pl>.

European Youth Centre Budapest seeks to promote European unity and the dignity of its citizens by ensuring respect for human rights, pluralist democracy, and the rule of law. See the "All different, all equal" campaign: <www.coe.int/t/dg4/eycb/default_EN.asp>. **Also available in French.**

Latin American and Caribbean Women's Health Network (LACWHN) is a network of organizations and individuals promoting women's health, human rights, and citizenship. <www.reddesalud.org/index_en.php>. **Also available in Spanish.**

Latin American Center on Sexuality and Human Rights disseminates knowledge about sexuality from a human rights perspective to help combat gender inequality and contribute to the struggle against the discrimination of sexual minorities in the region. <www.clam.org.br>.

National Sexuality Resource Center, at San Francisco State University, develops content, provides information, and conducts trainings in the United States with a positive and social justice perspective on sexuality. <<http://nsrc.sfsu.edu>>.

SIECCAN (Sex Information and Education Council of Canada) fosters public and professional education about human sexuality through information, consultation, research, and publishing. <www.sieccan.org/index.html>.

South and Southeast Asia Resource Centre on Sexuality, hosted by Talking about Reproductive and Sexual Health Issues (TARSHI) in India <www.tarshi.net>, aims to increase knowledge about sexuality, sexual health, and sexual well-being in South and Southeast Asia. <www.asiasrc.org/plspk/2007_1/at_resource_centre.asp>.

Women for Women's Human Rights (WWHR), based in Turkey, works nationally and internationally to promote women's rights. It supports the Coalition for Sexual and Bodily Rights in Muslim Societies. <www.wwhr.org/index.php>.

Women Living Under Muslim Laws (WLUML) is an international solidarity network that aims to strengthen the movement for equality and rights of women whose lives are shaped, conditioned, or governed by laws and customs said to derive from Islam. <www.wluml.org/english/index.shtml>.

YouAct, European Youth Network for Sexual and Reproductive Health and Rights, a network of young people in Europe who are active in the field of sexual and reproductive rights, aims to empower young people to make their voices heard. <www.youact.org>.

Most of the organizations on this page have materials available in languages specific to their region.

advocacy and policy documents

Advocacy Kit for Growing Up Global: The Changing Transitions to Adulthood in Developing Countries, Advocates for Youth and Population Reference Bureau, 2005. This kit contains fact sheets summarizing findings from an expert review of young people's transition to adulthood; it also includes advocacy tips. <www.advocatesforyouth.org/publications/publications-a-z/918-advocacy-kit-for-growing-up-global-the-changing-transitions-to-adulthood-in-developing-countries>. Growing Up Global may be purchased, or read online: <www.nap.edu/catalog.php?record_id=11174>.

Deadly Inertia: A Cross-country Study of Educational Responses to HIV/AIDS, Global Campaign for Education, Brussels, Belgium, 2005. 52 pages. This publication reviews the education sector response to the HIV pandemic. <www.comunit.com/en/node/218512/38 and www.unesco.org/bpi/aids-iatt/deadly-inertia.pdf>.

Gender and Sexuality Cutting Edge Pack, BRIDGE, 2006 and 2007. This pack contains three documents that examine the link between gender, sexuality, and sexual rights: *Gender and Sexuality Overview Report* (51 pages); *Supporting Resources Collection* (70 pages); and *Gender and Development In Brief "Sexuality"* (6 pages). <www.bridge.ids.ac.uk/reports_gend_CEP.html#Sexuality>.

Also available in French and Spanish.

HIV testing: The mutual rights and responsibilities of partners, Ruth Dixon-Mueller and Adrienne Germain. 2007. *Lancet* 370(9602): 1808-1809. This commentary argues for recognizing mutual rights and responsibilities of both partners in a sexual relationship or exchange. <www.ph.ucla.edu/EPI/seids/lancet370_1808_1809_2007.pdf>.

International Technical Guidance on Sexuality Education: An evidence informed approach for schools, teachers, and health educators, UNESCO, June 2009 (draft version). This document is not a curriculum. Rather, it explains what sexuality education is and why it is important. It focuses on the 'why' and 'what' issues that require attention in strategies to introduce or strengthen sexuality education. <<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>> Also available in French and Spanish.

Ministerial Declaration—"Preventing Through Education." 2008. This declaration reflects the shared commitment by Ministers of Health and Education in Latin America and the Caribbean to strengthen HIV prevention efforts by ensuring access to quality, comprehensive sexuality education and sexual and reproductive health services. It seeks to foster equity among all people and to combat discrimination. <http://data.unaids.org/pub/BaseDocument/2008/20080801_minsterdeclaration_en.pdf>.

Also available in Spanish at: <http://data.unaids.org/pub/BaseDocument/2008/20080801_minsterdeclaration_es.pdf>.

Sexuality and relationships education: Toward a social studies approach, Deborah Rogow and Nicole Haberland. 2005. *Sex Education* 5(4): 333-344. This paper argues for grounding sexuality and relationships education within a social studies framework, with an emphasis on gender, social context, and human rights. <www.popcouncil.org/pdfs/SE_5_4.pdf>.

Also available in French at <www.popcouncil.org/pdfs/SE_5_4_fr.pdf>.

Also available in Spanish at <www.popcouncil.org/pdfs/SE_5_4_esp.pdf>.

Triple Jeopardy: Female Adolescence, Sexual Violence and HIV/AIDS, International Women's Health Coalition, 2008. 6 pages. This information brief provides relevant data and an explanation of the link between sexual violence and young girls' vulnerability to HIV; it suggests policy and program responses. <www.iwhc.org/index.php?option=com_content&task=view&id=2693&Itemid=824>. Also available in Spanish, French, and Portuguese.

Yogyakarta Principles, This document addresses the application of human rights to issues of sexual orientation and gender identity. <www.yogyakartaprinciples.org/index.html>. Also available in Arabic, Chinese, French, Russian, and Spanish.

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