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This kit has benefited from information from a wide range of existing resources, these are listed in **Part 5 Resources**. They include resources with activities that have been included or adapted for inclusion—with kind permission—in this kit:

Choose a future, CEDPA (Activity set 3, Exercises 1, 2, 5, 7, 10; Activity set 6, Exercise 1; Activity set 8, Exercises 1, 2, 4; Activity set 14, Exercises 5, 6). *Colours of the rainbow: exploring issues of sexuality and difference*, Health Promotion Unit, Camden and Islington Health Services NHS Trust (Activity set 5, Exercise 4; Activity set 8, Exercise 3). *Handbook on sexual and reproductive health for peer motivators*, Population Concern and Planned Parenthood Association of Ghana (Activity set 1, Exercise 2; Activity set 9, Exercise 3; Activity set 13, Exercise 8). *Happy, healthy, safe*, Family Health Trust (Activity set 2, Exercise 4; Activity set 4, Exercise 5; Activity set 7, Exercise 4; Activity set 12, Exercise 7). *Facing up to sexuality* (draft version, Peter Gordon) (Activity set 7, Exercise 4 developed by the former Inner London Education Authority, Health Education Team). *Let's talk*, UNICEF Harare (Activity set 6, Exercise 3; Activity set 13, Exercise 3; Activity set 14, Exercise 2). *Life skills education for responsible behaviour among adolescents*, ACET (Activity set 9, Exercises 4, 6; Activity set 11, Exercise 4; Activity set 12, Exercises 4, 5, 6). *Men's sexual health matters*, Healthlink Worldwide (Activity set 4, Exercises 4; Activity set 10, Exercise 1). *Starting the discussion: Steps to making sex safer*, Healthlink Worldwide (Activity set 11, Exercise 5). *Stepping Stones*, Strategies for Hope (Activity set 6, Exercise 2). *The Oxfam gender training manual* (Activity set 2, Exercises 1 [original source: Focus for Change], 3 [original source: Janie Whyld, Dave Pickersgill, David Jackson, eds.]; Activity set 3, Exercises 6, 8, 9 [original source: C Moser]). *Together we can: Peer educator's manual*, Jamaica Red Cross (Activity set 9, Exercises 1, 2, 7, 8).





Illustrations

Choices (Population Concern), Esther and Miriam (UNICEF Harare), Nyarai and the Gwanda Rock Band (UNICEF Harare), Being Placed in Risky Situations (Population Concern), Tanya's Story (UNICEF Harare), Wife Abuse (CEDPA).

Acronyms

HIV	Human Immuno-deficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
STI	Sexually Transmitted Infection
WHO	World Health Organization
NGO	Non-governmental Organisation
UNICEF	United Nations Children's Fund
UNAIDS	United Nations programme for AIDS
CAFOD	Catholic Agency For Overseas Development
CERPOD	Centre d'Etudes et de Recherche sur la Populations pour le Developpement (Centre for Research on Population and Development)
UMATI	The Family Planning Association of Tanzania

Introduction

This action kit is for young people and adults who run youth programmes that are looking at issues of sexual and reproductive health, such as life skills and HIV (Human Immuno-deficiency Virus). It aims to raise awareness of the importance of gender issues in sexual and reproductive health and to provide practical ideas for introducing gender awareness into existing youth programmes. There are sections that explain what gender is and how it affects our relationships and our sexual and reproductive health.

In particular, the kit is designed to help youth leaders¹ to encourage young people to:

- ✿ think about what kind of relationships *they* want
- ✿ be aware of how male and female gender roles in their society can affect their relationships
- ✿ practise developing the life skills they need to form healthy, happy relationships and to protect them from unhealthy and unsafe ones
- ✿ work with other young people and/or other members of their community to change negative gender roles.

The first section of the kit has ideas for youth leaders on how to introduce gender issues into their youth programmes. The kit is then divided into three separate sections on gender, gender and relationships, gender and sexual and reproductive health. Each section includes background information, fact sheets and activities. The background information includes facts, figures and quotes that you may want to use with the young people you are working with, for instance as a discussion starter. The fact sheets may be photocopied or shared with the group to support awareness raising and facilitate discussion. The fact sheets are also used in some of the activities. The activities are practical ideas for things youth leaders can do with young people to get them to think about gender and how it affects their behaviour, as well as role play and practising life skills.

This kit is not a training manual to be used on its own; it is not a complete manual on HIV/AIDS (Acquired Immune Deficiency Syndrome), or on sexual and reproductive health, or on working with young people. There are already useful publications that cover these topics, and some of these are listed in **Part 5 Resources**.

The Commonwealth Youth Programme and Healthlink Worldwide hope that you find this kit useful. Please fill in the evaluation form so that we can use your feedback and suggestions to improve this kit.

This kit was developed in response to needs identified by young people, peer educators, youth leaders and teachers in Guyana, India, Malta, the Solomon Islands, Zambia and Zimbabwe, who took part in focus group discussions conducted by the Commonwealth Youth Programme. It has been produced by the Youth Programme and Health Department of the Commonwealth Secretariat, in collaboration with the Royal Tropical Institute in The Netherlands, the Southern African AIDS Information Dissemination Service (SAfAIDS) in Zimbabwe and Healthlink Worldwide in the UK, with funding from UNICEF and UNAIDS. The acknowledgement section illustrates the wide number of resources that have been drawn on to develop the kit.

¹ This kit uses the term **peer educator** for young people who are facilitating a youth programme, **facilitator** for adult facilitators and **youth leaders** for both young and adult facilitators.

Part

1



This section of the kit gives ideas about things for you (youth leaders) to think about before starting to introduce gender issues into your youth programme, including how to identify your group's needs and involve them in programme planning, and ways to involve the wider community. It also provides practical guidelines on how to run your activities.



Ideas for planning your programme

Before starting

Before starting to talk about gender and sexual and reproductive health issues with young people, it is important that you are aware of your own attitudes and beliefs about gender roles and relationships. It is very helpful if you can go for training on gender awareness. If this is not possible, **ACTIVITY SET 1, EXERCISE 1 *Thinking about ourselves*** (page 21), gives some ideas for questions that you as a peer educator or adult facilitator can ask yourself.

Talking about issues such as sexuality and relationships can be difficult. **ACTIVITY SET 1, EXERCISE 2 *Talking about sex*** (page 21), suggests questions you can ask yourself that will help you feel more comfortable talking about these issues. It can be particularly difficult talking about these issues if you are the same age as the young people in your programme, so if you are a peer educator, it is best to work with young people who are at least two or three years younger than you.

ACTIVITY SET 1, EXERCISE 3 *Working effectively with young people* (page 22), and **ACTIVITY SET 1, EXERCISE 4 *Talking to my peers*** (page 23), are specifically designed for use by adult facilitators and peer educators, but whatever your age, you also need to be aware of some of the issues that may arise during the period you work together as a group. For instance, young people being attracted to you, or you being attracted to someone in your group. Be clear about rules for the group before you start (page 10 gives you some ideas for ground rules).

Planning the programme

Who do you want to include? This kit is designed for use with young people aged 10-18, which is the World Health Organization's (WHO) definition of young people. However, this is a very wide age group with often very different needs. Young people's needs also vary greatly, for example, according to sex, culture, religion, whether they live in rural or urban areas, whether they can read and write, whether their families are rich or poor. If you are planning a new group, take time to think about who you really want to reach. For instance, do you want to reach young people in your community who are particularly vulnerable to violence and abuse and may otherwise be excluded from resources and services? This can include young mothers, street youth and other out-of-school youth, refugees and migrants, young sex workers, and gay and lesbian youth (see **FACT SHEET 2 *Sex and sexuality*** page 51 for a definition of gay and lesbian). Remember to listen to how the young people in your group define themselves, for example, young men who have sex with men may not think of themselves as gay and young women who are sexually attracted to other women may not be able to be open about their sexuality. Or do you want to ensure that as many young people as possible in your community are involved? Do you want to work with young men and women separately (see boxes on programmes with



young women, and programmes with young men)? Many gender programmes focus on young women but effective gender awareness work with young men can help challenge negative beliefs and behaviours about how 'real' men behave.

How will you reach them? Think about ways to reach the young people you want to attract to your programme, through, for example, visiting schools, religious institutions, youth clubs, bars, places local street youth meet and young people's homes. You may need to make special efforts to involve young women and girls. It may be necessary to talk to parents and encourage them to allow their daughters to join the group. They often have domestic responsibilities or are shy about talking about sexual issues in mixed group activities.

How will you identify and respond to different needs? It is not possible to cover the particular needs of all young people in this kit. Rather, its aim is to give you ideas for approaches and exercises that you can use. That means that you will need to adapt the information, examples and activities that you use from this kit to suit your group's circumstances, experience and needs. For example, you may want to collect local pictures or photographs to use with some of the activities or you may need to think about how to adapt activities if members of the group cannot read or write. You can use exercises such as ACTIVITY SET 1, EXERCISE 5 *Finding out the local situation* (page 24) and ACTIVITY SET 1, EXERCISE 6 *Identifying your group's needs* (page 25) to help you identify what your group knows and what their needs are and to help you find out local information to support some of your work.

Involving the young people you are working with, or planning to work with, as early in the life of your programme as possible helps to make sure that the programme meets their needs, as well as helping to build their skills and sense of self-worth. You can involve them in:

- ✿ identifying the needs and priorities of the project
- ✿ deciding on what they would like to do in the project
- ✿ planning and designing activities
- ✿ organising activities
- ✿ monitoring progress and evaluating success.

ACTIVITY SET 1, EXERCISE 7 *Assessing the level of participation* (page 26) shows how you (or the young people themselves) can assess their programme using the idea of a 'ladder of participation'.

Programmes with young women

Working with young women can allow young women the opportunity to speak up and become involved when usually they would not.

■ In 1992, the Mathare Youth Sports Association, which had previously worked only with boys, started football teams for girls. Boys scoffed at the idea of girls playing football. Parents felt that football was not a girls' game and that their daughters were needed at home to look after younger siblings, help with cooking, fetching water and laundry—chores which their brothers were not expected to do. By 1997, as girls' teams played boys' teams and girls started to coach the boys, boys were changing their mind about girl's ability to play football. The boys started to have more respect for girls and to realise that sex is not the only way they can relate to girls, and the girls became more self-confident. For boys and young men it is no longer fashionable to boast about having lots of girlfriends, and for girls and young women, having a boyfriend is no longer essential for one's self-esteem.

■ World Vision designed a sex and family education programme for low-income adolescent girls in Bombay, India. The girls knew little about reproduction and almost nothing about HIV/STIs (Sexually Transmitted Infections). There was a culture of silence that did not allow them to voice their feelings or opinions. Parental permission had to be obtained for the girls to take part, and the programme started with community awareness for adults including a street drama showing women's status at different stages of life. Topics discussed with the girls included being a woman, puberty, sexuality, sexual exploitation and harassment, HIV/STIs and protecting oneself against infection. At first it was hard to get the girls to talk, but as they became more confident they freely expressed their views.

Programmes with young men

Working with young men gives them the chance to talk about their feelings and get answers to questions that they cannot ask in public because of expectations that they should know everything. It can also allow them the opportunity to think about what girls and young women feel and to practise communication skills.

■ In Brazil, ECOS, an NGO (Non-governmental Organisation), made videos of discussions and found there was pressure on boys to 'act like real men', including pressure from their fathers to be sexually active. Boys criticised the idea of being macho amongst themselves, but not in front of girls. Many boys wanted information but were afraid to ask questions in front of their friends. Boys were also confused about their role in society—how to be strong, brave and in control and at the same time be caring and sensitive?

■ During sexuality workshops run by an Indonesian family planning organisation, Lentera, priority male concerns included masturbation, body image, losing virginity, STIs, sexual orientation.

■ The youth education programme of the Chogoria Hospital in Kenya conducted a survey of boys coming for circumcision to find out what they knew about HIV and safer sex. There was a lot of misunderstanding and fear, and a strong feeling that after circumcision it was their right to have sex. The hospital introduced a circumcision education programme during the week that the boys stay after the operation. It encouraged the young men to consider the following topics:

Becoming a man – What does circumcision mean to you? What differences will there be in your life now? What things will stay the same? What do men do that boys cannot? What principles will you live your life by?

Substance use – What drugs are available? How do people get them? Why do young people use alcohol and drugs? How do alcohol and drugs affect behaviour? How does an addict behave? How do you say no to your friends or others who pressurise you to use alcohol and drugs?

Sex/HIV/STIs – What is risky behaviour? Why do young people take risks? Why do boys want to have sex? Is it good or bad to have lots of girlfriends? Why? How is someone infected with HIV? How does it affect them? How does it affect their family? What does a person with AIDS look like? What does a person with HIV look like? What does a person with an STI other than HIV look like?

Gender issues – How should a man treat a woman? What rights should women have? What sort of relationship would you like to have? Who is the most important person in a marriage?

Community expectations – What are you expected to do now you are circumcised? How should you behave as a man? Who are your role models? Why? What does it take to become a chief or a community leader?

Making the most of opportunities – Why is it important to continue at school? Why is it important to get a good job? What are the obstacles? What can you do if there is no money for education? How do you fill your leisure time? Look at people who have made it big. Were they any different from you? How can you achieve your goals?

Young men together – Why is it important to be part of a group? Which group do you most identify with? What happens if you find yourself in a group that is not good? How can you move out of it? What happens when your self-confidence drops? How can you build up your confidence again?

Planning the activities

It may take time for the young people in your group to feel comfortable talking about sexuality and gender issues. Introductions, warm ups and icebreakers are important to help people to get to know each other and feel comfortable about participating. This is especially true when the session is about relationships and sex. **ACTIVITY SET 1, EXERCISE 9** *Introductions* (page 27) gives some ideas for good icebreakers.

Ground rules Before you start, ask the group to agree on rules for working together as a group. Some examples include:

- ✱ use a language or languages that everyone can understand
- ✱ agree how participants will show that they want to say something
- ✱ only one person should talk at a time—when someone is speaking others should listen and not interrupt
- ✱ participants should be honest
- ✱ participants should respect each others' feelings and ideas—no teasing or laughing at other young people in the group
- ✱ people do not have to join in if they do not want to
- ✱ encourage everyone to participate, for example, by allowing natural silences—these can provide a space for less talkative members of the group to speak as long as more talkative members do not feel that they have to fill them!
- ✱ anything people say is to be kept confidential. (Some facilitators find that this is not realistic and so prefer to explain that things will not be confidential to the group, but that they should keep to the other ground rules listed here.)

Young people in the group need to feel safe and relaxed with other members of the group. Ground rules, such as no flirting or dating with members of the group, can help make boundaries clear and protect people from unwelcome sexual advances, uncomfortable situations and feeling left out, for example, if everyone else is dating someone in the group. As group leader, it is particularly important that you do not enter into a special relationship with anyone in the group.

Encouraging participation Remember that you and the young people that you work with are the best resources for learning. The activities in this kit have been designed to encourage young people's participation and to encourage them to think, discuss and try out new ideas and ways of behaving.

For group discussions, the 'round robin' method is one way to ensure that everyone gets a chance to participate. Go round the whole group asking everyone to comment, or, after one person has made a statement, ask other participants what they think. The 'buzz' method can be used where people are shy or do not want to get something 'wrong' in front of the whole group. In the buzz method, two to three people discuss a point and one person from the group shares their ideas with the rest of the group. Where there are a number of points to be discussed and all the members of the group feel comfortable talking in 'public' each group member can have an opportunity to talk.

It is important to remember that different people in your group may need different approaches to encourage their full participation. For example, in many cultures, young men are expected to be confident and



aggressive; try to create a safe environment for them to talk about their real feelings and concerns. Young women often lack confidence and may benefit from doing some activities in a separate group to build up their confidence and self-esteem. Also, young people may feel shy and embarrassed when talking about sex in a mixed group and may participate more fully if they work in separate groups. Be aware, especially during activities such as those on sexuality and sexual abuse, if individuals appear emotional or uncomfortable. You may need to take them out of the group and talk to them on their own if activities are raising things that they have issues with (see ACTIVITY SET 14 *Talking about sexual violence and abuse* page 125).

Similarly, different activities are useful for different groups or topics. Sometimes it is good to have quite structured activities that allow time for people to discuss. Other times, activities such as quizzes can help people get new information.

It is important to think about the age of the people doing the activity as well. Generally, younger adolescents may feel more comfortable doing creative activities such as songs or games, but may not want to spend a lot of time writing things down. Older young people may enjoy the chance to air their views. If you have a group with a large age range, you may want to divide the group into smaller groups (for example, 10-13 and 14-18) focusing on activities that are appropriate for their age range. Similarly, if your group includes young men and women you may want to divide the group for some activities.

Listening survey This is a useful way to explore what people think, know and believe about gender roles, young people and HIV. Carrying out a listening survey means spending time in public places where people meet and talk, such as on the bus, markets, bars, pharmacies and shops. Start a conversation by saying something that makes them react, then listen to what they say (do not correct or interrupt them) in order to find out what people think and about what they think are problems.

Discussion groups Using open questions (What, How, When, Where, Who questions) are a good way to find out what people think they ought to say and do—but you need to be aware that sensitive issues may not be discussed.

Ranking This is a good way to find out what people think is important. It can be done individually or with a group, by selecting priorities from a list of issues. For example, ACTIVITIES SET 6, EXERCISE 4 *Diamond nines* (page 59). To introduce the idea of ranking, ask people in the group to line up according to different criteria: height, age, person born at the most northern point to the southern point.

Mapping Community or social mapping, where people draw what is going on in their area, is a useful way to help people think about problems and risky situations in the community (for example, ACTIVITY SET 13, EXERCISE 7 *Danger zones*, page 122). An alternative to community mapping is to do a structured walk around the community to find out what people do, where young people hang out, where services are located. Body mapping (drawing and labelling a picture of the body) is a good way to find out what young people know about their bodies, the words they use and how they feel about themselves. A good description of a structured work is in *Listening to young voices*, Resource No. 19

in the Resources section. Mapping can also be used to identify resources, strengths and opportunities. In this instance, people are asked to share what resources they know about.

Brainstorming This is useful for bringing out as many ideas and issues as possible. Ask the group a question and encourage everyone to call out whatever comes into their head. Accept all ideas and write them down before discussion.

Statements These are useful for finding out about values and attitudes. You can ask the group to discuss value statements, or you can get quick feedback from one or two people on each statement and then move on, or you can ask participants to move to different parts of the room if they 'agree' or 'disagree' with the statement, or are 'not sure'.

Continuums This means a line that goes from one extreme to another. For example, from least risky to most risky, or most helpful to least helpful.

Case studies and stories These are useful for prompting discussion about personal issues, problems and decision making, allowing people to think about how they might feel in a particular situation and to consider their own situation. Storytelling is particularly useful for less literate groups. Open-ended stories are where one person starts a story (or a short role play) and stops at a critical point where decisions are made. The rest of the group are asked to discuss what could happen next or to carry on the role play.

Picture codes These are pictures that show a familiar situation and can be used to start a discussion about problems, what causes them and what can be done about them. For example, ACTIVITY SET 13, EXERCISE 8 *Being placed in risky situations* (page 123).

Life lines, life stories and activity clocks These are drawings that people make to represent their lives, or a day in their life. They help people to think about their lives, the things that affect them, significant events, times when they might be at risk, future roles—and to explore differences between the work and roles of men and women. For example, ACTIVITY SET 3, EXERCISE 9 *How young men and women spend their time* (page 42).

Puppets, drama and role play These are usually very popular. They can be used for raising and addressing sensitive issues and helping people to think about problems, because they can act out characters and situations. Role play is a useful method for practising skills such as negotiation, assertiveness and communication. For example, ACTIVITY SET 9, EXERCISE 1 *Problem-page letters* (page 72) or ACTIVITY SET 9, EXERCISE 6 *Role playing negotiation and assertiveness* (page 76).

Working with the community

It is easier for young people to change their behaviour if adults in their community are aware of gender issues and can support young people to change negative gender roles. Most parents want their children to have accurate information and support sexual and reproductive health activities, provided that they are informed, involved in planning and their own needs for information are met.

'From my own experience I would say that the youth should receive sex education from as early as ten years of age. When I started having sex I knew nothing about the real dangers. Ignorance is still a problem today. Recently I learned that my 11-year-old niece is being treated for a sexually transmitted disease. What is our society coming to?' Consolata, HIV-positive woman, Kenya

This section of the kit has some ideas of approaches to working on gender awareness with adults in your community. If you are a young person, it can be difficult to do gender-awareness work with adults, so you may want to identify other programmes or adults in your community who could do some of the work suggested here.

Improving adult's information on, and awareness of, gender issues One of the most important issues is that many adults themselves lack information or the confidence to talk about sensitive subjects such as HIV. ACTIVITY SETs 10 and 11 can be used with adults to help increase their knowledge about sex, HIV, STIs and other aspects of sexuality. ACTIVITY SET 10 suggests ways to promote family communication about sex and sexuality.

■ In Tanzania, UMATI, the national Family Planning Association, found that programmes need parental support because absenteeism by girls is typically a result of household obligations.

Why advocacy in the community? As well as change in the behaviour of individuals, advocacy (that is, activities to influence or bring about change) can bring about changes in the community or society that help create an environment that promotes gender equality and support safe and healthy sexual behaviour. Such changes can include:

- ✿ increased commitment to sexual and reproductive health education, services for youth, and the introduction of sexuality education in schools
- ✿ improved educational and employment opportunities for girls and young women
- ✿ a change in negative attitudes, and traditional gender roles and stereotypes that keep women and girls in an inferior social position
- ✿ a change in attitudes about gender violence
- ✿ increased awareness of the police, criminal justice system, teachers, social services and parents about sexual exploitation and abuse of young people, especially young girls
- ✿ strengthened legal rights of women
- ✿ increased support for teenage mothers
- ✿ more respect for young people's rights
- ✿ promotion of gender awareness in the media.



'We decided to use drama to get across our message about AIDS. Our main message is for people to stay with one faithful sexual partner'. Tsitsi and another farm worker wrote and produced the play which tells a story of marital infidelity and casual sex that ends in tragedy, and which is performed by farm workers and school children aged 14-20 years. The group has performed the play at farms, mines and communal lands. 'Drama is good,' says Tsitsi. 'If we give a talk they don't listen. But with acting, people listen and they believe you. And they can also ask questions afterwards.' Tsitsi, 18-year-old woman, Zimbabwe

■ In Bangladesh, the Bangladesh Rural Advancement Committee (BRAC) set up a rural reproductive health service delivery programme, with a special focus on youth aged 10-15 years. Through monthly meetings BRAC slowly gained support from parents, influenced the community to be more supportive of girls education, and integrated gender and reproductive health issues into the curriculum of informal schools, which has built communication skills between girls and boys.

Before you start advocacy in your community

- ✿ Ask yourself: what am I trying to achieve? Whom do I need to influence and what do I know about these people?
- ✿ Wherever possible, establish partnerships and networks with other organisations—organisations working together are more effective than individual organisations.
- ✿ Build support: develop links with people who could help you achieve your objectives, including parents, policy-makers, health workers, public figures and celebrities, community leaders, youth magazine journalists.
- ✿ Do your research carefully: document the situation and think about how to package and present the information.
- ✿ Find out about policies and legislation affecting young people and their sexual and reproductive health.
- ✿ Know what rights young people, especially young women, are entitled to (see FACT SHEET 1 *The rights of young people* page 19).
- ✿ Plan your strategy: think about how to reach your target audience and what communication channels you will use—let young people speak for themselves about the issues that affect them.

■ The Sara Communication Initiative, supported by United Nations Children's Fund (UNICEF), promotes the rights of children and adolescents, particularly adolescent girls, to education and protection from sexual exploitation. The experiences of Sara, the programme's fictional character, help girls to develop life skills and articulate rights in a way that is acceptable and relevant to the local community.

■ In Thailand, the Daughters' Education Programme aims to prevent girls being sold into the sex industry by sponsoring schooling and vocational training for girls whose families cannot afford to continue their education. The Programme helps adolescent girls to develop skills for alternative employment and to become decision makers in their communities.

■ Thai Women of Tomorrow supports vocational training for girls and educates parents about the conditions and dangers their daughters face in the sex industry.

■ The National Union of Eritrean Youth and Students has organised a campaign about the health risks and negative consequences of female genital cutting.

■ In South Africa, efforts to address sexual violence include lobbying for more female police officers, specialised sexual offence courts, enforcement of rape laws.



■ The Teenage Mothers and Girls Association of Kenya provides counselling, practical support to enable girls to finish their education and loans for income-generating activities. As a result the self-esteem of many girls has improved because they have completed school, become financially independent and are more knowledgeable about HIV and STIs. They are less likely to be coerced or cajoled into unsafe sexual activity against their will, and less likely to have to sell sexual favours for economic survival.

■ The Women's Centre of Jamaica's Foundation Programme for Adolescent Mothers aims to support and encourage teenage mothers to continue their education, return to schools after the birth of their babies, delay a second pregnancy until their professional goals are achieved, and improve their employment potential so they are less dependent on men for support. Activities include tutoring for exams, skills training, nutritional educational and support, day nurseries, counselling and referral services to build self-respect, as well as special counselling and parenting programmes for young fathers. The programme has helped 22,000 young mothers to finish school, reduced negative attitudes towards teenage mothers and reduced the barriers to teenage mothers returning to school. This involved an aggressive public relations campaign targeting the public and using interest groups and parent-teacher associations to spread the message.

However, some people do not like young people addressing subjects like gender, sex and HIV. Common reasons that they give include:

- ✱ sex and sexuality is only for married couples
- ✱ talking about sex promotes promiscuity and encourages young people to be sexually active
- ✱ young people do not have the knowledge or experience to deal with these things
- ✱ young people are not sexually active.

It can be possible to overcome or reduce opposition by:

- ✱ collecting evidence to show that young people are sexually active and need to be able to protect themselves, for example, statistics about teenage pregnancy, complications of unsafe abortion, HIV infection or rates of infection with other STIs
- ✱ explaining that providing information to young people does not lead to more sexual activity and that it can in fact delay it
- ✱ enlisting the help of influential people in the community who are supportive of sex education to convince those who are opposed
- ✱ listening to people's concerns, responding to their misunderstandings and fears and promoting discussion about youth sexual behaviour, emphasising the importance of preventing disease and unwanted pregnancy. As facilitator or peer educator, you can play an important role here
- ✱ integrating gender and HIV/STI issues into youth programmes that are already established and accepted.

It is particularly important to work with men in the community. Men can feel threatened when gender issues are addressed, thinking it will undermine family and community stability or result in women 'rebellious'. Men need to be helped to think about the position of women in their communities and about the benefits to men of changing male and female roles and relationships.

■ The Thai Health Project for Tribal People trained village headmen to raise awareness in their communities of gender and HIV issues. For example, they used a picture of a young girl being sold into sex work to start discussion about trafficking and exploitation of young girls.



■ In South Africa, a project called 'the power of resilience' is working to tackle sexual violence by identifying factors common to men who are not sexually violent.

Identifying community priorities and vulnerable young people It is useful for the community to identify their own perceptions about young people's problems—their concerns and attitudes towards gender, young people and HIV/STIs and other sexual and reproductive health issues.

Identifying who is at risk (see ACTIVITY SET 13, EXERCISE 4 page 119) and discussing young people's sexual and reproductive health problems with the community can mean that communities give more support.

As a starting activity for working with the community, adult facilitators can try ACTIVITY SET 1, EXERCISE 8 *Finding out from the community* (page 27).

Using activities in this kit

Each set of activities is designed to help young people explore different aspects of gender and how gender affects their relationships with other people—especially their sexual relationships. Most of the activities are designed for working with young people aged 10-18, but can be adapted for working with other ages or with parents and communities. You will need to read through the exercises and select the ones that are appropriate for the young people you are working with. For example, some exercises are designed to be done in mixed groups of young women and young men, while some of the exercises, such as ones on assertiveness, work better in single sex groups. Also some of the exercises deal with issues that may not be applicable in your country or community. Some of the exercises may need explanation or discussion before starting. For instance, ACTIVITY SET 14, EXERCISE 6 *Eve-teasing* (PAGE 129). This is an Indian term and people in other countries might not understand it. You can introduce the term and what it means and ask your group to suggest words that describe this situation in their community or society.

If some people in your group cannot read or write easily you will need to think about other ways to share information or comment. For example, you can read out information and get people to talk about what they think. Always try and use the language that the young people use themselves, for example, using a mother tongue or street language.

You do not need to do all the activities, but if you have time, you may want to pick one or two activities from each section of the kit, or from each set—as each set covers a different aspect of gender. Timings have been suggested, but you may find activities take a little more (or a little less) time than suggested. You do not need to work through the activity sets in the order they are presented. Once you have identified what the main issues or needs of the young people you are working with are, you can start with activities that address these first. This will help keep the young people interested and motivated.

The activities have been arranged to accompany the relevant section of the kit they support, but as a general guide they can also be grouped under the following headings:

Introducing gender into youth programmes and working with the wider community

✿ (ACTIVITY SET 1)

Increasing knowledge and awareness about gender

- ✿ Improve understanding of what gender means, and of the difference between gender and sex (ACTIVITY SET 2)
- ✿ Increase young people's awareness of gender roles and attitudes (ACTIVITY SET 3)
- ✿ Help young people to think about how gender roles and stereotypes are created (ACTIVITY SET 4)
- ✿ Explore the impact of gender on young people's lives, especially their ideas about sex and relationships and expectations about their sexual behaviour (ACTIVITY SET 5)
- ✿ Increase awareness of the relationship between gender and sexual violence and abuse (ACTIVITY SET 14)

Increasing knowledge about sex and sexuality

- ✿ Improve young people's understanding of sexuality (FACT SHEET 2)
- ✿ Help young people to feel comfortable talking about sex (ACTIVITY SET 10)
- ✿ Improve young people's knowledge about sex, reproduction and pregnancy, about their bodies, and about HIV and STIs (ACTIVITY SET 11 AND FACT SHEETS 3, 4, 5 AND 6)

Exploring beliefs, attitudes and values

- ✿ Think about gender, relationships and sexual behaviour (ACTIVITY SETS 7 AND 2)

Increasing young people's skills

- ✿ Build self awareness and self esteem in young women and young men (ACTIVITY SET 8)
- ✿ Help young people to think about gender, relationships, taking risks and safer sex (ACTIVITY SETS 9, 12 AND 13)
- ✿ Improve skills in communication, decision making, problem solving, negotiation and assertiveness (ACTIVITY SETS 9, 10, 12, 13 AND 14)

Fact sheet

1



The rights of young people

There are a number of international conventions, which almost all governments in the world have committed themselves to, that protect the rights of youth, children, and women and girls. For example:

The Convention on the Rights of the Child states that youth have the right to information and opportunities to develop life skills, education, health and other services. They also have a right to a safe and supportive environment free from exploitation and abuse (both in their immediate environment of family, friends and service providers, and the wider environment created by social values, norms, policies and legislation) and opportunities to participate in civil society, particularly in decisions that effect their lives.

The Convention on the Rights of the Child states that girls and women have equal rights with boys and men and emphasises young people's right to health education and to seek and receive information in the context of enjoying the highest possible standard of health.

The Convention on the Elimination of All Forms of Discrimination Against Women includes the rights of girls and women to be protected from commercial sexual exploitation, to participate in decision making, to have equal access to education, training and employment opportunities, to enter into marriage only with their free and full consent, to decide on the number and spacing of their children, and to have equal access to property in marriage.

The Fourth World Conference on Women produced a platform for action that included promoting access to education about sexual and reproductive health for adolescents of both sexes and programmes to sensitise boys and young men to gender equality.

Governments have committed themselves to protecting the rights of girls, promoting their social and physical development, eliminating discrimination, violence and negative cultural attitudes and practices, and presenting positive images of girls and their potential. These include commitments to: establish policies that increase equality of status, welfare, opportunity; make literacy and numeracy programmes available to girls not attending school; ensure that girls and young women have equal access to economic resources; and invest in education and skills development for girls and women.

Governments have also targeted discriminatory attitudes and harmful practices to be addressed including: son preference, restrictions on girls' access to food, female genital mutilation, forced marriage, sexual violence. Other important targets include encouraging a more equal sharing of household work, reducing the heavy workload of women and girls, enforcing a minimum age of marriage, promoting equality, cooperation, mutual respect and shared responsibility between girls and boys and women and men.



Fact sheet

1



FACT SHEET 1



The rights of young people

All young people regardless of sex, religion, colour, sexual orientation, mental or physical ability have the following rights as sexual beings:

The right to be yourself – free to make decisions, express yourself, to enjoy sex, to be safe to choose to marry or not marry, to plan a family.

The right to know – about sex, contraceptives, HIV/STIs, and about your rights.

The right to protect yourself and be protected – from unplanned pregnancies, HIV/STIs and sexual abuse.

The right to have health care – which is confidential, affordable, of good quality, accessible, and given with due respect.

The right to be responsible for one's own actions and those that affect others.

The right to be involved – in planning programmes with and for youth and in decisions that affect your lives.

Source: IPPF poster

Young people demand a say

At the 1995 International Conference on STIs/AIDS, a delegation of young people aged 14-24 years from 11 African countries issued a declaration of their needs and priorities, which have been endorsed by the United Nations Programme on HIV/AIDS (UNAIDS) as essential for effective AIDS action:

■ **Youth participation** – involve us in planning, implementation and evaluation and policy development in community decision-making processes.

■ **Youth-friendly services** – support the provision of services, including centres where we can access information, support and referral.

■ **Parental involvement** – strengthen the capacity of parents and other significant persons in our lives to better communicate with us and provide guidance to us, our brothers and sisters.

■ **Education about HIV/AIDS and sexuality** – promote skill-based education on physical development, reproductive health and sexuality for both in and out of school youth.

■ **Protection of girls and young women** – prevent the sexual abuse and exploitation of girls in vulnerable situations; sensitise boys, young men and elder men.

■ **Partnership with people with HIV and AIDS** – build networks between young people with HIV/AIDS and other youth to promote prevention of HIV/AIDS, protection of human rights and acceptance of people with HIV/AIDS in society.

■ **Young people's commitments** – commit ourselves to responsible decision making about our own sexual behaviour and positively influence our peers.

Activity set

1



Raising awareness for youth leaders



Exercise

1

Thinking about ourselves

Before encouraging discussion with other people, it is useful for a facilitator to be clear about their own views. Ask yourself:

- ✿ What are my own beliefs and assumptions about men and women?
- ✿ How well do I understand the impact of gender and the way women and men interact?

(for young people)

- ✿ What do I think about what adolescent girls and boys should do?
- ✿ How do I feel about young people who have different beliefs to my own, for example about sex before marriage or about abortion?
- ✿ How would I feel if a person in the group told me that they were gay?
- ✿ How important is it if a young person in the group has different religious views to my own?

(for adult facilitators)

- ✿ What do I think about what adolescent girls and boys should do?
- ✿ How do I feel about young people who have sex before marriage?
- ✿ Do I think they should have access to condoms?
- ✿ What age do I think young people should start having sex?
- ✿ How would I feel if my son told me he was gay? Or if my fourteen-year-old daughter was pregnant?

Exercise

2

Talking about sex

Before talking with other people about sex and other sensitive issues, it is important to feel comfortable talking about sex and gender issues yourself. Ask yourself:

- ✿ What do I like about my body?
- ✿ What words do I use to talk about sex?
- ✿ What topics do I find difficult or embarrassing to discuss?
- ✿ What messages have I picked up from my mother and father about sex?
- ✿ Do I find it more difficult talking about sensitive issues to boys or to girls? If so, what is more difficult about it?

You may find that it helps you think about the issues that might be raised if you write down your answers to questions like these.



Activity set

1



Raising awareness for youth leaders



Exercise

3

Working effectively with young people

This exercise is for adult facilitators.

1. Hand out copies of the list below (which has been written by young people) to each person in the group.

<i>listen</i>	<i>know what young people are talking about</i>
<i>have time</i>	<i>give sensible advice</i>
<i>credibility</i>	<i>treat young people as equals and with respect</i>
<i>be patient</i>	<i>take young people seriously</i>
<i>share power</i>	<i>be approachable and enthusiastic</i>
<i>be open to new ideas</i>	<i>acknowledge the realities of young people's lives</i>
<i>be unshockable</i>	<i>use words that young people are familiar with</i>
<i>have a sense of humour</i>	<i>be accessible</i>
<i>keep confidences</i>	<i>be consistent and accurate</i>
<i>be honest</i>	<i>keep information confidential</i>
<i>accept young people for what they are regardless of their behaviour</i>	<i>avoid making judgements</i>
	<i>allow young people to speak freely</i>

2. In the whole group, discuss the list. Add any items that you think are missing.
3. Put two headings at the top of a piece of paper: I am good at... and I need to improve...
4. Each person writes the items on the list under one of the two headings on their own sheet of paper. Then discuss the list in pairs, taking turns as speaker and listener, to explore ways that each person can improve the skills that they feel they are not so good at.
5. Back in the main group, write up two headings: We are good at... and We need to improve... Write up the issues that the pairs have discussed.
6. As a group, acknowledge the strengths and how these can be used in work with young people. Discuss together areas where you need to improve your skills, how these may affect project work and how to improve these skills.

This activity could also be used as part of an assessment of the facilitator or peer educator.

Activity set

1



Raising awareness for youth leaders



Exercise

4

Talking to my peers

This exercise is for peer educators.

Some of the activities in this kit may be new to you. Before using the activities, think about the issues that you may want to get more support or information on. This activity can be carried out by a group of peer educators.

1. Look through the kit on your own first. Ask yourself: *Which subjects am I comfortable discussing and which are the ones I would prefer to avoid?*
2. Discuss with your fellow peer educators how you might deal with these issues. You might:
 - ask someone else to do some of the activities with you and the other peer educators so that you can explore what you do
 - practise answering sensitive questions by asking everyone in the group to write a sensitive question on a piece of paper and then take it in turns to answer the question in pairs. Take it in turns to be the person answering the sensitive question and the person listening to the answer, who gives feedback.
3. Visit a local group that is doing work on gender, for example a men's health group or a group of women working on domestic violence, to get ideas for your group.



Activity set

1



Raising awareness for youth leaders



Exercise

5

Finding out the local situation

It is important to understand how young people are affected by gender issues and about their sexual and reproductive health problems. Try and find out for young men and for young women, about:

What is going on in your region

- ✱ What local customs and norms are related to gender roles, sexual activity, relationships, contraception in adults and in young people.
- ✱ What age young people start having sex, marry, have children.
- ✱ How many young people are affected by pregnancy, abortion, HIV/STIs.
- ✱ What young people believe and think about sex, relationships and HIV/STIs.
- ✱ What ideas young people have about gender and gender roles.
- ✱ What young people actually do and whether this differs from expectations.
- ✱ What influences young people's behaviour.
- ✱ How the community feels about providing information and services to adolescents.
- ✱ What the community thinks about young gay men and lesbians.

What the young people in the programme want to know about gender, sexual and reproductive health

- ✱ What young people know about their bodies, HIV/STIs and safer sex.
- ✱ What problems young people have and what problems most concern them.
- ✱ What problems most concern adults.
- ✱ What services and information young people need, and what is available to them.
- ✱ How easily young people can access condoms.

This information could be found out by:

- ✱ talking to young people in your group
- ✱ reviewing health service records
- ✱ talking to key people in the community
- ✱ conducting participatory activities with young people and adults
- ✱ finding out what information, technical resources and educational materials are available in your country and community and looking at some of this material
- ✱ talking to other youth and HIV/STI programmes to see what you can learn from them
- ✱ looking at the Resources Section of this kit to see if any of the resources listed might be useful or could be adapted.

Activity set

1



Raising awareness for youth leaders



Exercise

6

Identifying your group's needs

Some ways of finding out what young people know and feel about the issues before you start planning the project include:

Drawing and writing Ask young people to draw or write what they know about a particular issue.

Brainstorming Ask young people to call out all the things that come into their head when they think about a particular issue.

Identifying true/false Ask young people to think of three things they know are true and three things they know are false about a particular issue.

Asking what the group knows about... Ask young people to say everything they know about a particular issue.

Asking what the group feels about... Ask young people to share what they feel about a particular issue.

Making speech bubbles Ask young people to fill in speech bubbles above drawings of different people (their mother, father, friend, teacher, local priest etc).



ACTIVITY SET 1

Activity set

1



Raising awareness for youth leaders



Exercise

7

Assessing the level of participation

How involved are young people in planning and implementing your programme? Use the 'ladder of participation' to find out.

On the **bottom rung**, decisions are made solely by adults, and young people have no role in decision making. On the **middle rung**, decisions are made by adults with advice from young people. On the **top rung**, ideas are initiated by young people and decisions are made jointly by young people and adults.

On your own, or with your group, use these steps to look at some of the issues:

Step 1: Imagine an organisation serving young people, but run only by adults. What qualities, knowledge and skills will adults bring to the organisation and what might they lack to be able to effectively meet the needs of young people? Will the organisation be youth friendly? What are its strengths and weaknesses?

Step 2: Imagine an organisation serving young people solely run by young people. How will this organisation differ from one run only by adults? What are its strengths and weaknesses?

Step 3: Combine the strengths of both organisations and try to eliminate the weaknesses by considering an organisation run by a partnership of young people and adults. What roles will adults have? What roles will young people have? Who will make the decisions? How will they make them?

Step 4: List all the organisations serving young people in your community and place them on the ladder according to the level of participation by young people.

Step 5: How will you make your organisation attractive to young people? What qualities are you looking for? What training will young people need? Who will provide it? What incentives will young people have for working in your organisation? What roles will young people play?

Adapted from Children's participation: the theory and practice of involving young citizens in community development and environmental care, Roger Hart, 1997.

8 Original idea and setting up by young people, shared decisions between adults and young people

7 Original idea and setting up by young people, run by young people

6 Original idea and setting up by adults, shared decisions between adults and young people

5 Young people consulted by adults and informed about all aspects of project

4 Adults decide what roles young people take, but keep them informed about all aspects of the project

3 'Tokenism' – young people represented as being involved but have no decision making power

2 'Decoration' – young people only put 'on show' but no involvement in any part of project

1 Manipulation – young people are used by adults to do what adults want them to do

Activity set

1



Raising awareness for youth leaders



Exercise

8

Finding out from the community

1. Discuss with the community: *Where are we now? Where do we want to be? Can we get there? If so, how?* Or, alternatively, ask people in groups to draw pictures of the situation now and the situation they would like to see.
2. Then ask them to think about the forces that prevent change and forces that could lead to change. Add these to the sheet of paper
3. Next, ask the small groups to consider how the positive forces can be made the most of, and how the negative forces could be challenged. (It can be helpful to rank the positive and negative forces in terms of importance or ease of change.)

Use this information to discuss in more detail a plan of action and to decide who will carry it out.

Exercise

9

Introductions

This exercise suggests ways to introduce participants in your group so that they feel more relaxed and safe to share what they think and feel.

Introductions

Introductions in pairs Divide the group into pairs. Ask each pair to discuss four things about each other (name, brothers and sisters, favourite food, something he or she likes to do in their spare time). After 5-10 minutes ask each pair to introduce themselves to the rest of the group.

Throwing a ball The group stand in a circle. One person begins by throwing a ball to someone else in the group. Whoever catches the ball says their name and then throws the ball to someone else in the group to do the same. Or if people have met as a group already, they can say one good thing, or one thing that they have achieved since they last met.

Blindfold trust game Ask one or two people in the group to take turns walking across the room along an imaginary straight line, wearing a blindfold. First they do this on their own in silence. Then they do it with encouragement and guidance from the group. Ask the participants how they felt about doing this in silence and how they felt when they were receiving guidance from the group.

Group dividers

Numbering If you need six small groups, go round the large group numbering from one to six, then ask all the number ones to move together.

Animal groups Give each participant a slip of paper with the name of an animal, ask participants to find the members of their animal group by miming or making the sound of their animal.



Activity set

1



Raising awareness for youth leaders



Exercise 10

Finishing and evaluating sessions

Finishing sessions

- ✱ Sum up at the end of each activity and after each session has finished. Ask participants what, for example, they have learned, enjoyed, or found difficult.
- ✱ It is important to allow participants to come out of their roles if they have been performing role plays or dramas.
- ✱ Finish with a fun exercise or a song or simple game that makes people feel good.
- ✱ Make sure you allow time for young people to talk individually after activities have finished in case they have questions or issues they want to discuss privately. Tell participants you are available after the session.

Evaluating activities

Setting objectives After introducing the session, ask the group what they would like to get from the session—and share with them what you hope they get from it. You can come back to these objectives at the end of the session to see how far people think these have been met.

Completing the sentence (this can be done either spoken or in writing). Ask people to say *'The best thing about today was...'* *'One thing I have learned is...'* *'One thing I didn't like was...'* *'Next time I would like it if...'*

Evaluation voting Make a statement about the session, such as *'I learned something new today'*. Participants use different hand signals to show what they think—hands up for *'agree'*, thumbs down for *'disagree'*, arms folded for *'don't know/can't decide'*.

Feelings sheets Hand out pages with different words or pictures that could describe their feelings about the activity, for example, bored, interesting, learned new things, felt uncomfortable, annoyed, isolated, happy. Ask participants to individually circle the words that best describe how they feel.

Part

2



This part of the kit provides background information on gender and includes activities on gender, gender roles and stereotypes and where ideas about gender come from.



What is gender and why is it important?

Every society has its own ideas about what is masculine and what is feminine, this is called gender (see box below). Ideas of gender roles—how girls and boys, men and women should behave—affect all our relationships, including our sexual relationships. Gender roles affect if and when young people have sex, whom they have sex with and if they protect themselves against pregnancy and sexually transmitted infections (STIs) including HIV (Human Immuno-deficiency Virus)¹. But most young people (and older people too!) are not aware of the effect of gender on their lives, or, that because gender roles are created by society, they can be changed.

What is gender?

■ **Sex** describes whether someone is male or female according to biological differences. It is determined before we are born.

■ **Gender** describes whether someone is masculine or feminine according to behavioural differences, for example, how they dress, their work and their status in society. These characteristics are defined by each culture so they can be different in different cultures and they can change.

■ **Gender roles**—ideas about how men and women should behave—are created by society, culture and traditions. As they grow up, girls and boys learn about how women and men should behave from their parents, community, religious institutions, schools, and the media. Gender roles are also different for people of different ages—for example, young girls may be given very different tasks and levels of responsibility from their grandmothers. Gender roles vary from one society to another and change as society changes. Because gender roles are created by society, it is possible to change them.

Young people and gender

Differences for boys and girls, men and women

In most cultures, girls and women, and boys and men, are expected to behave in certain ways.

Girls and women may be expected to:

- ✿ be caring, gentle, passive, respectful and obedient
- ✿ be responsible for domestic chores and childcare
- ✿ speak and dress modestly
- ✿ please and obey men
- ✿ control their sexuality, behave responsibly and not show their sexual feelings.

'Women should wear purdah (clothes that cover them from head to foot) to ensure that innocent men do not get unnecessarily excited by women's bodies. If women do not want to fall prey to men they should take the necessary precautions instead of forever blaming the men.'

Comment made by parliamentarian during debate on reform of rape laws, Malaysia.





■ When she is initiated into womanhood in some communities in Tanzania, a young woman is shown by older women how she needs to have three cooking stones to support a pot on the fire. One stone represents her. The second stone represents her husband. But even with two stones the pot will not be entirely stable. The stability provided by the third stone represents the need for her to look for outside help in the form of support from another man or men to ensure she always has enough money to support herself and her children. The implication is that this money will be received in exchange for sexual favours.

Source: *Safely through the night*, Catholic Agency For Overseas Development (CAFOD).

Boys and men may be expected to:

- ✿ make important family decisions, for example about household expenditure, how many children to have
- ✿ marry and provide for their family
- ✿ be strong and not show their emotions
- ✿ take the lead in relationships and in sex.

'When I was a boy my parents told me not to cry, as only girls cry. Being a boy meant that I played rough games at school and had to learn to hide my feelings when I was hit by the teachers. . . Only girls are allowed to cry. I avoided any display of emotions.'

Young men and women know what these expectations are and often agree with them.

■ In the Solomon Islands, many girls have mothers who are in paid employment, but still believe that the woman's main role is to care for the home and children.

■ In Zimbabwe, the qualities of an ideal boy most commonly mentioned were economic stability, academic excellence and virility, whereas for girls the most commonly mentioned ideal qualities were virginity, submissiveness, dressing decently, helping with chores. Boys in Zimbabwe expect girls to be submissive, making comments such as 'I do not expect my girlfriend to initiate sex'. While it is OK for boys to go to nightclubs and to drink beer, 'girls should not be seen in nightclubs'.

■ In Malta, girls noted that they 'need to be careful' and boys noted that 'men are much better workers'.

Source: Focus group discussions with young people, Commonwealth Youth Programme.

But young people also know that the reality is not always the same as the ideal, that they fail to meet these expectations, and that although society is changing, society's ideas have not changed.

■ Teenage girls in Burkina Faso, Niger and Mali said that virginity is very important for women but that 'nowadays, virginity is very rare and very difficult'.

■ Girls in Guyana acknowledged that they do not always behave as they were expected to—that they have older male partners, have sex before marriage, allow themselves to be influenced by 'bad' friends.

■ In Zimbabwe, girls noted that while the ideal girl does not have a boyfriend when she is at school or sex before marriage, in reality girls exchange sex for money and things their parents cannot afford to give them.

Source: *Reproductive health in the Sahel: youth in danger*, CERPOD and Focus group discussions with young people, Commonwealth Youth Programme.

Gender discrimination

Many societies value men and boys more highly than women and girls:

- ✿ Girls often receive less food than boys and are less likely to receive health care.
- ✿ Girls are less likely to go to school or to complete school and their brothers' education is given priority.
- ✿ Girls are expected to help with domestic chores in preparation for being wives and mothers. Women may not be allowed outside the household alone or at all.
- ✿ Girls are married, and become mothers, at a very young age in some countries.
- ✿ Girls who become pregnant often have to drop out of school and may be rejected by their families, whereas boys who father children usually stay at school.
- ✿ Girls and women cannot own or inherit land or property or decide about divorce or obtain custody of children in some cultures.
- ✿ Girls and women are more likely to be subjected to violence, especially sexual violence.
- ✿ Girls and women are not allowed to work or to do certain types of jobs and often receive lower pay for doing the same work as men.
- ✿ Women are under-represented in decision-making bodies.

'The wife is the property of the husband and so has less power than the master. He is the breadwinner and has the freedom to move around. You can't say no.' Unknown source

'At 10 years old I was circumcised and married to a man twice my age. I have had 14 children and am abused by my husband's family if I produce a daughter. I am not allowed to go out of the house. I cannot get a divorce because I will lose my home and children.' Unknown source

Men and boys may be discriminated against in other ways, for example, they may be:

- ✿ expected to be 'strong' and not to show emotions
- ✿ unable to play some games that girls play, they may be discouraged from spending time with their mother and other women
- ✿ expected to defend their family and to fight in areas of civil conflict or in national wars
- ✿ expected to marry and have children
- ✿ expected to work and support their family and may have little time to spend with their children.

Activity set

2



Looking at gender, gender roles and attitudes



Exercise

1

Sex and gender

PURPOSE To understand the difference between sex and gender

TIME 45 minutes

MATERIALS Sheets of paper

PREPARATION Write the following statements (without the answers that are included below in brackets) on sheets of paper. Add your own local examples

Women give birth to babies, men do not. (sex)

Little girls are gentle, boys are not. (gender)

Men's voices break at puberty. Women's do not. (sex)

Women can breastfeed babies, men cannot. (sex)

In England most construction workers are men. (gender)

In ancient Egypt men stayed at home and did weaving, women handled family business and inherited property while men did not. (gender)

1. Explain to the group the difference between sex and gender (see FACT SHEET 2 *Sex and sexuality*).
2. Give a sheet of paper with a statement to each person in the group.
3. Ask the people in the group to decide on their own if the statement refers to sex or to gender. Allow 5-10 minutes for this.
4. Ask different members of the group to tell you what they decided. Then discuss the answers.

Discussion points

Did any statements surprise the group? Gender roles vary between cultures and over time. Are any gender roles different for the cultures within your group? Are there gender roles which young people have changed since their parents time?

Exercise

2

Being a girl, being a boy

PURPOSE To explore what is good and bad about being a girl or a boy

TIME 45 minutes

MATERIALS Small pieces of paper, pens or pencils and a large sheet of paper

1. Ask the girls in the group to complete the following sentences:

I'm happy that I'm a girl because...

I wish I was a boy so that I could...

Ask the boys in the group to complete the following sentences:

I'm happy that I'm a boy because...

I wish I was a girl so that I could...

2. Give the group five minutes to do this. Or read out the sentence and ask the groups to do a drawing to answer the two sentences.
3. Collect the papers and write up the answers on a large sheet of paper under each of the four headings.
4. Bring the group together and ask them to discuss the differences in the answers given by the boys and the girls.

Note for the facilitator This activity can also be done as a song and dance game. Each person takes it in turn to sing their sentence as they dance in the middle of the circle.



Activity set

2



Looking at
gender,
gender roles
and attitudes



Exercise

3

Gender roles

PURPOSE To explore what is good and bad about being a girl or a boy and social attitudes and expectations

TIME 45 minutes

MATERIALS Small pieces of paper, pens or pencils and a large sheet of paper

PREPARATION Write the incomplete sentences on a large sheet of paper

1. Choose six incomplete sentences (some examples are given below). Write these out before the session on a large sheet of paper and then read them out to the whole group.
The best thing about being a man is...
A man would never let a women see...
A boy would be praised by his parents if...
The parents of a boy let him...
A girl would be praised by her friends if...
Men get embarrassed when...
Parents expect boys to...
Boys are allowed to...
Women really want to...
A girl would get teased if she...
2. Ask the participants individually to complete the sentences using their sheets of paper. Give them 10 minutes to do this. Then ask the group to form pairs and discuss their completed sentences.
3. In the big group, ask each pair what their responses were. Are there any responses that most people got the same?

Discussion points

Are there different answers for boys and girls? Are girls and boys expected to behave in different ways?

Who has these expectations of your behaviour? Parents? Other grown ups? Friends?

Are there some attitudes towards women that you don't feel comfortable with?

How can you change things?

Are there some attitudes towards men that you don't feel comfortable with?

How can you change things?

Activity set

2



Looking at gender, gender roles and attitudes



Exercise

4

Gender assumptions—Tendai

PURPOSE To think about what assumptions we make about boys and girls, based on their gender

TIME 45 minutes

MATERIALS Copies of worksheets 1 and 2. Tendai can be a boy's or a girl's name. Instead of Tendai, use a local, gender-neutral name

1. Ask participants to form two small groups.
2. Give a copy of worksheet 1 to one group and a copy of worksheet 2 to the other group. Do not tell the group there are two different Tendais.
3. Ask the group to discuss the questions on the worksheet in their small groups and to write their answers.
4. In the large group, feed back some of the answers. Discuss what different assumptions are made when Tendai is female or male, and why we make these assumptions.

Worksheet 1 Tendai

Tendai is 10 years old. He lives with his mum and dad. He likes playing sports and listening to music. His best friend lives next door.

1. Which sports do you think Tendai likes playing?

2. Who do you think is his favourite band?

3. What do you think his best friend is called?

4. What do you think he does when he comes home from school?

5. What do you think his favourite colour is?

6. What do you think his favourite food is?

7. What job do you think he wants to do when he grows up?

Worksheet 2 Tendai

Tendai is 10 years old. She lives with her mum and dad. She likes playing sports and listening to music. Her best friend lives next door.

1. Which sports do you think Tendai likes playing?

2. Who do you think is her favourite band?

3. What do you think her best friend is called?

4. What do you think she does when she comes home from school?

5. What do you think her favourite colour is?

6. What do you think her favourite food is?

7. What job do you think she wants to do when she grows up?

Note to facilitators Exercise 2 on page 30 also deals with gender roles



Activity set

2



Looking at gender, gender roles and attitudes



Exercise

5

Gender assumptions—agree / disagree

PURPOSE To explore gender attitudes

TIME 60 minutes

MATERIALS Large sheet of paper

1. Explain that you will read out some statements. If they agree, participants should go to one end of the room. If they disagree they should go to other end of the room. If they are not sure they should stay in the middle of the room.
2. Read out the statements one by one—not more than six. Here are some examples to choose from, but you may want to use some of your own:

Boys are stronger than girls.
The way you look is more important than the way you behave.
Girls are more emotional than boys.
Looking after children is not a man's job.
Girls want to get married more than boys.
A girl should always do what her boyfriend tells her.
Sport is more important for boys than girls.
Girls need to find a good husband, boys need to find a good job.
A boy who likes cooking and looking after children is not a real boy.
Boys are less good at showing sympathy than girls.
3. When participants have moved to their chosen place in the room, ask one person from each end of the room to give reasons for their choice. Tell the group that they can change their mind and move after hearing other people's reasons.
4. When you have gone through all the statements, bring the group back together and discuss what people think. *Did the boys choose different ends of the room from the girls? Where do we get these ideas from? Did anyone change their mind after hearing what other people said? Why did they change their mind?*
5. Ask the group to try divide into smaller groups and rewrite the ideas so that girls and boys are equal. For example, *Sport is important for boys and girls.* Ask each group to read out one of their rewritten ideas.

Activity set

3



Thinking about how gender roles and stereotypes are created



Exercise

1

Exploring media images of gender stereotypes

PURPOSE To explore how the media reinforces gender roles and stereotypes

TIME 45-60 minutes

MATERIALS Magazines, scissors, paper, pens

1. Divide the group into two smaller groups. Give each group some magazines. Ask one group to make a collage of the way women are portrayed and the other group to make a collage of the way men are portrayed, using pictures they have cut out of the magazines. If you do not have magazines, give them a large sheet of paper and pens and they can draw images instead of cutting them out. Allow about 20 minutes for this.
2. Bring the groups together to look at and discuss the collages they have made. Discuss the images, how these images maintain roles and stereotypes (a stereotype is a general assumption about what something or somebody is). Are these images accurate? How do young men and young women feel about being portrayed in this way?
3. Next, ask the whole group to think about television advertisements in which men and women are shown.
4. Return to the two small groups. Ask the groups to develop sketches and act out one advertisement, with gender reversed (males play female parts, females play male parts). Allow 15 minutes for this.
5. Ask the groups to perform their advertisement. Then with the whole group discuss how it felt to be a male playing a female and how it felt to be a female playing a male. Did it feel strange? If so, why?

Exercise

2

Exploring male and female images

PURPOSE To explore female and male images and gender stereotypes

TIME 30 minutes

MATERIALS Large sheet of paper

PREPARATION Bring examples of images of women and men, for example pictures from magazines and newspapers, the words of popular songs

1. Ask the group to brainstorm ideas about the way that women and men are depicted in films, TV dramas, songs, proverbs and religious epics. Write the words up on a large sheet of paper under the headings 'male' and 'female'.
2. Organise the group into pairs. Give each pair two pictures taken from a magazine that show a man or a woman. Ask the pairs to discuss these images and to think about the following questions: *What are the men and women doing? What characteristics do they show?*
3. Bring the group back together. Ask each pair to talk about their materials and what they noticed about the images of males and females.



Activity set

3



Thinking about how gender roles and stereotypes are created



4. In the large group, discuss the roles that society expects men and women to play. What are the common stereotypes of males and females (for example, men are strong, women are weak)? Make a list of these stereotypes on a large sheet of paper.

Discussion points:

From the materials, what are the images of male characteristics? Of females?

Which of these characteristics do you think are realistic or not realistic?

What do these images suggest that girls and boys can do?

How are you similar to the images? How are you different?

How do you feel about the stereotypes that are common in your society?

Exercise

3

Where do we get our ideas about gender?

PURPOSE To think about sources of information and attitudes about gender

TIME 60 minutes

MATERIALS Cards or small pieces of paper

PREPARATION Large sheet of paper or chalk to write on the floor

1. Brainstorm with the group all the sources of information and attitudes about gender, sex and sexual behaviour they can think of, until you have as many ideas as there are participants in the group. For example, friends, parents, grandparents, sisters, brothers, television, films, teachers, health workers, churches, politicians, advertising, pop music, magazines, books.
2. Write one idea on each card.
3. Draw a line on a large sheet of paper or on the floor. Write 'very helpful' at one end, 'not at all helpful' at the other end, and 'somewhat helpful' in the middle.
4. Give one card to each person in the group.
5. Ask each participant to come forward and put their card at a point on the line depending on how helpful they think it is as a source of information.
6. Discuss with the group why they have put the cards in different places.

Discussion points

Do you receive different information from different sources? If so, what it is like to have so many different messages coming from different sources?

Which sources have the greatest influence on you?

Which sources are most helpful?

Which ones are most accessible?

How could less helpful sources become more helpful?

What consistent messages would you like young people to receive?

How do young people deal with confusing messages?

Activity set

3



Thinking about how gender roles and stereotypes are created



Exercise

4

Early messages and influences

PURPOSE To consider who and what influences ideas about gender
TIME 30 minutes

1. Ask everyone on their own to think what messages they received from their mother and from their father, or from any one else, about the way that men and women should behave
2. Divide into small groups of girls and boys and ask them to discuss these thoughts. Ask the girls to brainstorm messages that girls receive, using the following sentence beginnings:

Girls are...

Women should...

Men like women who...

Girls who...

It is best if women...

Ask the boys to do the same using:

Boys are...

Men should...

Women like men who...

Boys who...

It is best if men...

3. When the groups have finished, ask them to consider which messages are relevant to them, which have a positive effect on their behaviour and which may have a negative effect. What would they need to change the negative messages to if they were going to make healthy decisions?

Exercise

5

Family expectations

PURPOSE To think about the way girls and boys are treated in families
TIME 30 minutes

1. Divide the group into groups of two or three people. Ask them to think about the first time that they became aware that boys and girls are treated differently and to spend some time discussing these memories.
2. Then ask the small groups to develop a short role play to explain what they have discussed. Allow about 15 minutes to develop the role plays.
3. Ask each group to present their role play.

Discussion points

How were the males and females presented differently?

What differences are girls and boys born with? What differences do we learn? How do we learn these differences?

Are girls and boys and men and women treated differently in families? In what situations?

What does your family expect of you?



Activity set

3



Thinking about how gender roles and stereotypes are created



Exercise

6

The value of boys and girls

PURPOSE To explore social gender attitudes and values

TIME 45 minutes

MATERIALS Sheets of paper, large sheet of paper

1. Ask the participants to imagine they are recently married and expecting a child.
2. Ask them to think what sex they would choose for this child, and the reason for their choice. Go around the circle asking each person to say what sex and why—put the choices and reasons on two separate sheets of paper. Write the total number who would choose a girl and the total who would choose a boy.
3. Discuss the reasons and people's assumptions about girls and boys (for example, boys will continue the family name, support the family and care for parents in their old age, girls will help in the home, get married).
4. Ask the group if they think that this will happen to them. Have some of these assumptions changed?

Exercise

7

Male and female roles

PURPOSE To think about what roles men and women are expected to have

TIME 30 minutes

MATERIALS Papers, pens, large sheet of paper

1. Divide the group into smaller groups. Give each group a large sheet of paper and ask them to divide it into three columns: female, male, either.
2. Ask them to first think about clothing and to write under the columns which types of clothes they think it is OK for females to wear, which for males and which either can wear.
3. Repeat the activity for other categories such as jobs and tasks around the house, playing sports, etc.

Discussion questions

How does your community view girls?

How does your community view boys?

How do you see yourself?

Are your views different from those of the community?

What ideas about girls would you like to change?

What ideas about boys would you like to change?

What can we do to change them?

Activity set

3



Thinking about how gender roles and stereotypes are created



Exercise

8

Radha's story

PURPOSE To consider what early marriage means for girls

TIME 60 minutes

MATERIALS Copy of 'Radha's story' adapted to the local situation.

1. Ask the group to tell a story about anyone they know who has been married at a very young age. Ask them to describe what happened to that girl.
2. Use the following questions to facilitate a group discussion: *What does early marriage mean for girls? Why does the community say marriage at a young age is good? What disadvantages? How can the situation be changed? Who can change the situation?*
3. Ask someone in the group to read Radha's story aloud.

Radha's story

'When I grew up it was emphasised that I should be a dependent wife and devoted mother. I was only allowed to be educated up to secondary level. As soon as I started menstruating my family started talking about marrying me off. For two years my parents hunted for a suitable husband. Prospective grooms and their relatives would come to look me over. For some I was not fair skinned enough. For others I was not beautiful enough. At last one family chose me and the dowry haggling began. Eventually an amount was agreed upon. My father went into debt for my wedding preparations.

After the wedding I went to stay with my husband's family. I was soon into the routine of washing, cooking and cleaning. I was made to observe as many rituals as possible for my husband's welfare and so that I would have a son.

Unfortunately my first child was a daughter. Everyone mourned her birth. My husband refused to talk to me for several days. During my second pregnancy I was threatened with being thrown out of the house if I didn't produce a son. Luckily for me I had a son. I feel very angry when my daughter is treated unfairly.'

4. After hearing the story, ask the group to discuss:
What is Radha telling us?
Is her story familiar?
Are there cultural beliefs and traditions that oppress women in our society?
Who is responsible for the sex of a baby?
3. Continue until all the pieces of card or paper have been read out. Remind the group about how they have voted.

Discussion points

Are the reasons why some jobs can and cannot be done by women and men valid?

What prevents men or women doing some jobs?

What do 'women's' jobs have in common and 'men's' jobs have in common?

How is society changing? Can the group think of things—in their country or elsewhere—that women do now that they didn't do in the past?



Activity set

3



Thinking about how gender roles and stereotypes are created



Exercise

9

How young men and women spend their time

PURPOSE To explore differences in gender roles and activities

TIME 45 minutes

MATERIALS Large sheet of paper, paper, pens

1. Ask the participants to think about how they spend their time, what things they do every day (for example, spending time with friends, domestic chores), every week (for example going to the market, going to the disco), or less often (for example, visiting relatives, taking part in a local festival).
2. Ask the young men to form one group and the young women a separate group.
3. Ask each group to create their own activity clocks showing what they do each day, for example, 5:00 a.m. wake up, 5:30 a.m. milk the cows. Ask them to create activity clocks for adult men and women. Ask them to think about what they do during the day.
4. Bring the groups back together and look at the activity clocks.

Discussion points

Are there differences in the things that young men and women and adult men and women do?

Are there differences in work, responsibilities, leisure time and activities? Are these good? Are there things that you would like to change?

Do you think a man and woman who are married and have a family share the work load and responsibilities or do you think one of them does more work?

Do you think a man and woman who are married and have a family have equal power in their relationship or do you think that one of them has more power?

Exercise

10

Women can't do that work

PURPOSE To think about gender roles and stereotyping and where these ideas come from

TIME 45 minutes

MATERIALS Cards or small pieces of paper, with various local occupations written or drawn on them, e.g. farmer, cook, maid, engineer, brick maker, bicycle repairer, teacher, nurse, doctor, food-stall vendor, vegetable seller, typist, architect, business person

1. Put the cards in a container.
2. Ask someone in the group to pick out a card and to act out the occupation shown on it. After the group has guessed what the job is, ask the person acting it if women can do this work. After he or she answers, ask the group whether they agree or disagree, and why. Then ask the group to vote on whether they agree or disagree and record the votes.

Activity set

3



Thinking about how gender roles and stereotypes are created



Exercise

11

Thinking about behaving differently

PURPOSE To encourage the community to consider gender roles and making changes

TIME 45-60 minutes

1. Ask the group of young people to create a drama to be shown to the community about gender issues and their effects.
2. Perform the drama in the community. Do this once without stopping.
3. Then repeat the performance, but this time give the audience a chance to stop the action at any point to discuss what is happening and how they think the characters could change what they do or say to improve the situation.
4. Follow the drama with a discussion. You can use the following questions to start discussion:

How have gender roles changed in your lifetime?

How can greater equality between men and women benefit everyone?

What further changes would you like to see in the next generation?

These activities can be taken further. For example, you can work with the community to draw a history map—draw a map of the village and the places that girls and boys go now and a map of where girls and boys went when their grandparents were young. Ask grandparents and young people to draw the map together and discuss the difference.



ACTIVITY SET 3



Activity set

4



Exploring the impact of gender



Exercise

1

Exploring gender stereotypes

PURPOSE To explore gender stereotypes and their effects

TIME 30-45 minutes

MATERIALS Cards or pieces of paper, tape

1. Brainstorm with the group all the words describing 'masculine' and 'feminine' characteristics that they can think of. Write each word on a card or piece of paper.
2. Give each participant a card and ask them to pass the cards among themselves until you say stop.
3. When you say stop, ask the participants to tape the card to the front of their clothes. Ask each participant in turn to describe how they feel about the characteristic on their card.
4. Discuss on how attaching fixed roles to males and females can limit opportunities for men and for women. Ask the group to imagine a world where there are no differences in the way girls and boys are treated in the family. Ask a few of the group to describe what they imagined.

Exercise

2

The advantages and disadvantages of being a man or a woman

PURPOSE To consider the effect of gender roles on women and men

TIME 30 minutes

MATERIALS Large sheets of paper, pens

1. Divide participants into four smaller groups. Give each group a large sheet of paper and pens. Ask each group to appoint a recorder to report back to the whole group.
2. Ask the first group to list all the advantages of being a woman in our society, the second group to list all the advantages of being a man, the third group all the disadvantages of being a woman and the fourth group all the disadvantages of being a man.
3. Display the sheets of paper and ask each reporter to read out their group's list.
4. Discuss the similarities and differences between the lists. Ask if men and women are limited by these roles and how? Are any of the roles interchangeable?

Activity set

4



Exploring the impact of gender



Exercise

3

Hopes and dreams

PURPOSE To consider how gender roles and expectations affect young people's ideas about their future

TIME 45-60 minutes

MATERIALS Large sheet of paper, paper, pens

1. Ask the group to divide into separate small groups of young men and young women. Ask them to discuss their hopes and dreams for the future.
2. Each group should make a list of the ten things they would like to do in the next ten years. They should then arrange these ten things into three categories: *definite* (those they are certain they will achieve), *possible* (those they may achieve with luck or hard work), and *unlikely* (those they are unlikely to ever achieve). Ask them to write the ten things under each category on a large piece of paper.
3. Ask the groups to think about the barriers that prevent them from achieving the things in the possible and unlikely categories (for example, you may dream of becoming a pilot, but there are no women pilots in your country). Ask each group to write the barriers on a separate large piece of paper.
4. Put the pieces of paper up on the wall. Bring the groups back together and ask them to tell the rest of the group about their ten things and how and why they put them into the three categories.

Discussion points

What differences are there between young men's and young women's hopes for the future?

Are the barriers real?

Where do they come from?

Can they be changed?



4



Exploring the impact of gender



Exercise

4

Exploring the impact of gender on young men

PURPOSE To discuss young men's beliefs about themselves and about sex
TIME 30 minutes

1. With a group of young men, discuss the following statements.

In general, men:

Hide certain feelings

Are independent and don't ask for help

Avoid talking about personal matters

Compete with each other

Are brave, strong and take risks

Have a need to prove their manhood

Measure their value by their ability to earn money and support their family

About sex, men:

Pretend they know it all

Feel that sex keeps them healthy

Feel the need to perform

Find it difficult to talk about

Exercise

5

Debate

PURPOSE To explore the possibility of change in gender relations
TIME 45 minutes

PREPARATION Write the statement on a large sheet of paper

1. Explain to the group that they are going to have a debate. The statement they are going to debate is '*The world would be a better place if men and women respected each other*'.
2. Divide the group into two smaller groups. Ask the first group to discuss among themselves arguments to support this statement. Ask the second group to discuss among themselves arguments against this statement. Allow about 20 minutes for the groups to develop their arguments.
3. Bring the two groups back together. Facilitate the debate, with each group taking it in turn to put forward their arguments.
4. Allow 20 minutes for the debate. At the end ask the group to vote in favour or against the statement. Ask the participants if any of them have changed their minds after hearing the arguments.

Part

3



This part of the kit provides background information on how gender affects relationships and activities on relationship issues for young people, issues around sexuality, relationships and self-esteem.



Gender, sexuality and relationships

Adolescence is an exciting time when many young people try new experiences and explore who they are. It is also a time of change. Our bodies change rapidly, and we also face many emotional changes—growing into an adult, beginning to have sexual experiences or desires, having to make decisions about the future and having greater responsibilities and expectations placed upon us by adults.

Gender shapes girls' and boys' knowledge, attitudes, values, feelings, self-esteem and skills. It influences their ideas about themselves and about relationships, the choices they make about sexual behaviour and the way women and men behave in relationships.

Social changes

For many young people, life today is very different to what it was like when their parents were growing up—although most parents had the same worries and questions about sex and relationships when they were teenagers too! As Part 1 of this kit suggests, it can help everyone if parents are involved in youth programmes so that young people and parents and other adults in the community are aware of each others' needs and concerns.

'When the Bible and the Qu'ran were being written, and in traditional society in Africa, boys and girls were married very soon after puberty. They started having sexual feelings, and just within a year or so they were married and they were allowed to have sex. These days, youths can start having sexual feelings when they are 13 years old, but they will not marry maybe until they are 25—so they are expected to wait for maybe 12 years without sex. This is a problem our grandparents and ancestors never had.' *Treasuring the Gift (see Part 5: Resources)*

'Nowadays our girls go to school and study until they are in their twenties. I do not think we can ask these girls to remain virgins while they wait for a husband.' *Unknown source*

Exploring sexuality

Sexuality is closely associated with sex so it can be difficult for young people to discuss issues around sexuality. But (as with sex, see Part 4) in order to be aware of and understand their sexuality, it helps if they have a safe adult or knowledgeable peers to talk to. They can be encouraged to be aware of what they feel, of what they like and do not like, what they are attracted to and what fears they have. This helps young people to trust themselves and to build confidence to make their own choices.





Making choices and negotiating relationships

This confidence in themselves is also important if they find that they do not like a choice that they have made, for example, if they are in a relationship or situation in which they feel uncomfortable or scared.

Practising life skills safely

They may also lack the skills and confidence—in communication, assertiveness, decision-making, problem solving, negotiation, using condoms, recognising and dealing with risky situations—to make healthy choices. Used as part of a youth programme, some of the activities included in this section provide a safe opportunity for young people to practise these life skills.

Being aware of young people's different needs

All young people are different, but some young people have special needs.

Gays and lesbians For instance, some young people are sexually attracted to people of the same sex (homosexual), or sexually attracted to men and women (bisexual). These young people (often called gay if they are men or lesbian if they are women) often have little or no access to information or services. This is especially true in societies where people say homosexuality is not there, and in societies where people say homosexual youth are 'dirty'. Sex between men is often illegal and in most cultures is disapproved of by society.

The needs of homosexual people are ignored by youth programmes and HIV (Human Immuno-deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome)/STI (Sexually Transmitted Infection) programmes in countries where it is assumed that all sexual activity is heterosexual. Services are often hostile or unsympathetic. This can make it harder for young people who have feelings of sexual attraction to the same sex to talk to other people about their feelings and to get access to information about safer sex, especially if they lack positive homosexual adult role models.

'Had I known and understood when I was 16 what I know now, it would have saved a lot of heartache to myself and others. I know that I am not the only one to be confused about my sexuality at an early age. But with no real sex education, counselling or anyone to talk to, I tried to block these feelings from my mind. I got a job with a 'macho' image—the army—and I even got married for 5 years. However, you can't run and hide forever. I finally told my wife and we are now 'happily' separated.'
Young man, UK

'When I first became attracted to other women, I told my parents; my father got extremely angry. Once he caught me with a girlfriend, and he beat me so hard I had to go to hospital. When I got out of hospital, a male friend went with me to make a formal complaint, but we received no legal response. In high school, I had a girlfriend, but my family found out, and my father sent three guys to rape me, so I got married. I separated after a year. Now I have a son, and my family is still watching me.'
Dely, 25-years-old, Mexico

Young people at risk

Many young people are affected by factors such as poverty, homelessness and unemployment, or their parents or carers or themselves are infected with HIV/AIDS or use of alcohol and other drugs. Young people in situations like these can be particularly vulnerable to sexual and reproductive health problems, abuse and exploitation and even more in need of support and resources to help them make and negotiate healthy choices.

Promoting social action networks for youth in Thailand

Youth who had moved away from their families to the city of Chiang Mai to study or work were found to be at increased risk of HIV, pregnancy and other reproductive health problems. The Urban Life Network Project decided to:

- build networks of support among youth at risk to promote healthy behaviours instead of risk behaviours
- encourage linkages between youth programmes and existing networks
- overcome negative attitudes about youth by engaging local decision makers
- identify youth at high risk, and who influence their friends to take risks, through outreach work in entertainment establishments. Provide them with training in life skills, problem solving, communication and reasoning skills and help them to build networks among their peers.

Urban Life Network Project, Chiang Mai University, Thailand.

Fact sheet

2



Sex and sexuality

Sex is biological—it is whether a person is born male or female.

Sexuality is how a person feels about his or her body and the way that the person acts depending on these beliefs. Everyone has a sexuality. It is made up of many different parts of our personality, sensitivities and preferences. Our gender and sexual orientation are a part of our sexuality.

Sexuality covers all kinds of relationships and ways of expressing ourselves sexually. Words like *heterosexual*, *bisexual* and *lesbian* can help define someone's sexual orientation, but the boundaries are not clear cut for everyone.

One way of looking at sexuality is to break it into three parts.

- ✱ A person's relationship with him or herself: including personal fantasy and masturbation.
- ✱ A person's relationship with other people: the intimate and sexual relationships we have with other people.
- ✱ A person's relationship with his or her community: how we express our sexuality to others and how society affects that expression.

Sexuality may not feel like a particularly important part of everyone's life. It is important not to feel pressurised into being sexually active just because 'everybody's doing it'. They're not!

Homosexual means being sexually attracted to people of the same sex (men attracted to men, or women attracted to women). This is also called being *gay* and, for women, *lesbian*.

Heterosexual means being attracted to people of the opposite sex (men attracted to women, or women attracted to men).

Bisexual means being attracted to both men and women.



Activity set

5



Exploring sexuality



Exercise

1

Sex and sexuality

PURPOSE To help young people understand what sexuality means to them and how it is defined by society

TIME 30 minutes

MATERIALS Drawings or photographs of a number of different scenes that can reflect sexuality (you can draw your own pictures, use newspaper or magazine photos or adapt the pictures below). Make sure that there are enough for at least two pictures for each participant

1. Tell the group that this activity is for them to think about the different ways that we can show our sexuality. Ask them what they understand by the words 'sex' and 'sexuality'. You can use Fact Sheet 2 as a hand out or write up the group's own definitions.
2. Place drawings or photos face upwards on the floor leaving room for everyone to move around freely to select the drawings or photos of their choice. Invite people to choose one or two photos which best reflect what the word 'sexuality' means for them.
3. Allow five to seven minutes for people to make their selection (if people want to, they can share the same card). Then invite everyone to talk in turn about the photo(s) they have chosen.

Discussion points

Does everyone have the same views about the different forms of sexual expression? Does it matter that we have different views?

Does the gender of the people involved in the pictures affect our views about the picture? How? Are there ways that each person can express their sexuality in positive ways and avoid the negative ways?

Note for the facilitator

You may want to follow this exercise with some of the exercises on ACTIVITY SET 14 if issues of sexual violence are raised.

Exercise

2

Factors and actors

PURPOSE To explore things that influence young people

TIME 30-45 minutes

MATERIALS Paper, pens, 16 large sheets of paper

1. Ask the group to divide into four small groups.
2. Give four large sheets of paper to each group. Ask them to write *Physical* on sheet 1, *Social* on sheet 2, *Emotional* on sheet 3 and *Spiritual* on sheet 4.
3. Explain that our own sexuality is affected by many things around us—our physical health and development (physical), the society we grow up in (social), how we feel (emotional) and our beliefs about the world (spiritual).
4. Ask each group to brainstorm the factors, influences and experiences, both positive and negative, belonging to each heading which might shape or influence a person's sexuality.
5. Ask each group to feed their responses back to the larger group and then discuss which of these factors are influenced by our gender.

Activity set

5



Exploring sexuality



Exercise

3

Sexuality information game

PURPOSE To understand what different forms of sexual expression are possible
TIME 30 minutes

MATERIALS Copies of the sexuality information worksheet. (You can add other definitions for other local practices, for example polygamy. You can use pictures instead of writing and ask people to explain what each picture means and what the official and local name for this is.)

1. Give copies of the worksheet to small groups of two or three people. Ask them to match up the words to the definitions by joining up the boxes on each side of the worksheet—or you can cut up the boxes to make a matching card game.

Words

A	Celibacy
B	Heterosexual
C	Homosexual
D	Gay man
E	Lesbian
F	Bisexual
G	Monogamy
H	Affair

Definitions

1.	Someone who is attracted to, or has sexual relationships with, the opposite sex (a man with a woman or a woman with a man).
2.	When a person has a sexual relationship with someone else without their partner knowing.
3.	Someone who is attracted to, or has sexual relationships with, both men and women.
4.	A man who is attracted to, or has a sexual relationship with, another man.
5.	When someone has a sexual relationship with only one person.
6.	When someone chooses not to have sexual relationships.
7.	Someone who is attracted to, or has sexual relationships with, people of the same sex (a man with a man or a woman with a woman).

2. After the quiz, ask participants for their answers. Agree on the correct answers: A6, B1, C7, D4, E8, F3, G5, H2.
3. Discuss each of the words and how the group feels about them.
4. Explain that our sexuality and sexual expression is affected by our sex, but also about the choices and feelings that each of us has as individuals.

Discussion points

Are there myths and stereotypes about different people?

Are there different laws for men and for women? What does the group feel about this? (Do the girls in the group feel differently about this to the boys?)

Explain that everyone has their own sexuality and sexual expression and we should not assume that everyone is the same.

Note for the facilitator You may find that some forms of sexual expression, such as homosexuality, are not considered to exist locally. It is important to remember that many forms of sexual expression are considered taboo, or are illegal, but are still practised.

Make sure everyone has the chance to ask questions and express their viewpoint—unless they are being abusive about other people. There may be young people in the group who are attracted to the same sex but are afraid to say this. Your role as a facilitator is to make sure people do not think that one choice is 'right' and another is 'wrong'.



Activity set

5



Exploring sexuality



Exercise

4

Same sex attraction

PURPOSE To think about what it feels like to be lesbian or gay

TIME 40 minutes

1. Explain what the different terms, heterosexual, homosexual (gay and lesbian) and bisexual mean.
2. Ask the group if they have heard these terms before and, if so, in what situations.
3. Suggest to the group that many people are gay and lesbian so that it is possible that a friend may tell them that they are lesbian or gay.
4. Ask the group in small groups to discuss what they would say or do if a friend told them they were gay/lesbian for about 10 minutes.
5. Each group should share these ideas with the rest of the group, who can comment on or question these ideas.
6. Discuss the importance of friends and friendship. Does it matter if your friend is lesbian or gay?

Alternatively, ask the group to imagine that they are an 'agony aunt' in a local newspaper. Hand out the letters below and ask them to write an answer.

I'm fourteen-years-old. Two years ago there were rumours going around my school because I told a so-called friend that I loved this other girl. Because of this stupidity, I wasn't the only one who suffered—the girl herself was teased and she got really upset. She still talked to me even though we were both called lesbians. However, I can't bring myself to get close to her now because of the rumours. I haven't spoken to her for six months even though I'd love to be her best friend, but not more.'

Caroline

I have a very big problem. I am gay. I don't know how to tell my friends and my father would kill me if I found out. I've a boyfriend and he has also not told anyone. Please can you tell me how to tell my friends, or even if I should? I think that some of them must know as I have never had a girlfriend and I always walk around with boys.' Upset and puzzled.

Note to facilitator It is important to make sure you communicate a positive message about homosexuality—that people practise a wide variety of sexual behaviour including homosexuality and that this is OK. Also explain that not every man who has sex with other men sees himself as gay or homosexual. Many men who have sex with men are married and have families. Discourage people from making negative or abusive comments about homosexuals in the group.

Activity set

5



Exploring sexuality



Exercise

5

Being different

PURPOSE To think about how each person is different in order to increase participants respect and understanding of other people

TIME 30 minutes

1. Discuss how we all have similarities and differences. What is good about this? What is good about people being different?
2. Give each person four pieces of paper and ask them to draw and/or write two ways they are similar and two ways they are different.
3. Collect the 'similar' pieces and discuss them with the group.
4. Repeat this with the 'different pieces'.
5. How many of these similarities are linked to whether we are male or female and how many are not?

Exercise

6

Feeling different

PURPOSE To look at why we feel people are different and to identify times when we felt different and what it felt like

TIME 45 minutes

1. Ask the group to sit in a circle. Explain to the group that they are going to play a game of observation (looking closely).
2. Ask four people to go in the centre of the circle and then ask the rest of the group to find out who is the odd one out, and say why.

Possible ways to select the group include:

Three people who are wearing a similar item of clothing (such as a skirt) and one who is not (such as trousers)

Three people who have braided hair and one who has not

Three girls and a boy or three boys and a girl

After two or three goes, ask others to choose the 'odd one out'.

3. Once the group has guessed who is the odd one out, encourage other people in the group to ask that person about how they felt: for example, good or bad; happy or sad; proud or ashamed.
4. Then divide the group into groups of four. Ask them to talk about their best friends, about how they are different and if it matters. After about 10 minutes, ask the group to feed back what they discussed and any conclusions they reached.
5. Ask each person to write a story or poem that describes a time when they thought they were different from other people and say how it felt.
6. If you like, you can then ask the group to think about a time they saw someone being treated badly for being different and write a journalist's 'eye-witness' account of what they saw. Ask them to offer a solution to the situation at the end of the writing.

Note for facilitators Make sure that the 'out' person is 'in' in other parts of the activity.



Activity set

5



Exploring sexuality



Exercise

7

Drawing up your bill of sexual rights

PURPOSE To decide what is the right choice for us and how to stand up for this
TIME 45 minutes

MATERIALS Copy of FACT SHEET 1 *The rights of young people*

1. Ask the group what they understand 'rights' to be. Brainstorm their ideas on a piece of paper—encourage people to write down any ideas and not to judge their ideas or those of other participants
2. Show the group FACT SHEET 1, give them time to read it or read it aloud, and discuss any issues that they want to raise from this.
3. Ask them what they think sexual rights and responsibilities are.
4. In small groups, ask them to draw up their own bill of sexual rights. Allow about 30 minutes for this.
5. In the large group, share the ideas. Ask the group:
Which rights do we find it easiest to claim? What helps us claim our rights in these situations?
Which rights are hardest for us to claim? What gets in the way of our claiming these?
Are sexual rights especially difficult to claim?
6. Give everyone a clean piece of paper and ask them to make their own decorative, personalised bill of rights which they can take home.

These are examples that other groups of girls have drawn up:

I have the right to:

- ✿ know what I want to know about sex when I need to know it
- ✿ ask about sex without being judged
- ✿ express and explore my sexuality as long as it does not hurt anybody
- ✿ sexual pleasure
- ✿ not to be judged because of my sexuality
- ✿ change my mind
- ✿ ask my partner to wear protection/practice safer sex
- ✿ confidentiality
- ✿ not to be abused in any way
- ✿ access to services without judgement
- ✿ be respected for who I am and what I am
- ✿ say 'NO' to any sex that I don't want at any time
- ✿ knowledge that helps me acknowledge and control my sexual health
- ✿ be taken notice of.

Activity set

6



Thinking about friendship, love, sex and relationships



Exercise

1

What is friendship?

PURPOSE To get young people to think about what friendship means and whether it is possible for girls and boys to be friends

TIME 30 minutes

1. Ask the group to divide into pairs and to think about what qualities they look for in a friend. Do young women and men share these qualities? Allow about 10-15 minutes.
2. Bring the group back together and ask them to give feedback on their discussion. *Is it possible for young men and young women to be just friends? Why? Why not? How do your friends, parents and other people in the community view friendships between girls and boys?*

Exercise

2

What is love?

PURPOSE To explore the meaning of love

TIME 45 minutes

MATERIALS Large sheet of paper

1. Start with whole group and brainstorm what they think love means.
2. Ask the group to form pairs and discuss three qualities that they would show towards someone they loved who is a boyfriend or girlfriend, and to someone who is not a boyfriend or girlfriend (for example, a parent or a brother or sister). Then ask them to think of three qualities they would expect from someone who loves them.
3. Bring the group together and ask them to share their discussion. *Is it easier for boys or girls to show these qualities? Are there times when it may not be possible to show these qualities?*



Activity set

6



Thinking about friendship, love, sex and relationships



Exercise

3

Daydreaming about relationships

PURPOSE To explore the difference between love and sexual attraction

TIME 30 minutes

MATERIALS Copies of the dialogue between Mercy and Violet, large sheet of paper

1. Give each participant a copy of the dialogue and ask them to spend a few minutes reading it.

Mercy: Hey Violet, are you daydreaming again?

Violet: Sorry. Yes, I was thinking about Tawanda. He's so handsome and wears the latest clothes. I'm sure his family is rich.

Mercy: Yes, but you don't know what he is really like. And he is always with different girls. Victor is much better. He's not rich, but I know he likes you and he is serious about things.

Violet: Maybe, but people would laugh at me if I went out with Victor.

2. Ask the group: *How old are Violet and Mercy? What is the main difference between them? Is Violet really in love? Ask the girls in the group who they think sounds nicer, Tawanda or Victor. Why? Ask the boys, which of the two girls they would prefer to meet? Why?*
3. Explain to the group that sometimes people think they are in love when they are sexually attracted to a person or infatuated with the idea of the person. Ask the group what they think love is about, and how this is different from infatuation or sexual attraction. Put the answers on a large sheet of paper. Explain that love is also about friendship, respect, loyalty, trust, tenderness and many other things.

Activity set

6



Thinking about friendship, love, sex and relationships



Exercise

4

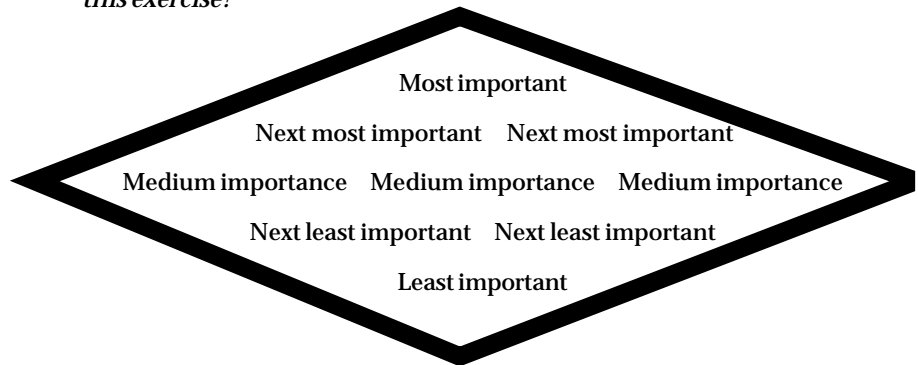
Diamond nines

PURPOSE To prioritise what is most important in relationships

TIME 45-60 minutes

MATERIALS One copy of the set of nine cards below for each small group of three people, cut into nine pieces

1. Divide the group into small groups of three people and give each group the nine cards.
2. Ask the groups to put the cards into a diamond nine shape, with the most important at the top and the least important at the bottom.
3. After half an hour, ask participants to take a large piece of paper and copy the finished result onto it and stick all of these on the wall.
4. Ask participants to look at all of these.
5. Ask the group: *What are the similarities and differences between the groups? Were there differences between what the young men and the young women did? How did your group agree in terms of prioritising among the different items? What did you discuss while you were doing this exercise?*



What makes for a good relationship?

Love	Similar social background
Equality	Money/Financial Security
Parent's choice	Approval and Support from Friends
Sex	Being faithful
Friendship	Religious faith
Free choice	

You could adapt this exercise to look at sexual behaviours.

What is the most acceptable? What is the least acceptable?

Vaginal sex	Sex for money or goods
Oral sex	Sex with someone much older
Anal sex	Sex with strangers
Masturbation	Sex with someone of the same sex
Forced sex	



Activity set

7



Looking at gender and sexual relationships



Exercise

1

What do young men and young women look for in the opposite sex?

PURPOSE To improve understanding between young men and women

TIME 45 minutes

MATERIALS Large sheet of paper, pens

1. Explain that the group is going to think about what young men like about young women and what young women like about young men.
2. Ask the participants to divide into separate groups of young women and men.
3. Each group of young women should decide what are the four most important things they look for in a young man, and the four most important things that a young man looks for in a young woman. Ask the young men to do the same. Allow about 15-20 minutes.
4. Write up, or ask for a volunteer from each group to write up, the answers on a large sheet of paper under the following headings:
Girls like... *Boys think girls like ...*
Boys like ... *Girls think boys like...*
5. Compare the answers with the whole group together.

Note to facilitator When doing this exercise, and any other on relationships, remember that not everyone in the room has strong sexual feelings for other people at this stage, or that some people in the group may be having an unwanted sexual relationship with someone, or may be sexually attracted to people of the same sex. Be careful to not make assumptions about people in the group.

Exercise

2

What do we look for in a partner?

PURPOSE To consider what girls and boys look for in a partner

TIME 30 minutes

MATERIALS Paper, pens, large sheet of paper

1. Divide the group into small groups of girls only and boys only.
2. Ask them to discuss what kind of partner they would like. Explain that one person in the group should write all the suggestions down and that the group should then agree on the three most important things.
3. Bring the groups back together and ask each group to call out their three most important things. Write a list on a large sheet of paper.
4. Explain that each person has two votes and has to decide which of the things on the list are most important to them. Ask the group to come up and vote one by one. Then count the votes.
5. Review which things got the most votes, ask the group why and if everyone agrees. Ask whether young men and young women voted for the same things.

Activity set

7



Looking at
gender and
sexual
relationships



Exercise

3

Young men's attitudes

PURPOSE To get young men to explore their beliefs and attitudes about young women, sex and relationships

TIME 30-45 minutes

1. Begin by asking the whole group the following questions:
Is it OK for girls and young women to carry condoms?
Should people have only one sexual partner in a lifetime?
Is it more important to educate boys about condom use than girls?
2. Divide the group into smaller groups of five or six. Ask the groups to brainstorm the advantages and disadvantages of condom use; of having no sex at this stage in life; of sticking to one partner.
3. Bring the group back together and ask someone from each group to give feedback.
4. Divide the group into pairs. Ask them to discuss the following questions:
What would I do if my girlfriend became pregnant?
How would having a child affect my life?
How would my parents react? How would my friends react?
Would I want to continue seeing my girlfriend? Would I marry her?



Activity set

7



Looking at gender and sexual relationships



Exercise

4

Codes of behaviour

PURPOSE To think of ways to improve sexual relationships

TIME 90 minutes

MATERIALS Large sheet of paper, pens, sheets of paper or cards

PREPARATION Copies of the statements below

1. Give each participant a copy of the list of statements. Ask them to write F at the top if they are a girl and M if they are a boy.
Women should have the same sexual freedoms as men.
Men should make the first move.
Sexual faithfulness is important in a relationship.
Women have the main responsibility for contraception and safe sex.
People should only have sex if they are in love.
If a woman gets pregnant it is mostly her fault.
2. Then ask them to think about whether they agree or disagree. If they agree they should write A next to the statement and if they disagree D. Allow 5-10 minutes for this.
3. Collect the papers and summarise the responses for females and for males on a large sheet of paper. Discuss the responses with the group, including any differences in the answers given by girls and boys and reasons for these differences. Allow about 10 minutes.
4. After the discussion, give each participant a piece of paper or card. Ask the girls to write down one or two questions they want to ask the boys as a result of the discussion, for example, about things that puzzle or confuse them or make them upset or angry. Ask the boys to write down one or two questions they would like to ask the girls as a result of the discussion. Explain that these questions will be anonymous—they do not write their name on the card—and that they will be answered by the group, not by individual boys or girls. Allow about 5-10 minutes.
5. Collect the questions from the girls and ask the boys to form a circle inside a circle of girls. Ask the boys to answer the girls' questions. Tell the girls to listen without comment, they will have a chance to discuss the answers later.
6. Collect the questions from the boys, and ask the girls to form a circle inside the circle of boys. Ask the girls to answer the boys' questions. Again, the boys should listen to the answers without commenting. Allow 30-40 minutes.
7. Bring the group back together for a discussion. *Have any of the answers surprised them? Have the girls changed their ideas about boys? And vice-versa. Have the boys changed their ideas about girls? Have the girls changed their ideas about girls? How can boys and girls understand each other better?*
8. Finally, divide the group into mixed groups of boys and girls. Ask half the groups to discuss codes of ethics for girls, and the other half of the groups to do the same for boys. Explain that this code of ethics should relate to safer sex, responsibility for preventing HIV, STI and pregnancy. Allow 15-20 minutes.
9. Ask the groups to give feedback on their discussions and the guide lines they have drawn up.

Activity set

7



Looking at
gender and
sexual
relationships



Exercise

5

How we behave in relationships

PURPOSE To explore what behaviours are considered acceptable and unacceptable

TIME 45 minutes

MATERIALS One large sheet of paper, two small sheets of paper, six pieces of card

1. Write 'acceptable' on one small sheet of paper and 'unacceptable' on the other. Write the following statements on the cards:

To do things to please your partner

To have sex without being in love

To hit each other

To be sexually faithful to each other

To have sex with lots of different people

To tell lies to your partner if you think the truth will hurt them

Draw a line on the floor or on a large sheet of paper. Put the sheet of paper with 'acceptable' at one end, and the one with 'unacceptable' at the other end.

2. Divide the participants into small groups of five or six. Give each group one of the statement cards.
3. Ask the groups to discuss their statement card and to decide where they would place it on the continuum between acceptable and unacceptable.
4. Then ask one person in the first group to read out their statement card and to say where their group would place it on the continuum. Ask if everyone in their group agreed. Do this for each group and statement card.
5. Then ask the whole group about how they feel about where the cards are placed.

Discussion points

What do they think about the statements on the cards?

How did the reactions of others affect what they thought and where they agreed to place their card? Has anyone changed their mind after listening to the opinions of others?



Activity set

7



Looking at gender and sexual relationships



Exercise

6

Positive and negative aspects of relationships

PURPOSE To explore the good things about relationships and risk

TIME 30 minutes

MATERIALS Large sheet of paper

1. Copy this table onto a large sheet of paper.

	Positive benefits	Risks
Relationships – emotional		
Sexual activity – physical		

2. With the whole group brainstorm the positive emotional and physical benefits and risks of relationships and sexual activity.
3. Together with the group complete the table. Ask: *Are the positive benefits of a relationship the same as the positive benefits of sexual activity? If not, in what way do they differ? Are the risks the same or different?*
4. Ask the group to think of a situation in which a young person knows the risks but decides not to take any precautions. Ask: *Why might they do this? Think of a situation in which a young person is unable to take precautions. Why are young people sometimes unable to take precautions? How can the situation be changed?*

Exercise

7

Young men and role models

PURPOSE To help young men think about being a man, a father and a son

TIME 30 minutes

1. Ask the group:
 - How much time do you spend with your father each day?*
 - If your father is not around is there someone else who does what a father should do?*
 - How much time do you spend with him?*
 - Would you like to spend more time with your father?*
 - What should fathers do?*
 - What is the best thing about your relationship with your father?*
 - What is the worst thing?*
 - At what age would you like to be a father?*
 - How would you behave differently from your own father?*
 - What do you think you would find difficult?*

Activity set

7



Looking at gender and sexual relationships



Exercise

8

Exploring the impact of gender on relationships and sexual behaviour

PURPOSE To explore adult attitudes to young women's and young men's sexuality and its effect on sexual behaviour

TIME 60 minutes

1. Divide the group into two groups. Ask the first group to write and rehearse a short play in which a mother discovers a packet of condoms in her son's pocket. Ask the second group to write and rehearse a play in which a mother discovers a packet of condoms in her daughter's pocket. *What happens? Who does the mother talk to about this?* Tell the groups that they can include other characters in the family. Allow 30 minutes.

2. Ask the two groups to perform their role plays.

3. Discuss: How did the mother react? What did she do? *Was her reaction different when it was her son than when it was her daughter? Why was this?*

4. Ask three of the participants to act out the following dialogue:
Mama Suzi is doing the washing, she finds a packet of contraceptive pills in the pocket of her daughter Suzi's school skirt.

Mama Suzi: Come here. What is this? What is this? (Slaps her).

Suzi: Pills, mummy.

Mama Suzi: What are the pills for?

Suzi: (Says nothing.)

Mama Suzi: I am asking you. Tell me! Who taught you this? (Beats her).

Suzi's uncle enters.

Uncle: Hey sister what is going on?

Mama Suzi: See this disgrace of your niece.

Uncle: What is it?

Mama Suzi: She has started using contraceptive pills. Hardly a minute ago I was boasting to a friend that I have a holy and immaculate daughter.

Uncle: Beating her is not the answer. It could be better for her to be educated about the consequences of indulging in love affairs before her time comes.

Discussion points

Is this a common situation? How do parents react if they find that their son has been having sex? What will happen next?



Activity set

7



Looking at
gender and
sexual
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Exercise

9

Gender roles and sexual behaviour

PURPOSE To explore traditional gender roles, how young people feel about these and gender expectations about sexual behaviour

TIME 45 minutes

MATERIALS Large sheet of paper

1. Divide group into girls and boys. Give them the following questions to discuss. *Is it OK for a woman to ask a man for sex? Why? Why not? If a man wants sex and a woman does not should he take her feelings into account or go ahead? Why do you think women have sex when they do not want to? Can a woman say no to sex? Why or why not?*
2. Bring the groups back together. Ask them to give feedback on their discussions and write up what the boys and the girls say on a large sheet of paper. Lead a discussion around the answers they have given.

Activity set

7



Looking at gender and sexual relationships



Exercise 10

Gender attitudes, roles and sexual relationships

PURPOSE To explore gender attitudes and roles in relationships

TIME 30 minutes

MATERIALS A large sheet of paper, coloured pens

1. Draw the following table on the large sheet of paper, but do not draw the numbers and ticks.

Vote	Young Women	Young Men
Agree	1 ✓	1 ✓ ✓ ✓ ✓
Not sure	1 ✓ ✓ ✓	1 ✓
Disagree	1 ✓ ✓ ✓ ✓ ✓ ✓	1 ✓ ✓ ✓ ✓

2. Choose 6-10 of the following statements then number each one.

Women should fulfil men's sexual needs

It is the man's role to initiate and discuss sex

Women have weaker sexual desires than men

Men show their masculinity by having many partners

Young men should know more about sex than young women

It's OK for a young woman to get angry

Everyone should be sexually faithful

Women are emotionally stronger than men

It's OK for a young man to not want sex

It's OK for a young woman to not want sex

It's OK for a young woman to ask a young man out

Sex is more important to young men than young women

For young women, love and romance are more important than sex

Young women who carry condoms are easy

Contraception is a shared responsibility

3. Put the sheet of paper on a wall or the ground. Give everyone a coloured pen.
4. Read each statement slowly. Write the numbers of the statements on the table then ask participants to draw a tick in the relevant box according to whether they agree with the statement, disagree or are not sure. The table above has been filled in as an example.
5. Afterwards, ask a few people in turn why they agree, disagree, or are not sure about the statements.

Discussion points

Are there differences between the opinions of young men and young women? Are there differences in the way young men and young women are expected to behave? If so, what are they? Are there things it is not acceptable for young men to do in sexual relationships? Are there things it is not acceptable for young women to do in sexual relationships? Are some emotions usually more associated with young men than young women? Do you think young women and young men have different emotions?

6. If there is time, use the discussion points to talk about society's expectations of the ideal young man or young woman. The purpose of this discussion is to help young people appreciate the difference between the ideal and the reality and how everyone finds it hard to live up to expectations.



Activity set

7



Looking at gender and sexual relationships



Exercise

11

Gender attitudes, roles and relationships

PURPOSE To explore gender differences in expectations in relationships

TIME 60 minutes

MATERIALS Large sheets of paper and pens, large sheet of paper

1. Write the following questions on the large sheet of paper:
How do we expect men to behave in sexual relationships?
How do we expect women to behave in sexual relationships?
What problems do men have in sexual relationships?
What problems do women have in sexual relationships?
2. Ask the group to divide into separate groups of men and women or boys and girls, with a maximum of five or six in each group. Give each group a large sheet of paper and a pen. Ask them to think about the four questions that you have written up on the large sheet of paper.
3. Allow the groups about 30 minutes for discussion.
4. Ask someone from each group to present the main points of their group's discussion to the whole group. Write up the main points on the large sheet of paper.

Discussion points

What are the differences between men's and women's ideas about relationships?

What are the similarities?

Is there anything men would like to change about their roles and women's roles?

Is there anything the women would like to change about their roles and men's roles?

Activity set

8



Building self esteem



Exercise

1

Thinking about the future

PURPOSE To help young people to start thinking about their future

TIME 15-30 minutes

MATERIALS Large sheet of paper

1. Brainstorm with the whole group the following questions:
What sort of life would you like to lead and be able to tell your grandchildren about? Where do you want to live? What job would you like?
2. Lead a discussion about people they know who have been successful or who they admire and why. Ask the group to think about the qualities and characteristics of those people.
3. Divide the group into pairs. Ask each pair to draw a life plan, showing what they would like to do and where they would like to be, and what needs to happen for them to achieve this. To do this, give everyone a sheet of paper and ask them to draw a line across it, marking different ages along the line. Mark key events in their life, such as getting their first job (what is it?), having a baby, learning how to ride a bicycle.

Exercise

2

Pictures of ourselves

PURPOSE To build self-esteem

TIME 30 minutes

MATERIALS Pieces of paper cut into circles for each person, large sheet of paper

1. Give each person in the group a paper or card circle. Explain that they will use these to make badges to introduce themselves.
2. Ask them to draw pictures or symbols showing their name and special qualities. Allow 10-15 minutes.
3. Bring the group together and ask each participant to explain their badge. As each one speaks write their name and qualities on the blackboard or flipchart.
4. When everyone has finished, ask: *Was it easy or hard to think about a quality that you are proud of? Why?*

Exercise

3

Feeling good and celebrating difference

PURPOSE To understand that everyone is different (this exercise can also be used to explore differences in sexuality)

TIME 45 minutes

MATERIALS Pictures from magazines, large sheet of paper, paper, pens

1. Ask everyone to write down or draw three things that they like doing or are good at.
2. Ask some of volunteers to tell the rest of the group what they have drawn or written.



Activity set

8



Building self esteem



3. In the large group, discuss the differences and similarities that have come up, stressing that we are all different and special.
4. Ask the group to brainstorm how we differ from each other (for example, height, appearance, family, gender, interests).
5. Divide the group into small groups and ask them to discuss pictures of people from magazines and to decide why the people in the pictures feel good.
6. With the whole group, sum up what makes people feel good. For example, feeling good has to do with: learning to be yourself and liking yourself the way you are; understanding that everyone is different; enjoying your body; learning to stand up for yourself.

Exercise

4

Role models for girls

PURPOSE Helping girls to plan their future

TIME 45 minutes

MATERIALS Enough pieces of card or paper for each participant, pens, large sheet of paper

PREPARATION Invite a woman who is a positive role model in the community to come to the session (optional)

1. Start by asking the group to explain what a role model means. Explain that role models are people that we admire and hope to be like.
2. Ask the participants to think of a woman they admire—in their family, community or country—someone that everyone in the group will know, and to write the name of this role model on a card or a piece of paper.
3. Collect the cards, shuffle them and distribute to the group, one to each participant. Ask them not to share their card with anyone else.
4. Divide the group into two teams, tell participants not to share their card with anyone. Make sure everyone understands the name or picture on their card.
5. Then play 'guess the role model'. There are two ways to do this. Either each participant can act out the person on their card for the other participants to guess who it is. Both teams have to try to guess who the person, and each correct answer gets one point. Or the first team chooses someone whose role model the other team must guess by asking up to ten questions, taking turns to ask questions. If they guess the identity correctly they get a point. Then the other team takes its turn. Continue until everyone has been questioned.
6. After the game, ask the group why they chose their role models. What do they admire about them? (List the qualities on a large sheet of paper). In what ways would they like to be similar to them? Do they have any qualities similar to their role model?
7. If you have been able to invite a role model to come to the session, ask her to talk about her life, how she made choices, whether her parents supported her, and what made her different from her friends? Ask the group what questions they would like to ask her.

Activity set

8



Building self esteem



Exercise

5

Girls feeling good

PURPOSE For girls and young women to look at their self-esteem

TIME 30 minutes

MATERIALS Nine pieces of paper with a self-esteem statement written on each one (enough sets of nine for each small group). You can use the ones below or prepare your own

1. Ask the group to divide into small groups of three or four. Give a set of nine statements to each group and ask them to rank them in order of importance, putting the ones they think best describe what self-esteem is at the top of the diamond, and the ones they think least relevant last.

Feeling good about ourselves

Knowing that we deserve love and respect

The belief that we have rights as well as responsibilities

Being able to negotiate what we want and don't want

Having high expectations for ourselves in every area of our lives

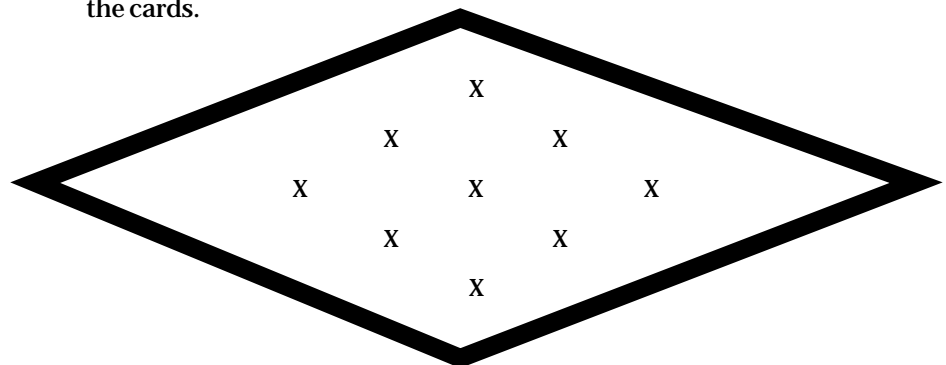
Insisting on our rights

Taking the best possible care of ourselves

Feeling in control of our lives

Empowerment

It helps to mark out a sheet of paper with 'X's' to show where to place the cards.



2. Stress that there is no right answer. Give each group two blank cards and ask them to come up with their own additional statements.

Discussion points

Which statements did you have most discussion over?

Which statements was it most difficult to agree on a position for, and why?

Why did you put your top statement first?



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

1

Problem-page letters

PURPOSE To help young people think about how to solve problems

TIME 30 minutes

MATERIALS Copies of the problem page letters, one for each pair of participants, pens and sheets of paper

1. Write the following letters on separate sheets of paper.

Letter 1:

Dear Uncle,

I am a 13-year-old boy. I am studying hard because I want to be a doctor when I grow up. I have a girlfriend who I like very much. She says if I loved her I would have sex with her. I am frightened about this because of pregnancy. She says I am not a man yet. What should I do?

Chivu.

Letter 2:

Dear Uncle,

I am a 14-year-old boy. My friends all say that they have had sex with girls and laugh at me because I don't even have a girlfriend. I'm too shy to talk to girls. Please help.

Thomas.

Letter 3:

Dear Auntie,

I am 13-years-old and am going out with a boy who is 16. I like him very much and he takes me to nice places. My problem is that he wants to touch me and I'm scared. He says if I love him I should let him do it. He gave me a necklace for my birthday. If I don't let him do what he wants should I give it back? Please help me, I don't know what to do.

Mary.

2. Divide the group into pairs.
3. Give each pair one of the problem-page letters.
4. Ask them to discuss how they would respond to the problem and then to write down their reply. Allow 20 minutes.
5. Bring the group back together.
6. Ask each pair who had letter 1 to read out their reply. Then do the same for pairs with letter 2 and letter 3.
7. Ask the group what they think about the replies and whether they have any other suggestions.

Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

2

Making decisions

PURPOSE To explore decision-making in relationships

TIME 45 minutes

MATERIALS Angela and Mark's story, large sheet of paper, sheets of paper, pens

1. Read out, or ask one of the participants to read out, the story of Angela and Mark.

Angela is 16 and Mark is 18. They are both doing well at school. They have known each other a long time and recently became special friends. Mark wants to have sex with Angela, but isn't sure if she will agree. All his friends are bragging about having sex and Mark is worried about what they will think of him if he doesn't too. Angela is worried that Mark will pressurise her into having sex and her mother has warned her this might happen. She doesn't feel ready but wants to keep her relationship with Mark.

One night they go to a party, have some beer, slow dance, go outside and one thing leads to another. Angela says no and tries to stop him, but not very hard. It happens quickly and afterwards they are both embarrassed. In the following months, Mark pressures Angela to continue to have sex with him, arguing that as they have done it once there is no harm in doing it again. He tries to be careful, but Angela is worried and can't bring herself to discuss her fears with him.

Then Angela finds she is pregnant and has to leave school. Mark's family is very angry with him and refuses to pay his college fees. Angela and Mark are uncomfortable with each other and drift apart.

2. After reading the story, ask the group what they think about it. *Is this a common situation? Why did everything go wrong? What could Angela and Mark have done to prevent the situation? Whose responsibility was it? How might things have been different if Angela and Mark had talked about their feelings with each other? They both let things happen—how important is it to decide on your own actions?*
3. Divide the group into groups of five or six. Ask them to find as many decision points as possible in the story—times when Angela or Mark could have made a decision about their situation. Possible answers are listed below.
4. Ask each group to write their answers on the large sheet of paper. Discuss the groups' answers with the whole group.

Decision points:

Angela could have told Mark she wasn't ready for sex.

Either could have decided to talk to the other about their feelings and worries to decide what to do together.

Mark and Angela could have avoided drinking at the party, as alcohol reduces inhibitions.

Angela could have told Mark she didn't want sex after the party.

Mark could have listened to Angela when she said no.

Both could have said they didn't want to have sex without a condom.

They could have decided not to have sex again or to only have safer sex.



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

3

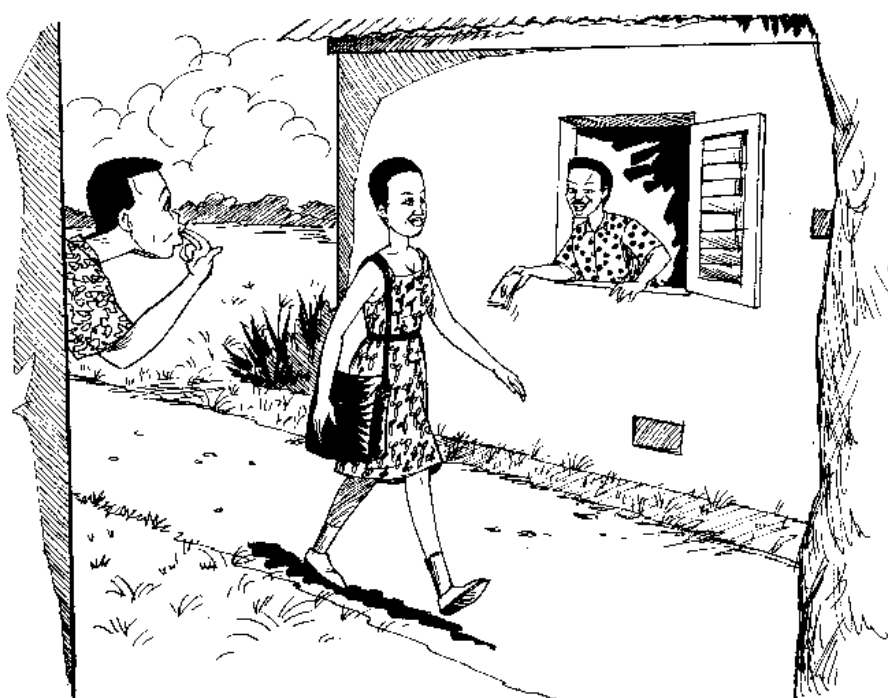
Choices

PURPOSE To think about choices

TIME 45 minutes

MATERIALS Picture story, large sheet of paper

1. Show the group the picture.
2. Ask them, in pairs, to make up a story about the girl and the boys in the picture. *How does the girl feel? How do the boys feel? Why are they offering her money? What choices does she have? What are the good and bad points about each choice?* Allow 20 minutes.
3. Bring the pairs back together and discuss their stories and answers to the questions.



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

4

Exploring assertiveness

PURPOSE To understand what we mean by assertiveness and to think about assertive responses to situations

TIME 45 minutes

MATERIALS Copies of the five situations

1. Write these five situations on separate sheets of paper.

Situation 1: You are talking to your friends. Most of them have had sex and are teasing you about the fact that you have not. One of the group says something nasty to you. You make an assertive reply.

Your response is...

Situation 2: A person has asked you to go to a party with them. You do not know anyone else who is going and you have heard that this person and their friends drink a lot and do not have a good reputation. You decide to be assertive and say no.

Your response is...

Situation 3: A friend of the family asks if you want a ride home from school. You don't feel very good about this person and feel uncomfortable about the situation. You decide to be assertive and refuse the ride.

Your response is...

Situation 4: Mary's mother asks her to escort her uncle back at night. Mary does not want to because she has heard that her uncle has a reputation in the community for taking advantage of young girls.

Her response to her mother's request is...

Situation 5: John goes to the disco with Paul for the first time. Paul suggests they need to have a few beers to really enjoy themselves. John is not keen to drink at all.

His response is...

2. Ask the group what they think being assertive means. Put their responses on a large sheet of paper.
3. Explain that assertiveness is not the same as being aggressive or getting what you want at the expense of others. Being assertive means standing up for your rights without putting someone else down. It means you can say no without feeling guilty, disagree without becoming angry, and ask for help when you need it.
4. Divide the participants into five small groups.
5. Give each group one of the following situations. Ask them to think about assertive responses.



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

5

How would you respond?

PURPOSE To think about how to respond assertively to situations

TIME 30 minutes

MATERIALS Pictures showing examples of peer pressure, for example, boys drinking and smoking, girls being bullied by boys

1. Show the group the pictures.
2. Ask them: *What is happening in the pictures? How would they respond? Would they respond like that? What were the consequences of the way the person in the picture responded?*

Exercise

6

Role playing negotiation and assertiveness

PURPOSE To practise negotiation and assertiveness skills

TIME 30-45 minutes

1. Ask the group to think of situations where they might need to be assertive. For example,
A young woman is going out with a young man who refuses to believe HIV might be a risk for him or his partner
A young man convincing his friends that having lots of girlfriends is not cool
A young woman refusing sex without a condom
2. Divide the group into smaller groups and ask each group to develop a role play around one of these situations. Allow 20 minutes.
3. Bring the group back together and ask each small group to act out their role play.
4. Ask the whole group to comment on how each situation was handled. *How could the characters have acted differently?*

Practical tips—Being assertive

If someone tries to get you off the topic, you could say:

Please let me finish what I was saying

Please don't stop me until I'm finished with what I have to say

That's fine, but please listen to what I have to say

I know you think... but please let me finish

If someone tries to persuade you, strategies you could try include:

Refusing – saying no clearly and if necessary leaving, *'No, no, I really mean no', 'No, thank you', 'No, no and I am leaving'*

Delaying – putting off a decision until you have had time to think about it, *'I'm not ready yet', 'Maybe we can talk later', 'I'd like to talk to my friend first'*

Bargaining – trying to make a decision that both people like, *'Let's do... instead', 'I won't do that, maybe we could...' 'What would make us both happy?'*

Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

7

What is assertive behaviour?

PURPOSE Identifying the characteristics of assertive behaviour

TIME 45 minutes

MATERIALS Angela and Mark's story (ACTIVITY SET 9, EXERCISE 2 page 73)

1. Using Angela and Mark's story, ask the group to point out what Angela did well and what she could have done differently. How could she have been more assertive?
2. Ask the group to identify the characteristics of assertive behaviour, for example, *look at the person you are talking to, stand firmly, speak clearly, know what you want, say what you want, stick with what you want.*
3. Ask the group in pairs to rewrite the story with Angela behaving more assertively. Give them time to practice and then ask some of the pairs to act out the scene in front of the group.
4. Encourage feedback from the group.

Exercise

8

Practising assertiveness

PURPOSE To develop assertiveness skills

TIME 30-45 minutes

1. Divide the group into smaller groups of three. One person in each group is person A, one is person B, one is person C.
2. Person A will practise being assertive, B will be the person A is being assertive to and C will observe.
3. Ask each group to think of a situation where they might need to be assertive, for example, *your boyfriend is trying to persuade you to go back to his house while his parents are out and you don't want to; your teacher has put his arm around you and suggested you go out for a drink with him but you don't want to; a boy in your gang has suggested you go with him to visit a commercial sex worker but you are not sure.*
4. Ask them to think about what gender the two people are, how well they know each other, where they are, what has already been said and how. Ask them to think about: *What does A want to say? How is B likely to respond?*
5. Ask the As and Bs in each group to role play the scene and C to watch.
6. Ask C to give feedback to the group on what she or he saw, for example, *was person A aggressive rather than assertive? Was their voice assertive, but their body language not?*
7. Back in the large group, ask how successful the As were in being assertive. What worked well? How could the group apply these strategies in their life?



Part

4



This part of the kit provides background information on issues around sex, pregnancy and STIs, including HIV/AIDS. It gives examples of how gender affects young people's reproductive and sexual health.



Gender, sexual and reproductive health— including HIV/AIDS and other STIs

Even when young people know the facts about HIV (Human Immunodeficiency Virus), other STIs (Sexually Transmitted Infections) and the risks of getting pregnant and how to avoid these risks, many young people do not consider themselves to be at risk. Injecting drug use, which is rising in young people in some countries, increases the risk of HIV transmission through sharing contaminated needles and syringes.

Finding out information

Many young people are not given enough information, or accurate and appropriate information, about sexual and reproduction, in particular, sex, pregnancy and STIs including HIV/AIDS (Acquired Immune Deficiency Syndrome). They do not learn about these things at school. They may feel too shy to ask their friends in case their friends laugh at them or tell other people. Their friends may have incorrect information. Young people may be embarrassed to discuss sex with their parents or other adults, or afraid to ask questions about sex in case they become angry. Their parents may not have been given the information themselves.

Do young people in your programme agree with these quotes?

'I feel embarrassed and uncomfortable talking to adults because they may tell someone else about you or judge you.' 18-year-old, Ghana

'It is difficult for me to talk frankly to adults because I fear their reaction and am conscious of the age difference. Also, adults are not usually interested in young people's point of view.' 20-year-old, Algeria

'Most often our parents do not initiate the discussion on these issues except if a girl in the community gets pregnant and they start telling us that she sets a bad example.' 20-year-old boy, Lesotho

Many adults think that giving young people information about sex will encourage sexual activity, but this is not true (see box below).

Sex education does not lead to more sex

A review by the World Health Organization (WHO) of programmes around the world found that sex education does not lead to earlier or increased sexual activity contrary to what many adults think. In fact the review showed that good sex education programmes, which emphasise learning life skills, personalising risk and giving young people options, can help young people to delay first intercourse and protect those who are already sexually active from pregnancy, HIV and other STIs. Source: *Impact of HIV and sexual health education on the sexual behaviour of young people: a review update*, Ann Grunnett, 1997. Geneva: UNAIDS



Young people can also receive confusing messages about sex from adults. While parents, religious leaders and others may emphasise strict moral codes of sexual behaviour—such as abstinence from sex before marriage—their own behaviour is often different.

Because sex is a private and personal matter, it is hard to talk about it in public and there is little public information that gives the facts plainly and accurately. The most common sources of information on sexual and reproductive health are friends or the media, which often shows images of sex as romantic, glamorous and risk free. But many young people find themselves in more serious situations, where they end up having unsafe sex.

- ✱ More than half of new HIV infections (see FACT SHEET 5 *HIV and AIDS* page 99) are in young people aged under 25 living in developing countries. Most are infected through unprotected sexual intercourse. Every day, over 7,000 young people are infected with HIV¹.
- ✱ Approximately 13% of all births worldwide are to young women aged 15 to 19 years².
- ✱ Pregnancy in young women under 19-years-old can be dangerous and they are five times more likely to die in pregnancy or childbirth than women aged 20-24 years.

'Since I had my first child at the age of 12, I have not been able to hold my urine. My husband has taken a second wife.' 18-year-old, Pakistan

- ✱ Early pregnancy is also associated with abortion. It is estimated that each year young women have between one and four million abortions, often illegally, and the number may be much higher. Many have abortions in unsafe conditions, even in countries where abortion is legal, because of fear of seeking abortion services.

- In Malawi, one quarter of people with AIDS are aged 15-24 years.
- In Brazil, one in four girls report having their first sexual experience before the age of 13.
- In Nigeria the average age of first intercourse for girls is 16 years.
- In Zimbabwe, a third of pregnant 15-19 year olds attending antenatal clinics were infected with HIV.
- In Papua New Guinea, first intercourse has been reported as early as 11 years of age.
- In Tanzania, 71 per cent of patients admitted to public hospitals for complications following abortions were adolescents.
- In India, it is estimated that a third of abortions are in adolescents.

Source: Medical Research Council Programme on AIDS in Uganda, in *Force for change, World AIDS campaign with young people*, UNAIDS and Shireen J Jejeebhoy "Adolescent sexual and reproductive behaviour: A review of the evidence from India", *Social Science Medicine*, Vol 46, pp 1275-1299, 1998

Abused adolescents Young people are vulnerable to exploitation by adults, through sexual abuse, rape and coerced sex, sex work, and relationships where adults abuse their power. Young working people, especially girls in domestic work, are open to sexual abuse and often cannot talk to adults because they are not allowed to leave their homes.

- In Cambodia, a third of sex workers aged 13-19 years are infected with HIV.
- In India, 20% of sex workers are adolescents.



Lack of access to services and counselling

Few services are designed especially for young people, partly because of adults' attitudes and partly because young people were never thought to need sexual and reproductive health services until they were married. Young people find it hard to use existing services because of lack of money, inconvenient opening times, shame and embarrassment, concerns about privacy and confidentiality, laws that prevent unmarried boys or girls using contraception or requiring parental consent and negative and judgmental attitudes of service providers. Young people will avoid seeking STI treatment, contraception or condoms if they believe that service providers will not treat them with respect.

'Often they can't get condoms because clinic staff tell them they are too young to be involved in sex. So they feel ashamed and give up trying to get condoms.' Youth leader, Teenage Mothers and Girls Association of Kenya

Gender and sexual behaviour

Girls and boys grow up learning different ideas about sex and about sexual behaviour and with 'double standards' about male and female sexual behaviour.

- ✿ Men should be able to have sex whenever they want; women's sexual desire does not exist or needs to be controlled.
- ✿ Men are responsible for initiating sex and relationships; women are passive.
- ✿ Men should be sexually experienced; women should be sexually ignorant.
- ✿ Young men should gain sexual experience and have as many partners as possible; young women must 'save themselves' for marriage.
- ✿ Men are not responsible for contraception; women who carry condoms are 'not respectable'.

'The aspect which I condemn is that, on one hand, men want to have sex before and outside marriage, which they do, and on the other hand they want to marry a girl who is a virgin. It is very contradictory.' Unknown source

'Would I allow my sister to have a boyfriend? No way, she is only 15. OK, I started having sex myself when I was 15, but that was different, I'm a boy and can handle myself.' 18-year-old, Nigeria

'When we are tired and refuse to have sex, we are told to sleep on the floor.' Unknown source

Young people and HIV/AIDS

'Most young people do not have to cope with the experience of death. Being diagnosed with HIV when you are in your teens or early twenties means you are suddenly forced to see a different reality. I decided early on that I needed to get support from other people living with HIV. I also joined Positive Youth as I felt the need to be around other young people who were going through similar experiences.' Emma, 25-years-old, UK

'Today it is not surprising to find widows as young as 18 in Uganda. For a young woman living with HIV life is never plain sailing. Society always looks at you with suspicion. You are perceived as a source of danger and death.' Beatrice Were, Uganda

My mother said, 'If you know you are carrying AIDS, please let us know so we don't have to go on spending on your education.' Daisy, Nigeria

Gender and HIV/AIDS

Young girls who are orphaned because of HIV/AIDS in the family are more vulnerable to HIV—they may be sexually exploited by relatives or sugar daddies, or have to work as sex workers to earn money to support their younger siblings.

The fact that HIV can be passed from mother to child through pregnancy, birth or breastfeeding puts the responsibility directly onto women. Women are often blamed for infecting their child.

'Sangeta has just given birth to a son. She was delighted but when her husband came to see her the doctor told him she had tested HIV positive. After her diagnosis her husband would not let her touch their son and the medical staff left her alone.' Suniti Solomon, YRG Care, Chennai, India

Young women are at risk of HIV, STIs and other sexual and reproductive health problems because of:

Expectations about female behaviour In societies where young women are supposed to be ignorant about sex, it is difficult for girls to seek information and to take action to protect themselves against pregnancy and STIs. Young women may not see themselves as sexual until they have intercourse and therefore will not be prepared to practise safer sex. Young women who carry condoms are commonly seen as 'loose' rather than as being responsible about sex.

'Well, it would be nice if it was easier for girls to initiate things with men without feeling difficult about it.' Young woman, UK

Lack of treatment of STIs, increasing the risk of HIV transmission. Some STIs do not show symptoms in women and so they often do not seek treatment. Even if a young woman or girl thinks that she might have an STI, she may avoid treatment because of fear of being blamed for spreading HIV and other STIs. Often women have limited access to health care or require permission from male members of the family.

Limited education, which restricts access to information about sexual and reproductive health and limits employment opportunities.

'What would you have done?' asks 18-year-old Caro, who started selling sex after leaving school when she became pregnant. Both her parents were dead and she had to support six younger brothers and sisters.

■ In Botswana, the YMCA found that teenage mothers had become pregnant because of pressure to have sex, lack of assertiveness and poverty. Many had also been ignorant about reproduction believing, for example, that it was not possible to get pregnant the first time you have sex or if you have sex standing up or if you drink lots of water before and after having sex.

Limited employment opportunities, which result in economic dependence on men. For married women economic dependence makes it difficult to refuse sex or insist on protected sex, and for unmarried girls, especially adolescent mothers, or girls who have to pay their own school fees, there may be few alternatives to exchanging sex for money.

'School girls are told they are grown up and should find their own school fees. This often means that they have to raise the money through sex.' Unknown source

'Many young girls like me were forced to go and look for employment in town. Because you are employed as a domestic worker you are paid a low salary, and you end up having affairs to get money to help your family.' Young woman, Malawi

'It isn't so hard for a girl not to have sex while still at school, but the big temptations come after she leaves. If she can't get a job she is seen as a burden to her parents. She has no money, but wants to go out and buy nice things. When a man offers her money to buy those things if she'll be his girlfriend it is hard to say no.' Secondary school student, Kenya

Early marriage In very young girls sexual intercourse is more likely to cause tearing, increasing the risk of infection. Early marriage often also means early pregnancy, which in girls who are not fully formed physically can be dangerous and increase the risk of complications.

Unequal power in relationships means that girls and young women often lack the power and ability to refuse sex or to negotiate safer sex.

'In most cases in our African society, the man is the decision maker, so he can insist whereas a woman cannot.' Unknown source

Traditional practices, such as cutting girls genitals (where the external genitalia are cut off and the entrance to the vagina is sewn up), increases the risk of HIV infection as well as other complications. Because unsterilised cutting instruments are often used, there is tearing and bleeding when sex is attempted and obstructed delivery at childbirth. In some cultures sexual practices, such as dry sex (where herbs and other substances are put into the vagina to make it dry), increase the risk of damage to the vagina, making it easier for HIV infection to occur.

Sexual practices Some young women practise anal sex to avoid pregnancy and maintain virginity. However, there is a high risk of HIV transmission during anal sex.

Older sexual partners In many cultures young women have older sexual partners. These men are usually more sexually experienced and therefore at greater risk of having HIV and other STIs. Men may seek younger female partners because they believe they are not infected with HIV. The men in such relationships often make all the decisions—including when and how to have sex.

Rape, sexual abuse and exploitation Girls and young women are more likely to be raped or sexually abused than boys. Forced sex increases the risk of HIV transmission. Young women and girls are also at risk through sexual exploitation—in some countries poor families sell their daughters to the sex industry because they need the money, in others young girls are sexually exploited by older men in exchange for money and gifts. Violence and the fear of violence makes it difficult for women to refuse sex or to discuss safer sex.

'I was kidnapped at the age of 13 and forced to work as a sex worker. When I finally escaped and went home to my village, I found that my family had been forced to leave in disgrace because it was rumoured that I had eloped with a boy.' Jaya, India

'I am 19-years-old and live in a home for HIV-positive people. I cannot return to my village as the villagers might stone me to death. I was married to a truck driver. He became very ill and found out that he was HIV positive. He did not reveal his status to me or his family and I was blamed for my husband's illness and had to leave.' Rani, India

■ In Fiji, 8 in 10 young female domestic workers reported that they had been sexually abused by their employers.

■ In a South African study, many young women reported physical assault and rape from boyfriends. Reasons given included: refusing sex, questioning their boyfriends faithfulness and rejecting declarations of love.

Young men are also at risk of HIV and other STIs, because of:

Expectations about male sexual behaviour Young men typically start having sex younger than women. They are often encouraged to start having sex young and to have lots of sexual partners to prove their manhood. Young men face a lot of pressure to have sex from friends and their society.

'I made friends with four boys who tried to persuade me to do what they were doing by sending me different girls. I usually had fears and shyness. I didn't know how to start. What would she think of me? How would I engage in intercourse? The other boys were not happy with me, they started to tease me and eventually deserted me.' Unknown source

Lack of information Young men are embarrassed about seeking accurate information from reputable sources and fear showing their ignorance, but many have limited knowledge about male and female sexuality. Mothers are less likely to talk to their sons than their daughters about sexual issues and few fathers talk to their sons about sex.

'I was curious about sex and taken by an older boy at school to have sex with different women. I became infected with HIV and realise that it was because of my lack of knowledge about sex and STIs. My advice is to ask someone who will tell you the facts about sex, don't be secretive and don't ask someone who will just add to the myths already in your mind.' Suresh, India

'I learned about sex from watching videos. I don't think my girlfriend has another boyfriend, but I don't know. We've never used condoms.' David, Nigeria

Lack of access to services While mothers sometimes take their daughters to clinics for family planning, it is rare for parents to take their sons to clinics for condoms to protect them from HIV/STIs. Boys and young men often think that clinics are for women not for men. Men's sexual health is given a low priority in many countries.

Sexual practices Young men sometimes practise anal sex with young women, or with other boys or men. However, there is a high risk of HIV transmission during anal sex.

Concerns about sexual performance and pleasure Men are often expected to know everything about sex, which is not true. Using a condom, especially for the first time, is difficult. Young men may be worried about their sexual performance and think that they are expected to

know what to do. Male sexual pleasure, which many men believe is reduced by using condoms, is commonly considered more important than safer sex.

Poor communication skills In many cultures boys are not expected to talk about their feelings and emotions and find it very difficult to communicate in relationships.

'Girls are running away from us because they do not trust us.' Young man, Zambia

Use of alcohol Other expectations about male behaviour, such as drinking alcohol, also increase the risk for young men and boys.

'When drunk, young men easily lose control of themselves and can easily get involved with a women without considering protective measures such as using a condom.' Young men, Zambia

¹ 1998 World AIDS Campaign briefing paper, UNAIDS.

² Medical Research Council Programme on AIDS in Uganda, in *Force for change, World AIDS campaign with young people*, UNAIDS. Most of the statistics used in Part 4 come from this briefing paper and to make this kit more readable have not been included as further footnotes.



Fact sheet

3



How our bodies develop

During puberty, girls' and boys' bodies develop and become capable of having children. This change usually starts at 9-12 years of age and continues until 16-18 years. Girls usually start puberty a year or two before boys. Some changes are visible and others happen inside. Changes are emotional as well as physical. They include:

Girls and boys Grow taller quickly, underarm hair starts growing, pubic hair starts growing, skin becomes more oily.

Girls Breasts develop, hips widen, uterus and ovaries mature, ovulation begins, menstruation begins.

Boys Voice deepens, facial hair starts growing, chest hair may start growing, penis and testes mature, sperm production begins, ejaculation occurs, including release of semen during sleep (wet dreams).

Girl's and women's bodies

Every girl's and woman's body looks different. In areas where female genital mutilation (circumcision) is practised, women's reproductive parts will look different. They may not have the clitoris, and the inner and outer labia may look different.

Pubic hair Grows around the vulva after puberty.

Clitoris Small bump at the top of the inner labia, filled with nerve endings. It is very sensitive to touch. Stimulating the clitoris can be pleasurable and lead to orgasm.

Vulva The different parts of the vulva make up the woman's outside reproductive organs:

Outer labia Two folds, or lips, of skin which protect the vulva

Inner labia Two smaller folds, or lips, of skin which lie between the outer labia

Urethral opening Small opening below the clitoris through which urine passes out of the body

Vaginal opening Opening below the urethral opening and above the anus. It leads to the vagina, cervix and uterus. It is through the vaginal opening that menstrual blood passes out of the body, the penis may enter during sex, and babies are born.

Anus Opening between the buttocks and below the vulva. Faeces (body waste) leave the body through it.

Uterine (fallopian) tubes Two tubes that connect the uterus to the ovaries. An egg is released from one of the ovaries each month, and passes along a uterine tube into the uterus.

Ovaries Two glands, one at the end of each uterine tube, which produce eggs and female sex hormones.

Uterus or womb Hollow sac of muscle, shaped like an upside-down pear, where an embryo develops into a baby during pregnancy.

Cervix Mouth of the uterus, connecting it to the vagina. It has a very small opening and is kept moist by mucus.

Vagina A moist tube of muscle, normally about 8cm long, which connects the vulva to the inner reproductive organs. It is very flexible. It secretes slippery mucus during sexual arousal.

The vagina and cervix are the lower reproductive tract. The uterus, uterine tubes and ovaries are the upper reproductive tract.



Fact sheet

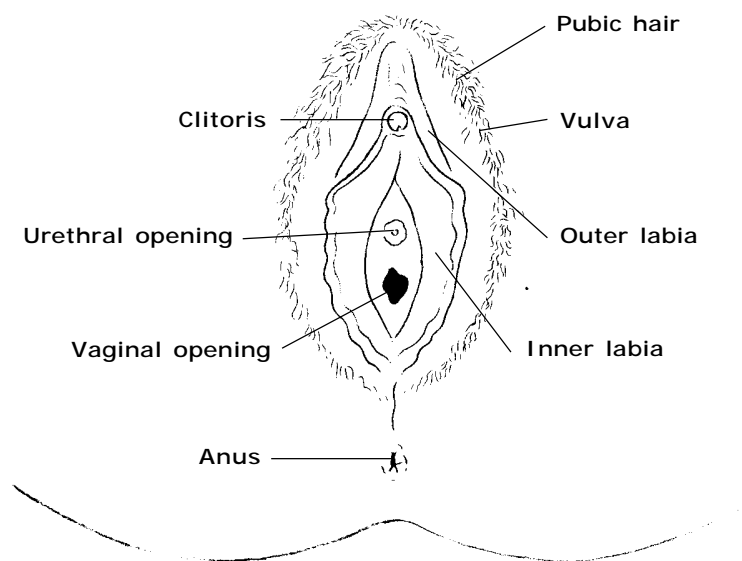
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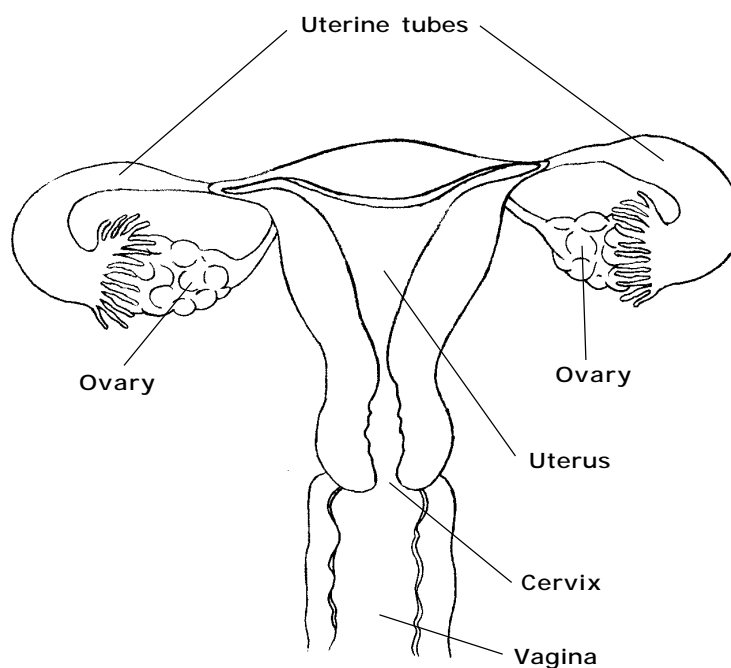
FACT SHEET 3



How things look outside



How things look inside



Fact sheet

3



Boy's and men's bodies

Every man's reproductive organs look slightly different. If a man is circumcised, his foreskin is removed. Penises may vary slightly in shape and size. Many men have concerns about the shape or size of their penis. However, all penises function the same way regardless of their shape or size.

Pubic hair Grows around the penis after puberty.

Penis Made up of spongy tissue. Normally soft, but fills up with blood and becomes stiff (erect) when a man is sexually excited.

Foreskin Small piece of skin which covers the glans. It is removed when a man is circumcised.

Scrotum Sac that holds the two testicles.

Glans Head of the penis. Sensitive to touch.

Urethral opening Opening through which urine and semen pass. Unlike women, men have the same opening for urine and sexual fluids. It is not possible for urine to pass through the urethra at the same time as semen is being ejaculated.

Vas deferens Tube that carries sperm from the testicles to the urethra before the man ejaculates.

Prostate gland Small gland which produces a thin fluid which forms part of the semen.

Seminal vesicle Small sac at the back of the prostate gland where the thick milky fluid in semen is produced.

Urethra Tube through which urine and semen (including sperm) pass out of the body.

Testicles Glands, that feel like two small balls, which produce sperm and the male sex hormone.

Epididymis Area where sperm are stored in the testicles.



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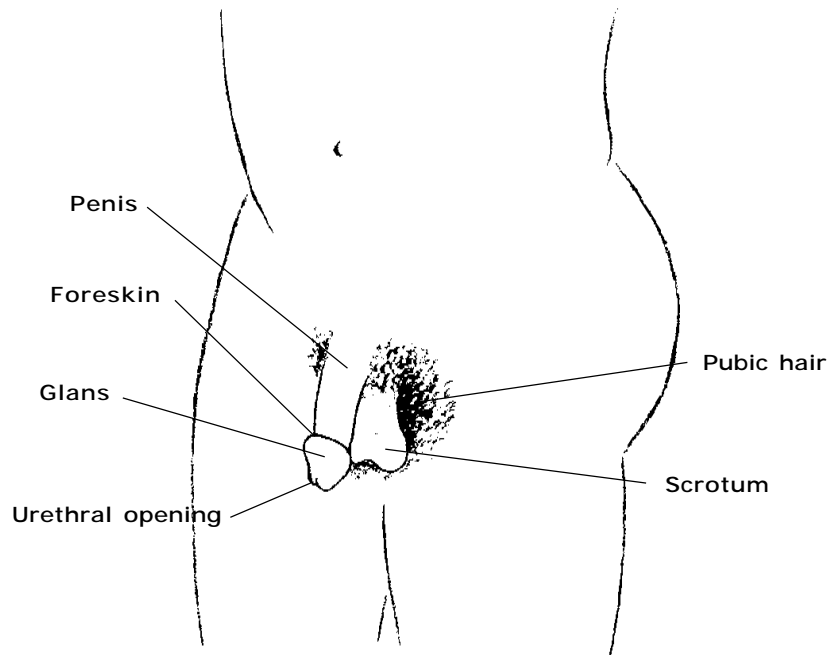
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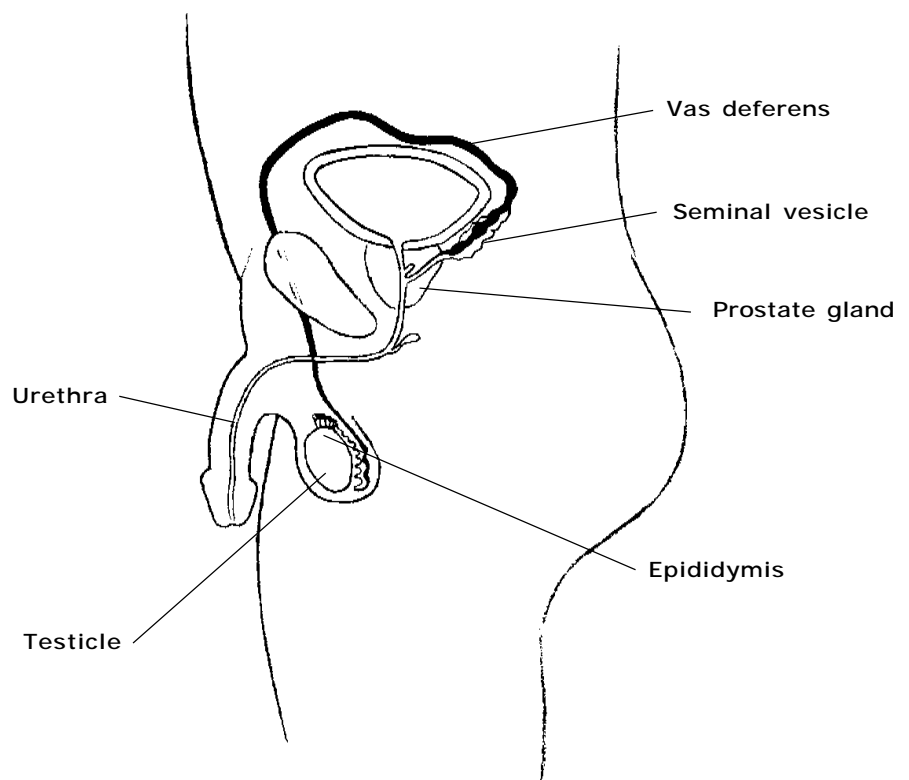
FACT SHEET 3



How things look outside



How things look inside



Fact sheet

4



Reproduction, pregnancy and family planning

Reproduction

Each month an egg in one of the ovaries ripens and is released. This is ovulation. Ovulation usually occurs 12-16 days before the next period. The egg travels down the uterine tube into the uterus. This takes about three to five days. At the same time, the uterus develops a thick lining of tissue and blood to protect and nourish a fertilised egg.

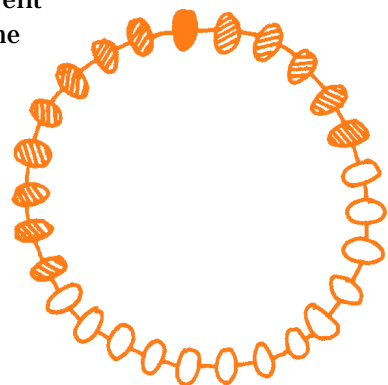
If vaginal intercourse takes place around ovulation and no contraceptive is used, the egg may become fertilised by a man's sperm. This is conception. Occasionally two eggs are released at the same time, or one egg divides into two. If both are fertilised they produce twins. If the egg is not fertilised, the egg and the lining of the uterus pass out of the body through the vagina. This is menstruation (period or monthlies). Menstruation usually lasts four to eight days.

Many women get signs each month before they start their period—gaining a little weight, having mild stomach pain, getting facial spots or feeling tense. During their period they may have backache or stomach cramps. Regular exercise and rubbing the lower back or stomach can sometimes soothe the discomfort.

In most societies, women know that regular periods are a sign of good health. However, in some societies, periods are felt to be embarrassing or shameful, and women are expected to behave differently when menstruating. For example, they may have to avoid saying prayers, cooking, or eating certain foods. However, there is no physical reason why women should stop their normal activities.

Activity to teach women about their cycle Beads to count the days

Make a necklace of 28 beads, using different colours to represent different stages of the cycle: a red bead for the first day of their cycle (first day of menstruation), brown beads for the days immediately before and after their period (when they are least likely to be fertile), and blue beads for the days around ovulation (when they are most likely to be fertile). Mark off the days with a piece of string or an elastic band. Use the necklace for demonstration and discussion.



Explain that each woman's cycle is slightly different. Emphasise that counting days alone is not a reliable method of preventing pregnancy.

Women may find it useful to make their own necklaces to keep track of their cycle.



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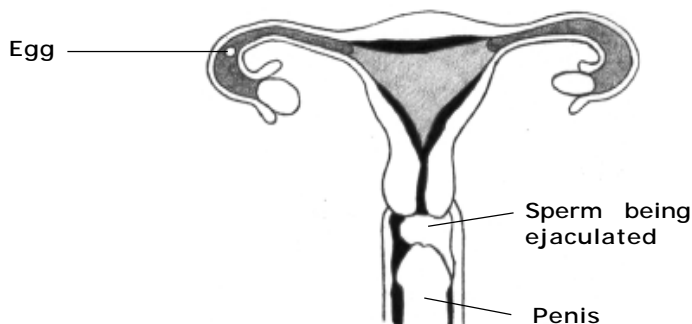


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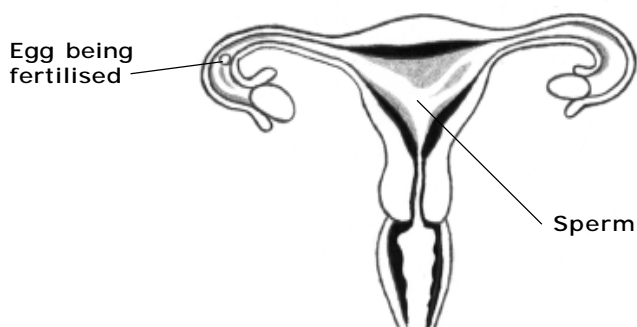


Pregnancy

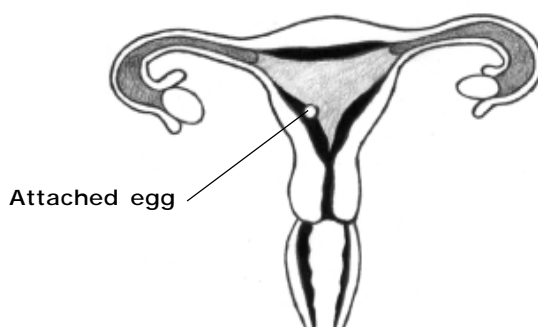
1. During sexual arousal, a man's penis becomes hard, and a woman's vagina produces more mucus, which acts as a lubricant. During vaginal intercourse, semen containing millions of sperm is ejaculated from the penis into the vagina. Sperm can live for up to nine days inside a woman's body.



2. All the semen leaks out of the vagina. Some sperm swim up into the uterine tubes. During the woman's fertile stage, cervical mucus allows them through easily. If a sperm meets an egg in one of the uterine tubes, they join together. This is fertilisation. A woman is fertile for about 24 hours after an egg leaves an ovary and is in the uterine tube.



3. During the next few days, the fertilised egg moves down the uterine tube into the uterus. It attaches itself to the thick lining and develops into an embryo. The embryo gradually develops into a baby during the nine months of pregnancy.



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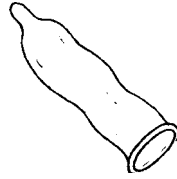
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Family planning

Condom

Latex tube which is rolled onto the man's erect penis before having sex.



The man ejaculates into the condom. The condom is more effective in preventing conception if used with a spermicide. Sometimes condoms are already lubricated with a spermicide. If not, they can be lubricated with a water-based lubricant.

Protection from pregnancy

Very good if used properly and consistently.

Protection from HIV/STIs

Very good. HIV and other infections cannot pass through.

Availability

Widely available in most countries from bars and shops as well as clinics. Inexpensive.

Advantages

Rarely any side effects (a few people get irritation from latex). Only need to use when having vaginal or anal sex. Some people choose to use condoms during oral sex.

Disadvantages

Can be difficult to use without teaching. Men need to agree to use. Can break if used wrongly or beyond use-by date, or if there is a lot of friction (for example, during 'dry sex'), or if an oil-based lubricant is used.

Female Condom



A soft, thin polythene tube which covers the inside of the woman's vagina, similar to the male condom. It can be used with a spermicide.

Protection from pregnancy

Very good if used properly and consistently.

Protection from HIV/STIs

Very good. HIV and other infections cannot pass through.

Availability

Not widely available. Expensive in most places.

Advantages

No side effects. Only need to use when having sex. Some women can use without men knowing.

Disadvantages

Not easily available in most countries. Expensive. Can be difficult to insert.



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FACT SHEET 4



Diaphragm and Cap

Rubber 'cap' that fits over the woman's cervix to prevent sperm entering.



Needs to be fitted initially by a health worker. A diaphragm or cap is put into the vagina before having sex and left in for at least six hours, but not more than 24 hours, after sex.

It is then washed for re-use. It should be used with spermicide.

Protection from pregnancy

Very good if used properly.

Protection from HIV/STIs

No protection against HIV. Some protection against some STIs such as genital warts.

Availability

Not available in every country.

Advantages

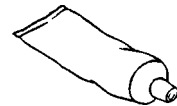
Only need to use when having sex. Can be re-used for several years. Does not need access to health workers after initial fitting.

Disadvantages

Needs trained health worker to fit. Some women find it difficult to insert and take out. Needs to be refitted every two years, after pregnancy, or if the woman gains or loses weight.

Spermicides

Chemicals designed to kill sperm in the vagina and prevent sperm from entering the cervix. Available as foam, vaginal film, cream, gel or pessaries. Should be used with barrier methods (condom, female condom, diaphragm or cap).



Protection from pregnancy

Poor if used on own.

Protection from HIV/STIs

No evidence yet of reducing HIV risk. Some protection against bacterial infections.

Availability

Widely available.

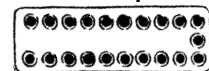
Advantages

Only need to use when having sex. Do not need access to health workers.

Disadvantages

Some people are allergic.

Contraceptive Pill (the pill)



Daily pill containing hormones that prevent ovulation (release of an egg from an ovary).

Protection from pregnancy

Excellent if taken correctly.

Protection from HIV/STIs

None.

Availability

Available in most areas from family planning clinics.

Advantages

Do not need to think about it while having sex. Can switch to another method if necessary.

Disadvantages

Needs to be prescribed by a health worker. Needs to be taken daily. Some side effects. Many conditions in which it should not be prescribed.

Fact sheet

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Hormonal implant (often known as Norplant)

Six small, thin tubes inserted under the skin in the woman's upper arm.



The tubes slowly release a hormone which prevents ovulation.

They must be inserted and removed by trained health workers.

Effective for up to five years.

Protection from pregnancy

Excellent.

Protection from HIV/STIs

None.

Availability

Widely available in some countries.

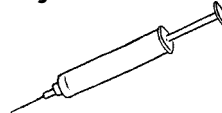
Advantages

Women do not need to think about contraception. Women can use without men knowing. Long-lasting.

Disadvantages

Can cause irregular periods. Some conditions in which it should not be used. Must be removed by trained health worker.

Injectable Contraceptives



The most common injectable is DMPA (or

DepoProvera). Injection given at a clinic every three months. It prevents ovulation.

Protection from pregnancy

Excellent.

Protection from HIV/STIs

None.

Availability

Widely available in some countries.

Advantages

Do not need to think about it while having sex. Can be used without man knowing.

Disadvantages

Can cause irregular periods. Need access to health worker every three months. Cannot stop immediately if side effects. Many conditions in which it should not be used.



Fact sheet

4



Intrauterine device (IUD)



Small piece of plastic or copper that is put in the uterus (womb) by a trained health worker. It has a fine string attached to it so that the woman can feel to ensure that it is still in place. The IUD prevents fertilisation.

Protection from pregnancy
Excellent.

Protection from HIV/STIs

None. Increased risk of PID following insertion or via the string.

Availability

Available in most areas from family planning clinics, but often only to women who have had children.

Advantages

Do not need to think about it while having sex. Woman can check that it is in place herself.

Disadvantages

Heavier periods for some women. Needs access to health worker to insert or remove. Some conditions in which it should not be used, especially history of STIs.

Natural family planning

This means only having sex during the stages of the menstrual cycle when the woman cannot get pregnant. It involves recognising these stages, including observing body temperature and changes in cervical mucus.

Protection from pregnancy

Good, if properly used.

Protection from HIV/STIs

None.

Availability

Can be used by any couple that know about the woman's cycle.

Advantages

No side effects. Couples share the responsibility for family planning. No expense.

Disadvantages

Requires commitment of both partners. Requires careful observation and record keeping.



Fact sheet

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Fertility awareness

This means using a woman's knowledge of her menstrual cycle to decide when to use a contraceptive device and when to have unprotected sex. A woman who wishes to become pregnant may have unprotected sex at the stage in her cycle when she can become pregnant, but using a barrier method (condom, female condom, diaphragm or cap) at other times to protect her against HIV/STI transmission.

Protection from pregnancy
Good, if properly used.

Protection from HIV/STIs
Very good when using a barrier method. None during unprotected sex.

Availability
Can be used by any couple that know about the woman's cycle.

Advantages
No side effects. Couple share the responsibility for family planning. No expense.

Disadvantages
Requires commitment of both parties. Requires careful observation and record keeping.

Breastfeeding

Breastfeeding on demand can reduce the risk of pregnancy in the first six months by delaying ovulation. Most breastfeeding women start to ovulate after six months, even if they have not had a period.

Protection from pregnancy
Good if breastfeeding exclusively on demand for the first six months.

Protection from HIV/STIs
None.

Availability
Almost all women who have given birth can breastfeed if given support.

Advantages
Free.

Disadvantages
Not reliable after six months. Women who may have HIV may prefer not to breastfeed.

Withdrawal

This is when the man takes his penis out of the vagina before ejaculating (coming).

Protection from pregnancy
Poor, because sperm may be released before ejaculation and enter the cervix.

Protection from HIV/STIs
None. HIV has been found in semen released before ejaculation.

Availability
Available to all men.

Advantages
Useful, if no other method available.

Disadvantages
Man needs to think about it while having sex. May not be able to withdraw before ejaculating.



Fact sheet

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Sterilisation

This involves cutting the vas deferens in men to prevent sperm joining the semen, or cutting or blocking the uterine tubes in women to prevent the egg and sperm from meeting.

Protection from pregnancy
Excellent.

Protection from HIV/STIs
None.

Availability
Available from some health clinics by trained doctors.

Advantages
Do not need to think about it while having sex.

Disadvantages
Requires an operation under local anaesthetic (men) or general anaesthetic (women). Not easily reversible. Small chance of infection after operation.

Emergency contraception



Can be used after unprotected sex if the woman may have become pregnant. It takes the form of pills or an IUD. Pills should be taken within 72 hours of unprotected sex. The IUD can be inserted up to five days after unprotected sex.

Protection from pregnancy
Excellent, if taken within time limits.

Protection from HIV/STIs
None.

Availability
Not widely available.

Advantages
Important option after safe sex 'accidents'.

Disadvantages
Either method must be given by a trained health worker. May not be acceptable for some people who regard emergency contraception as abortion.



Fact sheet

5



HIV and AIDS

What is HIV?

HIV stands for Human Immuno-deficiency Virus. HIV only infects humans. It attacks the body's immune system, which protects the body against illness.

Most people who become infected with HIV do not notice that they have been infected. Soon after being infected, some people may suffer flu-like symptoms for a few weeks. Otherwise there are no signs of early HIV infection. However, the virus remains in the body and can be passed on to other people.

What is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome. Getting (acquiring) HIV leads to a weakened (deficient) immune system. This makes a person with HIV vulnerable to a group of illnesses that a healthy person without the virus would be unlikely to be affected by (opportunistic infections).

What is the difference between HIV and AIDS?

A person infected with HIV can remain healthy for many years with no physical signs or symptoms of infection. A person with the virus, but no symptoms is 'HIV positive' or has 'asymptomatic HIV disease' (having no symptoms).

If symptoms develop, the person is said to have 'symptomatic HIV infection', 'symptomatic HIV disease', 'advanced HIV disease' or 'AIDS'.

Where does HIV come from?

Nobody knows where HIV came from, exactly how it works or how to get rid of it. In each country when AIDS first appeared, people who were already marginalised—and therefore usually more vulnerable to HIV infection, because of poverty and lack of access to services or information—were blamed for AIDS. Blame is often put on people from 'other places' or who look and behave 'differently'. This leads to people believing that only people in these groups are at risk of HIV and that 'it can't happen to me'. Confusion about where AIDS comes from and who it affects also makes many people willing to deny that it even exists.

What is an HIV test?

An HIV test detects antibodies to HIV in the blood. These are produced by the immune system in response to infection with the virus. If there are no antibodies, the person is antibody negative (seronegative or HIV negative). If the person has been infected only recently, the test result may be negative because it can take up to three months from the time of infection for the antibodies to develop. This is called the 'window period'. Anyone who might have become infected in the last three months should take a second test three months after the first test.

A person should always have counselling before and after an HIV test. HIV tests should never be carried out without their consent.



Fact sheet

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FACT SHEET 5



How is HIV transmitted?

HIV is found in an infected person's blood (including menstrual blood), breast milk, semen and vaginal fluids.

- ✱ During unprotected sexual intercourse, HIV can pass from someone's infected blood, semen or vaginal fluids directly into another person's bloodstream, through the mucous membranes lining the inside of the vagina, penis or rectum.
- ✱ HIV can be transmitted by HIV-infected blood transfusions or contaminated injecting equipment or cutting instruments.
- ✱ HIV can be passed from an HIV-positive mother to her baby during pregnancy, delivery and breastfeeding. About a third of all babies born to mothers with HIV become infected themselves.

How is HIV not transmitted?

The virus can live only inside a living human body and survives for just a few hours outside the body.

- ✱ HIV cannot be transmitted through saliva, tears, vomit, faeces and urine, although very small amounts of the virus have been found in these fluids. HIV has not been found in sweat.
- ✱ HIV cannot pass through unbroken skin and is not spread through casual contact such as touching someone with HIV, or something they have used; sharing eating or drinking utensils; or using the same toilet seats or washing water.
- ✱ Nursing or caring for someone with HIV is not risky if the person follows sensible precautions such as disposing of sharp needles safely and keeping cuts covered.
- ✱ HIV is not transmitted by mosquitoes or other blood-sucking insects. Most insects do not pass blood from one person to another when they bite humans. The malaria parasite enters the bloodstream in mosquito saliva, not blood.

What is unsafe or high risk behaviour?

This is doing something that involves a high risk of infection for you or someone else. Most people do not know who has HIV and who does not, including themselves, so the following activities are high-risk:

- ✱ having penetrative vaginal or anal sex (where the penis enters the vagina or anus) without using a condom. Men can infect both male and female partners through unprotected anal sex
- ✱ using unsterilised needles and syringes, or cutting instruments, on yourself or someone else, that are likely to be contaminated by another person's blood
- ✱ receiving an infected blood transfusion.

What is safer sex?

Safer sex is any sexual activity which does not involve semen, vaginal fluids and blood entering another person's body or coming into contact with broken skin, such as:

- ✱ non-penetrative sex—stimulating your own or your partner's genitals (masturbation), thigh sex, massage or kissing
- ✱ using a condom for vaginal or anal sexual intercourse
- ✱ oral sex (mouth contact with male or female genitals) is less risky than unprotected vaginal or anal sex
- ✱ no sex (abstinence) is safe.

Fact sheet

6



Other STIs

Gonorrhoea (the clap)

Transmitted through unprotected vaginal, anal or oral sex.

Symptoms

In men: yellow-white discharge from the penis, rash around the genitals, pain when urinating, and sometimes flu-like symptoms. The symptoms may disappear after a few days, but the person remains infectious. If left untreated, gonorrhoea can inflame testicles, causing abscesses, which can lead to the loss of a testicle. It can also lead to infertility.

Women may have symptoms similar to men or, often, no symptoms, and can lead to upper reproductive tract infections. Gonorrhoea can cause infertility and can cause infection to babies during birth, leading to eye infections or blindness.

Treatment

Treated with a single dose of antibiotics. Many people with gonorrhoea also have chlamydia (see below), which has similar symptoms.

Chlamydia

Transmitted through unprotected vaginal, anal or oral sex.

Symptoms

In men: include thin watery discharge from the penis and burning sensation when urinating or during sex.

In women: Symptoms in women may include bleeding after sex and pain in the abdomen. Often there are no symptoms so it goes undetected and untreated, increasing the risk of reproductive tract infections. Chlamydia can cause infection in babies during birth, leading to eye infections or blindness.

Treatment

Treated with a short course of antibiotics. Chlamydia is often present in people who have gonorrhoea. It is advisable to treat men and women with gonorrhoea for chlamydia as well. If a woman has no symptoms, chlamydia can be detected by a blood test or sample taken from the area that may have been infected.

Syphilis

Transmitted through unprotected vaginal, anal or oral sex. Can be transmitted through skin contact if someone has an ulcer after being newly infected with syphilis.

Symptoms

Painless ulcers on the penis or anus appear two to four weeks after infection. Without treatment they disappear after six to eight weeks. Then the secondary stage develops. Symptoms include: fever, enlarged lymph glands, headache and rash. If the disease is still left untreated, it eventually attacks the nervous system causing blindness, heart problems and dementia (confusion).

Treatment

Treated with short course of antibiotics.



Fact sheet

6



FACT SHEET 6



Chancroid

Transmitted through unprotected vaginal, anal or oral sex.

Symptoms

Painful ulcers on the penis or anus, similar to syphilis ulcers.

Treatment

Treated with short course of antibiotics.

Genital herpes

Caused by the *Herpes simplex* virus. Transmitted through close bodily contact. This includes vaginal, anal or oral sex or skin contact if blisters are present. Can be transmitted to a baby during birth if the mother has blisters.

Symptoms

Small, painful blisters on the penis, vagina, rectum or mouth which fill with a liquid and then burst; flu-like symptoms; itchiness around genitals. Ulcers heal within two to three weeks. Many people have no further symptoms. Others experience frequent occurrences, perhaps less severe than the first one. Herpes is only infectious when ulcers are about to appear or are present.

Treatment

Once someone has the herpes virus, there is no way of getting rid of it. Acyclovir ointment or tablets can help ulcers heal faster. Rest, sleep and a good diet make ulcers less likely to come back.

Genital warts

Caused by *human papilloma* virus. Transmitted through close bodily contact, most commonly vaginal, anal or oral sex.

Symptoms

Small, flat bumps (usually dark brown) which appear on their own or in clumps. Sometimes the warts are difficult to see. They can cause irritation and discomfort. It can take several months for the warts to appear after a person becomes infected.

Treatment

External warts treated by a paint-on ointment. Internal warts need freezing treatment at hospital. If left untreated, the warts spread rapidly. It is thought that the virus increases risk of cervical cancer in women.

Non-specific urethritis (NSU)

Transmitted through unprotected vaginal or oral sex. May be present without symptoms for some time and reappear without fresh infection.

Symptoms

Pain when urinating or pus from the end of the penis and pain during sex. Left untreated, NSU can damage the testicles and prostate gland. It is caused by a number of different bacteria and is often a warning sign of other possible infections.

Treatment

Treatment varies with the cause of the inflammation.

Fact sheet

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Trichomoniasis (Trich)

Caused by bacteria. Transmitted through close bodily contact and unprotected vaginal intercourse, but not anal or oral sex.

Symptoms

Thin, greenish discharge from penis or vagina, sometimes pain when urinating. Men can have no symptoms and still be infectious. Trich is not dangerous if left untreated, but many people with trich also have gonorrhoea, which can lead to serious problems if left untreated. There is some evidence that infection with trich increases the risk of co-infection with other STIs.

Treatment

A short course of antibiotics.

Thrush

Yeast infection caused by *Candida albicans*, which occurs naturally in women's vaginas but which sometimes grows more than normal. Commonly occurs in babies, and in adults who are tired or stressed, diabetic or with a damaged immune system because of HIV infection. Men can get the yeast trapped under their foreskin and then pass it on during sexual intercourse.

Symptoms

White coating growing in moist parts of the body, such as the vagina or throat, or under the foreskin. Causes redness and itching.

People with HIV often get severe, recurring thrush in the mouth, digestive tract and genitals. Can be serious as it can interfere with eating or breathing.

Treatment

Treated with anti-fungal drugs in tablet or cream, such as fluconazole. Live yoghurt applied to affected areas can prevent and treat thrush. Some people recommend avoiding sweet or starchy foods.

Risk of thrush can be reduced in HIV-positive people if they take weekly doses of fluconazole.

Pubic lice ('crabs')

Small insects that lay their eggs in pubic hair. Pass between people during close bodily contact, including sex. Cannot be caught through oral sex.

Symptoms

Small brown lice and white eggs visible in pubic hair. Cause severe itching.

Treatment

Lice killed with liquid solution applied to the pubic area, left on for a short time and then washed off. Bedding and any clothing that may be infested should be boiled.



Fact sheet

6



Scabies

Small parasites that live on moist areas of the body, such as pubic area, groin and arm pits. Passed from person to person by close bodily contact, including sex, sleeping next to a person with scabies, or from contact with infected clothes or bedding.

Symptoms

Causes a red, very itchy rash around the genitals. If left untreated, scabies will spread rapidly over body and be very uncomfortable. Can lead to sores.

Treatment

Whole body is treated with lotion left on for 24 hours and then washed off. Sheets and clothes should be boiled.

Hepatitis B

Virus which can be transmitted through vaginal, anal or oral sex, or through exchange of blood (such as sharing needles or syringes or blood transfusion). It is much more infectious than HIV.

Symptoms

Symptoms may never develop, or may develop after some time. Liver becomes inflamed, causing jaundice, vomiting and loss of appetite. Symptoms can be mild to very serious, and can cause death.

Treatment

There is no cure, but symptoms can be relieved with medication. There is an effective vaccine for those who might be at high risk of coming into contact with the virus, such as health workers.



Activity set

10



Talking about sexual and reproductive health and gender



Exercise

1

Talking about our bodies and sexual activity

PURPOSE Helping young people to understand their bodies and to feel comfortable talking about sex

TIME 60 minutes

MATERIALS Pictures of male and female bodies and reproductive organs, paper, pens or chalk

1. Write up a list of words of male and female body parts—for example, *breast, vagina, penis, masturbate, orgasm, sexual intercourse, pregnant, testes*—and ask the group, in pairs, to brainstorm other words they use.
2. Ask the group to call out some of the local or slang words they have come up with and write them on the large sheet of paper. Note any words that young people find difficult, funny or objectionable, but make sure that they are all written up.
3. Divide the group into smaller groups of four or five. Give each group a picture of the male and female reproductive systems and ask them to label the parts. Or you can get them to draw body maps—ask one young man and one young woman in each group to lie on the ground and for other people in the group to draw an outline of their body in chalk. Ask each group to label the parts of the body on these body maps.
4. Pin the pictures up, or walk around the body maps on the ground, and with the whole group correct any misinformation.
5. Next, ask the small groups to draw another outline of a male and female body, or draw outlines of their own bodies again and to draw or write the changes that happen in puberty. Emphasise that what is important is to share what you know about the changes that happen in your body, not how well you can draw.
6. Repeat 1 and 2, this time for sexual activities.

Discussion points

Is there a difference between the words used for male and female body parts?



ACTIVITY SET 10



Activity set

10



Talking about sexual and reproductive health and gender



Exercise

2

Talking about sexual and reproductive health concerns

PURPOSE To help adolescents identify and talk about their concerns

TIME 60 minutes

MATERIALS Cards or pieces of paper, pens

1. With the whole group, brainstorm male sexual and reproductive health concerns and then female sexual and reproductive health concerns (if you are in a mixed group and it is acceptable to do this). Write these on a large sheet of paper.
2. Ask the group to discuss the concerns that have been raised. Is there a difference between male and female concerns? If so, why? Allow about 15-20 minutes for the brainstorm and discussion.
3. Next, give each participant a piece of paper and a pen and ask them to write down one question they have about sexual and reproductive health.
4. Collect the papers. Read out the questions one at a time, asking the group to answer each question.

An alternative method is to prepare a set of questions and answers on different cards.

1. Hand out the cards and then ask participants to find the person with the question or answer that they think best matches their own question or answer.
2. When everyone has found a match, ask each pair to read out the question and the answer. Ask the rest of the group if they agree.
3. Ask people who have not been able to find a matching question or answer to move to another part of the room. At the end ask them to reread their cards and ask the group to match the questions and answers.

Activity set

10



Talking about sexual and reproductive health and gender



Exercise

3

Talking to parents

PURPOSE To think about the role of parents and how we can improve communication with parents about sexual issues

TIME 60 minutes

1. Explain that parents are influential actors in our lives, shaping what we know, how we think and what we do. (And that they have been shaped by their parents and society as a whole). Ask the group to brainstorm answers to the following question: *What do you think is a parent's role in young people's sexual and reproductive health?*
2. Lead a discussion using the following questions:
What role do you think your parents play in gender issues?
Do they ever discuss sex, sexuality or gender issues with you?
Are they supportive of other actions in the community or opposed?
Is their role the same for your brothers or sisters? Do they treat boys and girls differently?
What kind of role would you like your parents to play?
What information and help would they need to be able to fulfil this role?
Would they be willing to receive this kind of support?
 Encourage the group to think about practical support that they could ask from their parents or other care givers and which is realistic in their society.
3. Next, ask the group to divide into pairs. Ask one person to play the role of the parent, the other the role of a young person. Ask the person playing the young person to start a conversation with his or her 'parent' or to ask a question about a sexual issue. After five minutes swap roles.

Discussion points

Bring the group back together and ask them the following questions.

How easy was it to start talking about sexuality?

Could you discuss these topics with your real parents?

What makes it difficult for you to do this?

How would it help you if you could talk to your parents?

In what situations might the subject of sex and sexuality come up in your home?

What words would be appropriate to use when talking to parents?

What would make it easier to discuss these things with your parents?

Notes to facilitators

You could add the following ideas: Hold family meetings. Ask a respected relative to talk with your mother or father. Find a quiet time to talk with parents. Show you are willing to listen and understand your parents' perspective. Explain your ideas in a non-confrontational way. Seek support from a brother, sister or cousin



ACTIVITY SET 10

Activity set

11



Checking what you know



Exercise

1

Puberty

PURPOSE To find out about growing up

TIME 45 minutes

MATERIALS Copies of FACT SHEET 3: *How our bodies develop* (page 87), and the statements below cut into cards

1. Write the following statements on separate sheets of card but without the answers which are given in brackets (B = boys, G = girls, B/G = both).

Hair starts to grow on your face (B)

Periods start (G)

Sperm start being produced (B)

Breasts begin to grow (G)

The body starts to grow faster (B/G)

Hips become wider (G)

The penis and testes get bigger (B)

The body changes shape (B/G)

Eggs start to mature in the ovaries (G)

Shoulders become broader (B)

Moods seem to change a lot (B/G)

Sexual feelings begin (B/G)

The clitoris grows a bit bigger (G)

Wet dreams may start (B)

Facial spots start appearing (B/G)

Hair starts to grow under your arms (B/G)

Hair starts to grow around the penis (B)

Hair starts to grow around the opening to the vagina (G)

A white liquid might start coming out of the vagina (G)

Your voice changes and gets deeper (B/G)

You start to sweat more and smell differently (B/G)

Write on three separate cards or pieces of paper:

It only happens to boys

It only happens to girls

It happens to both boys and girls.

2. Divide participants into small groups of two to four.
3. Give each group a copy of FACT SHEET 3 *How our bodies develop* (page 87). Ask them to look at the pictures and to talk about the differences between them as the children get older. Ask what changes are there in boys and girls bodies.
4. Divide out the cards to the group (without the answers written on them). Ask each person to put their card onto one of three headed pieces of paper: '*It only happens to boys*', '*It only happens to girls*' and '*It happens to both boys and girls*'.
5. Correct any misinformation and add any changes that the group can think of that are not included.
6. Discuss with the group any traditions or practices that they know about that are carried out when girls and boys reach puberty. *Are they different for boys and girls? Do they think that they are good practices or not?*

Activity set

11



Checking what you know



Exercise

2

Check your knowledge about pregnancy

PURPOSE To check understanding about pregnancy

TIME 30 minutes

MATERIALS Large sheet of paper

1. Write the following statements up on a large sheet of paper:
A girl cannot get pregnant the first time she has sex.
A girl cannot get pregnant if she has sex standing up.
If the boy wears a condom and uses it correctly the girl cannot get pregnant.
A girl cannot get pregnant if she is using contraceptive pills, but she can still get HIV infection.
If a girl washes immediately after sex she will not get pregnant.
2. Read out the statements, one by one.
3. After reading each statement, ask the group to call out True or False.
4. Correct any misinformation and discuss any questions the group has.

Exercise

3

Contraceptive methods

PURPOSE To teach participants about contraception and give them practical experience of handling contraceptives

TIME 60 minutes

MATERIALS A collection of the contraceptive methods that are used locally, and drawings of methods that do not need contraceptives, such as the calendar or 'rhythm method', non-penetrative sex and withdrawal

1. Ask the group to sit around one large table or in a circle on the floor.
2. Lay out all the contraceptives. Encourage the group to pick them up.
3. Ask the group members to say what they know about each one.
4. Ask volunteers to say who they think would use each contraceptive method and why, for example, unmarried men or older women with several children.
5. Ask the group their thoughts on abstinence—choosing not to have sex—and ways that young people can delay starting to have sex.

Notes for facilitators

There may be much embarrassed laughter during this activity, but this is all part of the process of getting used to contraceptives. However, you may find that it is better to do this in mixed-sex groups, or that, if you are working in a mixed group, the boys and girls both have an opportunity to ask questions and talk without feeling embarrassed or teased. You can refer to *FACT SHEET 4 Reproduction, pregnancy and family planning* (page 91). It is important to communicate to young people that many people get pregnant using the calendar method and withdrawal and that there is a lot of risk with these methods.



Activity set

11



Checking what you know



Exercise

4

Check your facts about HIV/AIDS

PURPOSE To check how much you know about HIV/AIDS

TIME 30 minutes

MATERIALS Large sheet of paper and a pen

1. Brainstorm with the group everything what they know about HIV transmission, who is at risk of HIV, what happens to people with HIV infection.
2. Write the group's ideas on a large sheet of paper and draw two columns with the headings *True* and *False*.
3. Ask the group to call out True or False for each idea.
4. Correct any misinformation and discuss any questions the group has.
5. Give each of the participants a copy of FACT SHEET 5 *HIV and AIDS* (page 99).

Exercise

5

Check your beliefs and attitudes about HIV/AIDS

PURPOSE To find out about beliefs and attitudes and correct misinformation

TIME 45 minutes

MATERIALS Pieces of card or paper, large sheet of paper

1. Write down common beliefs on separate pieces of card or paper. You can use the ones below. Add any others that are common in your area.
You can't get HIV from a person who looks healthy.
Young people don't get AIDS.
If you stick to one partner you won't get HIV.
Sex with a condom protects you against HIV.
You can get HIV from anal sex.
2. Divide the group into pairs.
3. Give each pair a card with a common belief or attitude written on it.
4. Ask the pairs to discuss their views about what is written on the card for about five minutes.
5. Bring the group back together and ask each pair to give feedback to the whole group.
6. Open up the discussion to the group after each pair has given their feedback. Make sure that you include any beliefs that relate to gender, for example, *Women are responsible for passing on HIV to their babies*, *Men have sex with younger women because they are 'safer'*.

Activity set

11



Checking what you know



Exercise

6

Check your knowledge about STIs

PURPOSE To check understanding of STIs and correct misinformation

TIME 30 minutes

MATERIALS Copies of quiz questions

1. Write the quiz questions.
 1. *Can all STIs be cured easily?*
 2. *Can you catch an STI again, even after you have been treated for an STI and cured?*
 3. *Will symptoms sometimes go away without treatment if you wait long enough?*
 4. *Can all STIs be cured?*
 5. *Are men more likely to know if they have an STI than women?*
 6. *Does a condom give a lot of protection against STIs?*
 7. *Do you have to have sexual intercourse to catch an STI?*
 8. *Can some STIs be passed through oral sex?*
 9. *Can women taking the pill get an STI?*
 10. *Can women have an STI without knowing it?*
 11. *Are women responsible for spreading STIs?*
2. Give out the quiz questions. Participants can answer the questions alone or in pairs.
3. Read out the correct answers at the end and each pair or individual can mark their own quiz. Explain that this is not a test!

Answers

1. *No, some STIs, such as gonorrhoea or syphilis, can be cured easily, if the person takes the full course of treatment. However, some STIs such as HIV and hepatitis B have no cure.*
2. *Yes, you can catch an STI again, even after you have been treated for an STI and cured.*
3. *Yes, but it does not mean that the person is cured. Untreated STIs may have long-term effects such as causing sterility.*
4. *No, HIV, hepatitis B and genital herpes cannot be cured.*
5. *Yes, men are more likely to know if they have an STI than women.*
6. *Yes, a condom does give a lot of protection against STIs*
7. *No, sometimes girls and women can catch infections such as thrush without having had sex.*
8. *Yes, STIs such as gonorrhoea, herpes and syphilis can be passed through oral sex.*
9. *Yes, women taking the pill can get an STI.*
10. *Yes, women can have an STI without knowing it.*
11. *No, women are not responsible for spreading STIs.*



ACTIVITY SET 11

Activity set

11



Checking what you know



Exercise

7

Understanding risk and checking attitudes towards people with HIV

PURPOSE To help participants to understand the risk of HIV and how it might feel to be infected themselves

TIME 45 minutes

MATERIALS Small cards folded into four, one for each person. Three cards have 'X' written on the inside, and three other cards are marked with a 'C'

1. Give each person a card. Take care to give the X cards to people in different areas of the room.
2. Ask people not to look at their cards. Explain that a few cards are marked with an X, and that during this exercise, the people with X cards are infected with HIV.
3. Remind everyone that, just as nobody knows who has an X card, it is impossible to tell if someone has HIV. Explain that during this exercise, exchanging cards with someone represents having sexual intercourse with them. Show what you mean by exchanging cards—give your card to a person and take theirs.
4. Ask everyone to exchange cards with someone. Repeat this twice.
5. Ask people:
What did it feel like to know that you might have got an X card? Would you tell anyone? Did anyone refuse to exchange cards?
6. Ask everyone to look at their cards, and those with an X to stand up. If you handed out three X cards then three people should stand up.
7. Ask them to describe their response to having an X card.
Would they tell anyone? Would they try to change their behaviour and have safer sex? How easy or difficult might this be? How do the women feel? How do the men feel? Are there any differences?
8. Ask anyone who exchanged cards with the people standing to stand up as well. Explain that they are also now infected with HIV. Repeat this once or twice. By the end most people will be standing up.
9. Wait a moment so people can see how the number has increased. Then ask if anyone in the standing group has C on their card. If they do, it means that they have used condoms to protect themselves and do not have HIV, so they can sit down again. Ask these three people to describe their reactions to this news.
10. Ask the group how this activity made them feel about people with HIV. People often experience strong emotional reactions to this activity. Remind everyone that this was only a training exercise.

Discussion points

At the start only three people had X cards, but these were soon passed around the room. Each person had several partners, which is realistic given that many people have more than one partner over a few years. Just as no-one knew that they had an X card, most people with HIV don't know they are infected, because they are still healthy and have not had an HIV test.

HIV does not spread as easily in real life—sometimes a person may not be infected by having unprotected sex with someone with HIV—but the risk is high.

Activity set

11



Checking what you know



Exercise

8

The three boats

PURPOSE To choose ways to keep safe from HIV and STIs that are appropriate for the individuals own beliefs

TIME 60 minutes

1. Ask the group to brainstorm the ways that HIV can be passed from one person to another. Correct any misinformation (see Fact sheet 5: HIV and AIDS).

2. Ask the group to brainstorm how HIV transmission can be prevented. Make sure that they include: no sex (abstinence), sticking to one uninfected partner who has no other partners (faithfulness) and condoms.

3. Tell the following story (you can adapt it from this Christian explanation to another locally or culturally appropriate story):

In the Old Testament, Noah kept himself safe from the flood by getting into a boat, the Ark. Today there are three boats that can keep us safe from AIDS:

The NO SEX boat

The FAITHFULNESS boat—having sex only with one faithful person who is not infected with HIV

The CONDOM boat—using a new condom correctly every time you have sex.

Who will decide for you about getting into one of these boats?

How easy is it to get on to a boat? Do we need help? What kind of help?

Is it possible to help another person to get on a boat, and stay on a boat?

Which boat or boats should a young person be on?

4. Choose three different places in the room and call them the three boats: abstinence, faithfulness and condoms.

5. Choose a member of the group to be the first character in the exercise, a boy aged 8 years. Ask the person to tell the rest of the group his name, and something about himself and his family. Ask the boy:

Are you on one of these three boats, or are you in the sea of HIV? Show us where you are. You can choose.

Let the character choose one of the boats, or else to stay in the sea.

Then ask him to explain his choice to the group. Ask the others if they agree.

6. Repeat the exercise, giving other characters to different members of the group, for example:

Old farmer

Sex worker

Drunkard

Young girl in the village

The farmer's wife

A good Muslim man

A businessman

A Catholic sister

A male university student

Discussion points

Is it possible to change from one boat to another?

When can a person jump from one boat to another?

Some people say: 'You do not just catch HIV, you let someone give it to you.'

What do you think?



ACTIVITY SET 11

Activity set

12



Exploring safer sex



Exercise

1

Gender differences in attitudes to safer sex

PURPOSE To explore differences in how men and women feel about safer sex

TIME 60 minutes

MATERIALS Large sheet of paper, pens

1. With the whole group brainstorm different ideas about what safer sex means (for example, non-penetrative sex, using a condom, saying no) for about 5-10 minutes until you have a list of ideas.
2. Ask the young women to form one group and the young men to form another group.
3. Ask the female group to discuss the ideas on the list and to decide whether each is easy or difficult for women to do and why.
4. Ask the male group to decide whether the items on the list are easy or difficult for men to do and why.
5. Ask each group to choose one person to report back. Allow about 15-20 minutes for discussion
6. Bring the groups back together and ask each small group to report back. List the feedback from the young men and young women separately on the large sheet of paper.
7. Discuss the differences and similarities between what men and women are saying, and ask the group to consider how they could make it easier to practise safer sex.

Exercise

2

Safety and romance

PURPOSE To help young people think about how to talk about safer sex and condoms as part of the language of romance

TIME 45 minutes

1. Ask the group to think about romantic scenes in films, television programmes and magazines. *Do these scenes ever mention safe sex, using condoms or contraception? Did the scene include any discussion about pregnancy, STIs or HIV? Can anyone remember seeing a romantic scene where a couple makes a decision about safer sex?*
2. Divide into pairs (a boy and a girl if possible) and give each pair a picture of a man and woman in a romantic situation.
3. Ask each pair to create a brief dialogue between the man and the woman in the picture in which they talk about safer sex. Allow about 10-15 minutes.
4. Ask each pair to put their dialogue up on the wall and to act it out.
5. Discuss with the whole group how the different pairs did this.

Discussion points

Was it difficult to imagine how a couple would talk to each other about this issue? Did the conversations sound realistic? Would anyone really talk like this? In how many of the dialogues did the boy take the lead in the discussion? In how many did the girl?

What ideas do you have about how boys and girls can discuss these things more easily?

Activity set

12



Exploring safer sex



Exercise

3

Preventing HIV transmission

PURPOSE To explore barriers stopping young people from preventing HIV transmission

TIME 45 minutes

MATERIALS Large sheet of paper

1. Ask the group to identify all the methods they can think of for preventing HIV transmission. Write these up on a large sheet of paper.
2. Then ask them to identify the barriers preventing them from using these methods. Are the barriers different for young women and young men? (For example, peer pressure on young men to have sex without a condom or to have several partners, economic reasons that make it hard for young girls to say no to sex or to insist on condom use.)
3. Divide into small groups and ask these groups to brainstorm solutions to each barrier and to rank them in importance and according to how easily they could do something about it.

Exercise

4

Condom challenges

PURPOSE To explore difficulties in obtaining and talking about using condoms

TIME 30 minutes

MATERIALS Large sheet of paper

1. List the following on a flipchart:
Buy condoms in a shop
Get condoms from a family planning clinic
Talk to partner about using condoms
Go to a doctor for condoms
Admit to yourself that you might have sexual intercourse and need condoms
2. Ask the group if there are any other places where condoms are available.
3. Divide the group into separate groups of boys and girls.
4. Ask the groups to rank the list in order—from the least to the most difficult to do. Allow about 10 minutes for this and then bring the groups back together.
5. Write up the rankings from the boys and from the girls on a large sheet of paper. Ask the group if there are any differences between the boys and girls rankings. Ask them to tell you why girls and boys might find different things more difficult and to suggest ways to make it easier to obtain and talk about condoms.





Activity set

12



Exploring safer sex



Exercise

5

Exploring barriers to condom use

PURPOSE To get young people to think about what barriers girls and boys face when using condoms and how to overcome these barriers

TIME 45 minutes

MATERIALS 10-15 large sheets of paper, small sheets of paper, pens

1. Brainstorm with the group all the reasons they can think of why young people do not use condoms. Ask the group if the reasons why young men do not use condoms are different from the reasons why young women do not use condoms. Allow about 10-15 minutes for this.
2. Write each reason on a separate sheet of paper and put the sheets of paper up on the wall in different parts of the room.
3. Give an example of how someone could answer if their partner gave one of these reasons for not using a condom.
4. Then ask participants to walk round the room in pairs, to think of a response to each reason and to write down their responses.
5. When everyone has finished, ask each pair to read out their responses.
6. Bring the group back together and discuss the reasons and the responses.

Exercise

6

What to do when he or she says no?

PURPOSE To help young people think about what to do when a partner refuses to use a condom

TIME 30 minutes

MATERIALS Copies of the following condom case studies

- A A boy meets a girl at the disco. She is from the city and he has not met her before. He wants to have sex with her. She refuses to use a condom. What should he do?*
- B A boy and a girl have been dating for two years. She finds out that he has been seeing another girl and decides she wants him to use a condom. He refuses. What should she do?*
- C A young man wants to use a condom when he has sex with his girlfriend, but is afraid to go to the clinic. What should he do?*
1. Ask three young men and three young women to volunteer for a role play. Divide the volunteers into three boy-girl pairs.
 2. Ask each pair to choose one role play and practise it.
 3. Ask the first pair to perform their role play for rest of the group. Stop the role play after one or two minutes, at a key point. Ask the audience if there is another way of playing the scene or influencing the outcome. Ask another volunteer to come up and take over the role play.
 4. You could also suggest that a new character joins the scene—for example, in role play A the girl's friend arrives, in role play B the other girlfriend arrives.

Activity set

12



Exploring safer sex



Exercise

7

Challenging people who don't want to use condoms

PURPOSE To help young people, especially girls, to think of how to encourage people to agree to use condoms

TIME 45 minutes

MATERIALS Large sheets of paper

1. Brainstorm with young women all the lines used by young men to pressure girls into having sex without a condom. For example, *I'll be very careful.*
Everyone else does it without condoms.
I'll buy you something nice if you let me.
Don't you know I'm a clean person. I won't give you a disease.
We don't need to worry about AIDS. I haven't got it.
If we don't do it now it will damage my health.
You don't trust me.
If you loved me you would do it.
2. Put the lines up around the room and ask the group, in pairs, to take one line each and think about how they would respond to the line, and practise responding in their pairs.
3. Bring the group together and discuss the strategies the pairs used.

Exercise

8

Safer sex in relationships

PURPOSE To encourage young people to think about difficulties of condom use in relationships

TIME 45 minutes

MATERIALS Copies of the two scenarios below

1. Divide the participants into two groups. Give one group scenario A.
A Sara and Andrew are both 16-years-old. They have been seeing each other for six months and have been having sex for two months. They have always used condoms. They are alone at Andrew's house. He has forgotten condoms, but wants to have sex.
2. Ask the group to think about the following questions:
Whose responsibility is it to make sure there are condoms available?
Should they take a chance this once? What would be the risks?
When does a relationship become a long-term commitment?
How can you tell if your partner is faithful to you?
3. Give the other group scenario B.
B Anna, aged 16, is dating a guy called Steve who is 21. They have started having sex but without using condoms.
4. Ask the group to think about these questions:
What might make it difficult for her to discuss condom use with him?
What should she do if he refuses?
How might this affect their relationship?
5. Bring the two groups together. Ask them to describe the scenarios and what they discussed. *Is it more difficult to talk about using condoms with a steady partner? Why? How can they address this problem?*





Activity set

13



Thinking about sex, risk and relationships



Exercise

1

Ideas about sex

PURPOSE To explore ideas about sex

TIME 30 minutes

MATERIALS Large sheet of paper, pens

PREPARATION Write the list of statements below on a large sheet of paper, and prepare copies of the list for all participants

1. Hand out the list of statements.
When someone says no to sex it means they do not like the other person.
A real man is one who has had sex with a woman.
Someone who dresses in a sexy way wants to have sex.
If a girl or a boy accepts an invitation to go to someone's house alone she or he would be expected to have sex.
It is the woman's responsibility to decide how sexual a relationship is.
2. Ask each person in the group to write 'A' if they agree with the statement and 'D' if they disagree.
3. Collect the papers and add up how many participants agree and how many disagree with each statement. Write the totals next to the statements on the large sheet of paper.
4. Ask the participants why they agree or disagree with the statements. Are there differences between the boys and the girls? If so, why?

Exercise

2

Good and bad reasons for having sex

PURPOSE Exploring the reasons why young people have sex

TIME 45 minutes

MATERIALS Large sheet of paper

1. Ask the group to brainstorm all the reasons they can think of why people have sex. (For example, to prove they love each other, fear that the relationship will break up, money and presents, fear of being laughed at, proving virility or fertility, because both are comfortable with the decision.) Write the reasons up on a large sheet of paper.
2. Divide the participants into smaller groups of young women and young men.
3. Ask the groups to discuss which of these reasons apply to girls and which to boys, and which to both. Which of these are good reasons and which are not good reasons for having sex? Allow about 20 minutes.
4. Bring the groups back together. Ask the girls first to go through the reasons and tell the group what they decided. Then ask the boys to do the same.
5. Discuss the feedback with the whole group. What do boys and girls share in common? Are there some reasons why girls have sex which are not reasons why boys have sex, and some reasons why boys have sex that are not reasons girls use for having sex? How can we make sure that both girls and boys only have sex for positive reasons?

Activity set

13



Thinking about sex, risk and relationships



Exercise

3

Taking risks

PURPOSE To help young people consider their own risk behaviour
TIME 30 minutes

1. Ask people in the group to think on their own about a time when they took a risk. *What factors influenced them? What were their feelings at the time? What was the outcome? What might have happened?*
2. Ask the group to divide into pairs and to share their thoughts.

Exercise

4

Identifying who is at risk of HIV

PURPOSE To get young people and communities to think about who is at risk
TIME 45 minutes

MATERIALS Large sheets of paper, pens and seeds or pebbles

1. Divide the group into smaller groups of 8-12 people.
2. Ask each small group which group they identify with, for example, young men. Then divide this group into as many subgroups as possible, for example, young men could be boys at school, unemployed youth, youth with a paid job, those working informally, those working away from home, or those who are away studying.
3. When everyone is satisfied with the categories, ask the groups to rank these subgroups in terms of their risk of contracting HIV and why. Ask them to put three pebbles to the three groups most at risk.
4. Then ask participants to look at the groups again and try to make connections between them, identifying relationships between them.

Exercise

5

Identifying who is at risk

PURPOSE To get young people and communities to think about who is at risk
TIME 45 minutes

PREPARATION Make enough copies of the chart below for each person

1. Give everyone a copy of the chart and ask them to vote individually, giving one answer for each question.
2. Collect the charts and write a summary chart of all the answers.
3. Ask the group if the results accurately reflect the situation in the community.

	Man	Old man	Young girl	Young boy	Woman	Old woman	All of them
Who is most likely to get an STI or HIV?							
Who is responsible for AIDS prevention?							
Who is responsible for family planning							
Who is responsible for family health?							





Activity set

13



Thinking about sex, risk and relationships



Exercise

6

Risky situations

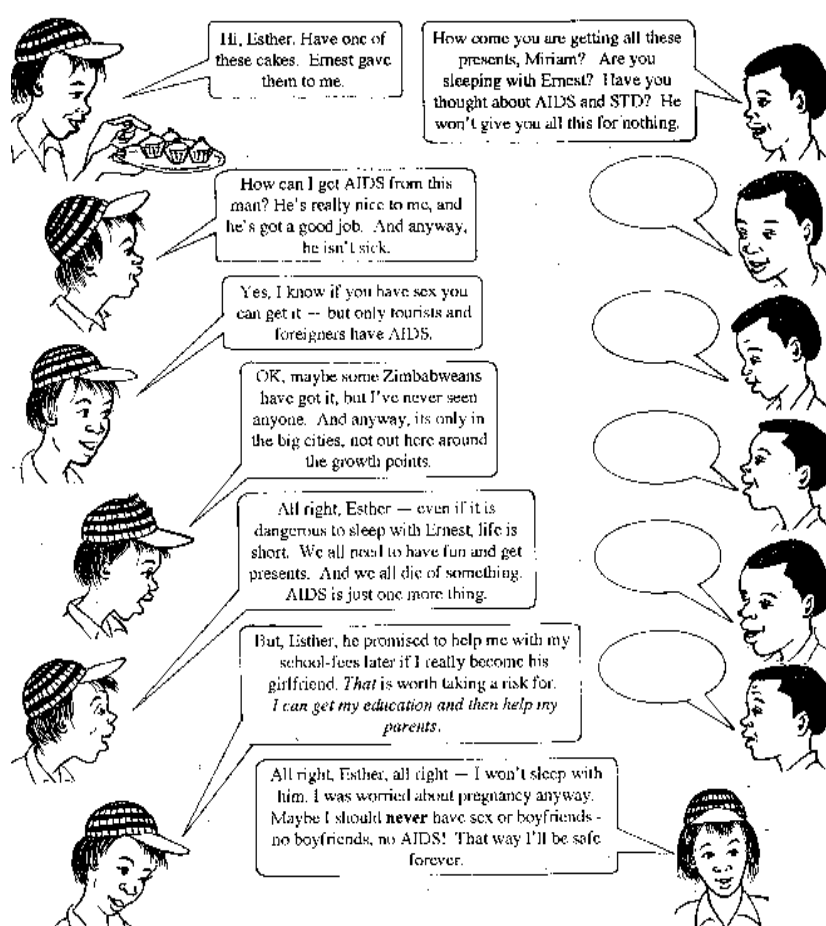
PURPOSE Helping young people to think about risk

TIME 45 minutes

MATERIALS Copies of *Esther and Miriam* and of *Nyarai and the Gwanda Rock Band*

1. Explain that Esther is worried about her friend Miriam. Esther knows that one of the men in the District Council Office has bought Miriam a new dress and has started taking Miriam out to bars.
2. Divide the group into pairs. Give each pair a copy of *Esther and Miriam*. Ask them to decide how Esther should reply to Miriam.
3. With the whole group discuss what replies the pairs came up with.

Esther and Miriam



Activity set

13

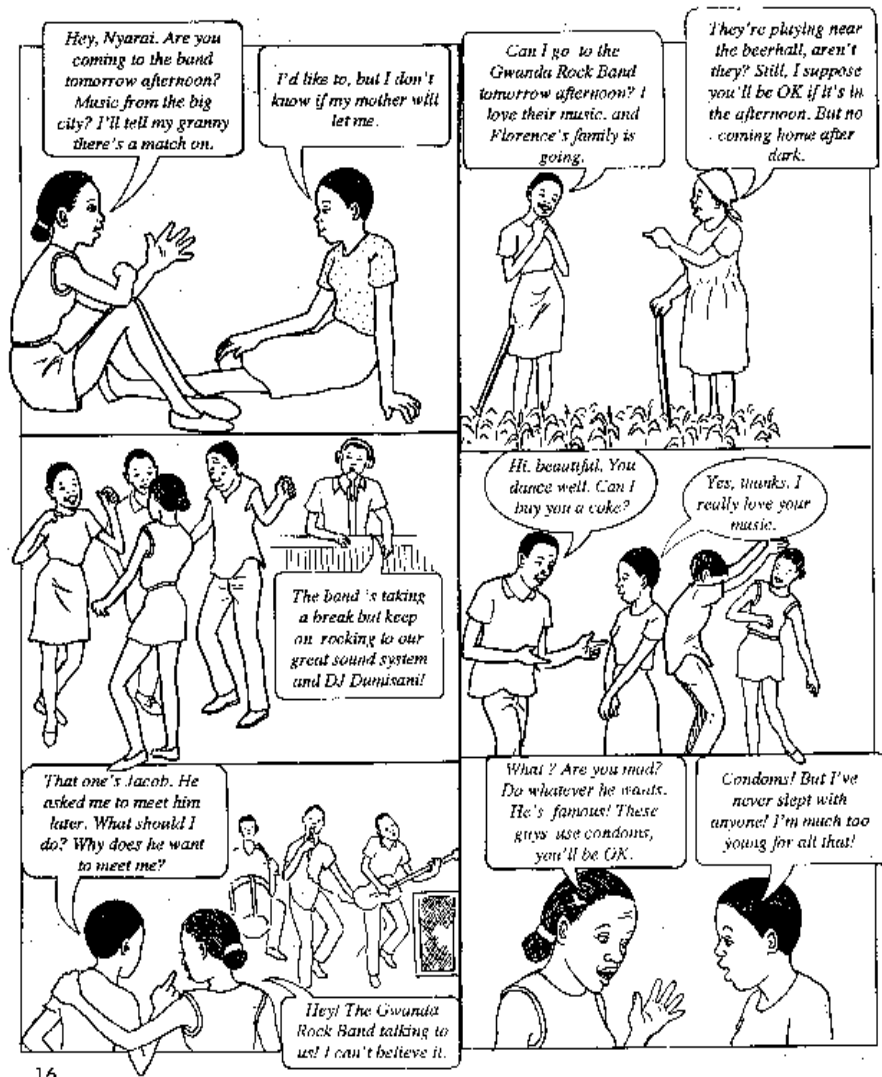


Thinking about sex, risk and relationships



4. Give the participants a copy of the picture story Nyarai and the Gwanda Rock Band and give them a few minutes to read it.
5. Ask the group the following questions: *What lie does Nyarai tell? Why is her mother worried that the band is playing near the beer hall? How does the musician make friends with Nyarai? Why does she accept a coke? What would you advise her to do? Do you agree with Florence's advice? Does Florence know as much as she seems to? How would you persuade Nyarai to take your advice?*

Nyarai and the Gwanda Rock Band



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ACTIVITY SET 13



Activity set

13



Thinking about sex, risk and relationships



Exercise

7

Danger zones

PURPOSE To help young people identify places and times when they might be at risk of unsafe sexual behaviour

TIME 45 minutes

MATERIALS Two large sheets of paper, pens

1. Divide the people in the group into a group of young women and a group of young men. Give each group a large sheet of paper.
2. Explain that you would like them to draw a map of their community showing the main features, for example, river, church, mosque, market, school, bars, truck stop.
3. Ask them to mark the places where potentially risky sexual behaviour could take place. Allow about 15 minutes to do this and then bring the two groups back together.
4. Ask the young women to describe what they have drawn, which risky places they have marked and why. Ask the young men to do the same.
5. Are there differences between their maps and risky places? If so ask the group why this is.
6. Divide the participants back into separate groups of young men and women.
7. Ask each group to look at the map they have drawn and to think about who causes the problems, what can be done about the problem and who can help to solve it.

Activity set

13



Thinking about sex, risk and relationships



Exercise

8

Being placed in risky situations

PURPOSE To explore how adults put young people at risk

TIME 30-45 minutes

MATERIALS Copies of the picture story

1. Show the group the picture of the mother and the daughter.
2. Ask the group to divide into smaller groups of five or six and to make up a story about what is happening in the picture, and what happens next. Allow about 15 minutes.
3. Bring the group back together and ask one person from each small group to tell the story they have made up.
4. Ask the group to discuss these questions: *Who is responsible for the situation? What could any of the people in the picture have done differently to prevent it? What choices did the daughter have? How can the community support girls?*



ACTIVITY SET 13



Activity set

13



Thinking about sex, risk and relationships



Exercise

9

Sexual health and self-esteem

PURPOSE To explore how the way we feel about ourselves affects how we behave in sexual relationships

TIME 60 minutes

MATERIALS Case study below (adapt for your local situation)

1. Divide the group into three small groups. Give one of the characters (Liz, Rachel or Susie) to each group.

Rachel and Elizabeth are 15-year-old students at the local school. One day Rachel asks if she can talk to her friend Elizabeth in private. She says that she is really worried about Rachel's friend, Susie, who has had unprotected sex with three boys this year and is frightened that she may be pregnant or have HIV. Susie has told Rachel she is desperate for a boyfriend and thinks there must be something wrong with her, because they always leave her once they have had sex. A boy in their class has told Rachel there is something written in the boys' toilets saying that anyone can have sex with Susie. Rachel wants Liz to talk to Susie about this.

2. Read out the story and then give each small group a piece of paper, divided into three sections headed *Feelings*, *Issues* and *What we would like to see happen at the end*.
3. First of all they should write down all the feelings they can think of which their character may be experiencing. Allow at least three minutes for this.
4. Then ask the groups to discuss and write down the issues and then the outcomes that they would like to see happening (if you like, they can divide these into 'immediate', 'soon' and 'long-term').
5. Bring the three groups back together and go through the sections one by one, starting with feelings. In the group, compare and contrast the different character's feelings.
6. Ask the group if they can think of a way forward that takes into account the wishes and perspectives of all three characters?

Activity set

14



Talking about sexual violence and abuse



Note to facilitators

Many of the people in the group will have some experience of physical or sexual or mental abuse. Abuse is likely to be one of the hardest issues that you will face as a facilitator. It is important to be prepared and to take time to think about what you may say or do.

- Discuss your feelings about sexual or physical violence with friends. Think about what you might feel and do in such situations.

- Think how you might react if someone tells you they are being abused or are abusing someone.

- If you have been raped, or abused, consider what support you may need if someone tells you about their experiences or treats it lightly.

- Discuss what you may do if someone tells you that they have been abused.

- Find out the legal situation.

- Find out if other people or organisations deal with violence or abuse and whether they can support you or you can refer people to them.

Remember It is better to contact someone for help, rather than try to do more than you are able.

Exercise

1

Sexual abuse

PURPOSE To identify forms of sexual abuse and community attitudes toward abuse

TIME 30-45 minutes

MATERIAL Large sheet of paper, paper, pens

1. Explain that not all sexual expression is wanted. Unwanted sexual contact is sexual abuse and includes harassment, rape, incest and violence.
2. Divide the group into smaller groups. Ask them to make a list of the different forms of sexual abuse that exist in their community. Collect the lists and write them up on a large sheet of paper. Ask the group: Does everyone in the community acknowledge that these forms of sexual abuse exist?
3. Then ask the small groups to select one type of abuse and describe events leading up to and following an incident of sexual abuse, including what happens to the victim and the abuser.
4. Bring the group back together and ask them to think of ways to help prevent sexual abuse, support those who are abused, and help abusers change their behaviour.





Activity

14



Talking about
sexual
violence and
abuse



Exercise

2

Tanya's story

PURPOSE To explore the issue of sexual abuse in the community

TIME 45 minutes

MATERIALS Copies of Tanya's story

1. Explain that Tanya is 9-years-old and one day she passes by the borehole on her own to fetch some water. She met one of her uncles at the borehole. Ask participants to look at the story in small groups of four or five.

2. Ask the group to talk about Tanya's feelings about her Uncle John.

3. Ask people in small groups to discuss what Tanya might have said to her mother when she got home:

Tanya: I..

Mother: You...

Tanya: ...

Ask some people to act out the dialogue they have written.

4. Ask the whole group how Tanya protected herself from Uncle John. Think about ways to avoid people who want to do things to you that you don't like.



Activity set

14



Talking about sexual violence and abuse



Exercise

3

Discussing feelings about rape

PURPOSE To discuss rape

TIME 30 minutes

1. Make the following statements.
Women have learned to see themselves as weak and men as strong. As a result women do not feel they have the power to do anything about rape.
Rape is not about sex. It is about power and violence.
Not all men rape women.
2. Ask the group whether they agree or disagree with these statements.
3. Ask young women how they feel if they are walking home alone at night and see a man walking towards them?
4. Ask young men how they feel in the same situation.

Exercise

4

Suniti's story

PURPOSE To think about avoiding risky situations

TIME 45 minutes

MATERIALS Copy of Suniti's story

1. Tell the group Suniti's story, or ask one of the participants to read it out.
Suniti had agreed to go for a walk along a village path with Rajesh. After they had been walking for while and were a long way from the village, Rajesh started flirting and touching Suniti and talking about having sex. She was not prepared for this and was silent and embarrassed. This encouraged Rajesh to think that she felt alright about having sex. Nobody was nearby and although Suniti kept saying no, Rajesh forced her to lie down and he was too strong for her. They had sex and Suniti was left crying and worried.
2. Ask the group: *Do you think Suniti could have been aware of what was going to happen? What clues might have told her? What could she have suggested when she had realised they were going far from the village? What can she do now? Should she keep it secret? Should she talk to Rajesh? What do you think about Rajesh? What should he have done? Why did he do what he did?*





Activity set

14



Talking about sexual violence and abuse



Exercise

5

Talking about sexual abuse

PURPOSE To raise the issue of rape and sexual abuse of young girls and what can be done about it

TIME 45 minutes

MATERIALS Choose a newspaper article from a local paper or Chido's story

Chido is 9-years-old. This is what happened to her.

Last year I stayed with my aunt and uncle. On Sunday morning my aunt got up early and left me sleeping. As soon as she went my uncle woke up, pulled the blanket off me and tried to take off my clothes. I said 'No, uncle please don't do that'. I was so afraid I could not talk. I did not know what he was doing. He took his trousers down, pulled my legs apart and lay on top of me so I couldn't breathe. He was hurting me very much but he kept saying be quiet or I'll beat you. When he stopped he made me go and wash, gave me money for sweets and told me to go home. He said if I told anyone he would kill me. When I got home I couldn't tell my mother because I felt so sick and was afraid of what my uncle would do to me. I did not go to school for a week. Then my mother got angry and beat me, so I had to tell her what had happened.

1. Read the newspaper story or Chido's story.
2. Ask the group what they think about the story and how they feel about it.
3. Divide the participants into groups of four or five. Ask them to discuss whether this type of problem occurs in their community. When and where? How is it dealt with? Why does it happen? What can be done about it?
4. Bring the groups back together and ask them to share their ideas. Ask them who they could turn to for help in their family or community.
5. Ask the group what could be done in their community to help reduce sexual abuse.

Note to facilitators

Be aware that there may be girls or boys in the group who have been sexually abused, discussing this topic may be very difficult and it can raise powerful emotions for them. It is important that the group understands that Chido is not at fault.

Activity set

14



Talking about sexual violence and abuse



Exercise

6

Eve teasing

PURPOSE To discuss sexual harassment

TIME 30-45 minutes

1. Explain that 'Eve teasing', as it is called in India, is a form of sexual harassment.
2. Ask two girls in the group to act out the following scene:
Girl 1: Why do boys behave like that? Do they have no decency?
Girl 2: Yes it is a big nuisance. Last time a boy touched me I was very upset for several days and I changed my route to school.
Girl 1: My parents wouldn't let me to go to school if they knew about it.
Girl 2: If we tell anyone about it they will think it is our fault and that we invited it.
Girl 1: But it is not our fault. Why should we suffer for it? What can we do about it?
3. Ask the group: *Why does such harassment occur? What effects did it have on the girls? How could these two girls avoid it? What can be done about such sexual harassment?*





Activity set

14



Talking about sexual violence and abuse



Exercise

7

Wife abuse

PURPOSE To raise the topic of domestic violence and attitudes towards it
TIME 30 minutes

1. Show the group the pictures.
2. Ask them what they think about the women's reactions.
3. Other possible questions for discussion include: *What kinds of domestic violence do women suffer? Why do men beat their wives and girlfriends? Why do girls and women stay with men who beat them? What situations cause a man to beat his wife or girlfriend? Do you think women are to blame? What would you do if your boyfriend or husband abused you?*

